

ENGLISH LITERATURE IN THE
POST-INDONESIA PERIOD
STUDY PROGRAM OF MEDICAL

Submitted to the faculty of education
in fulfillment of the requirements for the
degree of Bachelor of Education

THE STUDENT'S
PROGRAM OF MEDICAL
UNIMED

THE EFFECT OF METHODS OF TEACHING AND LEARNING
ON THE STUDENTS' ACHIEVEMENT IN WRITING
NARRATIVE TEXT

A Thesis

**THE EFFECT OF METHODS OF TEACHING AND READING ABILITY
ON THE STUDENTS' ACHIEVEMENT IN WRITING
NARRATIVE TEXT**


Fauziatul Halim
Registration Number: 072188330010

English Applied Linguistics Study Program
State University of Medan

This thesis was examined on February 4th, 2010 by the Board of Examiners

Approved by
Adviser Commission

Adviser I




Prof. Dr. Busmin Gurning, M.Pd
NIP. 19590713 198601 1 001

Adviser II



Prof. Amrin Saragih, M.A., Ph.D
NIP. 19550113 198203 1 002

The Head of English Applied
Linguistics Study Program



Prof. Dr. Busmin Gurning, M.Pd
NIP. 19590713 198601 1 001



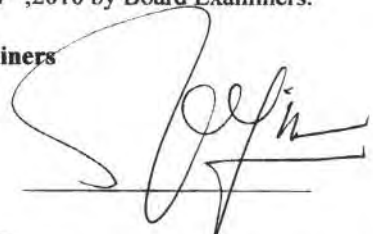
Prof. Dr. Bellerik Manullang
NIP. 19471015 197412 1 001

Approval

This Thesis was examined on February 4th, 2010 by Board Examiners.

Board of Examiners

Prof. Dr. Busmin Gurning, M.Pd



Prof. Amrin Saragih, M.A., Ph.D




Prof. Tina Mariany Arifin, M.A., Ph.D



Dr. Eddy Setia, M.Ed., TESP



Dr. Didik Santoso, M.Pd



Approved By



Prof. Dr. Bollerik Manullang
NIP. 19471015 197412 1 001

**The Head of the English
Applied-Linguistics Study Program**

Prof. Dr. Busmin Gurning, M.Pd
NIP. 19590713 198601 1 001



ACKNOWLEDGEMENTS

The writer's endless gratitude is primarily expressed to Allah SWT for His forever Blessings and Mercy that has enabled her to finish writing this piece of academic work. In the process of writing this thesis, the writer has to confess that many people have given her the care, attention and bright ideas. In this connection, she would like to express her very special gratitude to Prof. Dr. Busmin Gurning, M.Pd being her First Adviser and Prof. Amrin Saragih, M.A., Ph.D., being her Second Adviser, her excellent advisers, their understanding efforts in sharing their valuable time especially for comments, advice, correcting, and suggestions.

She would like to thank her whole-hearted gratitude to the reviewers and examiners, Prof. Tina Mariany Arifin, M.A., Ph.D, Dr. Eddy Setia, M.Ed., TESP, Dr. Didik Santoso, M.Pd, Prof. Dr. Lince Sihombing, M.Pd., and for their valuable inputs for completion of this thesis. She also wishes to express thanks to all lecturers who have given her the valuable knowledge and science during her study at the English Applied Linguistics Study Program of Postgraduate School, State University of Medan.

Then, she would also like to express her sincere appreciation and love to her parents, her sisters, and her brothers, especially her beloved mother, Hj. Latifah Hanum who always shows her power to give her motivation and pray never endless to finish the study. Next, she also thanks especially her beloved brother, Wahidin S.E, who has given love, support, advice, and sense of humor has helped her more than she can know. She also thanks Akmal and Bang Kusnin, who have given her spirit, motivation and encouragement in writing her thesis as soon as possible. Next, she would like to thank Kak Bety, Hilda, Andi, Happy, Azizah, Dina, Ida, Inda, Yanti, Sari, Titin, Bang Feri who have supported her. The writer also would like to say a special thank you to Siti Rohana, S.Pd. as the admistration staff who has given her full assistance.

She also thanks the headmaster of MTsN Langsa, Drs. Husaini, who permits her to conduct the research in the school; Agustina S.Pd and Husna S.Ag, as professional teachers who help her in

conducting the treatment in her research. And those teachers and students of MTsN Langsa who gave supports to this study should deserve her sincere gratitude for their cooperative attitude and work during the research.

Finally, the writer must admit that the content of this thesis is still far from being perfect, she warmly welcomes any constructive ideas and critics that will improve the quality of the thesis. She also hopes this thesis would be useful for those who read it, especially majoring in English.

Medan, February 6th 2010

The writer,

Fauziatul Halim

Registration Number 072188330010



TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS.....	i
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF FIGURES	vii
LIST OF APPENDICES	viii
CHAPTER 1 : INTRODUCTION	1
1.1 Background of the Study	1
1.2 Identification of the Problem	4
1.3 The Problems of the Study	4
1.4 The Objective of the Study	4
1.5 The Scope of the Study	5
1.6 The Significance of the Study	5
CHAPTER 2 : REVIEW OF RELATED LITERATURE.....	6
2.1 The Students' Achievement in Writing	6
2.2 Assessment of Writing Skill.....	6
2.3 Writing	7
2.4 Types of writing	11
2.5 Cooperative Learning.....	14
2.5.1 Definition of Cooperative Learning	14
2.5.2 The Principle of Cooperative Learning.....	15
2.5.3 Types of Cooperative Learning.....	17
2.5.4 Design of Cooperative Learning.....	18
2.5.5 Procedure of Cooperative Learning.....	19
2.5.6 Strengthness and Weakness of Cooperative Learning	20
2.5.6.1 The Strengthness of Cooperative Learning	20
2.5.6.2 The Weakness of Cooperative Learning	21
2.6 Contextual Teaching Learning	24
2.6.1 Definition of Contextual Teaching Learning	24

2.6.2	The Principle of Contextual Teaching Learning	25
2.6.3	Design of Contextual Teaching Learning.....	30
2.6.4	Procedure of Contextual Teaching Learning.....	30
2.6.5	Strengthness and Weakness of Contextual Teaching Learning.....	32
2.6.5.1	The Strengthness of Contextual Teaching Learning	32
2.6.5.2	The Weakness of Contextual Teaching Learning.....	33
2.7	Conceptual Framework	34
2.8	Hypotheses	39
CHAPTER 3 : RESEARCH METHOD.....		40
3.1	Place and Time Research	40
3.2	Population and Sample Research.....	40
3.3	The Method and Research Design.....	40
3.4	Definition of Operational Research Variables	42
3.5	Procedures and Implementation Research	43
3.6	The Instrument of Data Collection	45
3.7	Instrument Trial Research	46
3.8	Technique of Data Analysis	50
CHAPTER IV : DATA ANALYSIS		52
4.1	Description of Data Analysis.....	52
4.2	Test Requirements Analysis of Variance	63
4.3	Hypothesis Testing	68
4.4	Finding Research	72
4.5	Research Discussion.....	73
4.6	Research limitations	76
CHAPTER V : CONCLUSIONS AND SUGGESTIONS.....		79
5.1	Conclusions	79
5.2	Suggestions.....	80
REFERENCES		81
APPENDICES		83

LIST OF TABLES

Table		Page
2.1	The Structure of Narrative Text	13
2.2	The Differences between Cooperative Learning and Contextual Teaching Learning	34
3.1	The 2 x 2 Factorial Design of the Study	41
3.2	Writing Test Items	45
3.3	The difficulty index criteria	47
3.4	Criteria for Determining Power or difference	48
4.1	The distribution of frequency on the students' achievement in writing with cooperative learning	52
4.2	The distribution of frequency on the students' achievement in writing With contextual teaching learning	54
4.3	The distribution of frequency on the students' achievement in writing With high reading ability	55
4.4	The distribution of frequency on the students' achievement in writing With low reading ability	57
4.5	The distribution of frequency on the students' achievement in writing with Cooperative learning which has high reading ability.....	58
4.6	The distribution of frequency on the students' achievement in writing with Cooperative learning which has low reading ability.....	59
4.7	The distribution of frequency on the students' achievement in writing with Contextual Teaching learning which has high reading ability.....	61
4.8	The distribution of frequency on the students' achievement in writing with Contextual Teaching learning which has low reading ability.....	62
4.9	The Results of normality test on the Students' achievement in Cooperative Learning and CTL	64
4.10	Test Results of normality for Student who has High Reading Ability and low Reading Ability	64
4.11	The Results of normality tests for students In each group (CLHRA, CLLRA, CTLHRA, and CTLLRA).....	65
4.12	The calculation results variance homogeneity of cooperative learning and CTL	66
4.13	The calculation results variance homogeneity of high reading ability and low reading ability	67
4.14	Test Results Summary of Results of homogeneity score writing	67
4.15	Research Summary Data	68
4.16	Summary of Variance Results	69
4.17	Summary of Test Results Calculation Schefee	70

LIST OF FIGURES

Figure	Page
1. The Histogram of the results on the students' achievement In writing with cooperative learning method	53
2. The Histogram of the results on the students' achievement in writing with contextual teaching learning method	54
3. The Histogram of the results Student' achievement Having High reading Ability	56
4. The Histogram of the results Student' achievement Having low reading Ability	57
5. The Histogram of the results on the Student' achievement writing Cooperative learning which has high reading ability.....	59
6. The Histogram of the results on the Student' achievement writing Cooperative learning which has low reading ability.....	60
7. The Histogram of the results on the Student' achievement writing with contextual teaching learning which has high reading ability.....	61
8. The Histogram of the results on the Student' achievement writing with contextual teaching learning which has low reading ability	63
9. Interaction Methods of Teaching and Reading Ability on the students's achievement writing narrative text.....	72



LIST OF APPENDICES

APPENDIX	Page
A Writing Test.....	83
B The Key Answer.....	91
C Lesson Plan	92
D The Analysis Test Of Narrative Text	116
E The Result of Reading Ability.....	131
F The Result of Writing Test.....	133
G The Distribution Of Frequency Research Data	142
H Calculation Of Basic Statistics.....	144
I Normality Of The Data.....	168
J Test Homogeneity Research Data.....	178
K Calculation Analysis of Variance (ANAVA) Two Line	183
L Scheffe Test.....	190



