

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING FREEZE FRAMING TECHNIQUE
TOWARD THE STUDENTS' WRITING NARRATIVE TEXT
AT THE EIGHTH GRADERS OF SMPN 9 METRO**

By:

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**Tarbiyahand Teacher Training Faculty
English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M**

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2020 M



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To The Honorable,
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Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to an undergraduate thesis which is written by:

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NARRATIVE TEXT AT THE EIGHTH GRADER OF
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

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NARRATIVE TEXT AT THE EIGHTH GRADER OF SMPN 9
METRO

Sudah kami setuju dan dapat dimunafasyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE INFLUENCE OF USING FREEZE FRAMING TECHNIQUE TOWARD THE STUDENTS' WRITING NARRATIVE TEXT AT THE EIGHTH GRADERS OF SMPN 9 METRO written by: Rizky Nurfadilah Zean, Student Number 13108287 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on January 22th, 2020, at 08.30-10.00.PM

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ABSTRACT

THE INFLUENCE OF USING FREEZE FRAMING TECHNIQUE TOWARD THE STUDENTS' WRITING NARRATIVE TEXT AT THE EIGHTH GRADERS OF SMPN 9 METRO

**By:
RIZKY NURFADILAH ZEAN**

The aim of this research was to implement the Freeze Framing Technique and analyze its influence in students' of writing in narrative text at the eighth graders of SMPN 9 Metro. The researcher conducted quantitative research with the true experimental design, by applying pre-test and post-test as the instrument.

Furthermore, the data was analyzed by using *t-test* formula that enable to investigate a positive influence from the traetment by investigating the differences between the experimental group which received the treatment (Freeze framing technique) and the control group which didn't receive the treatment. Beside that, the researcher also analyzed the data by using *Chi-Square* formula to investigate a significant influence from the treatment by investigating the significant differences of students pre-test and post-test score (before and after the treatment) in experimental class.

Finally, the result of data analysis from t-test formula illustrates that $t_{observed} = 8.252$ is higher than t_{table} with the significant level of 5% = 2.010 and 1% = 2.682. Thus, it can be inferred that there is a positive ifluence. Then, the result of data anlysis from *Chi-Square* formula illustrates that $\chi^2_{observed} = 22.094$ is higher than χ^2_{table} with the significant level of 5% = 5.991 and 1% = 9.210. It means that there is a significant influence. Therefore, the Alternative Hypothesis (H_a) is accepted. With the result that there is a positive and significant influence of using Nominal group Freeze Framing technique toward the students' writing narrative text at the Eighth Grader of SMPN 9 Metro in the Academic Years of 2020/2021

ABSTRAK

PENGARUH PENGGUNAAN TEKNIK *FREEZE FRAMING* PADA KEMAMPUAN MENULIS NARATIF SISWA KELAS VIII SMPN 8 METRO

**Oleh:
RIZKY NURFADILAH ZEAN**

Tujuan dari penelitian ini adalah untuk menerapkan teknik Freeze Framing dan menganalisis pengaruh kemampuan menulis siswa pada teks naratif kelas VIII SMPN 9 Metro. Peneliti melaksanakan penelitian kuantitatif *True Experimental Design* (Penelitian Murni) dengan menerapkan *pre-test* dan *post-test* sebagai instrumen

Lebih lanjut, data di analisis dengan menggunakan rumus *t-test* yang memungkinkan untuk mengetahui pengaruh positif dari perlakuan dengan menemukan perbedaan antara kelompok eksperimen yaitu kelas yang mendapatkan perlakuan (Teknik Freeze Framing) dan kelompok control yang tidak mendapatkan perlakuan. Disamping itu, peneliti juga menganalisa data dengan rumus *Chi-Square* untuk mengetahui pengaruh signifikan dari perlakuan dengan menemukan perbedaan signifikan dari nilai *pre-test* dan *post-test* siswa (sebelum dan sesudah perlakuan) di kelas eksperimen.

Akhirnya, hasil analisa data dari rumus *t-test* menunjukkan bahwa $t_{\text{observasi}} = 8.252$ lebih tinggi dibandingkan dengan t_{table} dengan taraf signifikan 5% = 2.010 dan 1% = 2.682. Dengan demikian, dapat diartikan bahwa terdapat pengaruh positif. Kemudian, hasil analisa data dari rumus *Chi-Square* menunjukkan bahwa $\chi^2_{\text{observed}} = 22.094$ lebih besar dari pada χ^2_{table} dengan taraf signifikan 5% = 5.991 and 1% = 9.210. Dapat di artikan bahwa terdapat pengaruh signifikan. Oleh karena itu, Alternatif Hipotesis (H_a) diterima. Dengan hasil akhir bahwa ada pengaruh positif dan signifikan dari penggunaan Teknik Freeze Framing terhadap kemampuan menulis naratif siswa di kelas VIII SMPN 9 Metro Tahun Akademik 2020/2021.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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in exception of certain parts which are excerpted from the bibliographies
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Metro, January 2020

The writer,



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang di rujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2020

Yang menyatakan



RIZKY NURFADILAH ZEAN
NPM. 13108727

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Verily, with every difficulty there is relief.”

(Q.S. Al-Insyirah:6)

“ You have to endure caterpillars if you want to see butterflies.”

(Evan D.Saint)

DEDICATION PAGE

All praise be Allah SWT, I highly dedicate this undergraduate thesis to :

*My beloved parents Mr. Zaenuri and Mrs. Rasiti Puspita for giving their endless love,
and who always protecting me, as my inspiraton of my life, who always pray for my
success, and my spirit in my life, thank you so much for everyting.*

*My beloved younger brother Fitroh Nur Hidayah and Dias Ubay Dillah, thanks for your
support and your care*

*My lovely best friend Dimas Patria Nugraha, S.Hut, Yuni Veronika S.Pd, Vivia Oktantia,
S.Pd, Dyah Arum Wulansari S.Pd, Mariyani Okta, S.Pd, Eka Titin Yuliana, S.Pd, thanks
for your support.*

My beloved Almamaters State Institute For Islamic Studies of Metr


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To start with, I would like to extend my gratitude to Allah SWT for blessing, health and also mercy because I can finally accomplish this undergraduate thesis. *Shalawat* is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

In the second place, I would like to thank my parents for financial and spiritual support. My deepest thanks go to Drs. Kuryani, M.Pd and Trisna Dinillah Harya, M.Pd for being patient and efficiency during the accomplishment of this undergraduate thesis. I also thanks to Agus Susetyo, S.Pd for giving support, I really appreciate it.

Last but not least, my greatest gratitude also goes to my classmates, all people in IAIN Metro who involved directly and indirectly in making this writing. I hope that this writing will become source of good for others.

Metro, Januari 2020
The Researcher



Rizky Nurfadilah Zean
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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a tool of communication of human being. It is many things - a system of communication, a medium for thought, and a vehicle for literal expression. It has crucial part in our life, because every time people use language to communicate each other. A language is what the member of particular society to speak. People produce it to communicate with other. Every human being has different requirement with other. They need an interaction. By using language, people can express feeling, thoughts and minds.

In recent years, every human has expanded their local language speech communities. Furthermore, people are demanded to learn a foreign language obtaining the access to wider of communication. As a result, by mastering foreign language, they can get more chance in various fields.

Many countries in the world, including Indonesia, consider English as the second obligatory foreign language. English as the second foreign language has been given a special attention and role especially in education. The purpose of teaching English is to make students master four skills: listening, speaking, reading, and writing.

Writing is one of the skills that used not only in the school or at work, but also in social life or personal life. Writing is a process to special delivery thought and idea in the words. People need to get in touch with somebody else, and writing makes easier the information conveyed. Writing also can be a medium to express feelings or give emphasis to something. Thus, writing is deemed to be the most important skill in English teaching learning.

Teaching and learning writing is difficult for both teacher and students. Because, teachers and students should deal with the content, syntax, word choices, organization, mechanics, grammar, audience, purpose and the writing process. Therefore, teaching writing means that people create a science education that helps students see that writing requires steps to find, plan and create a draft text.

According to school curriculum there are five kinds of text such as: recount, procedure, descriptive, and news item. In this study, the writer focuses on recount text in several aspects of generic structure, social function and language feature which is produced by the eighth grade students of junior high school in their writing result. The writer considers that writing is the hardest skill for people who learn English because in writing process, students will face many difficulties in transferring thought and ideas in writing form.

To make the students motivated and enjoy learning, the teacher should use interesting teaching media. Media will increase student's

interest in the lesson. Media can be used by both teachers and students. It gives more detail information and focuses the student on the material and skill that is being taught. The use of media is also able to make the students to be involved in teaching and learning process. It gives the teachers and students opportunity to do activity together. Then, teacher has to know the appropriate media for the students.

Writing becomes interesting activity when the teacher knows how about teach it. One of important point the teacher can be an inspiration about their writing and becomes good supporter in writing learning process. Actually writing is a tool for students to express their ideas through the paper, book, and file until blog that is provided in internet facility. As a teacher we have to guide their writing based on the purpose of the teaching and learning process. Therefore, the students also have to pay attention on grammatical language including what kinds of tenses that should be used for their writing, how about the sentences are structured, and also how about the appropriate words that is used in their writing. In this research, just talk about narrative text, the tense that commonly used is simple present tense or past tense, and its pattern is not difficult to remember by student. To make them easy in learning narrative, the technique that is used to help writing process is using Freeze Framing Technique, because the students usually write about something around them that interesting for them.

The facility that used all things around them, that make interesting to write. Because when the students put their writing according to all things that is given by teacher, it will be the useful way for the students. They will be easy to get ideas to write something. In fact indeed the sources are from their rounding, it means the technique is very useful for helps the students easy to make a narrative text, so they will know about the lack and surplus of their writing. From the technique in teaching is very important beside some theories.

The eighth grade of SMP N 9 Metro, has learned the narrative text, but their ability in writing this text is poor, these problems are; (1) The students are difficulties to construct the narrative, (2) The students are difficulties to construct the narrative text.

Furthermore, the writer held pre survey on 1 May 2018, at the eighth grader of SMP N 9 Metro to know the students' writing test result.

Table 1 The students' writing's Score of Writing Narrative Text at the Eighth Graders of SMPN 9 Metro in the Academic Year of 2019/2020

No	Score	Frequency	Percentage	Category
1	81-100	3	10 %	Good
2	75-80	10	33.33%	Fair
3	≤75	17	56.66%	Poor
		30	100%	-

Source: The english teacher's archives, taken on the pre-survey at May 1st 2018.

Referring the table above, it can be inferred that the student's writing narrative test ability is low because of the standard of minimum completeness of mastery learning in SMP N 9 Metro 75. It can be seen that only 9 of the student that have a good score of getting score more than 75 and 21 are failed because they have not reach the standard of minimum completeness of mastery learning yet or getting score under 75.

These entire problems happened because they are difficult to express their ideas. That is important matter for writing because of students can make somethings that they want to write. Besides that the teacher usually thought the lesson by using the way which is more conventional so the students do not focus to write. Except that the students also have lack of motivation in learning English. Most of students also have difficulties in expressing their idea in writing text because most of them have limit in vocabulary.

From explanation above, the research solves the problem by a freeze framing technique in writing narrative text of the eight grade in SMP N 9 Metro. The researcher wants to about; whether the student writing narrative text of the eight grader in SMP N 9 Metro, in academic year of 2019/2020.

B. Problem Identification

Based on the background above, some problems are identified as follows:

1. Almost of the students have low ability in writing narrative text, especially narrative text.
2. Some of the students have some difficulties to communicate using English in speaking and writing arrangement.
3. Almost of the students have some difficulties to express their ideas in writing narrative text.
4. The technique is used to teach narrative text is considered ineffective.

C. Problem Limitation

Based on the background and identification of the problem above, the researcher limits the problem only focused on “Almost of the students are not able to express their ideas in writing especially in narrative text”. Therefore, the writer uses freezing techniques in writing to help students in writing narrative texts.

D. Problem Formulation

Based on the explanation of the background above, the researcher formulates following question “Is there any positive and significant influence of using freeze framing Technique on the Student’s Writing Narrative Text at the Eighth Graders of SMPN 9 Metro in the Academic Year of 2019/2020?”

E. Objectives and Benefits of the Study

1. The objectives of the study

To find out whether is any positive and significant influence of using Freeze Framing Technique toward Students' Writing Narrative Text at The Eighth Grader of SMP N 9 Metro in the Academic Year 2019/2020

F. The Benefits of the study

The benefits of the research are:

a. For students:

- 1.** As motivation to the students to improve their writing especially in narrative text.
- 2.** As facilitation to the students in writing narrative text.

b. For teacher:

- 1.** As the information for the English teacher, especially in SMP N 9 Metro. Freeze Framing Technique is affective technique to be used in teaching writing narrative text.
- 2.** As help the English teacher find an appropriate technique in teaching and learning narrative text.

c. For the other researcher

As the prior information about the students' writing narrative text especially by using Freeze Framing Technique and the researcher can carry out the technique to the next teaching and learning in the classroom.

G. Prior Research

This study will be conducted using qualitative practitioner-research paradigm, which include students' involvement in ESL classroom. Freeze frame activity is carried out in classroom to see the frequency of students participation in the activity conducted. Data will be obtained through observations, interviews and questionnaires. Students engagement checklist will be used by the researchers to measure the level of students participation in the class. Teachers and students will be interviewed to see their opinion on how freeze frame can motivate students to participate in the class.¹ Have just *one* group of students depict each of the scenes in front of the class. Show the scene description to that group of students, but keep it a secret from the class. The class must observe the actors and guess which scene is being depicted.

Divide the class into two teams. Bring up a set of student actors and a director from each team. Show the scene description to the directors, but do not show it to the actors or the other team members. The director must physically manipulate the actors' bodies to form the freeze frame vignette. The director can only give physical commands *in the target language*, like "Move your leg", "Raise your right arm", etc. Each actor in the group has one opportunity to guess which scene they are forming (if there are three actors in each group, that team can have three guesses total.) The first team that guesses the scene correctly earns a point. The team members that are

¹Noor Hafifah bt Nordin, Nurul Alia bt Azahar, Norain Diyana bt Mohd Nasir, *Freeze Frame in Poetry*, (Faculty of Education, Universiti Teknologi Malaysia, 2012). p. 1

not participating in the creation of the vignette can shout out suggestions to the actors as to which scene the actors should guess, but a guess only becomes official when an actor says it. Once a team runs out of guesses or the other team correctly guesses the scene before it, that team cannot earn a point.²

The prior research above has similar discussion that is about using context based learning into teaching and learning material in the class. And then the two research above also got the conclusion that context based learning can advance the student ability and understanding the material in the class. But, the two research above have different subject material, the first research is using qualitative practitioner-research paradigm, which include students' involvement in ESL classroom and the second research applying context based learning to bring up a set of student actors and a director from each team. Show the scene description to the directors, but do not show it to the actors or the other team members.

²Katherine Flickr, *FREEZE FRAME*, (Language Academy, Universiti Teknologi Malaysia, 2014) p5

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Writing Narrative Text

1. The Concept of Writing

a. Definition of Writing

There are four skills in English which should be mastered, they are: reading, listening, speaking and writing. It can be define that writing is one of the most important.

Terminologically, there are many experts that have different definitions for writing, but here the writer will take several definitions according to the experts as follows:

Jeremy harmer stated that writing has always been used as a means of reinforcing language that has been taught.³ Its mean that the teacher can ask the students to write recently material such as paragraph. It can be added that reinforcement writing guides the students to improve their performance.

According to Sanggam Siahaan writing is psychological activity of the language user to put information in the written text.⁴It can be concluded that writing is the activity that use human thought and human act or involves physic and mental activities about definite topic in a context with a specific purpose.

³ Jeremi Harmer, *How to Teach Writing* (England: Pearson Longman), P.32

⁴Sanggam Siahaan, *Issue in Linguistic*, (Yogyakarta : Graha Ilmu, 2008), p. 215

Writing is used by students to express ideas around the curriculum. It means that writing has purpose to learn and to express student's background world knowledge.⁵ So, it should be noted that the ideas that is expressed in writing is based on the background of knowledge or the result of collecting information in the social environment.

Moreover, writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. Then, writing as a process of expressing ideas or ideas thoughts in words should be done at our leisure.

Based on the statements above, it can be inferred that writing is very important language skill and direct communication that convey meaningful and expressive information from the writer to the readers in form of written language, because by writing language learners can express their feeling, ideas, thoughts, emotions, attitude, etc.

The purpose of writing is to give information from the writer to the reader and convey the message or information accurately, effectively, and correctly. In other hand the purpose of writing is to give students opportunities to remember new language better. The act writing sentences makes them think about the new grammar or vocabulary.

⁵Karen Kuelthau Allan, et al, *Learning to Write With Purpose*, (New York: The Guilford Press, 2009). p. 47

b. The Kinds of Writing

1. Exposition

Exposition is constructed logically. Its movement is signaled by connectives like *therefore, however, and so, besides, but, not only, more important, in fact, for example*. Expository paragraphs is related to facts, ideas, beliefs. It explains, analyzes, defines, compares, illustrates. It answers the questions such as What? Why? How? What was the cause? The effect? Like what? Unlike what?⁶

2. Description

Descriptive writing related to the senses that tell how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture. It that has a meaning that a good description has to be able make the reader can imagine the object, place, or person in his or her mind by read our writing.⁷ It means that description has principle purpose to describe the object from specific until general character to make the reader are able to imagine the object in their mind based on the writer's elaboration in his writing.

⁶Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p.89

⁷*Ibid.*, p. 61

3. Narration

Narration is an account or description of events in the past which entails following a time sequence or chronological.⁸ Narration related with events or story. Its problem is two fold to arrange the events in a sequence of time and to explain their significant.

4. Persuasion

Persuasion try to move on how the readers think or believe. It is usually about controversial topic and often compare the reason in the *argument* form, giving evidence or logical proof.

In this research, the researcher used narration form of written text. As we know from the explanation above that narration related with events or a story. Usually the story is about llegend such as Cinderela or Snow White story. Narration always used a sequence of time in every sentence.

⁸R.R Jordan, *Academic writing Course Study Skills in English*, (Cambridge: Longman, 1999),p.27

c. The Process of Writing

1. Thinking

Students involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style.⁹

2. Doing

Usually called drafting, students create their first composition by writing down all their ideas in an organized way to convey an idea or present an argument.

3. Doing again (Revising)

Students review, modify, and recognize their written by rearranging, adding, or deleting content that not important, and making the intonation, style and the appropriayte content.

The goal of this phrase of the writing process is to improve the draft.¹⁰

d. Teaching Writing

Writing, speaking and listening are communication skills that are important in all subject areas in the curriculum.¹¹ Therefore, writing is one of important skill that have to be mastered by all of students in schools. Automatically, to make students are able to

⁹Thomas S. Kane. *Essential Guide to Writing*, (New York: Oxford University Press,2000)p.17

¹⁰*Ibid*, p.17

¹¹Trudy Wallace, et al, *Teaching speaking, listening and writing*, (Geneva: The International Bureau of Education-IBE, 2004), EP14, p.7

master writing skill, it need a teaching activity that is guided by the teacher.

Teaching is the activity to guide and to facilitate learning that enabling the learner to learn, also to sett the conditions for learning.¹²So, teaching refers to a proffesional skill of the teacher guides the students in the class that has principle purpose to make students can success in learning materials.

Related to teaching writing, writing has always been used as a means of reinforcing language that has been taught.”¹³ It means that the teacher can has students to write sentences using recently learnt grammar. Then, the teacher can have the students to write paragraph or longer compositions to practise certain recently focused-on aspects of language or paragraph and text construction. The reinforcement writing that is discussed above will be able to guide the students improve their skill.

2. The Concept of Narrative text

a. Definition

According to Pardiyono, Narrative is type of text which tell about word events, to give information and entertaining and it can be fast world events or present happenings. Narrative *tells*story,

¹²H. Douglas Brown, *Principles of Language Language Learning and Teaching*, (The United States of New York: Longman, 2000), 4th edition, p.7

¹³Jeremi Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004),p.32

whereas dialogue, action, introspection, and description *show* the story.

Kane explained that narrative is a meaningful sequence of events told in words, it is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangement as well). A straightforward movement from the first event to the last constitutes the simplest chronology. Chronology is sometimes complicated by presenting the events another order: for example, a story may open with the final episode and the flash back to all that preceded it.

Gorge stated that Narration is the form of writing used to relate the story of acts or events. Narration place occurrences in time and tells what happened according to natural time sequence.

Based on the explanation above, Narration is the type of writing used to tell about the stories or events based on the time sequence, setting, plot, characters of story, etc. Narration is text which description of a series of events, either real or imaginary to amuse or entertain the readers and it contains a plot of conflict and resolution in its ending.

b. The Characteristics of Narrative text

The characteristics of narrative texts writing skillas follow:

1. Characterization

All good stories have memorable characters. The writer invites the reader to participate in the experience of the character(s).

2. Plot

The experiences are the plot, which is sequence of events that the characters go through in order to establish the meaning of significant of the events.

3. Setting

Where all this occurs- the place, the time, the weather is

4. Theme

The significant of events-what they mean, and what the characters have learned from them is called theme. According to Gerot and Wignel, there are three parts of narrative text that should be understood as following:

1) Social Function

Social function in narrative text is amuse, entertain, and to tell with actual or vicarious experience in different way. It deals problematic which lead to a crisis or turning point of some kind, which is turn find resolution.

2) Generic Structure

a) Orientation : It set the scene and introduce the participants (it answers the question: who, when, what, and where).

- b) Complication : Tells the problems of the story and how the main characters solve them.
- c) Resolution : The crisis is resolved, for better or worse.
- d) Re-orientation : The ending of the story.
- e) Evaluation : The stepping back to evaluate the story or the moral message of the story.

3) Language Feature of Narrative Text

- a) Use verbal processes refer to the “talking” (for example: he said, she accused, they promised).
- b) Use past tense
- c) Use temporal conjunctions and time connectives to put events in the right order (for example: then, before that, soon).
- d) Focus on specific and usually individualized participants.
- e) Use adjective and adverbs.

The Measurement Of Writing Narrative Text

Table 2 The Standar Score

No	Assesement Indicators	Score	Category	Standard
	Content	30-27	Excellence	Highly understand; very clever; very wide and complete; very suitable with title
		26-22	Good	Average to good; some knowledge of subject, mostly relevant to the topic but lack detail
		21-17	Fair	Poor to fair; limited knowledge of subject, inadequate development of topic
		16-13	Poor	Very poor; does not show knowledge, not pertinent to topic
	Organization	20-18	Excellence	Very good excellent; ideas clearly stated, well organized, logical sequencing and relevant to generic structure
		17-14	Good	Average to good; loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
		13-10	Fair	Poor to fair; not fluent, ideas confused, lacks logical sequencing, generic structure not clear
		9-7	Poor	Very poor; does not communicate, no organization, not enough to evaluate
	Vocabulary	20-18	Excellence	Very good to excellent; sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
		17-14	Good	Average to good: adequate

				range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
		13-10	Fair	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured
		9-7	Poor	Very poor; essentially translation, little knowledge of vocabulary, idiom, word form, or not enough to evaluate
	Grammar	25-22	Excellence	Very good to excellent; effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
		21-18	Good	Average to good; effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
		17-11	Fair	Poor to fair; major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
		10-5	Poor	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
	Mechanic		Excellence	Very good to excellent; demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
			Good	Average to good; occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
			Fair	Poor to fair; frequent errors

				of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
			Poor	Very poor; no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate
	Total scores ¹⁴			

B. The Concept of Freeze Framing Technique

1. Definition of Freeze Framing Technique

Freeze framing technique is the one of the current technique that very useful in teaching. This is a type of prewriting that allows you to explore many ideas as soon as they occur to you from the video. This technique is simple. Press the pause or still button on the video recorder so that the picture “freezes” on the screen.

The writing levels are not appropriate into three more general levels: beginning, intermediate, and advanced. All levels are encouraged to use prewriting techniques (such as brainstorming, clustering, outlining, prediscussion of topic, or freeze frame/prediction), to determine audience and purpose in writing, to revise and to incorporate the use of dialogue journals.

¹⁴Burhan Nurgiantoro, *Penilaian Dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: BPFE, 2001), p. 307-308

- a. Pre-writing, “pre” means before the paragraph is actually written. It means there are several steps in pre-writing, include: choose the subject or the topic, choose an audience on a purpose.
- b. Writing / drafting: in addition to meeting the requirements for the beginning level student.
- c. Post-writing: the student will be able to identify and mark written errors in sentences and paragraph.

Freeze framing is a powerful tool because it taps into the right brain which drives creativity. Our right brain is where fresh ideas and original insights are generated. The left brain, in contrast, is more logical and orderly. Both are essential to good writing, but if our left brain is too dominant when we start a piece, it inhibits the free flow of thought.

2. The Steps of freeze Framing Technique

Step is a stage in a gradual process. So it can be defined that steps is a progress gradually and carefully from one stage to the next.

There are some steps of freeze framing such as:

- a. The students get into small groups.
- b. They are asked physically to pose in a snapshot representation of a specific and significant moment.
- c. The students could work together as a group to discuss what they are being asked to depict and how it might look in a freeze frame.
- d. Alternatively, the students could act a role and on the facilitator's command, freeze in scene

- e. Groups could take it in turns to move around and view other groups' freeze frames.
- f. A debrief afterwards could focus on the nature of body language used in the freeze frame, why pupils decided to depict the scene in the way they did, and why others might have depicted the event in a different way.
- g. As an extension, groups could enact different development in a particular issue and take photos, creating a photo-story.

3. The procedure of Applying Freeze Framing Technique

In the procedure of teaching writing, the position a teacher is as a facilitator. It means the teacher offers guidance in helping the students to engage in the taking process of composing and drafting but, in a spirit of respect for the students opinion and must impose the thought on the students writing.

There are several activities that have to be done by teacher. Before the class starts, as follows:

- a. Teacher build student's knowledge about narrative text by asking them and teacher use a house picture.
- b. Teacher tell the students that they are going to learn about the narrative text.

Hardly same with other procedure in teaching, teaching by freeze framing technique also begin by greeting and checking attendance list.

That make it different is the activity in lesson. Sometime the teachers use the video in the class room.

4. Advantages and Disadvantages of Freeze Framing

a. Advantages

A great Advantage of using freeze framing are:

1) It provides authentic language input

Movie and TV programs are made for native speakers, so in that sense video provides authentic language input. That is to say, it is obvious that the practical implication of video in the classroom in any classroom environment it can easily be used; teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat for several times where necessary. Any selected short sequence from the programs can be utilized for intensive study.

2) To pay special attention to a particular point in the programs

It is possible to run in slow motion or at half speed or without sound. Besides, the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on.

3) The learner can also concentrate

In detail on visual clues to meaning such as facial expression, dress, gesture, posture on details of the environment. Even without hearing the language spoken clues to meaning in

order to enhance learning is an important part of video methodology.

4) The students should be focused

It is that in foreign language to interpret attitude is very difficult owing to the fact that the listener concentrates himself on the verbal message, not the visual clues meaning.

5) Video gives the students practice in concluding attitudes. The rhythmic hand and arm movements, head nods, head gesture are related to the structure of the message.

6) Moreover, the students have a general idea of the culture of the target language.

It may be enjoyed for the learners to have something different for language learning apart from the course books and cassettes for listening.

Therefore, it is believed children will persevere in learning English. However, some of the intrinsic motivation is related to achieving goals.

b. The Disadvantages of using freeze framing

The main disadvantages are cost, inconvenience, maintenance and some cases fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-

trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for students.

From the explanation above, the writer conclude that freeze framing technique has problem in learning process that cannot run well if the students do not have motivation and interesting with the topic and technology facility did not complete yet.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

A research must have a teoretical framework as a concept for basic in research, Theoretical Framework in this research is systematic thought to write some problem that gives the tentative preposition toward the problem. Edi kusrini state "Theoretical Framework is tentative statement about indication which becomes object of problem in the research.

Therefore, in the research there are two variables, these all are independent variable (X) and dependent variable (Y). Independent variable is the student's writing narrative text.

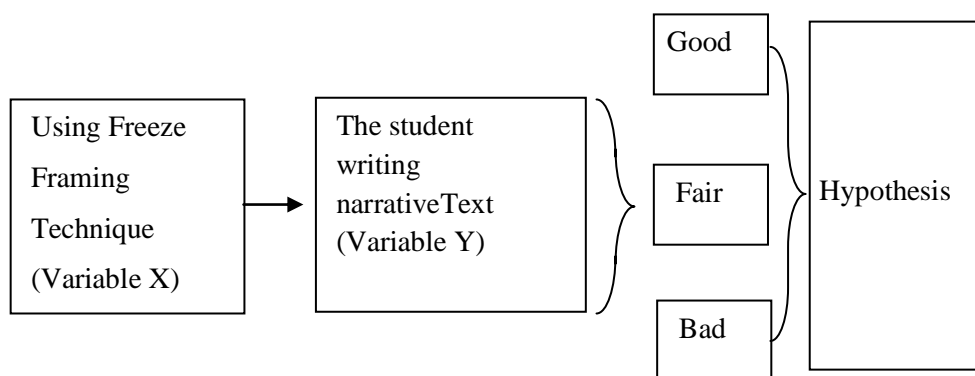
If the using of freeze framing as technique is applied perfectly, the student's writing narrative will be good. If it is not applied imperfectly the student's writing narrative text will be bad.

2. Paradigm

Based on the theoretical frame work above, the researcher describe the paradigm as follow:

Figure 1

The Influence of Freeze Framing Technique toward student's Writing Narrative Text



Based on the figure above, one of the English skill is writing. There are narration, exposition, description, recount, and argumentation text in writing. The writer chooses narrative text. The writer will use freeze framing technique to increase the students' writing narrative text. There is one class as control class and also one class as experimental class. It will be given the same pre-test and post-test. The pre-test give before treatment and the post-test will be given after treatment. The writer will compare the score before treatment and after treatment.

D. Hypothesis

1. Hypothesis Formulation

Based on the frame of theories and assumption above the researcher formulation the hypothesis as follow:

i. Alternative hypothesis (H_a)

There is any positive and significant influence of using freeze framing as technique toward student's writing narrative text at the eighth graders of SMPN 9 Metro.

ii. Null Hypothesis (H_o)

There is no positive and significant influence of using freeze framing as technique toward student's writing narrative text at the eighth graders of SMPN 9 Metro.

2. Statistical Hypothesis

Related to the concept of statistical hypothesis, Yogesh explains that "A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non-directional form of hypothesis".¹⁵ This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

- a. If $t_{\text{observed}} > t_{\text{table}}$ and $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$, So H_a is accepted and H_o is rejected.
- b. If $t_{\text{observed}} < t_{\text{table}}$ and $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$, So H_a is rejected and H_o is accepted.

¹⁵Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used quantitative research to identify the influence of using freeze framing technique toward the student writing narrative text among the eighth grader of at SMPN 9 Metro in the Academic Year of 2019/2020.

Actually, Daniel Muijs stated that quantitative research is explaining phenomena by collecting numerical data that is analyze using mathematically based method.¹⁶ Its mean that the quantitative research is the research which uses the numerical for all of the data.

Furthermore, Daniel decided that there are two kinds of quantitative research design namely experimental design and non-experimental design. The experimental design is defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis.¹⁷

In this research, the researcher used true experiment design VIII A as an experimental class that received the treatment that was teaching by using freeze framing technique. The design is follows: The influence of using freeze framing technique toward the student writing narrative text.

¹⁶Daniel Muijs, *Doing Quantitative Research In Education*, (London: Sage Publications, 2004), p. 1

¹⁷*Ibid*, p. 13

Firstly, both of groups received the pre-test before doing a treatment. Secondly, the experimental class (VIII A) got a treatment using freeze framing technique and control class. Thirdly, both groups received the post-test with the same instrument in the pre-test. Finally, it could be found the influence of using freeze framing technique toward the student writing narrative text.

The narrative of sequence is:

Table 3 The True Experiment Design

Group	1. Pre-test	2. Treatment	3. Post-test
Experimental Group	X	X	X
Control Group	X		X

Following the post-test, the analyses of statistical are carried out to see whether the treatment has had an effect for experimental group.¹⁸

B. Population and Sampling Technique

1. Population

Jack R. Fraenkel explains that the term *population* refers to all the members of a particular group. It is the interesting group that is to be

¹⁸*ibid*, p.18

generalized by researcher in the result of study.¹⁹ It means that population is all members of group such as people, objects, or events that is determined in a research.

Population in this research is 30 students. They are divided into one classes. In this research, the population is all of eighth grader of SMPN 9 Metro. There are 30 students at the eighth grader of SMPN 9 Metro.

2. Sample

The sample is a part of population that will be researched. A sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.²⁰

The sample of this research is students at SMPN 9 Metro Academic year 2019/2020. The researcher took from VIII A which consist of 30. So, there are 30 students as the sample.

3. Sampling Technique

Sampling refers to the process of selecting the individuals who will participate in a research study.²¹ In this research, the researcher used a cluster purposive sampling technique as a sampling technique which based on previous knowledge of a population and the specific purpose of the research. The researcher choosed VIII A as experimental class because their writing score is low.

¹⁹Jack Fraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), 7th Edition, p.105

²⁰Fraenkel, *How to Design*, p. 105

²¹*Ibid.*

C. The Operational Definition Variable

An operational definition ascribes meaning to a construct by specifying operations that researchers must perform to measure or manipulate the construct.²² Operational definitions of variables in this research are:

1. Independent Variable (X)

Independent variables are those that (probably) cause, influence of affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variable.²³ Independent variable is the major variable which is hoped to investigated. It is the variable which is selected, manipulated and measured by the research. Independent variable of this research is freeze framing technique which is writing narrative text. There are some indicators of freeze framing technique, such as:

- a. The students are able to do the task in group.
- b. The students are able to communicate and interact to each others in group.
- c. The students are able to contribute and share ideas in a group.

Moreover based on explanation above, in this measurement the researcher knew the user performance in applying Freeze Framing Technique Toward the Student Writing Narrative Text at the Eighth Grader of SMPN 9 Metro in the Academic Year of 2019/2020.

²²Donal Ary, *Introduction to Research*, p.36

²³John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 50

2. Dependent Variable (Y)

In experimental studies, the treatment is the independent variable and the outcome is the dependent variable.²⁴ Dependent variable of this research is the variable which was observed and measured to determine the effect of the independent variable. Dependent variable of this research is writing skill. The researcher measured dependent variable by using test. The researcher tested the students by asking them to write a narrative text composing narrative text.. It was implemented to the students at the eighth grader of SMPN 9 Metro in the Academic Year of 2019/2020.

Table 4 The Aspect of Score Indicate The Writing narrative text²⁵

No	Aspect	Score
1	Content	0-24
2	Organization	0-20
3	Discourse	0-20
4	Syntax	0-12
5	Vocabulary	0-12
6	Mechanics	0-12
	Total	100

²⁴Donal Ary, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2001) p. 37

²⁵Douglas, Brown, *Teaching by Principles an interactive Approach to Language Pedagogy*. (New York: Longman, 2001), p. 356

From the table above, the reasearcher measure the result of the essay test by adding all of the aspect based on the score gained by student. The total score is 100

The indicator of writing narrative text is the students are:

- a. The students are able to write and organize a descriptive text with a appropriate structure.
- b. The students are able to use spelling and punctuation correctly.
- c. The students are able to enrich their vocabulary

D. Data Collection Method

1. Test

Test is some questions or exercise and other tools used to measure the skill, knowledge, intellegent, capability or talent is had by individual or group.

In other hand, this research is a true experimental design research with applying pre-test and post-test group design. So, the researcher used test as data collection method to measure dependent variable. The researcher used written test as a data collecting method to measure students' narrativetext. Kind of test was essay test that the teacher ask the students to make a narrative text.

The pre-test was held in the first meeting before doing treatment in order to know ability of the students before doing the action research. While the post-test was held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students'

achievement in the class or is there any significant different between the experimental class and the control class scores.

2. Documentation

Documentation is the tool which has written like books, magazine, transcript, newspaper, lengger, legenda, document, regulation, note and so on. The researcher used this method to get the data about the history of school, the conditions of teachers and official employees, the quantity of students, and the organization structures and also English teacher's documentation who competences to collect the data and to get detail information about students' English result in writing in narrative text at the Eight Graders of SMPN 9 Metro in the Academic Year of 2019/2020.

E. Research Instrument

Research instrument is a tools that are used by the researcher to collecting the data better, completely and systematically, so the data easy to be used. Furthermore, the research instrument involves:

1. Instrument Blueprint

Research instrument which was used in this research are:

- a. The instrument which used to measure students' writing narrative text which has a person or group is test. Kind of test was essay test that the teacher ask the students to make a narrative text.
- b. The instruments which used for documentation method such as; documentation about the school history, condition, quantity of the students and about the location sketch of SMPN 9 Metro.

F. Data Analysis Technique

In data analysis technique, the researcher used two formulas. Firstly, to investigate whether there is any positive influence. The influence of using freeze framing technique toward the student writing narrative text at the eighth grader of SMPN 9 Metro in the Academic Year of 2019/2020, the researcher used the true experiment in the form of paired t-test by using control group pretest-posttest design. The formulate of t-test:²⁶

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2} \right) \left(\frac{1}{N_X} + \frac{1}{N_Y} \right)}}$$

Where:

t : t-test

M_Y : Mean Sample Experiment

M_X : Mean Sample Control

N_Y : Number Study Experiment

N_X : Number Study Control

X : Deviation X_2 and X_1

Y : Deviation Y_2 from the Mean Y_1 .

Secondly, to investigate whether there is any significant. The influence of using freeze framing technique toward the student writing narrative text at the eighth grader of SMPN 9 Metro in the Academic Years 2019/2020, the researcher used Chi-Square formula.

²⁶SuharsimiArikunto. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. p. 354

According to Donal Ary, when dealing with nominal data, the most widely used tests of significance are the Chi-Square tests. They compare observed frequencies and expected frequencies.²⁷ It is used to examine the significant differences between observed frequencies and expected frequencies in this research, the researcher uses Chi-Square formula. The formula of Chi-Square:²⁸

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Where:

χ^2 : Chi-Square obtained

f_o : observed frequency

f_h : expected frequency

²⁷Donal Ary, *An Invitation to Research in Social Education*, (Beverly hills: Sage publication, 2002), p. 188

²⁸*Ibid.*

CHAPTER IV

THE RESULT OF RESEARCH

A. Description of Data

1. Research Setting

a. The Historical background of SMP N 9 Metro

SMP N 9 Metro is one of the junior high schools in Metro City. SMP N 9 Metro was established in 2003, located in Piagam Jakarta street 16 Polos Mulyosari, subdistrict of Western Metro that has wide about 10.800 m². The facilities and the building have been existed with the building such as: the head masters, staff and school supervisors.

SMP N 9 Metro has vision and mission. Vision: to be superior in religion and achievement based on the nation, and have a conception of life environment. Mission: increasing the self-discipline of the teacher, staff and students, creating and conducive, effective, and innovative learning condition, motivating the students empowering the academic achievement optimally, bringing the quality of graduation with the higher standard more than national graduation competence standard, construction the infrastructure of teaching and learning maximally, and increasing and developing the extracurricular activity.

Since its inception until now SMP N 9 Metro has experienced several times the turn of the principal, as for the list of names of leaders of SMP N 9 Metro from the beginning until now is as follows:

Table 5 The Leadership Condition of SMP N 9 Metro

Principal Name	Work Period
Drs. Hi. Rozeli, M.Sc	2003-2004
Margo Widagdo, S.pd	2004-2008
Drs. Suryanto	2008-2010
Drs. Sunarno, S.pd	2010-2011
Siti Nuryuni, S.pd	2012-2014
Martati, S.pd	2015-2018
Agus Susetyo, S.pd	2019-now

b. The Building Condition of SMP N 9 Metro

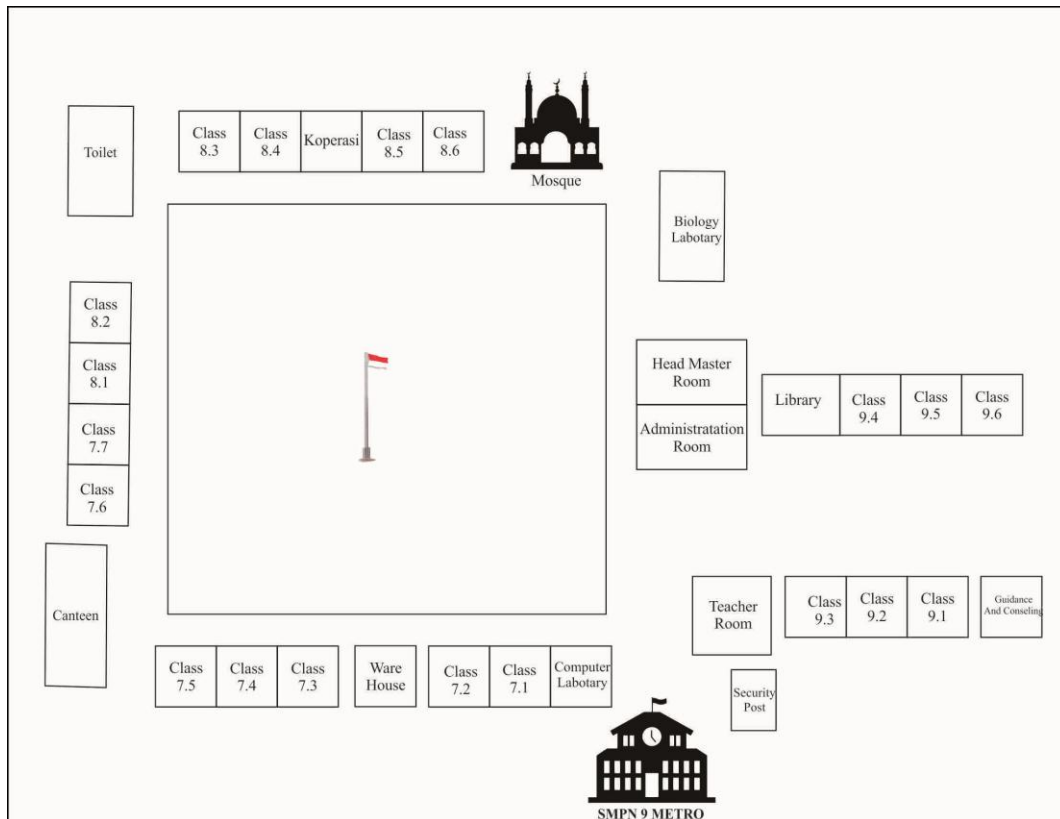
Table 6 The Building Condition of SMP N 9 Metro

No	Rooms	Total
1	Headmaster office	1
2	Class	21
3	Teacher office	1
4	Staff office	1

5	Counseling office	1
6	Cooperative	1
7	OSIS room	1
8	UKS room	1
9	Library	1
10	IPA laboratory	1
11	Computer laboratory	1
12	Teacher toilet	2
13	Students toilet	3
14	Mosque	1
15	Canteen	4
16	Committe room	1
17	Sports field	1
18	Kitchen	1
19	Security post	1

c. The School Map of SMPN 9 Metro

Figure 2
The School Map of SMPN 9 Metro



d. The Teachers and Staff Condition of SMP N 9 Metro

SMP N 9 Metro has 45 teachers and 10 staff. The data of the teachers educational background and the staff on SMP N 9 Metro in academic year 2019/2020 can be seen trough this table as follow:

Table 7 The Teacher and Staff Condition of SMP N 9 Metro

No	Name	NIP	Occupation	subject
1	Agus susetyo, S.pd	197308032005012006	Headmaster	
2	Muzlani, S.pd	195411061979031005	Teacher	indonesian
3	Dra. Dwi Winarti	196308201990032002	Teacher	Counseling
4	Isjaya Susi, S.pd	19620409 199702 1001	Teacher	Mathematic
5	Martini, S.pd	19701003 199802 2003	Teacher	Religion
6	Titi Nursitojati	19621227 1986 032001	Teacher	Creative
7	Miskinah, S.pd	19701003 199802 2003	Teacher	Physics
8	Dra. Simping Suhartati M,MPd	19671126 200012 2002	Teacher	Biology
9	Komarudin, M.pd	19621006 200012 1001	Teacher	Economy
10	Zulkifli	19560211 197903 1003	Teacher	Electro
11	Dra. Herni Wijaya	19680818 199802 2002	Teacher	Geography
12	Ahmad Harun, S.pd	19640606 1999002 1002	Teacher	Counseling
13	Badrun, S.pd	19790925 200312 1003	Teacher	Religon
14	Mutia Mona Morliza, S.Pd	19800429 200312 2004	Teacher	Mathematic
15	Yeni Nurmawati, S,pd	19820415 200502 2001	Teacher	Mathematic
16	Maspuah, S.pd	19740210 200501 2007	Teacher	Pkn
17	Yuni Ekowati, S.pd	19720629 200501 1005	Teacher	Geography
18	Zulhia Prasetyo, S.Pd	19801023 200212 1006	Teacher	Physical
19	Nurhayati, S.pd	19720707 200501 2008	Teacher	English
20	Tuti Hartati, S.Pd	19741013 200604 2005	Teacher	
21	Winarsih, S.Pd	19730424 200902 2001	Teacher	Indonesian

22	Johan Kurniawan, S.Pd	19810727 201001 1014	Teacher	Physical
23	Rina Muslimah, S.Pd	19810802 201001 2008	Teacher	Pkn
24	Uni Khusniati, S.Pd	19761211 201001 2008	Teacher	Creative
25	Kadek Heliyati, S.Pd	19811125 201001 2011	Teacher	Creative
26	Islama Dewita, S.Kom	19820507 201101 2007	Teacher	Technology
27	Chandrarini, Puspita N, S.Si	19880320 201101 2004	Cheif Laboratory	
28	Adha Mariana, A.md	19791031 200502 2002	Teacher	English
29	Lia Afriani, S.Pd.Ing	19810426 200604 2012	Teacher	English
30	Lies winarni, S.Pd	19770507 200701 2034	Teacher	Indonesia
31	Puput Tisia. R, A.Md	19840717 201001 2021	Teacher	Local language
32	Megayanti, A.Md	19821228 201001 2010	Teacher	Local language
33	Sri Indrawati, S.Pd	-	Teacher	Economy
34	Mujinah, S.Pd	-	Teacher	Indonesia
35	Budiasih, S.Pd	-	Teacher	Mathematic
36	Suryati, S.Kom	-	Teacher	Technology
37	Daryanto, S.Pd	-	Teacher	English
38	Refli, S.Pd	-	Teacher	Technology
39	Suparminto, S.Pd	19610807 199109 1001	Chief Administration	
40	Sumarno	-	Chief Administration	
41	Suyono	-	Chief Administration	
42	Ismalia Mersita	-	Chief Administration	
43	Dina Maryani	-	Chief Administration	
44	Eva Widya Linarni	-	Chief Administration	
45	Peryoko, A.Md	-	Chief	

			Administration	
46	Sri Anjarwati, SE	-	Chief Administration	
47	Agus Sugiyato	-	Staff	
48	Waluyo	-	Staff	

Source: The documentation of SMP N 9 Metro Central Lampung in academic year 2019/2020.

e. The students Conditions of SMP N 9 Metro

SMP N 9 Metro consist Of 21 classes from 7 to class 9 and it can be seen on the table below:

Table 8 The Data of the Students at SMP N 9 Metro in Academic Year 2019/2020

No.	Grade	Total Class	Total Students
1.	7	7	214
2.	8	7	217
3.	9	7	110
	Total	21	541

Source : The documentation of SMP N 9 Metro in academic year 2019/2020

2. Research Data

a. The Students' Pre-Test Result

The writer conducted pre-test on Friday, 13th December 2019 was done to know the students writing narrative text before the treatment.

The result of pre-test can be identified as follow :

Table 9 The Result of the Students' Writing narrative text Pre-Test at the 8.1 Class of SMP N 9 Metro

No.	Students' Code	The Score of Pre-Test
1.	AS	70
2.	AF	75
3.	ABW	65
4.	AW	53
5.	ADH	73
6.	AND	78
7.	BOH	70
8.	EV	60
9.	FME	70
10.	FO	75
11.	GY	73
12.	GAS	73
13.	HH	68
14.	IL	43
15.	KMP	50
16.	MFK	68
17.	MR	70
18.	NS	53
19.	NMZ	70
20.	RF	53
21.	RAD	70
22.	RA	65
23.	RP	50
24.	RN	58
25.	SJ	70
26.	SFY	55
27.	SA	68
28.	TA	65
29.	YH	70
30.	YL	75
Total (Σx)		1976
Maximal Score		78
Minimal Score		43
Average (\bar{x})		65,9

Source taken on Friday, 13th December, 2019

The test was followed by 30 Students. Based on the table above, then the writer measured the class interval by using formulation as follow :

R = The highest score – The lowest score

$$R = 78-43$$

$$= 35$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log (30)$$

$$= 1 + 3,3 \log (1,47)$$

$$= 1 + 4,87$$

$$= 5,87 (6)$$

$$P = \frac{R}{K}$$

$$= 35/ 5,87$$

$$= 5,96 (6)$$

Note :

R = A distace from Score maximum and score minimum

K = The number of interval class

P = The length of interval class

The total of the class interval (K) for pre test was 6. After knowing the interval class, then the data was taken from interval above was put on the table frequency distribution, as follow :

Table 10 Frequency Distribution of Students Writing Narrative text Score in Pre Test

No.	Class Interval	Frequency	Percentage (%)
1.	72-78	8	26.66
2.	67-71	11	36.66
3.	61-66	3	10.00
4.	55-60	3	10.00
5.	49-53	4	13.33
6.	43-48	1	3.33
	Total	30	100%

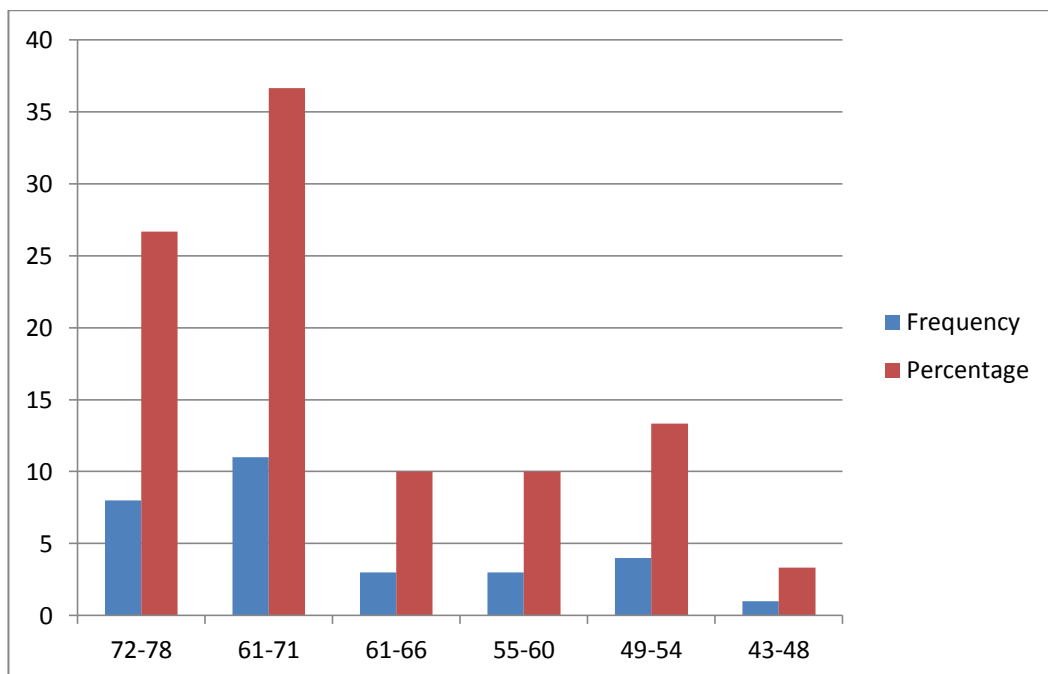
Based on the table of frequency distribution above, it can be inferred that from 30 students as the research samples, there were 8 students who were included into the score of 72-78 or 26.66%, 11 students who got the score 67-71 or 36.66% , 3 students who got the score 61-66 or 10.00%, 3 students who got the 55-60 or 10.00%, 4 students who got the score 49-54 or 13.33% and for the last there were 1 students who got the score 43-48 or 3.33%.

In addition, the chart below illustrated the frequency distribution of the students writing narrative text in pre test.

In addition, the chart below illustrated the frequency distribution of the students writing narrative text score in pre test :

Figure 3

The Chart of Frequency Distribution of the Student' Writing Narrative text Score
in Pre Test



b. The Students' Post Test Result

Post test employed in the last program of this research after giving some treatments to the students. The test used in present research was the same type as pre test but in the different title and it is more developed. The result of student' post-test can be identified as follows.

Table 11 The Result of the Students' Writing Narrative text Post-Test at the 7.1 Class of SMP N 9 Metro

No.	Students' Code	The Score of Post-Test
1.	AS	85
2.	AF	85
3.	ABW	70
4.	AW	70
5.	ADH	85
6.	AND	90
7.	BOH	85
8.	EV	80
9.	FME	83
10.	FO	83
11.	GY	88
12.	GAS	83
13.	HH	88
14.	IL	73
15.	KMP	78
16.	MFK	73
17.	MR	90
18.	NS	85
19.	NMZ	88
20.	RF	75
21.	RAD	75
22.	RA	85
23.	RP	75
24.	RN	75
25.	SJ	80
26.	SFY	78
27.	SA	78
28.	TA	85
29.	YH	83
30.	YL	85
Total (Σx)		2436
Maximal Score		90
Minimal Score		70
Average (\bar{x})		81,2

Source taken on December, 2019

The test was followed by 30 Students. Based on the table above, then the writer measured the class interval by using formulation as follow :

R = The highest score – The lowest score

$$R = 90 - 70$$

$$= 20$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log (30)$$

$$= 1 + 3,3 \log (1,47)$$

$$= 1 + 4,87$$

$$= 5,87 (6)$$

$$P = \frac{R}{K}$$

$$= 20 / 5,87$$

$$= 3,40 (3)$$

Note :

R = A distace from Score maximum and score minimum

K = The number of interval class

P = The length of interval class

The total of the class interval (K) for post test was 6. After knowing the interval class, then the data was taken from interval above was put on the table frequency distribution, as follow :

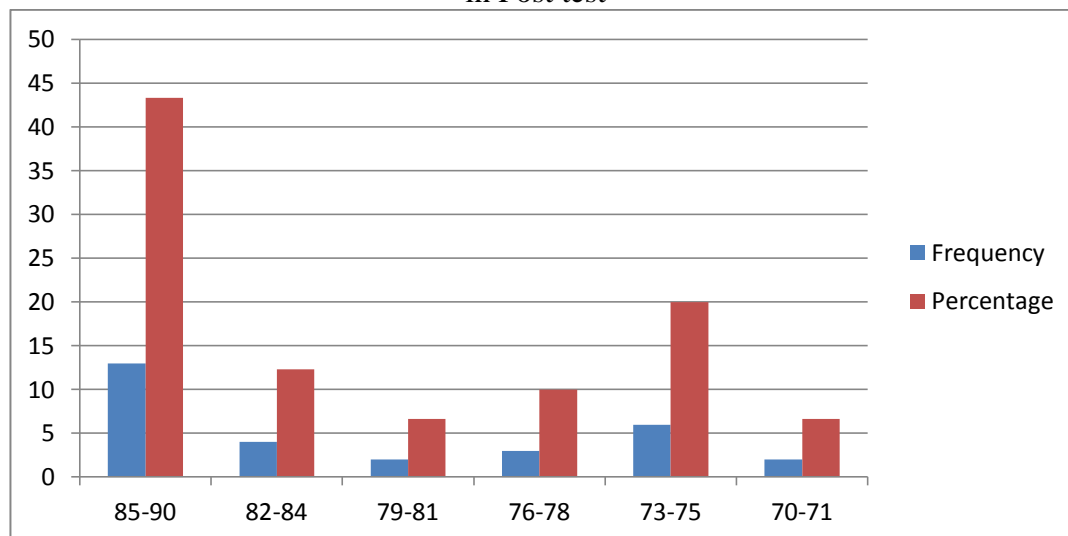
Table 12 Frequency Distribution of Students Writing Narrative text Score in Pre Test

No.	Class Interval	Frequency	Percentage (%)
1.	85-90	13	43.33
2.	82-84	4	13.33
3.	79-81	2	6.66
4.	76-78	3	10.00
5.	73-75	6	20.00
6.	70-72	2	6.66
	Total	30	100%

Therefore, it shown that the result of post test after using freeze framing technique can fulfill the students' Writing Narrative text. Based on the table of frequency distribution above, it can be inferred that from 30 students as the research sample there were 13 students who were included into the score of 85-90 or 43.44%, 4 students who got the score 82-84 or 13.33%, 2 students who got the score 79-81 or 6.66%, 3 students who got the score 76-78 or 10.00%, 6 students who got the score 73-75 or 20.00% and for the last students who got the score 70-72 or 6.66%.

In addition, the chart below illustrated the frequency distribution of the students' Writing Narrative text in post test.

Figure 3
The Chart of Frequency Distribution of the Students' Writing Narrative text Score
in Post test



B. Hypothesis Testing

After applying test method, the writer analyzed the data by using Chi-Square and t-test in order to prove whether there is a positive and significant influence of using freeze framing technique toward the students' writing narrative text among eighth grade of SMP 9 Metro in the academic year 2019/2020, as follows ;

1. Putting the data into the formula Chi-Square (χ^2)

After administering the written test method, the writer analyzed the data by using of Chi-Square (χ^2) with two variable in order to prove whether there is any positive and significant influence of using freeze framing technique toward the students' writing narrative text at the eighth grade of SMPN 9 Metro in the academic year 2019/2020, as follows:

$$\chi^2 = \sum \left[\frac{(Fo - Fe)^2}{Fe} \right]$$

Table 13 The Contingency table of the Expected Frequency at the Result of Students' Writing narrative text in Pre test and Post test

Variables	Category					Total
	Excelent	Good	Fair	Poor	Failed	
Pre-Test	1 0	2 8	3 11	4 11	5 0	r N = 30
Post-Test	6 13	7 9	8 8	9 0	10 0	r N = 30
Total	c N=13	c N=17	c N=19	c N=11	c N=0	r N = 60

Hypotesis testing by using chi-square analyzed as follows :

Table 14 The Testing of Data

Sel	f_o	$f_e = \frac{cnXRn}{n}$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1.	0	$\frac{13 \times 30}{60} = 6.5$	-6.5	42.25	6.5
2.	8	$\frac{17 \times 30}{60} = 8.5$	-0.5	0.25	0.03
3.	11	$\frac{19 \times 30}{60} = 9.5$	1.5	2.25	0.2
4.	11	$\frac{11 \times 30}{60} = 5.5$	5.5	30.25	5.5
5.	0	$\frac{0 \times 30}{60} = 0$	0	0	0
6.	13	$\frac{13 \times 30}{60} = 6.5$	6.5	42.5	6.5

7.	9	$\frac{17 \times 30}{60} = 8.5$	0.5	0.25	0.03
8.	8	$\frac{19 \times 30}{60} = 9.5$	-1.5	2.25	0.2
9.	0	$\frac{11 \times 30}{60} = 5.5$	-5.5	30.25	5.5
10.	0	$\frac{0 \times 30}{60} = 6.5$	0	0	0
Total	N=60	$F_1 = 60$	=0	-	$X^2 = 82.96$

From data above, the value of the chi-square was 82.96. Then know the critical value of chi-square the writer firstly counted do, it was degree of freedom The formulations of df.

$Df = (c-1)(r-1)$

Note :

Df = Degree of freedom

c = Colum

r = Row

Df = Df = (5-1)(2-1)=4

Table 15 The table of Critical Value of Chi-Square

Level of Significant	5%	1%
df 4	9,488	13,227

1) The critical value of X^2 table for 5% level was 9,488

2) The critical value of X^2 table for 1% level was 13,227

From all data analysis above, it could be know that :

1) $X^2_{\text{observed}} = 82.96$

2) $X^2_{\text{table or expectancy}} = 5\% (9,488) \text{ and } 1\% (13,227)$

The Degrees of freedom is 4. So the value of χ^2 table on degrees of freedom are 5% = 9,488 and 1% = 13,227 In this research, the students have been done all of the tests individually and group. It was benefit to know the influence of using freeze framing technique toward the students' writing narrative text from the result of those tests.

From the data above shown the comparison of \bar{X}^2 with χ^2 table was: $9,488 < 82,96 > 13,227$ in 5% and 1% significance. It means that alternative hypothesis (H_a) which explains "there is a positive and significant influence of using freeze framing technique toward the students' vocabulary mastery".

2. Putting the data into formula T-test

To find whether there is positive and significant influence of using freeze framing technique toward the students writing narrative text at the eight grade of SMP N 9 Metro in academic year 2019/2020. The writer used the T-test formula. Firstly, the writer prepared the table and put the data into the formula t-test as below to get " $t_{\text{observation}}$ ".

Table 16 The Score Pre-test and Post-test Result of the Students' Vocabulary
Mastery

No.	Students' Code	Pre-Test (X ₁)	Post-Test (X ₂)	D(X ₂ -X ₁)	D ² (X ₂ -X ₁) ²
1.	AS	70	85	15	225
2.	AF	75	85	10	100
3.	ABW	65	70	5	25
4.	AW	53	70	17	289
5.	ADH	73	85	12	144
6.	AND	78	90	12	144
7.	BOH	70	85	15	225
8.	EV	60	80	20	400
9.	FME	70	83	13	169
10.	FO	75	83	8	64
11.	GY	73	88	15	225
12.	GAS	73	83	10	100
13.	HH	68	88	20	400
14.	IL	43	73	30	900
15.	KMP	50	78	28	784
16.	MFK	68	73	5	25
17.	MR	70	90	15	225
18.	NS	53	85	17	289
19.	NMZ	70	88	18	324
20.	RF	53	75	22	484
21.	RAD	70	75	5	25
22.	RA	65	85	20	400
23.	RP	50	75	25	625
24.	RN	58	75	17	289
25.	SJ	70	80	10	100
26.	SFY	55	78	23	529
27.	SA	68	78	10	100
28.	TA	65	85	20	400
29.	YH	70	83	13	169
30.	YL	75	85	10	100
		$\sum X_1 = 1976$	$\sum X_2 = 2436$	$\sum D = 460$	$\sum D^2 = 8278$

After it, put the data into the formula of the t-test. Then, calculate of the t-test. It can be calculated by using the formula below :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{15}{\sqrt{\frac{8278 - \frac{(460)^2}{30}}{30(30-1)}}$$

$$t = \frac{15}{\sqrt{\frac{8278 - 7053}{30 \times 29}}}$$

$$t = \frac{15}{\sqrt{\frac{1225}{870}}}$$

$$t = \frac{15}{\sqrt{1.408045}}$$

$$t = \frac{15}{1.1866} = 12.64$$

Therefore, $t_{\text{observation}}$ is 12.64 as the result of the counting by using t-test formula above.

To know the critical value of t-test(t_{table}), the writer firstly counted df . df is degree of freedom. The formulation of $df = N-1$. N is the number of research population.

$$df = N-1$$

$$= 30-1$$

$$= 29$$

After considering the T-test table by using $df/29$ is higher than 20 and it's lower than 30, so it done by interpolation and can be found that :

Table 17 Critical value of t_{table}

Level of Significant	5%	1%
df 20	2,09	2,84
df 30	2,04	2,75

Table 18 Interpolation

Interpolation	5%	1%
$\frac{df_{20} + df_{30}}{2}$	$= \frac{2,09 + 2,04}{2}$	$= \frac{2,84 + 2,75}{2}$
	= 2,065	= 2,795

To df 29 with df 5% is 2,065 and 1% is 2,795. With the t-observation is 12.64. Then, the data confirmed that to T_{table} $2,065 < T_{observation}$ $12.64 > T_{table}$ 2,795

C. Interpretation

1. Interpretation of “ $X^2_{observed}$ ”

- a) If $X^2_{observed} > X^2_{table}$. H_a is accepted and H_o is rejected.
- b) If $X^2_{observed} < X^2_{table}$. H_a is accepted and H_o is accepted.

The critical value of “ $X^2_{observed}$ ” was 82.96 in conclusion, the using of freeze framing technique can influence students’ writing narrative text at the eight grade of SMP N 9 Metro.

2. Interpretation of $t_{observed}$ ”

The writer formulated to “ $t_{observed}$ to t_{table} ” as follow:

- a) If $t_{observed} > t_{table}$. H_a is accepted and H_o is rejected.
- b) If $t_{observed} < t_{table}$. H_a is accepted and H_o is accepted.

The writer has formulated the Alternative Hypothesis (H_a) such as:
 “there is a positive and significant influence of using freeze framing technique toward the students’ writing narrative text at the eight grade of SMP N 9 Metro in the academic year 2019/2020.

Finally, the data confirmed that “ t_{observed} ” = 12,64 is higher than “ t_{table} 2,065 in 5 % and 2,795 in 1% Therefore, it can be concluded that “there is a positive and significant influence of using freeze framing technique toward the student’ writing narrative textamong eight grade of SMP N 9 Metro in the academic year of 2019/2020.

D. Discussion

In this research, there are two variable, the independent variables is freeze frame technique (X), and dependent variables is writing narrative text (Y). The variabls were tested by using formula of Chi-square and T-test to investegate whethre there is a possitive and significant influence using freeze framing technique toward the student’s writing narrative text at the eight graders of SMP N 9 Metro in academic year 2019/2020.

During the research, the writer found the problem. That was the students’ have less writing narrative text in learning english, so the writer used freeze framin technique in a passage, firstly the students make a group then they have to freeze frame the picture that holed by the leader group. So that the students’ more enjoyed in learning prosess and got more rewrite the stories. They were able to read until done throuht the freeze framing more easily.

After that writer gave the technique in the class, there is a significant influence of the students' writing narrative text result especially for the students at the eight grader SMP N 9 Metro. In fact, it showed that the students score changes. Before the treatment most of the students got 70 score it was about 7 students and after the treatment, the students who got 70 score only 2 students. Therefore, it could be inferred that the technique which was applied gave influence to student's writing narrative text.

E. Limitation

This research result is a research that is conducted in SMP N 9 Metro at the eight grader in academic year 2019/2020 about the influence of freeze framing technique toward the students writing narrative. So, the result of this research cannot be generalized. Consequently, this research may yield different result if it is conducted in any other circumstances.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

in conclusion, freeze framing technique can be implemented as one of the technique to give the students opportunities to participate in english teaching and learning process.

By using freeze framing, it can influence toward the students' writing narrative text. It can be seen from the critical value " $t_{\text{observation}}$ " is 12,64 and " t_{table} " is 2,065. The data confirmed that " $t_{\text{observation}}$ " is bigger than " t_{table} ". Therefore, it can be inferred that H_a is accepted and H_o is rejected. So, there is influence of freeze framing technique toward the students writing narrative text at the eight grader of SMP N 9 Metro in academic year 2019/2020.

Based on the students, they have good response in freeze framing technique implementation. Freeze framing makes the students have more to see their opinion on how freeze frame can motivate students to participate in the class and it also motivates them to learn english better. It also helps them to confidence and make them more competitive.

B. Suggestion

Based on the explanation above, the writer suggests some points as follows:

1. English Teachers

The teacher should use freeze framing technique in teaching english with different media or some modifications to be more interesting. Some modifications might be needed in line with the vary students' characteristics in the class. Because it can improve students' motivation.

2. The Students

The students should more confidence and competitive to explore their writing skill. So they can enrich to see their opinion.

3. TheHead Master

The headmaster should support the English learning process by the preparing the facilitation and instrument completely. This research is recommended to make the further research about enhance the students writing narrative

4. Other Researchers

The other researcher should focus on other aspects in English teaching and learning process. The next researcher can invesstigate the freeze framing implementation and other variables with different media and learning materils.

ATTENDANCE LIST OF STUDENTS

PRE-TEST

Class : 8.1

Academic year : 2019/2020

Semester : I

Date : Friday, Dec 20th 2019

No	Name	Signature
1	Adyt Saputra	1. Adyt
2	Ahmad Farhan	2. Ahmad
3	Amanda Pima-w	3. Bima
4	ANDRE WIJAYA	4. Andre
5	Angelia Duta Hamyari	5. Eyt
6	Ameta Najwa Dita	6. Dita
7	Bobo Handoko	7. Bobo
8	Ena Valentina	8. Ena
9	Fajar mei endita	9. jml
10	FeBi Oktaviani	10. FeBi
11	Galuh Jaiano	11. Galuh
12	Gesti Adesevita	12. Gesti
13	Hanifah Hidayawati	13. Hanifah
14	Melda Larasati	14. Melda
15	Kharisma Mareta Putri	15. ois
16	M. Firda Kharaga	16. Firga
17	Marcell Kamadhani	17. Marcell
18	Natalia suanti	18. Natali
19	Nely Malihatul Zulfen	19. Nely
20	Petno fadiah	20. Petno
21	Ricad AFANDI	21. Ricad
22	RIFKI AKABAR	22. Rikri
23	Rindayani Putri	23. Rindayani
24	Diska Febiola	24. Febiola
25	SABILLY JENAWI	25. Sabilly
26	Sendy Putra Yuansyah	26. Sendy
27	Suci dura	27. Suci
28	Tarisa Amelia.	28. Tarisa
29	Yelinda hariana	29. Yelinda
30	Yunita lestari	30. Yunita
31		31.

ATTENDANCE LIST OF STUDENTS

POST-TEST

Class : 8-1

Academic year : 2019/2020.

Semester : I

Date : Saturday, Dec 21st, 2019

No	Name	Signature
1	Adyt Saputra	1. Adyt-
2	Ahmad Farhan	2. Ahmad
3	A. Manda Bima - W	3. Bima
4	ANDRE NIZAYA	4. Andre
5	Anggia Rinto Harlapani	5. Anggia
6	Anneta Naina Dita	6. Anneta
7	BOBI HANDEKO	7. Bobi
8	Elva Valentina	8. Elva
9	Fajar mei endita	9. Fajar
10	FeBI OKTAVIANI	10. FeBI
11	Galuh Juliana	11. Galuh
12	Gesti Ade Serica	12. Gesti
13	Hanisah Hidayawati	13. Hanisah
14	Imelda Larasati	14. Imelda
15	Kharisma Mareta Putri	15. Kharisma
16	M. Firda Kharaga	16. Firda
17	Marcell Ramadani	17. Marcell
18	Natalia Sutanti	18. Natalia
19	Nelly Malihatul Zulfah	19. Nelly
20	Petno Fawilah	20. Petno
21	Kicad Afandi	21. Kicad
22	RIFKI AIRBAR	22. RIFKI
23	Rendayani Putri	23. Rendayani
24	Diska Nabila	24. Diska
25	SABILLY JENAWI	25. Sabilly
26	Sandy Fitra Juansyah	26. Sandy
27	Suci Lura	27. Suci
28	Tarisa Amelia	28. Tarisa
29	Jelinda Liana	29. Jelinda
30	Yunita Lestari	30. Yunita
31		31.

OBSERVATION SHEET

PRE-TEST

Day/Date : Friday, Decemeber 20th 2019

Class : 8.1

No	Name	Students Activity				
		a	b	c	d	e
1	ADYT SAPUTRA	✓		✓		
2	AHMAD FARHAN	✓				✓
3	AMANDA BIMA MAHENDRA		✓	✓	✓	
4	ANDRE WIJAYA	✓		✓		✓
5	ANGELICA DWITA HANDAYANI	✓	✓		✓	
6	ARNETA NAJWA DITA	✓		✓	✓	
7	BOBI HANDOKO				✓	
8	ELVA VALENTINA		✓	✓		✓
9	FAJAR MEI HENDITA	✓	✓	✓	✓	
10	FEBI OKTAVIANI				✓	
11	GALUH YULIANA	✓		✓		✓
12	GESTI ADE SEVITA		✓		✓	
13	HANIFA HIDAYA WATI	✓		✓		✓
14	IMELDA LARASATI		✓		✓	✓
15	KHARISMA MARETA PUTRI		✓			
16	M. FIRDIO KHARIGA	✓	✓		✓	✓
17	MARCELI RAMADNI	✓		✓	✓	✓
18	NATALIA SUSANTI		✓	✓		
19	NELY MALIHATUL ZULFAA	✓		✓	✓	
20	RETNO FDILAH	✓	✓			✓
21	RICAD AFANDI		✓		✓	
22	RIFKY AKBAR	✓		✓		✓
23	RINDIYANI PUTRI			✓	✓	
24	RISKA NABILA		✓	✓		
25	SABILLY JENAWI	✓		✓	✓	✓
26	SENDY FITRA YUANISYAH		✓			
27	SUCI AURA	✓		✓		
28	TARISA AMELIA		✓		✓	
29	YELINDA HARVINA	✓		✓	✓	✓
30	YUNITA LESTARI		✓		✓	✓

Note :

a : Answering teachers' question.

b : Gues thr picture.

c : Make simple sentences.

d : Labeling the picture.

e :Following the teacher's intruction.

OBSERVATION SHEET

POST-TEST

Day/Date : Saturday, Decemeber 21th 2019

Class : 8.1

No	Name	Students Activity				
		a	b	c	d	e
1	ADYT SAPUTRA	✓		✓		✓
2	AHMAD FARHAN	✓	✓			✓
3	AMANDA BIMA MAHENDRA		✓	✓	✓	✓
4	ANDRE WIJAYA	✓	✓	✓		✓
5	ANGELICA DWITA HANDAYANI	✓	✓		✓	✓
6	ARNETA NAJWA DITA	✓	✓	✓	✓	✓
7	BOBI HANDOKO	✓	✓		✓	✓
8	ELVA VALENTINA		✓	✓		✓
9	FAJAR MEI HENDITA	✓	✓	✓	✓	✓
10	FEBI OKTAVIANI		✓	✓	✓	✓
11	GALUH YULIANA	✓		✓		✓
12	GESTI ADE SEVITA		✓		✓	✓
13	HANIFA HIDAYA WATI	✓		✓		✓
14	IMELDA LARASATI	✓	✓	✓	✓	✓
15	KHARISMA MARETA PUTRI		✓	✓	✓	✓
16	M. FIRDIO KHARIGA	✓	✓		.	✓
17	MARCELI RAMADNI	✓		✓	✓	✓
18	NATALIA SUSANTI		✓	✓		✓
19	NELY MALIHATUL ZULFAA	✓		✓	✓	✓
20	RETNO FDILAH	✓	✓	✓		✓
21	RICAD AFANDI		✓	✓	✓	✓
22	RIFKY AKBAR	✓	✓	✓		✓
23	RINDIYANI PUTRI	✓	✓	✓	✓	✓
24	RISKA NABILA		✓	✓		✓
25	SABILLY JENAWI	✓	✓	✓		✓
26	SENDY FITRA YUANISYAH		✓		✓	✓
27	SUCI AURA	✓		✓	✓	✓
28	TARISA AMELIA		✓		✓	
29	YELINDA HARVINA	✓		✓		✓
30	YUNITA LESTARI		✓	✓	✓	✓

Note :

a : Answering teachers' question.

b : Gues thr picture.

c : Make simple sentences.

d : Labeling the picture.

e :Following the teacher's intruction.

PRE-TEST EXPERIMENT AND CONTROL

- a. Direction : 1. Don't forget to write your name on your worksheet
2. Open the dictionary to guide your writing.

Good luck !!

- b. Question : 1. Please rewrite this text based on your own words !

Name : **Boby Handoko**

Class : **8.1**



The story Snow White

Once upon a time, In earlier times there lived a, who named Snow White. He lived with his aunt and uncle because his parents died. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them. Princess Snow White did not want her uncle and aunt to do this. So he decided to escape.

The next day he ran away from home when her aunt and uncle were having breakfast, he fled into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked, but no one answered her so she went inside and fell asleep Meanwhile, seven dwarfs came home from his work. They get into. There, they found Snow White woke up from his sleep. He saw the dwarfs. The dwarf said: " What is your name ? Snow White said, " My name is Snow White. " One dwarf said, " If you want, you can stay here with us. ' Snow White tells all about her story. Then daughter snow and the seven dwarves are now living happily ever after.

Please rewrite this text based on your own words !
Answer:

Snow white

Once upon a time, beautiful girl there lived
she name is snow white her is daughter from
a king but her mother ^{died} ~~dead~~. and then the king
get married to the new queen but the new
queen its very evil to snow white.

70

Content : 20

Vocabulary : 20

Grammar : 10

Mechanic : 20

POST-TEST

NARRATIVE TEXT (EXPERIMENT CLASS)

- a. Direction : 1. Don't forget to write your name on your worksheet
2. Open the dictionary to guide your writing.
3. Write by your own self, cheating in the exam is not noble

Good luck !!

- b. Question : 1. Please rewrite this text based on your own words !

Name : Bobby Handoko

Class : 8.1



The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Please rewrite this text based on your own words !
Answer:

Legend of Surabaya

a long time ago, there were two animals, sura and baya. Sura ^{was} the name ^{of} a shark. and baya ^{was} the name of a crocodile. They live in a sea.

Once sura and baya looking for some food.

Suddenly, Baya saw a got "yummy, this is my lunch said baya.

No way! this is my lunch said sura.

and than they to fighting they lived in the different places. sura lived in the water and baya lived in the land.

80

Content : 20

Vocabulary : 20

Grammar : 20

Mechanic : 20.

PRE-TEST EXPERIMENT AND CONTROL

- a. Direction : 1. Don't forget to write your name on your worksheet
2. Open the dictionary to guide your writing.

Good luck !!

- b. Question : 1. Please rewrite this text based on your own words !

Name : Arnetta Majwa Dita.
Class : 8-1



The story Snow White

Once upon a time, In earlier times there lived a, who named Snow White. He lived with his aunt and uncle because his parents died. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them. Princess Snow White did not want her uncle and aunt to do this. So he decided to escape.

The next day he ran away from home when her aunt and uncle were having breakfast, he fled into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked, but no one answered her so she went inside and fell asleep. Meanwhile, seven dwarfs came home from his work. They get into. There, they found Snow White woke up from his sleep. He saw the dwarfs. The dwarf said: " What is your name ? Snow White said, " My name is Snow White. " One dwarf said, " If you want, you can stay here with us. ' Snow White tells all about her story. Then daughter snow and the seven dwarves are now living happily ever after.

Please rewrite this text based on your own words !
Answer:

Snow white

One upon a time, there was big and beautiful Kingdom in which lived a king and a ^{queen} ~~queen~~. They had a gorgeous daughter with black hair and fair skin. With the year(s) the princess ^{grew} ~~grew~~ up ^{becoming} ~~becom~~ more and more beautiful and kind. But, sadly her mother ^{died} ~~dead~~ and went to heaven. The king had married to the new queen.



Content : 20

Vocabulary : 10

Grammar : 10

Mechanic : 20

POST-TEST

NARRATIVE TEXT (EXPERIMENT CLASS)

- a. Direction : 1. Don't forget to write your name on your worksheet
2. Open the dictionary to guide your writing.
3. Write by your own self, cheating in the exam is not noble

Good luck !!

- b. Question : 1. Please rewrite this text based on your own words !

Name : Arnetta Najwa Dita

Class : 8.1



The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Please rewrite this text based on your own words !
Answer:

The legend Sura & baya

Along time ago, there were two animals, sura (shark)
baya (crocodile).

then they fought for the goat. Baya ^{was} very
angry when he know that sura broke the promise.
Sura finally gave up and went back to the sea.
baya was happy.

70

Content : 20.

Vocabulary : 15

Grammar : 15

Mechanic : 20

PRE-TEST
EXPERIMENT AND CONTROL

- a. Direction : 1. Don't forget to write your name on your worksheet
2. Open the dictionary to guide your writing.

Good luck !!

- b. Question : 1. Please rewrite this text based on your own words !

Name : A. Pafhan

Class : 8.1

date : Friday 2019 Dec. 21th



The story Snow White

Once upon a time, In earlier times there lived a, who named Snow White. He lived with his aunt and uncle because his parents died. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them. Princess Snow White did not want her uncle and aunt to do this. So he decided to escape.

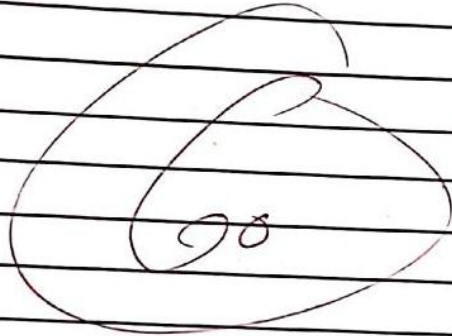
The next day he ran away from home when her aunt and uncle were having breakfast, he fled into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked, but no one answered her so she went inside and fell asleep Meanwhile, seven dwarfs came home from his work. They get into. There, they found Snow White woke up from his sleep. He saw the dwarfs. The dwarf said: " What is your name ? Snow White said, " My name is Snow White. " One dwarf said, " If you want, you can stay here with us. ' Snow White tells all about her story. Then daughter snow and the seven dwarves are now living happily ever after.

Please rewrite this text based on your own words !
Answer:

Snow white

a Long time ago, when the Snowflakes fell like
feather. a ^{queen} ~~queen~~ sat ^{sewing} ~~sitting~~ at ~~Nidow~~ a window

She Priced her finger on a ~~needle~~ so that
three drops of ~~blood~~ fell upon the snow



Content : 20.

Vocabulary : 10

Grammar : 10

Mechanics : 20



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGANSKRIPSIMAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rizky Nurfadilah Zean
NPM : 13108287

Jurusan : TBI
Semester : XII/2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 19/12 2019		✓	Revisi 4 & 5	
2.	Jum'at 27/12-19		✓	Acc ch. 1 & 2	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II,

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: lainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGANSKRIPSIMAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rizky Nurfadilah Zean
NPM : 13108287

Jurusan : TBI
Semester : XII/2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	06-01-2020	✓		- Surat kelayakan telah meluluskan pro survey dan riset - Foto 3 sadat kemas - Lembar pengisian dan penulisan	
2	09/01/2020	✓		- Revisi Angket NAW	
3	13/01/2020	✓		- ACE Mungyer	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I,

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1165/In.28.1/J/TL.00/04/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP N 9 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **RIZKY NURFADILAH ZEAN**
NPM : 13108287
Semester : 10 (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **THE INFLUENCE OF USING FREEZE FRAMING TECHNIQUE
TOWARD THE STUDENT WRITING NARRATIVE TEXT AMONG
THE EIGHT GRADER OF SMP N 9 METRO**

untuk melakukan *pra-survey* di SMP N 9 METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 April 2018
Kepada Jurusan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
19750610 200801 1 014



PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SEKOLAH MENENGAH PERTAMA NEGERI 9 METRO
Jl. Piagam Jakarta 16 Polos Kel. Mulyosari Metro Barat – Phone (0725) 7525107

Nomor : 010/I.12.3/SMPN.9/HM/2018

Lamp.: -

Hal. : **Izin Pra Survey**

Kepada,

Yth. : Ketua Jurusan TBI IAIN Metro
Fakultas Tarbiyah dan Ilmu Keguruan
Di-
Metro

Yang bertanda tangan di bawah ini Kepala SMP Negeri 9 Metro menerangkan:

Nama	: RIZKY NURFADILAH ZEAN
NPM	: 13108287
Semester	: 10 (sepuluh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Bahasa Inggris
Judul Proposal	: "THE INFLUENCE OF USING FREEZE FRAMING TECHNIQUE TOWARD THE STUDENT WRITING NARRATIVE TEXT AMONG THE EIGHT GRADER OF SMP N 9 METRO".

Berdasarkan surat nomor : B-1165/In.28.1/J/TL.00/04/2018 Tentang Izin Pra Survey tanggal 09 April 2018 di SMP Negeri 9 Metro.

Bahwa Mahasiswa tersebut di atas telah kami terima dan di izinkan melaksanakan Pra Survey selama 2 (dua) hari dari tanggal 13 s.d 14 Agustus 2018.

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 8 Agustus 2018
Ka. UPTD SMPN 9 Metro

Mrs. SUWARNO, M.Pd.I
NIP. 19640105 199103 1 004



PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 9 METRO

Email: smpn9metro@yahoo.co.id

Jl. Piagam Jakarta 16 Polos Kel. Mulyosari Metro Barat-Phone (0725) 7525107



Nomor : 091 /1.2.3/SMPN.9/KP/2020
Lampiran : -
Perihal : Izin Penelitian

Kepada
Yth : Wakil Dekan I FTIK
Di Metro

Dengan hormat,

Menanggapi surat saudara nomor: B-4546/ln.28/D.1/TL.01/12/2019

Desember 2019 perihal izin penelitian. Dengan kepala SMP Negeri 9

Metro memberikan izin kepada mahasiswa:

Nama : Rizky Nurfadilah Zean
NPM : 13108287
Jurusan : Tadris Bahasa Inggris
Untuk : Melaksanakan Penelitian

Dengan Hormat:

1. Tidak mengganggu proses belajar mengajar
 2. Selesai penelitian agar menyampaikan laporan.
- Demikian surat ini diberikan agar dapat dipergunakan sebagai mana mestinya

Metro, 06 Januari 2020

Kepala UPTD SMPN 9 Metro



Agus Setyo, S.Pd

NP. 19730803 200501 1 005



PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 9 METRO
Email: smpn9metro@yahoo.co.id

Jl. Piagam Jakarta 16 Polos Kel. Mulyosari Metro Barat-Phone (0725) 7525107



Nomor : 091 /1.2.3/SMPN.9/KP/2020
Lampiran : -
Perihal : Izin Research

Kepada
Yth : Rektor Bidang Akademik dan Kelembagaan
Institut Agama Islam Negeri Metro (IAIN)
Di-
Metro

Yang bertanda tangan di bawah ini Kepala SMP Negeri 9 Metro menerangkan :

No	Nama	NPM	Semester	Jurusan
1.	RIZKY NURFADILAH ZEAN	13108287	13 (tiga belas)	Pendidikan Bahasa Inggris

Berdasarkan surat tentang izin research dalam rangka menyelesaikan tugas akhir/skripsi. Dengan Judul " THE INFLUENCE OF USING FREEZE FRAMING TECHNIQUE TOWARD THE STUDENT'S WRITNG NARRARTIVE TEXT AT THE EIGHT GRADERS OF SMPN 9 METRO IN ACADEMIC 2019/2020".

Maka mahasiswi yang namanya tersebut di atas telah kami terima untuk melaksanakan Reserch dari tanggal 20 Desember s/d 6 Januari 2020.

Demikian surat izin ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 06 Januari 2020
Kepala UPTD SMPN 9 Metro

Agus Subetyo S.Pd
NIP. 19780803200501 1 005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4546/In.28/D.1/TL.01/12/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : RIZKY NURFADILAH ZEAN
NPM : 13108287
Semester : 13 (Tiga Belas)
Jurusan : Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP N 9 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING FREEZE FRAMING TECHNIQUE TOWARD THE STUDENT WRITING NARRATIVE TEXT AT THE EIGHT GRADER OF SMP N 9 METRO".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro

Pada Tanggal : 19 Desember 2019

Mengetahui,
Pejabat Setempat

Agus Setyo, SP

NIP. 19730803 200501 1005



Wakil Dekan I,

Dr. Isti Fatonah MA

NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4547/In.28/D.1/TL.00/12/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 9 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.


Sehubungan dengan Surat Tugas Nomor: B-4546/In.28/D.1/TL.01/12/2019, tanggal 19 Desember 2019 atas nama saudara:

Nama : **RIZKY NURFADILAH ZEAN**
NPM : 13108287
Semester : 13 (Tiga Belas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 9 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING FREEZE FRAMING TECHNIQUE TOWARD THE STUDENT WRITING NARRATIVE TEXT AT THE EIGHT GRADER OF SMP N 9 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

19 Desember 2019
Dekan I,

Dra. Isti Ekaonah MA
NIP. 19670531 199303 2 003



CURRICULUM VITAE



Rizky Nurfadilah Zean who stands as the researcher in this present research was born in Kendal, Central Java on November 28th, 1995. She comes from simple and harmonic family. She is the first girl from Mr. Zaenuri and Mrs. Rasiti Puspita.

The reasearcher began her study in Elementary School at SDN 4 Simbarwaringin, She continued her study in junior high school at SMP N 9 Metro for three years. Then, graduated from junior high school, she continued her study in Sma Utama Wacana Metro. After graduated from senior high school, she continued her study in IAIN Metro with English Education Study Program. She really hope that she is able to continue her study to master of degree and to be a succesfull person that can present a happiness for her parents.