THE USE OF CARTOON STORY MAKER (CSM) TO MASTER WRITING ABILITY IN COMPOSING SIMPLE SENTENCE

(Experimental Study of the First Year Students of SMK Negeri 1 Tengaran in the Academic Year of 2017/2018)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial Fulfillment of the Requirements for

the Degree of Sarjana Pendidikan (S.Pd)

By:

Ikfin Iftah Rohmatika

NIM.113 13 105

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2018
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2018
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer. This paper does not contain any material published by other people and it does not cite any other people’s ideas except those quoted overtly.

This declaration is written with the full concern of the writer.

Salatiga, March 13th 2018

The writer

Ikfin Iftah Rohmatika
NIM.11313105
Salatiga, March 13th 2018

Ruwandi, S.Pd., M.A.
The Attentive Counselor’s note
Ikfin Ifah Rohmatika

To the Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb

After reading and correcting Ikfin Ifah Rohmatika’s graduating paper entitled **THE USE OF CARTOON STORY MAKER (CSM) TO MASTER WRITING ABILITY IN COMPOSING SIMPLE SENTENCE** (Experimental Study of the First Year Students of SMK Negeri 1 Tengaran in the Academic Year of 2017/2018), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty, I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb


Counselor

Ruwandi, S.Pd., M.A.
NIP.19661225 200003 1 002
THE USE OF CARTOON STORY MAKER (CSM) TO MASTER WRITING ABILITY IN COMPOSING SIMPLE SENTENCE

(Experimental Study of the First Year Students of SMK Negeri 1 Tengaran in the Academic Year of 2017/2018)

WRITTEN BY:

Ikfin Ifath Rohmatika

NIM.113 13 105

Has been brought to the board of examiners of English and Education Department of Teacher Training and Educational Faculty at State Institute for Islamic Studies (IAIN) Salatiga on April, 02nd 2018, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan (S.Pd) in English and Education.

Board of examiners

Head : Noor Maliah, Ph.D
Secretary : Dr. Ruwandhi, M. A
1st Examiner : Norwanto, Ph.D
2nd Examiner : Hammam, Ph.D

Salatiga, March 13th 2018
MOTTO

“Do not lose hope, Nor be sad”

-Qur’an 3:139-

“When you have taken a decision, Put your trust in Allah”

-Qur’an 3:159-
DEDICATION

This graduating paper is dedicated to:

- My beloved parents, father (Fakhruddin) and my beloved mother (Uswatun Khasanah). Thanks a lot for all support, trust, finance, encouragement, praying and I just can say thank you, I love you so much.
- My beloved brother Alfa Yusyafa Waladi
- All of my big family thanks for your support
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Assalamu’alaikum Wr. Wb.

Alhamdulillahi robbil’alamin, all praise be to Allah SWT, the most Gracious and the Most Merciful who always bless and help the writer so the writer can finish the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support, advices, help and encouragement from several people and institution. Hence, the writer would like to express special thanks to:

1. Dr. Rahmat Haryadi, M.Pd, the Rector of Institute of Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd, the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.
3. Noor Maliahah, Pd.D, the Head of English Education Departme
4. Ruwandi, S.Pd., M.A. as a Counselor who has educate, supported, directed, and given the writer advice, suggestion, and recommendation for this graduating paper from beginning until the end
5. All of the Lecturers in the English education Department of IAIN Salatiga
6. All of the Staff who have helped the writer in processing the graduating paper administration
7. All staff and the teacher of SMK Negeri 1 Tengaran Semarang Regency
8. The first year students of JB (Jasa Boga) 2 of SMK Negeri 1 Tengaran Semarang Regency thanks for your help and kindness
9. My friend in D class, Thanks for your support, jokes, brotherhoods, loves, smiles and so on. I will never forget it, Keep in touch even when we cannot get together anymore

10. My friend in IAIN Salatiga ’13 thank you

11. Someone who helped and supported in finishing this graduating paper, I just say thank you so much

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. Furthermore, the researcher is pleased to accept more suggestion and contribute from the reader for the improvement of the graduating paper.

Salatiga, March 13rd 2018

Ikfin Iftah Rohmatika
NIM.11313105
ABSTRACT

Rohmatika, Ikfin Ifiah. 2018. “THE USE OF CARTOON STORY MAKER (CSM) TO MASTER WRITING ABILITY IN COMPOSING SIMPLE SENTENCE (Experimental Study of the First Year Students of SMK Negeri 1 Tengaran in the Academic Year of 2017/2018)” A Graduating Paper English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga. Counselor: Ruwandi, S.Pd., M.A.

The objectives of the research were: 1) To know there are any differences of writing ability in composing simple sentences before and after they are taught by cartoon story maker, 2) To know there are any significant of differences of writing ability in composing simple sentences before and after they are taught by cartoon story maker.

The subject of this research was the students of senior high school consist of twenty four students of SMK Negeri 1 Tengaran, Semarang Regency. The researcher used a simple experiment research as a method in this research. The methodology of this research used quantitative research. It was conducted in one class.

The results showed that: 1) The mean score pre-test was 49.5 and the mean of post-test was 66.67 ; 2) The improvement of the students' writing ability was significant after applying cartoon story maker, and cartoon story maker was more effective strategy to improve students' writing ability or can be mentioned that this research was accepted Ha and rejected Ho, because the t-calculation (t0) higher than the t-table. The t0 is 3.10020877>2.069.

Key Words: Cartoon Story Maker; Writing Ability; Simple Sentence
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CHAPTER I
INTRODUCTION

This chapter contains background of study, problem statement, objective of the study, benefits of the study, review of related literature, limitation of the study, operational definition and outline of the study.

A. Background of Study

There are many kinds of language in our life. One of them is English. Nowadays English becomes the international language in the world. It become we have to learn about english to comunication between people in the world. As an international language, English also important in many fields. Such as politics, economy, education, and so on. By those reason, Indonesia determined English as the first foreign language and put it as one of the compulsory subject in the formal school from junior high school until university levels.

Within Indonesian context, learning English is not easy, because Indonesian student are expected to be able to master language skill, they are : listening, speaking, reading, and writing. Those are divided into receptive skills and productive skills as Harmer viewed that “Speaking and writing involve language production and therefore often referred as productive skills. Listening and reading, in the other hand, involve receiving messages and therefore referred to as receptive skills”. (Jeremy Harmer:1991)
Because language is skill, shortage of practice is the problem. The teacher did not give enough writing practice both in the classroom and outside the classroom. The teacher at least needed two meetings to get the students to come to productive stage.

In productive skills, there are speaking and writing. And writing skill is the most difficult skill to be mastered by students. (Jack C. Richard and Willy A. Renandya:2002) According to Heaton “The writing skill are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements.” (J.B. Heaton:1988). Writing itself is a method of representing language in visual form through the sign and symbols.

Based on the information from English teacher at SMK Negeri 1 Tengaran, students are confused about writing in composing simple sentence. If the teacher gave task to the students about simple sentence, they did not understand what kinds of the structure and time signal used. Therefore it is important to each rule of simple sentence to the students to make them able to compose simple sentence.

Based on reason described above, researcher suggests the teacher use cartoon story maker as a solution. Cartoon story maker as a media become effective in teaching writing to creating simple sentence.

Besides the reason that writing include the difficult part of English, the same media used also make students bored. The teacher usually taught with the
same media. So, it makes the students bored and did not pay attention about the lesson. In their mind structure is difficult and taught by same method. By taught like statements above, the students have low motivation and interest in English. So they have to teach by using other media and make them enjoy lesson.

According to Morris (1962:81) the function of educational media is to supplyment the teacher through media enhancing his effectiveness in the classroom. Educational media are both tools for teaching and avenues for learning, and their function is to serve these two processes by enhancing clarity in communication, diversity in method, and forcefulness in appeal. Except for the teacher, these media will determine more than anything else the quality of our educational effort. Using media can impact and increase understanding students about material. So they know more detail about the materials by using media and the learning process they didn’t bored. Research has revealed that teaching using media can extend the opportunities for learning far greater than chalk and talk (Obanya, 1985:75). Media help students to understand materials easily. In the classroom, teacher is using media in the learning process will impact in their motivation too.

By using media, the student will be more interested in learning English and also they will be easier to improve their writing ability. The students be able to know the sentence of the English language. Thus, the researchers need to apply the media to solve the problem by using cartoon story maker to improve students writing ability in creating simple sentence in SMK Negeri 1 Tengaran.
Based on this case, the writer wants to research under the title “THE USE OF CARTOON STORY MAKER (CSM) TO MASTERY OF WRITING ABILITY IN CREATING SIMPLE SENTENCES (Experimental of the first year students of SMK Negeri 1 Tengaran in The Academic Year 2017/2018)”

B. Problems of the Research

Based on the background of study above, the problems of study can be formulated as follows:

1. Are there any differences of writing ability in composing simple sentences of the first year students of SMK Negeri 1 Tengaran in the academic year of 2017/2018 before and after they are taught by cartoon story maker?

2. Are there any significant differences of writing ability in composing simple sentences of the first year students of SMK Negeri 1 Tengaran in the academic year of 2017/2018 before and after they are taught by cartoon story maker?

C. Objectives of study

Based on the research statement, this particular study is aimed at:

1. To know there are any differences of writing ability in composing simple sentences of the first year students of SMK Negeri 1 Tengaran in the academic year of 2017/2018 before and after they are taught by cartoon story maker.

2. To know there are any significant differences of writing ability in composing simple sentences of the first year students of SMK Negeri 1
Tengaran in the academic year of 2017/2018 before and after they are taught by cartoon story maker.

D. Significances of the Study

The result of the study is expected to be used theoretically and practically:

1. Theoretically
   a. The result of the study is expected to be able to improve the students fluency of writing skill through cartoon story maker.
   b. This study gives some advantages, especially for the researcher and also for the respondents and also all students toward their writing ability.
   c. As a references for the other researcher who want to study through cartoon story maker towards fluency on writing ability.

2. Practically
   a. For Teacher
      The expected of this research is helping teacher enrich about the media of teaching English particularly in writing and to solve the problem of students. The problem is correctly at the first year student of SMA Negeri 1 Tengaran. It will be fun and more interest in teaching writing in Senior High School.
   b. For Students
      For the students, this research expected to solve their problem in writing. They know rules of structure and make sentences correctly
in all aspect. In the classroom students enjoy in English lesson. Furthermore, students will have chance to improve their English skills by know structure rules and practice it.

c. For Researcher

For the research expected to give a new knowledge for the further researcher in order to make a better research in teaching and learning cases. Furthermore, it will help the further researcher to solve the student’s and Teacher problem which similar with this research.

E. Limitation of the Study

Based on the identification of the problem above, the writer will limit the problem to: The use of cartoon story maker to master writing ability in composing simple sentence. This is focus on the usage of simple present tense and cartoon story maker as a tool to make students easier to understand and practise writing. In order to enhance the writing skill of first year students of SMK Negeri 1 Tengaran.

F. Definition of Key Terms

The writer wants to clarify and explain the terms of the title to avoid the ambiguity in perception of some terms used in this study. The definition is as below:

1. Use of Cartoon Story Maker

Use mean take, hold, or deploy something as a means of accomplishing or achieving something (Oxford University Press, 2003:401)
Cartoon story maker is a computer application that can be used by both teachers and students to illustrate conversations and dialogues in a 2D form (Adam, 2013).

From the meaning above, we can conclude that the use of cartoon story maker is a computer application that can be used to illustrate conversation as a means of achieving something.

2. Improving writing skill

Improving is the process of becoming or making to be better (Oxford university press:2003). In the other dictionary, “improve” means to make better in quality or to make more productive to become better. (Webster:1994)

Writing skill is specified into the skill in organizing ideas (Rohman:2009). Writing is method of representing of language by writing system.

From the theories above, improving writing skill can be describe as the process of becoming better in the quality of organizing ideas in the written form.

3. Cartoon Story Maker

*Cartoon story maker* (CSM) is the application that can be used by both teacher and students to illustrate conversation and dialogues in a 2D form (Adam:2013). Not only conversations, but also stories that include image, test bubble, and voice recordings. The stories can be
saved on computer as HTML page, and can easily viewed by others on any computer using a web browser such as internet explorer. Stories can be printed.

G. Outline of the Study

This graduating paper will consist of the five chapters. Each chapter will be discussed as follows:

Chapter one is an introduction. It explains the background of the study, statement of the problems, objectives of study, significances of study, definition of key terms, the last is the outline of graduating paper.

Chapter two is research theory. This chapter describes theoretical review of teaching writing particularly in creating simple sentences and cartoon story maker. It explains the review of related literature, writing, grammar, and cartoon story maker.

Chapter three is research methodology. It discusses setting of research, subject of the study, the method of research, Procedure of research technique of collecting data and technique of analysis data, deals with research methodology, research object, technique of data collection, and technique of data analysis.

Chapter four is the data analysis which consists of analysis 1, 2 and discussion.
Chapter five as the last part of this outline consists of closure which will be divided into two parts, it contains of conclusion and suggestion. For the attachment there are bibliography and appendix.
CHAPTER II

UNDERLYING THEORY

In this chapter, the researcher presents Underlying Theory. It is aimed to give relevant knowledge underlined the study. Therefore, this chapter describe some information involving: Review of Related Literature, Writing, Grammar, Cartoon Story Maker, Evaluation Rubric, and Minimum Passing Grade (KKM).

A. Review of Related Literature

In this study, the researcher takes review of related literature from the other research.

The first research has been conducted by Mukaromah (2013) those graduating paper similar to writer’s research teaching writing in English as a foreign language learning, but they use different media “writing in the here and now”. There is a significant difference in the result of teaching writing. The students can increase their vocabularies and can write the sentence by their own words.

The second research was conducted by Wahyuni (2015), she conducted that taught writing by using personal photograph was effective. There is significant difference in the result of teaching writing by using personal photograph.
The third research was conducted by Amelia (2014), those graduating paper is similar with writer’s research, but they use different media “video demonstration”.

The writer decides to use cartoon story maker to master students writing ability in composing simple sentence at the first student of SMK Negeri 1 Tengaran. Three previous researches above are very helpful or the research as references and resourches of knowledge to conduct this research.

B. Writing

1. Definition of writing

   According to Murcia (1991:207) writing is an act to communication that requires an interaction process which take place between the writer and reader via text. According to Palmer (1994:5) writing is also a process of discovering and organizing your ideas, putting them on a paper, reshaping and revising them.

   Writing is a the way to express our thoughts and the reader can understand what we have in our mind in a written form. This statement supported by Baker who stated, “Writing is a way of thinking. Writing actually creates a though, and generates your ability to think; you discover thoughts you hardly knew you had, and come to know what you know. (Baker Sheridan:1991).

   The next definition from Byrne (1997:1), he said that writing is producing a sequence of sentence arranged in particular order and linked together in certain ways. A sequence of sentence whether it is short or long
after being put in order and linked together, they will form a coherent whole. This coherent whole is a text. According to Langan (2001:5) a text may consist of one paragraph or more.

Numan said that. “Writing is a both physical and mental work” (Nunan, 2000:8). It means that writing is the physical act of committing words or ideas to some medium, and is mental work of inventing ideas, thinking about how to express them into statements and paragraphs well. Meanwhile, Brown explains that “Writing is, in fact, a transaction with words whereby you free yourself from you presently think, feel, and perceive”. (Brown, 2001:336)

From the explanation above, we can conclude that writing is a process of discovering and organizing your ideas, putting them on a paper, reshaping and revising them to communicate between writer and reader via text.

2. The importance of writing

The important of writing to student of English as a foreign language include reinforcement, language development, learning style, and the most important writing as a skill in its own right (Hammer, 2002:79)

According to Hyland (2002:105) there are many advantages of teaching writing such as:

a. Disourse rehearsal: help learners establish way of engaging in spoken and writing interaction by stimulating real-word events.

b. Learning to write: provide opportunities to employ genres under realistic conditions.
c. Rhetorical consciousness rising: promotes understanding of reader needs and of writing as means of achieving social and persuasive purpose
d. Motivated involvement: provides the student with the reasons for writing based on their target needs and current interest
e. Cooperative engagement: requires student to work with others to collect data, exchange information and make decision
f. Learner control: offer learners opportunities to determine their own routes and strategy to achieve the goal established by the stimulation
g. Real feedback: requires student to respond immediately judge the effectiveness of their communication and develop reader sensitivity

3. Step of writing

According to Boardman and Frydenberg (2002:11-30), good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied. Writing is a continuous process of thinking and organizing, rethinking and reorganizing. Good writers go through six basic steps. Each step can be repeated as many times as necessary. The six steps are:

a. Assessing the Assignment

Every college or university class is going to have writing assignment with different purposes, so the first step in the writing process is to understand exactly what the professor wants on a particular assignment. Another important is to know the source of information should be ideas, knowledge, and thoughts.
b. Generating ideas

The purpose of this step is to think about a certain topic and generate as many ideas as possible. There are many ways to do this and the two of the most effective are brainstorming and freewriting.

i. Brainstorming

The purpose of brainstorming is to think about and write down a lot of ideas. It can be done individually or in groups. And it is important to note all the ideas. This is not the time to evaluate how good or bad they are.

ii. Freewriting

Freewriting is similar to brainstorming. It is started with a word or a phrase and write down anything that is related to the topic. The most important aspect of freewriting is not to allow stopping writing.

c. Organizing ideas

There are two methods to organize are topic outline and tree diagrams:

i. Topic outline

One way to organize ideas is to outline the points. To write a topic outline, first we have to decide what the main idea of the paragraph is. We should write that ideas as a sentence or just a few words on the top of paper. All we need are a few words that will help us remember what is going to write. Like brainstorming and freewriting, an outline is just for us, not for anybody else.
ii. Tree Diagram

Some people prefer a more visual kind of outline format called tree diagram. We start with the main idea and then make branches to points that support ideas.

4. Writing a first draft

Once we have our ideas generated and an organized pattern to follow, we can write our first draft. Good writers should make sure to read their writing carefully in order to make changes and corrections before they consider it finished.

5. Rewriting

Rewriting is one of the steps in writing process that is very crucial because it has been constructed by all aspects of writing such as ideas, vocabulary, punctuation, grammar, style, and quality of expressions in a completing paragraph. Rewriting consists of two separate processes: revising and editing.

a. Revising

Revising is of the first part of the rewriting. We may start revising as soon as we finish writing, or, better yet, set our paragraph aside for a while and go back to it later.

b. Editing

The other aspect of rewriting is editing. When we edit, we check to make sure the spelling, capitalization, punctuation, vocabulary, and grammar are correct. Editing is somewhat mechanical because we are
basically following rules. Becoming a better writer is a process of combining these two aspects of rewriting in order to best communicate what we want the readers to understand.

6. Writing the final draft

Writing the final draft is the last steps in writing process. Keep in mind that any of steps can be repeated at any time. Do not forget to write our final draft using paragraph format. Be sure to add a title.

Students have to apply the six steps of writing to get a better product in writing. The six steps of writing above help students and the other writer to write well because those steps are started from collecting ideas to create the ideas become paragraphs. Therefore, the emphasis is on the process of writing rather than the finished product. If the student can collect their ideas or what they have thought and move those ideas into a piece of paper, it means that they are able to finish their writing project. It goes without saying that their writing skill has been improved well because writing is not only about high skill, but it also about a lot practices.

C. Grammar

According to Hornby (1995:858) structure is a way in which the parts of something are put together. It means that the sentence structure recognize what a sentence is and how its parts fit together to communicate a complete thought. It also has means as the construction in which the meaning resemble.
1. The Component of Sentence
   a. Subject

   It is the person, thing, or idea that the sentence is about (Hall, 1993:21). Warriner (1982:7) said that it is the part about which something is being said.

   Example : Tom saved the kitten on the street
   Subject : Tom

   It can be preceded by an adverbial expression and it is can be a single noun, a collective noun, a compound noun, a noun phrase, a pronoun, a verbal, and a clause. For examples:

   **The subject who precede by an adverbial expression**

   Example : As a rule cars run on gasoline.
   Subject : Cars

   **Single noun as a subject**

   Example : Helen teaches weekly
   Subject : Helen

   **Collective noun a subject**

   Example : The scientists try to answer the questions.
   Subject : The scientists

   **Compound noun a subject**

   Example : The town hall is very dirty
   Subject : The town hall
Noun phrase as a subject

Example : To write such rubbish is disgraceful
Subject : To write such rubbish

Pronoun as a subject

Example : She always tell a lie
Subject : She

Verbal as a subject

Example : To understand the problem is important
Subject : To understand the problem

Clause as a subject

Example: What we should do next was a big problem
Subject : What we should do next.

b. Predicate or verb

The predicate is the part which says something about the subject (Wariner, 1982:80). Harmer (1998:37) said that predicate is a word (or group of words) which is used in action, experience or state.

Example: He lives on 10th Street.
Verb : Lives

In normal English sentence the verb or predicate can be a single verb, a verb phrase, that is, one or more auxiliary verbs and main verb.

For examples:
Single verb as a verb

Example: The nurses help the patients in the hospital
Verb : Help (as a single)

Verb phrase as a verb

Example: We are going to stay after school to night.
Verb : Are going to stay

There are two kinds of verbs, transitive and intransitive. A transitive verb needs a substantive to complete this meaning, and a transitive verb does not.:

A transitive verb

Example: I read a book
Verb : Read

An intransitive verb

Example: Ani walks fast
Verb : Walks

c. Object

Object consist of two kinds, they are direct and indirect object (Hall, 1993:23). For example: The direct object is the thing that is given.

Example : His mother made a sweater.
Direct object: A sweater
The direct object is the person or institutions which received the object

Example: They showed us some picture.

Indirect object: Us

The indirect object is the only word or group of words that normally comes between a verb and its object. After a verb, a prepositional phrase beginning with “to” or “for” can be used in place of the true indirect object. Example: He sent a postcard to her brother.

2. Definition of Simple sentence

The smallest sentence-unit is the simple sentence a simple sentence normally has one finite verb. It has a subject and a predicate (Alexander, 1990:42). When we write a sentence, we must begin with a capital letter and end with a full stop (.), a question mark (?), or an exclamation mark (!).

Examples:

Table 2.1

<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frendy</td>
<td>Study</td>
</tr>
<tr>
<td>The girl</td>
<td>Cries</td>
</tr>
<tr>
<td>The bird</td>
<td>Fly</td>
</tr>
</tbody>
</table>
3. Kinds of structure

There are so many types of English structure that should be known, but the most basic of English Structure is tenses. In learning English, one of the general and basic problems that are usually faced is tenses problem. Most of students do not understand what is spoken in tenses problem (Pardiyono, 2007:16).

According to Hornby (1995:1231) tenses are any of the forms of a verb that may be used to indicate the time of the action or state expressed by the verb : the present/past/future tense. According to Pardiyono (2007:16), tense or structure is a variation of the change of verb form includes full verb, be and auxiliary that are usually used as predicate in the sentence, which should be appropriated with the kinds of time expression.

Many teachers find that tenses are more difficult to teach than: say, vocabulary; although planning a lesson around a tense is obviously easier, actually teaching it may be a different matter. Despite their best efforts, students consistently misuse, misunderstand and misapply tenses (Aitken, 1998:30). Therefore, considering the essential role of tenses, teacher should consider what kind of method is appropriately used in teaching tenses.

There are many kinds of tenses, but in this case, the reasercher just want to explain some tenses. There are simple present tense, simple present continuous tense, simple past tense and simple past continuous
tense. According to Pardiyono (2007:17), if you understand the rules about the change of verb form and also understand about the grouping of time expression, you have not gotten difficulties in using tenses.

a. Simple Present

1) Definition present simple tense

The present simple indicates things in general and thinking only about now. The using of present simple to say that something all the time or repeatedly or that something is true in general. It is not important whether the action is happening at the time of speaking present simple sentence.

**Figure 2.1**

**Time period of present simple sentence**

![Diagram of time period of present simple sentence]

Examples:

The package **arrives** soon
The soldiers **sleep** underground
2) Form of resent simple

**Table 2.2**

**Pattern of present simple sentence**

<table>
<thead>
<tr>
<th>Positive Form</th>
<th>Negative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I</strong></td>
<td><strong>I</strong></td>
</tr>
<tr>
<td><strong>You</strong></td>
<td><strong>You</strong></td>
</tr>
<tr>
<td><strong>We</strong></td>
<td><strong>We</strong></td>
</tr>
<tr>
<td><strong>They</strong></td>
<td><strong>They</strong></td>
</tr>
<tr>
<td>Read</td>
<td>Do not (don’t) Read</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>He</strong></td>
<td><strong>He</strong></td>
</tr>
<tr>
<td><strong>She</strong></td>
<td><strong>She</strong></td>
</tr>
<tr>
<td><strong>It</strong></td>
<td><strong>It</strong></td>
</tr>
<tr>
<td>Reads</td>
<td>Does not (doesn’t)</td>
</tr>
</tbody>
</table>

**Question form**

- Do you read a book? Don’t you read a book?

**Tag Question** (greatly affected by intonation patterns)

- You read a book, don’t you? You don’t read a book, do you?

3) The use of present simple

(1) Permanent truths

Using the simple present for statements that are always true:

- summer follows spring Gases expand when heated.

(2) The present period

Using the simple present to refer to events actions or situations which are true in the present period of time and which for all we know may continue indefinitely. What we
are saying in effect, is 'this is the situation as it stands at present. Examples:

My father works in a bank

My sister wears glasses

(3) Habitual actions

The simple present can be used with or without an adverb of time to describe habitual actions, things that happen repeatedly. Examples:

I get up at 6 am

John smokes a lot

We can be more precise about habitual actions by using the simple present with adverbs of indefinite frequency (always, never, etc) or with adverbial phrases such as every day. Examples:

I sometimes stay up till midnight

She visits her parents every day

Commonly use the simple present to ask and answer questions which begin with how often. Example:

How often do you read a book?

(4) Future reference

This use is often related to timetables and programme or to events in the calendar. Examples:

The concert begins at 7.30 and ends at 9.30
(5) Observations and declarations

We commonly use the simple present with stative and other verbs to make observations and declarations in the course of conversation. Examples:

It says here that the police expect more trouble in the city
I declare this exhibition open

b. Present continuous

1) The definition of present continuous

The present continuous indicates that an activity or situation when we talk about things happening in a period around now or talk about changes happening around now.

Figure 2.2

Time period of present continuous

<table>
<thead>
<tr>
<th>I am doing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
</tr>
<tr>
<td>now</td>
</tr>
<tr>
<td>future</td>
</tr>
</tbody>
</table>

Examples:

You’re studying hard today. (not you work hard today)
The population of the world is rising very fast. (not rises)
Maria is in Britain at the moment. She’s learning English.
2) The use of continuous for a temporary situation:

(a) Temporary Action

Temporary action which began before the time of speaking, is continuing across it, and is not yet complete: I’m walking at this moment.

Figure 2.3

Temporary action of present continuous

(b) Temporary course of action

Temporary course of action fairly recently begun. Currently engaged in, but not expected to be permanent: I’m living in London.

Figure of 2.4

Temporary course action of present continuous
(c) Temporary habit

Temporary habit not necessary engaged in at the moment of speech, but temporarily constructed for: I’m watering his plants while he’s away.

**Figure 2.5**

**Temporary Habit of present continuous**

<table>
<thead>
<tr>
<th>Action Began NOW</th>
<th>Action repeated</th>
</tr>
</thead>
<tbody>
<tr>
<td>He left</td>
<td>He returns</td>
</tr>
</tbody>
</table>

I’m watering his plants while he’s away

(d) The form of present continuous

**Table 2.3**

**Pattern of present continuous**

<table>
<thead>
<tr>
<th>Full form</th>
<th>Negative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I looking</td>
<td>I am (‘m) not looking</td>
</tr>
<tr>
<td>He is (‘s) looking</td>
<td>He is (‘s) not (isn’t) looking</td>
</tr>
<tr>
<td>She It are (‘re) looking</td>
<td>She It are (‘re) not (aren’t) looking</td>
</tr>
</tbody>
</table>

**Question Forms**

| Are you looking ? | Aren’t you looking ? |

**Tag Question**
(e) The following verbs are not normally used in continuous tenses:

<table>
<thead>
<tr>
<th>You’re looking, aren’t you?</th>
<th>You’re not looking, are you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(expect answer ‘yes’?)</td>
<td>(expects answer ‘no’)</td>
</tr>
<tr>
<td>Im looking, aren’t I?</td>
<td>I’m not looking, am I?</td>
</tr>
</tbody>
</table>

Like love hate want prefer remember know realize mean believe belong contain seem need consist depend seem understand

For examples:

I’m hungry. I **want** something to eat. *(not I’m wanting)*
Do you **understand** what I mean?
Pram doesn’t **seem** very happy at the moment

c. Simple past

1) Complete Action in the Past

The simple past indicates that an activity or situation began and ended at a particular time in the Past. Examples:

Tomo **watched** television last night

I **saw** a movie yesterday

Last year, I **traveled** to Bali

**Figure 2.6**

Time period of simple past
It may mention a specific time that indicates past time word, such as yesterday, last, and ago. There is the difference of using them, it is:

(a) Yesterday is used with morning, afternoon, and evening.

Examples:
Reza was here yesterday
Rini walked home yesterday afternoon
Ali played with his children yesterday evening.

(b) Last is used with night, with long periods of time (week, month, year), with seasons (spring, summer, etc.), and with days of the week.

Examples:
Used with Night
I dreamed about you last night

Used with long periods of time (week, month, year)
Frendy was out of town last week
I visited my family in Kalimantan last month
My wife and I moved into a new house last year

Used with seasons (spring, summer, etc.)
Yoko arrived in Los Angeles last summer
I visited my aunt and uncle last spring

Used with days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday)
My sister arrived in Miami last Monday
Two students were absent last Tuesday
Bob was here last Wednesday, etc.
(c) Ago means "in the past." It follows specific lengths of time (e.g., two minutes + ago, five years + ago)

Examples:

Tomo was here **two minutes ago**
I was absent from class **two hours ago**
I was in elementary school **two years ago**, etc.

2) Series of Completed Actions

Simple Past is used to list a series of completed actions in the past. These actions happened 1st, 2nd, 3rd, 4th, and so on.

**Figure 2.7**

**Completed action of simple past**

Examples:

I finished work, walked to the beach, and found a nice place to swim.

Did you add flour, pour in the milk, and then add the eggs?

3) The Form of Simple Past
(a) Most Verbs (Regular Verbs)

English verbs have four principal parts, such as simple form, simple past, past participle, and present participle. According to Azar (2000:10), in regular verb, the simple past and past participle end in –ed. According to Azar (1996:183), there are some rules in adding –ed, such as:

**Rules in Adding –Ed**

**Table 2.4**

The rules adding Ed

<table>
<thead>
<tr>
<th>Rules</th>
<th>End of Verb</th>
<th>Ed-form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rule 1</td>
<td>A consonant + -e</td>
<td>Add –d</td>
</tr>
<tr>
<td>Examples:</td>
<td>Erase</td>
<td>Erased</td>
</tr>
<tr>
<td></td>
<td>Smile</td>
<td>Smiled</td>
</tr>
<tr>
<td>Rule 2</td>
<td>One vowel + one consonant</td>
<td>Double the consonant, add –ed</td>
</tr>
<tr>
<td>Examples:</td>
<td>Stop</td>
<td>Stopped</td>
</tr>
<tr>
<td></td>
<td>Rub</td>
<td>Rubbed</td>
</tr>
<tr>
<td>Rule 3</td>
<td>Two vowel + one consonant</td>
<td>Add –ed, do not double the consonant</td>
</tr>
<tr>
<td>Examples:</td>
<td>Rain</td>
<td>Rained</td>
</tr>
<tr>
<td></td>
<td>Need</td>
<td>Needed</td>
</tr>
<tr>
<td>Rule 4</td>
<td>Two consonant</td>
<td>Add –ed, do not double the consonant</td>
</tr>
<tr>
<td>Examples:</td>
<td>Count</td>
<td>Counted</td>
</tr>
<tr>
<td></td>
<td>Help</td>
<td>Helped</td>
</tr>
<tr>
<td>Rule 5</td>
<td>Consonant + -ly</td>
<td>Change –ly to i, add –ed</td>
</tr>
</tbody>
</table>
Examples:
- Study
- Carry

Rule 6
Vowel + -y
Examples:
- Play
- Enjoy

Add –ed, do not change –y to i
- Played
- Enjoyed

Table 2.5

The Example of the Use of Regular verb in Simple Past Tense

<table>
<thead>
<tr>
<th>Positive</th>
<th>Notice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I opened the door</td>
<td></td>
</tr>
<tr>
<td>The plane landed ten minutes ago</td>
<td></td>
</tr>
<tr>
<td>My brother visited us last summer</td>
<td></td>
</tr>
<tr>
<td>We walked to school yesterday</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative</th>
<th>Notice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not open the door</td>
<td></td>
</tr>
<tr>
<td>The plane did not land ten minutes ago</td>
<td></td>
</tr>
<tr>
<td>My cousin did not visit us last summer</td>
<td></td>
</tr>
<tr>
<td>We did not walk to school yesterday</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you open the door?</td>
<td></td>
</tr>
<tr>
<td>Did the plane land ten minutes ago?</td>
<td></td>
</tr>
<tr>
<td>Did my cousin did not visit us last summer?</td>
<td></td>
</tr>
<tr>
<td>Did they walk to school yesterday?</td>
<td></td>
</tr>
</tbody>
</table>

(b) Irregular Verb

Table 2.6

Irregular verbs

<table>
<thead>
<tr>
<th>Simple form</th>
<th>Simple form</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arise</td>
<td>Arose</td>
<td>Arisen</td>
</tr>
<tr>
<td>verb</td>
<td>past participle</td>
<td>past tense</td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
<td>------------</td>
</tr>
<tr>
<td>Be</td>
<td>Was/were</td>
<td>Been</td>
</tr>
<tr>
<td>Bear</td>
<td>Bore</td>
<td>Borne/born</td>
</tr>
<tr>
<td>Beat</td>
<td>Beat</td>
<td>Beaten/beat</td>
</tr>
<tr>
<td>Become</td>
<td>Became</td>
<td>Become</td>
</tr>
<tr>
<td>Begin</td>
<td>Began</td>
<td>Begun</td>
</tr>
<tr>
<td>Bent</td>
<td>Bent</td>
<td>Bent</td>
</tr>
<tr>
<td>Bet</td>
<td>Bet</td>
<td>Bet</td>
</tr>
<tr>
<td>Bid</td>
<td>Bid</td>
<td>Bid</td>
</tr>
<tr>
<td>Bind</td>
<td>Bound</td>
<td>Bound</td>
</tr>
<tr>
<td>Bite</td>
<td>Bit</td>
<td>Bitten</td>
</tr>
<tr>
<td>Bleed</td>
<td>Bled</td>
<td>Bled</td>
</tr>
<tr>
<td>Blow</td>
<td>Blew</td>
<td>Blown</td>
</tr>
<tr>
<td>Break</td>
<td>Broke</td>
<td>Broken</td>
</tr>
<tr>
<td>Breed</td>
<td>Bred</td>
<td>Bred</td>
</tr>
<tr>
<td>Bring</td>
<td>Brought</td>
<td>Brought</td>
</tr>
<tr>
<td>Broadcast</td>
<td>Broadcast</td>
<td>Broadcast</td>
</tr>
<tr>
<td>Build</td>
<td>Built</td>
<td>Built</td>
</tr>
<tr>
<td>Burn</td>
<td>Burned/burnt</td>
<td>Burned/burnt</td>
</tr>
<tr>
<td>Burst</td>
<td>Burst</td>
<td>Burst</td>
</tr>
<tr>
<td>Buy</td>
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</tr>
<tr>
<td>Cast</td>
<td>Cast</td>
<td>Cast</td>
</tr>
<tr>
<td>Catch</td>
<td>Caught</td>
<td>Caught</td>
</tr>
<tr>
<td>Choose</td>
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</tr>
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<td>Cling</td>
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<td>Clung</td>
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<tr>
<td>Come</td>
<td>Came</td>
<td>Come</td>
</tr>
<tr>
<td>Cost</td>
<td>Cost</td>
<td>Cost</td>
</tr>
<tr>
<td>Verb</td>
<td>Past Tense</td>
<td>Past Participle</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Creep</td>
<td>Crept</td>
<td>Crept</td>
</tr>
<tr>
<td>Cut</td>
<td>Cut</td>
<td>Cut</td>
</tr>
<tr>
<td>Deal</td>
<td>Dealt</td>
<td>Dealt</td>
</tr>
<tr>
<td>Dig</td>
<td>Dug</td>
<td>Dug</td>
</tr>
<tr>
<td>Do</td>
<td>Did</td>
<td>Done</td>
</tr>
<tr>
<td>Draw</td>
<td>Drew</td>
<td>Drawn</td>
</tr>
<tr>
<td>Dream</td>
<td>Dreamed/dreamt</td>
<td>Dreamed/dreamt</td>
</tr>
<tr>
<td>Eat</td>
<td>Ate</td>
<td>Eaten</td>
</tr>
<tr>
<td>Fall</td>
<td>Fell</td>
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</tr>
<tr>
<td>Feed</td>
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<tr>
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<tr>
<td>Forget</td>
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<tr>
<td>Forgive</td>
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<tr>
<td>Forsake</td>
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</tr>
<tr>
<td>Freeze</td>
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<td>Got</td>
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</tr>
<tr>
<td>Give</td>
<td>Gave</td>
<td>Given</td>
</tr>
<tr>
<td>Go</td>
<td>Went</td>
<td>Gone</td>
</tr>
<tr>
<td>Grind</td>
<td>Ground</td>
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<tr>
<td>Grew</td>
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<tr>
<td>Hang</td>
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<tr>
<td>Have</td>
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<td>Had</td>
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</tr>
<tr>
<td>Know</td>
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<tr>
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</tr>
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</tr>
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<td>Lean</td>
<td>Leaned/leant</td>
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</tr>
<tr>
<td>Leap</td>
<td>Leaped/leapt</td>
<td>Leaped/leapt</td>
</tr>
<tr>
<td>Learn</td>
<td>Learned/learnt</td>
<td>Learned/learnt</td>
</tr>
<tr>
<td>Leave</td>
<td>Left</td>
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<tr>
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<tr>
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<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>Mislay</td>
<td>Mislaid</td>
<td>Mislaid</td>
</tr>
<tr>
<td>Mistake</td>
<td>Mistook</td>
<td>Mistaken</td>
</tr>
<tr>
<td>---------</td>
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<td>Shine</td>
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<td>Shot</td>
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<tr>
<td>Show</td>
<td>Showed</td>
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<td>Shrank/shrunk</td>
<td>Shrunk</td>
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<td>Shut</td>
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<td>Sing</td>
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<tr>
<td>Verb</td>
<td>Past Tense</td>
<td>Past Participle</td>
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<td>-------</td>
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<td>Spun</td>
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<td>Spit/spat</td>
<td>Spit/spat</td>
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<tr>
<td>Slip</td>
<td>Split</td>
<td>Split</td>
</tr>
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<td>Spoil</td>
<td>Spoiled/spoilt</td>
<td>Spoiled/spoilt</td>
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<tr>
<td>Spread</td>
<td>Spread</td>
<td>Spread</td>
</tr>
<tr>
<td>Spring</td>
<td>Sprang/sprung</td>
<td>Sprung</td>
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<tr>
<td>Stand</td>
<td>Stood</td>
<td>Stood</td>
</tr>
<tr>
<td>Steal</td>
<td>Stole</td>
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<tr>
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<tr>
<td>Stink</td>
<td>Stank/stunk</td>
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<tr>
<td>Strike</td>
<td>Struck</td>
<td>Struck/stricken</td>
</tr>
<tr>
<td>Strive</td>
<td>Strove/strived</td>
<td>Striven/strived</td>
</tr>
<tr>
<td>String</td>
<td>Strung</td>
<td>Strung</td>
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<tr>
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<td>Sworn</td>
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<td>Swept</td>
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<td>Swum</td>
</tr>
<tr>
<td>Swing</td>
<td>Swung</td>
<td>Swung</td>
</tr>
</tbody>
</table>
The Example of the Use of Irregular Verbs in Simple Past Tense:

Positive: He hit the ball over the net.
          Rio read to us last night.

Negative: He did not hit the ball over the net.
          Rio did not read to us last night.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Form 1</th>
<th>Form 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take</td>
<td>Took</td>
<td>Taken</td>
</tr>
<tr>
<td>Teach</td>
<td>Taught</td>
<td>Taught</td>
</tr>
<tr>
<td>Tear</td>
<td>Tore</td>
<td>Torn</td>
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<tr>
<td>Tell</td>
<td>Told</td>
<td>Told</td>
</tr>
<tr>
<td>Think</td>
<td>Thought</td>
<td>Thought</td>
</tr>
<tr>
<td>Throw</td>
<td>Threw</td>
<td>Thrown</td>
</tr>
<tr>
<td>Thrust</td>
<td>Thrust</td>
<td>Thrust</td>
</tr>
<tr>
<td>Understand</td>
<td>Understood</td>
<td>Understood</td>
</tr>
<tr>
<td>Undertake</td>
<td>Undertook</td>
<td>Undertaken</td>
</tr>
<tr>
<td>Upset</td>
<td>Upset</td>
<td>Upset</td>
</tr>
<tr>
<td>Wake</td>
<td>Woke/waked</td>
<td>Woken/waked</td>
</tr>
<tr>
<td>Wear</td>
<td>Wore</td>
<td>Worn</td>
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<tr>
<td>Weave</td>
<td>Wove</td>
<td>Woven</td>
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<tr>
<td>Weep</td>
<td>Wept</td>
<td>Wept</td>
</tr>
<tr>
<td>Win</td>
<td>Won</td>
<td>Won</td>
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<tr>
<td>Wind</td>
<td>Wound</td>
<td>Wound</td>
</tr>
<tr>
<td>Withdraw</td>
<td>Withdrew</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>Write</td>
<td>Wrote</td>
<td>Written</td>
</tr>
</tbody>
</table>
Question: Did he hit the ball over the net?

Did rio read to us last night?

(c) To be

In simple past, the verb "be" is also irregular in the Simple Past. Unlike other irregular verbs, there are two Simple Past forms: "was" and "were."

- "Was" is the simple past form of am and is. Use was with singular nouns like ‘my dad and the teacher’ and with the pronouns I, he, she and it.

Examples:

Positive: She was sad last week

Mom was angry yesterday.

Negative: She was not sad last week.

Mom was not angry yesterday

Question: Was she sad last week?

Was mom angry yesterday?

- "Were" is the simple past form of are. Using were with plural nouns like “my parents” and “Jenny and Mary”, and with the pronouns we, you and they.

- Examples:

- Positive: They were away on vacation last month.

You and Sally were at school yesterday.
Negative: They were not away on vacation last month.

You and Sally were not at school yesterday.

Question: Were they away on vacation last month?

Were you and Sally away on vacation last month?

It also has different question forms and negative forms. Notice that “did” is not used with the verb "be" in the Simple Past. For example:

False: I was not did like it

Right: I did not like it

(d) Modal verb

Modal verbs behave very strangely in the Simple Past. The most important verb to remember is "must" because it becomes "had to" in the Simple Past.

Example:

I must call my father       I had to call my father.

d. Simple past continuous

1) Definition of simple past continuous

The past continuous indicates to say that somebody was in the middle of doing something at a certain time. The action had already started before this time but had not finished.
Figure 2.8

Time period of past continuous

I started doing  I was doing  I finished doing  now

Examples:

This time last year I **was living** in Jepara

I **was walking** home when I met Dani

Ana **was watching** television when the phone rang.

2) The form of simple past continuous

**Table 2.7**

**The form of simple past continuous**

<table>
<thead>
<tr>
<th>Positive form</th>
<th>Negative form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I</strong></td>
<td>Was Walking</td>
</tr>
<tr>
<td><strong>He</strong></td>
<td><strong>I</strong></td>
</tr>
<tr>
<td><strong>She</strong></td>
<td><strong>He</strong></td>
</tr>
<tr>
<td><strong>It</strong></td>
<td><strong>She</strong></td>
</tr>
<tr>
<td><strong>You</strong></td>
<td>Were</td>
</tr>
<tr>
<td><strong>We</strong></td>
<td><strong>You</strong></td>
</tr>
<tr>
<td><strong>They</strong></td>
<td><strong>We</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Question form</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you walking ?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tag question</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>You were walking, weren’t you ?</td>
</tr>
</tbody>
</table>
D. *Cartoon Story Maker*

1. Definition of CSM

   *Cartoon story maker* (CSM) is a computer application that can be used by both teachers and students to illustrate conversations and dialogues in a 2D form (Adam, 2013). Not only conversation but also stories that include an unlimited number of frames and are view frame by frame. Each frame can include images, test bubbles, and voice recordings. The stories can be saved on computer as HTML page, and can easily viewed by others on any computer using a web browser such as internet explorer. Stories can be printed. Completed stories can also be loaded back into cartoon story maker and editor or added to. Furthermore by using this application the researcher try to help students to improve writing and then practice easily.

2. Features of the CSM

   There are several features of CSM that will be mentioned briefly by the researcher:

   a. Character and background libraries
   b. Importing pictures from gallery
   c. Text bubbles and information boxes
   d. Accent key panel
   e. Import voice recordings
   f. Built in recorder to add our own voice recordings
   g. Unlimited number of frames
   h. Copy and paste frames
i. Preview
j. Print function
k. Saved stories can be opened and edited
l. Copy and paste text from other documents

3. Usage of CSM

There are several usages of CSM. CSM can be become a medium for students’ writing in a number of modes: conversation, narrative, persuasive, or informative. The other function to revise a language topic, as an assessment task, collaborative task, as a window into culture. And the most important usage that has been done by the researcher is as a tool to practice writing skill or mastery in writing.

4. CSM in the classroom

CSM has been design with a focus on applying language learning. It is easy to use with simple control so students spend less time manipulating tools and more time on the language. Within a few minutes of opening the cartoon story maker, students can be typing text or adding their own voice recordings. Furthermore the usage of CSM can be divided into two basic application in the classroom based on the programmer of this tool.

a. What can be done by the students in using CSM

(1) Create dialogues with their own text or voice recordings to demonstrate proficiency

(2) Create using digital photos of themselves acting out a situation and add either text or voice recordings to the photos
(3) Search the web for culturally authentic images and import them into cartoon story maker as a background to story

(4) Students can be placed pictures of themselves in front of culturally authentic images: they can imagine that they are really there

b. What can be done by teachers in using CSM

(1) Provide a script or storyboard with students use to create story

(2) Create partially completed stories which students can then open and complete

(3) Provide text only and students must add their own matching voice recordings

(4) Provide questions to which students generate appropriate answers in the story.

Figure 2.9
The picture of cartoon story maker
E. Evaluation Rubric

The researcher uses 1-6 point scale to measure the master of writing ability rubric. In giving score, the writer looked at the aspects of speaking that stated by Brown (2000:406-407).

Table 2.8
Evaluation Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>criteria</th>
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<tbody>
<tr>
<td>1</td>
<td>100-80</td>
</tr>
<tr>
<td>2</td>
<td>79-70</td>
</tr>
<tr>
<td>3</td>
<td>69-60</td>
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<td>4</td>
<td>59-50</td>
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<tr>
<td>5</td>
<td>49-40</td>
</tr>
<tr>
<td>6</td>
<td>39-below</td>
</tr>
</tbody>
</table>
F. Minimum Passing Grade (KKM)

KKM is a set of minimum that must be achieved by the subject teacher. It determined before a school is started. To determine the students achievement, teacher have to find any criterias by it self.

KKM is done based on national educational department (depdiknas) criteria. There are material complexity, capacities, and intake or student comprehension.

According to Asmani (2010:197) kkm every subject are based on the following criteria, there are explained as follow:

a. Kkm should be set in the first academic years

b. Kkm is determined by mgmp (musyawarah guru mata pelajaran) depend on school institution

c. It showed in scoring number from about 0-100

School institution determine a kkm under completeness study maximum.

G. Hypothesis of the Research

According to Creswell (2012:111) Hypothesis is a statement in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics. Traditionally, used in experiments, they serve, like research question, to narrow the purpose statement to specific predictions. These prediction are not simply and “educate guess”. Rather, researchers base them on results from past research and literature where investigators have found
certain result and can now offer predictions as to what other investigator will find when they repeat the study with new people or at new sites.

According to Yunus (2010:243) A hypothesis is a logical supposition, a reasonable guess, an educated conjure which may give direction to your thinking with respect to the problem and thus aiding to solve it. In this research, the researcher formulates two hypothesis:

1. Null hypothesis ($H_0$). It states that there is no Improvement students on writing when using cartoon story maker as measured by pre-test and post-test are equal. The symbolic expression as illustrated by Isolato (2011:59)

$$H_0 : \bar{x}_1 = \bar{x}_2$$

2. Alternative hypothesis ($H_a$). It states that there is an improvement on students writing ability when using cartoon story maker. The symbolic expression as illustrated by Schreiber and Isolato (2011:59) looks like:

$$H_0 : \bar{x}_1 \neq \bar{x}_2$$
CHAPTER III

METHODOLOGY OF RESEARCH

This chapter points out the place, time, and research methodology. It consists of Research Report, Research Approach, Research Method, Research Design, Evaluation Criteria, Population, Sample and Sampling Technique, Data Collection and Instrument, Technique of Data Analysis and Statistical Hypothesis.

A. Research Report

The quantitative research was conducted in SMK Negeri 1 Tengaran. In this section try to describe about the situation of this school. This research was carried out in SMK Negeri 1 Tengaran. The place selection was based on the researcher has done teaching training practice.

At the beginning, the school was named little Secondary School Vocational (SMK). It is located in SMP Negeri 2 Tengaran. The address at Jalan Salatiga-Solo KM 07 Karangduren Tengaran, with an entry schedule starting at 13:00 pm. On August 1st 2005, the SMK moved to Darun Na’im Street, Karangduren by occupying with own building which is positioned at behind SMP Negeri 2 Tengaran. The vocational high school with Expertise Program that is Light Vehicle Engineering (TKR), Fashion (TB) led by Drs. H. Saliminudin, MM. In the academic year of 2006/2007 the school was renamed SMK Kecil Tengaran becomes SMK Negri 1 Tengaran.
B. Research Approach

The researcher used quantitative approach in this research. According to Kothari (2004:3), “All the measurement of quantity or amount are the basis of quantitative research.” All phenomenon that can be stated in terms of quantity can be applied by using this approach. The quantitative research field holds a positive view of the world by mean that the researcher believed that there were truth out there. Moreover, Schreiber and Asner-Self (2011:13) add that “this approach focuses on objectivity and quantifying the phenomenon under investigation, assigning numbers to ideas or constructs of interest.”

Therefore, this research met the characteristics as a quantitative research as Creswell (2012:13) explains. Firstly, it described a research problem by explaining the relationship between variables. Secondly, it provided problem statements and hypotheses of the study. Thirdly, the problem statements and hypotheses were created in specific, narrow, measurable, and observable. Fourthly, it collected numeric data such as score of students’ pre- and post-test by using instruments. Fithly, it compared classes, control and treatment class, using statistical analysis. Finaly, it was written using standard, fixed structures and evaluation criteria and took objectives.

C. Research Method

A method was needed to accomplish this research so that the researcher gained the scientific knowledge to solve the problems of research. Darmawan (2013:127) “Explains the term ‘method’ is derived from Greek word ‘methodos’ that means way or steps. In scope of scientific studies, a method is
linked with the way on how to understand an objectives being studied.” It means that a research method was the researcher’s way to collect data and to collect the information regarding with the problems that were researcher. This research method was experimental research. Here, the researcher determined the influences of result by testing an idea, practice, or procedure.

As Creswell (2012:145) says that “The basis objective of an experimental method is to check the effect of an intervention on a result.” An experimental happened when the researcher wanted to verify possible cause and effect between independent and dependent variable.

D. Research Design

To make the data in this research complete and clear, the writer was describe the experiment research as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Experimental Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-test</td>
</tr>
<tr>
<td>2.</td>
<td>Calculation of the pre-test result</td>
</tr>
<tr>
<td>3.</td>
<td>Concluding</td>
</tr>
<tr>
<td>4.</td>
<td>Treatment</td>
</tr>
<tr>
<td>5.</td>
<td>Post-test</td>
</tr>
</tbody>
</table>
6. Calculation of the pre-test result

7. Concluding

Based on the table above, in this research the researcher will apply this technique into one sample. This method are teaching writing by using cartoon story maker. There are some steps, the first is pre-test. The researcher gives pre-test of writing to make a dialogue. The function of pre-test is to know the students ability of writing. The second is the researcher give the student treatment by cartoon story maker. Third, the researcher give a post-test to evaluate the students. The researcher collecting and analyze the data from the result of one of methods is know the significant of using cartoon story maker.

E. Evaluation Criteria

To determine the evaluation criteria, the researcher provided the table consisting of the list of scores and categories for the students’ writing assessment by using the standard taken from Heaton (1998:146). It can be seen as follows:
Table 3.2
Table of Evaluation Criteria

<table>
<thead>
<tr>
<th>Score</th>
<th>category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100-80</td>
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<tr>
<td>2</td>
<td>79-70</td>
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<td>5</td>
<td>49-40</td>
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<tr>
<td>6</td>
<td>39-below</td>
</tr>
</tbody>
</table>

Based on MGMP (Musyawarah Guru Mata Pelajaran) decide the Minimum Passing Grade (KKM) is 70. This score decide based on less of complexity capacity. To passed the minimum competence criteria teacher gae structural and un-structural tasks to the students.

F. Population

According to Arikunto (2010:173) as quoted Durotul Yatimah (2014:38), the population is all members of the research subject. So, the population is all individuals that involve in that research. A population is a summation o all the organisms of the same group or species, who live in the same geographical area, and have the capability of (en.wikipedia.org).
The researcher takes population in the first grade of SMK Negeri 1 Tengaran in the academic year of 2017/2018. In this school has less and more 50 classes, but the researcher take 1 class. That is X JB (Jasa Boga) 2. This class content of 24 students, 20 female and 4 male.

G. Sample and Sampling Technique

According to Arikunto (2010:174) as quoted Durotul Yatimah (2014:38), Sample is a part of population representative which is researched. The researcher take one class of the sample on the students of SMK Negeri 1 Tengaran.

The researcher takes population in the first grade of SMK Negeri 1 Tengaran in the academic year of 2017/2018. In this school has less and more 50 classes, but the researcher take 1 class. That is X JB (Jasa Boga) 2. This class content of 24 students, 20 female and 4 male. Almost students comes from local area of semarang regency, such as tengaran and getasan. There are some students from other distric of semarang regency. That is boyolali and salatiga.

In X JB 2, most of the students around 16 years old but there are 17 years old, 18 years old, and 19 years old. There are 12 students 16 years old, 8 students 17 years old, 3 students 18 years old, and 1 student 19 years old. There are some parents’ job of X JB 2 students is farmers, laborers, drivers, enterpreneurs, trader, factory workers, private and private employee. The parents’ job as a farmers is 3 students, parents’ job as a laborers is 5 students, parents’ job as a drivers is 2 students, parents’ job as
entrepreneurs is 2 students, parents’ job as a trader is 2 students, parents’
job as a factory worker is 2 students, parents’ job as a private is 3 students,
and parents’ job as private employee is 5 students.

H. Data Collection and Instrument

Data collection is done by observing a situation, setting or
interaction using the constructed instrument (Mujis :2004:56) as quoted
Durotul Yatimah (2014:38). In this research the data is taken from:

1. Test

Test are generally prepared, administered and scored by one
teacher (Harris:1996:1) as quoted Durotul Yatimah (2014:39). To
know more the details of the test accomplished, the researcher put in
plain words below:

1) Pre-test

The test can be called at the pre-test before the treatment of this
research. The pre-test is aimed is to know the students mastery in
writing materials before the treatments carried out. In the testing
process, the students have to do the fill in the blank dialogue. This
result of the test became the evaluation before the use of cartoon
story maker is applied in the class.

2) Post-test

Post-test is done after the students get different treatments. From
the score of this test, the researcher is intended to find out the use
of cartoon story maker to improve writing ability. The result of the scoring then is compared with pre-test. In this case, the researcher knows how far is the effectiveness of using cartoon story maker to improve writing ability.

3) Documentation

According to Hopkins (1993:140) explained the document surrounding curriculum or other educational can illumine rationale and purpose is interesting ways. The use of such material can provide background information and understanding what issues that would not otherwise be available. The kinds of data documentary that consist of notes, book, transcript, newspaper, megaine, meeting, summary, agenda, and so on. In this research the writer take the documentation by photos.

I. Technique of Data Analysis

The purpose of the data analysis is to know the use of cartoon story maker to improve writing ability in creating simple sentence at the second grade students of SMK Negeri 1 Tengaran in the academic year 2017/2018.

To analyze the data from the test, researcher conduct some steps:

a. To find out the rate of average of pre-test(x) and the rate of post-test(y) the researcher use formula:

\[ M_X = \frac{\sum X}{N} \]

\[ M_Y = \frac{\sum Y}{N} \]
Explanation:

\[ M = \text{Mean of the students score} \]

\[ x = \text{total score of pre-test} \]

\[ y = \text{total score of post-test} \]

\[ N = \text{total number of students} \]

b. To find out the deviation standard the researcher uses a formula:

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Explanation:

\[ SD = \text{Standar Deviation} \]

\[ D = \text{difference between pre-test and post-test} \]

\[ N = \text{the number of observation} \]

c. To find out the significance between \( x \) and \( y \) by calculate \( t \) hitung (uji-t). The researcher uses this formula, in order to analyze the use of medium used in the learning process, the process formula is:

\[ t_0 = \frac{\left(\frac{\sum D}{N}\right)}{\sqrt{\frac{SD}{N}} N} \]

Explanation:

\[ t_0 = \text{T test} \]

\[ SD = \text{Standard Deviation} \]

\[ D = \text{Difference between pre-test and post-test} \]

\[ N = \text{the number of observation} \]
J. Statistical Hypothesis

The researcher states the hypothesis as follow:

\[ \text{Ha (Alternative hypothesis): there is significance difference} \]
\[ \text{between taught using cartoon story maker} \]

The hypothesis criteria that: if \( t_0 > t \) = Ha is accepted. Ha is the alternative hypothesis, \( t_0 \) is observation, and \( t \) is t test
CHAPTER IV

RESEARCH FINDING

A. Data Presentation

1. Pre-test Analysis

The researcher administered two kinds of test. They were pre-test and post-test. Pre-test was conducted before the treatment. It aimed to measure the students’ writing ability before having treatment by cartoon story maker. The researcher set the procedure of pre-test as follows:

a. The researcher as the teacher gave the test sheet to the students

b. The teacher made rules for the students when they did the test

c. The students submitted their test sheet as soon as they finished it

d. The teacher gave scoring to the pre-test

After the pre-test was done, the researcher checked and gave score for the test. Then, the researcher could display the result of pre-test.

Table 4.1

Pre-test Result

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>Pre-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AO</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>AS</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>ANR</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>DAJ</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>DS</td>
<td>90</td>
</tr>
<tr>
<td>6</td>
<td>DN</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>EST</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>EK</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>FMS</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>IF</td>
<td>40</td>
</tr>
<tr>
<td>11</td>
<td>MS</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>MJW</td>
<td>30</td>
</tr>
<tr>
<td>13</td>
<td>NIM</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>NA</td>
<td>90</td>
</tr>
<tr>
<td>15</td>
<td>ONF</td>
<td>40</td>
</tr>
<tr>
<td>16</td>
<td>RKN</td>
<td>40</td>
</tr>
<tr>
<td>17</td>
<td>RYTS</td>
<td>30</td>
</tr>
<tr>
<td>18</td>
<td>SNR</td>
<td>40</td>
</tr>
<tr>
<td>19</td>
<td>SF</td>
<td>60</td>
</tr>
<tr>
<td>20</td>
<td>SZ</td>
<td>40</td>
</tr>
<tr>
<td>21</td>
<td>WHF</td>
<td>50</td>
</tr>
<tr>
<td>22</td>
<td>WT</td>
<td>30</td>
</tr>
<tr>
<td>23</td>
<td>YRIW</td>
<td>60</td>
</tr>
<tr>
<td>24</td>
<td>YTH</td>
<td>30</td>
</tr>
</tbody>
</table>

\[ \Sigma = 1190 \]

\[ N = 24 \]

Mean (M) = 49.5
Based on the table above, there were 24 students had done the pre-test. The highest score was 90 while the lowest was 30. The mean of pre-test score was 49.5.

After scoring the result of pre-test then the researcher could interpret the pre-test score for treatment class as follows:

Table 4.2

<table>
<thead>
<tr>
<th>Number of Student</th>
<th>Probable Performance</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Excellence</td>
<td>The students make a dialogue mostly 80%, of correct answer</td>
</tr>
<tr>
<td>-</td>
<td>Very good</td>
<td>The students can make a dialogue about 70% of correct answer</td>
</tr>
<tr>
<td>7</td>
<td>Good</td>
<td>The students can make a dialogue about 60% of correct answer</td>
</tr>
<tr>
<td>4</td>
<td>Fair</td>
<td>The students make a dialogue about 50%</td>
</tr>
<tr>
<td>6</td>
<td>Enough</td>
<td>The students make a dialogue about 40% of correct answer</td>
</tr>
<tr>
<td>5</td>
<td>Poor</td>
<td>The students make a dialogue less of 40% of correct answer</td>
</tr>
</tbody>
</table>

Total = 24

Based on the able above, it showed that from 24 students most of them gained good category of their performance by the students of 7. Then 6 students gained enough category and 5 students gained fair poor. There was 5 students gained poor category. At last, there was 2 student reached their excellent and no student reached very good performance on writing ability.
2. Treatments

Treatment was a set of activities held by the researcher for the students by applying such strategy in the teaching-learning activity. In this research, the researcher administered three times treatments for a class. The researcher used cartoon story maker for treatment. This strategy was a kind of way that could develop the students’ writing ability.

The researcher did treatments by some steps as follows:

a. The researcher explained about simple present tense it was consisted about definition, function, applying in sentence.

b. The researcher gave feedback to the students.

For the treatment, the researcher used a dialogue about introduce our self.

3. Post-test

After the students had finished the treatment, the researcher handed the post-test. Then, the researcher could display the result of post-test as follows:

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AO</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>AS</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>ANR</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>DAJ</td>
<td>50</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>5</td>
<td>DS</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>DN</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>EST</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>EK</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>FMS</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>IF</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>MS</td>
<td>90</td>
</tr>
<tr>
<td>12</td>
<td>MJW</td>
<td>40</td>
</tr>
<tr>
<td>13</td>
<td>NIM</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>NA</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>ONF</td>
<td>40</td>
</tr>
<tr>
<td>16</td>
<td>RKN</td>
<td>40</td>
</tr>
<tr>
<td>17</td>
<td>RYTS</td>
<td>50</td>
</tr>
<tr>
<td>18</td>
<td>SNR</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>SF</td>
<td>60</td>
</tr>
<tr>
<td>20</td>
<td>SZ</td>
<td>40</td>
</tr>
<tr>
<td>21</td>
<td>WHF</td>
<td>60</td>
</tr>
<tr>
<td>22</td>
<td>WT</td>
<td>30</td>
</tr>
<tr>
<td>23</td>
<td>YRIW</td>
<td>80</td>
</tr>
<tr>
<td>24</td>
<td>YTH</td>
<td>40</td>
</tr>
</tbody>
</table>

Σ 1600

N 24

Mean (M) 66.67
Based on the table above, there were 24 students had done the post-test. The highest score of treatment class was 100, while the lowest was 30. The mean of post-test score was 66.67.

After haing done the post-test, the researcher then could interpret the post-test score as follows:

Table 4.4
Interpretation of post-test

<table>
<thead>
<tr>
<th>Number of Student</th>
<th>Probable Performance</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Excellence</td>
<td>The students make a dialogue mostly 80%, of correct answer</td>
</tr>
<tr>
<td>2</td>
<td>Very good</td>
<td>The students can make a dialogue about 70% of correct answer</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
<td>The students can make a dialogue about 60% of correct answer</td>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
<td>The students make a dialogue about 50%</td>
</tr>
<tr>
<td>5</td>
<td>Enough</td>
<td>The students make a dialogue about 40% of correct answer</td>
</tr>
<tr>
<td>1</td>
<td>Poor</td>
<td>The students make a dialogue less of 40% of correct answer</td>
</tr>
</tbody>
</table>

Total = 24

Based on the table above, it showed that from 24 students, firstly most of them were at excellent level of their performance by the number of 10, secondly 2 students were at very good level. Thirdly 4 student is at good level, 2 students were at fair level. Fourthly 5 students is at enough level. And then the last, there was 1 student at poor level.
Table 4.5
Table of Data Analysis

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>D</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AO</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>AS</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>ANR</td>
<td>30</td>
<td>80</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>4</td>
<td>DAJ</td>
<td>40</td>
<td>50</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>DS</td>
<td>90</td>
<td>100</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>DN</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>7</td>
<td>EST</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>8</td>
<td>EK</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>FMS</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>10</td>
<td>IF</td>
<td>40</td>
<td>80</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>11</td>
<td>MS</td>
<td>60</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>12</td>
<td>MJW</td>
<td>30</td>
<td>40</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>NIM</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>14</td>
<td>NA</td>
<td>90</td>
<td>100</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>ONF</td>
<td>40</td>
<td>40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>RKN</td>
<td>40</td>
<td>40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>RYTS</td>
<td>30</td>
<td>50</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>18</td>
<td>SNR</td>
<td>40</td>
<td>80</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>19</td>
<td>SF</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>SZ</td>
<td>40</td>
<td>40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>WHF</td>
<td>WT</td>
<td>YRIW</td>
<td>YTH</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>-----</td>
<td>------</td>
<td>------</td>
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</tr>
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<td>21</td>
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<td>60</td>
<td>30</td>
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<td>60</td>
<td>30</td>
<td>80</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>10</td>
<td>0</td>
<td>20</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>100</td>
<td>0</td>
<td>400</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Σ</td>
<td>1190</td>
<td>1600</td>
<td>410</td>
<td>12300</td>
<td></td>
</tr>
</tbody>
</table>

1. Mean of pre-test = 49.5
2. Mean of post-test = 66.67
3. Mean of pre-test ≤ mean post-test

B. Data Analysis

1. SD (Standard Deviation)

   Based on the data from the table, the writer calculates standard deviation of pre-test and post test.

   \[
   SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}
   \]

   \[
   = \sqrt{\frac{12300}{24} - \left(\frac{410}{24}\right)^2}
   \]

   \[
   = \sqrt{512.5 - (17.08)^2}
   \]

   \[
   = \sqrt{512.5 - 291.7264}
   \]

   \[
   = \sqrt{220.7736}
   \]

   \[
   = 14.85
   \]

2. T-test calculation

   After the writer calculates standard deviation, T-test calculations are:

   \[
   T_0 = \frac{\left(\frac{\Sigma D}{N}\right)}{\left(\frac{SD}{\sqrt{N-1}}\right)}
   \]
Based on the calculating above, the result of pre-test and post-test can showed that the average score the student is increase before and after used the cartoon story maker. Students’ score before they are use cartoon story maker is 49,5 and after they are use a cartoon story maker is 66.67. It means that to master writing ability the use of cartoon story maker was significant.

The result of t-test is 3.10020877. Then is was compared with the score of t-table. The table with 5% of significant and the dergee of freedom 23 shows 2.069. Thus t-test is higher than t-table, so the test is valid.

C. Discussion

This research was entitled; The Use of Cartoon Story Maker to Master Writing Ability to Compose Simple Sentence (Experimental Research of the First Students of SMK Negeri 1 Tengaran in the Academic Year of 2017/2018). This was prove that cartoon story maker can be used to master writing ability in composing simple sentence of first students of SMK Negeri 1 Tengaran.
Based upon the finding of the research it could be known that the mean of pre-test before the research conduct was 49.5. After they are taught by cartoon story maker, the main of post-test increase and better by 66.67. This mean that there is difference of writing skill after the student were taught by cartoon story maker.

There are some children who researcher’s think have the ability to catch well. For example ANR, EST, MS, NIM, and SNR. Their score increases about 30-50 points.

The score of ANR in pre-test 30 and ANR gets the score 80 on the post-test. The score of ANR increased by 50 points. That means ANR understand in making simple sentences. ANR looks active when researcher deliver the material.

In contrast to the SZ that got a score of 40 in the pre-test and 40 also in the post-test. SZ looks not too understand about making sentences. So, there is no increase in pre test and post test. When material delivery, he tends to be silent.

EST one student whose score increased by 40 points. The pre-test value is 60 and the post test value is 100. When researcher deliver the material, he looks not very active, but he can make example of simple sentence.

As well MS, MS got 60 during pre-test and 90 at post-test. The score of MS increases by 30 points. MS includes children who active in class. When researcher gave task to make a sentence, he can.
TPI is different from MS. he was very enthusiastic when researcher delivered the material, but when researcher gave task to make a sentence, he was still confused. At the pre-test he got a score of 30. And post test 30 as well. So he had no increase in pre test and post test.

NIM got 60 during pre-test and 100 at post-test. When the researcher explain the material, he tends to be quiet, not as active as the other children. But after the researcher give examples 2 sentences, he little understood. And after the researcher gave the post test, the result is satisfactory.

In addition, there is significant difference of writing ability in composing simple sentence test because the t-calculation (t₀) higher than the t-table. The t₀ is 3.10020877>2.069.
CHAPTER V

CLOSURE

In this chapter, the writer present the conclusions and suggestion related to research finding and discussion.

A. Conclusion

Based on the previous theoretical review and data analysis, the inferences of this graduating paper are drawn as follows:

1. There is difference of the use of cartoon story maker to master in writing ability in composing sample sentence of the first students of SMK Negeri 1 Tengaran after they are taught by using cartoon story maker. It can be proven by their pre-test and post-test result. The result of pre-test is 49.5 and the result of post-test is 66.67. The difference of pre-test and post-test is better, it is prove by the result of pre-test and post-test.

2. There is significant difference of the use of cartoon story maker to master in writing ability in composing sample sentence of the first students of SMK Negeri 1 Tengaran after they are taught by using cartoon story maker. T test is 3.10020877 and t table is 2.08. T test is bigger than t table, so H₀ is rejected.

B. Suggestion

At the end of this chapter, the writer would like to propose some suggestions which hopefully would be useful for the English teacher and students.
1. For the English teacher
   
a. It is essential for the teacher knows that factors of students ability in writing is method in teaching learning process. They should be facilitator, controller, and guide all students who need help when they have a problem in writing. By using suitable method, the student ability in writing will improve effectively. The result of this research can support the English teachers to apply this method in teaching writing.

b. The suggest for the English teacher is able to use the cartoon story maker as an alternative technique in teaching writing. Writing is such kind of activity that is often boring for the student, but it is a crucial thing for the student to gain knowledge.

c. The English teacher is suggested to apply cartoon story maker technique in teaching learning process. They hae to be more creative and avoid the traditional method.

d. The English teacher should choose the material that the appropriate and not too difficult for the students.

e. The English teacher should present the language in enjoyable, relaxed and understandable way.

2. For the Student
   
a. The student should improve their ability in writing and must pay attention, quite, and seriously when the teaching learning is going on.
b. The student are hoped to be active and creative in enriching their vocabulary.

c. The student shound study hand and give attention during the English teaching and learning process.

3. For the other researcher

   The suggest for the writer, based on the finding of research, the writer would like to suggest the other researcher. The result of the study is able to be used as additional refference to further research with different sample and skill. Hopefully, there is an improvement the next study.
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([www.wr irenowfl.com](http://www.wri renowfl.com))
CURRICULUM VITAE

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Educational Background

: State Elementary School (SDN) 01 Cipari

: Junior High School (SMP) Al-Islam Cipari

: Islamic Senior High School (MAN) 2 Cilacap

: State Institute for Islamic Studies (IAIN) Salatiga
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Alokasi Waktu : 1 X 45 menit

Standar Kompetensi : Berkomunikasi dengan Bahasa Inggris setara Level Novice.

Kode Standar Kompetensi : A

Kompetensi Dasar :

1.1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan.

Indikator : Berbagai ungkapan dan kalimat dengan menggunakan pola Simple Present

I. Tujuan Pembelajaran

Siswa dapat:
a. Membuat dan menggunakan kalimat dengan pola Simple Present dalam kehidupan sehari-hari dengan baik.

II. Materi Pembelajaran

Simple Present Tense

Simple present tense adalah sebuah tenses untuk menyatakan atau mengungkapkan kegiatan / aktifitas yang sering kita lakukan sehari-hari, misalnya makan, minum, sekolah, kerja, ataupun kegiatan lainnya

Simple present tense dapat ditulis dengan rumus sbb

Kalimat verbal:

Kalimat bentuk positif (+) S + V1 (s/es)

Kalimat bentuk negatif (-) S + Do/Does + Not + V1

Kalimat bentuk tanya (?) Do/Does + S + V1

Contoh kalimat bentuk simple present tense:

(+)
She eats noodles everyday

(-)
She does not eat noodles everyday

(?)
Does she eat noodles everyday?

(+)
They go to school every morning
(-) They don't go to school every morning

(?) Do they go to school every morning?

Untuk penggunaan do/does tergantung pada subject yang digunakan pada suatu kalimat present tense yang kita buat.

I, You, We, They = Do

She, He, It, Andi, Ani, Ari = Does

Bila subject kalimatnya He, She dan It maka verb pada kalimatnya harus ditambah s/es

Kalimat nominal:

(+) S + tobe(is, am, are) + adj/adv/N

(-) S + tobe(is, am, are) + not + adj/adv/N

(?) tobe (is, am, are) + S + adj/adv / N

Contoh kalimatnya:

(+) You are a student

(-) You aren't student

(?) are you a student?

note : tobe is untuk subject: He, She, It
tobe am untuk subject I
to be a untuk subject You, They, We

Note: keterangan waktu yang dipakai dalam Simple Present Tense: everyday, every morning, every night, etc dan sering juga digunakan adverb seperti: always (selalu), often (sering), usually (biasanya), sometimes (kadang-kadang), seldom (jarang), never (tidak pernah).

III. Metode Pembelajaran :

Metode Pembelajaran : Concept sentence

Metode : Ceramah, Tanya jawab, diskusi, Penugasan

IV. Langkah – Langkah Pembelajaran

a. Kegiatan Awal : ( 5 menit )

1) Apersepsi:

   a) Guru membuka pelajaran dengan doa.
   
   b) Guru memeriksa kehadiran siswa dan memberikan motivasi

      Nilai PBKB yang diharapkan : Religius, Disiplin, Bertanggungjawab

2) Motivasi:

   a) Guru menjelaskan materi yang akan dibahas.
   
   b) Guru menjelaskan tujuan pembelajaran yang ingin dicapai.
c) Nilai PBKP yang diharapkan : Rasa ingin tahu

b. Kegiatan Inti : (35 menit)

Guru presentasi untuk menggambarkan pola penggunaan Simple Present kepada siswa

Nilai PBKB yang diharapkan : Komunikatif

1) Elaborasi : (25 menit)

a) Guru menjelaskan dan memberikan contoh kalimat bentuk Simple Present Tense.

b) Guru membentuk kelompok yang anggotanya kurang lebih 4 orang secara heterogen

c) Menyajikan beberapa kata kunci sesuai materi/ topik yang disajikan kepada tiap kelompok yang telah dibuat oleh siswa

d) Tiap kelompok disuruh membuat kalimat dengan menggunakan kata kunci yang telah diberikan oleh guru

e) Tiap kelompok yang dapat membuat kalimat yang benar mendapat point

f) Kelompok yang mendapat point terbanyak akan diberi penghargaan
Nilai PBKB yang diharapkan: Kreatif, Kerja keras, Mandiri, Komunikatif, Santun, Rasa ingin tahu

2) Konfirmasi: (5 menit)

a) Perwakilan kelompok menyampaikan kalimat yang telah dibuat dihadapan guru secara bergantian

b) Guru mengevaluasi bila masih terdapat kesalahan

Nilai PBKB yang diharapkan: Kreatif, Kerja keras, Mandiri, Komunikatif, Jujur, Toleransi, Menghargai Prestasi

c. Kegiatan Penutup: (5 menit)

1) Mengevaluasi hasil kerja siswa

2) Bersama murid menyimpulkan materi yang telah disampaikan.

Nilai PBKB yang diharapkan: Toleransi, Menghargai Prestasi, Komunikatif, kreatif

V. Penilaian

Kunci jawaban: Sesuai dengan jawaban siswa

VI. Alat dan bahan

1. Power Point

2. LCD
3. Gambar

VII. Sumber belajar

1. Buku Bahasa Inggris SMK kelas X

Salatiga, 1 Maret 2018

Guru Mapel

Afid Anggorowati, S.Pd
Lampiran 3 - **Pre-Test**

**Name : ANR**

<table>
<thead>
<tr>
<th>R</th>
<th>Good morning</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Good morning too</td>
</tr>
<tr>
<td>T</td>
<td>What do you do</td>
</tr>
<tr>
<td>A</td>
<td>I have eating po bread</td>
</tr>
<tr>
<td>T</td>
<td>Oh Yes</td>
</tr>
<tr>
<td>A</td>
<td>Ok</td>
</tr>
</tbody>
</table>

**Name : EST**

<table>
<thead>
<tr>
<th>Septi</th>
<th>Hi... Good morning, yoga.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yoga</td>
<td>Hi... Good morning too</td>
</tr>
<tr>
<td>Septi</td>
<td>How are you go?</td>
</tr>
<tr>
<td>Yoga</td>
<td>I'm fine, and you?</td>
</tr>
<tr>
<td>Septi</td>
<td>I'm fine too. Thank you.</td>
</tr>
<tr>
<td>Yoga</td>
<td>Your welcome.</td>
</tr>
</tbody>
</table>

**Name : NIM**

<table>
<thead>
<tr>
<th>Randy</th>
<th>Hello</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nayla</td>
<td>Hi.</td>
</tr>
<tr>
<td>Randy</td>
<td>What is your name?</td>
</tr>
<tr>
<td>Nayla</td>
<td>My name is Nayla, and you?</td>
</tr>
<tr>
<td>Randy</td>
<td>My name is Randy. Where you life?</td>
</tr>
<tr>
<td>Nayla</td>
<td>I live in Tukang, Candi, Ampel, Boyolali.</td>
</tr>
<tr>
<td>Randy</td>
<td>Close near my house.</td>
</tr>
<tr>
<td>Nayla</td>
<td>Really? By the way where you live?</td>
</tr>
<tr>
<td>Randy</td>
<td>I live in Cangar, Ngargosari, Ampel, Boyolali.</td>
</tr>
<tr>
<td>Nayla</td>
<td>Nice to meet you.</td>
</tr>
</tbody>
</table>
Name: MS

Dami: Hello, my name is Dami. What is your name?
Adi: My name is Adi.
Dami: What is your hobby, Adi?
Adi: My hobby is football.
Dami: Oh, your hobby sure amazes me.
Adi: Thanks, Dami.

Name: SNR

Ditto: Citoa, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well.
Citoa: Thanks, Ditto.
Ditto: I heard that you will be the representative of our school in the story telling competition at our region. Is it true?
Citoa: Yes, you're right.
Nama : 

[Description of the comic panels]
Name: ANR

Me: "Good evening."
You: "Good evening too."
Me: "Will you can dinner with me?"
You: "Of course, when?"
Me: "This evening."
You: "OK. Thanks. Thanks for your time."
Me: "Yes, your welcome."
You: "Love you."

Name: EST

Dialogue

Nadia: "Who is your idol, Rino?"
Rina: "My parents, what about you?"
Nadia: "B. Habibbo. I like him very much.
Rina: "He is one of the geniuses from Indonesia. He studied in Germany.
Nadia: "You’re right.
Rina: "He worked and stayed in Germany, right?"
Nadia: "He did, but he never forgets his country. He once made us proud for his achievement in making planes allowed by the world.
Rina: "He relinquished his good job in Germany to develop his own country.
Nadia: "He promised that he would share his knowledge to everyone needing it.
Rina: "Now, he seems to enjoy his retirement with family.
Nadia: "That’s why I love him."
Randy: Hi Naya, you look so busy. What are you doing?
Naya: I'm writing an application letter.
Randy: What kind of job are you applying for?
Naya: I'm applying for a chef's job in a Japanese restaurant.
Randy: What will you do there?
Naya: I will cook food for the customers. By the way, what do you do for a living now?
Randy: I work as a computer programmer in an IT company in Jakarta.
Naya: That's a very interesting job! Can you tell me about your job description?
Randy: My job is designing computer programs.
Naya: I have finished writing the letter. Now I'm going to take it to the post office.
Randy: Well, good luck then. I hope you get a reply soon.
Naya: Thanks.

Name: MS

Rania: who is your idol, Rima?
Rima: My parents, what about you?
Rania: BJ, ha bi'bi'ce. I like him very much.
Rima: He is one of the greatest singers from Indonesia. He studied in Germany.
Rania: You're right.
Rima: He worked and stayed in Germany.
Rania: He died. But he never forgot his country. He once wrote a song for him.
Rima: Now he seeks to enjoy his reunion with family.
Rania: That's why I love him.
Doni: That's wonderful, AliF.
AliF: Oh, thanks.
Samer: Good for you. Good luck.
AliF: Thank you very much.
Bejo: Well done.
AliF: Thanks for saying so.
Ivan: That was great. You must be very proud of your achievement.
AliF: Thanks, I'm glad you think so. But I still have a lot to learn.
Lampiran 5

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Lingkar Selatan No 2 Telp (0294) 603154, Fax (0294) 321435 Salatiga 50712
http://www.iainsalatiga.ac.id email: adminstrasi@iainsalatiga.ac.id

Nomor : B.1.3.075/In.21/D1.1/PN.03.00/ 03/2017
Lamp : -
Hal : Pembimbing dan Asisten
Pembimbing Skripsi

Kepada
Yth. Ruwandl, M.A
di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : IKFIN IFTAH ROHMATIKA
NIM : 113-13-105
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi :

IMPROVING THE STUDENTS’ ABILITY IN WRITING SIMPLE SENTENCE USING CARTOON MOVIE MAKES OF SMP N 3 SALATIGA

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 29 Maret 2017
a.n. Dekan,

[Signature]

M.Phil.

[Stamp]

Tembusan : 1. Dosen Pembimbing
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : KEFIN IFITAH ROHMATIKA
NIM : 113-13-105
Dosen Pembimbing : Ruwoandi, S.Pd., MA

Judul Skripsi pada surat penunjukan pembimbing skripsi :
THE USE OF CARTOON STORY MAKER TO MASTER WRITING ABILITY

1. LUMPUSING SIMPLE SENTENCE

<table>
<thead>
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<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
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<tbody>
<tr>
<td>1.</td>
<td>9-1-2018</td>
<td>ganti judul</td>
<td>Improving -&gt; master: creating -&gt; composing</td>
<td>J+</td>
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<tr>
<td>2.</td>
<td>23-1-2018</td>
<td>revisi bab 1, 2, 3</td>
<td>Point - point bab 1, 2, dan 3</td>
<td>J+</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>bab 2 ditambah teori tentang evaluasi rubric</td>
<td>J+</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>ditambah teori tentang minimum point passing grade (KRCM)</td>
<td>J+</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>bab 3, ditambah teori tentang evaluation criteria.</td>
<td>J+</td>
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<td></td>
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<td>penomoran.</td>
<td></td>
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<td></td>
<td>A......</td>
<td></td>
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<td></td>
<td>a......</td>
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<td>1)......</td>
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</tr>
<tr>
<td>3.</td>
<td>7-2-2018</td>
<td>revisi bab 2, dan 3</td>
<td></td>
<td>J+</td>
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<tr>
<td>4.</td>
<td>20-2-2018</td>
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<td></td>
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</tr>
<tr>
<td>5.</td>
<td>21-2-2018</td>
<td>revisi bab 1, 2, 3</td>
<td></td>
<td>J+</td>
</tr>
</tbody>
</table>

Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Keluarga Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
# Lembar Konsultasi Skripsi

Nama Mahasiswa: **IKHLAS UFTAH KHAJA TAKIA**
NIM: **115-13-105**
Dosen Pembimbing: **Pawebki, S.Pd., M.A.**

Judul Skripsi pada surat penunjukan pembimbing skripsi:
**The Use of Cartoon Story Maker to Master Writing Ability in Composing Simple Sentence**

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
</tr>
</thead>
</table>
| 6   | 7-3-2018  | revisi bab 1,2,3 | - review of related literature  
- bab 1. Limitation of study  
- evaluation criteria  
- discussion ditambah general analysis dan individual analysis  
- paragrafnya diubah | J+ |
| 7   | 8-5-2018  | revisi bab 1,2,3,4 | - review of related literature  
- bab 2 point-point bab 1  
- bab 1. Limitation of study ditambah simple present tense  
- evaluation rubric ditambah teoriyo dan dukain tabel  
- teoriical hypothesis  
- evaluation criteria ditambah tabel  
- di bab 4, discussion ditambah  | J+ |
| 8   | 12-3-2018 | revisi bab 4     | - discussion ditambah general analysis dan individual analysis  
- paragrafnya diubah  | J+ |
| 9   | 14-3-2018 | abstrak          | - - -               | J+ |

**Catatan:**
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
Lampiran 7

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Lingkar Salatiga KM 2 Telepon (0298) 6031364 Kode Pos 50716 Salatiga
Website: http://tarbiyah.iainsalatiga.ac.id e-mail: tarbiyah@iainsalatiga.ac.id

Nomor : B-Jg7 /In.21/D1.1/PN 03.1/03/2018 Salatiga, 1 Maret 2018
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala Sekolah SMK Negeri 1 Tengaran
Di Tengaran

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama : IKFIN IFTAH ROHMATIKA
NIM : 113-13-105
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa
diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:

THE USE OF CARTOON STORY MAKER TO MASTER WRITING ABILITY IN COMPOSING SIMPLE SENTENCE (An Experimental Study of First Year Students of SMK Negeri 1 Tengaran in the Academic year of 2017/2018)

Dosen Pembimbing : Ruwandl, S.Pd., M.A

Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk
mengadakan penelitian di SMK Negeri 1 Tengaran, mulai tanggal 1 Maret 2018
sampai dengan selesai.
Demikian, atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.p. Dekan,
Dekan Bidang Akademik

Tembusan : 1. Mahasiswa yang bersangkutan
Lampiran 8

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH KEJURUAN NEGERI 1
TENGARAN
Jalan Darun Na'im Karangduren, Tengaran,Kabupaten Semarang 50775
Telepon 0298-3405144 Faxarnile 0298-3405166 Surat Elektronik smkten@tengaran@yahoo.co.id

SURAT KETERANGAN
NOMOR : 421.5/186/2018

Berdasarkan Surat dari Fakultas Tarbiyah dan Ilmu Keguruan IAIN Salatiga, nomor : B-159/In.21/D1.1/PN.03.1/2018, Hal : Permohonan Izin Penelitian, yang bertanda tangan di bawah ini Kepala SMK Negeri 1 Tengaran Kabupaten Semarang memberikan ijin kepada mahasiswa tersebut di bawah ini :

IKFIN IFTAH ROHMATIKA 113 - 13 - 105

Untuk melakukan penelitian di SMK Negeri 1 Tengaran dengan judul skripsi " The Use Of Cartoon Story Maker To Mastery Writing Ability In Creating Simple Sentence (An Experimental study of Study of SMK Negeri Tengaran in Academy year 2017/2018)". Adapun penelitian akan dilaksanakan 1 Maret 2018 sampai dengan selesai.

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Tengaran, 22 Februari 2018
Kepala Sekolah

[Signature]

SMKN 1 TENGARAN

[Signature]

Pembina

NIP. 196707081994121003
Lampiran 9

DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name : Ikfin Iftah Rohmatika
Nim : 113-13-105
Faculty : Teacher Training and Education Faculty
Department : English Education Department

Declares that this graduating paper is written by the researcher and it does not copy from other researcher. Theories and citations are used code of ethics of writting for graduating paper. I give permission to publish this graduating paper on IAIN Salatiga’s repository.

Salatiga, March 13th 2018

The researcher

Ikfin Iftah Rohmatika
NIM. 11313105