

AN UNDERGRADUATE THESIS

**A COMPARATIVE STUDY BETWEEN THE USE OF DIALOGUE TEXTS
AND MAPS IN DEVELOPING STUDENTS' NARRATIVE PARAGRAPH
WRITING ABILITY AT THE ELEVENTH GRADE OF MA'ARIF NU 5
ISLAMIC SENIOR HIGH SCHOLL SEKAMPUNG**

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ENGLISH EDUCATION STUDY PROGRAM**



**STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1432 H / 2011 M**

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ISLAMIC SENIOR HIGH SCHOOL SEKAMPUNG**

**Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
in English Education Study Program**

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OF JURAI SIWO METRO
1432 H / 2011 M

**A Comparative Study Between the Use of Dialogue Texts and Maps
in Developing Students Narrative Paragraph Writing Ability
at the Eleventh Grade of Ma'arif NU 5 Islamic
Senior High School Sekampung**

ABSTRACT

By

Septri Ratnasari
0537357

The objectives of the research are to find out the difference of the students' achievement between the use of Dialogue Texts and Maps in developing narrative paragraph writing ability and to compare the result of the two media in order to determine which is more effective.

This research is a experimental research. The research was conducted at the Eleventh Grade of Ma'arif NU 5 Islamic Senior High School Sekampung that consist of 76 students. There are 37 in Social Science Class 1 and 39 in Social Science Class 2. The writer used test to measure both of the variables. The writer measure Social Science Class 1 which got test dialogue texts develop into narrative paragraph and Social Science Class 2 which got test maps develop into narrative Paragraph.

To investige whether there is a positive and significant comparative study between the use of the dialogue texts and maps in developing narrative paragraph writing ability at the eleventh grade of Ma'arif NU 5 islamic senior high school sekampung, the writer analyzes the data by using t-test.

The average score of Social Science Class 1 is Higher (73,378) than the average score of Social Science Class 2 (61,153) . it can be Concluded that the teaching applied in Social Science Class 1 (using dialogue texts) gives better result than teaching applied in Social Science Class 2 (using Maps) in narrative paragraph test.

The result of data analysis using t-test is $r_{observed} = 0,2904$ and $r_{table} = 5\% : 1,999$, $1\% : 2,638$. It means that r_{table} is higher than $r_{observed}$. Therefore, it can be inferred that H_1 is rejected and H_0 is accepted. In reference to the conclusion, dialogue texts have more positive effects to develop student's narrative paragraph writing ability at the eleventh grade of Ma'arif NU 5 Islamic Senior high School sekampung. The writer suggests English teacher to apply dialogue texts as one of alternative media in teaching narrative paragraph writing.

**Studi Perbandingan Penggunaan Teks Dialog dan Peta dalam
Mengembangkan Kemampuan Menulis Paragraf Cerita
Siswa Kelas XI MA MA'ARIF NU 5 Sekampung**

ABSTRAK

By

Septi Ratnasari
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Tujuan dari penelitian ini adalah untuk menemukan perbedaan hasil belajar siswa antara penggunaan teks dialog dan peta dalam mengembangkan kemampuan menulis paragraf cerita dan untuk membandingkan hasil dari kedua media untuk menentukan mana yang lebih efektif.

Dalam penelitian ini adalah penelitian berdasarkan percobaan. Penelitian ini dilaksanakan dikelas XI MA MA'ARIF NU 5 Sekampung yang terdiri dari 76 siswa, pada kelas ilmu pengetahuan sosial 1 terdiri dari 37 siswa dan kelas ilmu pengetahuan sosial 2 terdiri dari 39 siswa. Dalam pengumpulan data penulis menerapkan metode tes untuk mengukur kedua variabel, penulis mengukur kemampuan siswa kelas IPS 1 dengan menggunakan tes yang berupa teks dialog yang dikembangkan kedalam paragraf cerita dan siswa kelas IPS 2 menggunakan tes yang berupa peta yang dikembangkan dalam paragraf cerita.

Untuk mengetahui apakah ada hubungan yang positif dan signifikan antara penggunaan teks dialog dan peta dalam mengembangkan kemampuan menulis paragraf cerita kelas XI MA MA'ARIF NU 5 Sekampung, penulis menganalisa data dengan menggunakan t-tes.

Skor rata-rata dari kelas IPS 1 lebih besar (73,378) daripada skor rata-rata kelas IPS 2 (61,153). Berarti dapat disimpulkan bahwa mengajar di kelas IPS 1 menggunakan teks dialog memberikan hasil yang lebih baik daripada mengajar menggunakan peta dalam tes menulis paragraf cerita.

Hasil dari analisis data menggunakan t-tes $r_{hitung} = 0,2904$ dan $r_{tabel} = 5\%$: 1,999. 1% : 2,638. Itu artinya bahwa r_{hitung} lebih tinggi nilainya daripada r_{tabel} . Oleh karena itu, dapat disimpulkan bahwa H_1 ditolak dan H_0 diterima. Kesimpulan menunjukan bahwa teks dialog memberikan efek yang positif untuk dikembangkan siswa dalam kemampuan menulis paragraf cerita di kelas XI MA MA'ARIF NU 5 Sekampung. Penulis menyarankan kepada guru untuk menggunakan teks dialog sebagai salah satu media alternatif dalam pengajaran menulis paragraf cerita.



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sudah kami setuju dan dapat diajukan ke jurusan untuk di munaqosahkan, demikian harapan kami dan atas penerimaannya, kami ucapkan terimakasih

wassalamu'alaikum Wr.Wb.

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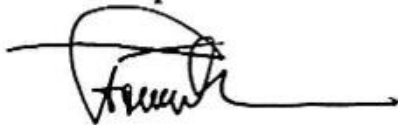
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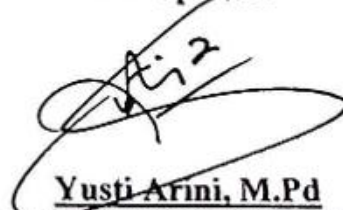
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A Script entitled : A COMPARATIVE STUDY BETWEEN THE USE OF DIALOGUE TEXTS AND MAPS IN DEVELOPING STUDENTS' NARRATIVE PARAGRAPH WRITING ABILITY AT THE ELEVENTH GRADE OF MA'ARIF NU 5 ISLAMIC SENIOR HIGH SCHOOL OF SEKAMPUNG written by Septri Ratnasari, Student Number (0537357), English Education Study Program, has been examined (Munaqosah) in Tarbiyah Department on Wednesday, March 23rd, 2011

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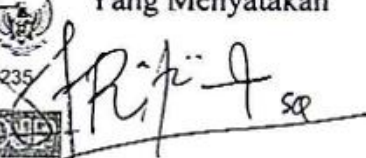
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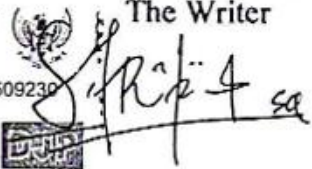

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Metro, Maret 23rd 2011
The Writer


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MOTTO

*Writing is the media to developing the idea
And with writing we can more easy to remember
What we wrote*

DEDICATON PAGE

All praise to be Allah SWT. This undergraduate thesis is dedicated to:

- My beloved parents “ Mr. Bun’yani, S.Pd and Mrs. Siti Soimatun”
Would have educated, guided, in my life, given religion knowledge and social life.
- My beloved brother and sister, “ Mas Eka TW, Mbak Dwi R, Putri NA”. thanks for your support.
- My beloved husband “Makhali Siddiq, S.Pd.I”
Would have given motivation to always spirit in finishing my script.
- Thank to Mr. Kuryani, M.Pd and Mrs.Yusti Arini, M.Pd who help the writer in finishing the script.
- For my best friends Memey, Awalia, Ning, Nova, Tri, Ulfa, Susi etc. thanks for your support.
- The eleventh grade students of Ma’arif Nu 5 Islamic Senior High School of Sekampung in academic year of 2009/2010. thanks for your participant.
- My Almamater STAIN Jurai Siwo Metro, there is my place to look for the science and knowledge.
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In the name of Allah SWT, the most Gracions, th Most Merciful.

Praise be to Allah, the lord of the world whom without His Mercy and Blessing, none of these would be possible. The writer is very grateful for the chances He has given her to accompalish this undergraduate thesis entitled “ A COMPARATIVE STUDY BETWEEN THE USE OF DIALOGUE TEXT AND MAPS IN DEVELOPING STUDENTS' NARATIVE PRAGRAPH WRITING ABILITY AT THE ELEVENTH GARDE OF MA'ARIF NU 5 ISLAMIC SENIOR HIGH SCHOOL SEKAMPUNG”.

The witer would like to extend her gratitude to sponsor, Drs. Kuryani, M.Pd. and Co-sponsor Yusti Arini, M.Pd, who have constantly given their endorsement, time, and guidance so that the writer could finish this thesis. There is nothing so could do to return their deeds. She would also like to thank to Chief of state Islamic College (STAIN) Jurai Siwo Metro, who has given support and approval in order that the writer was able to conduct the research.

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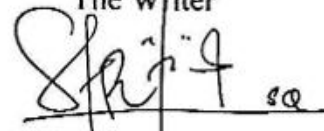
The writer could not have done the study alone without the support from my beloved family and all my friends. The writer is indebted to many people whom she cannot mention one by one.

Finally, the writer would like to welcome suggestions and comments for the improvement of this script. This will be useful for the readers and especially the writer her self.

It is Allah who bestows success and guides to the Right Path.

Metro, Maret 23rd, 2011

The Writer

A handwritten signature in black ink, appearing to read 'Septri Ratnasari', with a horizontal line underneath it.

SEPTRI RATNASARI

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CHAPTER I

INTRODUCTION

A. Background of the Study

Referring to the goal stated in the English curriculum or standar of contents of Senior High School, one of the writing goals at the eleventh grade is that students can express their ideas and feelings by writing the paragraph. The ability of writing will help them in expressing their idea, or in sharring information by sending written language to other people.

According Oshima and Hogue a paragraph is the miniature of an essay. It means that is a smaller text than an essay, but of the resemble to each other in their formal feature¹.

However, we find that the eleventh grade students still have difficulties in English writing. It indicate that many students complain that they do not know how to write. Invariably they think in their own language when writing in English, and the result can be disastrous. The inference from the students' language is something so great that the teacher has to ask what they intend to say.

To know the students' achievement of English, the writer also observes the process of teaching-learning at MA'ARIF NU 5 Islamic Senior High School Sekampung. The fact is the eleventh grade MA'ARIF NU 5 Islamic Senior High School Sekampung need to improve their English extensively, especially students' ability in writing should be developed in a good plan and through practices. When

¹ Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008) p. 215

the English teacher ask them to write, they may be confused about what and how they have to write. So the results are still unsatisfactory.

Both dialogue texts and maps can be used in developing students' narrative paragraph writing ability. By using dialogue texts, the students can practice various styles of writing. Taking the content of simple dialogue texts, students are encouraged to rewrite it in narrative form. Through dialogue texts, the students are helped in gathering ideas about what they have to write. They only need to change and organize the ideas of dialogue text into narrative form. In rewriting the content of dialogue texts in narrative form, the student have to pay attention to some aspect, such as the exchange of tenses, part of speech, and other elements as prerequisite skill.

Meanwhile by using maps, students can get and express their idea by looking at the maps. They know that they want to express because map is more specific than other picture. They can also express their idea in narrative paragraph writing by looking at the map because map can show the route of journey and action of people or things according to time and place order. In this case, students would be given a map showing an interesting place as a foundational content. From a map, teacher may ask the students to make narrative paragraph, which tells about their trip.

Moreover, the next data of pre-survey test can be looked from the table below:

Table 1
Students' English Writing Ability Score
at the Eleventh Grade

No.	Class	Writing Ability			No.	Class	Writing Ability		
		Score	Total of Students	Category			Score	Total of students	Category
1.	XI IPS 1	80	-	Excellent	1.	XI IPS 2	80	-	Excellent
2.	XI IPS 1	75	3	Good	2.	XI IPS 2	75	5	Good
3.	XI IPS 1	70	4	Good	3.	XI IPS 2	70	6	Good
4.	XI IPS 1	65	5	Fair	4.	XI IPS 2	65	5	Fair
5.	XI IPS 1	60	6	Fair	5.	XI IPS 2	60	6	Fair
6.	XI IPS 1	55	5	Poor	6.	XI IPS 2	55	7	Poor
7.	XI IPS 1	50	6	Poor	7.	XI IPS 2	50	4	Poor
8.	XI IPS 1	45	5	Poor	8.	XI IPS 2	45	4	Poor
9.	XI IPS 1	40	3	Poor	9.	XI IPS 2	40	2	Poor
	Average	59,18	37			Average	59,61	39	

Source: the teacher's archives, at Ma'arif NU 5 Islamic senior High School Sekampung, taken on February 8th, 2010

From the data above we can see that many students get unsatisfactory score. In the XI IPS 1 Class their average is 59,18 (Fair) and in the XI IPS 2 Class get their average is 59,61 (Fair). So, it means that the writing English score of student at the eleventh grade of MA'ARIF NU 5 Islamic Senior High School of Sekampung is fair.

It is not easy to decide which media gives the better result in developing students' narrative paragraph writing ability. To solve the problem, the writer conducts a comparative study between two media that are applicable to develop

students narrative paragraph writing ability. Therefore, the writer will conduct a research entitled "A Comparative Study between the Use of Dialogue Texts and Maps in Developing Students' Narrative Paragraph writing Ability at the Eleventh Grade of MA'ARIF NU 5 Islamic Senior High School of Sekampung."

B. Problem Identification

Many students feel hard to learn writing. Because not only need good vocabulary building and grammatical function but also needs good arranging the word and the sentences to make a good paragraph and after that the learners have to correlate one paragraph to another arranging a good written language.

It is demanded that the students should be able to write in paragraph. Students should be able to communicate in English written forms, that are to able to get idea of what they are going to write and how to arrange the sentences to express, or to support that idea. They should practice in order to write paragraph well. It can be achieved by applying media, which gives the students chances- to practice and solve their problem in writing paragraph.

Base on the background of problem above, the writer would like to identify the problem as follows :

1. The students find difficulties in writing English texts.
2. The students cannot use grammar and vocabulary well
3. The students cannot convert the dialogue text into narrative paragraph
4. The student cannot convert the map into narrative paragraph.

C. Problem Limitation

Based on the problem above, the writer focused on the problem only to Comparative Study Between the Use of Dialogue Texts and Maps in Developing Students' Narrative Paragraph Writing Ability at the Eleventh Grade of Ma'arif NU 5 Islamic Senior High School Sekampung in Academic Year of 2009/2010

D. Problem Formulation

Based on the formulation above, the writer wants to formulate the problem as follows:

"Is there any difference between the use of the dialogue texts and maps in developing students' narrative paragraph writing ability?"

E. Objectives and Benefits of the Study

1. Objective of the Study

The objective of the research is as follows:

- a. To find out the difference between the use of the dialogue texts and maps in developing students' narrative paragraph writing ability.
- b. To compare the result of the two media in order to determine which is more effective

2. Benefits of the study

a. For the students :

- 1) To motivate the students to practice the writing ability.
- 2) To enable the students to know narrative paragraph through dialogue texts and maps.

b. For the teacher :

- 1) As information for the English teacher, that one of the two media is more effective to be used in teaching narrative paragraph writing.
- 2) As information for the English teacher on how to teach narrative paragraph writing as well as to increase the students' writing ability in narrative paragraph writing by using either dialogue texts or maps.

c. For the Headmaster : to give information order to the headmaster can support English Learning process by preparing the facilitation and instrument completely.



CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Concept of Writing

Writing skill as continuation of the last activity. This activity will be fitted with old and students skill to use english. futhermore, Sanggam S. Defines that writing is a pysichological activity of the language user to put information in the written test.¹

Moreover, the word of writing is the respectation of language in a textual medium through the use of a set of signs or symbols.² And than Kasihani KE defines that writing is complex skill becouse writing need skill to spell, structure and vocabulary.³

Based on the quotation above, writing as language in a textual medium to put information in the written text through the use of complex skill like a symbols, spell, structure, and vocabulary to explore their implication and create new ideas.

¹ Sanggam Siahaan, *Issue in Linguistics*, Yogyakarta; Graha Ilmu, 2008. p.215

² [http:// en.wikipedia.org/wiki/writing](http://en.wikipedia.org/wiki/writing) (14-3-2011)

³ Kasihani K.E, *English For Young Learner*. Jakarta: Bumi Aksara, 2007. p. 26

This the types of writing

a. Description

Description is Description is statement what or is like. And the aims to describe or illustrate something with very clear so that readers like to see, hear, read or feel thing.⁴

b. Argumentation

Argumentation is used in persuading and convincing. Argumentation is used to make a case or to prove or disprove a statements or proposition.⁵ Its method is to make a general statement and support it or sometimes to lead logically to a general conclusion by a series of facts.

c. Narrative

Narration is the form of writing used to relate story of acts of events. Narration places occurrences in time and tells what happened according to natural time sequence.⁶

d. Definition

An explanation of what a word or a term means is another kind of exposition.⁷ The writer explains or defines what a word or a phrase or an idea means.

⁴ <http://www.perputakaan-online.blogspot.com/2011/03/8-4-paragraph-deskripsi-14.html>
(15-03-2011)

⁵ George E. Wishon and Julia M. Burks, *Let's Write English*, Van Nostrand Reinhold Ltd, Canada 1980, p.383

⁶ *Ibid*, p.378

⁷ *Ibid*, p.382

e. Exposition

Exposition is used in giving information, making explanation and interpreting meaning. It includes editorials, essays, and informative and instructional material.⁸

2. Concept of Narrative-Paragraph Writing

The word of a paragraph is a collection of related sentences dealing with a single topic. so a group of related paragraphs make up a collection of sentence.⁹

It means that paragraph as a group of related sentence that develops one main idea. A paragraph is made up of three kinds of sentence that develop the writer's main idea, opinion, of felling about subject. These sentences are; (1) the topic sentence, (2) supporting sentence, (3) Concluding sentence.¹⁰

Joy M. Reid explain the part of the paragraph state:

- a. *The topic sentence is the most general, most important sentence in paragraph.* It means the topic sentence contains the main idea of the paragraph. It is usually the most general statement of the paragraph but it is must be specific enough. So that it can be adequality covered in that paragraph it self. It is commonly found that the topic sentence is located at the beginning of paragraph.
- b. *Controlling ideas are word or phares in a topic sentence that need further explanation.* It means that the controlling idea or developing sentence are to cover completely the idea presented in the topic sentence.
- c. *The concluding sentence at the end of an academic paragraph usually uses one or more of the following technique.* it means the conclusion of the paragraph is generally one sentence that bring the development of the idea to close. It lets the reader know that the paragraph has finished discussing the idea.¹¹

⁸ *Ibid*, p.382

⁹ <http://www.pasadena.edu/divisions/english/writing/documents/dbd distin 513.pdf>

¹⁰ Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008).p.217

¹¹ Joy M Reid, *The process of Paragraph Writing* (New Jersey : Prentice Hall Regent Englewood Cliffs, 1994), P.36-42

There are some patterns for developing a paragraph such as; narration, description, expository, argumentation and so on. One of the patterns to be learnt by the eleventh grade of Islamic senior High School is narration paragraph writing. When we write sometimes we want to tell a story this is called narration.

Narration is the form of writing used to relate story of acts or events. Narration places occurrences in time and tell what happened according to natural time sequence.¹²

3. Concept of Media

Word of media from language latin is medium and the general word means that is communication tool or between. Media bring information from source and receiver.¹³

According Romiszowski media is.. 'any extension of man which allow him to affect other people who are not in face to face with him. thus, communication media include letters, television, film, radio, printed matter and telephone'.¹⁴ It means that tools instructional media if things used to carry message in education environment.

Kasihani KE explain the Benefit of learning media, because media is a help tool needed to an english learning be best child, media get use as follows:

- a. To economize language learning process and perfect
- b. To useless mother language
- c. To motivate the students
- d. To explain new concept to students

¹² George E. Wishon and Julia M. Burks, *Op.Cit*, p.378

¹³ Kasihani K.E, p.101

¹⁴ *Ibid*, p.100

- e. To increase the quality of english learning
- f. To make the learning make pull and interactive

4. Concept of Dialogue Text and Usage

The word "Dialogue" in Oxford Learner's Pocket Dictionary is Communication between representative of two group.¹⁵ It means that dialogue is an exchange of opinion that involves people and the characteristic of dialogue is process of speaking and listening, one function as a speaker and other as listener.

a. The Example of Studying Narrative Paragraph Writing through Dialogue Text

- 1) Student would be given a short dialogue text as a foundational content.

Jimmy asks his father's permission to go to the movies.

Jimmy : Dad, can I go to the movies with Tim and the guys tonight?

Daddy : No, you may not. You've been twice to the movies this week.

Jimmy : Please, dad please let me go. Tonight's the las night. I'll do anything you want me to.

Daddy : Will you clean the garage this afternoon before you go?

Jimmy : Uhhmmm.....Okay, deal.

Daddy : Deal. You can go with your friends but don't be too late.

Jimmy : I won't, dad and thanks. You're the best

Source: Look Ahead an english course for senior high school students year XI

- 2) Next students rewrite the dialogue text in narrative form

Jimmy and his friends went to the movies last night. His father didn't give permission to jimmy because he had been twice to the movies this week. He promise to his father, this night the last night and he did anything what his father want. His father agree with his promise, his father wanted jimmy to clean garage last afternoon before he gone. His father said to jimmy and his friends didn't come too late.

¹⁵ Oxford University, Oxford Learner's Pocket Dictionary (New York : Oxford University Press).,p.115

By using dialogue, it is hoped that the students will understand the situation dealing with the language function. And it will be easier for the students to arrange it in the narrative paragraph because the situation and order are clear and some vocabularies they need are presented at that dialogue.

b. Procedure of Teaching Narrative Paragraph Writing through Dialogue Text

The procedure of presenting dialogue text as follows:

- 1) The teacher chooses dialogue that appropriate to the teaching situation.
- 2) The teacher distributes dialogue text for each student.
- 3) The teacher explain the content of the dialogue text.
- 4) The teacher explain about aspect used to make narrative paragraph writing.
- 5) The teacher give the opportunity to students to ask question.
- 6) The teacher orders the students to do exercise. They must change the content of dialogue text into narrative paragraph.
- 7) The teacher controls the student's activity.
- 8) The teacher collects students' work, when they finished their work.

5. Concept of Maps

Map is drawing on paper, etc. of the earth's surface.¹⁶ Map is a picture of the earth's surface of a part that is miniaized and get show from up by using scale with complete symbols.¹⁷ Map describes the earth's surface to give some

¹⁶ Ibid., p.254

¹⁷ Titik S.- Enny S. *IPS TERPADU VII SMP*, (CV. Karya Mandiri Utama).. p.57

explanation about the earth, inform symbols and scale. It means that map is used to show place, building, country, etc.

Mapping is a method for examining a subject during an extended period of observation usually thirty to sixty minutes.¹⁸ It means that mapping is simply another strategy for thinking on paper.

a. Benefit of the Map

With map we can get general picture of place, because map have functions to get information, there are:

- 1) To show the location of the place
- 2) To give a picture of wide and shape of the earth's surface.
- 3) To decide the elevation of place.
- 4) To plan the district
- 5) To the research.¹⁹

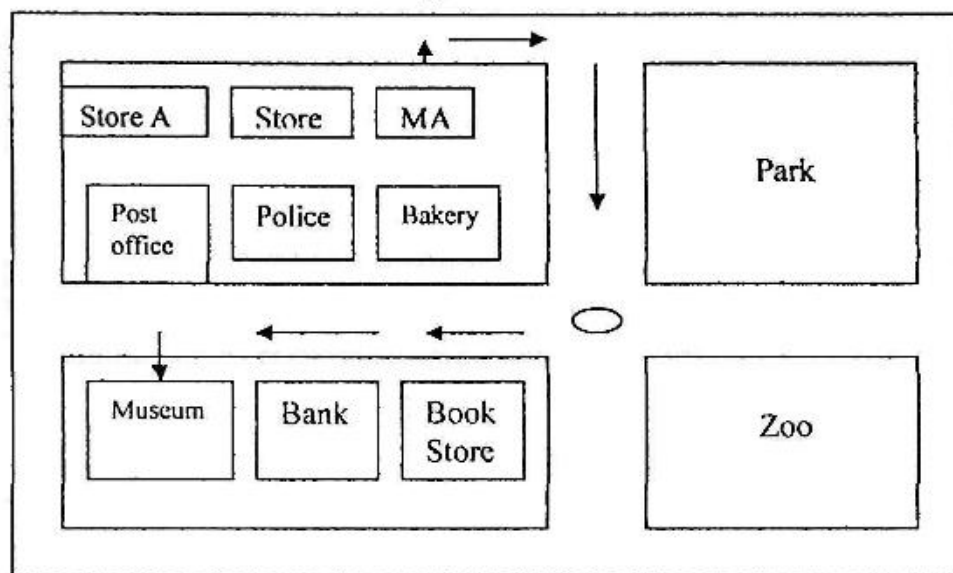
¹⁸ James M. McCrimmon, *Writing With a Purpose*, Houghton Mifflin Company United States of America, 1984, p. 54

¹⁹Titik S.- Enny S. *Op.Cit.*,P.58

b. Example of Map Showing the Location

- 1) Student would be given a map as foundational content

Figure 1.
Going to museum



Source: from the english course for elementary school students book 3

- 2) From the map above the teacher may ask the students to make a narrative paragraph, which tell about their trip.

My friends and I went to museum by taxi yesterday. From school, firstly we walked straight until we found three junction, after that we turned right and went a head until we found the intersection, then we turned right and followed the street until we found the museum in the left side. The museum is place in front of post office and police station. There were so many people visiting museum and they looked very happy.

c. Procedures of Teaching Narrative Paragraph Writing through Maps

The processes of teaching narrative paragraph writing through map are as follows:

- 1) Teacher explain the goals and the objective of instruction
- 2) The teacher give the material and explains what they should do

- 3) Teacher gives a map to the students an topic sentence, each student generates and organizes some happening or actions on some place shown in map
- 4) The teacher give opportunity to the students to ask the question
- 5) The teachers order the students to do the exercise. They should make the narrative paragraph based on their activity above
- 6) The teacher controls the students activities
- 7) Having finishing their work, the teacher collects the students' work.

6. The English Syllabus for the Eleventh Grade of Islamic Senior High School

according the English syllabus for the eleventh grade of islamic senior high school in the second semester, the competence of standard in writing skill, the students can express meaning in short functional texts, and esay the simple narrative, spoof, and hortatory exposition in daily activity. And the base for competence in writing skill, first the students can meaning in the short functional texts for the example are banner, poster, and pamphlet etc. In formal and non formal writing language with accurate, quick and acceptance in daily activity. Second, the students can express meaning and retorika steps in esay writing language with accurate, quick and acceptance in daily activity in texts: narrative, spoof, and hortatory exposition. And in indicator of the syllabus the students must be able to: using the past continuous in spoof written text, using the complex

sentence in make a narrative, and the students must result the texts in narrative form, spoof form, and hortatory exposition form²⁰.

Based on the explain above the writer using the narrative form to developing the students writing ability.

B. Theoretical Framework and Paradigm

1. Theoretical Framework

Edi Kusnadi states that theoretical framework is a tentative statement about indication which becomes object of the problem in the research.²¹

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variables (X) are dialogue text and maps. And than the dependent variable (Y) is Student's narrative paragraph writing ability.

Narrative paragraph writing can be used to teach the dialogue text and map. Through dialogue text the students are helped gathering idea about what they have to write, dialogue text has given clear not only vocabularies but also situation and the order of action. Maps can be used to develop narrative paragraph writing because map can clearly and chronologically show people's action and trip based on the time and place order. Map is able to stimulate students to infer how and when situation or actions are presented.

Developing student narrative paragraph writing through dialogue text and through map can be used. But they do not have same result, by using dialogue text

²⁰ English Syllabus at the eleventh grade senior high school students

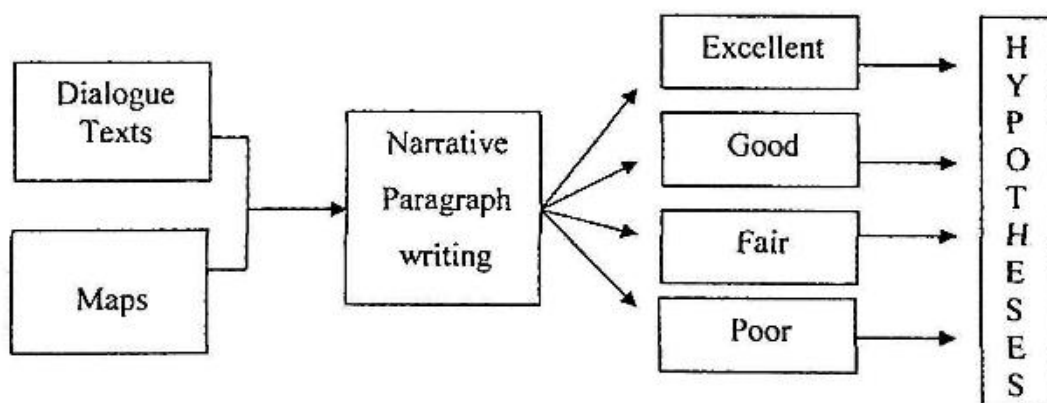
²¹ Edi Kusnadi, *Metodologi Penelitian* (Metro ; Ramayana Pers, 2008), p.57

they have been given clear information. They only need to change and organize the ideas of dialogue text into narrative form. Although developing student's narrative paragraph writing through maps, the students have to know the meaning of symbols in the map and have to imagine in order to understanding the message delivered.

2. Paradigm

Paradigm is the correlation pattern among the variables which will be researched.²² So, paradigm is designed in order to the problem that accurate systematically and easy to understand. Based on the theoretical framework above, the writer describe the paradigm as following:

Figure. 2
Comparative between the use of the Dialogue Text and Map in
Developing Narrative Paragraph Writing Ability



²² *Pedoman Penulisan Skripsi, Karya Ilmiah*, STAIN Jurai Siwo Metro, 2006, p.31

C. Hypotheses Formulation

Edi Kusnadi define hypotheses is a tentative statement about the research problem.²³ Concerning to the theoretical framework and paradigm above, the writer would like to formulate hypotheses as follow :

There is a difference between the use of Dialogue Text and Map in Developing Students' Narrative Paragraph Writing Ability at the Eleventh Grade of MA'ARIF NU 5 Islamic Senior High School Sekampung in the Academic Year of 2009/2010

²³ Edi Kusnadi, *Op.cit*, p.59



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Evelyn H. and Hossein F. defines research design as “ used in the research will be determine, at least in part, by the research question”.¹ Moreover, John W. Cresswell defines “ a Quantitative approach is one in which the investigator primarily uses positivist claims for developing knowledge(i.e. cause and effect thinking, reduction to specific variable and hypothesis and question, use of measurement and observation, and the test of theories.”² So the writer uses descriptive quantitative research.

This research was intended to investigate whether there is any positif and significant difference the use of dialogue texts and map in developing students' narrative paragraph writing ability.

In this Research, the writer used two classes. One class is the Experimental Class 1, that is though Through dialogue Texts. and the other one class is Experimental Class 2 that is though through maps.

¹ Hatch and Farhady, *Research design and Statistics for Applied Linguistics*, (massachusetts:newbury House Publishers, 1982) p.18

² Creswell, John W. *Research Design Qualitative, Quantitative, and Mixed Methods Approches*, Lincoln: University of Nebraska, 2003, p.18

According to Evelyn H. and Hossein F. The Quest Experimental Design as follows:

G1:	T1	X	T2
G2:	T1	X	T2

Note

G1 : Experimental Class 1 (It was taught through dialogue texts)

G2 : Experimental Class 2 (It was taught through maps)

T1 : pre-test, given to know the students' writing ability before they were given special treatment

T2 : post test, given to see the students' improvement in writing after they were given special treatment

X : treatment to apply the material³

B. Population and Sampling Technique

1. Population

Suharsimi Arikunto defines Population as "The whole subject which are complete and clear and will be the object in the research".⁴ So, the population is all of analyze unit on the research that characters will proofed. The population of this research is all of the students at the eleventh grade of MA'ARIF NU 5 Islamic High School Sekampung in Academic Year of 2009/2010 totally 219 person with specification

³ Evelyn H. and H.Farhady, *Op.Cit.*, p.22

⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, 2006, p.117

Table 2
Number of Students at Class XI of Ma'arif NU 5
Islamic Senior High School
Sekampung

No	Classes	Total
1.	Natural Science Class 1	21 Students
2.	Natural Science Class 2	43 Students
3.	Natural Science Class 3	42 Students
4.	Social Science Class 1	37 Students
5.	Social Science Class 2	39 Students
6.	Social Science Class 3	37 Students
	Total	219 Students

2. Sampling Technique

According to Edi Kusnadi “ sample as part of population that will be researched ”.⁵ The sample on this research is two classes, that is XI class of IPS 1 (Social Science Class) and IPS 2 (Social Science Class). That consist of 76 students. In this research the writer uses cluster random sampling.

C. The Operational Definition of Variable

The operational definition of variable as following:

1. Independent Variable

Independent variable in this research is dialogue texts and maps. By using dialogue texts can helps the students in gathering ideas about what they have to

⁵ Edi Kusnadi, *Metodologi Penelitian Aplikasi Praktis*, Ramayana Press, Metro, 2005, P.84

write. And by using maps, students can get and express their ideas by looking at the maps.

2. Dependent Variable

Dependent variable of this research is narrative paragraph writing ability that can define as the ability of students to get information, should be able to write in paragraph, should be able to communicate in English written forms and get the idea of what they are going to write.

D. Data Collection Method

1. Test

The writer uses test as data collection method to measure both of the variable. The writer measure dialogue texts and maps of student by giving the test is making a narrative paragraph writing form.

Test is the most appropriate instrument for collecting the data in this research because the data in form of achievement, that is a result of learning. Therefore to collect the required the data, pre-test and post-test will carry out.

a. pre-test

this test will give in order to know how far the students' ability of narrative paragraph writing before treatment to determine the readiness for instructional program, and to diagnose individual specific strengths and weaknesses in ability of narrative paragraph writing.

b. Post-test

after conducting the teaching in one meeting, the writer administer a post-test to both class. It's done in order to know the students' narrative paragraph writing achievement after having treatment.

2. Documentation

The writer uses the documentation method to get detail information about data of how many teacher and student are there, history of the school, building, and rooms.

E. Resarch Instrument

The research instrument involves:

1. Instrument Blueprint

Research instrument which used in this research:

- a. The instrument which used for documentations method were books, magazine, note, data from internet and others
- b. The instrument which used for the test made a narrative paragraph writing form (Dialogue Texts and Maps)

In this research, this instrument design and compile with the indicators which have been specified.

Moreover, the writer compile the instrument in order to show the comparative study between the use of dialogue texts and maps in developing narrative paragraph writing ability at the eleventh grade of MA'ARIF NU 5 Islamic Senior High School Sekampung.

Table 3
Instrument Blueprint

No.	Variable	Media	Indicators	Test
1	Independent Variable (X) dialogue texts and maps	Dialogue Texts	By using dialogue texts can helps the students in gathering ideas about what they have to write.	The student change the dialogue texts to narrative paragraph.
		Maps	by using maps, students can get and express their ideas by looking at the maps.	The student change the maps to narrative paragraph.
No.	Variable	Type of Writing	Indicators	-
	Dependent Variable (Y) Narrative Paragraph Writing Ability	Narrative paragraph	To get information, should be able to write in paragraph, should be able to communication in English written forms and get the idea of what they are going to write.	

2. Instrument Callibration

Instrument callibration is scale of measurement which will be used to decide the instrument standard which will be used. Furthermore, instrument callibration was screening or examination of items of instrument that made

by the researcher.⁶ Therefore, it can be inferred that the instrument calibration is scale of measurement which will be used to screening or examination of items instrument that made by researcher.

Therefore, the writer used customary standard to decide scale of the instruments, such as test instrument. The test instrument of writing, the writer use writing test (making the narrative paragraph) through dialogue texts and maps. Therefore, the components used in measurements of writing ability include content, organization, vocabulary, grammar, mechanical considerations. Thus, the biggest score of the result of writing is 100 scores and the lowest score is 40 scores.

Furthermore, to get the research data that trusted; all the instruments must have high quality. It is able to measure what will be measured. In this research used validity based on the content validity and construct validity. According Edi Kusnadi, content validity test is conducted to know how far the instruments express the content that desired and in the research expected the instruments that made have deputized all the aspects considered to be concept framework aspect.⁷ the writer used the content validity based on the curriculum, syllabus and materials in the eleventh grade of Ma'arif NU 5 Islamic Senior High School of Sekampung Academic Years of 2009/2010.

⁶ Pedoman Penulisan Karya Ilmiah, STAIN Jurai Siwo Metro, 2006, p. 33

⁷ Edi Kusnadi, *Op. Cit.*, P.123

Moreover, Suharsimi Arikunto stated that construct validity (logical validity) is "sensible reasoning".⁸ It means that the logical validity was used for the instruments evaluation that shows the instrument condition which has fulfilled the valid requisite based on the logical result. It can be inferred that the validity did not need to be tried out the condition but it is able to get the result directly.

Beside, to know the validity analysis, it is also do of measure the instruments reliability. According to Edi Kusnadi, Reliability is the index which shows how far the instrument can trusted or can pledge.⁹ Furthermore, Scarivia B. Anderson, *et. al*, state that:

Requisites of test are validity and reliability. In this case, the validity is more important than the reliability because it is contributing to be formed of the validity. On the contrary, a test has the validity, it has usual the reliability.¹⁰

Based on the quotation above, it can inferred that in this research the writer used content validity and construct validity (logical validity). In other words, the instruments evaluation that shows the instrument condition which has fulfilled the valid requisite based on logical result. Therefore, the reliability has shows it was able to measure the instruments consistently and stable indication for the specified period of time.

⁸ Suharsimi arikunto, *Dasar-dasar Evaluasi Pendidikan*, Bumi Aksara, Jakarta, 2003.
p.65

⁹ Edi Kusnadi, *Op.Cit*, P. 128

¹⁰ Suharsimi Arikunto, *Op. Cit*, P. 87

F. Data Analysis Technique

To investigate whether there is a difference between the Use of Dialogue Texts and Maps toward the students' writing development in MA MA'ARIF NU 5 Sekampung in Academic year of 2009/2010, the researcher analyze the data by using "t-test".

The formulation of the t-test is:

$$\delta^2 = \frac{\left[\sum X_1^2 - \frac{(\sum X_1)^2}{N_1} \right] + \left[\sum X_2^2 - \frac{(\sum X_2)^2}{N_2} \right]}{N_1 + N_2 - 2}$$

Note :

- δ^2 : Variant population
- N_1 : Respondent of the first group
- N_2 : Respondent of the second group
- $\sum X_1$: Total score all of the first group
- $\sum X_2$: Total score all of the second group

The score system in this research is based on the profile of writing ability from Soenardi Djiwandono:

Aspect of Writing Ability	Score	Level	Procedure
Content	16-20	Excellent	Knowledge-substantive-etc, Some knowledge of subject-educated range, etc. Limited knowledge of subject-little substance Doesn't show knowledge of subject-non substantive etc,
	11-15	Good	
	6-10	Fair	
	0-5	Poor	
Organization	16-20	Excellent	Fluent expression-ideas clearly stated-etc, Some what choppy-loosely organized but main ideas stand out
	11-15	Good	

	6-10	Fair	Non-fluent-ideas confused or disconnected-etc,
	0-5	Poor	Doesn't communicate-no organization
Vocabulary	16-20	Excellent	Sophisticated range-effective word/idiom choice and usage-etc.
	11-15	Good	Adequate range-occasional error of word/idiom form, choice, usage but meaning not obscure
	6-10	Fair	Limited range-frequent error of word/idiom, form, choice, usage,etc.
	0-5	Poor	Essential translation-little knowledge of English vocabulary
Grammar	16-20	Excellent	Effective complex construction,
	11-15	Good	Affective but simple construction-etc,
	6-10	Fair	Major problems in simple/complex construction-etc.
	0-5	Poor	Virtually no master of sentence construction rules, etc.
Mechanic	16-20	Excellent	Demonstrates mastery of conventions-etc
	11-15	Good	Occasionally errors of spelling punctuation
	6-10	Fair	Frequent errors spelling punctuation-etc.
	0-5	Poor	No mastery of convention dominated by errors of spelling, punctuation, capitalization, paragraphing-etc. ¹¹

¹¹ M. Soenardi Djiwandono, Tes Bahasa dalam Pengajaran, ITB Bandung, Malang, 1996, p.130-131



CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. Short History about the Estabilsh of Ma'arif NU 5 Islamic Senior High School Sekampung

Ma'arif NU 5 Islamic Senior High School Sekampung East Lampung Made since July 25, 1983. It was established by the Institute of Education Ma'arif Sekampung East Lampung, the principal of Islamic Senior High School Drs Zaidun SW. Ma'arif NU 5 Islamic Senior High School is located on the campus street of Ma'arif NU 5 Sumbergede No. 56A Sekampug East Lampung.

Because need was established the Islamic Senior High School society and education personages there are : Mr. Drs H. A Jidun SW, Mr. H. Dimiyati, Mr. H. A. Mujab, Mr. A. Masruri, Mr. Drs. M. Rodjan, Mr. Drs. H. M. Yunus, Mr. Ngadiman Ad.Bsc and act. Agree to establish this Islamic Senior High School Sekampung East Lampung.

Islamic Senior High School was established in Sekampung because of the need of society, this Islamic Senior High School got supporting from 13 Junior High Schools, to support.

This School had been led by the principle below:

1983 – 1984	: Drs. Zaidun
1984 – 1990	: Drs. Mulyono Herlambang
1990 – 1992	: Drs. H. A. Mujaab KH
1992 – 1998	: Drs. Muhammad Rodjan
1998 – 2006	: Drs. Mahmud Yunus
2006 – 2010	: Drs. Rudi Ahmad Fauzi
2010 – Now	: Fitriyanto, S.Ag

b. The Building of Ma'arif NU 5 Islamic Senior High School Sekampung

Built in the land of 23.500 M². Ma'arif Islamic Senior High School Sekampung has following buildings good enough to help the process Teaching-Learning, these are 17 classroom, library, teacher room, principle room, administration room, computer room, cooperative room, laboratory room, mosque, counseling room, school health room, canteen, parking area and fence.

c. The Condition of the Teacher in Ma'arif NU 5 Islamic Senior High School Sekampung

The number of teachers in Islamic Senior High School Sekampung in the academic year of 2009/2010 are 47 that can be identified as follows:

Table 4
The number of teacher at Islamic Senior High School
Sekampung Academic year of 2009/2010

No.	Name	Sex	Occupation
1	Drs. KH.Ahmad Mujab,M.Pd.I	Male	
2.	Drs. H. Mahmud Yunus	Male	
3.	Fitriyanto, S. Ag	Male	The Principle
4.	Ky. Abdul Mujib	Male	Read & Write Qur'an
5.	Drs. Wasito	Male	Aswaja Teacher
6.	Drs. Sukiman	Male	Indo Language teacher
7.	Drs. Imam Kapandi	Male	Geography teacher
8.	Dra. Maslin	Female	Economics teacher
9	Subandi S.Pd	Male	PKn teacher
10.	Dra. Muryati	Female	English Teacher
11.	Dra. Suryani	Female	Biology teacher
12.	Marsudi, S.Pd	Male	Economics teacher
13.	Bambang Widodo, S.Pd	Male	Economics teacher
14.	Zubaidi Yasir, S.Ag	Male	Arabic Teacher
15.	Hj. Siti Rokhayah, S.Ag	Female	Sociology teacher
16.	Khamidin, S.Pd	Male	Biology Teacher
17.	Nur Sahid, S.Ag	Male	Sport Teacher
18.	Huda Rokhani, S.Pd	Male	Art teacher
19	Wiwik Khoiriyah, S.Pd	Female	Islamic History Teacher
20.	Ida Febtiana, S.Pd	Female	Physics Teacher
21	Siti Rofiatin, S.Pd.I	Female	Arabic Teacher
22.	Yuli Setyono, S.Pd	Male	Mathematics Teacher
23.	Makhali Siddiq, S.Pd.I	Male	History Teacher
24.	Endang Agrawati, S.Pd	Female	Chemist teacher
25.	Sri Suwarni, S.Ag	Female	Islamic History Teacher
26.	Nur Diah, S.Ag	Female	Akhlak Teacher
27.	Syaiful Anam, S.Pd.I	Female	Fiqh Teacher
28.	Zainul Fuad, S.Ag	Male	Kalam&Tafsir Teacher
29.	M. Subhan Roza, M.Ag	Male	English Teacher
30.	Marwanto	Male	Computer Teacher
31.	Hudayani, S.Pd	Male	Aqidah Teacher
32.	Eka Deviana, S.Pd	Female	Economics Teacher
33.	Eko Riyanto, S.Kom	Male	Computer Teacher
34.	Siti Nur hayati, M.Pd	Female	Mathematics Teacher
35.	Drs. Yuari	Male	Counselor
36.	Suranto, A.Md	Male	English Teacher
37.	Mustatun, S.Pd	Female	Geography Teacher
38.	Zainul Muhtadi'in, S.Pd.I	Male	Indo.Language Teacher
39.	Rudi Gunawan	Male	Physics Teacher
40.	Ali Idris, S.Pd M.Pd	Male	Chemist Teacher
41.	Tri Isnaini WG, S.Pd	Female	Pkn Teacher
42.	Endah Riyanti, S.Pd	Female	Indo Language teacher
43.	Sulistiyowati, S.Si	Female	Chemist Teacher
44.	Dra. Ribut Pristiwati	Female	Biology Teacher
45.	Nur Aeni Hidayati, S.Pd	Female	Biology Teacher
46.	Agus slarnet Susanto, S.Pd	Male	Mathematics Teacher
47.	Apri Eka Widyasari	Female	Japan teacher

Source: Obsevation result at Ma'arif NU 5 Islamic senior High School Sekampung on Mei 23rd, 2010

d. The Quantity of Ma'arif NU 5 Islamic Senior High School

Sekampung

The quantity of Islamic Senior high School Sekampung in the academic year of 2009/2010 is 603 that can be identified as follows:

Table 5
The Quantity of Ten Class of Ma'arif NU 5
Islamic Senior High School
Sekampung

No.	Name of the Class	Sex		Total
		Male	Female	
1.	Class X	29	147	239

Table 6
The Quantity of Eleventh Class of Ma'arif NU 5
Islamic Senior High School
Sekampung

No.	Name of the Class	Sex		Total
		Male	Female	
1.	Natural Science Class	39	67	106
2.	Social Science Class	44	69	113

Table 7
The Quantity of Twelfth Class of Ma'arif NU 5
Islamic Senior High School
Sekampung

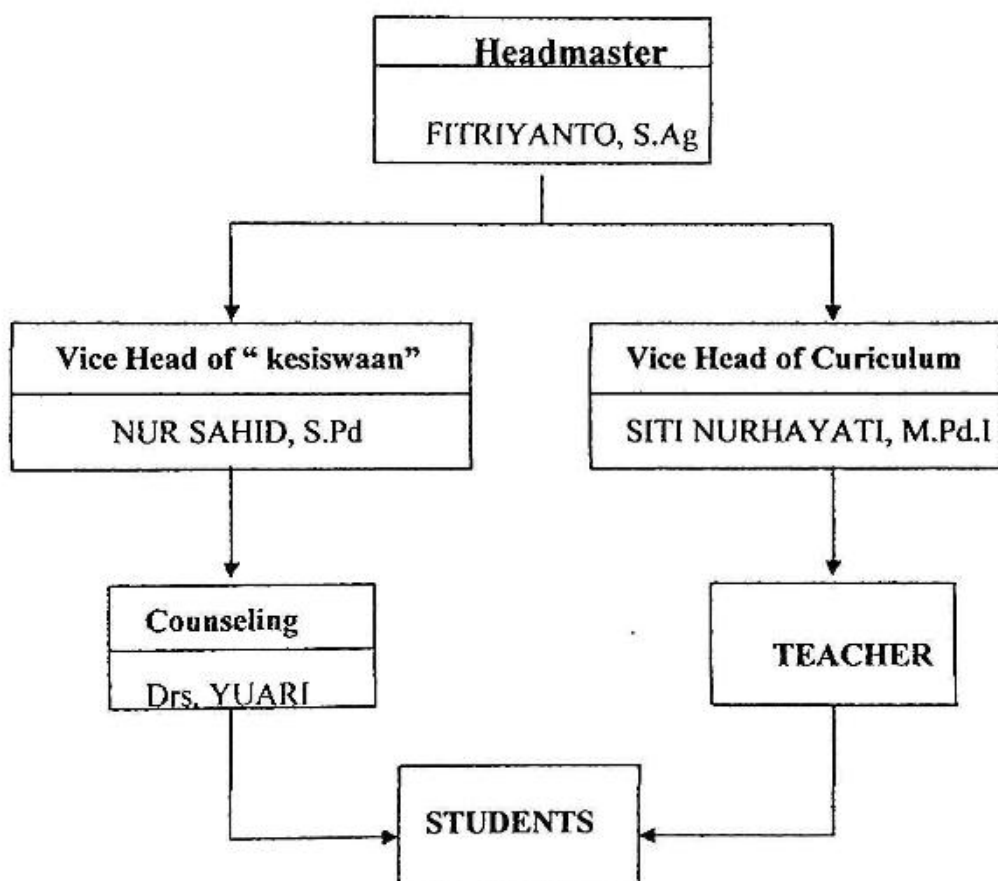
No.	Name of the Class	Sex		Total
		Male	Female	
1.	Natural Science Class	21	35	56
2.	Social Science Class	32	57	89

Source: Observation Result in Islamic Senior high School Sekampung on Mei 25th, 2010.

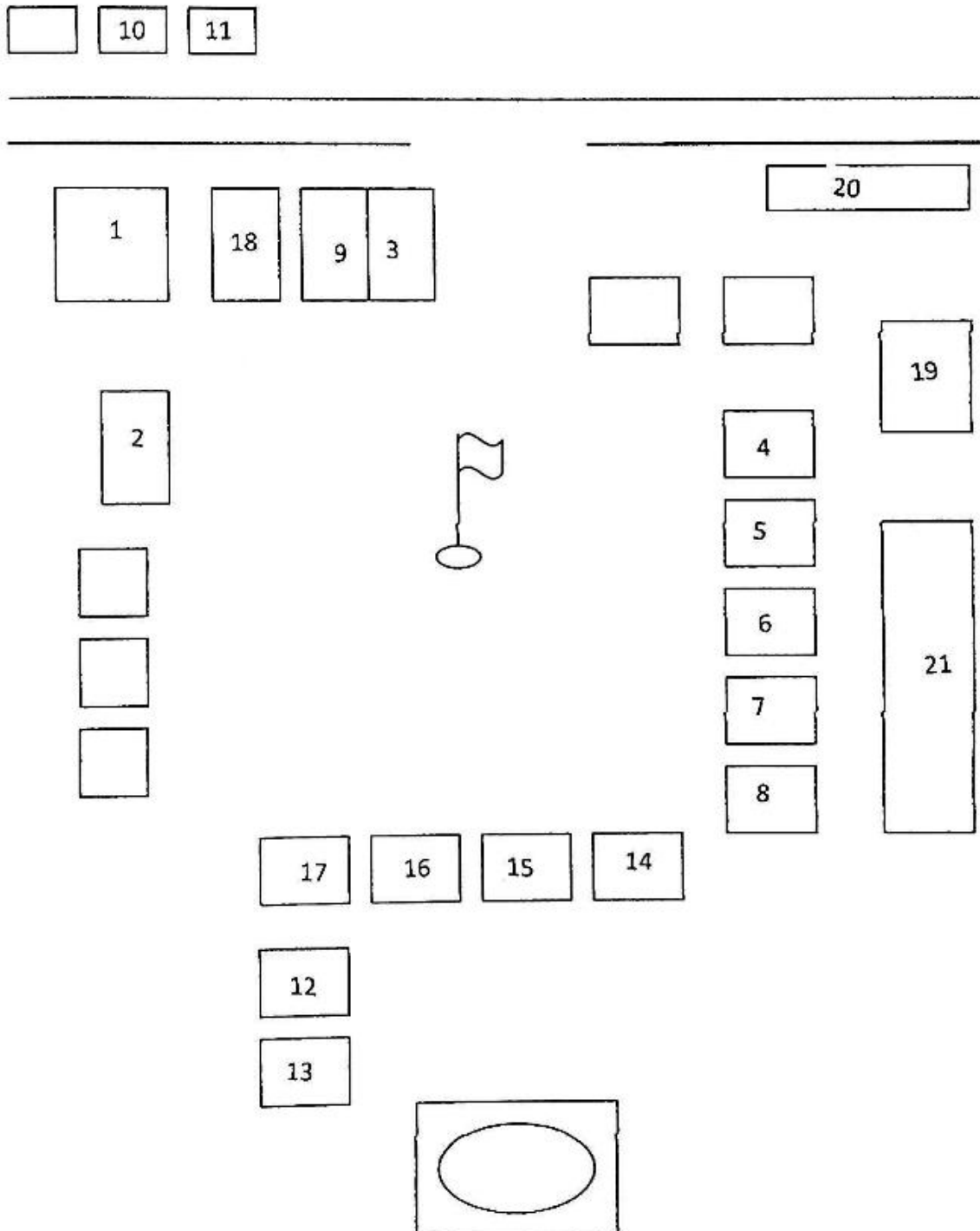
e. Organization Structure of Ma'arif NU 5 Islamic Senior High School Sekampung in academic Year of 2009/2010

Figure 3

Organization Structure of Ma'arif NU 5 Islamic Senior High School
Sekampung academic year of 2009/2010



**f. Location Sketch of Ma'arif NU 5 Islamic Senior High School
Sekampung in Academic Year of 2009/2010**



Note :

1. Mosque
2. Library
3. Classroom X A
4. Classroom X B
5. Classroom X C
6. Classroom X D
7. Classroom X E
8. Classroom X F
9. Classroom XI IPA 1
10. Classroom XI IPA 2
11. Classroom XI IPS 1
12. Classroom XI IPS 2
13. Classroom XI IPS 3
14. Classroom XII IPA 1
15. Classroom XII IPA 2
16. Classroom XII IPS 1
17. Classroom XII IPS 2
18. Official
19. Bathroom for Students
20. Canteens
21. Parking Area

2. Research Data

a. Dialogue Texts

Dialogue Text is as the independent variable of this research. To measure the students' Ability in Narrative paragraph writing, the writer tested the students by giving Paragraph Writing test through Dialogue Texts. The results of Dialogue Texts tests can be identified as follows:

Table 8
The Results of Dialogue Texts in Developing Students' Narrative Paragraph Writing Ability Test at the Eleventh Grade of Ma'arif NU 5 Islamic Senior High School Sekampung In the Academic Years of 2009/2010

The Score Pre-test of Social Science Class 1 (XI IPS 1)

No	Name	Score
1.	A	65
2.	B	60
3.	C	65
4.	D	60
5.	E	60
6.	F	60
7.	G	65
8.	H	60
9.	I	50
10.	J	60
11.	K	65
12.	L	65
13.	M	50
14.	N	50
15.	O	50
16.	P	70
17.	Q	50
18.	R	65
19.	S	60
20.	T	60
21.	U	60
22.	V	60
23.	W	65

24.	X	65
25.	Y	70
26.	Z	65
27.	AA	60
28.	AB	70
29.	AC	45
30.	AD	65
31.	AE	65
32.	AF	55
33.	AG	50
34.	AH	60
35.	AI	60
36.	AJ	65
37.	AK	65
Total Score		2235
Max. Score		70
Min. Score		45
Average Score		60,405

Based on the above table, the writer then measured the Class Interval using the formula as the following:

$$IR = \frac{t - r}{N}$$

Note :

IR = Class Interval
t = The highest Score (70)
r = The lowest Score (45)
N = The Total of categories (4)

$$IR = \frac{t - r}{N}$$

$$= \frac{70 - 45}{4}$$

$$= \frac{25}{4}$$

$$= 6,25$$

Table 9
Frequency Distribution Pre-test as the Result Dialogue Texts in Developing
Students' Narrative Paragraph Writing Ability Test at the Eleventh Grade
of Ma'arif NU 5 Islamic Senior High School Sekampung
In the Academic Years of 2009/2010

<i>No</i>	<i>Score Grade</i>	<i>Frequency</i>	<i>Category</i>	<i>Percentage</i>
1.	80-100	-	Excellent	0%
2.	66-79	3	Good	8,108%
3.	56-65	26	Fair	70,271%
4	40-55	8	Poor	21,621%
Total		37		100%

Table 10
The Results of Dialogue Texts in Developing Students' Narrative Paragraph
Writing Ability Test at the Eleventh Grade of Ma'arif NU 5
Islamic Senior High School Sekampung
In the Academic Years of 2009/2010

The Score Post-test of Social Science Class I (XI IPS 1)

No	Name	Score
1.	A	70
2.	B	70
3.	C	75
4.	D	60
5.	E	70
6.	F	75
7.	G	75
8.	H	70
9.	I	65
10.	J	65
11.	K	75
12.	L	60
13.	M	70
14.	N	80

15.	O	75
16.	P	80
17.	Q	70
18.	R	80
19.	S	75
20.	T	80
21.	U	60
22.	V	55
23.	W	80
24.	X	65
25.	Y	85
26.	Z	80
27.	AA	80
28.	AB	75
29.	AC	70
30.	AD	80
31.	AE	85
32.	AF	70
33.	AG	80
34.	AH	75
35.	AI	80
36.	AJ	75
37.	AK	80
Total Score		2715
Max. Score		85
Min. Score		55
Average Score		73,378

Based on the above table, the writer then measured the Class Interval using the formula as the following:

$$IR = \frac{t - r}{N}$$

Note :

IR = Class Interval
t = The highest Score (85)
r = The lowest Score (55)
N = The Total of categories (4)

$$\begin{aligned}
 IR &= \frac{t-r}{N} \\
 &= \frac{85-55}{4} \\
 &= \frac{30}{4} \\
 &= 7,5
 \end{aligned}$$

Table 11
Frequency Distribution Post-test as the Result Dialogue Texts in Developing
Students' Narrative Paragraph Writing Ability Test at the Eleventh Grade
of Ma'arif NU 5 Islamic Senior High School Sekampung
In the Academic Years of 2009/2010

<i>No</i>	<i>Score Grade</i>	<i>Frequency</i>	<i>Category</i>	<i>Percentage</i>
1.	80-100	13	Excellent	35,136%
2.	66-79	17	Good	45,946%
3.	56-65	6	Fair	16,216%
4	40-55	1	Poor	2,702%
Total		37		100%

b. Maps

Maps is as the independent variable of this research. To measure the students' Ability in Narrative paragraph writing in Class 2 (XI IPS 2), the writer tested the students by giving Paragraph Writing test through Maps. The results of Maps tests can be identified as follows:

Table 12
The Results of Maps in Developing Students' Narrative Paragraph
Writing Ability Test at the Eleventh Grade of Ma'arif NU 5
Islamic Senior High School Sekampung
In the Academic Years of 2009/2010

The Score Pre-test of Social Science Class 2 (XI IPS 2)

No	Name	Score
1.	A	60
2.	B	65
3.	C	70
4.	D	75
5.	E	70
6.	F	50
7.	G	50
8.	H	85
9.	I	60
10.	J	65
11.	K	55
12.	L	55
13.	M	55
14.	N	55
15.	O	70
16.	P	50
17.	Q	55
18.	R	60
19.	S	65
20.	T	45
21.	U	50
22.	V	65
23.	W	65
24.	X	55
25.	Y	55
26.	Z	50
27.	AA	70
28.	AB	65
29.	AC	55
30.	AD	65
31.	AE	60
32.	AF	50
33.	AG	65
34.	AH	60
35.	AI	55
36.	AJ	55
37.	AK	60

38	AL	60
39	AM	65
Total Score		2340
Max. Score		85
Min. Score		45
Average Score		60

Based on the above table, the writer then measured the Class Interval using the formula as the following:

$$IR = \frac{t-r}{N}$$

Note :

IR = Class Interval
t = The highest Score (85)
r = The lowest Score (45)
N = The Total of categories (4)

$$IR = \frac{t-r}{N}$$

$$= \frac{85 - 45}{4}$$

$$= \frac{40}{4}$$

$$= 10$$

Table 13
Frequency Distribution Pre-test as the Result Maps in Developing
Students' Narrative Paragraph Writing Ability Test at the Eleventh Grade
of Ma'arif NU 5 Islamic Senior High School Sekampung
In the Academic Years of 2009/2010

<i>No</i>	<i>Score Grade</i>	<i>Frequency</i>	<i>Category</i>	<i>Percentage</i>
1.	80-100	1	Excellent	2,564%
2.	66-79	5	Good	12,820%
3.	56-65	16	Fair	41,026%
4	40-55	17	Poor	43,590%
Total		39		100%

Table 14
The Results of Maps in Developing Students' Narrative Paragraph
Writing Ability Test at the Eleventh Grade of Ma'arif NU 5
Islamic Senior High School Sekampung
In the Academic Years of 2009/2011

The Score Post-test of Social Science Class 2 (XI IPS 2)

No	Name	Score
1.	A	55
2.	B	70
3.	C	65
4.	D	60
5.	E	65
6.	F	60
7.	G	50
8.	H	70
9.	I	75
10.	J	55
11.	K	60
12.	L	50
13.	M	60
14.	N	60
15.	O	70
16.	P	60
17	Q	50
18.	R	55

19.	S	50
20.	T	50
21.	U	50
22.	V	65
23.	W	65
24.	X	60
25.	Y	70
26.	Z	55
27.	AA	60
28.	AB	70
29.	AC	70
30.	AD	70
31.	AE	60
32.	AF	55
33.	AG	65
34.	AH	65
35.	AI	70
36.	AJ	60
37.	AK	60
38.	AL	55
39.	AM	70
Total Score		2385
Max. Score		75
Min. Score		50
Average Score		61,153

Based on the above table, the writer then measured the Class Interval using the formula as the following:

$$IR = \frac{t-r}{N}$$

Note :

IR = Class Interval
t = The highest Score (75)
r = The lowest Score (50)
N = The Total of categories (4)

$$\begin{aligned}
 IR &= \frac{t-r}{N} \\
 &= \frac{75-50}{4} \\
 &= \frac{25}{4} \\
 &= 6,25
 \end{aligned}$$

Table 15
Frequency Distribution Post-test as the Results of Maps in Developing
Students' Narrative Paragraph Writing Ability Test at the Eleventh Grade
of Ma'arif NU 5 Islamic Senior High School Sekampung
In the Academic Years of 2009/2010

<i>No</i>	<i>Score Grade</i>	<i>Frequency</i>	<i>Category</i>	<i>Percentage</i>
1.	80-100	-	Excellent	0%
2.	66-79	10	Good	25,641%
3.	56-65	17	Fair	43,590%
4	40-55	12	Poor	30,769%
	Total	39	-	100%

B. Hypotheses Testing

After applying the documentation and test methods, the writer analyzed the data by using analysis of t-test in order to prove whether there is a significant different between the use of dialogue texts and maps in developing students' narrative writing ability at the eleventh grade of MA'ARIF NU 5 Islamic senior High School Sekampung In Academic Year of 2009/2010, as follows:

1. Preparing the table

in order to prove whether there is a Significant different between the use of Dialogue Texts and Maps in Developing Students' Narrative Writing Ability at the Eleventh Grade of MA'ARIF NU 5 Islamic Senior High School Sekampung In Academic Year of 2009/2010

Table 16
The table as the Authentication of Comparative Study between
the use of Dialogue Texts and Map in Developing
Narrative Paragraph Writing Ability

No	NARRATIVE PARAGRAPH WRITING ABILITY							
	DIALOGUE TEXTS(X1)				MAPS(X2)			
	Score (X1)	f	f.X1	f.X1 ²	Score (X2)	f	f.X2	f.X2 ²
1	85	2	170	28.900	75	1	75	5.625
2	80	11	880	774.400	70	9	630	396.900
3	75	9	675	455.625	65	6	390	152.100
4	70	8	560	313.600	60	11	660	435.600
5	65	3	195	38.025	55	6	330	108.900
6	60	3	180	32.400	50	6	300	90.000
7	55	1	55	3.025				
		N=37	$\sum f.X1 = 2715$	$\sum f.X1^2 = 1.645.975$		N=39	$\sum f.X2 = 2385$	$\sum f.X2^2 = 1.189.125$

2. Putting the data above into the formula of t-test in order to get

t_{observed} or δ_2

	X1	X2
N	37	39
$\sum X$	2.715	2.385
$\sum X^2$	1.645.975	1.189.125
$\bar{X} (\sum X / N)$	$2.715/37 = 73,378$	$2.385/39 = 61,153$

$$\begin{aligned}
 s^2 &= \frac{\left[\sum X_1^2 - \frac{(\sum X_1)^2}{N_1} \right] + \left[\sum X_2^2 - \frac{(\sum X_2)^2}{N_2} \right]}{N_1 + N_2 - 2} \\
 &= \frac{\left[1645975 - \frac{(2715)^2}{37} \right] + \left[1189125 - \frac{(2385)^2}{39} \right]}{76 - 2} \\
 &= \frac{\left[1645975 - \frac{7371,225}{37} \right] + \left[1189125 - \frac{5688,225}{39} \right]}{76 - 2} \\
 &= \frac{[1645975 - 199222,297] + [1189125 - 145851,923]}{74} \\
 &= \frac{2490025,78}{33648,997}
 \end{aligned}$$

$$S^2 = 33648,997$$

To know the result the researcher count used $r_{observed}$ below:

$$\begin{aligned}
 t &= \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{S^2}{N_1} + \frac{S^2}{N_2}}} \\
 &= \frac{73,378 - 61,153}{\sqrt{\frac{33648,997}{37} + \frac{33648,997}{39}}} \\
 &= \frac{12,225}{\sqrt{909,432 + 862,794}}
 \end{aligned}$$

$$= \frac{12,225}{\sqrt{1772,226}}$$

$$= \frac{12,225}{42,097}$$

$$= 0,2904$$

C. Interpretation

1. Interpretation of Dialogue Texts in Developing Students' Narrative Paragraph Writing Ability

Based on the table frequency distribution, it can be inferred that 37 students as the research population can be divided as follows:

- a. For the score of 80 – 100 there are 13 students categorized into the excellent category (35,136%)
- b. For the score of 66 – 79 , there are 17 students categorized into the good category (45,946%)
- c. For the score of 56 – 65 , there are 6 students categorized into the fair category (16,216%)
- d. For the score of 40 - 55 , there are 1 students categorized into the poor category (2,702%)

Therefore, it can be inferred that the Narrative Paragraph Writing ability use of Dialogue Texts at the Eleventh grade of MA'ARIF NU 5 Islamic Senior High School Sekampung in the academic year of 2009/2010 is categorized into good category.

2. Interpretation of Maps in Developing Students' Narrative Paragraph Writing Ability

Based on the table frequency distribution, it can be inferred that 39 students as the research population can be divided as follows:

- For the score of 80 – 100 there are - students categorized into the excellent category (0%)
- For the score of 66 – 79 , there are 10 students categorized into the good category (25,641%)
- For the score of 56 – 65 , there are 17 students categorized into the fair category (43,590%)
- For the score of 40 - 55 , there are 12 students categorized into the poor category (30,769%)

Therefore, it can be inferred that the Narrative Paragraph Writing ability use of Maps at the Eleventh grade of MA'ARIF NU 5 Islamic Senior High School Sekampung in the academic year of 2009/2010 is categorized into fair category.

3. Interpretation of " $r_{observed}$ "

Table 17
The table of Interpretation to the Grade of $r_{observed}$

The Grade of $r_{observed}$	Interpretation
0.800 – 1.00	There is high
0.600 – 0.800	There is average
0.400 – 0.600	There is low
0.200 – 0.400	There is lower
0.000 – 0.200	There is lowest

Source: Suharsimi Arikunto, *Procedur Penelitian Suatu Pendekatan Praktek*, Rineka Cipta, Jakarta, 2002, p.245

The critical value of $r_{observed}$ is 0,2904, if we interpreted it based on the table above, it can be inferred that there is lower result comparative study between the use of Dialogue Texts and Maps in developing Narrative Paragraph Writing Ability at the Eleventh Grade of MA'ARIF NU 5 Islamic Senior High School Sekampung in the academic Year of 2009/2010.

4. Statistical Significance

The writer has formulated the Alternative Hypothesis (H_i) and Null Hypothesis (H_o), as follows:

a. Alternative Hypothesis (H_i)

There is a significant difference between the use of Dialogue Texts and Maps in Developing Narrative Paragraph Writing Ability at the Eleventh Grade of MA'ARIF NU 5 Islamic Senior High School Sekampung in the Academic Year of 2009/2010

b. Null Hypothesis (H_o)

There is not a significant difference between the use of Dialogue Texts and Maps in Developing Narrative Paragraph Writing Ability at the Eleventh Grade of MA'ARIF NU 5 Islamic Senior High School Sekampung in the Academic Year of 2009/2010

After H_i and H_o above were formulated, the writer consulted $r_{observed}$ to the table, as follows:

- 1) If $r_{observed}$ is higher than r_{table} , Alternative Hypothesis is accepted and Null Hypothesis is rejected

- 2) If r_{observed} is smaller than r_{table} , Alternative Hypothesis is rejected and Null Hypothesis is accepted

To know the critical value of t-test (r_{table}), the writer firstly counted df . df is degree of freedom. The formulation of $df = N_1 + N_2 - 2$. N is the number of research population.

$$Df = N_1 + N_2 - 2$$

$$= 37 + 39 - 2$$

$$= 76 - 2$$

$$= 74$$

If $df = 74$ in r_{table} didn't find, we found df 60 and 120, the researcher must be compared as follows:

Table Significant	5%	1%	0.1%
Df 60	2.000	2.660	3.460
Df 120	1.980	2.617	3.373

The df 74 is higher than 60 and smaller than 120, so we can be interpolated as followed:

Table Significant	5%	1%	0.1%
$\frac{df\ 60 + df\ 120}{2}$	$\frac{2.000 + 1.980}{2}$	$\frac{2.660 + 2.617}{2}$	$\frac{3.460 + 3.373}{2}$
	1.999	2.638	3.14

After considering the r_{table} by using 5%, 1% and 0,1% all of the significance is bigger than r_{observed} . From all of data above, it can be known that; $r_{\text{observed}} = 0.2904$ and $r_{\text{table}} = 1.999$ Or 2.638

Finally, the data confired that $r_{observed}$ is smaller than r_{table} . Therefore, it can be inferred that H_1 is rejected and H_0 is accepted. It means that There is not a significant difference between the use of Dialogue Texts and Maps in Developing Narrative Paragraph Writing Ability at the Eleventh Grade of MA'ARIF NU 5 Islamic Senior High School Sekampung in the Academic Year of 2009/2010.

D. Discussion

In the teaching learning of writing needs the right medium to be used in order to make it succesful. Therefore, the teacher must be able to choose should be creative to encourage the students to learn writing by using the right media.

Dialogue texts is a medium that can be used to teach narrative paragraph writing. Dialoge is aconversation carried between two or more persons, by using dialogue texts. it will be easier or students have been given situation, the oder and vocabularies they need.

Maps is also a medium that can be used to develop students' narrative paragrah in wriiting ability because maps can clearly and chronologically show peoples action and trips based on the time and place order.

From the result both dialogue texts and maps can be used in teaching writing, however the sudents who were taught throught dialogue texts got higher score than those who taught maps.it is proved by the average score in a both.

The students who were taught throught dialogue texts were only needed to change and organize the idea of dialogue texts into narrative paragraph. They helped in gathering their ideas that they have to write and they hae been given clear information not only vocabularies needed but also situation from the

dialogue texts. But the students had pay attantion to some aspect, such as the exchange the tenses, using punctuation in narrating dialogue texts, and also the students had to know the meaning of the text frist to understand the massage of the texts.

Maps was able to stimulate students infer how and when situation were presented. But map did not give vocabularies students needed and also students have to know the meaning from the symbols in the maps to understand the massage.

E. Limitation

After conducting the research and gaining the data from documentation and test methods, the writer found some problems faced by the students as follows:

1. Some problems in using dialogue texts in the research:

- a. There are some students were lazy to think, they only made the sentences based on the text, they cannot develop the sentence into paragraph .
- b. The inferior students were afraid of expressing something in writing. He/she only made a paragraph consists of 3 or 4 sentence not more, becouse they think they may not able to make the sentences whitout the text.
- c. Some students carelessly used the punctutation and capitalization when they wrote the paragraph.

Based on the statement above, the writer concluded that some students of the Eleventh Grade of MA'ARIF NU 5 Islamic Senior High School Sekampung were unable to develop their narrative paragraph writing by using the dialogue texts.

2. Some problems in using maps in the research:

In applying the maps in teaching writing, there are also some problems as follows:

- a. Some students lost the main idea of paragraph because they stress the happenings on unsuitable places shown in the maps.
- b. Some students were wrong in mastery tenses.
- c. There are also some students lacks in mastery of vocabulary. So their ideas that they will express in writing lost.

Based on the statement above, the writer concludes that map cloud not overcome some students of the Eleventh Grade of MA'ARIF NU 5 Islamic Senior High School Sekampung weaknesses to make a narrative paragraph writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

1. Based on the analysis that has been explained above, The writer concluded that the result was categorized into good category by using Dialogue Texts in Developing students' Narrative Paragraph Writing Ability at the Eleventh Grade of MA'ARIF NU 5 Islamic Senior High School Sekampung in Academic Year of 2009/2010. Based on the table of the students frequency distribution of Dialogue Texts through in Narrative Paragraph Writing Ability at the Eleventh Grade of MA'ARIF NU 5 Islamic Senior High School Sekampung, it can analyzed that 37 students as the research sample can be devided as follows:

For the score of 80 – 100 there are 13 students categorized into the excellent category (35.136%). For the score of 66 – 79 , there are 17 students categorized into the good category (45,946%). For the score of 56 – 65 , there are 6 students categorized into the fair category (16,216%). For the score of 40 - 55 , there are 1 students categorized into the poor category (2.702%)

2. Than writer conclude that the result by using Maps in Developing Students Narrative Paragraph Writing Ability at the Eleventh Grade of MA'ARIF NU 5 Islamic Senior High School Sekampung in Academic Year of 2009/2010 is categorized into the fair category. Based on the

table of the students frequency distribution of Map through in Narrative Paragraph Writing Ability at the Eleventh Grade of MA'ARIF NU 5 Islamic Senior High School Sekampung, it can analyzed that 39 students as the research sample can be divided as follows:

For the score of 80 – 100 there are - students categorized into the excellent category (0%). For the score of 66 – 79 ,there are 10 students categorized into the good category (25,641%). For the score of 56 – 65 ,there are 17 students categorized into the fair category (43,590%). For the score of 40 - 55 ,there are 12 students categorized into the poor category (30,769%).

3. The result of data analysis about the comparative study between dialogue texts and maps in developing students' narrative paragraph Writing ability at the Eleventh Grade of MA'ARIF NU 5 Islamic Senior High School Sekampung in Academic Year of 2009/2010, as follows: $r_{observed} = 0,2904$ and $r_{table} = 5\% : 1,999, 1\% : 2,638$. it means that r_{table} is higher than $r_{observed}$. Therefore, it can be inferred that H_1 is rejected and H_0 is accepted. It cn be proved that there is not a positive and significant comparative study between the use of dialogue texts and maps in developing students' narrative paragraph Writing ability at the Eleventh Grade of MA'ARIF NU 5 Islamic Senior High School Sekampung in Academic Year of 2009/2010.

B. SUGGESTION

1. For the Headmaster:

- a. The headmaster should support the English learning process by preparing the facilitation and instrument completely.
- b. The headmaster suggested to adapt and to improve the English syllabus based on the real problems faced by the students while dialogue texts and maps.
- c. The head master recommended making the further research about the dialogue texts and maps through narrative paragraph writing ability.

2. For the English Teacher:

- a. The English teacher should motivate the students to be more active in learning English by helping them to enrich their writing and background knowledge.
- b. The English teacher are suggested to help the students increase their ability in writing skill.
- c. The English teacher are recommended that they should apply a both media dialogue texts and maps as a variation in made the narrative paragraph which can help them to writing well.

3. For the Students:

- a. The student should enrich the tenses and the vocabulary in order to get change dialogue texts into narrative paragraph and change maps into narrative paragraph in writing ability.

- b. The students recommended that they should improve their skill in order to change both dialogue texts and maps into narrative paragraph writing ability which will be learned in their English class.



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CURRICULUM VITAE



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