

**THE EFFECT OF USING CRAZY STORY TOWARD
STUDENTS' ABILITY IN WRITING NARRATIVE
TEXT AT THE FIRST YEAR OF SMA N 1
TAMBUSAI ROKAN HULU
REGENCY**



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PEKANBARU

1433 H/2012 M

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for Undergraduate Degree in English Education
(S.Pd.)



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ABSTRAK

Noviza Helmi (2012) : Pengaruh Penggunaan Crazy Story terhadap Kemampuan Siswa dalam Menulis Teks Narasi pada Kelas satu SMA N 1 Tambusai Kabupaten Rokan Hulu

Adapun masalah yang ditemukan dalam observasi adalah siswa memiliki beberapa kesulitan dalam menulis khususnya teks narasi, hal itu bisa terlihat dari beberapa gejala yang ditemukan, yaitu: beberapa siswa tidak bisa membedakan teks narasi dengan teks yang lain, beberapa siswa tidak bisa menyusun kalimat-kalimat menjadi sebuah teks yang baik, beberapa siswa tidak bisa memilih kata-kata yang tepat dalam menulis sebuah teks, dan beberapa siswa juga tidak bisa mencapai nilai KKM. Rumusan masalah penelitian ini adalah: 1). Bagaimana kemampuan siswa dalam menulis teks narrative yang diajar dengan menggunakan crazy story, 2). Bagaimana kemampuan siswa dalam menulis teks narrative yang diajar dengan menggunakan strategi konvensional, 3). Apakah ada perbedaan yang signifikan antara kemampuan siswa dalam menulis teks narrative yang diajar dengan menggunakan crazy story dan yang diajar dengan menggunakan strategi konvensional.

Penelitian ini berlokasi di SMA N 1 Tambusai, yang dilaksanakan sejak tanggal 30 Maret sampai dengan 05 Mei 2012. Jumlah populasi dari penelitian ini adalah 147 siswa yang terdiri dari 5 kelas dan sampelnya adalah 57 siswa yang terdiri dari dua kelas karena jenis penelitian yang digunakan adalah penelitian quasi-eksperimental. Namun, hanya 45 siswa dari kedua kelas yang selalu mengikuti proses belajar mengajar dengan menggunakan strategi sampai selesai.

Berdasarkan hasil temuan penelitian, $t_o=2.960$ dibandingkan dengan t_t pada taraf signifikan 5% dan 1% ($2.02 < 2.960 > 2.69$). Hal itu menunjukkan bahwa H_o ditolak dan H_a diterima. Sehingga dapat disimpulkan bahwa ada perbedaan yang signifikan antara kemampuan siswa dalam menulis teks narrative yang diajar dengan menggunakan crazy story dan yang diajar dengan menggunakan strategi konvensional di SMA N 1 Tambusai.

ABSTRACT

Noviza Helmi (2012) : The Effect of Using Crazy Story toward Students' Ability in Writing Narrative Text at The Second Year of SMA N 1 Tambusai Rokan Hulu Regency

Based on observation, it was found some problems that the students had some difficulties in writing especially writing narrative text, it could be seen in symptoms that some of students are not able to differentiate narrative text and another text, some of students are not able to arrange the sentences into a good text, some of students are not able to use appropriate words in their writing, and some of students are not able to get the passing score; the students' achievement is low. The formulation of the problem in this research were how students' ability in writing narrative text taught by using crazy story is, how students' ability in writing narrative text taught by using conventional strategy is, and whether or not there is significant difference on students' ability in writing narrative text who taught by using crazy story and who taught by using conventional strategy. This research has three objectives are 1). To find out the data about students' ability in writing narrative text by using crazy story, 2). To find out the data about students' ability in writing narrative text by using conventional strategy, 3). To find out the significant difference on students' ability in writing narrative text which is taught by using crazy story and which is taught by using conventional strategy.

The location of this research was SMA N 1 Tambusai that was conducted from March 30th until May 05th 2012. The object of this research was the effect of using Crazy story toward students' ability in writing narrative text and the subject of this research was the first year students of state senior high school 1 Tambusai. The total population was 147 students which consist of five classes and the sample of this research is 57 students divided into two classes because this research is quasi-experimental research design. Yet, there were only 45 students who always came and followed learning activities.

From the research finding, $t_o = 2.960$ was compared with t_t in significance 5% and 1% ($2.02 < 2.960 > 2.69$). It means H_o was rejected and H_a was accepted. It can be concluded that there was a significant difference on students' ability in writing narrative text between those who were taught by using Crazy Story and those who were taught by using conventional strategy.

تَجْرِيْدُ

نوفيدا حلمي (2012) : تَأْتِيْرُ اسْتِخْدَامِ Crazy Story

الْوَصْفِيَّةِ لِلصَّفِّ الْأَوَّلِ فِي الْمَدْرَسَةِ الْعَالِيَةِ الْحُكُومِيَّةِ 1
تَمْبُوسَايَ مِنْطِقَةِ رُوكْنِ هُولُو

وَأَمَّا مُشْكِلَةُ الْبَحْثِ فَهِيَ : أَنْ بَعْضَ الطَّلَبَةِ يَشْعُرُ

نَصِّ الْوَصْفِيَّةِ. وَهَذِهِ مَنْطُورَةٌ فِي عِلْمَاتِ التَّالِيَةِ : بَعْضُ الطَّلَبَةِ لَا يَسْتَطِيعُ أَنْ يُفَرِّقَ بَيْنَ نَصِّ الْوَصْفِيَّةِ وَ نَصِّ الْأُخْرَى. وَبَعْضُ الطَّلَبَةِ لَا يَسْتَطِيعُ أَنْ يَتَرْتَّبَ جُمَالِ إِلَى أَنْ تَكُونَ النَّصُّ الْمَفِيذُ. وَبَعْضُ الطَّلَبَةِ لَا يَسْتَطِيعُ أَنْ يَخْتَارَ الْكَلِمَاتِ التَّامَّةَ لِكِتَابَةِ النَّصِّ وَبَعْضُ الطَّلَبَةِ لَا يَسْتَطِيعُ أَنْ يُوصِلَ إِلَى التَّحْدِيدِ الْأَسْفَلِ مِنَ النَّيْجَةِ. وَأَمَّا صِيَاغَةُ الْبَحْثِ فَهِيَ : كَيْفَ فُذْرَةُ الطَّلَبَةِ فِي كِتَابَةِ نَصِّ الْوَصْفِيَّةِ بَعْدَ التَّعْلُمِ بِاسْتِخْدَامِ Crazy Story كَيْفَ فُذْرَةُ الطَّلَبَةِ فِي كِتَابَةِ نَصِّ الْوَصْفِيَّةِ بَعْدَ التَّعْلُمِ بِاسْتِخْدَامِ سِثْرَاتِيْجِي قَدْ يَمُّ ؟ وَهَلْ هُنَاكَ فَرْقٌ مَهْمٌ بَيْنَهُمَا، أَيْ بَيْنَ فُذْرَةِ الطَّلَبَةِ فِي كِتَابَةِ نَصِّ الْوَصْفِيَّةِ بَعْدَ التَّعْلُمِ بِاسْتِخْدَامِ Crazy Story ام سِثْرَاتِيْجِي قَدْ يَمُّ ؟

أَقَامَتِ الْبَاحِثَةُ بِالْبَحْثِ فِي الْمَدْرَسَةِ الْعَالِيَةِ الْحُكُومِيَّةِ 1 تَمْبُوسَايَ مِنْذُ التَّارِيخِ 30
5 مِنْ مَآيُو فِي سَنَةِ 2012 . 147 وَهُمْ يَتَكَوَّنُ مِنْ
5 . وَأَمَّا عَيِّنَاتُ الْبَحْثِ 57 طَالِبًا وَهُمْ يَتَكَوَّنُ مِنْ فَصْلَيْنِ لِأَنَّ الْبَاحِثَةَ اسْتَحْدَمَتِ
quasi-eksperimental. وَلَكِنْ مَا يَتَّبِعُونَ جَمِيعُ الطَّلَبَةِ مِنْ هَذَيْنِ فَصْلَيْنِ عَمَلِيَّةِ
التَّعْلِيمِ إِلَّا 45 طَالِبًا فَحَسَبِ اسْتِخْدَامِ سِثْرَاتِيْجِي إِلَى نِهَآيَةِ عَمَلِيَّةِ التَّعْلِيمِ.

بِمُنَاسَبَةِ ذَلِكَ وَجَدَتِ الْبَاحِثَةُ حَصِيلَ الْبَحْثِ $t_o=2.960$ ثُمَّ يُقَارَنُ بِـ t_t

الْمَرْحَلَةِ الْمُهِمَّةِ 5% 1% $(2.69 < 2.960 < 2.02)$. وَهَذَا يَدُلُّ عَلَى أَنَّ H_o

H_a . وَلَخَّصَتِ الْبَاحِثَةُ أَنَّ هُنَاكَ فَرْقٌ مَهْمٌ بَيْنَ فُذْرَةِ الطَّلَبَةِ فِي كِتَابَةِ نَصِّ الْوَصْفِيَّةِ

Crazy Story وَ بَعْدَ التَّعْلُمِ بِاسْتِخْدَامِ سِثْرَاتِيْجِي قَدْ يَمُّ فِي الْمَدْرَسَةِ

الْعَالِيَةِ الْحُكُومِيَّةِ 1

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CHAPTER I

INTRODUCTION

A. Background

Writing is a productive skill that is not an easy job. The writer's feelings, ideas, opinions, and others can be expressed in written form. It can be a true one or not. In accordance with previous ideas, Hughey, et.al state that feelings, dreams, hopes, and joys can be expressed as well as fears, angers and frustrations through writing.¹

Writing is different from speaking. It is the difficult one because carefulness, tenacity, and patience are required for the writers. A writer not only should master vocabularies but also master of grammar, punctuation, and he should know about the fundamentals of the writing before he writes writing in order that his writing becomes good one. In writing, the writer should think about the good sentence, based on grammar, before writing it in written form. The similar idea is also pointed out by Sutarno: "Written language is more perfect than oral language and signal language because before make writing, the writer should be thinking before that, and it is not spontaneous activity".²

Writing is one of four English skills that should be mastered by senior high school students. There are many forms of writing, such as text, letter, text, and essay. Texts also have some kinds; one of them is narrative

¹ Hughey, Jane B. et.al. *Teaching ESL Composition: Principles and Techniques*. (Rowley, Massachusetts:Newburry House Publisher, 1983)p.33

² Sutarno. *Menulis yang Efektif*. (Jakarta:Sagung Seto,2008)p.78

text. In School Based Curriculum (KTSP) stated that the monologue texts in first semester of first year senior high school are recount text, narrative text, and procedure text. Narration is storytelling, whether it tells a true story or fiction that gives an account of one or more experiences.³ Writing narrative text is a skill done by writing a story about someone or something, which is written chronologically, by considering some elements.

As a formal education, SMA N 1 Tambusai, a senior high school in Rokan Hulu that uses School Based Curriculum (KTSP) also provides English as a main subject for students, especially writing. English has been taught four hours on 45 minutes for one-hour-learning process. English subject has been taught 180 minutes a week.

The basic competences stated in syllabus of first year SMA N 1 Tambusai, especially in writing are understanding and responding the meaning and rhetorical steps of monolog written text/essay accurately, fluently and contextually in the form of narrative, and expressing of meaning and rhetorical steps accurately, fluently and contextually by using various written language in text form of narrative.⁴ The passing score of this school is 63.

Based on researcher's preliminary research at SMA N 1 Tambusai, the researcher found some problems in learning English, included writing narrative text at first year. The first year students of SMA N Tambusai have

³ M. Syafi'I S et.al, *The Effective Paragraph Developments: The Process of Writing for Classroom Setting*. (Pekanbaru: LBSI, 2007) p. 53

⁴ Syllabus of SMA N 1 Tambusai. Unpublished Syllabus.

been learned English since elementary school and junior high school. Some kinds of text or text have been taught at junior high school, included narrative text. The researcher also found that the teacher used conventional technique with various strategies in teaching, such as: discussion and explanation. The teacher gave explanation to students about the narrative text and then asked them to write it by specific and unspecific topics. Sometimes, she also divided them into several groups and asked them to discuss some topics based on group. At the end of meeting, she corrected their writing.

Ideally, the students in SMA N 1 Tambusai should be able to write a narrative text because the material had been studied at junior high school and the teacher did not use monotonous strategy. In short, they have no problem with their ability in writing narrative text. But in fact, some of students are not able to write. Writing ability is still far from the expectations of the curriculum, the problem can be seen in the following symptoms:

1. Some of students are not able to differentiate narrative text and another text.
2. Some of students do not able to arrange the sentences into a good text.
3. Some of students are not able to use appropriate words in their writing.
4. Some of students are not able to get the passing score; the students' achievement is low.

Based on these symptoms, seen that some of students have some problems that should be followed up. The researcher assumes that some of students' difficulties in writing a narrative text can be caused by the

uninteresting teaching strategy that has been used by teacher. An interesting strategy of teaching is needed in teaching and learning process in order that the goals of curriculum will be achieved. Good strategy will make teaching and learning process run well.⁵ Language games are one of an interesting strategy. There are many language games that can increase ability of writing narrative text; one of them is crazy story.

Crazy story is one of language games that can promote students' language proficiency in English subject, especially in writing, because the aims of this game are writing, reading aloud, listening, and grammar (simple past tense, reported speech).⁶ This game is effective because it will provide motivation, lower students' stress, and give them the opportunity to become active.⁷ Naturally when playing games, students are trying to win or to beat other teams for themselves or on the behalf of their team.

Based on the explanation above, the writer is interested in carrying out the research entitled: **THE EFFECT OF USING CRAZY STORY TOWARD STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE FIRST YEAR OF SMA N 1 TAMBUSAI ROKAN HULU REGENCY.**

⁵ Roestiyah. *Strategi Belajar Mengajar*. (Jakarta:Rineka Cipta, 2008)p.1

⁶Dalton, Peter. 2004. "Games for the ESL Students LET'S HAVE FUN". <http://www.ebooksearch.2010.com> . Retrieved on November 1th 2010 p.18

⁷ ibid p.6

B. The Definition of the Terms

The writer uses some specific terms in this study. In order to avoid misunderstanding and misinterpreting, the writer provides the definition of all the term used in this study as follows:

1. Crazy story

Crazy story is a strategy that gives key words and fun way to express the brilliant ideas⁸. Crazy story is one of language games that will improve students' ability in mastery of English's skills, especially writing.

2. Writing narrative text

Narrative text is telling a story. It usually gives an account of one or more experiences.⁹ It can be a true story or fiction. A narrative typically contains of action, dialogue, elaborate details, or humor.

Writing narrative text is an activity expressing ideas or opinions in written form that tells a true story or fiction that gives an account of one or more experiences.

C. Problem

Based on the phenomena above, some of students at the SMA N 1 Tambusai still get some difficulties in English subject, especially in writing narrative text.

⁸Pineiro, Luciana, 2004. "Crazy Story". Journal, <http://www.google.com/content/Crazystorya.2004>. The Internet TESL Journal. Retrieved on Novemberth 2010

⁹Simon and Schuster. *Esay Writing Step-by-Step: A Newsweek Education Program Guide for Teens*.(New York:Kaplan Publishing, 2003)p.139

1. The Identification of the Problem

- a. Why are some of students not able to differentiate narrative text and another text?
- b. Why are some of students not able to arrange the sentences into a good text?
- c. Why are some of students not able to use the appropriate words in their writing?
- d. Why are some of students not able to get the passing score?
- e. How is students' ability in writing narrative text taught by using crazy story?

2. The Limitation of the Problem

There are many problems that can be investigated. Thus, narrow down the scope in this research, the researcher focuses on the effect of using crazy story toward students' ability in writing narrative text at the second year of SMA N 1 Tambusai Rokan Hulu Regency.

3. The Formulation of the Problem

Based on the problem above, the researcher formulates the problem of this study in the following questions:

- a. How is students' ability in writing narrative text taught by using crazy story at SMA N 1 Tambusai?
- b. How is students' ability in writing narrative text taught by using conventional strategy at SMA N 1 Tambusai?

- c. Is there any significant difference on students' ability in writing narrative text who taught by using crazy story and those who taught by using conventional strategy at SMA N 1 Tambusai?

D. The Objectives and Significance of the Research

1. The Objectives of the Research

- a. To find out the data about students' ability in writing narrative text taught by using crazy story at SMA N 1 Tambusai.
- b. To find out the data about students' ability in writing narrative text taught by using conventional strategy at SMA N 1 Tambusai.
- c. To find out the significant difference on students' ability in writing narrative text who taught by using crazy story strategy and who taught by using conventional strategy at SMA N 1 Tambusai.

2. The Significance of the Research

These research findings are helpfully expected to give valuable contributions to:

- a. Find out the finding is expected to give the positive contribution to the students of and the teacher of English SMA N 1 Tambusai, especially on the information of learning writing narrative text.
- b. Enlarge the writer's knowledge in term of learning how to conduct a research.

- c. Fulfill one of requirements to finish the researcher's study in State Islamic University Sultan Syarif Kasim Riau.
- d. This research finding is also expected to provide the readers on teaching learning English as foreign language and for those who care with the current issues on learning and teaching language.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Writing

Writing is one of most important competences that should be mastered by the students. It is not an easy work because it needs several skills to produce it. Students' final products are measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. Writing is the most difficult skill to be mastered by language learners.¹ It means that the students will be able to write if they study gradually and seriously in order that they can explore and develop their thinking by writing.

Writing is a productive skill that is not an easy job. It is writer's opinion, feeling, ideas, and the others. A Writer will express his ideas, opinion, or information that will be read by the reader. Writing needs process that should be done by a writer. In accordance with previous ideas, David Nunan points out that writing can be defined by a series of contrasts:²

¹ M.Syafi'I. *From Paragraph to a Research Report: a Writing of English for Academic Purpose*. (Pekanbaru:LBSI,2007)p.98

² David Nunan. *Practical English Language Teaching*. (Singapore: Mc-Graw Hill, 2003) p.88

- a. It is both a *physical* and a *mental* act.

Writing is the physical act of committing words or ideas to some medium, such as making a hand writing in paper or typical writing that need computer. Writing is also mental act of inventing ideas, thinking about how to express them, and organizing them into statements and texts.

- b. Its purpose is both to *express* and *impress*.

In writing, writer should have desire to express his ideas, opinions or feelings in written form in order that he can impress the reader with his writing.

- c. It is both a *process* and a *product*.

Writing is process of imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. The purpose is to get the good product. The form of product can be a text, essay, letter, story, novel, or research report.

a. **The Component of Writing**

There are some necessary components of writing. Some experts have some ideas about it. According to Hughes, there are five aspects of a good writing³. They are:

³ Arthur Hughes. *Testing for Language Teachers*. Second Edition.(Cambridge: Cambridge University Press. 2003)p.101-102

1) Grammar

Writer should master grammar in order that can product good writing. Good writing is writing that has correct sentences, using appropriate tenses, words, and others. Grammar has important role in writing.

2) Vocabulary

Vocabularies are collection of words that are arranged into a sentences, text, or essay. As a writer, he should master it in order that can make good writing. Good writing consist appropriate words in order that there is no misunderstanding from the audiences when they read his writing.

3) Mechanics

Mechanics consist of capitalization, spelling, and punctuation. These are necessary to make sentence meaning clear.

4) Fluency

Fluency or coherence is also important role in writing. Coherence means that the parts of the text are logically connected. The movement of one sentence to the other should be logical.

5) Form/Organization

Writer should pay attention in organization of writing. Good organizations will product clear progression of ideas well linked.

b. The Element of Good Writing

Karen Blanchard and Christine Root have a term of good writing's element, namely SPA. SPA is an acronym that stands for Subject, Purpose, and Audience-three of the most important elements of good writing.⁴

1) Subject

In writing, a writer should be pay attention on interest and appropriate topic when choosing a topic.

2) Purpose

A writer should have purpose about his writing. Everybody has reason in doing something even though writing.

3) Audience

Before writing, a writer should know the object of his writing, the reader will read it. Audience is a reader that will read his writing.

⁴ Karen Blanchard and Christine Root. *Ready to Write More*. Second Edition. (New York:Longman,2004) p.4-9

c. Writing a Text

1) Definition of text

A text is a series of paragraphs containing some sentences that develop one idea. The idea is usually stated in a general form in one sentence, called the topic sentence, and supporting sentences of the topic sentence that will help the reader understand more clearly.⁵ A text is considered good only if the reader completely understands the unit of information contained and if its central idea is completely developed. A text is a unit of thought which is arranged around an idea or a theme and the sentences are grouped to deal with the theme or idea.

2) Component of paragraph in a text

A paragraph is developed by three parts. They are:

a) Topic sentence

The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the topic and the central idea or main idea. Each of paragraphs will have a topic sentence that will:⁶

- i. Introduce the topic in the paragraph.
- ii. Be the most general sentence in the paragraph.

⁵ Joy M. Reid. *The Process of Composition*. (New Jersey: Prentice-Hall, 1987) p.8

⁶ Loc. Cit. M. Syafi'i. p 9

- iii. Be the most important sentence in the paragraph.
- iv. Contain controlling ideas that the following sentences in the paragraph will explain, define, clarify, and illustrate.

b) Supporting sentences

Supporting sentences are the sentences that support a topic sentence. The main function of the supporting sentences is to provide the reader with evidence that the idea expressed in the topic sentence is true.

c) Concluding sentence

The last sentence of a paragraph is concluding sentence. This sentence tells the reader that the paragraph is finished, and it completes the story about the subject of the paragraph. The concluding sentence is like the topic sentence because both general statement. The concluding sentence can be written like topic sentence but in different words.

3) Characteristics of a good paragraph

Good writing is very important because it can help the readers understand about information in our writing. The written is related with paragraph. There are four characteristic of a good

paragraph. They are unity, coherence, capitalization and punctuation, and coma rules.⁷

a) Unity

It is important for a paragraph to have unity, which means that all of the sentences in it discuss only one main idea. And every supporting sentence must directly explain or prove the main idea, which is stated in the topic sentence. If there are sentence in the paragraph that not directly related to the main idea, the paragraph is said to have no unity.

b) Coherence

In addition to unity, every good paragraph must have coherence. Coherence means that the parts of the paragraph are logically connected.

c) Capitalization and punctuation

1.) Capitalization

In English, there are many rules for using capital letters. Here are some important rules for capitalization:

⁷ Loc.Cit. M.Syafi'I, et.al. p.8-16

- i. Capitalize the first letter of the first word of the sentence, such as: This is my doll.
- ii. Capitalize pronoun, such as: He and I go to Padang together.
- iii. Capitalize all proper nouns, such as: Allah (names of deities), Pasaman (names of place), Monday (names of day), and the other.

2.) Punctuation

Punctuation is necessary to make sentence meaning clear. There are three punctuation marks that can use the end of a sentence, they are:

- i. Put a period (full stop) at the end of a statement. For example: This is my house.
- ii. Put a question mark at the end of a question. For example: Can you speak English?
- iii. Put an exclamation mark at the end of a sentence to show strong feeling. For example:
What a hot day it is today!

d) Comma rules

Comma rules are used within a sentence in the following ways:

- 1.) To separate words, phrases, or clauses in a series (a group of three or more).
- 2.) To separate the part of dates and addresses
- 3.) After time expression
- 4.) Before conducting in a compound sentence (to separate the first simple sentence from the second simple sentence when the two are joined together by one of these words: and, so, or, nor, for, yet)

d. Types of Paragraphs

There are some types of paragraphs, they are:⁸

1) Narrative paragraph

Narration is the telling or relating of occurrences or a series of events. It is most distinctively used in fiction. As such, they will contain all necessary components of action development: protagonist, setting, goal, obstacle, climax and resolution. In telling a story or relating events in narrative, it is useful to organize the events in chronological order, or time sequence. There are many descriptive elements included into the body of a narration but, if composed correctly, the text will feature much more action than depiction.

⁸ Ibid. p.16

2) Descriptive paragraph

Descriptive paragraph is a paragraph that describes a place, a thing, or a person, obviously time order would not be logical.

3) Exposition paragraph

Exposition paragraph is a paragraph that explains or analyzes a topic.

4) Procedure paragraph

Procedure paragraph is a paragraph that explains or describe about how to do something or how something works.

5) Cause-effect paragraph

A cause and effect paragraph is paragraph that tells what happens to procedure a result or what will result from a certain situation or event.

2. Narrative Text

Narrative means story or orderly account of events.⁹ Narration is storytelling, whether tells a true story or fiction that gives an account of one or more experiences. Narrative is a series of events in a specific order-with a beginning, a middle, and an end¹⁰. Writing narrative text is a skill done by

⁹ Mariana Karim, et.al. *Writing*. (Jakarta:Sagung Seto, 1996) P.154

¹⁰ Andrew Bennett, et. Al. *An Introduction to Literature, Criticism and Theory*.(New Jersey:Longman)2004. P.53

writing a story about someone or something, which is written chronologically, by considering some elements and processes of writing narrative text.

A narrative text can give reader a vivid picture about what has happened. For example, the students tell about their experience in past time.

Narrative text can also tell about story, the true one or not.

a. The Elements of Narrative Text

Narrative text has generic structure that consists of four parts:¹¹

- 1) Orientation: sets the scene and introduces the participants.
- 2) Complication: a crisis arises
- 3) Resolution: the crisis resolved
- 4) Re-orientation: optional

In addition, Kalayo and Fauzan state the feature of narrative clearly sees below: ¹²

Social Purpose	Framework	Language Features
To entertain, create, stimulate emotions, motivate, guide, teach	<ol style="list-style-type: none"> 1. Orientation (introduce main characters in a setting of time and place) 2. Complications/problems (main characters find ways to solve the problem) 3. Resolution 	<ol style="list-style-type: none"> 1. Defined characters 2. Descriptive language 3. Dialogue 4. Usually using past tense

¹¹ Haka MJ. Kharisma. *Bahasa Inggris untuk SMA*. (Solo: CV.Haka MJ, 2011)p.3

¹² Kalayo dan Fauzan. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007)p.130

b. Writing Narrative Text

The aim of writing is to improve students' ability in order that they can write their opinion and become a good writer. In order to get the target, the teacher needs to use the appropriate and interesting strategy in teaching. In teaching and learning process in the classroom, writing narrative text is divided into three phases where each phase has different role and activity. Pre-writing activities or previewing has function to guide student to the next stages such as regarding students' background knowledge with the text. Main of writing activities is doing game. Post-writing activities or reviewing is the follow up of the previous activities to improve the quality of teaching.

Narrative text often contains beginning, supporting detail or body, and ending or conclusion. Supporting detail will support the main idea in the beginning. In writing narrative text, students should have ability in order that they can express their ideas, opinion, or feelings.

Students' ability in writing narrative text is potential and capability in expressing ideas, opinions or others in written form of narration. In accordance with previous ideas, Janette K. Klingner, et .al. point out that ability is potential to do something physical or mental. Narrative

typically follows story structure. It includes characters, setting, problems, and solution of the problem.¹³

3. The Nature of Crazy Story

Language game is a kind of amusement which can be used in teaching language in order to make learner practice the language skills. These are more competitive and enjoyable. Games also help teacher to create contexts in order that the teaching and learning process will run well. The context of games should be useful and meaningful. This context will involve students' physical, social and intellectual.

Crazy story is one strategy that is appropriate to teach writing narrative text. Crazy story will improve students' active in doing game, students' creativity in teaching and learning process, and also their ability in writing narrative text. Therefore, the goals of lesson will be achieved easily.

Crazy story is a language game that can promote students' language proficiency. This game is effective because it will provide motivation, lower students' stress, and give them the opportunity to become active.¹⁴ The aims of this game are writing narrative, reading, and grammar. Naturally when playing games, students are trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while

²² Klingner, Janette K. et .al *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York:The Guilford Press,2007)p.76

²³ loc.Cit Dalton, Peter. p. 18

playing because they want to have a turn to play, to score points and to win. In the class, students will definitely participate in the activities.

In teaching and learning process, teacher should have the interest strategy. An interest strategy of teaching is needed in teaching and learning process in order that the goals in curriculum will be achieved. The teacher should be creative to manage the strategy. Good strategy will make teaching and learning process running well. Good strategy should be improved by good teacher. He is not only improve students' ability but also effective and efficient.¹⁵

a. The Advantages of Using Crazy Story

Crazy story is not only for fun but also for motivating students to master English fast and easily. Learning by doing is a good way to make them easy in understanding about English, because with doing fun activities by themselves, they will find it easy to learn about the material which is taught by the teacher. Crazy story is one of language games. There are some advantages of language games generally in some books.

By using this game, the children do not feel that they learn something through that activity. Through the game, the students become active learners. There are many advantages of using this game,¹⁶ such as:

¹⁵ Roestiyah. *Strategi Belajar Mengajar*. (Jakarta:Rineka Cipta, 2008)p.1

¹⁶ Loc.Cit.Pinheiro, Luciana, 2004.

- 1) It will increase students' proficiency in English, especially writing.
- 2) It provides student's motivation.
- 3) It gives them the opportunity become active.
- 4) It brings students in relaxing and fun situation.
- 5) It usually involves friendly competition and keep students' interest.
- 6) The ability to capture students' attention.
- 7) It will make students' stress lower.
- 8) Students' attention and participation. They can motivate students to want to learn more.

b. The Procedure of Crazy story

Crazy story has two parts, preparation and while doing game.

Preparation is activity for teacher. The parts and activities are:¹⁷

- 1) Preparation
 - Prepare sheets of paper with six columns which bear the following titles at the top.
 - a) WHO?
 - The name of the first person, it can be a name of male or female.
 - b) WHOM?

¹⁷Pinheiro, Luciana. Loc. Cit. p.18

The name of the first person's friend, brother, sister, uncle, cousin, mother, father, or others; it also can be a name of male or female.

- c) WHEN?
- d) WHERE?
- e) WHAT DID THEY SAY?
- f) WHAT DID THEY DO?

2) While doing game

This is an activity that will make students to be active in class and be creative:

- a) Divide the class into six groups
- b) Give each group one sheet of paper
- c) Ask the first student to write under the first part and fold the paper so as to cover what he has written
- d) Tell the student to pass the paper onto the next person
- e) As each person writes, he should only look at his fold
- f) When all students finish, one student from each group will be asked to read their story in the following format
- g) Write the format and the story on the whiteboard

B. The Relevant Research

As a matter of fact, there are some researches that are relevant with this research. Some of them are:

1. Heny Ambarsari (2012). She had conducted a quasi experiment research entitled "The effect of using outlining technique toward ability in writing narrative text at the second year students of SMAN 1 Reteh Indragiri Hilir Regency". In her research findings, it showed that there was significant difference between students' ability in writing narrative text taught by using outlining technique and students' ability in writing narrative text taught by

using conventional technique.¹⁸. Her research finding was outlining technique could help students to explore their ideas in writing narrative text. It gave positive improving for students' writing ability. It could look from the result of writing test score.

2. Josephine Rama also did a research about "Using Games in English Language Learning in Jurong Primary School". In his research findings, it showed that there is a significant effect of using game in English language learning. He compared the mean score of pretest and posttest in experimental group, there was an increase from 6.51 to 7.33.¹⁹ His research finding showed that games could help students to explore their English skill.

C. Operational Concept

There are two variables in this research, variable X is crazy story and variable Y is ability in writing narrative text. This research had 2 classes, experiment class and control class. Experimental class taught by using crazy story and control class by using conventional strategy.

1. Writing ability of narrative text (Variable Y)

Writing ability has some indicators. The indicators of writing ability are some aspects of measurement to know achievement of writing ability.

¹⁸ Heny Ambarsari. The Effect of Using Outlining Technique toward Ability in Writing Narrative Text at the Second Year Students of SMAN 1 Reteh Indragiri Hilir.(UIN SUSKA Riau. 2011). Unpublished Thesis. P.58

¹⁹ Rama, Josephine 2004 "Using Games in English Language Learning" in Jurong Primary School. Unpublished thesis.p.7

- a. Students are able to identify the meaning in the narrative text
 - b. Students are able to identify the rhetorical steps in the narrative text
 - c. Students are able to write the text in the form of narrative text
2. Crazy story (Variable X) and conventional strategy
- a. Crazy story
 - 1) Teacher prepares sheets of paper with six columns which bear the following titles at the top: WHO, WHOM, WHEN, WHERE, WHAT DID THEY SAY, WHAT DID THEY DO.
 - 2) Teacher divides the class into six groups.
 - 3) Teacher gives each group one sheet of paper.
 - 4) Teacher asks the first student to write under the first part and fold the paper so as to cover what he has written.
 - 5) Teacher tells the student to pass the paper into the next person. As each person writes, he should only look at his fold.
 - 6) When all students finish, one student from each group will be asked by the teacher to read their story in the following format.
 - 7) Teacher asks students to write the format and the story on the whiteboard.
 - b. Conventional strategy

- 1) Teacher asks students to review the aspects of narrative (purpose or goal, organizations and language features).
- 2) Teacher reviews explanation about these aspects.
- 3) Teacher asks students to write a narrative text.
- 4) The students doing discussing the writing with his friend.
- 5) Teacher collects the students' writing and correcting together.
- 6) Teacher concludes the material and ask students about the material.

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that:

1. The students' writing narrative text achievement is various
2. Teaching writing narrative text by using crazy story can influence students' achievement

2. Hypothesis

Ho: There is no significant difference on students' ability in writing narrative text who taught by using crazy story and who taught by using conventional strategy.

Ha: There is significant difference on students' ability in writing narrative text who taught by using crazy story and who taught by using conventional strategy.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was experimental research. It was a research that investigated to describe or explain in the field what the objectives, methods, and findings of the study were.¹ The design of this research was quasi-experimental research. Quasi-experiments are experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment.²

Gay states that quasi-experimental design is not possible to randomly assign individual participants to groups in several cases. For example, researcher can get permission to do research in a school if he keeps students in existing classroom intact.³

This research was non-equivalent control group design. It operated two variables and consisted of two groups. They were experimental group and control group. The experimental group was taught by using crazy story. The two groups had pretest and posttest. Before doing the treatment, both of groups were given

¹Robert W. S. Buker. *Writing up Research* "Experimental Research Report Writing for Students of English". (New Jersey:Prentice Hall,1990)p.1

²Creswell, John W.. *Educational Research (Planning, Conducting, and Evaluating Quantitative and Qualitative research)*.Third edition. (University of Nebraska-Lincoln: Pearson Education international. 2008)p.645

³L. R. Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application*. Sixth edition. (New Jersey: Prentice hall, 2000)p.394

pre-test because it was kinds of experimental research. The researcher only gave the students treatment for experimental group, mean while the control group was not given the treatment. After eight meetings, the researcher gave a post-test.

TABLE III.1

The Group design

Pre-and Post-test Designs		Time	
			
Control Class	Pre-test	Conventional Strategy	Post-test
Experimental Class	Pre-test	Crazy Story Strategy	Post-test

B. The Time and Location of the Research

This research was conducted from March until May 2012. The location of this research was SMA N 1 Tambusai located in Tambusai district of Rokan Hulu regency, Riau province.

C. The Object and the Subject of the Research

1. The object of the research

The object of this research was the effect of using Crazy story toward students' ability in writing narrative text.

2. The subject of the research

The subject of this research was the first year students of state senior high school 1 Tambusai in the academic year of 2011/2012.

D. The Population and the Sample of the Research

The population of this research was all students at the grade tenth students of SMA N 1 Tambusai in academic year 2011/2012. The total population was 147 students which consist of five classes. The sample of this research was 57 students divided into two classes: experimental research and the control one. This sample of research were gotten by using cluster sampling. The sample selected in a group, not individuals. Based on Gay and Airasian, all the members of selected group have similar characteristics.⁴ In this research, the similar characteristics mean both of classes were taught by the same teacher, English subject was both taught in the morning, the number of students was similar, and the students' mean score of writing skill was not much different.

⁴L. R. Gay, *op.cit.*, p. 129.

Table III.2
The population and sample of the research

No	Classes	Population	Sample
1	X A	29	-
2	X B	31	-
3	X C	28	Experimental class
4	X D	29	Control class
5	X E	30	-
	Total	147	57

E. The Technique of Data Collection

In this research, test was used to collect the data needed. It was used to find out how students' ability in writing narrative text taught by using crazy story, there was or no significant effect of using this strategy.

1. Test

Test was used to collect the data about students' ability from their score. There are two kinds of test, pre-test and post-test.

a) Pre-test

At the beginning, every participant both experimental class and controlled class took pre-test in order to find out if they were the same level at the starting point.

b) Post-test

The same test was given to experimental and controlled group at the end course. It aimed to see if they were different between the two groups.

In scoring the students' ability in writing narrative text, the researcher used school scoring guide as follows:⁵

⁵ "Lesson Plan of English Subject in SMA N 1 Tambusai". Unpublished Lesson Plan

Table III.3
Scoring Guide

No	Aspects	Point	Criteria
1	Content	4	Knowledgeable; substantive, thorough development of thesis, relevant to assigned topic
		3	Some knowledgeable of subject; adequate range, limited development of thesis, mostly relevant to topic, but lack detail
		2	Limited knowledgeable of subject; little substance, inadequate development of topic
		1	Does not show the knowledge of subject; non substance, non pertinent, not enough to evaluate
2	Organization	4	Fluent expression; ideas clearly stated/supported, well organized, logical sequencing, cohesive
		3	Somewhat choppy; loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
		2	Non-fluent; ideas confused or disconnected, lack logical sequencing and development
		1	Does not communicate; no organization, not enough to evaluate

3	Vocabulary	4	Sophisticated range; effective word/idiom choice and usage, word form mastery, appropriate register
		3	Adequate range; occasional errors of word/idiom form and usage but meaning not obscured
		2	Limited range; frequent errors of word/idiom form and usage, meaning confused or obscured
		1	Essentially translation; little knowledge of vocabulary and word form, not enough to evaluate
4	Grammatical Features	4	Effective complex constructions; few errors of agreement, tense, number, word order, pronouns, preposition
		3	Effective but simple constructions; minor problems in complex construction, several errors of agreement, tense, number, word order, pronouns, preposition but meaning never obscured
		2	Major problem in complex/simple constructions; frequent error of negotiation, agreement, tense, number, word order, pronouns, preposition, meaning confused or obscured
5	Spelling and punctuation	4	Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
		3	Occasional errors of spelling,

			punctuation, capitalization, paragraphing but meaning not obscured
		2	Frequent errors of spelling, punctuation, capitalization, paragraphing, meaning confused or obscured
		1	No mastery on conventions, dominated by error of spelling, punctuation, capitalization, hand writing illegible, not enough to evaluate

Maximum score : 100

Based on the table above, researcher could know students' ability in several aspects of writing and also could make a total score of students to know the ability of them generally by using the formula:

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

After the researcher got the total score of each student from the raters, the researcher collect each score from the raters. It was to know the real score of each student by using formula as follows:

$$RS = \frac{\text{Rater 1} + \text{Rater 2}}{2}$$

To know the category of students' ability, the writer use classification of students' score in Lesson Plan of English subject as follow:⁶

Table III.4

Classification of Students' Score

Score	Category
85-100	Very Good to Excellent
65-84	Average to Good
45-64	Poor to Fair
45	Very poor

F. The Technique of Data Analysis

1. N-Gain

This analysis was used to find out the improvement of students' writing ability that occurred before and after learning process that was calculated by g factor (N-Gain). It is the difference between the pretest and posttest.⁷

$$g = \frac{S_{Post} - S_{Pre}}{S_{Maks} - S_{Pre}}$$

⁶ Ibid

⁷ <http://ml.scribd.com/doc/46324703/Metode-Analysis>, Retrieved on January 19th, 2012

Explanation:

S_{Post} = Post-test score

S_{Pre} = Pre-test score

S_{Maks} = Maximum score

The results of calculation of the N-Gain then interpreted by using the classification of Hake in Meltzer.

Table III.5
Classification of g factor

g scale	Interpretation
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Middle
$g < 0,3$	Low

2. The Validity and Reliability of the Test

a. The Validity of the Test

To know the validity of the test, the researcher used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured called content validity.⁸ The materials of the test had been taught at the first year students of State Senior High School 1 Tambusai. It was familiar materials and near to the students' daily life. It was appropriate to the students' knowledge, insight and experience. Moreover, the material was provided on students'

⁸Ag. Bambang Setiyadi, *Metode Penelitian Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, Edisi Pertama (Yogyakarta: Graha Ilmu, 2006), p. 23.

hand book and other related resources. It means the test had fulfilled the validity of the content.

b. The Reliability of the Test

The test that measuring of students' writing ability had to have reliability and validity. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.⁹ It is reflected in the obtaining how far the test or instrument test that enable to measure the same subject on different occasions that indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency.

In this research, to know the reliability of the writing test, the researcher used inters rater reliability. The researcher has three raters in order to score the students' writing ability. Gay says that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both (more) judges. The higher correlation, the higher the inter judge reliability. The researcher used SPSS.16 Version to see the score correlation between the raters.

r product moment can be obtained by considering the degree of freedom (df) as below:

$$df = N - nr$$

⁹ L. R. Gay, *op.cit.*, p. 169.

N = number of cases

nr = the total variable correlated

Statistically the hypotheses are:

$$H_0 : r_o < r_t$$

$$H_a : r_o \geq r_t$$

H_0 was accepted if $r_o < r_t$ or there was no significant correlation between score from rater 1 and rater 2.

H_a was accepted if $r_o \geq r_t$ or there was a significant correlation between score from rater 1 and rater 2.

The following table will describe the correlation between score of rater 1 and the score of the rater 2 by using Pearson product moment correlation formula through SPSS 16 Version:

TABLE IV.14
Correlation

	Rater_1	Rater_2
Rater_1 Pearson Correlation	1	.926**
Sig. (2-tailed)		.000
Sum of Squares and Cross-products	1.319E3	846.591
Covariance	62.825	40.314
N	22	22
Rater_2 Pearson Correlation	.926**	1
Sig. (2-tailed)	.000	

Sum of Squares and Cross-products	846.591	632.955
Covariance	40.314	30.141
N	22	22

** Correlation is significant at the 0.01 level (2-tailed).

From the output above, it could be seen that r calculation was correlated to r table, df=43. The researcher took df=45 to be correlated either at level 5% or 1% because df=43 was not found from the r table. At level 5% r table was 0.288, while at level 1% r table was 0.372. Thus, the $r_{\text{calculated}} > r_{\text{table}}$ either at level 5% or 1%. So, the researcher concluded that there was significance correlation between score of ratter 1 and ratter 2. In the other words, the writing test was reliable. The reliability of writing test was high.

3. T – test

After the data for this research were obtained, it was necessary to analyze by using statistical analysis technique in order to identify the average score of both experimental and control group, and the different of means was analyzed by using T-test.¹⁰ The writer used the formula in this research as follows:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

¹⁰ Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Belajar, 2008).p.167

Where:

t_o : The value will be found

M_x : Mean score of experimental group

M_y : Mean score of control group

N_x : The number of class in experimental group

N_y : The number of class in control group

N : The number of the students

The t-obtained value was consulted with the value of t-table at the degree of freedom $(df) = (N1-1) + (N2-1)$ statically hypothesis:

$H_a : t_o > t\text{-table}$

$H_o : t_o < t\text{-table}$

H_a is accepted if $t_o > t\text{-table}$, it means that there is significant difference on students' ability in writing narrative text who taught by using crazy story and who taught by using conventional strategy.

H_o is accepted if $t_o < t\text{-table}$, it means that there is no significant difference on students' ability in writing narrative text who taught by using crazy story and who taught by using conventional strategy.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Research Location

1. School profile

State Senior High School 1 Tambusai is one of the existing high schools in Rokan Hulu. The school had been established in 1991 and had become state school in 1992. It is located at Transmigrasi street No. 58 Dalu – Dalu, Tambusai district Rokan Hulu regency. Dra. Umi Salmah is the principle of this school from 2008 until now.

School Name	: SMA Negeri 1 Tambusai
School Statistical Number	: 301140604001
NPSN	: 10402593
Accreditation	: B
Status	: State
Address	: Transmigrasi Street No. 58 Dalu – Dalu
District	: Tambusai
Village	: Dalu – Dalu
Zip Code	: 28558
Email	: sman1.tbs@gmail.com
Principle	: Dra. Umi Salmah

2. Vision and mission

a. Vision

Brought on SMA Negeri 1 in science, technology and information, have ability in gymnastic and cultural art based on belief & godly (religious).

b. Mission

- 1) Creating the dynamic and conducive situation of learning in the effort upgrading learning quality.
- 2) Growing up the high spirit and natural existence to students, teachers and employees in order that have high willingness to go forward.
- 3) Increase the teachers' commitment toward their main job and their function.
- 4) Developing information technology and communication in learning.
- 5) Increase the quality of graduation
- 6) Creating the good relation between different religion

3. Teachers' condition

Teacher is one of the most important factors in teaching and learning process. There are 34 teachers, employees and security in SMA N 1 Tambusai.

TABLE IV.1**The Teachers and Employers' Position/Subject**

No	Name	Position/Subject
1	Dra. Umi Salmah	Principle/ Islamic Religion
2	Khairuddin hsb, S.Ag	Vice-Principle Public Relations / English
3	Dra. Nelfitri	Vice-Principle Curriculum / Math
4	Lina Marni, S.Pd	Vice-Principle Student / Physics
5	Noer juniati S.Pd	Vice-Principle Infrastructures / Chemistry
6	Bukit	Teacher / Physics
7	Hazra, S.Pd	Teacher / Indonesian Language
8	Listi maria S.Pd	Teacher / Citizenship/History
9	Dra. Ermi	Teacher/ Sociology
10	Siti Dualom S.Pd	Teacher / History
11	Nurbaiti S.Ag	Teacher / Math
12	Edi Susanto S.Pd	Teacher / Indonesian Language
13	Rohmaida S.Pd	Teacher / History and geography
14	Hotnida, S.Pd	Teacher / Islamic Religion
15	Faisal	Staff of administration

16	Arliana S.Pd	Teacher / Sociology
17	Zulman S.Sos	Teacher / sociology and geography
18	Zurnawati S.Sos	Teacher / History
19	M. Shaleh S.Pd	Teacher / Arabic
20	Diana Angraini S.Si	Teacher / Art and culture, Indonesian
21	Torkis Martua amd	Teacher / civic education
22	Mintana Teni S.Ag	Teacher / Islamic
23	Syaukani Addri S.Kom	Teacher / Computer
24	Gustina Marliza Amd	Staff of administration
25	Riski Syaputra Amd	Staff of administration
26	Zuriani Hsb S.Pd	Teacher / Chemistry and culture
27	Toni Sutrina	Security
28	Indra Helvizon	Security
30	Zurida S.Psi	Teacher / counselor, sociology
31	Rozi mulyani S.Pd	Teacher / Economy
32	Ferla hertila S.E	Teacher / Economy
33	Fitri Khoironi Amd	Staff of administration
34	Restu Enilia S.Pd	Teacher / English

4. Students' Condition

In 2011/2012, the total number of students at State Senior High School 1 Tambusai was 405 students consisted of 13 classes. It can be seen on the following table:

TABLE IV.2

The Total Number of Students

The first Year		
No	Classes	Population
1	X 1	29
2	X 2	31
3	X 3	28
4	X 4	29
5	X 5	30
	Total	147

The Second Year		
No	Classes	Population

1	XI IPA 1	29
2	XI IPA 2	28
3	XI IPS 1	34
4	XI IPS 2	38
	Total	129

The Third Year		
No	Classes	Population
1	XI IPA 1	28
2	XI IPA 2	27
3	XI IPS 1	36
4	XI IPS 2	38
	Total	129

(Source: Documentation of SMA N 1 Tambusai TP. 2011/2012)

B. The Description of the Data

The data of this writing test were the score of the students' improvement from pre-test to post-test for both experimental and control class. The data were collected through the following procedures:

- a. The researcher asked the students either experimental and control class to write narrative text spontaneously without any preparation.

- b. The students' writing was collected and evaluated by using Indonesian scoring guide. They are content, organization, vocabulary, grammatical features, spelling and punctuation.
- c. The students' writing results were evaluated by two raters.
- d. The researcher calculated the scores from the raters and processed it.

Actually, each number of the students' experimental class had 28 and control class had 29, but here there were only 22 students for experimental class and 23 students for control class who always came and followed learning activities. In this case, there were six other students; two students from experimental class and control class for the rest, who did not get enough treatment, even two of them went to follow Olympiad and other never came to class. It was caused by many reasons. They were sick, absent, and went to follow Olympiad. So, the data were only taken from the students who always came to school and followed the treatment given. To make clearer, the students' writing test result could be seen on the Appendix 1 (Students' pre-test score of experimental class), Appendix 2 (Students' post-test score of experimental class), Appendix 3 (Students' pre-test score of control class), and Appendix 4 (Students' post-test score of control class).

The aim of this research was to obtain the students' ability in writing narrative text taught by using crazy story and students' ability in writing narrative text taught by using conventional strategy, and to know the

significant difference on students' ability in writing narrative text between students who were taught by using Crazy Story and students who were taught by using conventional strategy. The data were obtained from students' post-test score of experimental class and control class. The writer gave pre-test to X C and X D before giving treatment (only for experimental class). The test was about writing narrative text and evaluated by concerning five components: content, organization, vocabulary, grammatical features, and spelling and punctuation.

After giving treatments to experimental class, the writer used post-test for experimental class and control class while control class taught without using treatment. The mean score of post-test in both classes were significant different. Mean of students' ability in writing narrative text by using crazy story is 72.73 and mean of students' ability in writing narrative text by using conventional strategy is 65.54.

C. The Data Presentation and the Data Analysis

1. The Data Presentation and the Data Analysis of Students' Ability in Writing Narrative Text Taught by Using Crazy Story Strategy

The data of students' ability in writing narrative text taught by using crazy story strategy were gotten from pre-test and post-test of XC as an experimental class. The data can be seen from the table below:

TABLE IV.3

**The Score Students' Ability in Writing Narrative Text Taught by
Using Crazy Story**

No	Name	Experimental class		Gain Score
		Pre	Post	
1	S-1	45	75	30
2	S-2	40	77.5	37.5
3	S-3	47.5	77.5	30
4	S-4	37.5	72.5	35
5	S-5	42.5	75	32.5
6	S-6	42.5	75	32.5
7	S-7	55	75	20
8	S-8	45	72.5	27.5
9	S-9	42.5	70	27.5
10	S-10	45	65	20
11	S-11	45	75	30
12	S-12	47.5	77.5	30
13	S-13	35	52.5	17.5
14	S-14	42.5	75	32.5
15	S-15	42.5	75	32.5
16	S-16	45	77.5	32.5
17	S-17	45	70	25
18	S-18	42.5	77.5	35
19	S-19	45	77.5	32.5
20	S-20	45	72.5	27.5
21	S-21	32.5	77.5	45
22	S-22	32.5	57.5	25
Total		942.5	1600	657.5
Mean		42.84	72.73	29.89

From the table above, the writer found the total score of pretest in experimental class was 942.5, while the highest was 55 and the lowest was 32.5, and the total score of posttest in experimental class was 1600, while the highest was 77.5 and the lowest was 57.5. It means that the students' ability in writing narrative text have significant increasing, it

proved by the frequency score of pretest and posttest which is significantly different. It can be seen as below:

TABLE IV.4

The Description of Frequency of Students' Pre-Test Scores of Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 32.5	2	9.1	9.1	9.1
35	1	4.5	4.5	13.6
37.5	1	4.5	4.5	18.2
40	1	4.5	4.5	22.7
42.5	6	27.3	27.3	50.0
45	8	36.4	36.4	86.4
47.5	2	9.1	9.1	95.5
55	1	4.5	4.5	100.0
Total	22	100.0	100.0	

Referring to the table above, it showed that there were 2 students obtained score 32.5 (9.1%), 1 student obtained 35 (4.5%), 1 student obtained 37.5 (4.5%), 1 student obtained 40 (4.5%), 6 students obtained 42.5 (27.3%), 8 students obtained 45 (36.4%), 2 students obtained 47.5 (9.1%), and 1 student obtained 55 (4.5%).

Based on the table above, it could be seen that the total number of the students was 22 students. The highest score was 55, the lowest score was

32.5, and the highest frequency was 8 at the score of 45. While, the statistics of result of this data is on the following table:

TABLE IV.5

Statistics

N	Valid	22
	Missing	0
Mean		42.8409
Std. Error of Mean		1.08232
Median		43.7500
Mode		45.00
Std. Deviation		5.07652
Variance		25.771
Range		22.50
Minimum		32.50
Maximum		55.00
Sum		942.50

Based on the table of writing components of students' writing ability at experimental class (**Appendix 2**), it could be seen that the students' writing ability in each component was various proven by each mean of each component. The total of mean score of students' writing ability at experiment post-test was 72.73.

TABLE IV.6

The Description of Frequency of Students' Post-Test Scores of Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 52.5	1	4.5	4.5	4.5
57.5	1	4.5	4.5	9.1
65	1	4.5	4.5	13.6
70	2	9.1	9.1	22.7
72.5	3	13.6	13.6	36.4
75	7	31.8	31.8	68.2
77.5	7	31.8	31.8	100.0
Total	22	100.0	100.0	

Based on the table above, it could be seen that there were 1 student obtained 52.5 (4.5%), 1 student obtained 57.5 (4.5%), 1 student obtained 65(4.5%), 2 students obtained 70 (9.1%), 3 students obtained 72.5 (13.6%), 7 students obtained 75 (31.8%), and 7 students obtained 77.5 (31.8%).

Based on the table above, it could be seen that the total number of students was 22 students. The highest score was 77.5, the lowest score was 52.5, and the highest frequency was 7 at score 75 and 77.5. The statistics of result of this data is on the following table:

TABLE IV.7
Statistics

N	Valid	22
	Missing	0
Mean		72.7273
Std. Error of Mean		1.40451
Median		75.0000
Mode		75.00 ^a
Std. Deviation		6.58774
Variance		43.398
Range		25.00
Minimum		52.50
Maximum		77.50
Sum		1600.00

a. Multiple modes exist. The smallest value is shown

2. Students' Ability in Writing Narrative Text Taught by Using Conventional Strategy

The data of students' writing ability in narrative text taught by using conventional strategy were also taken from pre-test and post-test of XD as control class. The data can be seen from the table below:

TABLE IV.8

**The Score Students' Ability in Writing Narrative Text Taught by
Using Conventional Strategy**

No	Name	Control Class		Gain
		Pre	Post	
1	S-1	47.5	62.5	15
2	S-2	47.5	75	27.5
3	S-3	42.5	67.5	25
4	S-4	55	77.5	22.5
5	S-5	45	77.5	32.5
6	S-6	52.5	70	17.5
7	S-7	55	62.5	7.5
8	S-8	52.5	67.5	15
9	S-9	47.5	70	22.5
10	S-10	32.5	52.5	20
11	S-11	50	55	5
12	S-12	50	75	25
13	S-13	45	55	10
14	S-14	45	62.5	17.5
15	S-15	45	72.5	27.5
16	S-16	50	75	25
17	S-17	40	42.5	2.5
18	S-18	47.5	75	27.5
19	S-19	42.5	57.5	15
20	S-20	47.5	67.5	20
21	S-21	50	57.5	7.5
22	S-22	45	57.5	12.5
23	S-23	40	72.5	32.5
Total		1075	1507.5	432.5
Mean		46.74	65.54	18.80435

From the table above, the writer found the total score of pretest in control class was 1075, while the highest was 55 and the lowest 32.5, and total score of posttest in control class was 1507.5, while the highest was 77.5 and the lowest was 42.5. It means that the students' ability in writing

narrative text have little increasing, it proved by the frequency score of pretest and posttest which is significantly different. It can be seen as below:

TABLE IV.9
The Description of Frequency of Students'
Pre-Test Scores of Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 32.5	1	4.3	4.3	4.3
40	2	8.7	8.7	13.0
42.5	2	8.7	8.7	21.7
45	5	21.7	21.7	43.5
47.5	5	21.7	21.7	65.2
50	4	17.4	17.4	82.6
52.5	2	8.7	8.7	91.3
55	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Referring to the table above, it showed that there were 1 student obtained score 32.5 (4.3%), 2 students obtained 40 (8.7%), 2 students obtained 42.5 (8.7%), 5 students obtained 45 (21.7%), 5 students obtained 47.5 (21.7%), 4 students obtained 50 (17.4%), 2 students obtained 52.5 (8.7%), and 2 students obtained 55 (8.7%).

Based on the table above, it could be seen that the total number of the students was 23 students. The highest score was 55, the lowest score was

32.5, and the highest frequency was 5 at the score of 45 and 47.5. While, the statistics of result of this data is on the following table:

TABLE IV.10

Statistics

N	Valid	23
	Missing	0
Mean		46.7391
Std. Error of Mean		1.08250
Median		47.5000
Mode		45.00 ^a
Std. Deviation		5.19149
Variance		26.952
Range		22.50
Minimum		32.50
Maximum		55.00
Sum		1075.00

a. Multiple modes exist. The smallest value is shown

Based on the table of writing components of students' writing ability at control class (**Appendix 4**), it could be seen that the students' writing ability in each component was various proven by each mean of each component; content, organizing, vocabulary, grammar features, spelling and punctuation. The total of mean score of students' writing ability at experiment post-test was 65.54.

TABLE IV.11**The Description of Frequency of Students' Post-Test Scores of Control Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 42.5	1	4.3	4.3	4.3
52.5	1	4.3	4.3	8.7
55	2	8.7	8.7	17.4
57.5	3	13.0	13.0	30.4
62.5	3	13.0	13.0	43.5
67.5	3	13.0	13.0	56.5
70	2	8.7	8.7	65.2
72.5	2	8.7	8.7	73.9
75	4	17.4	17.4	91.3
77.5	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Based on the table above, it could be seen that there was 1 student obtained 42.5 (4.3%), 1 student obtained 52.5 (4.3%), 2 students obtained 55 (8.7%), 3 students obtained 57.5 (13%), 3 students obtained 62.5 (13%), 3 students obtained 67.5 (13%), 2 students obtained 70 (8.74.3%), 2 students obtained 72.5 (8.7%), 4 students obtained 75 (17.4%), and 2 students obtained 77.5 (8.7%).

Based on the table above, it could be seen that the total number of students was 23 students. The highest score was 77.5 and the lowest score

was 42.5. The highest frequency was 4 at score 75. The statistics of result of this data is on the following table:

TABLE IV.12

Statistics

N	Valid	23
	Missing	0
Mean		65.5435
Std. Error of Mean		1.95652
Median		67.5000
Mode		75.00
Std. Deviation		9.38315
Variance		88.043
Range		35.00
Minimum		42.50
Maximum		77.50
Sum		1507.50

a. Multiple modes exist. The smallest value is shown

However, generally the statistical description of data could be seen on the following table description:

TABLE IV.13
General Statistical Description

	Pre_Experiment	Post_Experiment	Pre_Control	Post_Control
N Valid	22	22	23	23
Missing	23	23	22	22
Mean	42.8409	72.7273	46.7391	65.5435
Std. Error of Mean	1.08232	1.40451	1.08250	1.95652
Median	43.7500	75.0000	47.5000	67.5000
Mode	45.00	75.00 ^a	45.00 ^a	75.00
Std. Deviation	5.07652	6.58774	5.19149	9.38315
Variance	25.771	43.398	26.952	88.043
Range	22.50	25.00	22.50	35.00
Minimum	32.50	52.50	32.50	42.50
Maximum	55.00	77.50	55.00	77.50
Sum	942.50	1600.00	1075.00	1507.50

a. Multiple modes exist. The smallest value is shown

Based on the statistical description table above, it showed the detail description of all the data. It could be seen the differences mean, std. error of mean, median, mode, std. deviation and other data of both experimental and control class.

3. Significant Difference on Students' Ability in Writing Narrative Text who Taught by Using Crazy Story and Who taught by Using Conventional Strategy

To know there is or not significant difference on students' ability in writing narrative text by using two strategies. Writer used T-test formula by using software SPSS 16.

TABLE IV.14
Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Score 1	22	72.7273	6.58774	1.40451
2	23	65.5435	9.38315	1.95652

Based on the table above, it could be seen that the total students' from each class, the experimental class (1) consisted of 22 students and 23 students of control class (2). The mean of experimental class improvement was 72.73, and the mean of control class improvement was 65.54. Standard deviation from experimental class was 6.587, while standard deviation from control class was 9.38. Standard error mean from experimental class was 1.4, and control class was 1.96.

TABLE IV.15**T-Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	5.616	.022	2.960	43	.005	7.18379	2.42712	2.28904	12.07855
	Equal variances not assumed			2.983	39.521	.005	7.18379	2.40845	2.31430	12.05329

From the output above also, it could be seen that score t-test was 2.96 . with $df = 43$, because $df = 43$ was not found from the “t” table (t_t), so the researcher took $df = 45$. Mean difference was 7.184 and standard error difference was 2.43. Lower interval of the difference was 2.289 and upper confidence difference was 12.078.

If t_o (t Observation) = 2.960 compared with t_t with $df = 45$, the t critic point was:

Significance 5% = 2.02

Significance 1% = 2.69

It could be seen that the t_o was higher than t_t in significance 5% and 1% ($2.02 < 2.960 > 2.69$). It means H_o was rejected and H_a was accepted; or there was a significant difference on students' ability in writing narrative text between those who were taught by using Crazy Story and those who were not.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the previous data, the writer makes the conclusion of this research as follows:

1. Mean of students' ability in writing narrative text by using crazy story is 72.73. The students who pass the graduated standard (KKM) is 20 (90.9%).
2. Mean of students' ability in writing narrative text by using conventional strategy is 65.54. The students who pass the graduated standard (KKM) is 13 (56.52%).
3. Based on the analysis of T-test formula, it can be seen t_0 is higher than t -table either at level 5% = 2.02 or 1% = 2.69. It can be concluded that H_0 is rejected and H_a is accepted. It means that there is a significant difference between students' ability in writing narrative text taught by using crazy story and students' ability in writing narrative text taught by using conventional strategy. It showed from the significant different mean between using crazy story (72.73) with using conventional (65.54) and it also supported by the result of T-test that t_0 was higher than t_t either at

significance 5% and 1% ($2.02 < 2.960 > 2.69$), it shows that using crazy story has positive effect toward students' ability in writing narrative text.

B. Suggestion

After conducting the research at SMA N 1 Tambusai, the writer would like to propose some suggestions to improve the teaching and learning process at this school be better than before. The suggestions are as follows:

1. The writer recommends that the English teacher use crazy story strategy in teaching and learning process.
2. The teacher should build the effective learning in teaching process to carry the success of material to be taught.
3. Writer hopes the students to use various strategies in doing their exercise, especially crazy story strategy because it can help students express their idea in writing.

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