THE EFFECTIVENESS OF USING MINI PROJECT ASSESSMENT IN WRITING NARRATIVE TEXT

(An Experimental Study at the Eleventh Grade Students of SMA Muhammadiyah Belajen Kab.Enrekang)

A Thesis

Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment
Of the Requirement for the Degree of
Sarjana Pendidikan

M RAMADHAN S
10535 4061 09

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
2015

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **M. RAMADHAN S,** nim **10535 4061 09** diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar **Nomor: 053 Tahun 1436 H/2015 M,** Sebagai salah satu syarat guna memperoleh Gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu tanggal **2 Juli 2015**

17 Juni 2015 M

Makassar, ------------------------------

30 Sya'ban 1436 H

PANITIA UJIAN

Pengawas Umum : Dr. H. Irwan Akib, M.Pd (..................)

Ketua : Dr. Andi Sukri Syamsuri, M.Hum (..................)

Sekretaris : Khaeruddin, S.Pd., M.Pd (..................)

Penguji :

1. Erwin Akib, S.Pd., M.P.d (..................)

2. Nunung Anugrawati, S.Pd., M.Pd (..................)

3. Dr. Syamsiarna Nappu, M.Pd (..................)

4. Yassir Mallapiang, SS., M.Pd (..................)

Disahkan Oleh :
Dekan FKIP Unismuh Makassar

Dr. Andi Sukri Syamsuri, M. Hum
NBM: 858 625

Terakreditasi Institusi
BAN-PT

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title : **The Effectiveness of Using Mini Project Assessment in Writing Narrative Text (An Experimental Study at The Eleventh Grade Students of SMA Muhammadiyah Belajen Kab. Enrekang)**

Name : **M. RAMADHAN S.**

Reg.Number : **10535 4061 09**

Program : **English Education Department Strata 1 (S1)**

Faculty : **Faculty Of Teacher Training And Education**

Makassar, 10 Juli 2015

Approved by:

Consultant I

Erwin Akib, S.Pd., M.Pd

Consultant II

Ummi Khaerati Syam, S.Pd., M.Pd

Dean of FKIP
Makassar Muhammadiyah University

Dr. A. Sukri Syamsuri, M. Hum.
NBM: 858 625

Head of English
Education Department

Erwin Akib, S.Pd., M.Pd
NBM: 860 934

Terakreditasi Institusi
BAN-PT

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama   : M RAMADHAN S
NIM   : 10535 4061 09
Jurusan   : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Using Mini Project Assessmeent in Writing
                Narrative Text (An Experimental Study at The Eleventh Grade
                Students Of SMA Muhammadiyah Belajen Kab. Enrekang.)

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai dengan selesainya skripsi saya, saya akan *menyusun sendiri skripsi saya*, tidak dibuatkan oleh siapapun.
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, february 2015
Yang membuat perjanjian

M RAMADHAN S

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama   : M RAMADHAN S

NIM   : 10535 4061 09

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi   : The Effectiveness of Using Mini Project Assessmeent in Writing
                  Narrative Text (An Experimental Study at The Eleventh Grade
                  Students Of SMA Muhammadiyah Belajen Kab. Enrekang.)

Dengan ini menyatakan:

Skripsi yang saya ajukan di depan tim penguji adalah *hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun*.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, February, 2015
Yang membuat pernyataan

M RAMADHAN S

ABSTRACT

M RAMADHAN S, 2015. The Effectiveness of Using Mini Project Assessment in Writing Narrative Text (An Experimental Study at the Eleventh Grade Sutendts of SMA Muhammadiyah Belajen Kab. Enrekang).
Thesis. Under the supervisors of Erwin Akib, S.Pd.,M.Pd. and Ummy Khaerti Syam,S.Pd.,M.Pd. The English Department Faculty of Teacher Training and Education of Makassar Muhammadiyah University.

. The research aimed to explain the students' ability to write generic structure and to explain the students' ability to write content in narrative text through Mini Project Assessment.

To answer the research question was related to the object of study, the researcher applied Experimental method with one group pretest-posttest design. The writer collected data by giving pretest and posttest. The sample of the research was class XI IPS 1 SMA Muhammadiyah Belajen Kab. Enrekang, which consist 25 students. The sample were taken by using total Purposive Sampling Technique.

The result of the research showed that the eleventh grade students of SMA Muhammadiyah Belajen Kab. Enrekang had fair score in pretest. After treatment, their ability to write narrative text significant improved. The data analyzed using t-test showed that the value t-test of generic structure was higher than the value of t-table (6.03>2.640), the value t-test of content was higher than the value of t-table (6.69>2.640). It was concluded that Mini Project Assessment effected to improve the students' ability to write narrative text. So, Null Hypothesis (Ho) was rejected and Alternative Hypothesis (HI) was accepted.

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Alhamdulillahi Rabbil Alamin. This is worthy enough the writer express her gratitude to the Almighty God Allah SWT, the most compassion, the most merciful. For blessing him, so that the writer could finish writing this thesis. Salam and salawat are addressed to the beloved and chosen prophet Muhammad SAW as the greatest figure ever.

The writer realizes that in writing of this thesis, a number of people have given helping, some ideas, and useful advice. The writer would like to express his thankful and deepest appreciation for them, particularly to Dr. Irwan Akib, M.Pd. The rector of Makassar Muhammadiyah University for his advises during the writer study at the University. Great thankful are due to his first consultant Erwin Akib S.Pd., M.Pd. and Ummy Khaerati Syam S.Pd., M.Pd as the second consultant, who have given their valuable time to support, assistance and guidance to finish this thesis. My deeply and most great full to Dr.A. Sukri Syamsuri, M.Hum as the Dean of FKIP Unismuh Makassar, and also all lecturers who have taught the writer during study at Makassar Muhammadiyah University.

Special gratitude and deepest appreciation for his family and beloved parents Saini (father) and Nursia (mother) who always ready to give sacrifice and pray for his success. Deepest thanks to his sisters and Brother for their support. In the process of this work, many friends also help the researcher by collecting sources of information and making some best moments in his boring time.

x

Finally, the writer believes that this thesis is still far for being perfect. Therefore, a constructive criticism will be appreciated. May Allah SWT always be with us wherever we are.

Billahi Fii Sabililhaq Fastabiqulkhaerat

Makassar, February 2015

M RAMADHAN S

TABLE OF CONTENTS

LIST OF TABLES

LIST OF CHART

LIST OF APPENDIXES

Appendix 1:   Data Analysis

Appendix2:   Instrument Pre-test

Appendix 3:   Instrument Post-test

Appendix 4:   Lesson Planning

Appendix 5:   Teaching Material

CHAPTER I

INTRODUCTION

A. Background

Language was the most important thing for people as a communication tool. Basically, it was used either in oral or written communication. "A language is a system of arbitrary vocal symbols by means of which a social group cooperates", (B. Bloch and G. Trager, 1942). "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols", (Sapir, 1921). As a function for communication, for instance, when the people need other's help, they can communicate it easily to the others. Thus, it was important to learn language well.

English as one of many languages exists in this world was an important language to be taught. It was an international language which has 4 skills itself. They were listening, speaking, reading, and writing. Those four skills were related each other. However, writing skill was widely admitted as one of the most difficult skills that the students ever do, either in foreign language or in their native language. Raimess (1983: 164) said that many adult native speakers of a language find writing as a difficult skill. Similarly, Schwegler (1985: 12) said that writing is one of the hardest things that people do and writing is hard because it requires thinking.

There were many methods and techniques in teaching and learning writing. They were sociocultural theories, mini project assessment, Language

Experience Approach (LEA), etc. The technique of teaching and learning writing influences the student interest to learn. If the method of teaching writing was suitable with the students, they would enjoy it. So, the students would enhance their ability in writing.

The researcher wished that the eleventh grade students of SMA Muhammadiyah Belajen Enrekang had good achievement in writing narrative text, but the fact that the researcher got by interviewing their English teacher indicated that their achievement was still low. In this context, there was a gap between what the researcher's wish and what the fact was. There were some difficulties faced by the students in writing narrative text. They had lack of ideas and did not enjoy writing narrative text. They did not enjoy the conventional learning taught by their teacher. Hence, the researcher was tried to use Mini Project Assessment as treatment to improve their skill in writing. The researcher's purpose that the students able to write correctly and also to made them usual if they face assignment which was given by the teacher. By used mini project assessment, the researcher was treated the students how to write correctly without forgetting some rules that the student should follow, such as: The using of correct tense, how to arrange the sentences and the important things was the generic structure.

Walker and Carmen in Ismayanti (2002:18) explains that the one of the unsuccessful in teaching writing because the unhappiness with the contradiction of teaching writing skill through process genre approach and testing them by means of timed essay, and MiniProject Assessment comes as an alternative

evaluation mechanism. The Research Report of SQA (2010: 9) states that the Mini Project Assessment allows the students to do some freedom of choice-in selecting and structuring and sequencing what they consider to be relevant features of content. The students also will be given the opportunity for demonstration of discrete and relate higher order cognitive skills (applying knowledge, analyzing, synthesizing, evaluating, thinking critically).

Based on the explanation above, the researcher conducted this research under the title "The Effectiveness Of Using Mini Project Assessment In Writing Narrative Text". Mini Project Assessment was affected to improve the students' ability to write narrative text. Besides that, the assessment gave information with periodically, continuity, and comprehensible about the project that they were done. By used Mini project Assessment the students have a sense of accomplishment after they completed their mini project in class or outside.

B. Problem Statement

Based on the background above, the research questions of this research was stated as follows:

1. Is Mini Project Assessment effective to improve the students' ability to write generic structure of narrative text at the eleventh grade students of SMA Muhammadiyah Belajen Kab. Enrekang?

2. Is Mini Project Assessment effective to improve the students' ability to write the content of narrative text at the eleventh grade students of SMA Muhammadiyah Belajen Kab. Enrekang?

C. Objective of the Study

The objectives of the research were stated as follows:

1. To find out whether or not the implementation of mini project assessment effective in writing generic structure of narrative text at the eleventh grade students of SMA Muhammadiyah Belajen Kab. Enrekang.

2. To find out whether or not the implementation of mini project assessment effective in writing the content of narrative text at the eleventh grade students of SMA Muhammadiyah Belajen Kab.Enrekang.

D. Significance of the Study

This studied could be powerful in giving new insight for many people in learning process. It gave new concept to make learning process more value and advantageous, those were:

1. Teacher

    a. Could give a good inspiration in teaching English subject.

    b. Could improve the teacher creativity in used model of teaching.

    c. Could improve the effectiveness in learning English subject.

2. Students

    a. Could improve the students' ability in writing

    b. Could improve motivation and self confident the students' in write their ideas.

    c. Could improve the students' ability in memorizing of vocabulary.

    d. Could improve the students' confidence to write.

E. Scope of the Study

The scope of this study was restricted in the students' ability in writing the generic structure and content of narrative text through Mini Project Assessment of the eleventh grade students of SMA Muhammadiyah Belajen Kab. Enrekang.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

There were some previous of related research findings that supported research cited as follows:

Ribe' and Vidal (1993) make an analogy between project work, "a large task (macro-task) composed of smaller unit. They use literary metaphors to describe project work: "A project has a pre-planned beginning and an end … exploring all its sides … can turn it into a real never ending story"smaller steps (micro-tasks)," Project work had many benefits for pupils. It encourages them to take responsibility for their own work and helps them become autonomous learners. In addition, the integration of project work into regular classes creates new interests and elevates motivation. It also improved pupils' social skills, such as collaboration and cooperation. It is essential to define objectives for the project beforehand and then check if they have been accomplished. This retrospective reflection helped the teacher in planning future projects. The following were the objectives for the book project: Pupils experienced authentic writing, Pupils developed awareness of grammar and other language conventions by using a variety of language skills, Pupils were self-access materials and recalled information when needed, Pupils will identify with 'real' writers, Pupils expressed their thoughts, feelings and needs, Pupils improved their self esteem, Pupils become motivated to learn English.

Doppelt, (2003) conducted research under the title "*Implementation and Assessment of Project-Based Learning in a Flexible Environment*" found that Project-based learning (PBL) is a well-known method for imparting thinking competencies and creating flexible learning environments. The educational system usually directs talented pupils to extra-curricular programs in order to foster learning and develop thinking c ompetencies (Barak 2002). It was rare to find schools that aim to advance the thinking competencies and foster the learning of low-achieving pupils. This paper told the story of 54 pupils who were low-achievers at junior high school and were routed by their school towards low-learning tracks. The intervention program had set new goals for the school management, teachers, and the pupils themselves. The goals were divided into three domains: first, to raise teachers' and pupils' self-image and motivation. The second goal is to change the learning environment by changing teaching methods and applying PBL in modern and computerized laboratories. The third goal was to advance pupils towards success in the national matriculation examinations that every pupil in Israel takes in the 10th, 11th, and 12th grades. The result In the first domain, the findings show that all five schools that have participated in the program changed their attitude towards promoting low achieving pupils. In the second domain, the schools invested more resources in the education of these pupils: they engaged better teachers to teach Math, English and Literature in these classes. The technology teachers participated in an extended in-service workshop in order to implement PBL in classes. They took an active part in a special summer camp aimed at fostering PBL with their pupils. In the third domain the

schools prepared these pupils towards the regular matriculation examinations. Passing the examinations in three technological subjects, and in Math, English and Literature, fulfills the precondition for admission to further education in Israel. In one school there was 100% percent success in the examination in electrical systems that is taken in the 12th grade. Pupils who were low-achievers at the beginning of high school attained higher scores than the high achievers who studied the same subject at a higher level. This pamphlet results from the *Assessment Systems for the Future* project, funded by the Nuffield Foundation. The project was set up by the Assessment Reform Group in September 2003 to consider evidence from research and practice about the summative assessment of school pupils, and to propose ways in which such assessment can benefit their education. The role that assessment by teachers can take in summative assessment was the project's particular focus. The project was directed by Wynne Harlen and based at the Faculty of Education, University of Cambridge. On the final page is a list of members of the project's Core Group, which has overseen all the projects activities and publications.

Thomas Walsh, Jr. (2011) had conducted research under the title *Implementing Project Based Survey Research Skills to Grade Six ELP Students with The Survey Toolkit and TinkerPlots*. *The Survey Toolkit* was a survey research curriculum that has been developed and used by the author's sixth grade students who have been identified as academically high achieving in mathematics. These students are eligible to receive services in the district Extended Learning Program (ELP). ELP extends and differentiates the existing grade level

curriculum to provide a more challenging and rigorous learning experience for students.

Based on the previous research findings above, the researcher chose one method, It used some project including Mini Project Assessment that may more effective to improve students' skill in writing narrative text. This method may gave new atmosphere toward English learning process.

B. Some Pertinent Ideas

1. Concept of Mini Project

a. Definition of Project

The word *project* comes from the Latin word *Projectum* from the Latin verb *proicere*, "to throw something forward" which in turn comes from *pro-*, which denotes something that precedes the action of the next part of the word in time, and *iacere,* "to throw". The word "project" thus actually originally meant "something that comes before anything else happens".

There are many definition of project from expert.

a. "A non-routine series of task directed toward a goal." (Snead & Wycoff, 1997)

b. David Allen's definition: A project is anything that takes two or more steps to complete.

c. Project can defined as planning, directing, and controlling resources (people, equipment, material) to meet the technical, cost, and time constrains of the project (Chase, Jacobs, and Aquilano, 2006)

d. Student projects are culminating experiences, activities designed to bring together a number of strands in a unit. As culminating activities, project often

consist of higher-order objectives, which are integrative in nature. (Ashton D. Trice, A Handbook of Classroom Assessment).

In Mini Project, the instructional strategy of learners empowering are to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation models. Mini Project is similar with extended writing project which that there is incoherence between a process-oriented approach in teaching English writing and a product-based approach to assessment.

Caudery (1990: 123) points out that the trend in language teaching is towards emphasis on the extended composing process, there has been no concomitant trend in the assessment of writing skills in examinations. There is nothing possibility of drafting and the chance to get external guidance.

The Mini Project Assessment as an assessment mechanism allows the tutors or the teachers to assess the process as well as the product of the students' writing. The Mini Project Assessment comes to get the coherence to assess the students' writing proficiency with the approach in teaching, but in this research the researcher tries to improve the Mini Project Assessment as an alternative in teaching English writing.

Based on the Research Report of SQA (2010: 9) states that the Mini Project Assessment is extremely useful to the write as a means of clarifying and communicating our thinking, and to those who read it as means of assessing and responding to the relevance and validity of what the writers have written. So, There are several aims that we can reach through implementing of Mini Project Assessment.

Walker and Riu explain that the Project Assessment has three main aims:

1. To resolve the incoherence between a process approach to the teaching, and assessment through conventional method;

2. To create a mechanism which will allow us to assess the process as well as the product of the learners' writing; and

3. To facilitate our students' independence by improving their awareness both of their writing techniques, and of their standard of their language.

In the Mini Project Assessment, the students are required to write a narrative text in four consecutive sections, each of which is read and assessed by their tutor or teacher. Therefore, through the Mini Project Assessment, students get the chance to draft, revise, and correct a text worth 20 per cent of their school. Altogether, six stages are involved in the project that will be explained in the next item.

b. Advantages and Disadvantages of Classroom Projects

By Katie Tonarely(2012) mention some advantages and disadvantages of project.

1) **Advantages**

a) Teachers Can Asses Learning

Most districts require that teachers have objectives in their lesson plans. These objectives state exactly what the students should learn in a unit. A way to accurately assess whether students did learn the material and what the teacher deems important for that unit is to assess students. Projects are a way teachers can easily assess students. Paper-and-pencil tests are restrictive, yet projects usually

allow students to be creative with sharing their learning. For instance, students might create a poster board that demonstrates their knowledge of mammals, or they could create a classroom presentation about the benefits of following the Food Pyramid Guidelines. A project shows a teacher that students have met the lesson's objective, and she can share that information with her administrator.

b) Projects Allow Collaboration

Many projects allow students to work together to show what they have learned. Because students work on many solo activities throughout the day, giving them a time to collaborate will likely be a welcome change of pace. According to Cathy Middlecamp of the Wisconsin Center for Education Research, collaboration allows students to complete more work in a shorter amount of time. Plus, if students are confused about a concept, it is likely that their partners will help explain concepts to them, which facilitates a deeper understanding.

2) Disadvantages

a)Not Every Student Works

The problem with having students collaborate, though, is that students who really do not know much about the topic might not participate as much. Oftentimes, higher-achieving students feel like they are carrying the weight of an assignment when they work together. To fix this, Spencer Kagan, author of "Cooperative Learning," suggests holding every student accountable by giving everyone a specific role in the project. For instance, one student can be in charge of recording information, while another can be the primary presenter of information to the class.

b) Projects Don't Respect Differences

While projects do help get students away from traditional paper-and-pencil tests, they still might not reach every learning style or intelligence level. For instance, if the bulk of your projects are presentations, your more-introverted learners might find these difficult. Their grades could suffer. Instead, plan a variety of projects, or even let students choose what kind of project they'll do, Diane Heacox, author of "Differentiating Instruction in the Regular Classroom," suggests. For instance, students could choose from a presentation, a research paper or even a skit that demonstrates what they have learned.

c. **Stages of the Work**

Project work will pass through certain stages. These are:

     1. Introducing the idea and definition of the project's objective.

     2. Collecting and processing information.

     3. Group activities and discussions

     4. Design of written and presentation materials.

     5. Organization of materials and developing the end-product.

     6. Final presentation.

2.   **Concept of Assessment**

a. Definition of Assessment

Assessment is systematic collection, review, and use information about educational programs undertaking for the improving student learning and development.(Palombo and banta: 1999).

An all academic setting, assessment is viewed as closely to introduction. Assessment is needed to help teacher and administrator make decision about students' linguistic abilities, their placement in appropriate levels, and their achievement. The success of any assessment depends on the effective selection to being essential for evaluating students' progress and achievement.

In the past, assessment tools and procedures were chosen at the level of Ministry of Education, school district, school administration, or program coordinator. With the advent of learner centered and communicative teaching methodologies, however, in many setting "control over the collection and interpretation of assessment information has shifted from centralized authority towards the classrooms where assessment occurs on a regular basis. This shift gives the classroom teacher to look for the new assessment techniques to evaluate students' achievement and progress.

3. Concept of Mini Project Assessment

a. The Definition of Project Assessment

There are some definitions of Project assessment. One of definition is stated by Syamsudduha in 2012. He said that project assessment is assessment of assignment that must be completed by students in particular period of time. The assignment is an investigation form beginning from collecting, organizing, evaluating, until presenting the data. The other definition can be found in *keputusan menteri (Kepmen) No.53/4/2001 tentang Pedoman Penyusunan*

Standart Pelayanan Minimal Penyelenggaraan Persekolahan Bidang Pendidikan Dasar dan Menengah (DIKDASMEN) as follows:

a. Accumulation of tasks which involves some competencies and should be accomplished by the learners.

b. A learning model which is adopted to asses and assess the cumulative achievement of competencies.

c. Assessment model which is expected to be professional.

d. Scope ofactivities: making proposals, preparation, execution(process) and the culminating activity (presentation, testing, and exhibition).

b. The Functions of Project Assessment

Project assessment is as a assesment of students' achievement. It has the other functions as follows:

a. To asses the competence and capability of the students if they have achieved the expected goal.

b. To determine the kind of action for the goal which is not achieved.

c. To rank the students especially for the their succeed of achieving the goals.

d. To give the information about the applying strategy especially for the strength and the weakness of that strategy.

e. To plan or to design the procedures for reforming the lesson plan and to decide the source of material.

c. The Significances of Project Assessment

Project assessment tends to use project work. This kind of assessment is conducted because it has some significances. It can be seen in the following explanations.

a. Project work is a part of the most standard learning process. It is pedagogic and meaningful.

b. It is more efficient and produces an economical product.

c. It produces a value of competence which they can take responsibility of it.

d. The Implementation of Project Assessment

In implementing project assessment, there are some aspects should be considered. They can be seen in the following explanations.

a. Management capability, the students are given a chance to choose a certain topic that is not too wide so the information received is more explicit, and freedom to think over about data collection schedule and written report.

b. Relevance, knowledge and skill at relevance learning with project based task, so it can be an evidence.

c. Authenticity, consider the source of data that can be achieve so the data are authentic.

The project can be applied in all disciplines. The implementation should follow five steps. They are:

a. Deciding the theme of the project

This first step should follow some indicators. It has to involve a general idea and is still original, it is important and interesting, it describes a

complex problem, it reflects some related ideas, it gives priority to the problem solving.

b. Deciding the learning context

This step should follow six indicators. The questions in the project should ask about the problem in a real life, it gives a priority to the students' authority, it conducts an pinquiry in the social context, students are able to manage their time effectively and efficiently, students are learning with self control and it stimulates the works professionally.

c. Planning the activities

The planning activities include reading, research, observation, interview, recording, internet access and visiting the related places.

d. Processing the activities

The indicators of this step are designing the scetch, describing the analysis, counting, generalizing and developing the prototype.

e. Applying of the activities for finishing the project

There are 6 activities for this step. They are (1) trying to do the project based on the scecth, evaluating the obtaining result, revising the obtaining result, recycling the other project and clasifying the best result.

4. How To Apply Mini Project Assessment

There are five stages to apply Mini Project Assessment

Stages 1: *Collecting Data*

Students collect source of data which interesting to be analyzed. The source of the data may from documenter film on the television programs, record,

novel, legend, comic, myth, and others resource propose an interesting topic that the students want. Yun Zhang (2008:167) states that the tutors or the teachers should either ask students to propose their own topic or let them choose a topic from a list the tutors or the teacher provide.

Stages 2: *Selecting Data*

In selecting data, the students have to choose one of the source data that have collected. Example they choose legend.

Stages 3: Transcription Data

After selecting data, every students begin rewrite the text which they got from the source. It may by listening if they choose data from a record or it may from reading if they choose data by reading novel, legend, etc. it also called *prewriting* in process of writing.

Stages 4: Analyze Data

In this stage, the students in their team make different generic structure of the text, such as orientation, complication and resolution. In orientation, the text must consist of character, setting of place, and setting of time. In complication, the text must consist of crisis, rising crisis and climax of the story. The last, in resolution, the text must consist of minor and mayor resolution.

Stages 5: Reporting Data

In this stage, the students will report their data. The data will be report in paper report form. To document their learning process, students should create a print all report in drafts of work are maintained, including but not limited to: any kind of data/tables, observation, notes, sketches, resource list, maps, photocopies,

and pictures/photographs/images. The data will be present in front of the others students.

5. Concept of Writing

a. Definition of Writing

Byrne in Ismayanti (1990:1) states that writing is clearly more than the prediction of the sounds. The symbols have been arranged according to certain in convention. As rule, however the students do not write just one sentence or a number of sentence as arranged in particular order and linked together in certain ways. Writing involves the encoding of message of some kinds that translate through out into language.

Another statement about writing skill comes from Widdowson in Saleha (2008:15) states that writing is a communicative activity and is carried out in accordance with certain general principal in which underline the use of language in communication.

Lindbolm in Fatmawaty (2009:13) gives definition of writing as studying to focus our mind on important matters, and learning about them. By this activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate their mind that cannot be done through other way. We can say that writing is the act of expressing something through the application of language system. So, when we write, there are two problematic areas namely "what to write and how to write it". It is then understandable that language skills are meant as the ability to manipulate the rules of language

conventionally, while extra linguistic system or knowledge of the world refers to what the writer knows about the subject to write.

Graham and Perin (2007: 3) explain that writing well is not just an option for young people-it is a necessity. Writing skill is predictor of academic success and a basic requirement for participation in civic life in the global economy, while Writing is not a simple language skill to perform because of it is large areas that must be involved. In producing a piece of writing, linguistic competence and extra linguistic competence are always involved. The fact is that writing is not only a means of expression, but it is also an essential criterion of competence in any field. This means that to write is to seek expression or to have something to say through the application of linguistic system.

b.   The Importance of Writing

There are a lot of reasons why writing is important by Hairston in Saleha (2008: 5):

1)   Writing is a tool for discovery. We stimulate our thought process by the act writing into information and tab into information and image we have our unconscious mind.

2)   Writing helps us to organize our ideas. We can arrange them in coherent form.

3)   Writing generates new ideas by helping us to make connection and see relationship.

4)   Writing down ideas allow us to dictate ourselves form them.

5) Writing helps us to observe and process information when we write a topic, we learn it better.

6) Writing enables us to solve the problems by putting the element of them into written form; we can examine and manipulate them.

7) Writing on a subject makes us active rather than passive learns of information.

c.   The Characteristic of Good Writing

There are some characteristic to good writing as Adelstein and Prival in Damayanti (2009: 15) states as follows:

1) Good writing reflects the writing skill to organize the material into coherence whole so that it moves logically form a sentence, dominate idea, to the supporting and finally to consistent ending, conveying to the reason sense of a well thought put plan.

2) Good writing reflects the writer skill to write the interest readers in subject and demonstrate a thought sound understanding of it.

3) Good writing reflects the writer skill to criticize the draft and revise it. Revision is the key of effectives writing.

4) Good writing reflects the writer skill to use the approach vice suit the purpose and audience of the occasion.

d.   Types of Writing

1)   Narration

Oshima (1997: 27) explains that Narration is story writing. When you wrote a narrative paragraph or essay, you write about events in the order that they

happened. In other words, you use time order to organize your sentence. In the model essay, the writer uses time order to divide the essay into paragraphs. An outline of the essay narration would like this: *orientation, complication, and resolution*

Narrative is not emerged only like; legend, fiction, or short story, but also emerged as real life story. From that statement, it can be analyzed that the daily experiences in past time is one product form of narrative writing oriented on reality of life. A narrative can tell what happened with students by their selves and the environment.

2) *Description*

Oshima (1997: 50) explains that descriptive writing to the senses, so it tells how something looks, feels , smells, tastes, and/or sounds. A good description is like a "word picture", the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader. In a description, writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space. An outline of description would like this: *introduction, body, and conclusion.*

3) *Explanatory*

Exposition is used in giving information, making explanation, and meanings. It includes editorials, essays and informative instructional. It includes editorial, essay, and informative instructional material. Used in combination with

narrative, it stands as an essay. Used alone or with a narrative, exposition may be developing in a number of ways.

4) *Argumentation*

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement.

e. Process of Writing

This section includes a description of the activities leading to the writing of the previous essay. These activities include prewriting, writing and rewriting.

1) *Prewriting*

Graham and Perin (2007: 18) explain that pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Engaging the students in such activities before they write a first draft improves their quality of their writing. Prewriting activities include gathering possible information for a paper through reading or developing a visual reperesntation of their ideas before sitting down to write.

In this section, the students are required to cluster or list what they know for each topic before deciding on one topic as the subject of their report of information essay. Some students list subtopics for two or three choices and then select the topic that yield the greatest number of subtopics.

Oshima (1997: 15) states that brainstorming is prewriting activity in which you come up with a list of ideas about a topic on your own in small groups with your classmates. You quickly write down a list of ideas that come to your mind as

you are thinking about a general subject or specific topic. Follow these brainstorming steps:

1. Write down your general subject or specific topic.

2. Make a list everything that comes to your mind about it.

3. Use words, phrase, and/or sentences. Don't worry about the order of ideas, mechanics, grammar, or spelling.

4. Just keep writing down whatever comes to your mind until you run out of ideas. Because you are only brainstorming, don't be concerned if you repeat several ideas.

2) *Writing*

Graham and Perin (2007: 20) the process of writing approach stresses activities that emphasize extended opportunities for writing. Writing for ralaudiencs, self-reflection, personalized, instruction and goals, and cycles of planning, ad reviewing.

Litell (1981: 7) at this point in the process of writing, you are ready to write. Simply put your pencil to paper and write. Don't fuss with the writing. Don't worry about organizing ideas. Don't fuss about spelling or punctuation. Just Write.

According to Oshima (1997: 85) there are several steps in writing process, they are:

1. Prewritten to get previous ideas

2. Organize the ideas

3. Write the rough draft

4. Editing the rough draft

5. Write the second draft

6. Write the final draft

3) *Rewriting*

At this stage of the process you will need to work more carefully. Read what you have written and repair it as you can. Finally, when you are satisfied that your writing is clear and correct, write it out its final form. Write carefully. Make your work as neat as possible.

f. Components of Good Writing

Jacob in Ismayanti (2008: 22) points out five kinds of components in writing. They are content, organization, language use, vocabulary, and mechanics.

1) *Content*

The content of writing should be clear for the readers so that the readers can understand the message convey and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

a) Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences. If a writer wants his writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentences.

b) Completeness

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop thoroughly by these of particular information. It is relative to know how complex or general the topic sentences by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

2) Organization

In organization of the writing concern with the ways through writer arranges and organize the ideas in order the message in the words. There are many ways used by the writers to organize or arrange the writing this organization is mainly recognized as order. There are two parts of organization in this case, coherence and spatial order.

3) Language Use

Coke in Ismayanti (2002) states that language us in writing description and other forms of writing involve correct usage and point of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, use modifier or adjective, adverbs, and participles in the writing, a modifier may other be a phrase. A single, well-chosen- modifier is of ten mor effective than several used together. If it is difficult to describe with over used or warn-out modifier, find more interesting synonyms, in the dictionary.

4) Vocabulary

Vocabulary is one of t language aspect dealing the process of writing. The writers always think about putting words into the sentences and putting the

sentences into the paragraph until they can create a peace of writing.It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary.

5) *Mechanics*

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand, to recognize immediately. The use of favorable mechanic in writing will make readers easy to group the conveying ideas or the message to the written materials. Further explanations about mechanics are as follows:

a)   Capitalization

The use of capital letters makes our writing easier to rad. Capital letters call attention to certain special words, as well as to words that begin sentences. There are specific rules for capitalizing words. Capitalization is important in writing in order that we know which the first sentence in a paragraph and to indicate which the pronoun name.

b)   Spelling

It is a very important rule follows in using spelling appropriately. They are suffixes edition such adding (gerund, present participle); omit becomes omitting plural formation such adding 'es' 's' changing 'y' to 'I' if the finally 'y' is preceded consonant such as 'fly' becomes 'flies', he handling of 'ie' or 'ai'.

6. Concept of Narrative

a. Definition

A narrative tells a story, a series of connected incident or an action. In narrative the incident that make up the story are usually told in one order in which they would really happen. West (1973:6) tells the narration is simply writing that " Narrates" or tells what happen. Thus, it concerns with the description of a series of events that may be either real or imaginary. In addition Yarber (1985: 6) states that the narrative writing is the presentation of a series of events in the order in which they occurred. This is correspondents to what Dumais (1988:60) states that narrative tells a story a series of connected incidents or an actions. In a narrative the incidents that make up the story told in the order in which they would in really happen.

Further, Dumais (1998:45) explains that the story must be true as in writing of history, autobiography, or news report. The story may be fictional as in a story, or novel. A narrative can tell what happens in matter or year.

In narrative writing, an author has a chance to make his or her mark on the world by relating a story that only he or she can tell. Whether in comes from a personal experience or is one that the writer has imagined, the point of a narrative is to bring one's subject to life. By using sensory details, the five W and H (who, what, when, why, and how), and basic story structure, any subject can be made exciting.

There are many types of narrative. They can be imaginary, factual or combination of both. They may include fairy stories, mysteries, science fiction,

romance, horror series, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience (Millan, 2009:1).

A good narrative is also interesting. What makes a narrative interesting is the use of vivid details. (McDaugal,1981:78). From some concept, it can be concluded that narrative essay is telling a story. It tells about events or things chronological when or where events actually happen whether real imaginary. The story may be real as in writing of history, autobiography, journal and news report. The story may be in a short story and novel.

The narrative is developed from recount. It recount process of the fact or particular occurance, incident, or experience. As a pattern of thought, narration consist of acts following a sequences of action or events in time.

Some researchers have classified the definition of narrative:

1) Brooks nad Warren in Ismayanti (2002:28) states that a narrative tells of significant conflict, usually involving beings, that is resolve in such a way as to imply a comment on human values, feelings, or attitude.

2) Warnier in Ismayanti (2002:28) states that a narrative ralates an incident or tells a story. Its purpose is either to illustrate a point stated in the topic sentences or to entertain. The story or incident answer the question "what happened?" and may be based on other a real or an imaginary event.

b. Unity of Narrative

Like other types of writing, narration also has unity. Unity means that every sentence in paragraph or composition contributes to develop central idea.

Every sentence or detail in paragraph must qualify, support, and explain the main idea.

1) Chronological Order of Narrative

Narrative demands chronological order in which events happen. We can employ flashback, or we can abstract a bill to fill in some details. But the trust in the narrative must follow the order of the events themselves. It will help if we open each paragraph with a word that signals the change from one time span to other. It is called transition of time. These words will be at the beginning of the paragraph and will help the reader follow the narrative, namely; first, then, next, next, later, afterwards, finally, after that, meanwhile, at the sometime, before and earlier (Breveton,1082:70)

2) Plot Development of Narrative

Plot is the one that emphasizes actions. In a story, action concern with what happen. To write about what happens is to write about plot. In other words, plot is the actions of story, or it is an arranged sequence of actions or events lead the story.

3) Generic Structure of Narrative

There are three generic structure of narrative. There are orientation, complication, and resolution.

a) *Orientation*

Introduction of the story in which the characters, setting place and time of the story are established. Usually answers who? When? Where? And it is stated in the beginning of the story. orientation means to introduce the participants or

the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term.

b) *Complication*

It explores the conflict in the story. It will show the crisis, rising crisis and climax of the story.it is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more then one complication.

c) *Resolution*

It shows the situation which the problems have been resolved. It consists of minor resolution and mayor resolution. it is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters.

2) Types of Narrative

Narrative writing can be divided into two types namely fictive and non fictive narration (Keraf, 1989: 141)

a) Fictive Narration

Fictive narration is a narration illustrates events or conditions that do not take place in the real life. It is just based on the author's imagination and feeling. Nevertheless, it still has something to do with human life because it also reflects human's experience, feeling, idea, and so on. Writings involved in fictive narration are novel, short story, drama, and myth.

b)   Non-fictive narration

Non-fictive narration is a narration illustrated real events and concession. Something illustrated in non-fictive narration is based on reality. Writings involved in this narration are history, biography, autobiography, incidence, and profile.

5)   Language Features of Narrative

    a) Narrative use simple past tense.The formula of simple past (Subject + VerbII)

    b) Narrative use time conjunction (when, then, suddenly, next) Use specific time (one day, one afternoon) Where the specific time is used in the beginning of the narrative paragraph (Millan, 2009: 1)

7. Concept of Experimental Study

a.   **Definition**

An experimental study is a type of evaluation that seeks to determine whether a program or intervention had the intended causal effect on program participants. The experimental method formally surfaced in educational psychology around the turn of the century.

The experimenter's interest in the effect of environmental change, referred to as "treatments," demanded designs using standardized procedures to hold all conditions constant except the independent (experimental) variable. This standardization ensured high internal validity (experimental control) in comparing

the experimental group to the control group on the dependent or "outcome" variable. That is, when internal validity was high, differences between groups could be confidently attributed to the treatment, thus ruling out rival hypotheses attributing effects to extraneous factors. Traditionally, experimenters have given less emphasis to external validity, which concerns the generalize ability of findings to other settings, particularly realistic ones. One theme of this chapter is that current orientations in instructional theory and research practices necessitate achieving a better balance between internal and external validity levels.

b. Type of Experimental Study

There were three kinds of experimental design; pre-experimental, quasi experimental, and true experimental. But in this chapter, the researcher only talks about pre-experimental study.

Pre-experimental design is the simple test form of research design. In a pre-experiment either a single group or multiple groups are observed subsequent to some agent or treatment presumed to cause change.

1. Types of Pre-Experimental Design

   a. One-shot case study design

A single group is studied at a single point in time after some treatment that is presumed to have caused change. The carefully studied single instance is compared to general expectations of what the case would have looked like had the treatment not occurred and to other events casually observed. No control or comparison group is employed.

   b. One-group pretest-posttest design

A single case is observed at two time points, one before the treatment and one after the treatment. Changes in the outcome of interest are presumed to be the result of the intervention or treatment. No control or comparison group is employed.

   c. Static-group comparison

A group that has experienced some treatment is compared with one that has not. Observed differences between the two groups are assumed to be a result of the treatment.

2. Advantages and Disadvantages

   a. Advantage

As exploratory approaches, pre-experiments can be a cost-effective way to discern whether a potential explanation is worthy of further investigation.

   b. Disadvantages

Pre-experiments offer few advantages since it is often difficult or impossible to rule out alternative explanations. The nearly insurmountable threats to their validity are clearly the most important disadvantage of pre-experimental research designs.

C. Conceptual framework

The conceptuall framework underlying the research was given in the following diagrams:

```
┌─────────────────┐        ╱───────────╲        ┌─────────────────┐
│     INPUT       │       ╱ TREATMENT   ╲       │     OUTPUT      │
│ Prior Students' │  ──▶  │ (Mini Project│  ──▶ │ The improvement │
│    Writing      │       │ Assessment)  │      │  of students'   │
│ Narrative Ability│      ╲             ╱       │ writing Narrative│
│                 │        ╲───────────╱        │     ability     │
└─────────────────┘                             └─────────────────┘
```

The diagram consisted of three main points:

a. Prior writing ability of the students.   ◄

b. Process deals with the method used in teaching writing namely Mini Project

   Assessment. It took five meetings.

c. Output deals with the improvement of the students' writing ability.

CHAPTER III

RESEARCH METHOD

This chapter presents the research, design variables, population and sample, instrument, procedure and technique of data analysis.

A. Research Design

The research used pre-experimental research design with one group pre-test and post-test design. The groups gave pretest before giving the treatment. The research design presents as follows:

$$O1 \longrightarrow X \longrightarrow O2$$

Notes:

O1   : pretest

X   : treatment

O2   : posttest

1. Pretest

Before doing the treatment, the students were given a pretest to know their prior knowledge.

2. The Treatment

The researcher applied Mini Project Assesssment to improve the students ability to write narrative text. Thus, it used five stages of Mini Project; collected, selected, transcription, analyzed the data, and the last was reported data. The implementation of the Mini Project Assessemnt as follows:

a. *Preparation*

1) Researcher asked the students to collect some source for Mini Project. (The first meeting) Some source that recommendation such as legend, novel, myth, short story, or drama. Then, select which interesting for them.

2) Researcher gave prior knowledge about how to write narrative text to the students. (The second meeting)

3) Researcher introduced Mini Project Assessment. (The second meeting)

b. *Main Activities*

1) Students wrote narrative text in Mini Project with their group base on the topic they chosen by following stages:

   a. Students transcripted their data on a paper.

   b. Students analyzed the text and write the orientation, complication, and resolution.

   c. Students reported their data to the teacher.

c. *Assessment*

1) The researcher evaluated the students' ability to write narrative text through Mini Project Assessment in report paper.

3. ***Post Test***

   The post test was given to the students after giving treatment. It had been given in written form.

4.   Comparison

After given pretest, treatment, and post test, the researcher expected to compare whether the result of the posttest is better than the result of pretest.

B.   Variables and Indicators of the Study

This research used two variables, they were independent variable and dependent variable.

1.   Independent Variable

The independent variable was the implementation of the Mini Project Assessment.

2.   Dependent variable

The dependent variable was the students' writing ability to write generic structure and content in narrative text.

a.   The indicators of generic structure were orientation, complication and resolution.

b.   The indicators of content were unity and completeness'.

C. Research Hypothesis

There were two hypotheses in this research. They were H0 (Null Hypothesis) and H1 (Alternative Hypothesis).

1.   H0 (Null Hypothesis): There was no significant different between the students' writing ability to write narrative text after applying Mini Project Assessment as the treatment.

2. H1 (Alternative Hypothesis): There was any significant different between the students' writing ability to write narrative text after applying Mini Project Assessment as the treatment.

D. Population and Sample

1. Population

The population of this research were the eleventh grade students of SMA Muhammadiyah Belajen Kab. Enrekang in academic year 2014/2015.

2. Sample

The researcher chose XI IPS 1 grade students of SMA Muhammadiyah Belajen Kab. Enrekang as a sample of this research. The class consisted of 25 students. This research used purposive sampling technique.

E. Research Instrument

The instrument of the research was written test and had been given twice. The first test was pretest and the second test was posttest.

F. Data Collection

Procedures of data collection involved the following steps:

1. The students were given a pretest on writing

2. The students treated by applying Mini Project Assessment

3. After the treatment, the students were given a posttest.

4. There were three components to measure the writing ability in content score with the following rating scale:

Table 1: Scoring for the Generic Structure

a. Orientation

Criteria	Score	Specification
1. Complete to Identify and set the scene and introduce the participant (it answer the questions: who, when, and where)	90-100	Excellent
2. Iden tify and set the scene and introduce the participant enough (it answer the questions: who, when, and where incomplete)	80-89	Very Good
3. Cannot incomplete to Identify and set the scene and introduce the participant.	70-79	Good
4. Not relevant to Identify and set the scene and introduce the participant.	60-69	Fairly Good
5. No answer of concept	50-59	Fair

b. Complication

Criteria	Score	Specification
1. Complete to Identify the crisis, raising, and climax of problem. When the problem developed.	90-100	Excellent
2. Identify the crisis, raising, and climax of problem. When the problem developed is enough	80-89	Very Good
3. Cannot incomplete to Identify the crisis, raising, and climax of problem When the problem developed.	70-79	Good
4. Not relevant to Identify the crisis, raising, and climax of problem. When the problem developed.	60-69	Fairly Good
	50-59	Fair
5. No answer of problem.		

c. Resolution

Criteria	Score	Specification
1. Complete to find a resolution are complete.	90-100	Excellent
2. To find a resolution are enough.	80-89	Very Good
3. Cannot incomplete a resolution.	70-79	Good
4. Not relevant to find a resolution	60-69	Fairly Good
5. No answer to solve the problem.	50-59	Fair

(Harmer:1989: 336)

Table 2: Scoring for the Content

a. Unity

Criteria	Score	Classification
1. Shows a clear understanding of writing, topic and main idea.	90-100	Excellent
2. Shows a good understanding of writing, topic, and main idea development.	80-89	Very Good
3. Shows some understanding of writing, topic and main idea, less development.	70-79	Good
4. Shows a little evidence of discourse understanding.	60-69	Fairly Good
5. No evidence o f concept of writing.	50-59	Fair

b. Completeness

Criteria	Score	Classification
1. Contains some ideas more than 5 paragraphs and they are coherence with each other.	90-100	Excellent
2. Contains some ideas 4 or 3 paragraphs and they are coherence with each other.	80-89	Very Good
3. Contains some ideas 4 or 3 paragraphs but they are not coherence each other.	70-79	Good
4. Contains some ideas 3 or 2 paragraphs and they are not coherence each other.	60-69	Fairly Good
5. No complete sentences are written.	50-59	Fair

(Harmer:1989:336)

G. Data Analysis

The data analysis in Pre-experimental design from the test analyzed with:

1. *To find out the mean score, the researcher use the formula:*

$$\overline{X} = \frac{\sum X}{N}$$

$\overline{X}$ = Mean Score

$\sum X$ = the sum of all score

N = the total number of sample

(Gay, 2006: 320)

2. *To find the students' improving, the formula as follows:*

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

Notes :

%   : the students' improving

X1   : the mean score of the pre-test

X2   : the mean score of the post-test

3. *To classify the students' score, there are five categories standard of evaluating as follows:*

No.	Score	Categories
1.	90-100	Excellent
2.	80-89	Very Good
3.	70-79	Good
4.	60-69	Fairly Good
5.	50-59	Fair

(Jacobs in Soleha 2008: 20)

4. *Calculating the values of t-test to indicate the significant of the different between the result of pre-test and post-test by using the formula:*

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

(Gay, 2006: 336)

Notes: t   : test (test of significant)

$\overline{D}$: mean score (the score different)

$(\ D)^2$: the square of all sums (sum of D score)

$\sum D$: the sum of all squares (sum of D score)

N   : number of subjects in particular group (number of students)

$\overline{D}$: the sum of the score different, it must be got by formula:

$$\overline{D} = \frac{\sum D}{N}$$

Where : $\sum D$: sum of D score
                 N   : number of the students

Notes: Since D is the score different, it must be gotten by formula:

$D = X_2 - X_1$

Where X1   : the students' score on pretest

X2   : the students' score on posttest

The criteria depicts to refuse or to received the hypothesis that the hypothesis (H0) received the value of t-test was fewer or equal to the value of the table. However, when the value of t-test greater than that t-table, the hypothesis rejected and the alternative hypothesis (H1) received.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the research and discussion. The findings of the research covered with the result of the data collected through the test. In discussion part, the researcher described the interpretation of the finding.

A. Findings

1.The Improvement of the Students' Ability to Write in Term of Generic Structure

To answer the research questions in the previous chapter, the researcher administered a test, which was given twice to the students. Firstly, pre-test was given before the treatment. Secondly, post-test was given after the treatment. The result of the students' ability to write Generic Structure whose indicators orientation, complication and resolution on pre-test and post-test was presented in the table below:

Table 1.The Improvement of the Students' Ability to Write Generic Structure

No.	Indicator	Pre-test	Post-test	Improvement (%)
1.	Orientation	64	74	15.62
2.	Complication	64	74	15.62
3.	Resolution	62	73	17.74
	$\sum X$	190	221	16.31
	$\overline{X}$	7.6	8.84	16.31

The data on Table.1 showed that the score of orientation improved 15.62% from the mean score 64 on pre-test to be 74 on post test. The score of the complication was also improved 15.62% from the mean 64on pre-test to 74on post-test. The score of resolution improved 17.74% from the mean score 62 on pre-test to 73 on post-test.

After calculating the score, the writer found the students' ability to write Generic Structure was improved 16.31% from the means score 7.6 on pre-test to be 8.84 on post-test. It is more clearly shown in the graphitic below:

Figure. 1: The Improvement of the students' Ability to Write Generic Structure

The score of the students' post-test was higher than the mean score of the students' pre-test. This means that Mini Project Assessment effected to improve the students' ability to write Generic Structure in narrative text.

2. **The Improvement of the Students' Ability to Write in Term of Content**

The result of the students' ability to write content whose indicators were Unity and Completeness on pre-test and post test presented in the table below:

Table 2.The Improvement of the Students' Ability to Write Content

No.	Indicator	Pre-test	Post-test	Improvement (%)
1.	Unity	68	80	17.7
2.	Completeness	69	81	17.2
	$\sum X$	137	161	17.5
	X	5.48	6.44	17.5

The data on Table 2 showed that the students' ability to write narrative text unity was improved 17.7% from score 68 on the pre-test to be 80 on post-test. for completeness score was improved 17.2% from 69 on pre-test to be81 on post-test.

After calculating the score, the researcher found the students' ability to write content was improved 17.5% from 5.48 on pre-test to 6.44 on post-test. It was more clearly shown in the graphitic below:

Figure. 2: The Improvement of the students' ability to Write Content

The score of the students' post-test was higher than the mean score of the students' pre-test. This means that Mini Project Assessment effected to improve the students' ability to write content in narrative text.

3. **The Improvement of the Students' Ability to Write Narrative text**

The data below indicates that teaching narrative text can improve the students' ability to write narrative text at the tenth grade students of SMA Muhammadiyah Belajen. The result of the data analysis can be seen below:

Table 3. The improvement of the students' ability to write narrative text

Variable	Pre-test	Post-test	Improvement(%)
Generic Structure	7.6	8.84	4,96
Content	5.48	6.44	3.83
$\sum X$	13.08	15.28	8.8
X	0.523	0.611	0.352

The data above showed the students' score of generic structure improved 4.96% from 7.6 in pre-test to be 8.84 in post-test is, and the students' score of content improved 3.83% from 5.48 in pre-test to be 6.44 in post-test. So, the researcher analyzed that there was significant improve in writing narrative text through Mini Project Assessment.

It was more clearly shown in the graphitic below:

Figure 3: The Improvement of the students' ability to Write narrative text

The data in the graphitic above indicates that the score of post-test was higher than the score of pre-test. It was mean that Mini Project Assessment effected to improve the students' ability to write narrative text.

4. **Hypothesis Test**

If the t-test value was higher than the t-table at the level of significance 0.5 and degree freedom 24 (N-1=25-1), thus the alternative hypothesis (H1) would be accepted and null hypothesis (H0) would be rejected. In contrary, if the value was lower than t-table at the level of significance 0.5 and the degree of freedom 24, thus the alternative hypothesis would be rejected and null hypothesis would be accepted.

a.   **The T-test Value of the Students' Ability to Write Narrative Text**

The result of the data analysis t-test of the students' ability to write narrative text is showed by the table below :

Table 4. T-test value of the students' ability to write narrative Text

Variable	t-test	t-table	Comparison	Classification
Generic Structure	6.03	2.640	t-test>t-table	Significant
Content	6.69	2.640	t-test>t-table	Significant

The data on the table 4 above showed that the value of t-test was higher than the value of t-table. It indicated that there was a significant difference between the result of the students' ability to write generic structure and content after treatment.

B. Discussion

The description of previous section shows the student's ability to write narrative text was improved. It was supported by the frequency and rate percentage of the result of the students' pretest and posttest. Based on the finding above in applying Mini Project Assessment in the class, the data was collected through the test as explained in the previous finding section showed that the students' ability to write generic structure and content was significantly improvement the Students' score after given Mini Project Assessment was better than before the treatment given to the students.

Before giving treatment, the students' ability to write generic structure and content was categorized poor. After given the treatment, their ability was significant improved.

1. The Students' Improvement to Write Generic Structure

Based on the finding above in applying Mini Project Assessment in the class, the data was collected through the test as explained in the previous finding section showed that the students' ability to write generic structure was significantly improvement. The data on table 1 showed that the score of orientation improved 15.62% from the mean score 64 on pre-test to be 74. The score of the complication was improved 15.62% from the mean 64 on pre-test to 74 on post-test. The score of resolution improved 17.74% from the mean score 62 on pre-test to 73 on post-test.

After calculating the score, the researcher found the students' ability to write generic structure was improved 16.31% from the means score 7.6 on pre-test to be 8.84 on post-test. It was supported by the mean score post-test of students' ability to write generic structure was higher than pre-test.

The score of the students' post-test was higher than the mean score of the students' pre-test. Therefore, Mini Project Assessment can improve the students' ability to write Generic Structure in narrative text.

It also supported by the result of the data analysis on the table 4 showed that from the level significance (p) = 0.05 and degree of freedom (df)= 24 which got from formula df = N − 1 with t-table= 2.640, the value t-test of write generic structure in narrative is higher than the t-table (6.03>2.640). Thus, write generic structure in narrative text through Mini Project Assessment is significant. This is means that Mini Project Assessment can improve the students' ability to write Generic Structure in narrative text.

2. The Students' Improvement to Write Content

Based on the finding above in applying Mini Project Assessment in the class, the data was collected through the test as explained in the previous finding section shows that the students' ability to write content is significantly improvement. It was supported by the mean score post-test of students' ability to write conten is higher than pre-test.

The data on table 2 showed that the students' ability to write unity was improved 17.7% from score 68 on the pre-test to be 80 on post-test. Completeness score was improved 17.2% from 69 on pre-test to be81 on post-test.

Therefore, the score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, Mini Project Assessment effected to improve the students' ability to write content in narrative text.

It also supported by the result of the data analysis on the table 4 showed that from the level significance (p)= 0.05 and degree of freedom (df)= 24 which got from formula df = N − 1 with t-table= 2.640, value t-test to write content in narrative text is higher than the t-table (6.69>2.042). Thus, write content in narrative text through Mini Project Assessment is significant. Those means that Mini Project Assessment effected to improve the students' ability to write Generic Structure in narrative text.

Based on the result, hypothesis test showed that H0 was rejected and H1 was accepted. So, the researcher concludes that there was significant improvement of the students' ability to write narrative through Mini Project Assessment in the eleventh grade students of SMA Muhammadiyah Belajen.

This result was supported by some theories in the chapter II Walker and Carmen stated that the one of the unsuccessful in teaching writing because the unhappy with the contradiction of teaching writing skill through process genre approach and testing them by means of timed essay, and Mini Project Assessment comes as an alternative evaluation mechanism.

. Based on the Research Report of SQA (2010: 9) states that the Mini Project Assessment is extremely useful to the write as a means of clarifying and communicating our thinking, and to those who read it as means of assessing and responding to the relevance and validity of what the writers have written.

In the Mini Project Assessment, the students were required to write a narrative text in four consecutive sections, each of which is read and assessed by their tutor or teacher. Therefore, through the Mini Project Assessment, students get the chance to draft, revise, and correct a text worth 20 per cent of their school. Altogether, six stages are involved in the project that will be explained in the next item.

To applying Mini Project Assessment, there were 5 stage the students done; colecting data, selecting data, transcription data, analysis data, and report data.

After teach writing narrative text at SMA Muhammadiyah Belajen through Mini Project Assessment, the researcher found some advantages as follows:

1) The students became more active in the classroom because the materials related more closely to students ' needs.

2) Mini Project Assessment Creates a mechanism which allowed the students to assess the process as well as the product of the learners' writing.

3) Mini Project Assessment facilitates the students' independence by improving their awareness both of their writing techniques, and of their standard of their language.

By seeing the students' ability to write narrative text improving, it was concluded that Mini Project Assessment effected to improve the students' ability to write narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections; one was conclusion, which was based on the research finding and the discussions. The other one was suggestion, which was based on the conclusions proposed.

A. Conclusion

Based on the finding and discussion in the previous chapter, the researcher concludes follows:

1. Mini Project Assessment effected to improve the students' ability to write generic structure in narrative text. It was proved by the result of the statistical analysis at the level of significance 0.05 which indicates that t-test value of generic structure was greater than the t-table while t-table (6.03 >2.640) with degree freedom (df) is 24.

2. Mini Project Assessment effected improve the students' ability to write content in narrative text. It was proved by the result of the statistical analysis at the level of significance 0.05 which indicates that t-test value of generic structure was greater than the t-table while t-table (6.69 >2.640) with degree freedom (df) is 24.

B. Suggestion

Based on the conclusion above, the researcher presents some suggestions as follows:

1. It was recommended for the teachers of English that they use Mini Project Assessment to teaching writing because it could brought a positive improvement for students.

2. It was suggested that the English teachers apply Mini Project Assessment as one of the alternative ways in writing skill.

3. The students were expected to increase their intensity in learning writing through Mini Project Assessment.

4. It was suggested that the English teachers maximize for the English writing skill in giving guidance to the students in learning and teaching writing process.

5. For the next researchers, they were suggested that they apply this method in other components of writing such as: language use, vocabulary, and mechanics.

BIBLIOGRAPHY

Alexander. 1990. Situational English. London : Longman.

Allen, David. 1997. Working through Project. London. Longman Group

Bloch. B and Trager. G 1942. Outline of Linguistic Analysis. Waverly Press

Banta and Palomba. 1999. Assessment Essentials: planning, implementing, and improving assessment in higher education.

Breveton. 1982. Writing, Process and Teaching. Books.google.co.id/book isbn=041577116…

Caudery. T. 1990. 'The Validity of Timed Essay Test in the Assessment of writing Skill' . ELT Journal 44/2:122-32

Chase et al. 2006. Anthology Project. Retrieved from http://www. Project%Design.html accessed on August 2012

Dalle, Muh. Basri, 2007.Fundamentals of Research Methodology. Makassar: Universitas Muhammdiyah Makassar.

Damayanti. 2009. The Effectiveness of Peer Response in Writing Process to Improve Students' Writing Ability. University of Muhammadiyah Makassar: a Thesis

Doppelt, Yaron. (2003). Implementation and Assessment of Project-Based Learning in a Flexible Environment. International Journal of Technology and Design Education **13**, 255–272, 2003. Kluwer Academic Publishers. Printed in the Netherlands.

Depdiknas. 2004. GBPP. Bahasa Inggris. Jakarta: Diknas

Depdikbud, 2009. Petunjuk Tekhnis Pengajaran Bahasa Inggris. Jakarta

Dumais. 1998. Writing in English. Retrieved from hhtp://www.pbspsma.org/ content/blog/English-Material-Reading Narrative. Accassed Sunday 22 Agustus 2012.

Echols M, john and Shadily Hassan. 1975. Kamus Inggris Indonesia. New York. Cornell University

Sapir Edward. 1921 Language: An Introduction to the Study of Speech. Harcourt, Brace and Company

Fatmawati. 2009. Increasing the Students' Writing Proficiency through Think-Talk-Write method. Unpublished Thesis.Makassar.Fakultas Keguruan dan Ilmu Pendidikan .Universitas Muhammadiyah Makassar

Gay, L. R. 2006. Educational Research.Competencies for Analysis and Application.Columbus: Charles E.Merill publishing, co.

Graham and perin. 2007. A plan for writing skills. New York: CBS College Publishing

Harmer, Jeremy. 1987. Teaching and Learning Grammar. London: Longman

Heacox, Diana. 1996. Classroom Action Research: A professional Development Process. On June, 2012 http:www.teachingenglist.org.uk/blog/verdian/classroom-action-research-aproffesional-development-process.

Hillocks. 1986. Seeking the best in the teaching of writing. www.jstor/org/stable/819842 accessed on 15 June 2012

Holmes, Nicola. 2010. The use of a process-oriented approach to facilitate the planning and production stages of writing for adult students of English as a foreign or second language. www.developing teacher.com/articles…/process wi-nicola.htm.accessed Saturday 8 may 2012

Irawati. 1999. Using E Dialogue Journal to Improve the Students' Writing Skill.Unpublished Thesis.Makassar :Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar

Ismayanti. 2008. Implementation of Portfolio Assessment to Increase the Students's Writing skill. Unpublished Thesis. Makassar Fakultas Keguruan dan Ilmu Pendidikan.Maksasar

Kagan, Spencer. 1999. Cooperatif Learning English Club.com: Cambridge, England. Retrieved from http://www.englishclub.com/pronunciation/word-stress-rules.html.on may 2012.

Keraf. 1989. Narrative in Writing. Cambridge, England

McDaugal, Littell & company. 1981. Basic Skills in English. New York. United States of America

Meyer, Alan. 1992. Writing With Confidence. New York. Herper Collins publisher

Millan. 2009. English Materials : reading narrative. Retrieved from http://www.pbspsma.org/content/blog/english-materials-reading-narrative. accessed on June 2012

Nunan. 1990. Action Research In the language Classroom. In d. Nunan (eds) second teacher education (pp.62-81) cambrige university Press. http://technology source.org/extra/113/definition/3

Oshima, Alice and Ann Haque.1987. Introduction to Academic Writing. London: Longman Group

Paradiyono. 2010. Media Pendidikan Dalam Kegiatan Belajar Mengajar. Ikip Ujung Pandang.

Raimes, Ann. 1983. Technique in Teaching writing. New York: Oxford University Press.

Research Report of SQA. 2010. Project Based Learning. Journal *(*Online) Retrieved from (http://journal.ecs.soton.ac.uk.survey.html. Accessed on July 2012

Ribe', R. and Vidal. N. 1993. Project work step by step. Scotland: Macmillan and Heinemann.

Saleha. 2008. Improving The Students' Reading Comprehension By Using Know-Want-Learn (K-W-L) Strategy Of The Second Year Students Of SLTP 5 Bulukumba. Unpublished Thesis.Unismuh Makassar.

Saraka. 1988. From Paragraph to Essay Concept and Practice. Jakarta: DIKTI

Sarlin. 2009. The Effectiveness of peer response in writing process to improve students' writing ability. University of Muhammadiyah Makassar: a Thesis

Schwegler. 1985. Pattern in action. Boston: Little Brown

Snead & Wycoff. 1997. The Process Oriented Approach to Teaching a Project. Retrieved from http://202.204.128.82/forum /view.phd2rtd=3927 accessed on July 2012

Tonarely, Katie. 2012. Classroom Project. Retrieved from www.jstor/org/project based learning/819842 accessed on August 2012

Trice, Ashton D. *A* Hand Book of Classroom Assessment. America Press. New York

Walker & Riu. 2008. Reading and Writing Resources *(RAW)*. Help with Teaching Reading. Online. Retrieved from (http://www.laspositascolegeed/RAW/HelpwithTeachingReading.php.htm).Retrieved on June 2012

Walsh, Thomas. (2011). Implementing Project Based Survey Research Skills to Grade Six ELP Students with The Survey Toolkit and TinkerPlots. Journal of Statistics Education Volume 19, Number 1 (2011), www.amstat.org/publications/jse/v19n1/walsh.pdf

West. 1973. Basic Skills in English. New York. United States of America

Yarber. 1985. Enhance my writing A guide to general writing style guides Retrieved from http://www.pbspsma.org/content/blog/english-materials-reading-narrative. accessed on June 2012

Zhang, Yun. 2008. Theory and Writing Teaching ELT Research and Practice. Shandong Radio and TV University. Online Retrieved from (http://www.open.edu_cn/elt/9/11.htm).Accessed on June 2012.

Appendices

APPENDIX 5 : TEACHING MATERIAL

1.   *Simple Past Tense*

The Simple Past Tense is used to talk an action that happened in the past. The simple past tense is used to talk about activities or situation that began and ended in the past, and usualy uses specific time in the past.The simple past tense tense has two formulas; they are verbal sentence and nominal sentence. Look the following sentence patterns:

The Simple Past Tense Pattern :

Subject + to be (was/were)
Subject + verb past

To show past events you can use some adverbs of time, such as *Yesterday, Last week/days……..month……year, Two months ago, Five years …., A week ……, This morning, etc*

Examples:

- Ratih was here yesterday.

- They were my classmates in elementary school.

- Lina ate pizza a week ago

- I did this homework this morning

The others formula as follows:

1. S + VII + o/adv (affirmative sentence)

   S + to be (was & were) + complement of subject (affirmative sent

   A long snake was in the river this morning

   The answer of this questions at Oktober 1 were wright answer

   The mechanics really enjoyed their vacation last January

   Ten years ago, the government decided to begin a food program

   Many people in the rural areas of the country misunderstood to the

   police several years ago

2. S + did + not + VI + o/adv

   S + to be (was & were) + not + complement of subject (negative

   sentence)

   The English book did not explain on the whole

   The soldier did not devote their lives to the state in 1986

    The compur system did not work well yesterday morning

   You were not on a cruise ship in the Meditrranean Sea yesterday

   A spider was on the fourth floor last night

3. Did + s + VI + o/adv? (introgative sentence)

   To be (was & were) + s + complement of subject (intrr

   sentence)

   Did the labor lift my box to the ship?

   Did you pick up her in the harbor yesterday?

   Did the mosquito net protect the refugees from the mosquito?

Was the night shirt soft last night?

Were the soccer players tired this morning?

2. *NARRATIVE TEXT*

Narrative Text adalah salah satu jenis teks (*genre*) yang biasa digunakan untuk menulis dongeng atau cerita maupun kejadian di waktu lampau yang mengandung permasalahan (*complication*), yang mempunyai langkah-langkah retorika (*generic structure*) yang terdiridari: *orientation, complication, resolution dan re-orientation jikaada (optional*).

The Generic Structure of Narrative Text

Orientation: (Beginning or introduction)	• Introduces main characters, setting and time • The opening paragraph introduces characters / participants of the story and sets the scene (it answers the questions *who, when, what and where*)
Complication: (Middle)	• The problem happens among the characters • It is about the problems which involve the main characters in the story developed
Resolution: (Ending)	• The problem is dissolved • It is about how the problems in the story are solved (better or worse). Here, the main characters find ways to solve the problems.

Untuk lebih memahami generic structure dari Narrative Text, perhatikan contoh beberapa teks narasi berikut ini.

A. Queen of Arabia and Three Sheiks

Maura, who like to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first gave her some left over food. The second Sheik gave her some unappetizing camel's tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik's camp.

The following day, the queen invited the three sheiks to dinner at her palace. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him.

This Sheik Hakim's act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you" she announced her choice to the sheiks. "So it is Hakim I will marry".

1. Narrative Complication in Generic Structure

As it is said many times that, the heart of narrative text is the existence of the complication. It will drive the plot of the story to keep amusing. The existence of conflict inside the Queen Maura is what builds the story keep running. The psychological conflict inside Maura, which she strikes against herself, is arousing the reader's attention to continue reading the story. They want to know what next will happen, who will be chosen by Queen Maura; in what way she will decide who the best is. Keeping knowing them really entertaining as well increasing the moral value added.

- Orientation: the text introduces the Queen Maura and three sheiks in Arabia once time.

- Complication: Queen Maura finds out that it was very difficult to choose one as the best among them.

- Resolution: finally Queen Maura has a convincing way to choose one and he is Sheik Hakim

Language Feature Analysis

• Using saying verb; answered

• Using thinking verb; saw, was surprised to

• Using action verb; tie, hit

• Using time conjunction; once, one day

• Using connectives; after, the next day

• Using past tense; there was a farmer, the man tied the tiger.

Social Function of *Narrative* Texts

The purpose is to entertain, create, stimulate emotions, motivate, give and teach readers.

A narrative text usually has a *moral value.*

A narrative text may include folktales, myths, legends, etc.

Grammar

Ciri kebahasaan (*lexica grammatical)*dalam teks *naratif* di antaranya yaitu:

- Menggunakan *Past Tense* namun dapat pula dengan *present tense.*

- *Nouns phrases* sebagai *subject* maupun *object.*

- *Content verbs* bentuk lampau (*past verbs*) seperti, *reigned,* ‹ *cursed, turned, married*, dsb.

- *Adjectives* yang menerangkan keadaan kata benda di baliknya dan membentuk *noun phrases*, misalnya, *long black hair, two red apples*, dsb.

- *Time sequenceconjunctions* untuk mengurutkan kejadian-kejadian, misalnya *then, before that, after that, soon, when, finally, first,* dsb.

- *Time expressions* (ungkapan waktu) seperti *once upon a time, long ago, oneday,* dsb.

To help students plan for writing of narratives, model, focusing on:

Plot: What is going to happen?

Setting: Where will the story take place? When will the story take

Characterisation: Who are the main characters? What do they look like?

Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?

Theme: What is the theme / message the writer is attempting to communicate?

CURRICULUM VITAE

The writer, **M Ramadhan S** was born on April 30th 1989 in Belajen, Kecamatan Alla Kab.Enrekang. He was the last child of four siblings from the marriage of him parents Saini and Nursiah. In 2002, he graduated from Elementary School at MI Guppi Kambiolangi. Then, he continued her study at Mts Darul Falah Enrekang and graduated in 2005. In the same year, she continued her study at SMA Muhammadiyah Belajen and graduated in 2008. After graduated in Senior High School, he was accepted as the student in English Department of Faculty of Teacher Training and Education of Makassar Muhammadiyah University.