

**THE EFFECT OF USING FLOWCHARTS ON THE  
STUDENTS' WRITING ABILITY OF NARRATIVE  
TEXT AT THE SECOND YEAR OF SMPN  
16 SIAK REGENCY**



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## ABSTRAK

### **Zaurah(2012):“Pengaruh Penggunaan Flowchart terhadap Kemampuan Menulis Teks Narrative Siswa Tahun Kedua di SMPN 16 Kabupaten Siak”.**

Penelitian ini dilakukan karena beberapa kendala yang dihadapi oleh siswa dalam belajar bahasa Inggris terutama dalam menulis teks narrative. Masalahnya adalah beberapa siswa kesulitan untuk mengepresikan ide mereka dalam menulis teks narrative, beberapa siswa kesulitan untuk mengembangkan ide berdasarkan topik yang diberikan, dan beberapa siswa kesulitan dalam menyusun kalimat text narrative.

Penelitian ini dilakukan dengan tujuan untuk mengetahui ada tidaknya pengaruh yang signifikan dari kemampuan siswa dalam menulis teks narrative untuk siswa diajarkan dengan menggunakan bagan arus dan mereka yang diajarkan tidak menggunakan bagan arus.

Desain yang digunakan dalam penelitian ini adalah quasi experimental. Dalam pengumpulan data, penulis menggunakan tes, yaitu digunakan untuk mengumpulkan data dari kemampuan menulis teks narrative pada siswa kelas 2 SMPN 16 Kabupaten Siak. Tes terdiri dari dua tes: pretest digunakan untuk menentukan kemampuan menulis teks narrative siswa sebelum mendapatkan pengobatan dan posttest digunakan untuk menentukan kemampuan menulis teks narrative siswa setelah mendapatkan perawatan. Dalam menganalisis data, penulis menggunakan tes tertulis. Nilai dari tes dianalisis dengan menggunakan rumus  $t$  secara manual.

Berdasarkan analisis data, penulis menyimpulkan bahwa ada dampak yang signifikan dari penggunaan flowchart terhadap kemampuan menulis teks narrative pada siswa kelas 2 SMPN 16 Kabupaten Siak. Dengan mempertimbangkan  $F_{hitung} = 48.631$  lebih besar daripada  $F_{table} = 1.42$ . Hal ini berarti bahwa  $H_0$  diterima dan  $H_a$  ditolak.

## ABSTRACT

**Zaurah(2012) : “The Effect of Using Flowcharts on the Students’ Writing Ability of Narrative Text at the Second Year of SMPN 16 Siak Regency“**

This research was conducted because some problems were faced by students in learning English especially in Writing narrative text. The problem were; Some of the students get difficulties to express they ideas in writing narrative text, Some of the students are difficult to develop ideas the topic given, and some of the students have difficulties in arranging the sentence in narrative text.

The research aimed at finding out the significant effect of student’s writing narrative text for students were taught by using flowcharts and those who taught without using flowcharts.

The design used in this research was Quasi-Experimental. In collecting data, the writer used test, it was used in order to collect the data of students writing ability in narrative text at the second year of SMPN 16 Siak. The tests consisted of two tests: Pretest was used to determine the students’ writing ability of narrative text before getting the treatment and Posttest was used to determine the students’ writing ability of narrative text after getting the treatment. In analyzing the data, the writer used written test. The scores from the test were analyzed by using annova formula manually.

Based on the data analysis, the writer has concluded that there is significant effect of using flowcharts on the students writing ability of narrative text at the second year students of SMPN 16 Siak Regency by considering  $F_{\text{calculated}} = 48.631$  is higher than  $F_{0.05} = 1.42$ . It means that  $H_a$  is accepted and  $H_o$  is rejected.

## الملخص

(2012) zaurah : " اثر عل قدرت الكتابة **using flowcharts** اطلاب منلنص السردى فى السنة الثانية من سىاك "SMP ريجنسى 16"

أجريت هذه الدراسة لأنهاواجه بعض المشاكل من قبل الطلابى تعلم اللغة الانجليزية وخاصة فى كتابة النص السردى. كانت المشاكل، وبعض الطلاب يحصلون على صعوبات فى التعبير عن الأفكار فى كتابة النص السردى، وبعض الطلاب على تطوير الأفكار **difficult** موضوع معين، وبعض من الطلاب ترتيب الجملة فى **difficulties** فى النص السردى

كانت تدرس فى البحوث التى تهدف إلى معرفة تأثير كبير من الطلاب كتابة النص السردى للطلاب باستخدام المخططات الانسيابية أو أولئك الذين علموا دون استخدام المخططات الانسيابية. كان التصميم المستخدم فى هذا البحث التجريبي. تم جمع البيانات من الكاتب باستخدام اختبار، واستخدامها من أجل جمع البيانات من الطلبة كتابة النص السردى فى القدرة على السنة الثانية من إعدادية

سيك 16 مدرسة. تألف اختبارا اختبارين: تم استخدام اختبار تحديد قدرة كتابة النص السردى قبل الحصول على العلاج والبعدي لتحديد الطلاب بالقدرة كتابة النص السردى بعد الحصول على العلاج فى تحليل البيانات، وتستخدم الكاتبة الاختبارات التحريرية. تم تحليل عشر اتمنالتجارب باستخدام الصيغة **Annova** يدويا.

استنادا إلى تحليل البيانات، وختم الكاتب بأن هناك تأثير كبير لاستخدام المخططات الانسيابية على الطلاب كتابة النص السردى فى السنة الثانية من سيك SMP ريجنسى 16 من خلال النظر  $F_{calculated} = 48.631$  أعلى من  $F = 1.42 = 0.05$ . فهذا يعنى أن يتم قبولها هو مرفوض.

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### *In the Name of Allah the Most Gracious and the Most merciful*

Praise is to Allah the lord of universe. Regard and pray to our prophet Muhammad peace upon him.

The paper is submitted to fulfill a partial requirement of getting undergraduate degree at English Education Department of State Islamic University Sultan Syarif Kasim of Riau.

The title of this thesis is The Effect of Using Flowcharts on the Students' Writing Ability of Narrative Text at the Second Year of SMPN 16 Siak Regency.

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Pekanbaru, June 21, 2012

The writer

**Z A U R A H**

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## CHAPTER 1

### INTRODUCTION

#### A. Background

Written form is very important especially in education. For example, all subjects at school are presented in written form. A written form is more admitted than oral, because the written form can be preserved. The same thing has been stated by holiday that writing has important role in human life. Written language is capable to extend and deliver whatever that cannot be expressed by spoken language.<sup>1</sup>

Writing is most likely to encourage thinking and learning when students view writing as a process. By recognizing that writing is a recursive process, and that every writer uses the process in a different way, students experience less pressure to get it right the first time and are more willing to experiment, explore, revise, and edit.

Narrative text is a story being told to the reader. It is a bit like a recount but is usually a made up story. It usually has a number of events that take place and a problem that needs to be solved by the characters. It usually has a crisis in it and then is resolved at the end. Simon and Schuster stated that narrative essay

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<sup>1</sup> David Nunan, *Language Teaching Methodology a Textbook for Teachers*. (New York: Prentice Hall, 1991), p.84

tells about fiction and non-fiction, it gives an account of one or more experiences. It tells about ideas or experiences of the author<sup>2</sup>.

According to the statement above, we can conclude that ideas or more experiences are very important in writing narrative text. In narrative essay, students will express their ideas. When they do not have ideas, it will be hard for them to write, because they do not know what to write.

SMPN 16 Siak is one of the Junior High Schools in Siak Regency. This school uses KTSP curriculum based competence as a guide in teaching-learning process that also includes writing subject. Writing is taught twice a week with duration of time 40 minutes for one meeting. It means that they have to learn English 80 minutes in a week. As a target that be achieved in KKM standard, 60 for English. We can conclude that SMPN 16 Siak in Siak Regency already carries out the teaching-learning process based on KTSP that prioritizes to develop language skills including Writing skill.

The basic competences in writing narrative text for the second year in this school is responding to the meaning of the functional text, responding to the meaning and theoretical steps in simple short essay accurately, smoothly and thanked associated with the environment in the form of narrative and recount text. With the indicator, the students can write the short narrative text<sup>3</sup>. So, one of

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<sup>2</sup> Simon and Schuster. *Essay Writing Step-by-Step : A Newsweek Education Program Guide for Teens*. (New York: Newsweek, Inc, 2003), p.138

<sup>3</sup> Departemen Pendidikan Nasional. *Silabus SMPN 16 Siak 2010/2011*. (Siak: Unpublished, 2010), p.15

genres that should be learned by the students is the narrative text. In this research the genre that use by the writer is narrative text.

The aim of teaching English especially in writing narrative text is not achieved successfully yet. Many students still get difficulties when they are learning writing. Because the students cannot develop their ideas although they have a lot of vocabulary. It is caused by the teacher which asks the students to write narrative text by themselves without more explanation about narrative text. Based on preliminary research at SMPN 16 Siak, the writer found some problems faced by the students in learning English especially in writing narrative text. The teacher uses conventional strategy. Conventional strategy is traditional design. it means that the teacher still uses the traditional method. In learning, the teacher is more active and the students are only silent or passive. The students only accepted, what the teacher has explained however, it makes the students bored in learning English. Some of the students are difficult to express they ideas in writing narrative text. Some of the students difficult to develop ideas the topic given, the students always cheat when they do the test or exercise, Some of students have difficulties in arranging the sentence to write. In teaching and learning activities the students do not pay attention, have talk, and joke with the other students. Some of students are lazy to learn English. It can be itemized into the following symptoms:

1. Some of the students get difficult to express they ideas in writing narrative text

2. Some of the students get difficult to develop ideas the topic given
3. Some of the students have difficulties in arranging the sentence to write narrative text
4. Some of the students are lazy to learn English
5. Some of the students are still confused about narrative text
6. Most of the students are not able to use good grammatical order in writing narrative text.
7. Most of the students are not able to choose vocabulary appropriately in writing narrative text.

In teaching and learning process, The teacher should be creative to use media in teaching narrative text. To increase the students' writing narrative text needs an appropriate strategy and media to help them as solution for their problems. There is actually a medium that can help students in writing narrative text, using flowcharts media. Flowcharts are one of interested media that can stimulate students' ideas in teaching learning. By using flowcharts, students' will be more interested, motivated, and encouraged in expressing ideas. According to Mayer and Diane, flowcharts can help students keep to the topic by having their ideas in front of them as they are writing. They also help the students to keep things in the correct sequential order. It means that Flowchart can help them as solution for their problems. In the other words Gallick say a flowcharts can clearly indicate the key stages in the sequence. It can also be tricky explaining how to do

something if you have not done it your self first. It is clearly that using flowcharts gives the students an increased understanding and insight into the topic at hand. It mean that flowcharts can facilitate students in writing y using symbols to get a information. Based on the above phenomena, the writer is interested in conducting a research entitled “ The Effect of Using Flowcharts on the Students’ Writing Ability of Narrative Text at the Second Year of SMPN 16 Siak Regency “

## **B. The Definition of Terms**

In order to avoid misunderstanding in writing this research report, the writer feels necessary to define some specific terms.

### 1. Effect

According to Jack C. Richards, effect is measure of the strength of one variable’s effect on another or the relationship between two or more variables <sup>4</sup>.

In this research, effect is defined as the result of teaching writing narrative text treated by using of a flowcharts

### 2. Flowcharts

Flowcharts is a graphical or symbolic representation of a process.<sup>5</sup> in this research, flowcharts means that a medium that is used to help the students brainstorm ideas and formulate strategies for better planning.

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<sup>4</sup> Jack C. Richards and Richards Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics. Third Edition.* (New York: Pearson Education,2002), p.175

### 3. Writing Ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.

In this research, it refers to ability in writing narrative text at the second year students of SMPN 16 Siak, particularly in the form of narrative text by giving full consideration toward the types of the text, the purpose of the text, the text organization, the language features used and the mechanics of the text.

### 4. Narrative

Narrative is the written or oral account of a real or fictional story.<sup>6</sup> In this research, narrative means that the students write a short story. For example Maling kundang

### 5. Text

Text is a piece of spoken or written language. A text may be considered from the point of view of its structure and/or its function<sup>7</sup>. In this research, the text is narrative text, which is written by the students.

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<sup>5</sup> Rusman. *Manajemen Kurikulum*. (Jakarta: Rajawali Pers, 2009), pp. 286

<sup>6</sup> David Herman. *Basic Elements of Narrative*. (Singapore: Ho Printing Pte Ltd, 2009), p.1

<sup>7</sup> Richards et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. (England: Longman Group, 1992), p. 378



## **C. The Problem**

### **1. The Identification of the Problem**

Based on the phenomena mentioned above, the problems of this research are identified as follows :

- a. Why are some of the students difficult to express their ideas in writing narrative text ?
- b. Why are some of the students difficult to develop ideas the topic given ?
- c. Why do some of the students have difficulties in arranging the sentence to write narrative text?
- d. What factors make the second years students of SMPN 16 Siak difficult to express they ideas in write narrative text ?
- e. Why are most of the students not able to use good grammatical order in writing narrative text?
- f. Why are most of the students not able to choose vocabulary appropriately in writing narrative text?
- g. How is students' ability in writing narrative text without by using flowcharts?
- h. How is students' ability in writing narrative text taught by using flowcharts?

- i. Is there any significant effect of using flowcharts on the students' ability of writing narrative text at the second year of SMPN 16 Siak?

## **2. Limitation of the Problems**

Based on the above identification of the problems, the writer found many problems which are faced by the students. To avoid misunderstanding toward the problem in this research, it is quite necessary for the writer to limit the problem. Since the technique that has been used by the teacher is not effective. The writer focuses on the technique used by the teacher. As possible solution, Flowcharts media will be applied to Increase Students' Writing Narrative Text at the Second year of SMPN 16 Siak

## **3. Formulation of the Problem**

Based on the limitation of the problems above, the formulates the problem as follow:

- a. How is the students' ability of writing narrative text without using flowcharts?
- b. How is the students' ability of writing narrative text taught by using flowcharts?
- c. Is there any significant effect of using flowcharts on the students' ability of writing narrative text at the second year of SMPN 16 Siak?

## **D. The Objectives and Significance of the Research**

### **1. The Objective of the Research**

- a. To find out the students' ability of writing narrative text without using flowcharts
- b. To find out the students' ability of writing narrative text who taught by using flowcharts
- c. To find out whether there is any significant effect of flowcharts on the students' ability of writing narrative text of the seconds year of SMPN 16 Siak

### **2. The Significance of the Research**

- a. To help the English teacher to teach students of writing narrative text by using flowcharts
- b. To give some contribution to the students in order to increase the ability of writing narrative text

## CHAPTER II

### LITERATURE REVIEW

#### A. The Theoretical Framework

##### 1. The Nature of Writing

###### a. Definition of Writing

Writing is of the language skills in English. Writing is language ability used to communicate not orally<sup>8</sup>. Most of students think that writing is very difficult because there are many components should be considered. There are content, mechanic, grammar, style, and form. Although writing is very difficult, the students should be able to produce a good writing because the ability to write well organized and concise text is very crucial to the students' success in almost of subject in their school. Syafi'I states that writing is a " process " , not a " product " <sup>9</sup>. It means that a piece of writing, whether it is a composition of English class or a short story is never complete; that is, it is possible to review and revise, and review and revise again.

Writing is a way to record ideas and communicate feelings, experiences, and thoughts with other. it can also be a source of personal satisfaction, as well as means of earning money. By writing, we can deliver our ideas to the reader indirectly. In other words, writing is one of the ways to express our ideas besides

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<sup>8</sup> Tarigan, Henri Guntur. *Menulis Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 1994), p.3

<sup>9</sup> Syafi'I. *The Effective Paragraph Development*. (Pekanbaru: LBSI, 2007), p. 6

speaking. It means that writing can help the students better learn, understand, and personally respond to the information and ideas in the texts they read.

### **b. The aim of writing**

According to Grenville, there are three basic aims of writing<sup>10</sup>

#### 1) Writing to entertain

“It does require making the readers laugh, but it at least engages their feelings in some way. Writing to entertain generally takes the form that is called imaginative writing such as novels, stories. For imaginative writing, the writer can make things up”

#### 2) Writing to inform

“It tells the reader about something. These kinds of writing can also be entertaining in the sense that they are a good read. But entertaining the reader is not their main purpose, that just a bonus. The example of writing to inform are newspaper articles, scientific reports, and essays for school”

#### 3) Writing to persuade

“It tries convince the reader of something. This includes advertisements, some newspaper and magazine, articles, etc. this type of writing might include the writer’s opinion, but as part of a case backed up with evidence, rather than just as an expression of your feelings”

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<sup>10</sup> Kate Grenville. *Writing from Start to Finish a Six Steps Guide*. (Australia: Allen & Unwin, 2001) ,p.1

### **c. Process of Writing**

Walter ( 2004, p. 78 ) described the processes involved in this writing approach as follows:

#### 1) Prewriting

Its experiences help students to tap into background knowledge and experience and develop the need desire to write. Prewriting activities involve students in collecting a resource pool of possible writing ideas, vocabulary, and language structures. These experiences can include a shared field trip, cooking, discussion, brainstorming, creating a graphic organizer, and responding to literature.

#### 2) Drafting

Students can jot down their thoughts using scribbles, drawings, letters, or more conventional writings. The purpose here is to get ideas and thoughts down on paper.

#### 3) Sharing and responding to writing

Students share their writing with a partner, group, or teacher. They can do so informally, collaboratively, or as part of a writer's conference.

#### 4) Revising writing

Students incorporate feedback from responses and make correction, additions, or deletions to their writing. This stage concern itself on both content and mechanic

#### 5) Publishing

It is the culmination of a significant work. Students writing can be published in poster, charts, letters or email messages, brochures, and books of all sorts big books, little books, accordion books, puppet or shape books, pop-up books, or bound books<sup>11</sup>.

## 2. The Nature of Narrative Text

### a. Definition of Narrative Text

Narrative meaning is created by establishing that something is a part of a whole and usually that something is the cause of something else. It is usually combined with human action or events that affect human beings. The meaning of each events is produced by the part it plays in the whole episode. To say what something means is to say how it is related or connected to something else. To ask the meaning of an event is to ask how it contributed to the story in which it occurs. It is the connections or relations between events. According to pardiyono ( 2009-121 ), narrative is a story that in rhetoric structure has opening, sequence of problem event or solution. In other words, narrative is related with the story in the

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<sup>11</sup> Ansyari Fauzan. *Fundamental Issues in Teaching*. (Pekanbaru: Suska Press, 2008), p.2

past time that has problem – solution. A narrative is a story that is created in a constructive format ( as a work of writing, speech, poetry, prose, pictures, song, motion pictures, video, games, theatre or dance )that describes about a sequence of fictional or non- fictional events. A narrative can also be told by a character within a larger narrative. An important part of narration is the narrative mode, the seed of methods used to communicate the narrative through a process called narration. Narrative text is a story is being told to the reader. It is a bit like a recount but is usually a made up story. It usually has a number of events that take place and problem that needs to be solved by the characters. It usually has a crisis in it and then resolved at the end.

The purpose of narrative text is to tell a story. It is more than just giving the details of the story in the sequence those events occur. There has to be a complication to heighten the interest of the reader and the story must have a defined ending.

### **b. Technique for Successful Narrative**

Points out the techniques for successful narrative:

- 1) Emphasize Important Detail
- 2) Use Chronological Order

Chronological order helps the writer's story unfold in a way that is logical to the reader.



### 3) Center on Conflict

”Most successful narratives center around conflict. The conflict may be an in conflict, such as the one involved in deciding whether to attend college near home or far way. It may be a conflict with another person. It may be a conflict with an impersonal outside force., such as a declining job market. It may be a conflict with a combination of force. When the conflict ends, the story ends, too”.

### 4) Show, Don't Tell

“Significant moment in a narrative should be slowed down and observed closely. At these times, the writer wants to show what is happening rather than simply telling about it. Instead of telling the readers that someone was angry, show his narrowed eyes and let them hear his sharp words. Another way of showing is through dialogue, letting the readers hear the exact words of the people write about. Use dialogue sparingly and at significance moments for the strongest effect”.

### 5) Make a Point

“The purpose of the story is its reason for existence, the reason that the writers find in worth telling. If no change takes place, if nothing significant happens, the reader will say impatiently, “ what is the point?” having a point does not mean that the story needs to have a moral. It simply means that the writers should know why they are telling it and the

writers should be able to state the point in one sentence: the thesis statement or topic sentence”

The text organization of narrative is as follows:

a. Orientation

In this part, the writer tries to set up the character, time and place. Another way to construct the orientation part is trying to answer the questions that use who, what, where, when and so on, for example:

Once upon a time, in the coastal area of Sumatra, lives a poor family. The family had a kid named Malin Kundang. Due to very poor condition of their families, Malin kundang's father decided to go to the country side.

b. Complication

The complication is the heart structure of narrative text. The complication will determine whether the text “lives” or not. If the narrative text consider as the “live” text, it will arouse the reader. It will intrude to the emotion of the reader. Commonly, narrative text appears story text. In literary term, the complication structure is called conflict. It can be seen in the following example:

After a long marriage, Malin and his wife make the voyage with a large and beautiful ship with the crew and a lot of bodyguards. Malin kundangs wife want to know his husbands hometowns. In the other side, poor Malin kundang mothers was worried about his son, and goes to the beach everyday, hope that her son will be back from the journey. She saw a very beautiful ship landed on the

town harbour. Malin's mother who always checks every ship that arrived, hoping there is his son among the passenger, surprised to see a man. She found out that he is her son Malin kundang.

### c. Resolution

In the resolution stage, the problem has to be solved and the text normally finishes a resolution to the problem. Simply, this stage is the end of text. It can be seen in the following example:

Hearing statement and treated arbitrarily by his son, the mother of Malin kundang is very angry. He did not expect him to be rebellious child. Because anger is mounting, Malin's mother tipped his hand, saying "Oh God, if he my son, I curse him became a stone." Malin's mother goes away with sad feelings. Knowing that his only son, which she always loves and missed all days, come and treat her like that.

Malin kundang and his crew departed shortly after visiting the hometown. Soon after departed, the calm, nice weather suddenly changed. The winds roared fierce and storms come to destroy the ship Kundang. Malin himself knows that it might be the curse from his own mother. That makes Malin prays, to beg a mercy from the God. The ship are destroyed and dumped into the beach. Malin's body and the shipwrecks scattered. After that Malin' body slowly becomes rigid and in time they finally shaped into a rock. Malin's mothers feel sorry about her son's fate. But it was too late.

Example of narrative:

“ Once upon a time, in the coastal area of Sumatra, lives a poor family. The family had a kid named Malin Kundang. Due to very poor condition of their families, Malin kundang's father decided to go to the country side.

Oneday, after a long marriage, Malin and his wife make the voyage with a large and beautiful ship with the crew and a lot of bodyguards. Malin kundangs wife want to know his husbands hometowns. In the other side, poor Malin kundang mothers was worried about his son, and goes to the beach everyday, hope that her son will be back from the journey. She saw a very beautiful ship landed on the town harbour. Malin's mother who always checks every ship that arrived, hoping there is his son among the passenger, surprised to see a man. She founds out that he is her son Malin kundang.

Hearing statement and treated arbitrarily by his son, the mother of Malin kundang is very angry. He did not expect him to be rebellious child. Because anger is mounting, Malin's mother tipped his hand, saying "Oh God, if he my son, I curse him became a stone." Malin's mother goes away with sad feelings. Knowing that his only son, which she always loves and missed all days, come and treat her like that.

Malin kundang and his crew departed shortly after visiting the hometown. Soon after departed, the calm, nice weather suddenly changed. The winds roared fierce and storms come to destroy the ship Kundang. Malin himself knows that it might be the curse from his own mother. That makes Malin prays, to beg a mercy

from the God. The ship are destroyed and dumped into the beach. Malin's body and the shipwrecks scattered. After that Malin' body slowly becomes rigid and in time they finally shaped into a rock. Malin's mothers feel sorry about her son's fate. But it was too late.

### **3. The Nature of Flowcharts**

#### **a. Definition of Flowcharts**

According to Mahon, Flowcharts is a medium that uses symbols interconnected with lines to represent the flow of information . It is kind of a graphic organizers ( some of which are also called concept maps, entity relationship charts, and mind maps ). They are a pictorial way of constructing knowledge and organizing information. They help the students convert and compress a lot of seemingly disjointed information into a structured, simple to read.

In this research, flowcharts is a media. Gagne in Sadiman said that media are some of the components that are used to stimulate students in learning. Teachers need media to help them present information to students easily. By using media, they can give motivation to students in learning and make them not bored in learning.

Teaching and learning by using the media are affective and make the students more interest in the class. As Oemar Malik states that :

“Teaching media is ( instruments, methods and techniques )  
Used to make the communication an interaction between  
Teachers and students in teaching learning process are affective”

Based on the statement above, it is clear that media is important in teaching and learning process. Furthermore, it is primarily needed very much in teaching and learning activities. It is an integral part in getting success of teaching and learning process.

As Sadiman stated that :

“There are three kinds of media: audio media, visual media and projected media. Audio media include: radio, tape recorder, laboratory, and etc. visual media include; pictures/images, chart, graph, poster, cartoon, map, and etc. projector media include; television, film, OHP, loop film, video, and etc” Among teaching media, flowcharts is an easy one to use in teaching. It is easy to understand and easy to get.

Charts is known by different names, such as , tree charts, time line charts, stream charts and flowcharts is one of them that included in this strategy.

In this research, flowcharts is good media to practice in write narrative text. In the other words, a flowcharts can clearly indicate the key stages in the sequence. It can also be tricky explaining how to do something if you have not done it your self first. It is clearly that using flowcharts gives the students increased understanding and insight into the topic at hand. It means that flowcharts can facilitate students in writing by using symbols to get a information.

Flowcharts can be used to structure writing project, flowcharts can help the students to create their ideas and keep their thoughts visually. The possibilities associated with a topic become clearer as the students idea are classified visually. It is clear that flowcharts can help and develop students’ ability in writing.

Flowcharts also attracts the students' imagination and attention quickly in writing. In short, writing through flowcharts can be used to help students in writing.

### **b. Advantages of Using Flowcharts**

There are some advantages and benefit of using flowcharts<sup>12</sup>:

1. Flowcharts make it easier to write narrative text.
2. The problems can be analyzed in more effective way with the help of flowcharts.
3. Flowcharts will generate ideas to write
4. Flowcharts make ideas logically in write
5. Flowcharts can increase students' writing narrative text.
6. Flowcharts can motivate the students in writing
7. Flowcharts gives information to students about the object, event, and relations to events
8. Flowcharts can make easy to inflate the story.
9. Flowcharts train students to arrange the story

### **4. Teaching by Using Flowcharts**

Teaching by using flowcharts is one of the strategy of teaching that can invite the students' interest in class; even will feel not bored. According to Mayer

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<sup>12</sup> Ibid

and Diane (1995), flowcharts can help students keep to the topic by having their ideas in front of them as they are writing<sup>13</sup>.

To begin producing a narrative text, teacher should provide students with some texts related to the topic. For instance, Snow White, Malin Kundang, Cinderella, Tankuban Perahu, etc.

Vera rita ( 2010 ), In teaching flowcharts there are some steps that can be followed by the teacher during teaching and learning process as follows <sup>14</sup>:

- a. The teacher shows the flowcharts that can be written by the students
- b. The teacher asks the students to guess the topic of the flowcharts
- c. The students search the topic individually
- d. The teacher asks the students to write narrative text based on the topic in the flowcharts

### **c. The Chunking of Flowcharts**

The chunking is a strategy used to improve memory performance it helps present information in a way that make it easy to understand and remember.<sup>15</sup> The chunking is a term referring to the process of taking individual units of information and grouping them into large units. Chunking is often a useful tool when memorizing large amounts of information. There are many kinds of the

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<sup>13</sup> ibid

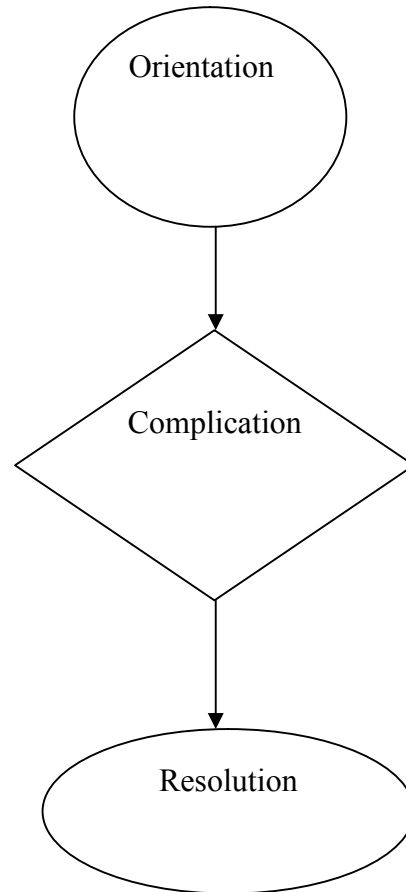
<sup>14</sup> Rita Vera. *The Use of Flowcharts to Increase Students Ability in Writing Descriptive Text*. (Pekanbaru: Uin Suska Riau ,2010) , p. 25





<sup>15</sup> George Miller, *The Magica Number Seven Plus or Minus Two*. (Landmark,1950) ,p.



chunking . One kind has different ways to use it with other. In this research, the writer use flowcharts media as a strategy in teaching narrative text. To write narrative text based on flowcharts media, the students must concentrate on the relationship between the items. According to Jeanada, flowcharts has a beggining and multiple possible outcomes. The students must determine which part of the material that is the most important and should be focused upon. She uses these symbols as a rule for this flowcharts;

**Picture 2.1.** The Process of Flowcharts in Write Narrative Text



- a.  Arrow represent the direction of flow
- b.  Circle is starting point
- c.  Ovals are stopping points
- d.  Diamonds are decision points

## B. The Relevant Research

Relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself<sup>16</sup>. There are some studies conducted by some researches dealing with this research.

First, the research done by Vera Rita ( 2010 ) is about using Flowcharts to Increase students' ability in writing descriptive text at the second year of SLTPN2 Bungaraya. She focused her research on flowcharts to increase students writing descriptive text. The result of teaching writing descriptive by using flowcharts is effective to improve students writing descriptive text. Furthermore, that was conducted by the writer, it was different. The writer use flowcharts on the students' writing ability of narrative text at the second year of SMPN 16 Siak Regency.

Second, The research conducted by Henny ( 2010 ) is about the effect of using flowcharts to improve students' motivation in reading comprehension of the students' of class X – 7 at SMA Malang. She found that by using flowcharts, there has significant effect to improve students motivation in reading comprehension. Furthermore, that was conducted by the writer, It was different. The writer used flowcharts on the students writing ability of narrative text at the second year of SMPN 16 Siak Regency.

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<sup>16</sup> Syafi'I M. *From Paragraph to Research Report : a Writing of English for Academic Purpose*. (Pekanbaru : LBSI , 2007) , p. 122

### **C. The Operational Concept**

The operational concept is the concept used to give explanation about the theoretical framework to avoid misunderstanding of this research. There are two variables in this research. They are independent and dependent variables. Independent variable is using flowcharts, which is symbolized by X while the dependent variable is students' writing ability, which is symbolized by Y.

#### **1. Variable X**

According Vera Rita in (<http://Skripsi>) the indicators of the students' writing Narrative text and teaching by using flowcharts, they are :

The Indicators of Teaching Writing by Using Flowcharts :

- a. The teacher shows the flowcharts that can be written by the students
- b. The teacher asks the students to quest the topic of the flowcharts
- c. The teacher ask the students a search the topic individually
- d. The teacher asks the students to write Narrative text based on the topic in the flowcharts

#### **2. Variable Y**

The Indicators of Students' Writing Narrative Text :

According to syllabus, the indicators of the students writing narrative text at the second year of SMPN 16 Siak, they are :

- a. The students are able to describe narrative text in detail based on the topic
- b. The students are able to express and develop their ideas in writing narrative text.
- c. The students are able to write a narrative text by using good organization.
- d. The students are able to write a narrative text by using correct vocabulary.
- e. The students are able to write a narrative text with good grammatical features.
- f. The students are able to write a narrative text with correct spelling and punctuation.

#### **D. The Assumption and the Hypotheses**

##### **1. The Assumption**

In accordance with the explanation of theoretical framework and the operational concept, the researcher would like to make an assumption that learning writing narrative text by using flowcharts at the second year of SMPN 16 Siak can increase the students' ability in writing narrative text.

##### **2. The Hypothesis**

- a.  $H_a$  : There is significant effect of using flowcharts on the students' ability in writing narrative text at the second year students of SMPN 16 Siak Regency

- b. Ho : There is no significant effect of using flowcharts on the students' ability in writing narrative text at the second year students of SMPN 16 Siak Regency

## CHAPTER III

### RESEARCH METHOD

#### A. The Research Design

The design of this research is a quasi-experimental research. According to Cohen, a quasi-experiment is one where the treatment variable is manipulated but the groups are not equated prior to manipulation of the independent variable. And a research design having some but not the entire characteristic of the true experiment<sup>17</sup>

The type of quasi experimental design of this research is control group design. In this design, the researcher used two classes as the sample: control group and experimental group. Those classes are not chosen randomly. Both groups took a pretest and posttest. Only the experimental group received the treatment. According to Sukardi, the design of this research can be illustrated as follows<sup>18</sup> :

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<sup>17</sup> Louis Cohen, et.al. *Research Methods in Education. Sixth Edition.* (New York: Routledge, 2007), p. 275

<sup>18</sup> Prof. Sukardi, Ph. D. *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya* (Jakarta: Bumi Aksara, 2010), p.186

**Table III. I**  
**Research Design**

<b>Group</b>	<b>Pretest</b>	<b>Treatment</b>	<b>Posttest</b>
Experiment	$\bar{Y}^1$	X	$\bar{Y}^2$
Control	$Y^1$	–	$Y^2$

Based on the table above, treatment is only given to the experimental group. The experimental group is treated by flowcharts, while the control group does not receive any treatments. The control group does not receive any treatments yet it is still taught by using conventional strategy.

### **B. The Time and the Location of Research**

The research was conducted at the second year students of SMPN 16 Siak Regency. The research was done for 4 weeks, starting from 9 April until 9 Mei 2012.

### **C. The Subject and the Object of the Research**

The subject of the research was the second year students of SMPN 16 Siak in academic 2010/2011. The object of the research was the effect of using flowcharts on the students' writing ability of narrative text in learning English.



#### **D. The Population and the Sample of the Research**

The location of this study is at SMPN 16 Siak. It consists of two classes ( VIIIa and VIIIb ), where each class is about 44 students.

The population about respondents can be seen in the following table :

**Table III. 2**  
**Population and Sample of the Research**

No	Class	Population	Sample	
			Class A	Class B
1	VIII a	22	As Experiment Class	As Control Class
2	VIII b	22		
3	Total	44		

Based on the table above, the total population of SMPN 16 Siak is 44 students. the population it consist of two class (VIIIa and VIIIb). VIIIa for experiment class and VIIIb for control class.

#### **E. Technique of Collecting Data**

In the research, the researcher used test as instrument to collect data. The test was used to find out the students' ability in writing narrative text. The data of this research were the score of the students' writing ability obtained by using composition test. The test was done twice, before and after treatment intended to obtain the students' ability in writing narrative text at the second year of SMPN 16 SIAK. The students' ability in writing narrative text was measured by using writing assessment used by the English teacher of SMPN 16 SIAK.

## 1. Procedures of collecting data for experimental group

### a. Pre-test

The Pre-test was given after teaching writing narrative text without using flowcharts. In pre-test, the students wrote a narrative text related to the topic given entitled “ Maling kundang “ in 80 minutes

### b. Treatment

The treatment was conducted for experimental group. The flowcharts was applied for about eight meetings

### c. Post test

After conducting the treatment, the post-test was administered and it was analyzed as final data for this research. The test given was the same test as given in the pre- test.

Lesson plan for Experimental group :

1. The teacher shows the flowcharts that can be written by the students
2. The teacher asks the students to quest the topic of the flowcharts
3. The teacher ask the students search the topic individually
4. The teacher asks the students to write Narrative text based on the topic in the flowcharts

## 2. Procedures of collecting data for control group

### a. Pre-test

The control group was given pre-test to know their writing narrative text.

The test was the same as experimental group

### b. Conventional strategy

In this case, the teaching of writing narrative text for control group was by using conventional strategy, or classical method. It means that, in control group the teacher did not use flowcharts in learning processes

### c. Post-test

Post-test was also given to control group and the result was analyzed and used as final data for this research.

## Lesson plan for control group

1. The teacher gives the students a topic to write
2. The teacher asks students to write short paragraph based on the topic that is given
3. The teacher asks students to make their writing individually

**TABLE. III. 3**  
**ASSESSMENT ASPECTS OF WRITING NARRATIVE TEXT**

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. Complication c. Resolution				
3	Vocabulary				
4	Grammatical Features a. Action Verb b. Temporal Connectives c. Past Tense				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

Final Score = (Total Score)/(Maximum Score) x 80

**TABLE III. 4****Blueprint of the narrative text at the second year of SMPN 16 Siak Regency**

<b>No</b>	<b>The title of narrative text</b>	<b>The kind of text</b>
1	Snow white	Narrative text
2	Elephant	Narrative text
3	Lebai malang	Narrative text
4	Maling Kundang	Narrative text

Based on the table, in pre test the teacher gave the students and asked them to write a narrative text related to the topic given entitled “ Maling kundang “. And in post test the teacher gave the students and asked them to write a narrative text related to the topic given entitled “ Snow White “. In here the teacher took sources from <http://www.englishdirection.com/2008/03/snow-white-narrative-text.html>, LKS Bahasa Inggris VIII, and English in Focus for Grade VIII Junior High School ( SMP/MTs )

**F. The Reliability and the Validity of the Test**

According to H. Douglas Brown that reliability has to do with accuracy of measurement. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistency. Meaning that, we can say the test is reliable when an

examinee's results are consistent on repeated measurement. To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test. Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what it is supposed to measure.

The validity and reliability is relation. It is possible for a test to be reliable without being valid for a specified purpose, but it is impossible a test to be valid without first being reliable. To know the reliability of the test, the writer used Annova formula that was analyzed by using manual.

Statistically the hypotheses are:

Ho:  $r_o < r_t$

Ha:  $r_o > r_t$

Ho is accepted if  $r_o < r_t$  or there is no significant correlation between pre-test and post-test.

Ha is accepted if  $r_o > r_t$  or there is significant correlation between pre-test and post-test.

### **G. The Technique of Data Analysis**

In order find out whether or not there is a significant effect of flowcharts on the students writing narrative text, the data were analyzed statistically. In analyzing the data, the writer used score of experimental group and control

group. The data were analyzed by using the statistical method. In this research, the researcher used Anova<sup>19</sup>. The formula is as follows :

### 1. Between Treatment Variability

$$JKa = n \left[ \sum X - \left( \sum \frac{X^2}{K} \right) \right]$$

Another formulation :

$$JKa = \sum \frac{T^2}{n} - \frac{G^2}{N}$$

Where :

k = Number of group

T = Total X of each group

G = Total overall X

N = Total samples of each group

N = Total number of samples

### 2. Total Sum of Squares

$$JKa = \sum \frac{T^2}{n} - \frac{G^2}{N}$$

Another formulation:

$$JKT = JKa + JKd$$

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<sup>19</sup> Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar.2009), p.208

## CHAPTER IV

### THE DATA PRESENTATION AND THE DATA ANALYSIS

#### A. The Description of Research Procedure

The purposes of the research were to obtain the data of students' writing ability of narrative text by using flowcharts and taught by using conventional strategy, and also the significant effect of the students' writing ability of narrative text taught by using flowcharts. The data were obtained from the students' post test scores of experimental and control class. The research procedures of this research are as follows :

1. The writer gave pre test and post test to VIII A and VIII B. the writer gave one title about narrative text and asked the students to write based on the title given.
2. Based on the result of pre test, it was found that VIII A was experimental class and VIII B was control class. Then, the writer gave treatments to experimental class for eight meetings.
3. After giving treatments to experimental class, the writer gave test narrative text for post test to experimental class. While for control class, taught without using treatments, the writer used the same test as experimental class.

#### B. The Data Presentation ( Test )

The data of this research were gotten from the score of the students' pre test and post-test. All of the data were collected through the following procedures:



1. In both of classes ( Experimental Class and Control Class ) students were asked to make a narrative text based on the title given
2. The writer evaluated a narrative text of the students then the researcher put the score for the writing aspects, they are: content, organization, vocabulary, grammatical features, spelling and punctuation
3. The writer used two raters to evaluate the students' text and finally the writer added the score and divided.

The data of the students' score of writing test were the result of the research presented as in the following table:

**TABLE IV. 1**  
**THE SCORE OF THE STUDENTS' ABILITY AT THE SECOND**  
**YEAR OF SMPN 16 SIAK**

No	Experimental Group		No	Control Group	
	Pre-test	Post-test		Pre-test	Post-test
1	30	62	1	36	42
2	40	66	2	32	28
3	30	56	3	28	54
4	34	70	4	28	48
5	40	62	5	30	44
6	30	58	6	28	38
7	34	62	7	38	44
8	28	66	8	32	60
9	32	46	9	36	40
10	32	62	10	32	48
11	30	70	11	30	46
12	32	60	12	28	40
13	26	58	13	30	48
14	24	72	14	32	66
15	30	72	15	26	30
16	30	68	16	32	52
17	30	52	17	30	32
18	32	56	18	40	44
19	34	52	19	30	32
20	30	64	20	28	44
21	30	62	21	30	44
22	30	58	22	24	52
Total	688	1354	Total	690	976

From the table above, the writer found that the total score of pretest in experimental class is 688, which the highest score is 40 and the lowest is 24. The total score of pretest in control class is 690, which the highest score is 40 and the lowest is 24. The total score of posttest in experimental class is 1354, which the highest score is 72 and the lowest is 46. The total score of posttest in control class is 976, which the highest score is 66 and the lowest is 30. The score was given by the raters. Each score was gotten from the score that was given by rater 1 and rater 2. The total score was divided into two

TABLE IV. 2

**THE RECAPITULATION OF PRE-TEST OF EXPERIMENTAL GROUP  
AT THE SECOND YEAR OF SMPN 16 SIAK**

No	Students	Score		Final Score
		Rater 1	Rater 2	
1	Student	20	40	30
2	Student	40	40	40
3	Student	20	40	30
4	Student	20	48	34
5	Student	40	40	40
6	Student	20	40	30
7	Student	24	44	34
8	Student	20	36	28
9	Student	24	40	32
10	Student	24	40	32
11	Student	20	40	30
12	Student	24	40	32
13	Student	20	32	26
14	Student	20	28	24
15	Student	20	40	30
16	Student	20	40	30
17	Student	20	40	30
18	Student	20	44	32
19	Student	28	40	34
20	Student	20	40	30
21	Student	20	40	30
22	Student	20	40	30
Total				688

From the table above, the writer found that the total score of pretest for experimental class is 688, which the highest score is 40 and the lowest is 24. The score was given by raters. Each score was gotten from score that was given by rater 1 and 2. The total score was divided into two. For example:

Student 1: the rater 1 gave score 20 and rater 2 gave 40. The total is  $20+40:2 = 30$ .

So, the score of student 1 is 30

**TABLE IV. 3**  
**THE RECAPITULATION OF PRE-TEST OF CONTROL GROUP AT THE**  
**SECOND YEAR OF SMPN 16 SIAK**

No	Students	Score		Final Score
		Rater 1	Rater 2	
1	Student	40	32	36
2	Student	24	40	32
3	Student	20	36	28
4	Student	20	36	28
5	Student	20	40	30
6	Student	20	36	28
7	Student	40	36	38
8	Student	24	40	32
9	Student	40	32	36
10	Student	24	40	32
11	Student	20	40	30
12	Student	20	36	28
13	Student	20	40	30
14	Student	24	40	32
15	Student	20	32	26
16	Student	20	44	32
17	Student	20	40	30
18	Student	40	40	40
19	Student	24	36	30
20	Student	20	36	28
21	Student	24	39	30
22	Student	20	28	24
Total				690

From the table above, the writer found that the total score of pretest for control class is 690, which the highest score is 40 and the lowest is 24. The score was given by the raters. Each score was gotten from score that was given by rater 1 and 2. The total scores were divided into two. For example:

Student 1: the rater 1 gave score 40 and rater 2 gave 36. The total is  $40+36:2 = 36$ .

So, the score of student 1 is 36

**TABLE IV. 4**  
**THE RECAPITULATION OF POST-TEST OF EXPERIMENTAL GROUP**  
**AT THE SECOND YEAR OF SMPN 16 SIAK**

No	Students	Score		Final Score
		Rater 1	Rater 2	
1	Student	64	60	62
2	Student	68	64	66
3	Student	60	52	56
4	Student	68	72	70
5	Student	64	60	62
6	Student	64	52	58
7	Student	64	60	62
8	Student	60	72	66
9	Student	52	40	46
10	Student	72	52	62
11	Student	68	72	70
12	Student	68	52	60
13	Student	64	52	58
14	Student	72	72	72
15	Student	72	72	72
16	Student	60	76	68
17	Student	52	52	52
18	Student	60	52	56
19	Student	48	56	52
20	Student	60	68	64
21	Student	68	58	62
22	Student	56	60	58
Total				1354

From the table above, the writer found that the total score of posttest forexperiment class is 1354, which the highest score is 72 and the lowest is 46. The score was given by the raters. Each score was gotten from score that was given by rater 1 and 2. The total scores were divided into two. For example:

Student 1: the rater 1 gave score 64 and rater 2 gave 60. The total is  $64+60:2 = 62$ .

So, the score of student 1 is 62

**TABLE IV.5**  
**THE RECAPITULATION OF POST-TEST CONTROL GROUP AT THE**  
**SECOND YEAR OF SMPN 16 SIAK**

No	Students	Score		Final Score
		Rater 1	Rater 2	
1	Student	44	40	42
2	Student	20	36	28
3	Student	36	72	54
4	Student	40	56	48
5	Student	32	56	44
6	Student	40	36	38
7	Student	40	48	44
8	Student	48	72	60
9	Student	40	40	40
10	Student	40	56	48
11	Student	40	52	46
12	Student	40	40	40
13	Student	40	56	48
14	Student	64	68	66
15	Student	20	40	30
16	Student	40	64	52
17	Student	24	40	32
18	Student	40	48	44
19	Student	20	44	32
20	Student	40	48	44
21	Student	40	48	44
22	Student	40	64	52
Total				976

From the table above, the writer found that the total score of posttest for control class is 976, which the highest score is 66 and the lowest is 28. The score was given by the raters. Each score was gotten from score that was given by rater 1 and 2. The total scores were divided into two. For example:

Student 1: the rater 1 gave score 44 and rater 2 gave 40. The total is  $44+40:2=42$ .

So, the score of student 1 is 42

### C. The Data Analysis

The data of the statistical result were divided into parts. The data were obtained through pre-test and posttest. To analyze the data in chapter IV, the writer used the following statistical formula to get the mean score (M) and the standard deviation (SD).

#### 1. Students writing ability of narrative text taught by using flowcharts

**TABLE. IV.6**  
**The Distribution of Frequency of Students' Pre test Scores**  
**of Experimental Group**

Score	Frequency	Percentage (%)
24	1	4.54
26	1	4.54
28	1	4.54
30	10	45.45
32	4	18.18
34	3	13.63
40	2	9.09
Total	22	99.97

Based on the table above, it can be seen that there are 1 student who got score 24 (4.54%), 1 student who got score 26 (4.54%), 1 student who got score 28 (4.54%), 10 students who got score 30 (45.45%), 4 students who got score 32 (18.18%), 3 students who got score 34 (13.63%), and 2 students who got score (9.09%), The highest frequency was 10 at the score of 30. The total frequency was 22.

**TABLE. IV 7**  
**The Distribution of Frequency of Students' Post test Scores**  
**of Experimental Group**

Score	Frequency	Percentage (%)
46	1	4.54
52	2	9.09
56	2	9.09
58	3	13.63
60	1	4.54
62	5	22.72
64	1	4.54
66	2	9.09
68	1	4.54
70	2	9.09
72	2	9.09
Total	22	99.96

Based on the table above, it can be seen that there are 1 student who got score 46 (4.54%), 2 students who got score 52 (9.09%), 2 students who got score 56 (9.09%), 3 student who got score 58 (13.63%), 1 student who got score 60 (4.54%), 5 students who got score 62 (22.72%), 1 student who got score 64 (4.54%), 2 students who got score 66 ( 9.09 %), 1 student who got score 68 (4.54%), 2 students who got score 70 (9.09%), and 2 students who got score 72 (9.09%). The highest frequency was 5 at the score of 62. The total frequency was 22



TABLE IV.8

**TABLE MEAN AND STANDARD DEVIATION  
OF EXPERIMENTAL GROUP**

NO	SCORE		X	Y	X <sup>2</sup>	Y <sup>2</sup>
	Pre-test X	Post Test Y				
1	30	62	-1.27	0.46	1.6129	0.2116
2	40	66	8.73	4.46	76.2129	19.8916
3	30	56	-1.27	-5.54	1.6129	30.6919
4	34	70	2.73	8.46	7.4529	71.5716
5	40	62	8.73	0.46	76.2129	0.2116
6	30	58	-1.27	-3.54	1.6129	12.5316
7	34	62	2.73	0.46	7.4529	0.2116
8	28	66	-3.27	4.46	10.6929	19.8916
9	32	46	0.73	-15.54	0.5329	241.4916
10	32	62	2.73	0.46	0.5329	0.2116
11	30	70	-1.27	8.46	1.6129	71.5716
12	32	60	0.73	-1.54	0.5329	2.3716
13	26	58	-5.27	-3.54	27.7729	12.5316
14	24	72	-7.27	10.46	52.8529	109.4116
15	30	72	-1.27	10.46	1.6129	109.4116
16	30	68	-1.27	6.46	1.6129	41.7316
17	30	52	-1.27	-9.54	1.6129	91.0116
18	32	56	0.73	-5.54	0.5329	30.6916
19	34	52	2.73	-9.54	7.4529	91.0116
20	30	64	-1.27	2.46	1.6129	6.0516
21	30	62	-1.27	0.46	1.6129	0.2116
22	30	58	-1.27	-3.54	1.6129	12.5316
Total	688	1354			284.3638	975.4552
Mean	31.27	61.54				

Based on the table above, the calculation of pre test for experimental group can be seen as in the following :

$$N = 22$$

$$\sum X = 688$$

The mean of Pre test of experimental group ( X )

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{688}{22}$$

$$M_x = 31.27$$

Standard deviation ( SD<sub>x</sub> ) of experimental group ( X ) :

$$SD_x = \sqrt{\frac{\sum X^2}{N}}$$

$$SD_x = \sqrt{\frac{284.3638}{22}}$$

$$SD_x = \sqrt{12.92}$$

$$SD_x = 3.59$$

Based on the table above, the calculation of Post test of experimental group is as follows :

$$N = 22$$

$$\sum X = 1354$$

The mean of Post test of experimental group ( X )

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{1354}{22}$$

$$M_y = 61.54$$

Standard deviation ( SD<sub>y</sub> ) of experimental group ( Y ) :

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

$$SD_y = \sqrt{\frac{975.4552}{22}}$$

$$SD_y = \sqrt{44.33}$$

$$SD_y = 6.65$$

In conclusion, from the data above, the mean score of pre test of experimental group ( M<sub>x</sub> ) is 31.27 and standard deviation ( SD<sub>x</sub> ) is 3.59, while the mean score post test of experimental group ( M<sub>y</sub> ) is 61.54 and standard deviation ( SD<sub>y</sub> ) is 6.65.

## 2. Students' writing ability of narrative text taught without flowcharts

**TABLE. IV 9**  
**The Distribution of Frequency of Students' Pre test Scores**  
**of Control Group**

Score	Frequency	Percentage (%)
24	1	4.54
26	1	4.54
28	5	22.72
30	5	22.72
32	5	22.72
36	2	9.09
38	1	4.54
40	2	9.09
Total	22	99.96

Based on the table above, it can be seen that there are 1 student who got score 24 (4.54%), 1 student who got score 26 (4.54%), 5 students who got score 28 (22.72%), 5 students who got score 30 (22.72%), 5 students who got score 32 (22.72%), 2 students who got score 36 (9.09%), 1 student who got score 38 (4.54%), and 2 students who got score 40 (9.09 %). The highest frequency was 5 at the score of 28,30,32. The total frequency was 22

**TABLE. IV 10**  
**The Distribution of Frequency of Students' Post test Scores**  
**of Control Group**

Score	Frequency	Percentage (%)
28	1	4.54
30	1	4.54
32	2	9.09
38	1	4.54
40	2	9.09
42	1	4.54
44	5	22.72
46	1	4.54
48	3	13.63
52	2	9.09
54	1	4.54
60	1	4.54
66	1	4.54
Total	22	99.94

Based on the table above, it can be seen that there are 1 student who got score 28 (4.54%), 1 student who got score 30 (4.54%), 2 students who got score 32 (9.09%), 1 student who got score 38 (4.54%), 2 students who got score 40 (9.09%), 1 student who got score 42 (4.54%), 5 students who got score 44 (22.72%), 1 student who got score 46 (4.54 %). 3 students who got score 48 (13.63%), 2 students who got score 52 (9.09), 1 student who got score 54 (4.54%), 1 student who got score 60 (4.54%), and 1 student who got score 66 (4.54). The highest frequency was 5 at the score of 44. The total frequency was 22

TABLE IV.11

**TABLE MEAN AND STANDARD DEVIATION  
OF CONTROL GROUP**

NO	SCORE		X	Y	X <sup>2</sup>	Y <sup>2</sup>
	Pre-test X	Post Test Y				
1	36	42	4.64	-2.36	21.5296	5.5696
2	32	28	0.64	-16.36	0.4096	267.6496
3	28	54	-3.36	9.64	11.2896	92.9296
4	28	48	-3.36	3.64	11.2896	13.2496
5	40	44	8.64	0.36	74.6496	0.1296
6	28	38	-3.36	-6.36	11.2896	40.4496
7	38	44	6.64	0.36	44.0896	0.1296
8	32	60	0.64	15.64	0.4096	244.6096
9	36	40	4.64	-4.36	21.5296	19.0096
10	32	48	0.64	3.64	0.4096	13.2496
11	30	46	-1.36	1.64	1.8496	2.6896
12	28	40	-3.36	-4.36	11.2896	19.0096
13	30	48	-1.36	3.64	1.8496	13.2496
14	32	66	0.64	21.64	0.4096	468.2896
15	26	30	-5.36	-14.36	28.7296	206.2096
16	32	52	0.64	7.64	0.4096	58.3696
17	30	32	-1.36	-12.36	1.8496	152.7696
18	40	44	8.64	0.36	74.6496	0.1296
19	30	32	-1.36	-12.36	1.8496	152.7696
20	28	44	-3.36	0.36	11.2896	0.1296
21	30	44	-1.36	0.36	1.8496	0.1296
22	24	52	-7.36	7.64	54.1696	58.3696
Total	690	976			387.0912	1829.0912
Mean	31.36	44.36				

Based on the table above, the calculation of pre test control group is as follow :

$$N = 22$$

$$\sum X = 690$$

The mean of Pre test of control group ( X )

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{690}{22}$$

$$M_x = 31.36$$

Standard deviation ( SD<sub>x</sub> ) of control group ( X ) :

$$SD_x = \sqrt{\frac{\sum X^2}{N}}$$

$$SD_x = \sqrt{\frac{387.0912}{22}}$$

$$SD_x = \sqrt{17.59}$$

$$SD_x = 4.19$$

Based on the table above, the calculation of Post test of control group is in the following :

$$N = 22$$

$$\sum X = 976$$

The mean of Post test of control group ( X )

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{976}{22}$$

$$M_y = 44.36$$

Standard deviation ( SD<sub>y</sub> ) of control group ( Y ) :

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

$$SD_y = \sqrt{\frac{1829.0912}{22}}$$

$$SD_y = \sqrt{83.14}$$

$$SD_y = 9.11$$

In conclusion, from the data above, the mean score of pre test of control group ( M<sub>x</sub> ) is 31.36 and standard deviation ( SD<sub>x</sub> ) is 4.19, while the mean score post test of control group ( M<sub>y</sub> ) is 44.36 and standard deviation ( SD<sub>y</sub> ) is 9.11.



**3. The significant effect of using flowcharts in writing ability of narrative text**

**TABLE IV.12**  
**The Students' Post test Score**

<b>Students</b>	<b>Experiment</b>	<b>Students</b>	<b>Control</b>
Students 1	62	Students 1	42
Students 2	66	Students 2	28
Students 3	56	Students 3	54
Students 4	70	Students 4	48
Students 5	62	Students 5	44
Students 6	58	Students 6	38
Students 7	62	Students 7	44
Students 8	66	Students 8	60
Students 9	46	Students 9	40
Students 10	62	Students 10	48
Students 11	70	Students 11	46
Students 12	60	Students 12	40
Students 13	58	Students 13	48
Students 14	72	Students 14	66
Students 15	72	Students 15	30
Students 16	68	Students 16	52
Students 17	52	Students 17	32
Students 18	56	Students 18	44
Students 19	52	Students 19	32
Students 20	64	Students 20	44
Students 21	62	Students 21	44
Students 22	58	Students 22	52

From the table above, the writer found that the score of post test in experimental group and control group. The highest score for experimental group was 72 and the lowest was 46. The highest score for control group was 66 and the lowest was 30

To analyze the data, the writer used the statistical formula ( Anova ) to find out the effect of flowcharts

**a. Calculate the Sum of Squares**

**Table. IV.13**  
**Between Treatments Variability**

<b>XA</b>	<b>XB</b>	<b>XA<sup>2</sup></b>	<b>XB<sup>2</sup></b>
62	42	3844	1764
66	28	4356	784
56	54	3136	2916
70	48	4900	2304
62	44	3844	1936
58	38	3364	1444
62	44	3844	1936
66	60	4356	3600
46	40	2116	1600
62	48	3844	2304
70	46	4900	2116
60	40	3600	1600
58	48	3364	2304
72	66	5158	4356
72	30	5158	900
68	52	4624	2704
52	32	2704	1024
56	44	3136	1936
52	32	2704	1024
64	44	4096	1936
62	44	3844	1936
58	52	3364	2704
$\sum XA = 1354$	$\sum XB = 976$	$\sum XA^2 = 84308$	$\sum XB^2 = 45128$

From the table above, it can be calculated as follows:

$$\sum XA = TA = 1354$$

$$\sum XB = TB = 976$$

$$N_A = 22$$

$$N_B = 22$$

$$N = 44$$

$$G = (T_A + T_B) 1354 + 976 = 2330$$

$$\sum X^2 = \left( \sum X_A + \sum X_B \right) = 84308 + 45128 = 129436$$

$$JKT = \sum X^2 - \frac{G^2}{N}$$

$$JKT = 129436 - \frac{2330^2}{44}$$

$$JKT = 129436 - \frac{5428900}{44}$$

$$JKT = 129436 - 123384.09$$

$$JKT = 6051.91$$

$$JKa = \sum \frac{T^2}{N} - \frac{G^2}{N}$$

$$JKa = \frac{1354^2}{22} + \frac{976^2}{22} + \frac{2330^2}{22}$$

$$JKa = 83332.54 + 43298 - 123384.09$$

$$JKa = 3247.35$$

$$JKd = JKT - Jka$$

$$JKd = 6051 - 3247.35$$

$$JKd = 2804.56$$

**b. Degree of Freedom**

$$\begin{aligned}
 1. \text{ JKT} &= N - 1 \\
 &= 44 - 1 \\
 &= 43
 \end{aligned}$$

$$\begin{aligned}
 2. \text{ Dk JKD} &= \sum(N - 1) \\
 &= (22 - 1) + (22 - 1) \\
 &= 42
 \end{aligned}$$

$$\begin{aligned}
 3. \text{ DkJKa} &= k - 1 \\
 &= 2 - 1 \\
 &= 1
 \end{aligned}$$

**c. To find out between Treatments**

$$k_k = \frac{jk}{dk}$$

$$Rka = \frac{jka}{dkjka}$$

$$Rka = \frac{3247.35}{1}$$

$$Rka = 324.35$$

$$Rkd = \frac{jkd}{dkjkd}$$

$$= \frac{2804.56}{42}$$

$$= 66.775$$

**d. To Calculate the F Observed**

$$\begin{aligned}
 F &= \frac{Rka}{Rkd} \\
 &= \frac{3247.35}{66.775} \\
 &= 48.631
 \end{aligned}$$

**e. Hypothesis Testing**

In the level of significance 5% or alpha 0.05.  $F ( 1. 42 ) = 4.07$ , in the level of significance 1% or alpha 0.01.  $F ( 1. 42 ) = 7.27$ .

From the data analysis above, it can be concluded that the result F observed is  $48.631 > 4.07 > 7.27$ . it is greater than F-table at the level of significance of 1%= 7.27 and the level of significance 5% = 4.07. it means that null hypothesis (  $H_0$  ) is rejected, while the alternative hypothesis (  $H_a$  ) is accepted.

Based on the score obtained, the writer can conclude that  $H_0$  is rejected and it means that there is no significant effect of flowcharts on the students' writing ability of narrative text at the second year of SMPN 16 Siak Regency, while  $H_a$  is accepted and it means that there is significant effect of flowcharts on the students writing ability of narrative text at the second year of SMPN 16 Siak Regency. In conclusion, using flowcharts is better for writing ability of narrative text at the second year of SMPN 16 Siak Regency

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. The Conclusion

Based on the explanations in the chapter IV, the researcher concludes that the effect of using flowcharts on the students' writing ability of narrative text at the second year of Junieur High School 16 Siak is as follow :

1. The students' writing ability in narrative text who taught by using flowcharts at the second year of Junieur High School 16 Siak Regency is categorized into 'Good' with mean score is 61.54
2. The students' writing ability in narrative text taught by using conventional strategy at the second year of Junieur High School 16 Siak Regency is categorized into 'Enough' with mean score is 44.36
3. There is significant effect of using flowcharts on the students' writing ability of narrative text at the second year of Junieur High School 16 Siak Regency.

Based on the result of the research, the use of flowcharts have given a better effect for students' writing ability of narrative text.

## **B. The Suggestions**

### **1. Suggestion for the teacher**

From the conclusion of the research above, it is known that using flowcharts can give significant effect students' writing ability of narrative text. Because of that, flowcharts can be one of the choices for the English teacher should know how to teach writing by using flowcharts. Besides, teacher should also many ways to encourage students in writing such as:

- a. Teachers should construct creative and enjoyable learning for students.
- b. Teachers should support their techniques by using interesting media.
- c. Teachers can encourage students' awareness about the importance of writing for their life.
- d. Teacher makes writing as habitual activities for students in the school.

### **2. Suggestion for the students**

- a. The students should practice to write narrative text in the classroom.
- b. The students should interest to study English, because it is one of the key to be successful in English.
- c. The students' should do more activities to improve students writing ability, such as wall news magazine in English language

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