

**THE INFLUENCE OF USING BLENDED LEARNING MODEL
WITH GOOGLE CLASSROOM TOWARDS STUDENTS'
NARRATIVE WRITING ABILITY**

(A Thesis Proposal)

Submitted As a Partial Fulfillment of Requirements for S1 - Degree



By:
JESICA AMEYLISA PUTRI
NPM : 1611040400

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
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ABSTRACT

THE INFLUENCE OF USING BLENDED LEARNING MODEL WITH GOOGLE CLASSROOM TOWARDS STUDENTS' NARRATIVE WRITING ABILITY

BY

JESICA AMEYLISA PUTRI

This thesis was based on the phenomena happened in school, it was how many students interested in writing but they could not develop ideas what they want to write. Technique that was used to teach students often made students feel bored to join the English lesson. Therefore, this thesis discussed the influence of Blended Learning Model in teaching writing, especially for students' narrative text writing. The objective of this study was to find out whether applying Blended Learning affect the students' achievement in writing narrative text at the first semester of tenth grade of SMKN 5 Bandar Lampung in the Academic year of 2022/2023.

In this research, the methodology of the research was quasi experimental design with the treatment held in 3 times of meeting, 2 x 45 minutes for each. The population of this research was the eleventh grade students of SMKN 5 Bandar Lampung. The sample taken were two classes, X IPA 1 and X IPA 2 which consisted of 49 students. In collecting the data, the researcher used the instruments, pre-test and post-test. The instrument was in form of essay questions of narrative text.

After giving the post-test, the researcher then analyzed the data. From the data analysis, it was found that the result of T-test was 5.80. This result then was consulted to the score of $t_{critical}$ (level of significant) in this case level of significant 0.05 was 2,02. From the data analysis, the score of $t_{observed}$ was higher than $t_{critical}$ (0.05), so H_o was refused. In other words, from this research, it was known that Blended Learning could improve the students ability in writing Narrative text. It can be concluded that there was significant influence of using Blended Learning Model on students' narrative text writing ability of SMKN 5 Bandar Lampung in the Academic year of 2022/2023.

Keywords: Narrative Text, Blended Learning Model, Students' Writing Ability, Quasi Experimental Design



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ADMISSION LETTER

A thesis entitled: **THE INFLUENCE OF USING BLENDED LEARNING MODEL WITH GOOGLE CLASSROOM TOWARDS STUDENTS' NARRATIVE WRITING ABILITY**, by: **Jesica Ameylisa Putri NPM: 1611040400**, Study Program: **English Education** was tested and defended in the examination session held on: **Thursday, January 2nd 2023**.

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MOTTO

لَيْسَ
بِشَيْءٍ
أَقْبَلُ
عِنْدَ
رَبِّكَ
مِنَ
الْحَسَنَاتِ
مِنَ
لَيْلَةِ
الْقَدْرِ
مِنَ
أَلْفِ
شَهْرٍ

لَيْلَةُ الْقَدْرِ أَحْسَنُ مِنْ أَلْفِ شَهْرٍ

“The Night of Power is better than a thousand months”.

(Al-Qadr: 3)¹

¹ Abdullah Yusuf Ali, *The Holy Quran (Koran) English Translation of the Meanings*, TheKing Fahd, 1987, p.321

DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Blended Learning Model With Google Classroom Towards Student’s Narrative Writing Ability” is completely my own work. I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, December 14th 2022

Declared by,



Jesica Amealisa Putri

1611040400

DEDICATION

From my deep hearth and great love, this thesis is proudly dedicated to:

1. The greatest inspiration in my life, my beloved parents Mr. Alfian Efendi (Alm) and Mrs. Paulina for their endless love, support, patience, and guidance.
2. My beloved sister and brother, Shafa Marwa Alfa Putri and M. Radja Alif Kurniawan Alfa Putra who always cheer me up.
3. My beloved husband, Jefri Yansyah Chandra who always support, patient with my mood swing and give all the effort, also My cutie daughter, Jennaira Alundra Otty who always be my reason to strong and struggle.
4. My partner since 1999, Indah Ayu Lestari, S.H who always be my good listener.
5. My bestfriends, Haningtya Cahya Mentari, Yani Suciyati and Ahmad Fadil Agya who always want to struggle together.
6. My beloved lecturers who teach me and Almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.
My aunty, Ervinna Anggraini S.Pd who gave me guidance from the beginning of my thesis.
7. Last but not least, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off, I want to thank me for never quitting.

CURRICULUM VITAE

Jesica Ameylisa Putri was born in Tanjung Karang on May 11th, 1999. She is the first children of Mr. Alfian Efendi and Ms. Paulina. She has one younger sister, whose name is Shafa Marwa Alfa Putri and she has one younger brother, whose name is M. Radja Alif Kurniawan Alfa Putra. She has married with Jefri Yansyah Chandra and has one daughter, her name is Jennaira Alundra Otty.

She began his school to State Elementary SD Al-Azhar 1 Bandar Lampung in 2004 and graduated in 2010. In the same year, she continued her study in SMP Kartika II - 2 (PERSIT) Bandar Lampung and graduated in 2013. After that, she continued her study in SMK Negeri 5 Bandar Lampung and graduated in 2016. In 2016, she continued her study to UIN Raden Intan Lampung as a student of English Education Study Program of Tarbiyah and Teacher Training Faculty.

While being a college students, she had her students study service (KKN) in Sumber Agung, South Lampung. After having KKN, she had her field teacher training (PPL) in SMK Negeri 5 Bandar Lampung.

ACKNOWLEDGEMENT

Praise be to Allah SWT the Almighty, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation are upon our Prophet Muhammad SAW, with his family and his followers. This thesis entitled “The Influence Of Using Blended Learning Model With Google Classroom Towards Students’ Narrative Writing Ability” is submitted as the compulsory fulfillment of the requirement for S-1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

When finishing this thesis, so much help, assistance, aid, support and many valuable things from various sides have been obtained. Therefore, thanks to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung with his personals who have given the permission to conduct the research for this thesis.
2. Dr. Moh. Muhassin, M.Hum, the chairperson of English Education Study Program of UIN Raden Intan Lampung who have given the opportunity to conduct the research for this thesis.
3. M. Ridho Kholid, M.Pd, the advisor who has been patiently providing the guidance and direction until the completion of this thesis.
4. Sri Suci Suryawati, M.Pd, the Co-advisor, who has been patiently providing the guidance and direction until the completion of this thesis.
5. All lecturers of English Education Study Program of Raden Intan State Islamic University of Lampung who have taught the researcher since the beginning of her study.
6. Drs. Ifraim Azis, M.M, the headmaster SMKN 5 Bandar Lampung who has assisted and granted permission to conduct research at SMKN 5 Bandar Lampung.
7. Dra. Resti Kurniawati, the English teacher of SMKN 5 Bandar Lampung who has assisted and advised during the research

process; and the students of eight grade of SMKN 5 Bandar Lampung for being cooperative during the research.

8. My family Mr. Alfian Efendi (alm), Mrs. Paulina, Alsyah and Radja. My husband Jefri Yansyah Chandra. My Daughter Jennaira Alundra Otty and all the families who always give motivation and supporting on completing this thesis.
9. My bestfriends Hani, Suci and Fadil who always struggle together to finish this thesis.

Finally, with fully aware, there are still many weaknesses in this thesis. Therefore, the criticisms, comments, corrections, and suggestion from the readers are expected to enhance the quality of this thesis.

Bandar Lampung, Desember 14th, 2022
The Writer,

Jesica Ameylisa Putri
NPM.1611040400

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CHAPTER I

INTRODUCTION

In this chapter will be discussed about background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, uses of the research and scopes of this research.

A. Background Of the Problem

In Indonesia, English is a foreign language. By giving the subject, it's hoped that it will help Indonesian students to be master in English. To become competent users of English, must focus on both productive and receptive skills. Writing and speaking are the productive skills, while listening and reading are the receptive skills.¹ Writing is the most important invention in human history because it provides relatively permanent record of information, opinions, beliefs, feelings, arguments, explanation and theories.

Browker argues that writing is a skill that is exist in many contexts throughout life. As you can write an email to your friends either local or overseas.² In school, writing is a way of life with which learners pass the course. Brown said that without some ability to express yourself in writing, you don't pass the course.³ According to Elite Olshtain in Celce, writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study. Viewing writing as an act of communication suggest an interactive process which takes place between the writer and the reader via the text.⁴ Writing also the most used skill in

¹ Kuni Hikmah Hidayati. *Teaching Writing to EFL Learners: An Investigation of Challenges*

Confronted by Indonesian Teachers. Universitas Negeri Surabaya, 2018. p.21

² D.N Browker. *Academic Writing: A guide to tertiary level writing*. New Zealand: Massey University, 2007.

³ H. Douglas Brown. *Teaching by Principles (2nd Ed)*, (San Fransisco: Longman, 2000), p.339

⁴ Celce-Murcia, Marianne. 2001. *Teaching English as a Second or Foreign Language*. United States of America: Thomson Learning Inc.

evaluating students' performance in almost all levels of education.⁵

In fact, the students have a problem in writing a text because they learn writing without using a good approach and treatment. Byrne says that writing is difficult for most people both in mother tongue and in foreign language.⁶ That factors cause the students to have low proficiency in writing are the students themselves rarely write in English and the teachers don't facilitate them well to develop their writing skill in classroom activities.

When the researcher did her preliminary in SMK Negeri 5 Bandar Lampung by interviewing the English Teacher to get the data about the students' score in writing, especially in writing narrative text.⁷ From the result of the interview, the researcher found that most of the students at the tenth grade of the school still found difficulties especially in writing narrative text. the students' score of writing narrative text can be seen in the table below:

Table 1
Students' score of writing narrative text at the tenth grade of SMK Negeri 5 Bandar Lampung in the Academic Year 2022/2023

No	Class	Students' Score		Number of Students
		<75	≥75	
1	X TO 5	22	14	36
2	X TO 6	21	15	36
3	X DPK 3	29	9	38
4	X DPK 4	26	11	37
5	X MM 1	23	14	37
Total		121	63	184
Percentage		65.76%	32.24%	100%

⁵ S. Afrin. 2016. *Writing Problems of Non-English Major Undergraduate Students in Bangladesh: An Observation*. Open Journal of Social Sciences.

⁶Byrne, Donn. 1997. *Teaching Writing Skills*. New York: Longman.

⁷Mrs. Dra. Resti Kurniawati, *The English Teacher at Vocational High School 5 Bandar Lampung*, An Interview

From the table above, it could be said that the total number of students who got difficulty in writing narrative text were 121 or 65.76% from 184 students. In the other hand, just 63 students or 32.24% who achieved the criteria minimum mastery score (KKM).

Based on explanation above, researcher believes that the problem of the present study springs from students' low achievement in writing skills in achievement tests, lack of motivation and weak participation in class. Although our students have good access to modern technologies, they do not make use of them in their learning in general and English learning in particular. Hence, the importance of using blended learning program in developing students' writing skills appears as a proposed solution, where the use of various multi-media could help students employ writing skills into daily writing tasks such as emails to a friend, posting or sharing ideas through texts or short paragraphs which may assist students become more effective communicators through writing.

In the previous research conducted by Andi Sriwahyuni entitled the effectiveness of blended learning model on students' writing competence. It could be known that blended learning model can increase students' writing competence. It means that blended learning model has good impact for students' writing.

Several researchers have been done discussed Blended Learning Model. Shih, R.C. which entitled improve students' writing skill by integrating Facebook with peer assessment and blended learning to students' English of the first semester at Technological University in Taiwan. The implementation of this study as follows: For 3rd-8th-week students face to face learning.

Other studies related to blended learning model focused on speaking skill. Shih, R. C which entitled improve students' speaking for English as a second language by using blended learning and video-based blogs to English majors of the fourth semester at Public University in Southern Taiwan.

The difference between research researcher and other research is that researcher use blended learning model use the google classroom application to help learning in the blended learning model.

Therefore, the researcher will conduct research about the students' writing ability in narrative text and the title of the research is: The Influence of Using Blended Learning Model With Google Classroom Towards Students Narrative Writing Ability.

B. Identification Of the Problem

Based on the background above, the researcher can identify the problems as follows:

1. The students got difficulties in developing ideas in learning writing narrative text.
2. The students' motivation was still low.

C. Limitation Of the Problem

Based on the identification of the problem above, the researcher focuses on the influence of using blended learning model with google classroom towards students narrative writing ability.

D. Formulation Of the Problem

Based on the limitation of the problem above, the researcher formulated the problem as follows:

“Is there any significant influence of using blended learning model with google classroom towards students narrative writing ability?”

E. Objective Of the Research

The objective of this research is to know whether there is a significant influence of using blended learning with google classroom can be influence towards students narrative writing ability.

F. Uses of the Research

From the statement above the researcher expected the result of the research can be use:

1. To give information to English teacher about using Blended Learning Model can give significant influence towards students' ability in writing narrative text.

2. To give information to English teacher about using Google Classroom Application to make easier when using Blended Learning Model.

G. Scope of the Research

1. Subject of the Research

The subject of the research will be students at the tenth grade of SMK Negeri 5 Bandar Lampung in the academic year 2022/2023.

2. Object of the Research

The object of the research will be used of google classroom application and students' ability in writing narrative text.

3. Place

The research will be conducted at SMK Negeri 5 Bandar Lampung

4. Time of Research

The research will be conducted at first semester in the academic year of 2022/2023.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory

1. Concept of Writing

a. Definition of Writing

There are a lot of definitions of writing. For example, Byrne says that on one level, writing can be said to be the act of forming symbols; making marks on a flat surface of some kind. Graphic symbols here include letters or combinations of letters that relate to the sound people make when they speak. The symbols have to be arranged, according to certain conventions, to form words, sentences, and/or paragraph. But actually writing is more than the production of graphic symbols. He also states that writing involves the encoding of a message of some kind; that is translating thoughts into language.¹

According to Wingersky, Writing is a process of communicating with others in which a writer sends the ideas and thoughts in written forms to readers. It is a process of thinking which the writer discovers, organizes and communicate.² Olson said that someone is writing when she puts her thoughts and feeling into words and puts those words onto paper. Olson also states that writing is more than that; however, those thoughts on paper must make sense to someone else, in this case, the reader.³ Moreover, it is about

¹Byrne, Donn. 1997. *Teaching Writing Skills*. New York: Longman.

² Wingersky. 1999. *Writing Paragraph And Essays Integrating Reading, Writing And Grammar Skills*. London: Wadsworth Publishing Company. p.4

³Olson, Miles C., Daniel R. Kirby, Gale Douglas Hulme.1982. *The Writing Process*. Boston: Allyn and Bacon Inc.

conveying meaning by using words that have been chosen and put together in written or printed form.⁴

From the definitions of writing above, it can be concluded that writing is an act of putting the thoughts and feeling into a set of signs or symbols and putting them onto paper which can be understood by the reader. In short, writing is a tool of communication in written form.

b. Aspects of Writing

There are some components that are used in scoring writing ability. According to Tribble, the criteria to scoring writing are: Content, Organization, Vocabulary, Language and Mechanic.

1. Content : The ability of develop the writing thouhts express, content related to the topic
2. Organization : The ideas obviously stated and supported, logically sequenced, connective in appropriately way
3. Vocabulary : The selection of words that matches with the topic or content.
4. Languages : The ability to use of structure forms and syntactical pattern.⁵

Based on explanation above, writing ability is an ability to convey ideas between the reader and writer. And the researcher conclude that in writing there are five aspects to used in scoring writing, they are task fulfilment or content, organization, vocabulary, language, and mechanic.

c. The Stages in Writing

Hamp-Lyonsstates that there are three stages in the process of writing, those are pre-writing, writing, and rewriting.

⁴ G. Farbrain, Whinch. 1996. *Reading, Writing and Reasoning*. Boston: Houghton Mifflin Company. p.32

⁵ Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.130

1. Pre-Writing

Pre-writing stage generally involves the writer in choosing a topic, or, if the topic has been assigned, in thinking about the topic and deciding on a way to respond to it, and selecting the appropriate ideas and information to use in a response. The pre-writing stage should be very active, with discussion of the topic area to make sure everyone has something to write about.

2. Writing

Writing is the stage where actually the writer makes a draft of their writing based on the pre-writing stage that they have done before. They find the right words and concentrates more on what they want to say through paper. They also need to arrange the draft in such way that the reader can follow their thought easily. The content might be written without considering the grammatical aspect first.

3. Re-Writing

Rewriting is the final stage and essential to successful writing. Rewrite draft includes editing and proofreading. The editing process is really an extension of the writing stage, involving the students in taking a critical look at their writing in order to be sure that the written product, the outcomes of the writing process, is as they intended it to be.⁶

From the statements above, writing is about composing an effective piece of written work to fulfil a specific purpose. Writing process also is a process to order something in form of written language. Furthermore, writing process is an activity to produce a good written suitable based on the rule of writing. The researcher concludes that writing have three stages which include: Pre-Writing, Writing and Re-Writing, which is if

⁶Hamp-Lyons, Liz and Ben Heasley. 1987. *Study Writing*. London: Cambridge University Press.

the students follow the rules of writing process they can make a good writing.

d. Teaching Writing

Teaching writing is teaching students to gather ideas, organize, and arrange them into a good composition. Teaching writing is teaching how to be able to write in a foreign language. The teacher must therefore be explicitly cognizant of the skills and processes that are involved. Teacher need to help the students in idea generation and need to make clear to the students that writing is a recursive, complex activity. In order, to move forward, teacher need to re-read and revise students' writing.

According to Harmer, students need to learn and practice the art of putting word together in well-formed sentence, paragraph and text.⁷ It means that the teacher should be able to train and supports the students to write correctly. Not only learning about how to make a good writing, but also the students should have to know to make their writing better than before. In addition, according to Hyland, the main activities involve conceptualizing, planning, and delivering courses. At first sight, this seems to be mainly and application of pratical professional knowledge, gained through hands-on classroom experience.⁸ It means that the teacher needs suitable technique to help the students in learning writing.

Based on the explanation above, the researcher concludes that teaching writing is how to teach the students to make planning and gather ideas trough some stages of Pre-Writing, Writing and Re-Writing. By doing this approach, the students can improve their writing ability through evaluating the text. Therefore, the teacher should be creative in teaching learning process. The teacher is not only give the materials, but also should be a motivator for them how to write a good written text.

⁷ Jeremy Harmer, *Op. Cit*, p.55.

⁸ Hyland, *Op. Cit*, p.1.

2. Concept of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and written text.⁹ A spoken text is any meaningful spoken text. It can be a word as a phrase, a sentence or a discourse. A written text is any meaningful written text. It means that the text is a number of words to give a message to somebody in written or spoken.¹⁰

Text have a structure, they are orderly grammatical of words, clauses, sentences and by following grammatical rules writers can encode a full semantic representation of their intended meanings.¹¹ Furthermore, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.¹² It means that the text is used as a communication by the writer with organized the structure of the text on grammatical of words, clauses and sentences.

Peter and Megan stated that the text can be classified and organized in a multitude of ways: everyday, formal, entertaining and informational. Traditionally, different types of texts have been identified according to established conventions: literary and factual.¹³

a. Literary Text

Literary text include the range of the text that reflect and interpret individual and also social life. Literary text can deal with everyday experience in a way lifted by the readers based on daily activities.¹⁴

⁹ SanggamSiahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1

¹⁰ Mark Anderson and Kathy Anderson, *Text Type in English* (Australia: Mackmillan, 1997), p.1

¹¹ Ken Hayland, *Teaching and Researching Writing* (2nd edition) (Edinburgh Gate: Pearson, 2009),p.8

¹² Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.29

¹³ Peter Knapp and Megan Watkins, c, 2005, p.29

¹⁴ *Ibid.*,

b. Factual Text

Factual text from the point of view of school include the texts that have the main purpose of communicating knowledge as it has been defined, classified and constructed. Many factual text such as technical descriptions, explanatioan and procedures, tend to be driven by purpose and trying to be efficient also effective in their transmission.¹⁵

Based on the explanation above, this research conclude that the text is meaningful of language unit that is mediated completely not only by written text but also spoken text. Literary text often used to create images minds such as novel, poem, drama and narrative. Besides that, the factual text main of communicating knowledge as it has been defined such as essays, arguments, persuasion, etc.

3. Kinds Of Text

In English, we can find many kinds of text in teaching of writing. Each of these texts has its own characteristics and functions. The students should have knowledge of these kind of texts. The examples of the texts are:¹⁶

1. Recount is a kind of text used to retell something that happened in the past for the purpose of informing or entertaining.
2. Report is a kind of text used to describe the way things are, with references to arrange or natural, manmade and social phenomenas.
3. Procedure is a kind of text used to describe how something is accomplished through a sequence of actions or steps
4. Spoof is a kind of text used to retell events with a humorous twist.

¹⁵ Peter Knapp and Megan Wtkins, *OP. Cit.*,

¹⁶ Linda Gerot and Peter Wignell, *Making Sense Of Functional Grammar* (Australia: Antipodean Educational Enterprises (AEE), 1994), pp. 192-204.

5. Description is a kind of text used to describe a particular people, places, or things.
6. Narrative is a kind of text that focusing specific participant for the purpose to tell stories, to amuse and to entertain the reader.

Based on the explanation above, it can be conclude that there are many kinds of text. The kinds of text must be mastered by the students in writing for increase the students writing ability. In this research, the researcher only focused in narrative text as the form of writing that had been investigated beacuse this kind of writing form was concluded as the material that should be learned by the students for the tenth grade at the first semester.

4. Narrative Text

Narrative Text is a text which says the past activities or event which concerns on the problematic experience and resolution in order to amuse and even give the moral messages to the reader. According to Joyce & Feez, narratives are stories about person or a group of people over coming problems. They also explain that narratives show how people react to experiences, explore social and cultural values and entertain the audience. It aims to entertain, to get and retain the attention of the reader or listener of the story.

Furthermore, like any other texts that have their own linguistic features, they also suggest that narratives have some linguistic features as listed below:

- a. Specific often individual participants with defined identities. Major participants are human, or sometimes animal with human characteristic.
- b. Mainly use action verb (material processes), that describe what happens.
- c. Many narratives also use thinking verbs (mental processes) that gives us information about what participants are thinking or feeling, such as wondered, remembered, thought, felt, disliked.
- d. Normally use past tense

- e. Dialogue often includes and uses a number of saying verb (verbal process) such as said, asked, and replied. The tense may change to the present or future in the dialogue. Sometimes these saying verbs also indicate how something is said.
- f. Descriptive language is use to enhance and develop the story by creating image in the reader's mind.
- g. Can be written in the first person (I, We) or third person (he, she, they).¹⁷

According Siahaan, narrative is a text containing five components: orientations, evaluation, complication, resolution, and re-orientation by which a writer amuses or entertain. There are several things which we need to know about narrative text, they are social function, generic structure, and significant grammatical features.¹⁸

According to definitions above, it can be concluded that narrative text is used to tell story with the climax and the turn into a solution to the end of the story by different ways and have social function and it should have one main topic, coherence, and unity, it consists of five parts, they are orientation, evaluation, complication, resolution, and re-orientation. Narrative is the paragraph that is usually used to tell about the story. The purpose is to amuse or entertain and impose a moral lesson to the readers. Narrative text is a text that has one or more elements of a story such as setting, characters, conflict, rising action, and resolution.

Kinds of narrative text namely:

- 1. Fable is a story that teaches a lesson, often using animal characters that behave like people. For example: Mouse, deer and crocodile

¹⁷Joyce, H., & Feez, S. (2000). *Writing skills: Narrative and non-fiction text types*. Sydney: Phoenix Education Pty Ltd.

¹⁸Sanggan Siahaan and Kisno S, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.73

2. Legend is a story that is based on fact but often includes exaggerations about the hero. For example: Malin Kundang
3. Fairy tale is a humorous story that tell about impossible happenings, exaggerations the accomplishment of the hero. For example: Cinderella, Snow White, Pinocchio, etc
4. Folk tales, an old story that reveals the customs of a culture.
5. Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of situation that could not arise in the world we know. For example: *To the Moon from Earth* by Jules Verne and *Space Odyssey* by Arthur C. Clarke

According to the explanations above, narrative is a text which retells the story or previous the experiences. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Based on those explanations and syllabus, the researcher will use fable. Fable is text about something fun and using fable make students interested in teaching learning process.¹⁹

5. Narrative Text in Writing Ability

According to Harmer, writing ability is the skill of writing to express ideas, issue, feeling, events, or thinking to others written form especially in narrative text.²⁰ Narrative text is one of the kind texts contains about any kind of stories and its plot consists of climax of story then followed by resolution.²¹ A narrative text is a text amuses, entertain, and deal with actual or vicarious experience in different ways.

¹⁹Emi Emilia, *Pendekatan Genre Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*, (Bandung: Rizqi Press, 2011), p.94

²⁰Jeremy Harmer, *How To Teach Writing*, Longman, England, 2005. P.3

²¹Sanggan Siahaan and Kisno S, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.75

The researcher determined some indicators that can show students' writing in narrative text. The first using correct rhetorical structure, it means that the students understand the function of each part of narrative text, they can compose narrative text in good arrangement. The second is using correct grammatical pattern, it means that students can use the grammatical pattern correctly based on the function of each grammatical pattern in the paragraph well, use the time conjunction, use part tense correctly, and use other grammatical pattern correctly. Finally, the researcher concludes that the narrative text in writing is the ability of the students to produce or compose a narrative text correctly that can be shown by the narrative text made by them, which fulfil, such criteria of a good narrative text as the correct use and assessed from five aspects in the assessment of written, they are content, grammar, organization, vocabulary, and mechanics.

6. Learning Model

According to Trianto, A learning model is a plan or a pattern that is used as a guide in carrying out learning in class or learning in tutorials.²² The use of learning models is very useful for learning in the classroom, so that learning is neatly arranged and between teachers and students can collaborate well in the teaching and learning process.

According to Joice & Weil in Rusman, a learning model is a plan or pattern that can even be used to shape a curriculum (long-term lesson plan), design learning materials, and guide learning in the classroom or other learning environments.²³ The teacher can use a learning model to make it easy to tell the material to the students. with an appropriate learning model in the classroom, the environment of the classroom will be comfortable to teaching learning activities.

²² Trianto. *Mendesain Model Pembelajaran Inovatif, Progresif, dan kontekstual*. (Jakarta : Prenadamedia Group, 2014), p. 51

²³ Rusman, Rusman, *Model-Model Pembelajaran* ,(Jakarta: Rajawali Pers, 2018), p.144

7. Kinds Of Learning Model

According to Hamdayama, the kinds of learning models are as follows:

a. Inquiry Learning Model

The inquiry model uses a series of learning activities that prioritize chronic and analytical thinking systems for students to seek and find answers for themselves from a problem that is being questioned independently through scientific investigation.

b. Contextual Learning Model

It is a model along with a learning plan that causes the teacher to relate the material being taught together with the real world atmosphere. The principle of contextual learning is the activity of students, students do and experience, not just monotone and take notes.

This teaching model is also able to develop the social capabilities of students because they are faced with the world atmosphere. There are seven main components of contextual learning that make it unique when compared to other models, namely:

- Constructivism, encouraging students to be able to construct their knowledge through observation and experience;
- Inquiry, based on disclosure, investigation or search and search;
- Asking, as a reflection comes from the curiosity of each individual;
- Learning community, implemented together by causing study groups;
- Modeling, along with demonstrating something as something that can be imitated by students;
- Reflection, a system of reviewing learned experiences;

- Real assessment, a system implemented by teachers to collect information about the learning growth of students.

c. Expository Learning Model

Expository is learning that prioritizes the system of delivering material verbally from a teacher to a group of students so that students are able to master the material optimally.

In the expository teaching model, an educator must provide additional explanations or explain to students along with the lecture steps. This causes the direction of learning to be monotonous because it is largely determined by the expertise of the teacher's lectures.

d. Problem Based Learning Model

Another name in English is Problem based learning which can be interpreted as a series of learning activities that prioritize the problem solving system faced scientifically. Problem solving is the main step in this model.

e. Cooperative Learning Model

Cooperative learning is a conceptual framework for a series of learning activities carried out by students in specific groups to achieve learning objects that have been formulated. The groups work similarly to reach the learning object.

f. PAIKEM learning model

An abbreviation derived from Active, Innovative, Creative, and Fun Learning. This learning is designed to cause children to be more active in developing creativity so that learning can occur effectively, optimally, and feels more fun.

g. Quantum Learning Model (Quantum Learning)

The planning framework in quantum learning is TANDUR (Grow, Experience, Name, Demonstrate, Repeat, and Celebrate). The main components of quantum learning can be:

- Plan maps as an effective learning technique;
- Memory technique, is a technique of entering information into the brain according to the way the brain works;
- Site stake system;
- The acrostic technique, a memorizing technique by taking the first letters from the material you want to remember and then combining them.

In essence, this learning method uses various steps to make learning applicable and easily understood by students. The method can be very interactive and involve students in direct activities to demonstrate the material accompanied by celebrations like motivational shouts.

h. Integrated Learning Model

Is a model that is able to involve several subjects at once in order to provide additional learning experiences that are more meaningful for students. Integrated learning is divided into ten types, namely:

- Model fragments;
- Connectivity models;
- Nest model;
- Sequence models;
- Model parts;
- Cobweb model;
- Strain models;
- Cohesiveness model;
- Dip models;
- Network models.

i. Multigrade Learning Model

Multigrade learning prioritizes two main things, namely integrative class integration and student-centered learning, so that teachers do not have to repeat to teach two different classes with different programs.

Efficiency is the key derived from this learning model. Concurrently a part of the study group is able to increase the efficiency of learning.

Various types of multigrade learning models or commonly abbreviated as PKR include:

- Model PKR 221: two classes, two subjects, one room;
- Model PKR 222: means having two classes and two subjects, in two rooms;
- Model PKR 333: three classes, three subjects, three rooms.

j. Structured Task Learning Model

This learning prioritizes the preparation of structured tasks that must be completed by students to explore and expand mastery of material that is compatible with the learning material that has been studied.

The forms of structured assignments include scientific reports, portfolios (products created by students), individual papers, group papers, etc.

k. Portfolio Learning Model

The portfolio learning model focuses on collecting selected works from one class as a whole who work cooperatively to create policies to solve problems.

The basic principles of the portfolio learning model, namely the principle of active student learning and cooperative learning groups to produce product portfolios together.

1. Thematic Learning Model

It is joint learning with a learning activity that integrates the material of several lessons in one theme / topic of discussion according to the needs of the student's environment which will become a world field for him.

Thematic learning brings some basic principles, namely:

- Is contextual or integrated with the environment;
- The form of learning is designed so that students find a theme;
- Efficiency (consisting of several lessons at once).²⁴

8. Blended Learning Model

a. Definition of Blended Learning Model

Learning model is used to direct the learning process so that students can understand the subject matter well. The learning model must be adapted to the characteristics of learners and the facilities available at the school. The learning model must be able to support learners to learn independently.

Blended learning has been popular in language learning and teaching methodology due to the facts that this digital era enables both students and teachers to access online sources easily. It should be accepted that today's generation is familiar with technology, hence they are categorized as the net generation. Students prefer to access their phone or laptop than to save piles of papers containing information they look for.

According to Krasnova and Ananjev, blended learning is the process of integrating online and in-class learning opportunities. It suggests new pedagogical ideas and educational practices and changes the roles to be played by

²⁴ Hamdayama, Jumanta, Suryani. (2017). Metodologi Pengajaran (Cetakan ke- 2). Jakarta: Bumi aksara.p.56

the students as well as their teacher.²⁵ Matukhin and Zhitkova, 2015 says blended learning relies on two aspects: the communication between students and teachers (face-to-face) and online learning.²⁶

So and Lee also defining blended learning as an approach to language instruction that integrates. As such, blended learning helps improve the quality of English language teaching and learning and fortify the learning content. However, teaching the English language by using blended learning does not mean simply mixing the online and face-to-face learning activities and materials. It, rather, means the scientific and systematic integration of these learning materials and sources in an organized manner to meet students' needs, individual peculiarities and learning desires and attain the educational goals and learning outcomes.²⁷

Clark and Meyer (2003) see blended learning as a kind of education method which combines diverse education models and takes advantage from every sort of technology, yet they indicate that it may have different meanings to different people.²⁸ Mc Campell (2001) emphasizes that blended learning will be a suitable approach for incorporating online applications into an existing course programme for the first time, but at the same time keeping some interaction.²⁹

²⁵Krasnova, T., & Ananjev, A. (2015). Students' perception of learning in the online discussion environment. *Mediterranean Journal of Social Sciences*, 6(6 S1), 202-207.

²⁶Matukhin, D. and Zhitkova, E. (2015) 'Implementing Blended Learning Technology in Higher Professional Education', *Procedia - Social and Behavioral Sciences*. Elsevier B.V.

²⁷So, L., & Lee, C. H. (2013). A Case Study on the Effects of an L2 Writing Instructional Model for Blended Learning in Higher Education. *Turkish Online Journal of Educational Technology-TOJET*.

²⁸Clark, R. T. & Meyer, R. E. (2003). *E-learning and the science of instruction*. San Francisco, CA: Preiffer Publishing.

²⁹McC Campbell, B. (2001). Blending the basics. *Principal Leadership*. September, 71-73.

b. Concept of Blended Learning

The concept of Blended Learning is to combine conventional learning models with online learning. Students are expected to always be active and be able to find ways of learning that are suitable for themselves. The teacher only functions as a mediator, facilitator and friend who creates a conducive situation for the construction of knowledge in students. Blended Learning will strengthen the conventional learning model through the development of educational technology.³⁰

c. Characteristics of Blended Learning

Blended Learning has the following characteristics:³¹

1. Determination of supplement sources for related learning programs over the traditional line mostly through institutional supporting virtual learning environments.
2. Transformative learning practice level supported by deep learning tools.
3. A view of technology to support learning.

In this case, this learning strengthens conventional learning through virtual learning devices that can help learning more effectively and efficiently.

d. Procedure of Blended Learning

According to Carman, There are five keys to implementing learning using Blended Learning, namely:³²

1. Live Event is direct or face-to-face learning synchronously in the same time and place or the same time but different places.

³⁰ Zaharah Hussin et al., "Kajian Model Blended Learning Dalam Jurnal Terpilih : Satu Analisis Kandungan," *Kurikulum & Pengajaran Asia Pasifik* 3, no. 1 (2015): 1

³¹ <https://benramt.files.wordpress.com/2014/11/kelompok-4-blended-learning-dalam-pembelajaran.pdf>.

³² Opcit.

2. Self-Paced Learning is combine with independent learning (self-paced learning) which allows students to learn anytime and anywhere by online.
3. Collaboration is combining teacher and student collaboration.
4. Assesment is the teacher must be able to mix a combination of online and offline assessment types, both test and non-test.
5. Performance support materials is learning materials are prepared in digital form, accessible to learning participants both offline and online.

Based on the explanations above, it can be concluded that blended learning is two-way learning that utilizes the internet. The learning is presented in digital form allowing students to learn independently anytime and anywhere by online.

e. The Advantages of Blended Learning

According to Oh & Park, blended instruction offers an active learning environment with flexibility in using resources for the students and provides more time for faculty members to spend with learners in small groups or even individually.³³ Hameed, Badii, and Cullen, in their study considered the efficiency of e-learning when mixed with traditional learning; they concluded that blended learning approach provides the most flexible method to e-learning.³⁴

Chen and Jones outlined other advantages of blended learning such as deep understanding of topics by using web-based resources as well as active participation of students in class.³⁵ Furthermore, Yuen says online learning engagement

³³Oh, E., & Park, S. (2009). "How are universities involved in blended instruction?" *Educational Technology & Society*, 12 (3).

³⁴Hameed, Sh., Badii, A., & Cullen, A.J. (2008). "Effective E-Learning Integration with Traditional Learning in a Blended Learning Environment". *European and Mediterranean Conference on Information Systems*.

³⁵Chen, C.C., & Jones, K.T. (2007). "Blended Learning vs. Traditional Classroom Settings: Assessing Effectiveness and Student

provides an interactive setting for communication among teachers and students in the classroom and may facilitate cooperative activities even beyond the classrooms.³⁶

Szadziewska and Kujawski also mention the advantages of the blended-learning are easier access to the teaching materials, better attention paid during the lectures, faster and better communication with the lecturer, resulting in quicker and more efficient mastering of the scope of the required material both during the course as well as just before the exams.³⁷

f. The Disadvantages of Blended Learning

- The technology challenge – Infrastructure

There is an angle to this problem. The problem is building the essential infrastructure within an educational institution or particular class. Acquiring software technology and hardware for your blended learning program can be costly.

- The technology challenge – Mentality

The tech resources employed in blended learning need to be reliable, easy to use and unanimously accepted by all stakeholders of the learning process. Otherwise, the initiative will most likely be gathering dust until some remote milestone is reached.

The other issue is IT literacy, which may be a significant barrier for teachers rather than students. The availability of solid tech support and trainers is an absolute must. It's also important to nurture a blended

Perceptions in an MBA Accounting Course". *The Journal of Educators Online*, 4 (1).

³⁶Yuen, A.H.K. (2010). "Blended learning in Higher Education: An Exploration of Teaching Approaches". *Proceedings of the 18th International Conference on Computers in Education*.

³⁷A. Szadziewska, J. Kujawski (2016), The Usefulness of the Blended-learning Method in the Opinion of Full-time Students of the Gdansk University, Proceedings of EDULEARN 2016 Conference, 4th-6th Barcelona, pp.1792-1801.

learning community to evangelize the value of training technology.

- **Negative impact on teachers – Overwork**

A teacher adopting blended learning has to pick the right syllabus, the right ratio between face-to-face and online learning, and to the best of my knowledge, there's no universal recipe to it.

- **Negative impact on students - Cognitive load**

The first thing that comes to mind when you think of the disadvantages of blended learning is the cognitive load. New to the blended model, some teachers may start overdelivering content and educational activities. The new program may become a friend if tailored to individual student needs, and a foe if applied in bulk, as is usually the case with traditional classroom learning.

- **The plagiarism and credibility problem**

Naturally, once your class is officially Internet-friendly, it's hard to withstand the temptation of looking up things on the web or getting instant tips from fellow students. This may affect fair assessment and quality of course work. Besides, the teacher needs to make learners aware of the perils of unverified online resources, such as bias, distortion and misrepresentation of facts.³⁸

Although the benefits of blended-learning are strong and widely recognized. Szadziewska and Kujawski proposed some disadvantages of blended learning.

- a. Log-in problems
- b. Download problems
- c. Not enough materials problems
- d. No solutions to tests and tasks
- e. User-unfriendly interface
- f. Lower motivation to learn
- g. Lower creativity in searching for knowledge

³⁸<https://myelearningworld.com/6-disadvantages-of-blended-learning/>

- h. No direct communication with other participants.³⁹

9. Conceptual Framework

Learning process is the main activity in the school. There is instruction between teacher and students and valuable educative. Teaching and learning process is done and guided to reach the maximal result. To reach the maximal result, the teacher must be able to design the learning model based on the material subject and to practice the students' thinking.

Many factors can increase the students' writing in teach English, the conceptual above shows the process of the research to increase the student's writing for applying Blended Learning Model. In addition, english learning process as input or as English material will be measure the student's writing mastery.

In this way, the researcher hopes that students will feel interested in learning English especially in Writing using Blended Learning Model. From the explanation above, the researcher concluded that in teaching writing narrative text using blended learning, students are able to express their ideas and arguments in writing narrative text.

10. Hypothesis

Based on the conceptual framework above, the researcher will formulate the hypotheses as follows:

Ha: There is a significant influence of using blended learning with google classroom towards students' narrative writing ability.

Ho: There is no significant influence of using blended learning with google classroom towards students' narrative writing ability

³⁹A. Szadziewska, J. Kujawski (2016), advantages and disadvantages of the blended learning Method Used In The Educational Process of the Gdansk University, Proceedings of EDULEARN 2017.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the researcher concluded there was significant influence of using Blended Learning Model towards students' narrative text of writing. It was supported by result of t_{test} where t_{observed} was higher than t_{critical} ($t_{\text{observed}} > t_{\text{critical}}$) that was $5.80 > 2.02$ for level of significance 0,05. This also indicated that the alternative hypothesis (H_a) was accepted. In other words, Blended Learning Model has a significant influence towards students' narrative text writing ability at the first semester of the tenth grade SMKN 5 Bandar Lampung

B. Suggestion

Based on the result of this research, the researcher proposed suggestions as follows :

1. For the Teacher
 - a. Considering the technique, the researcher suggests that the English teacher apply Blended Learning Model as one of the ways in teaching writing especially in narrative text because it can help students easier in writing.
 - b. Considering the students' problem in writing ability during the treatments, the researcher suggests that the English teacher should give the students more exercises to improve their ability in writing narrative text.

2. For the students
 - a. The students should improve the vocabulary to learn practice English languages especially in writing skill.
 - b. The students should be creative to improve their ideas with collaborative learning by using Blended Learning Model.

3. For the school
 - a. The school should provide facility, tools and material to support the students to make better Blended Learning Model, so that students can develop their mastery in English competency.
 - b. The school provide a program of English such as English club. The program can be an extracurricular actively for the students where the students will have opportunity to practice Blended Learning Model in their mastery English competency.

4. For the other researchers

In this research, the researcher applied Blended Learning Model to increase students' narrative text writing ability in Senior High School. Therefore, further researcher may conduct this technique on different level of students, for example in Junior High School. They can apply other kinds of texts as descriptive, narrative, recount, etc.

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APPENDIX

Appendix 1

Teacher's interview guideline in the preliminary research

Interviewer : Jesica Ameylisa Putri

Interviewee : Mrs. Dra. Resti Kurniawati

Day / Date : Wednesday, March 10th 2021

Place : SMKN 5 Bandar Lampung

1. How long have you been teaching English?
2. What is your experience in teaching English especially Writing in the class?
3. What is your Media or technique that you used in teaching writing in Pandemic?
4. What are your difficulties when teaching writing?
5. How is the students' writing?

Appendix 2

Result of Interview with the Teacher

No	Questions	Answer	Conclusion
1	How long have you been teaching English?	I have been teaching English since 2008 in SMKN 5 Bandar Lampung	The teacher have been teaching English for 14 years.
2	What is your experience in teaching English especially Writing in the class?	In English teaching especially about writing my experiences are the students sometimes act like they understand, but if we give the test, they did not know about make the content of the text, the main idea, generic structure and etc.	The students difficulty in understanding the text, determined the main idea, and hatching the generic structure of the text.
3	What is your Media or technique that you used in teaching writing in pandemic?	In teaching writing, especially about narrative text i usually use the picture that provide in the textbook and internet. And in pandemic like now, I use media Google Classroom.	The teacher use google classroom
4	What are your difficulties when teaching writing?	My difficulties is because the students did not	The teacher difficulties are the students did not

		<p>understand about how to make the text. The students also lack of motivation in learning English and sometimes after the students make a text.</p>	<p>understand to make the text well and the students lack of mitivation in learning.</p>
5	<p>How is the students' reading comprehension?</p>	<p>The student's writing is still low in the class, because the students lack of motivation in mastered and understood to make the text the text.</p>	<p>Student's writing still low in the classroom.</p>

Appendix 3

THE QUESTIONNAIRE FOR THE STUDENTS IN PRELIMINARY RESEARCH

Nama :

Kelas :

Berilah tanda silang (x) pada jawaban yang sesuai dengan pendapat anda.

1. Apakah kalian menyukai Bahasa Inggris?
a. Ya b. Tidak

2. Apakah anda memiliki kesulitan saat mempelajari writing skill?
a. Ya b. Tidak

3. Apakah kalian menyukai membuat text menggunakan google classroom?
a. Ya b. Tidak

4. Apakah kalian memiliki kesulitan saat mempelajari narative Text menggunakan google classroom?
a. Ya b. Tidak

5. Apa pendapat kalian tentang metode/cara yang guru gunakan dalam mengajar Bahasa Inggris khususnya di dalam *writng*?
a. Ya b. Tidak

Appendix 4

PERCENTAGE OF STUDENTS' QUESTIONNAIRE

No	Question	Ya	Tidak	No answer (no collect)	Total
1	Apakah kalian menyukai Bahasa Inggris?	71.8%	25%	3.2%	100%
2	Apakah anda memiliki kesulitan saat mempelajari reading skill?	71.6%	13.4%	15%	
3	Apakah kalian menyukai membaca teks berbentuk Descriptive Text?	35%	51.8%	13.2%	
4	Apakah kalian memiliki kesulitan saat mempelajari Descriptive Text?	55%	31.8%	13.2%	

5	Apa pendapat kalian tentang metode/cara yang guru gunakan dalam mengajar Bahasa Inggris khususnya di dalam reading comprehension?	45%	35%	20%	
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Appendix 5

WRITING TEST FOR PRE-TEST

Subject : English

Sub Matter : Writing (Narrative Text)

Time allocation : 40minutes

Directions:

1. Write your name and your class on the paper
2. Use your time effectively
3. Work

individually

Instructions:

1. Choose one of the topics below along with the provided picture:
 - a. The Legend of Tangkuban Perahu
 - b. Snow White
 - c. A Mouse Deer and Crocodile
2. Read the story you choose
3. Retell the story of narrative text that you read, the text has to consist of minimally ten sentences

A

The Legend of Tangkuban Perahu

Once upon a time, there lived a happy family in Priangan Land. They

were a father in form of dog, his name was Tumang, a mother which was called Dayang Sumbi, and a child which was called Sangkuriang.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home,

Soon Dayang Sumbi found out that it was not deer liver but Tumang's liver, his own dog. So, she was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years go by, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, the woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had felt several years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him out how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had

to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crow for a new day.

Finally, Sangkuriang failed to marry her. She was very angry and kicked the boat. It fell over and became the mountain of Tangkuban Perahu Bandung.

B

Snow White

A long time ago, a child was born to a queen and king and she was called

Snow White. When the queen died, the king married again. This new queen was wicked and hated Snow White. The queen gave orders that Snow White was to be treated as a servant.

Snow White grew very beautiful and one day a princess riding by, saw her at work and fell in love with her. The queen was beautiful too, and every day she asked her Magic Mirror.

“Who is the fairest in the land?”

And the mirror always answered, “You are the fairest of all”.

But one day the mirror answered Snow White was the fairest in the land, and in a rage the queen gave orders to one of her Huntsmen to take Snow White into the woods and kill her.

The Huntsmen had a kind heart and couldn't do the deed so told her to run away. She fled into the woods where seven little dwarfs lived. Their house was small and strange.

Snow White entered the little house and finding it very untidy, started to clean up. Upstairs she found seven little beds. She was very tired and stretching out on one of the beds, was soon asleep. When the Dwarfs came home they were surprised

to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them.

The Queen discovered where Snow White was living and disguising herself as a witch, took a poisoned apple and set out for the Dwarfs cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness.

Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin. One day, the prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy. The prince took Snow White to his palace where they were married and lived happily ever after.

C

A Mouse Deer and Crocodile

Deep in a quiet tropical jungle, a crocodile was having a blast swimming in the river. He hummed and frolicked by himself while his other friends were napping. After feeling exhausted, he decided to take a rest underneath a durian tree.

In meanwhile, at the nearby area, a mouse deer was scavenging for fruits. But he was having a difficulty as fruits were scarce when he suddenly noticed that there were a lot of fruits on the other side of the river. “Hmmm... how can I go to the other side of the river? There are a lot of hungry crocodiles in this river. But the fruits are really looking delicious”, the mouse deer was saying to himself.

“I need to think of a clever plan”. So the mouse deer decided to sit underneath a rambutan tree while munching some fruits. It took him in no more than a few rambutan fruits to concoct a plan since it’s a clever animal. “What a clever plan that I’ve come up, if I say so myself” said the mouse deer with a smile.

“Psttt... psttt... Wake up Mr. Crocodile” said the mouse deer to the sleeping crocodile. It took a while for the crocodile to open his eyes. First, he opened his right eye, and when he saw a nice plump looking mouse deer near him, he opened both eyes. He was thinking “hmm... what a pretty plump nice dinner this deer going to be”.

“What do you want, O Little Mousy Deer?” said the crocodile. “I have an important message from our leader the Tiger”, said the mouse deer. “He wants to have a party to celebrate his birthday, and he likes to invite every animal in this jungle to attend. But he needs to know how many animals are there in this jungle so that he can prepare enough food for everyone”.

“Wow, this is good news indeed, O Little Mousy Deer. What do you want me to do?” asked the crocodile excitedly. “I would like for all the crocodiles in this river to line up across this river, and then I will count the number one by one “, said the deer with a very serious tone.

The crocodile shouted to every sleeping crocodiles and asked them to line up across the river. “Please make sure they don’t snap at me when I started to jump and count the number”, the mouse deer reminded the crocodile. Then he started to jump.

“One two, little feet”“Three four, a little bit more”“Five six, big belly indeed”

The mouse deer repeated the lines until he jumped safely to the other side of the river bank. “How many of us are there?” shouted the crocodile from across the river. “Hoch... there are just nine stupid crocodiles. I just wanted to cross the river, and there is no party” replied the mouse deer while laughingly running away from the river bank.

The crocodiles were angry for being made a fool by a little mouse deer. Meanwhile, the mouse deer was enjoying the abundance of fruits. However, he needed to think of a way to return back to his home across the river.

Appendix 7

WRITING TEST FOR POST-TEST

Subject : English

Sub Matter : Writing (Narrative Text)

Time allocation : 40 minutes

Directions:

1. Write your name and your class on the paper
2. Use your time effectively
3. Work

individually

Instructions:

1. Choose one of the topics below along with the provided picture:
 - a. The Story of Rorojonggrang
 - b. Cinderella
 - c. The Deer and the Snail
2. Read the story you choose
3. Retell the story of narrative text that you read, the text has to consist of minimally ten sentences

A

The Story of Rorojonggrang

Once upon a time, there was a prince named Bondowoso. He was famous

for his powerful weapon, called Bandung. Therefore, Bondowoso was called Bandung Bondowoso. Bandung Bondowoso fell in love with a beautiful princess, Rorojonggrang. He wanted to marry her but she was not interested in him. Rorojonggrang was afraid to refuse his proposal because Bandung Bondowoso would destroy her kingdom if she refused.

To make things difficult for Bandung Bondowoso to marry her, Rorojonggrang gave some requirements. She asked him to build her one thousand temples within one night. Bandung Bondowoso had to finish them before sunrise. Without doubt of his success, he accepted the requirements.

With the help of genies and spirits, Bandung Bondowoso almost built one thousand temples. It was amazing how fast Bandung Bondowoso and his allies built the temples. At four o'clock in the morning, Bandung Bondowoso had only five more temples to build. Rorojonggrang got panic because she knew he would not complete the task.

Suddenly, Rorojonggrang had an idea. She called all the women in the kingdom and asked them to pound the rice. She also asked the men to burn a lot of wood at the east side of the kingdom. Hearing the sound of the pounding and seeing a bright sky, the genies and spirits were afraid. They ran away with only one more temple to complete. They thought the morning had come.

Bandung Bondowoso was extremely

angry when he found out what Rorojonggrang had done to him. He cursed Rorojonggrang and turned her into a statue.

B

Cinderella

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 beautiful dresses to wear.

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 go and she was 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 ragged 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’s 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. 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 everjoyed to see her again. They were married and live happily ever after.

C

The Deer and the Snail

A long time ago in a jungle, there lived a group of deer. They were very proud of their ability in running very fast. They always stayed in different places. They challenged other animals in a running match. If the deer won the match, they took over the place and stayed there.

Not far from the jungle, there was a beautiful beach. A group of sea snail lived there. The deer heard about the beautiful beach and planned to live there. They had a plan to challenge snails in a running match. They were very sure to win the match. Sea snails were slow in walking.

“What’s the rule?” asked the leader of the sea snails after he heard about the challenge.

“Do you see all the capes there? There are twelve capes, from here until there,” the deer leader pointed the capes. The distance between one cape to another was very far. “We run from the first cape until the twelfth cape. If my runner arrives first at the twelfth cape, we’re the winner and we stay here!”

The sea snails then had a meeting. They set a strategy to win the match. “My plan is to put the twelve of us in every cape. If their runner arrives in every cape, you shout. So, the deer will never rest and gets very tired,” said the leader.

And the day of the match finally arrived. All animals watched this unique match, the deer versus the sea snail. The runners were standing side by side. Then, the deer ran very fast. In just a second, he already left the sea snail. After a few hours of running, he arrived at the first cape. He shouted, “Hey? Where are you?” “I’m here,” said the sea snail. He was another sea snail that was hiding in the first cape. The deer was surprised. He cancelled his plan to get some rest. He continued running. In every cape, there was always a sea snail and the deer always cancelled his plan to get some rest.

Finally, the deer almost reached the twelfth cape but he was exhausted. He was really tired. And he gave up. He did not have any more strength to run. He fell down on the ground. “Hooray!” said all the sea snails. The deer were so embarrassed. They were just tricked by the clever sea snails. So, the deer came back to the jungle and never returned to the beach.

Appendix 8

The Analysis of Hypothesis Test in Experimental Class and Control Class

Code	Pre-test Y1	Post-test Y2	Gain Y	Y2
E1	51	74.5	23.5	552.25
E2	53	70	17	289
E3	58.5	75	16.5	272.25
E4	62.5	80.5	18	324
E5	66	72	6	36
E6	62	77	15	225
E7	53	67.5	14.5	210.25
E8	58	67	9	81
E9	70	83.5	13.5	182.25
E10	55.5	66	10.5	110.25
E11	59.5	66	6.5	42.25
E12	62	67.5	5.5	30.25
E13	55	66.5	11.5	132.25
E14	59	69	10	100
E15	69	72	3	9
E16	63.5	70.5	7	49
E17	53.5	66.5	13	169
E18	61.5	70.5	9	81
E19	52.5	71.5	19	361
E20	55	67.5	12.5	156.25
E21	53.5	68	14.5	210.25
E22	59.5	71	11.5	132.25

Code	Pre-test X1	Post-test X2	Gain X	X2
A1	49.5	78	28.5	812.25
A2	54.5	77.5	23	529
A3	63	79	16	256
A4	61.5	81	19.5	380.25
A5	55	77	22	484
A6	62	80	18	324
A7	51	74.5	23.5	552.25
A8	62	78.5	16.5	272.25
A9	52.5	74	21.5	462.25
A10	48.5	83.5	35	1225
A11	67	86	19	361
A12	61	78.5	17.5	306.25
A13	52	76	24	576
A14	62	78	16	256
A15	62	81	19	361
A16	62	80.5	18.5	342.25
A17	54	75.5	21.5	462.25
A18	57.5	73.5	16	256
A19	56.5	78	21.5	462.25
A20	68.5	85	16.5	272.25
A21	55.5	76	20.5	420.25
A22	54	81	27	729

A23	62	70.5	8.5	72.25
A24	57.5	83.5	26	676
A25	53.5	75	21.5	462.25
Total	1444.5	1961	516.5	11312.3
Mean	57.78	78.44	20.66	452.49

E23	57	64.5	7.5	56.25
E24	52.5	71	18.5	342.25
Total	1402.5	1695	292.5	4153.3
Mean	58.4375	70.625	12.188	166.13

Appendix 9

Analysis of Homogeneity

Experimental Class					Control Class			
No	Code	X	X-xbar	(X-x) ²	Code	X	X-xbar	(X-x) ²
1	A23	8.5	-12.16	147.86	E15	3	-9.17	84.0889
2	A18	16	-4.66	21.7156	E11	5.5	-6.67	44.4889
3	A14	16	-4.66	21.7156	E5	6	-6.17	38.0689
4	A3	16	-4.66	21.7156	E11	6.5	-5.67	32.1489
5	A8	16.5	-4.16	17.3056	E16	7	-5.17	26.7289
6	A20	16.5	-4.16	17.3056	E23	7.5	-4.67	21.8089
7	A12	17.5	-3.16	9.9856	E8	9	-3.17	10.0489
8	A6	18	-2.66	7.0756	E18	9	-3.17	10.0489
9	A16	18.5	-2.16	4.6656	E14	10	-2.17	4.7089
10	A11	19	-1.66	2.7556	E10	10.5	-1.67	2.7889
11	A15	19	-1.66	2.7556	E13	11.5	-0.67	0.4489
12	A4	19.5	-1.16	1.3456	E22	11.5	-0.67	0.4489
13	A21	20.5	-0.16	0.0256	E20	12.5	0.33	0.1089
14	A17	21.5	0.84	0.7056	E17	13	0.83	0.6889

15	A19	21. 5	0.8 4	0.705 6	E9	13.5	1.33	1.768 9
16	A25	21. 5	0.8 4	0.705 6	E21	14.5	2.33	5.428 9
17	A9	21. 5	0.8 4	0.705 6	E7	14.5	2.33	5.428 9
18	A5	22	1.3 4	1.795 6	E6	15	2.83	8.008 9
19	A2	23	2.3 4	5.475 6	E3	16.5	4.33	18.748 9
20	A7	23. 5	2.8 4	8.065 6	E2	17	4.83	23.328 9
21	A13	24	3.3 4	11.155 6	E4	18	5.83	33.988 9
22	A24	26	5.3 4	28.515 6	E24	18.5	6.33	40.068 9
23	A22	27	6.3 4	40.195 6	E19	19	6.83	46.648 9
24	A1	28. 5	7.8 4	61.465 6	E1	23	10.83	117.288 9
25	A10	35	14.3 4	205.63 6				
Total		516. 5		641.3 6	Total		292	577.333 6
x bar		20.6 6			x bar		12.17	
S 2		26.7 2			S2		25.1015	
Fobserved		1.06						
Fcritical		1.98						

Conclusion : The data is homogenous

Appendix 10

Normality Test Score of Control Class

No	Code	X	Xbar	X-Xbar	(X-x)2	Stdv	Zi	F(Zi)	Fkum	n	S(Zi)	F(zi)-S(zi)	Mutlak
1	E15	3	12.18	-9.18	84.2724	4.95146	-1.854	0.03187	1	24	0.041667	-0.009797	0.009797
2	E11	5.5	12.18	-6.68	44.6224	4.95146	-1.3491	0.088653	2	24	0.083333	0.0053197	0.00532
3	E5	6	12.18	-6.18	38.1924	4.95146	-1.24812	0.105994	3	24	0.125	-0.019006	0.019006
4	E11	6.5	12.18	-5.68	32.2624	4.95146	-1.14714	0.125663	4	24	0.166667	-0.041004	0.041004
5	E16	7	12.18	-5.18	26.8324	4.95146	-1.04616	0.147745	5	24	0.208333	-0.060589	0.060589
6	E23	7.5	12.18	-4.68	21.9024	4.95146	-0.94518	0.172285	6	24	0.25	-0.077715	0.077715
7	E8	9	12.18	-3.18	10.1124	4.95146	-0.64223	0.26036	7	24	0.291667	-0.031306	0.031306
8	E18	9	12.18	-3.18	10.1124	4.95146	-0.64223	0.26036	8	24	0.333333	-0.072973	0.072973
9	E14	10	12.18	-2.18	4.7524	4.95146	-0.44027	0.329869	9	24	0.375	-0.045131	0.045131
10	E10	10.5	12.18	-1.68	2.8224	4.95146	-0.33929	0.367194	10	24	0.416667	-0.049472	0.049472
11	E13	11.5	12.18	-0.68	0.4624	4.95146	-0.13733	0.445384	11	24	0.458333	-0.01295	0.01295
12	E22	11.5	12.18	-0.68	0.4624	4.95146	-0.13733	0.445384	12	24	0.5	-0.054616	0.054616
13	E20	12.5	12.18	0.32	0.1024	4.95146	0.06463	0.525765	13	24	0.541667	-0.015902	0.015902
14	E17	13	12.18	0.82	0.6724	4.95146	0.16561	0.565767	14	24	0.583333	-0.017566	0.017566
15	E9	13.5	12.18	1.32	1.7424	4.95146	0.26659	0.605107	15	24	0.625	-0.019893	0.019893
16	E21	14.5	12.18	2.32	5.3824	4.95146	0.46855	0.680304	16	24	0.666667	0.0136371	0.013637

17	E7	14.5	12.18	2.32	5.3824	4.95146	0.46855	0.680304	17	24	0.708333	-0.02803	0.02803
18	E6	15	12.18	2.82	7.9524	4.95146	0.56953	0.715501	18	24	0.75	-0.034499	0.034499
19	E3	16.5	12.18	4.32	18.6624	4.95146	0.87247	0.808524	19	24	0.791667	0.0168572	0.016857
20	E2	17	12.18	4.82	23.2324	4.95146	0.97345	0.834835	20	24	0.833333	0.0015017	0.001502
21	E4	18	12.18	5.82	33.8724	4.95146	1.17541	0.880085	21	24	0.875	0.0050847	0.005085

22	E24	18.5	12.18	6.32	39.9424	4.95146	1.27639	0.899091	22	24	0.916667	-0.017575	0.017575
23	E19	19	12.18	6.82	46.5124	4.95146	1.37737	0.915801	23	24	0.958333	-0.042532	0.042532
24	E1	23.5	12.18	11.32	128.142	4.95146	2.28619	0.988879	24	24	1	-0.011121	0.011121
Total		292.5			588.408								
Lobserved		0.077											
Lcritical		0.19											
Conclusion		The data has normal distribution											

Appendix 11

Normality Test Score of

No	Code	X	Xbar	X-Xbar	(X-x)2	Stdv	Zi	F(Zi)	Fkum	n	S(Zi)	F(zi)-S(zi)	Mutlak
1	A23	8.5	20.66	-12.16	147.866	5.16946	-2.35227573	0.009329	1	25	0.04	-0.03067	0.03067053
2	A18	16	20.66	-4.66	21.7156	5.16946	-0.901447772	0.183675	2	25	0.08	0.103675	0.10367515
3	A14	16	20.66	-4.66	21.7156	5.16946	-0.901447772	0.183675	3	25	0.12	0.063675	0.06367515
4	A3	16	20.66	-4.66	21.7156	5.16946	-0.901447772	0.183675	4	25	0.16	0.023675	0.02367515
5	A8	16.5	20.66	-4.16	17.3056	5.16946	-0.804725908	0.210489	5	25	0.2	0.010489	0.01048893
6	A20	16.5	20.66	-4.16	17.3056	5.16946	-0.804725908	0.210489	6	25	0.24	-0.02951	0.02951107
7	A12	17.5	20.66	-3.16	9.9856	5.16946	-0.61128218	0.270506	7	25	0.28	-0.00949	0.00949361
8	A6	18	20.66	-2.66	7.0756	5.16946	-0.514560316	0.30343	8	25	0.32	-0.01657	0.01656985
9	A16	18.5	20.66	-2.16	4.6656	5.16946	-0.417838452	0.338033	9	25	0.36	-0.02197	0.02196738
10	A11	19	20.66	-1.66	2.7556	5.16946	-0.321116588	0.374061	10	25	0.4	-0.02594	0.02593898
11	A15	19	20.66	-1.66	2.7556	5.16946	-0.321116588	0.374061	11	25	0.44	-0.06594	0.06593898
12	A4	19.5	20.66	-1.16	1.3456	5.16946	-0.224394724	0.411225	12	25	0.48	-0.06877	0.06877491
13	A21	20.5	20.66	-0.16	0.0256	5.16946	-0.030950996	0.487654	13	25	0.52	-0.03235	0.03234569
14	A17	21.5	20.66	0.84	0.7056	5.16946	0.162492731	0.564541	14	25	0.56	0.004541	0.00454107
15	A19	21.5	20.66	0.84	0.7056	5.16946	0.162492731	0.564541	15	25	0.6	-0.03546	0.03545893
16	A25	21.5	20.66	0.84	0.7056	5.16946	0.162492731	0.564541	16	25	0.64	-0.07546	0.07545893
17	A9	21.5	20.66	0.84	0.7056	5.16946	0.162492731	0.564541	17	25	0.68	-0.11546	0.11545893
18	A5	22	20.66	1.34	1.7956	5.16946	0.259214595	0.602265	18	25	0.72	-0.11773	0.11773484
19	A2	23	20.66	2.34	5.4756	5.16946	0.452658323	0.674603	19	25	0.76	-0.0854	0.0853974

20	A7	23.5	20.66	2.84	8.0656	5.16946	0.549380187	0.708628	20	25	0.8	-0.09137	0.09137228
21	A13	24	20.66	3.34	11.1556	5.16946	0.646102051	0.740893	21	25	0.84	-0.09911	0.09910663

22	A24	26	20.66	5.34	28.5156	5.16946	1.032989506	0.849196	22	25	0.88	-0.0308	0.0308044
23	A22	27	20.66	6.34	40.1956	5.16946	1.226433234	0.889982	23	25	0.92	-0.03002	0.03001784
24	A1	28.5	20.66	7.84	61.4656	5.16946	1.516598826	0.935316	24	25	0.96	-0.02468	0.024684
25	A10	35	20.66	14.34	205.636	5.16946	2.773983057	0.997231	25	25	1	-0.00277	0.00276873
Total		516.5			641.36								
Lobserved		0.117											
Lcritical		0.173											
Conclusion : The data has normal distribution													

Appendix 12

THE RELIABILITY FOR POST-TEST BASED ON TWO RATERS

CRITERIA	SCORE		RANK		D(R1-R2) ²	D ²
	R1	R2	R1	R2		
Content	766	733	2	3	- 1	1
Organization	757	732	3	4	- 1	1
Vocabulary	756	749	4	2	2	2
Language	1029	999	1	1	0	0
Mechanics	402	389	5	5	0	0
Total						4

$$p = 1 - \frac{6 (\sum D^2)}{N (N^2 - 1)}$$

$$p = 1 - \frac{6 (4)}{49 (49^2 - 1)}$$

$$p = 1 - \frac{24}{117600}$$

$$p = 1 - 0,0002$$

$$p = 0,99$$

Appendix 12

THE RELIABILITY FOR PRE-TEST BASED ON TWO RATERS

CRITERIA	SCORE		RANK		D(R1-R2) ²	D ²
	R1	R2	R1	R2		
Content	620	589	3	2	1	1
Organization	623	579	2	3	- 1	1
Vocabulary	592	565	4	4	0	0
Language	746	705	1	1	0	0
Mechanics	347	337	5	5	0	0
Total						2

$$p = 1 - \frac{6 (\sum D^2)}{N (N^2 - 1)}$$

a

$$p = 1 - \frac{6 (2)}{49 (49^2 - 1)}$$

$$p = 1 - \frac{12}{117600}$$

$$p = 1 - 0,000$$

$$p = 0,99$$



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