THE USE OF VIDEO STORY PREDICTION TECHNIQUE TO DEVELOP STUDENTS' IDEA TO WRITE NARRATIVE TEXT: AN EXPERIMENTAL STUDY AT THE TENTH GRADE OF MA NW NARMADA IN ACADEMIC YEAR 2015/2016

By

Lalu Aulia Roman
E1D 110 077

ENGLISH EDUCATION PROGRAM
LANGUAGE AND ART DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MATARAM
2017

RATIFICATION

A journal entitled **The Use of Video Story Prediction Technique to Develop Students'
Idea to Write Narrative Text: An Experimental Study at the Tenth Grade of MA
NW Narmada in Academic Year 2015/2016** by Lalu Aulia Roman (E1D110077) has
been accepted by the board of advisors;

Mataram, 1st July 2017

Advisor I,

Drs. I Made Sujana, MA
NIP. 196512311991031016

ABSTRACT

THE USE OF VIDEO STORY PREDICTION TECHNIQUE TO DEVELOP STUDENTS' IDEA TO WRITE NARRATIVE TEXT: AN EXPERIMENTAL STUDY AT THE TENTH GRADE OF MA NW NARMADA IN ACADEMIC YEAR 2015/2016

By
LALU AULIA ROMAN
E1D110077

This research was conducted by using experimental study aimed to investigate whether using video story prediction technique is effective or not towards developing students' idea to write narrative text. The population of this study was the tenth grade students of MA NW Narmada in academic year 2015/2016. The sample of this study were class X-A as experimental group class X-B as control group, each of which consisted of 30 students. In this study, the researcher used purposive sampling. The data of this research were collected by giving writing test consisting of pre-test and post-test. The result of mean score for pre-test in experimental group was 58.76 and for the control group was 57.16. The result of mean score for post-test in experimental group was 69.73 and for the control group was 62.06. From the data analysis it can be seen that the result of t-test was 3.11 which was higher than 2.00172 at significant level of .05 (95%) and 2.66329 at significant level of 0.1 (99%). Therefore, it implies that the null hypothesis (H0) is rejected and alternate hypothesis (Ha) is accepted. It can be concluded that the video story prediction technique is effective to develop students' idea to write narrative text.

Key words: Video Story Prediction Technique, Narrative Text, Writing Skill, Experimental Research

ABSTRAK

PENGGUNAAN TEKNIK PREDIKSI VIDEO BERCERITA UNTUK MENGEMBANGKAN IDE SISWA DALAM MENULIS TEKS NARRATIVE: STUDI EKSPERIMEN DI KELAS SEPULUH MA NW NARMADA TAHUN AJARAN 2015/2016

Oleh

LALU AULIA ROMAN
E1D110077

Penelitian ini dilakukan menggunakan studi eksperimen yang bertujuan untuk mengetahui apakah penggunaan teknik prediksi video bercerita efektif atau tidak dalam mengembangkan ide siswa dalam menulis teks narrative. Populasi dari penilitian ini adalah kelas sepuluh dari MA NW Narmada tahun ajaran 2015/2016. Sampel dari penelitian ini adalah kelas X-A sebagai kelompok eksperimental dan kelas X-B sebagai kelompok kontrol dimana setiap kelompok terdiri dari 30 orang siswa. Dalam penilitian ini, peniliti menggunakan purposive sampling. Data dari penelitian ini di kumpulkan dengan cara memberikan tes tulis yang terdiri dari pra tes dan pasca tes. Hasil nilai rata-rata pra tes dari kelompok eksperimental adalah 58.76 dan kelompok control adalah 57.16. Hasil nilai rata-rata pasca tes dari kelompok eksperimental 69.73 dan kelompok control 62.06. Dari analisis data dapat diketahui hasil dari uji t adalah 3.11 dimana ini lebih tinggi dari 2.00172 pada taraf kepercayaan .05 (95%) dan 2.66329 pada taraf kepercayaan .01 (99%). Oleh karena itu dapat diartikan null hypothesis (H0) ditolak dan alternate hypothesis (Ha) diterima. Dapat disimpulkan bahwa teknik prediksi video bercerita efektif mengembangkan ide siswa dalam menulis teks narrative.

Kata Kunci: Teknik Prrediksi Video Bercerita, Teks Narrative, Keterampilan Menulis, Studi Eksperimen

1. INTRODUCTION

"Language is essentially speech, and speech is basically communication by sounds" (Huebner, 1960:5). Learning English language brings students to achieve ability in communication both spoken and written. Writing is used to communicate means of conveying the knowledge or information about a given subject. However, for having a good communication, there are four skills to be mastered in learning English language; one of them is writing skill.

Writing is the language skill which is needed to be learned. To be mastery in writing skill, it is not only grammatical and rhetorical device that has to be considered, but also the concept and judgmental elements (Heaton, 1989:135). That is the reason writing skill sometimes can be difficult to be taught for the students.

In senior high school students are taught to write simple monolog text. There are five types of monolog text that should be mastered. One of them is narrative text, (BSNP, 2006). However, to produce a good written of narrative text can be a bit troublesome for students because they need to think about the important details such as the generic structure and the language features.

To solve these problems, teachers has to understand the situation in the classroom and selfless in providing materials. Using media can be applied in teaching and learning process to help and motivate the students. Selecting a good media to teach writing narrative text is another thing that is very important to be considered because students have different motivations for learning.

In order to make learning process more interesting, basically the teacher can use all kinds of teaching aid or media. One of them is audio visual like video. Visual aids support students' idea and improve their comprehension.

The use of video as a teaching aid will provide a new experience to the students, because by using video media information process is more sophisticated and rapidly delivered to learners (Hofstetter, 2001). Using video story prediction technique is the one of the visual aids that we can use to teach writing narrative text.

Based on the explanations above, this research attempts to investigate whether the video story prediction technique is effective or not to developing students' idea to write narrative text at the tenth grade of MA NW Narmada in the academic year 2015/2016.

1.1. Statement of the Problem

Based on the problem mentioned above, this study is conducted to answer the following research question: "is the use of video story prediction technique effective to developing students' idea to write narrative text at the tenth grade of MA NW Narmada?".

1.2. Purpose of the Study

Based on the statement of problem above, the purpose of this study to investigate whether using video story prediction technique is effective or not towards developing students' idea to write narrative text.

2. LITERATURE REVIEW

Writing as language learning means that, students are given a topic for building up their writing either it is in visual or tactile form. Writing is a way of conveying messages of what is in our mind. Caroline (2006) stated that writing is a combination of process and product of finding ideas putting them on paper and working with them until they are presented in manner that is edited and understandable to readers. In the EYL (English for young learners) classroom, the teacher gives a topic or selection of topics, a set of requirements, and a time limit. The students finish the task within the time limit and hand in the product. The students' work is evaluated based on the accuracy of the final product.

There are many different definitions about writing given by experts from many resources. Murcia (1991) says that writing is the ability to express ideas in written form as a second or foreign language. This is means in writing activity we can write whatever we think in written form for sure. According to Charles (1985:3) "writing is a complex process and as such contains element of mystery and surprise". Even though students have to believe that writing is a skill that anyone can learn. Ultimately, most writing serves two primary functions: It is either knowledge-telling or knowledge transforming (Bereiter & Scardamalia, 1987).

Oshima and Hogue (1999: 3) mention that writing skill has four stages of process, they are:

    a. Pre-writing, Refers to first stage in the writing process. Which have two steps namely choosing a topic and brainstorming.
    b. Planning (outlining), students have to organize the idea generated by brainstorming into an outline.
    c. Writing and revising draft, in this stage, students have to write the first rough draft than revising content and organization and finally proofreading the second draft.
    d. Writing the Final Copy to Hand in, as the final activity in a writing process, students have to rework the written drafts and polish them for the presentation.

Teaching writing is intended to develop students' competence in constructing sentences and paragraphs. Teachers are hoped to enable students to organize the ideas, sentences and paragraph correctly. However, writing becomes something much crucial for the students because they have the national examination. Students are expected can write many kinds of genre. One of them is narrative text.

As a writing material, narrative text can make learning process more interesting and students can feel more enjoyable. Anderson (1997:8) says that narrative is texts that tells a story and can entertain or inform the reader.

Neo (2005: 2) says that narrative text has a pattern or a structure. It can be represented as follows:

a. Orientation, it establishes the characteristic and situation
b. Rising action, it refers to a series of complication leads to the climax
c. The climax is the critical moment when problem/conflict happened
d. The resolution consists of the result of outcome.

Also the language features usually found in narrative text are:

a. Using the Action Verb (*Past Tense form*).
b. Conjunctions Time to sort events. For example: then, before, after, soon, etc.
c. Using simple past tense, S+verb2 (past tense) or linking verb "be" (was, were).

Teaching and learning process cannot be separated with media. Because media can help students became active. Gagne (1970:2) stated that "media are variety of part in learners' environment which support the learners learn".

Visual media always have their own way to make differences in learning process. It can make students' have big enthusiasm in teaching learning process. From that reason the researcher use a motion picture or a video to teach students writing skill.

According to Cakir (2006:69) there are eight types of instruction that can be used in teaching video techniques, namely:

a. Cloze/listening comprehension
b. Silent Viewing
c. Jigsaw Viewing
d. Jigsaw viewing with commentary
e. Video Treasure hunt
f. Prediction
g. Reverse Prediction
h. Sequencing

Based on the explanation above which is audio visual or visual aid provides a rich medium for teaching and learning, the researcher choose prediction technique as a technique that used in learning process. With this technique, we can edit the video by cutting it into a several parts. It also can be called as *pause and predict.* This can be effective for the teachers need. Teachers can *pause* the video at the time that they already set up and let students *predict* what is going to happen next and write it down. The idea is to get students interested in the video, to get them curious about what they're going to see.

Using video means students have to concentrate and know what they are going to do before the video begin. Teacher can set questions for each viewing, so that students have a clear idea of what they are expected to do.

Teachers can provide some specific questions at the first and the second viewing from the video. In additional time they can ask an inferential question, a question that is not answered directly, but must be inferred. All of this can be good for the students as a springboard for their own writing.

This video and lesson structuring material might be thought of in terms of three distinct phases (Wetzel, Ratke & Stern, 1994):

a. Pre-viewing

It is important to prepare students for what they are about to see. Teachers have to introduce the broad topic. This exercise including brainstorms that can help students to stay focus and know what they are going to write.

b. Viewing

Students can be given an example simple task to help them engage with the video content. This is for avoid interruptions during the viewing that can be a risk breaking concentration.

c. Post-viewing

Of course there are types of activity followed from watching a video. Content might be used to begin a discussion and individual reports might be written from different perspective from the student.

3. RESEARCH METHODOLOGY

3.1. Research Design

The research design in this study is an experimental research. Based on Cohen *et al*. (2007:272) "The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events, in which they are interested, introduce an intervention and measure the difference that it makes". This research is used to analyze and investigate the subject or participant after the researcher giving the treatment.

3.2. Population and Sample

In this research, the population of the study is the tenth grade students of MA NW Narmada. It consists of five classes; class X-A, X-B, X-C, X-D, X-E. Each class consists of 30 students. So, the total population is 150.

The researcher used purposive sampling. This technique of sampling is taken based on individual consideration and specific characteristic. Only two groups as the sample will be taken from five classes of the tenth grade students of MA NW Narmada. They were X-A as experimental group and X-B as control group consisting of 30 students. So, both of the sample groups are which consist of 60 students.

3.3. Method of Collecting Data

3.3.1. Kinds of Data

In this research, the data is taken from the student scores before and after treatment of MA NW Narmada.

3.3.2. Source of Data

The sources of the data in this research are students of class X-A as experimental group and X-B as control group of MA NW Narmada.

3.3.3. Technique of Collecting Data

The data of this research is collected by giving writing test consist of pre-test and post-test to make narrative text. The indicator of the writing score in this research is exploring the ideas and making them into good narrative text. The scoring is based on indicators of writing competency, namely content, generic structure, vocabulary, grammar, spelling and punctuation.

The researcher applied two writing tests in form of pre-test and post-test. Pre-test is given before treating and post-test is given after treating in which each groups are provided with different treatment.

3.4. Method of Data Analysis

3.4.1. Descriptive Statistics

After the data are collected, the researcher analyzed the descriptive statistic. The researcher calculated the mean score (M) and standard deviation (SD) of students' score. To get the mean score of pre-test and post-test, the researcher used the following formula:

$$M_x = \frac{\Sigma d_x}{N} \quad \text{and} \quad M_y = \frac{\Sigma d_y}{N}$$

Where:

M_x = mean score of experimental group
M_y = mean score of control group
d_x = pre-test and post-test score of experimental group
d_y = pre-test and post test score of control group
N = number of sample
Σ = sum of…

<div align="right">Arikunto (2010: 350)</div>

Then, the following formula is used to calculate the square deviation of both groups.

<div align="center">7</div>

$$\Sigma x^2 = \Sigma dx^2 - \frac{(\Sigma dx)^2}{N} \qquad \text{and} \qquad \Sigma y^2 = \Sigma dy^2 - \frac{(\Sigma dy)^2}{N}$$

Where:

Σx^2 = the square deviation of the experimental group
Σy^2 = the square deviation of the control group
Σdx = deviation score of the experimental group
Σdy = deviation score of the control group
N = number of sample

<div align="right">Arikunto (2010: 351)</div>

3.4.2 Hypothesis Testing

The hypothesis is analyzed by identifying the significance of the two mean deviation scores of the two groups. The researcher computed the two mean scores to know whether they were significant or not by using the following formula:

$$t - test = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

M_x = the mean deviation of score of the experimental group
M_y = the mean deviation score of the control group
Σx^2 = the total sum of the derivation of the experimental group
Σy^2 = the total sum of derivational of control group
Nx = the number of sample of the experimental group
Ny = the number of sample of control group
Σ = the sum of...

<div align="right">Arikunto (2010: 54)</div>

Then, to determine the degree of freedom, the following formula is used.

$$df = Nx + Ny - 2$$

Where:

df = Degree of freedom
Nx = the number of sample of the experimental group
Ny = the number of sample of control group

<div align="right">(Arikunto, 2010: 356)</div>

The hypothesis criteria, if:

t_{test} ≥ $t_{table,}$ it means that H_0 is rejected (significant)

t_{test} ≤ $t_{table,}$ it means that H_0 is accepted (not significant)

4. FINDING AND DISCUSSION

4.1. Findings

The data were obtained from pre-test and post-test given to experimental and control group. students` score are presented to describe the data obtained. Below are the record of the students' pre-test scores of experimental and control group:

Table 4.1. Experimental and Control group of pre-test scores

PRE TEST SCORE					
Experimental Group			Control Group		
NO	Students Name	Raw Score	NO	Students Name	Raw Score
1	AN	58	1	AO	58
2	ATP	52	2	AR	61
3	AS	47	3	AGA	73
4	BAA	56	4	BEP	46
5	BWA	55	5	BK	54
6	DCRA	52	6	DN	55
7	EFI	58	7	DRU	56
8	FFI	60	8	FA	48
9	FFR	62	9	FF	58
10	HS	76	10	FH	59
11	H	62	11	FWR	70
12	HN	50	12	GA	50
13	IF	68	13	HRM	58
14	IO	60	14	H	58
15	L	50	15	IK	49
16	LP	57	16	KB	62
17	LIS	74	17	KN	53
18	MRH	57	18	LO	58
19	MNM	65	19	MNA	55
20	NSU	58	20	NS	60
21	NH	45	21	NNF	64
22	NPN	58	22	NHH	63
23	NH	59	23	NZA	50
24	P	64	24	NAI	57

25	PB	63	25	RR	59
26	RH	56	26	RAH	56
27	RH	45	27	RAN	71
28	RM	60	28	RPS	62
29	SMM	63	29	S	46
30	SHM	73	30	SZM	46
TOTAL		**1763**	**TOTAL**		**1715**
Mean score		**58.76**	**Mean score**		**57.16**
Highest score		**76**	**Highest score**		**73**
Lowest score		**45**	**Lowest score**		**46**

The table above presents the result of students' writing skill ability. It can be seen that the mean score in experimental group is 58.76 while the mean score in control group is 57.16. The highest score in experimental group is 76 while the lowest score is 45.The highest score in control group is 73 while the lowest score is 46. From the data above, the researcher concludes that both experimental and control group have similar ability to write narrative text.

Table 4.2. Experimental and Control group of post-test scores

POST TEST SCORE					
Experimental Group			**Control Group**		
NO	Students Name	Raw Score	NO	Students Name	Raw Score
1	AN	71	1	AO	60
2	ATP	70	2	AR	66
3	AS	61	3	AGA	94
4	BAA	61	4	BEP	46
5	BWA	70	5	BK	64
6	DCRA	66	6	DN	59
7	EFI	66	7	DRU	56
8	FFI	70	8	FA	50
9	FFR	70	9	FF	64
10	HS	79	10	FH	69
11	H	63	11	FWR	80
12	HN	75	12	GA	50
13	IF	75	13	HRM	76
14	IO	72	14	H	70
15	L	72	15	IK	52

16	LP	78	16	KB	62
17	LIS	82	17	KN	53
18	MRH	69	18	LO	60
19	MNM	79	19	MNA	36
20	NSU	70	20	NS	64
21	NH	52	21	NNF	64
22	NPN	72	22	NHH	84
23	NH	66	23	NZA	36
24	P	68	24	NAI	68
25	PB	68	25	RR	63
26	RH	72	26	RAH	75
27	RH	52	27	RAN	82
28	RM	77	28	RPS	64
29	SMM	70	29	S	48
30	SHM	76	30	SZM	47
TOTAL		**2092**	**TOTAL**		**1862**
Mean Score		**69.73**	**Mean Score**		**62.06**
Highest Score		**82**	**Highest Score**		**94**
Lowest Score		**52**	**Lowest Score**		**36**

The post-test scores of experimental and control group from the table above can be described as follows. The highest score in experimental group is 82 while the highest score in control group is 94. The average or mean score in experimental group is 69.73, while in control group is 62.06.

From the data, it can be seen that the result of post-test in experimental group is higher than in control group. It means that the students` score in writing narrative text is better when they were treated using video story prediction technique. It also can be concluded that the score progress before and after treatment is better in experimental group than in control group.

The next step is the computation of deviation score and square deviation score both in experimental and control group. This step can be obtained after the score of pre-test and post-test are reached.

Table 4.3. The computation of Deviation Score and Square Deviation of Experimental and Control group

EXPERIMENTAL GROUP					CONTROL GROUP				
NO	(X1)	(X2)	Deviation Score (dx)	Square Deviation (dx^2)	NO	(Y1)	(Y2)	Deviation Score (dy)	Square Deviation (dy^2)
1	58	71	13	169	1	58	60	2	4
2	52	70	18	324	2	61	66	5	25
3	47	61	14	196	3	73	94	21	441
4	56	61	5	25	4	46	46	0	0
5	55	70	15	225	5	54	64	10	100
6	52	66	14	196	6	55	59	4	16
7	58	66	8	64	7	56	56	0	0
8	60	70	10	100	8	48	50	2	4
9	62	70	8	64	9	58	64	6	36
10	76	79	3	9	10	59	69	10	100
11	62	63	1	1	11	70	80	10	100
12	50	75	25	625	12	50	50	0	0
13	68	75	7	49	13	58	76	18	324
14	60	72	12	144	14	58	70	12	144
15	50	72	22	484	15	49	52	3	9
16	57	78	21	441	16	62	62	0	0
17	74	82	8	64	17	53	53	0	0
18	57	69	12	144	18	58	60	2	4
19	65	79	14	196	19	55	36	-19	361
20	58	70	12	144	20	60	64	4	16
21	45	52	7	49	21	64	64	0	0
22	58	72	14	196	22	63	84	21	441
23	59	66	7	49	23	50	36	-14	196
24	64	68	4	16	24	57	68	11	121
25	63	68	5	25	25	59	63	4	16
26	56	72	16	256	26	56	75	19	361
27	45	52	7	49	27	71	82	11	121
28	60	77	17	289	28	62	64	2	4
29	63	70	7	49	29	46	48	2	4
30	73	76	3	9	30	46	47	1	1
Total	1763	2092	329	4651	Total	1715	1862	147	2949
Mean	58.76	69.73	10.96	155.03	Mean	57.16	62.06	4.9	98.3

The table above describes the total deviation score and square deviation score both in experimental and control group. As seen in table *4.3* the highest score for deviation score in experimental group is 25 while the highest score for deviation score in control group is 21. On the other hand, the highest score for square deviation in experimental group is 625, while the highest score in control group is 441.

4.1.1 Mean Deviation Score Analysis of the Experimental and Control Group

This step is necessary to do after obtaining the deviation score in both groups.

4.1.1.1 Mean Deviation Score of the Experimental Group

As from the table *4.3*, the researcher gained that $\sum dx = 329$ and N=30

The mean of deviation score in experimental group is :

$$Mx = \frac{\sum dx}{Nx} = \frac{329}{30} = 10.97$$

Square mean deviation is :

$$\sum X^2 = \sum dx^2 - \frac{(\sum dx)^2}{Nx} = 4651 - \frac{(329)^2}{30}$$

$$= 4651 - \frac{108241}{30}$$

$$= 4651 - 3608.03$$

$$= 1042.97$$

4.1.1.2 Mean Deviation Score of the Control Group

As from the table *4.3*, the researcher gained that $\sum dy = 147$ and N= 30

The mean of deviation score is :

$$My = \frac{\sum dy}{Ny} = \frac{147}{30} = 4.9$$

The sum square mean deviation of control group is;

$$\sum Y^2 = \sum dy^2 - \frac{(\sum dy)^2}{Ny} = 2949 - \frac{(147)^2}{30}$$

$$= 2949 - \frac{21609}{30}$$

13

$$= 2949 - 720.3$$

$$= 2228.7$$

The degree of freedom is;

Df = (Nx + Ny – 2)
   = 30 + 30 – 2
   = 58

4.1.2 Identification of the Significance of the Deviation of Two Groups

The result of the t-test is gained after getting the result of the square deviation and dividing the total number of the mean score of both in experimental and control group. This step is to obtaine the value based on the data computation.

The formula is :

$$t-test = \frac{Mdx - Mdy}{\sqrt{\left(\frac{\Sigma X^2 + \Sigma Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$= \frac{10.97 - 4.9}{\sqrt{\left(\frac{1042.97 + 2228.7}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$= \frac{6.07}{\sqrt{\left(\frac{3271.67}{58}\right)\left(\frac{2}{30}\right)}}$$

$$= \frac{6.07}{\sqrt{\frac{6543.34}{1740}}}$$

$$= \frac{6.07}{\sqrt{3.8}} = \frac{6.07}{1.95} = 3.11$$

This hypothesis testing is analyzed by identifying the significance of the two mean deviation scores of the two groups. As illustrated above, the test of statistical significance or t-test value is 3.11

4.2 Discussion

The objective of this study is to find out whether using a video story prediction technique is effective to develop students' idea to write narrative text.

From the result of post-test, it can be described that the highest score in experimental group is 82 while the lowest score is 52. The highest score in control group is 94 while the lowest score is 36. From that result, it can be seen that the highest score is obtained by the student in control group. It is because the student in control group who obtain the highest score is the student who achieves the required minimum standard of score (70). It can be seen from the result of the pre-test, this student score is 73. Based on this data, the researcher concludes that this student is basically a good student. However, some students' score do not meet the researcher expectations. This can be seen from the lowest score in control group is 36. Some factors that affect students performance such as less prepared of the course which lead to their bad attitudes towards the students subjects and poor grade they got compared to their scores in pre-test.

Overall, students in experimental group have better improvement when they were treated by using video story prediction technique than students in control group who were treated by using PPP (presentation, practice, production) technique. On the other hand, using video story prediction technique brings significant influence to develop students' idea to write narrative text.

To obtain the significance of video story prediction technique towards developing students' idea to write narrative text, the researcher then calculated the t-test with t-table critical value. Besides that, the researcher also need to know the degree of freedom (df) to measure which t-table value that the researcher need to consult with t-tes value.

The degree of freedom that the researcher gain is 58. Two tail test is the kind of test that the researcher conducted in this research that is .05 (95%) and level 0.01 (99%) as the significance level.

Table 4.4 the Comparison between t-test and t-table

t-test	t-table		
	Degree of freedom (df)	.05 (95%)	.01 (99%)
3.11	58	2.00172	2.66329

Based on the table *4.4*, it can be seen that the critical value of t-table at the significant level of .05 (95%) is 2.00172, while 2.66329 at the significant level of 0.1 (99%). The table above describes that the t-test value is higher than the t-table value. It shows that 3.11 is higher than 2.00172 at significant level of .05 (95%) and also

15

3.11 is higher than 2.66329 at significant level of 0.1 (99%). Therefore, it implies that the null hypothesis (H0) is rejected and alternate hypothesis (Ha) is accepted.

Furthermore, based on this result it can be concluded that video story prediction technique is effective towards developing students' idea to write narrative text

Considering the results obtained from this study, there was different achievement amongst the students in writing narrative text using video story prediction technique and without using video story prediction technique. From the result of the post-test in both experimental and control group, it can be seen that students in experimental group who were treated by using video story prediction technique had better result than those in control group who were treated by using PPP (presentation, practice, production) technique. The students in control group had problems with the details; they are generic structure and expanding idea to write. Meanwhile, the students in experimental group were easier to integrate their process of thinking. Moreover, after all the process of analyzing and computing data, the researcher concludes that video story prediction technique gives significant effect towards developing students' idea to write narrative text.

5. Conclusion

Based on the data analysis during this study, the researcher concludes that video story prediction technique is effective to developing students' idea to write narrative text, particularly the tenth grade students of MA NW Narmada. The result of investigation shows that the t-test is higher than t-table at the significant level of .05 (95%) and 0.1 (99%). The result of t-test in this study is 3.11 and the result of t-table at significant level of .05 (95%) is 2.00172 while for the significant level of 0.1 (99%) is 2.66329. Therefore, it can be inferred that the application of video story prediction technique gives significant effect to develop students' idea to write narrative text.

REFERENCES

Anderson, M. 1997. *Text Type in English 2*. Australia: Mackmillan

Arikunto, S. 2010. *Prosedur Penelitian Suatu Pendekatan Prakis Edisi Revisi 2010.* Jakarta: RinekaCipta.

Bereiter, C., &Scardamalia, M. (1987). *The Psychology of Written Composition*. Mahwah, NJ: Lawrence Erlbaum Associates.

Cakir, Ismail. 2006. *The Use of Video as an Audio-visual in Foreign language Teaching Classroom.* Kinkkale Univesitesi, Egitim Facultesi: The Turkish Online Journal of Educational Technology.

Caroline T. Linse. 2006. *Practical English Language Teaching: Young Learners*, (NY: Mc Graw Hill,2006), p. 98.

Charles R Coopers.1985. *The St Martin's Guide to Writing*. New York : St Martin's Press. Inc.

Cohen, L. Manion, L. and Morrison, K. 2007. *Research Methods in Education.* New York: Routledge.

Gagne, R.M. 1970. The Conditions of Learning (2nd ed.)New York: Holt, Rinehart, and Winston.

Heaton, J.B. 1989. *Writing English Language Test*. New York: Longman Inc

Hofstetter, Fred T. 2001. *Multimedia Literacy. (3rd Ed).* New York:McGracw-Hill.International Edition Pressman

Huebner, T. 1960. *Audio Visual Technique in Teaching Foreign Language*, New York: Cambridge University Press.

Murcia, M. C. 1991. *Teaching English as a Second or Foreign Language*. Boston: Heinle Publishers.

Neo, E. 2005. *Narrative for 'O' Level. Malaysia*: Longman.

Oshima, A., & Hogue, A. (1999). *Writing Academic English*. (3rd ed.). New York: Addison Wesley Longman.

Wetzel, D. D., P. Ratke, and H. W. Stern, *Instructional effectiveness of Video Media*. Hilldale, NJ: Lawrence Erlbaum Associates, 1994. Available at www.topicseducation.com/uploads/resources/RS_Investment.*pdf.*