THE IMPLEMENTATION OF SYSTEMIC APPROACH IN IMPROVING STUDENTS' WRITING NARRATIVE SKILL

(A Pre-Experimental Research at the Eleventh Grade Students of SMA Muhammadiyah 2 Makassar)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degree of Education in English Department

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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MOTTO:

"EAT FAILURE, AND YOU WILL KNOW THE TASTE OF SUCCESS LIKE AN ANT DO A MILLION STEP TO GET SUGAR, SO THINK AS BIG AS GALAXY"

I dedicate this thesis to my beloved parents

and my lovely sisters

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Billahi Fi Sabililhaq Fastabiqul Khaerat

Makassar, February 2017
Sincerely,

ANA AYU LESTARI

ABSTRACT

ANA AYU LESTARI. 2018**.** *The Implementation of Systemic Approach in Improving Students' Writing Narrative Skill* (An Experimental Research). Under the English Education of Teacher Training and Education, Makassar Muhammadiyah University, supervised by Erwin Akib and Muh. Arief Muhsin.

The objective of this research is to find out whether or not systemic approach can improve students' narrative writing skills in term of content, organization, and vocabulary through systemic approach.

This research applied a pre-experimental design with one group pre-test and post-test design. The research took place at SMA Muhammadiyah 2 of Makassar in 2016/2017 academic year which consisted of one class. Sample was selected by using purposive sampling technique with the total number of the sample was 24. The data were collected through written test in the pretest and posttest. The result of the test was analyzed by using SPSS 21.0 program.

The application of systemic approach improved the students' writing ability in narrative text. It is proven where the mean score in pre test of was 57.96 while post-test was 77.54. It increased 19.58 %. The t-test analysis also shown that t-test was higher than t-table (**17.245**>**2.0689)** which indicated that there was a significant improvement of the students' writing narrative text before and after being taught through the using of systemic approach. It could be concluded that the students' writing narrative skill has significantly improved after implementing systemic approach in the learning process at the eleventh grade of SMA Muhammadiyah 2 Makassar.

Keywords*: Systemic Approach, Writing, Narrative text.*

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CHAPTER I

INTRODUCTION

A. Background

English are multifunction in all fields of education, which has an important role in absorbing and developing science, technology, and culture. It is used of the English teacher for communication and establishing the relationship with other nations. Basically, English teaching in Indonesia gives emphasis on the teaching reading, listening, speaking and writing.

Like other skill, writing seems to be difficult and tend to get less attention because some reason. In addition, writing is formerly rather neglected in language teaching and in the fact writing is more intricate than reading. Sometimes writing is perceived as something dull which cannot stimulate the classroom interaction. They have no idea of what and how to teach the student in other to procedure a good text. Moreover, the culture of writing in EFL classroom is still below the standard. It can be proven by the number of students' writing results each year. Indonesian high school students only wrote about 2-6 articles, while Malay students wrote about 36 – 72 articles per year as researched by Ismail (2002, in Fathiyaturrizqi, 2010:24). In spite of being regarded as one of important skills, that should be mastered, writing is still perceived as the most difficult skill to acquire by students and to teach by teacher.

Writing is the most important invention in human history. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments,

explanations, theories, etc. However, writing is getting more and more essential today, while teaching and learning English, writing skill is a complex skill that requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements (Heaton, 1988: 135). Several processes, mental and physical are carried at the same time. Moreover, writing also requires the students to elaborate the components of writing regarding content, organization, vocabulary, language use, and mechanic which those work simultaneously to build a short part of a text.

In spite of writing is an essential skill, many students are not interested in it. Many students are never required to learn proper spelling or grammar. The students often think that English and writing are nothing but spelling and grammar. To them, writing only means inevitable failure. Good writing is sometimes they believe they will never be able to achieve.

This case also happens to students in Makassar especially in SMA Muhammadiyah 2 Makassar which is obtained through preliminary observation. The data revealed that the students meet the difficulties in building the words to be a paragraph, expressing their idea, language use, using grammatical sentences, coherence, cohesion, and so on. For instances, they have an extensive vocabulary, but difficult to express the idea, so it impedes students to build the paragraph. Further, determining topic or idea of writing is one of the problems that students mostly faced when they want to start writing. The difficulty to express ideas is the first thing that a writer commonly needs to decide before starting the writing, either on the level of sentences or paragraphs. The responsibility lies with the

teacher to improve their students' abilities especially in writing skill so that the students can write efficiently and creatively.

Regarding the problem above, the researcher tries to find which method or approach that could improve the students' ability in building their ideas into paragraphs. In line with the problem, the researcher finds an approach that can be used to reach it called systemic approach. Dealing with a systemic approach, it guides the students to give a visual illustration that shows the relationship between the topic and the various factors related to it (Ali: 2016). The shape of the approach is like bar wheels where the center of the wheel represents the topic to analyze, while the bars of the wheel represent the elements or categories related to the topic. Considering the difficulties faced by students, systemic approach is a novel to be researched to solve the problems derived from writing components since this approach is new in the education field.

Referring to the explanation above, the researcher intends to conduct research which applying systemic approach as the method to help the college students build their ability in writing. In this case, the researcher focuses on narrative text. Therefore, the researcher chooses the title **"The Implementation of Systemic Approach in Improving Students' Writing Narrative Skill at the Eleventh Grade Students of SMA Muhammadiyah 2 Makassar."**

B. Problem Statement

Based on the background of the research above, the researcher formulates the problem statement “Does the implementation of systemic approach improves the students’ writing narrative skill at the eleventh grade of SMA Muhammadiyah 2 Makassar?”

C. Objective of the Research

In line with research problem above, the research aims to find out whether or not systemic approach can improve the students’ narrative writing skill in term of content, organization, and vocabulary at the eleventh grade of SMA Muhammadiyah 2 Makassar.

D. Significance of the Research

The findings of the research are wished to be useful and helpful information for students in learning and improving their writing ability especially in writing narrative text. The researcher also hopes that the findings can give positive contribution for English teachers to be more creatively in using a method or approach to develop the students’ writing ability, in this case, is through a systemic approach.

E. Scope of the Research

The scope of the study is limited to three different aspects namely discipline, content, and activity. By discipline, this research is under apply linguistics. By content, this research focused on writing narrative text restricted on

the organization, vocabulary, and content of the text at the eleventh grade students of SMA Muhammadiyah 2 Makassar. By activity, the researcher under apply pre-test and post-test to see the students ability in writing text. Moreover, the researcher gives systemic approach in experimental class.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Literature Findings

It is regarded that the issue of mastering writing skill and developing ideas is not remarkably very new. This issue has been observed and researched by many studies with different aspects and models for sure. Here are the following findings:

1. Hasrawati (2016) in her research "*The Use of Immediate Written Recall (IWR) Technique to Improve the Students' Writing Ability*" examined the use of immediate written recall (IWR) to improve the students' writing ability at the third year students' of SMPN 1 Sinoa. It can be concluded from the findings that the students' writing ability viewed from organization and grammar could be improved by the method. The students' mean score proved it in post-test (75) improved 22.54% from the pre-test mean score (6.12) with t-test 19.079 and t-table 1.711. It means there was an improvement after giving the treatment.
2. Arnold and Wade (2015) in their journal "*A Definition of Systems Thinking: A Systems Approach*" found out that systemic thinking is widely believed to be critical in handling the complexity facing the world in the coming decades; however, it still resides in the educational margins.
3. Stanton and Welsh (2012) in their journal entitled "*Systemic Thinking in Couple and Family Psychology Research and Practice"* defined that systemic

thinking is central to the specialty of couple and family psychology (CFP). The application of the research is described in light of dynamic systems conceptualization and a systemic research approach that delineates the steps is rehearsed in detailed.

4. It is concluded by Sulkifli (2016) in his study "*Systemic Approach to Improve Students' Reading Comprehension*" that through systemic approach to improve students' reading comprehension that there was a significant difference of the students' reading comprehension achievement between the students who were taught by using systemic approach and those who were taught by lecturing method of the first semester at Makassar Muhammadiyah University. The three components of reading comprehension are merely same given significant value so that $H_0$is accepted.
5. Brady (1999) in his journal business ethics "Systemic Approach to Teach Ethic in Business " found out that systematic approach helps to account for the continual presence of dilemmas and conflicts in ethics.
6. Akil (2015) in his journal "*Systemic Approach to Curriculum Development*" cocluded that the curriculum was ethic perspective which locally oriented not globally. So, the critical elements were partially covered, not holistically. To solve the problem, systemic approach to curriculum development might be an alternative solution.

Based on the previous findings above, the researcher assumes that even though few researchers had discussed slightly similar issues with this prospective study, there is a novelty remains. The researcher is eager to see the application of

systemic approach from another and specific perspective, so the researcher decides to take the systemic approach as a tool to improve the students' writing narrative text in this research. Based on the previous study, this approach can help the students to think creatively and organize their knowledge well. Thereby, the researcher is confident about the novelty of this proposed study.

B. Some Pertinent Ideas

1. Writing

This part covers the definition of writing, the importance of writing, the characteristics of good writing, and the component of writing.

a. Definition of Writing

Writing is a continuous activity. It means that when we first write something down, we have already been thinking about what we are going to say and how we are going to say it. Then, after we finished writing, we will read what we have written and made some corrections. Therefore, writing is non-one-step action; it is a process that needs several steps.

Further, Thanh (2015) explains that writing is a right way to help the students develop their ability to use vocabulary and grammar, increasing the abilityto use language. Writing also is an essential tool to support other skills. If students have a good writing ability, they can speak and read the text more efficiently. Last, writing is a way to approach modern information technology as well as human knowledge. Otherwise, it is necessary to master writing skill

because it can help people have well prepared when finding a job. With those benefits, writing is important to every student.

Boardman in Karolina (2006) state that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is a form ofthinking using the written word.

Another statement about writing skill comes from Kroma in Hasrawati (2016) which is stated that writing is kind of activity where the writer expresses all ideas in his mind in the paper (print) from words to sentences, sentences to a paragraph, and paragraph to the essay.

b. The Importance of Writing

There are a lot of reasons why writing is critical. Hairston states some of them in Imran (2011:12) below:

1) Writing is a tool for discovering, thought theprocessis stimulated by the act writing and take into information and image that it is unconscious mind.
2) Writing generates new ideas by helping us to make connection and relationship.
3) Writing helps us to organize our ideas. We can arrange them in acoherent form.
4) Writing helps us to absorb and process information. When we write a topic, we learn it better.

5) Writing enables us to solve the problems, by putting them into writing form. Can examine and manipulate them.
6) Writing on a subject make us active learners rather than passive learners of information.

c. The Process of Writing

A writing process can be done through some stages. As suggested by Harmer (2004:4), the steps of a writing process are planning, drafting, editing (revising) and final version. Those steps can then be described as follows:

1. Planning

The planning stage is also known as the pre-writing activity. On this stage, the writers are encouraged and stimulated to start writing. They have to consider the purpose of the writing, the audience, and the content of structure of their writing. This stage is important since this stage help the writers to generate ideas and collect any information to their writing. Various activities can help the students in creating ideas.

2. Drafting

The next stage of writing is drafting. The drafting stage focuses on the fluency of writing and does not pay attention to the grammatical accurarcy of the neatness of the draft of their work. They only focus on the content and the meaning of the writing. As stated by Harmer (2004) drafting is a form of raw of writing which needs to be revised before the final product is completed.

3. Editing (revising)

On the revising stage, the writers reread their writing and recheck to make sure that their ideas have been communicated effectively. The writers have to review not only the content and organization of the ideas,but they also have to evaluate if there are still some language errors. Revising can be done based on the feedback given. It can be done many times until the writers think that the writing is better as a writing product.

4. Final Version

The last stage of writing is the final version. On this stage, the writers focus on tidying up their works for the grammar, spelling, punctuation, diction, sentence structure, etc. before turning in the final product of writing.

d. The Component of Writing

Besides the four main kinds of writing depending on the dominant function performed in the text like narrative, descriptive, argumentative and expository text, also there are five significant components of writing according to Heaton in Hasrawati (2016) they are content, organization, grammar, vocabulary, and mechanic. They are as follows:

1) **Content**

The content of writing should be apparent to readers so that the reader can understand the massage convened and gain information form such as, the coherence and cohesion in writing. To have a good contain writing, its context

should be well unified and completed. This term is usually known as unity and completeness, which become the characteristics of the excellentwriting.

2) **Organization**

In theorganization of the writing concerns with the ways through writer arranges and organizes the ideas order messagein writing like in development of ideas and reasoning. There are many ways used by the writers to organize or arrange the writing. This form is mainly recognized as an order.

a) Chronological Order

This type of organizationis commonly used in the narration and exposition; it deals the events with the process that is described from beginning to the end.

b) Order of Importance

This type of organization is a way of organizing supporting details according to their importance. When a writer arranges information in this way, at least the writer highlights important ones. Or he may start it with the least important ones and then process to the most ones.

c) General to Particular Order (Deductive)

This type of organizationis commonly used in the expository writing. In this form, the main idea is stated in the first sentence and then moves the supporting sentence. This type is usually known as an educative order. The supporting sentences explain the general idea of the topic sentence in the first sentence.

d) Particular to General Order (Inductive)

This type of organization is usually as an inductive order. Here, the writer led readers through various kinds of supporting sentences concluding sentences. The topic sentences are placed at the end of writing

e) General to Particular-General Order

This type of organization begins with a generalization and then follows with a particular statement to support that generalization. In the final sentences, the main idea will be restarted in the topic sentences, but slightly in different words.

f) Questions to Answer Order

This type of organization with the problem and the answer to it will follow. The answer should be contained with enough fact and order detail until they are acceptable to readers.

3) **Language Use**

Language Use plays essential roles in the writing. Therefore it also has a significant influence on the quality of writing. To have proper grammar in writing, the writer should pay attention to the use of grammatical rule concerning tenses, preposition, conjunction, clause, adjective, adverb, articles, etc. The lack of proper grammar will make the content of writing vague and can create misunderstanding, for example, the use of tenses.

4) **Vocabulary**

Vocabulary is one of the language aspects dealing with the process of writing. The writer always thinks about the content of words and the function of

words which become main suggestion in putting words into sentences, putting sentences into paragraph until they can create a place of writing. It is clear now that we cannot write or express our ideas if we do not have vocabularies. Therefore, we cannot understand the writing passage without having a lot of vocabularies. Vocabulary is also one of the critical components of writing should be taken into consideration by the English learner and English lecturers because there is no doubt that learning a language always means first learning the words of the language itself.

5) **Mechanic**

The use of the mechanic is due to capitalization, punctuation, and spelling appropriately. This aspect is important since it leads readers to understand or recognize immediately what the writer means to express the use mechanic in writing will make readers easy to group the conveying ideas or message to the written materials. Further, the explanation about mechanic is as follows:

a) Capitalization

The use of capitalization in writing can clarify the views if the sentences are not capitalized correctly, ambiguous and misunderstanding will appear. It also helps us to differentiate from sentence to the others. The word which is capitalized at the beginning is the first word of own word that presents a dialogue, the name of people, the name of the form, etc.

b) Punctuation

Punctuation can help readers to identify words are to be taken as an unmet of meaning and suggest how the units of it related to each other.

c) Spelling

There are three important roles follow in using spelling appropriately. They are suffixes addition such as adding (gerund, present participle). A plural formation such as adding ‘s’ ‘es’ or changing ‘y’ to ‘i’ if the finally ‘y’ is preceded consonant such as ‘fly’ becomes ‘flies,’ the handling of ‘i.e.’ or ‘ai’ within the words.

2. Narrative Text

The narrative story is a story tells about something interesting that has a purpose to amuse, entertain or the readers. You are using narrative when you say to a friend about something interesting that happens to you at work or school when you tell someone a joke.

Meyers in Karolina (2006) states that narrative is one of the most influential ways of communicating with others. A well-written story lets your reader response to some experiences in your life as if it were own. They not only understand the fact, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

a. Characteristic of Narrative Text

According to Neo in Karolina (2015) there are some characteristics of narrative texts, they are:

1) Narrative text tells us about a story of event or events.
2) The events are usually arranged in chronological order- that is, in the order in which they occurred in time.

3) The writer has a purpose in mind in telling the story. There are some points the narrator wishes to make or some impression he or she wants to convey to the reader. Therefore, the details ofthe narrative are carefully selected for the purpose.

b. Generic Structure of Narrative Text

Neo in Karolina (2015) stated that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way below:

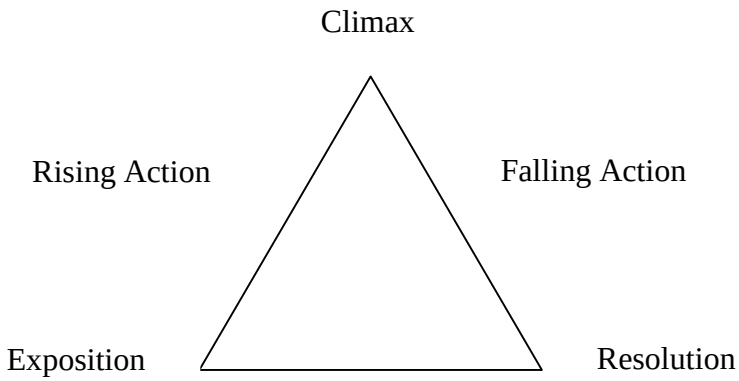

Figure 2.1. Graphic of Generic Structure in Narrative Text

That picture is known as the Freytag triangle.

The idea of the Freytag triangle is to serve as a kind of blueprint or map which can be used to guide us systematically in our writing.

The Freytag triangle consists of:

a. The composition establishes the characters 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/ conflicts demand something to be done about them.
d. Felling action is the moment away from the highest peak ofexcitement.
e. The resolution consists of the result or outcome.

c. Types of Narrative Text

Neo in Karolina (2015) gives many different types of narrative texts, they are:

1) Humor
2) Romance
3) Crime
4) Real Life Fiction
5) Theoretical fiction
6) Mystery
7) Fantasy
8) Science Fiction
9) Diary
10) Adventure

There can be a combination of narratives within each of this different types. Sometimes, the term genre is used for the kind of narrative. A genre is some category (Neo, 2003: 8). The notion of genre is to help you generate story ideas.

3. Systemic Approach

This part encompasses the definition of systemic approach, elements of systemic approach, teaching procedure by using systemic approach, and the advantage of asystemic approach.

a. Definition of Systemic Approach

Besides the explanation about the definition, the correlation or how could it be interrelated between writing and systemic approach in applying context also will be discussed.

Systemic approach is inspired by the concept of systemic thinking, So, to understand what systemic approach is, we, first of all, must understand the idea of systemic thinking. Then, What is systemic thinking? Systemic thinking is a holistic approach to analysis that focus on the way that a systems constituent parts intersect, interact,interrelate and how systems workovertime within the context of broader systems (Akil: 2013:3).

A systemic thinker (total-holistic) alwayssee every/all aspect of a thing (a system) is considered vertically, horizontally, and diagonally. All elements are equally important (determinants), intersect, interact and interrelate one another. So, systemic thinker does not divide the systems in taxonomical pictures.

Begin with the processes of systemic thinking; we may find the explanation about the systemic approach in learning, especially in learning writing. The systemic approach may use as a way to make the student not only know about the subject, but the student will understand about it altogether.

A systemic approach is a type of graphic organizer that is used to explore the many aspects or effects of a complex topic, helping the student to organize their thoughts in a simple, visual way. The topic involves investigating attributes associated with a single, complex topic, and then obtaining more details on each

of these ideas, use a systemic diagram as our graphic organizer. The systemicdiagram is like a spider map or looks like bar wheels because it works for more complex topics that require more details to be enumerated.

b. Elements of Systemic Approach

According to Akil in Sulkifli (2016), the components of the systemic approachwere explained as follows:

1) Topic in the middle of the diagram. The topic is a word or vocabulary that will be explained to another bar which in every bar consist of the elements or what thing that is related to the topic in the middle of the diagram.
2) The bar is parts or elements which related to the middle of the diagram.

Systemic diagramshows in the picture below:

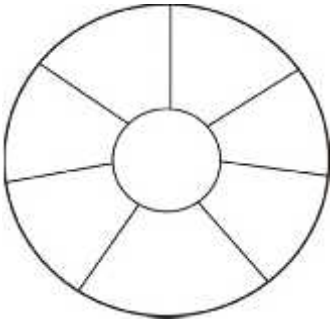

Figure2.2. Asystemic diagramwith a topic in the middle and part or elementsin the outside bars

c. Teaching Procedure by Using Systemic Approach

Akil in Sulkifli (2016) defined some teaching procedures by systemic approach. The following teaching procedure by Systemic Approach are:

1) The first step, explaining the aim of asystemic approach.
2) The second step, providing one example for the students to see as an example of systemic approach.
3) The third step, giving the paper size A4 as a thing to create asystemic diagram.
4) The fourth step, putting the topic in the middle of thediagram.
5) The fifth step, determining the parts or elements from the topic in the middle of thediagram.
6) The sixth step, determining the elements of thetopic then explaining the elements that related to the topic.
7) The process of systemic approach, giving suggestion and correction toward students' mistakes if the students do not respond correctly.

d. The Advantages of Systemic Approach

The following is a summary of advantages of systemic approach as follows:

1) This is the most enjoyable approach to organize thoughts because the students can seethe whole subject/area.
2) This approach will improve memory, concentration, and creativity.
3) Helps the student to narrow the topic and encourage problem-solving by showing student new creative pathways.
4) Helps the student to absorb and process information more quickly and efficiently.

4. Writing as a System

The system is a set of detailed methods, procedures, and routines created to carry out a specific activity. The system is apurposeful structure that consists of interrelated and interdependent elements (components, entities, factors, members, parts,etc.).

According to Marshall McLuhan (2014), System means something to look at. You must have a very high visual gradient to have systematization. In philosophy, before Descartes, there was no "system." Plato had no "system." Aristotle had no "system".All elements of a system have an essential function. A good system reflects goodelements, because if there only one element has a lack of care or has forgotten, it will make imperfect system.

Writing can be described as a system because to achieve the writing ability; it can not be separated from these parts, like vocabulary, structures, functions, mechanics, factors, development of ideas, and so on. All of them are the elements which to be intersected, interacted and interrelated, so it becomes a writing system.In the term of writing as a system,it can be customized through the systemic way such as illustration below:

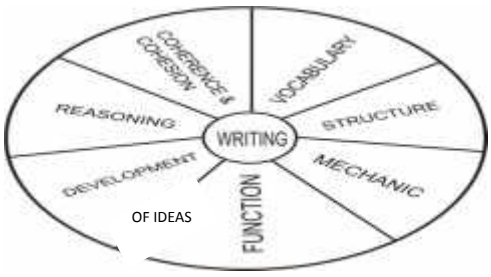

Figure 2.3. Writing as a system

Systemically, the diagram above shows the important aspects of writing system; those are vocabulary, structure, mechanic, function, development of ideas, reasoning, and coherence/cohesion.

To adjust with the information before, according to Heaton (1988), there are five significant components of writing they are content, organization, grammar, vocabulary, and mechanic. So, the illustration of components of writing in systemic diagram is customized like the picture below:

Figure 2.4. Writing components according to Heaton (1988)

All elements of a system have an essential function. All of them are mutually completes to each other. A good system reflects good elements, because if there only one element has a lack of care or has forgotten, it will make imperfect system. In the other hand, we can say that the success of the elementsonly determines the success of a system. That is why, all of the features (components, entities, factors, members, parts,etc.) are important in creating a good system.

It can be ensured that every aspect of writing is built as systems. For example in writing a narrative paragraph.

C. Conceptual Framework

The conceptual framework of this research which has been done served in the following diagram:

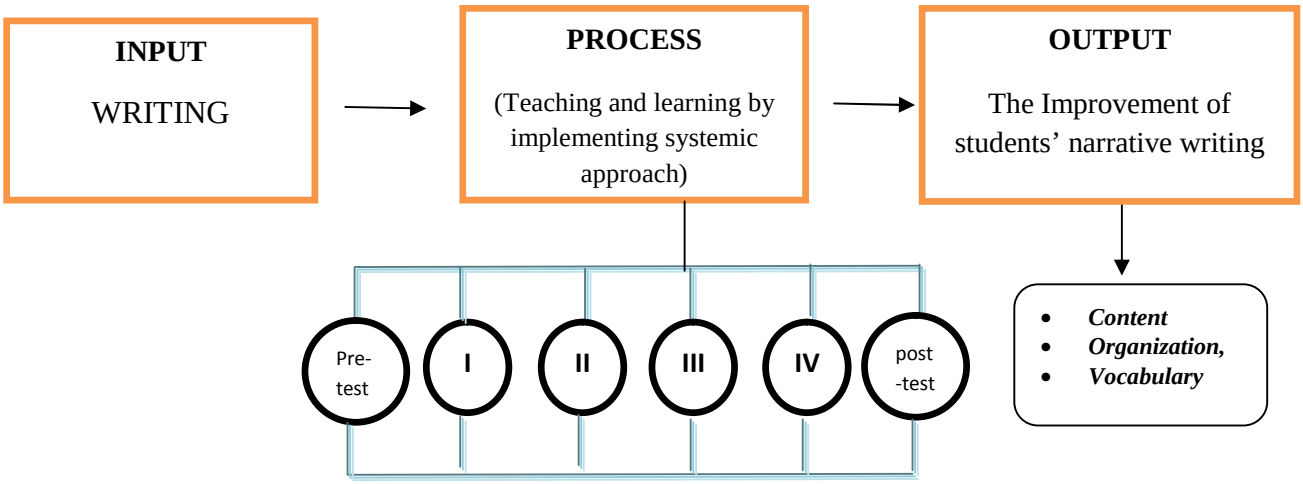

Figure 2.5.Conceptualframework of systemic approach

1. Input: it refers to the technique and materials that are given in teaching and learning process of writing through a systemic approach.
2. Process: it refers to the implementation of a systemic approach to teaching and learning process of writing. The researcher used experimentally which consist one group design that given treatment by the application of the systemic approach. Before the treatment, the researcher gives a pre-test, and after the treatment the researcher provides post-test.
3. Output: through systemic approach the students can develop their ideas into narrative text which is given by the researcher.

D. Hypothesis

a. **Ho:** there is no significant improvement in students' writing ability in understanding writing narrative text before and after the implementation of the systemic approach.

b. **H_1:** There is a significant improvement towards students' ability in writing narrative text regarding organization, vocabulary, and language use of eleventh grade students of SMA Muhammadiyah 2 Makassar by implementing the systemic approach.

CHAPTER III

RESEARCH APPROACH

A. Research Design

The research design of this research was pre-experimental design with one group pretest-posttest design. It involved one group which is pretested (O1), exposed to a treatment (X), and post-tested (O2).

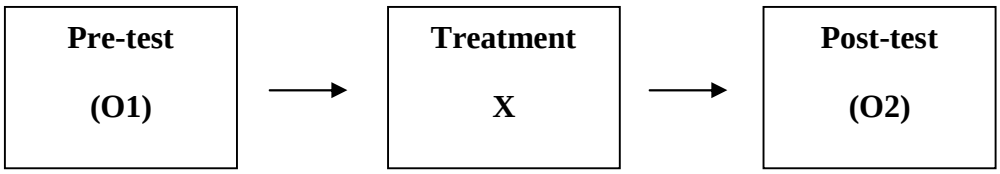

Figure 3.1.research design

The design was involved one group that administered pre-test and post-test, where the pretest conducted before giving the treatment and posttest administered after providing the treatment. The group treated by using systemic approach.

B. Population and Sample

1. Population

The population of the research was the eleventh grade of SMA Muhammadiyah 2 Makassar which consisted of one class; where the class consists of 24 students. Therefore the population of the research is 24 students.

2. Sample

To do the observation, the researcher took the class of the eleventh grade of SMA Muhammadiyah 2 Makassar. The sample was selected by using purposive sampling due to the conditon of the school which only has one class at the eleventh grade.

C. ResearchVariables and Indicators

Variables and indicators were separately explained into the following points below:

1. Research Variables

The independent variable of this research wasSystemic approach, and the dependent variable was Narrative Writing skills achievement.

2. Indicators

The indicator of the research was the students' writing narrative skill consisted of content, organization, and vocabulary.

D. Research Instrument

In this research, the researcher used writing test. The test applied in two sections which those conducted before giving treatment (pre-test) and after giving treatment (post-test). The pre-test was conducted to obtain data related to students' prior knowledge in writing narrative text, while post-test conducted to measure the students' ability in writing narrative text after receiving treatment.

E. Procedure of Data Collection

To collect the data, the researcher used some procedures as follows:

1. Pre-test

Before treatment, the researcher gave pre-test to the students using writing test in the first meeting which it was consecutive presented into steps below:

a. The researcher gave a worksheet that comprises some topics to each student
b. The researcher instructed the students to write a narration based on the topics in their worksheet. They were given 60 minutes to finish the test.

2. Treatment

After giving the pre-test, the students undergo the four sections in 90 minutes per sections for each group.

The procedure of giving treatment by using systemic approach was applied as follows:

Pre-activity (±5 minutes)

1) Introducing the material
2) Asking the students about the material to find out the prior knowledge.
   - Have you ever learned about the narrative text?
   - Have you ever heard about thesystemic approach?

While activity (±70 minutes)

1) The researcher explained to the students the aim of asystemic approach.
2) The researcher provided one example for the students to see as an example of the systemic approach.

3) The researcher gave students the paper size A4 as a thing to create a systemic diagram.
4) The researcher wrote the topic in the center of the diagram.
5) The researcher asked students to determine the keyword from the topic in the center of the diagram.
6) The researcher asked them to make a list the significant detail or sub-topic that related to the topic or keyword.
7) The process of systemic approach, the researcher observed the students' writing activity in the class. The researcher gave correction toward the students' mistakes if the students do not respond correctly.
8) The researcher asked two students to write their narration on the whiteboard while the others students gave correction for the use of content, organization, and vocabulary of their friend's writing.
9) Then, the researcher gave evaluation by taking two samples of students' writing.

Post activity (±15 minutes)

1) The researcher asked the students to collect their writing.
2) The researcher gave chance for the students to provide comment or question about unclear explanation.
3) The researcher informed the students what they have done.
4) The researcher commented on the students' narrative writing and then closed the class by giving some tips to improve their writing.

3. Post-test

The procedures that were given in the post-testwill be same with the pre-test. The mean score of pre-test and post-test was compared to find out whether the results are significantly improved or not.

F. Technique of Data Analysis

The data from the test analyzed quantitatively. It employed statistical calculation to the hypotheses.

1. Scoring students' writing skills

Scoring the result of the students' pretest and posttest based on writing components rubric classification.

2. Classifying the students' score into the following criteria:

Score	Classification
88 – 100	Very Good
75 – 87	Good
62 – 74	Average
48 – 61	Poor
0 – 47	Very Poor

(Jacob HL.et al. in Thamrin,2010)

Table 3.1 Scoring Classification of Writing

The three components of writing as a concern in this research namely content, organization, and vocabulary are shown in the following table:

a. Content

Score	Range	Criteria
(88-100)	Very Good	1. The ideas are about the topic selected 2. The ideasare stated. 3. The ideasare supported.

		4. The ideas are comprehensible 5. The ideas are well developed 6. The ideas are relevant 7. The ideas fluently expressed
(75-87)	Good	1. The ideas are about the topic selected. 2. The ideasare stated. 3. The ideasare clearly supported. 4. The ideas are quite comprehensible 5. The ideas are well-developed. 6. The ideas are adequate relevant. 7. The ideasare adequately expressed
(61-74)	Average	1. The ideas are about the topic selected 2. The ideas are rather clearly stated. 3. The ideas get enough supports. 4. The ideas are quite comprehensible. 5. The ideasare developed. 6. The ideas are quite relevant. 7. The ideasare sufficiently expressed.
(47-60)	Poor	1. The ideas are about the topic selected. 2. The ideasare not clearly stated. 3. The ideas get limit to support. 4. The ideas are not comprehensible 5. The ideas are not quite relevant. 6. The ideas are lack of developing. 7. The ideas are non-fluent expressed.
(34-46)	Very Poor	1. The ideas are about the topic selected 2. The ideasare not clearly stated. 3. The ideasare not clearly supported. 4. The ideas are incomprehensible. 5. The ideas are irrelevant. 6. The ideas have very poor development. 7. The ideas are not communicative.

(Depdikbud, 2004)

b. Organization

Score	Range	Criteria
(88-100)	Very Good	1. The ideas arewell organized. 2. The organization is concise. 3. The ideas are cohesion. 4.The ideas are coherent 5. The ideas are relevant to outline. 6.The ideasare presented in logical

		sequencing.
(75-87)	Good	1. The ideas are adequate organized. 2. The organization isadequate concise. 3. The ideas are adequate cohesion. 4. The ideas are adequate coherence. 5. The ideas are relevant to outline. 6. The ideas are sufficient sequencing
(61-74)	Average	1. The ideas are organized. 2. The organization is quite concise 3. Few ideas are a break out cohesion. 4. The ideasare coherent. 5. The ideas are most relevant to outline. 6.The ideas are in some logical sequencing.
(47-60)	Poor	1. The ideas are almost loosely organized. 2. The organization is not concise 3. The ideas are inadequate cohesion 4. The ides are inadequate coherent. 5. The ideas are somewhat relevant to outline. 6. The ideas are lack logical sequencing.
E (34-46)	Very Poor	1. The organization are loosely organized 2. The organization is not concise 3. The ideas are confused and disconnected. 4. The ideas are incoherent. 5. The ideas are not or almost not relevant to outline. 6. The ideas are not or almost not presented in logical sequencing.

(Depdikbud, 2004)

c. Vocabulary

Score	**Range**	**Criteria**
(88-100)	Very Good	Use large vocabularies.
(75-87)	Good	Effective choice of words and word form.
(61-74)	Average	View misuse of vocabularies, word forms, but not change the meaning.
(47-60)	Poor	Limited range confusing words and word

		form.
E (34-46)	Very Poor	Very poor knowledge of words, word forms, and not understandable

(Depdikbud, 2004)

Table 3.2 Classification of Writing's Components

3. SPSS was used to analyze and draw the conclusion based on the result of analysis of the data collected. The data were analyzed by using descriptive statistic, and inferential statistic comprises mean score, standard deviation, t-test, which they compared the result in the control and experimental group. ANOVA was used to analyze which components referring to content, organization, and vocabulary were significant influences in narrative writing through systemic approach by using SPSS 21.0 program.
4. Calculating the mean score, standard deviation, frequency, and rate percentage and gain score table by using descriptive statistics.
5. Calculating independent t-test value (at the significant level 0.05) between students' writing narrative scores.

After calculating the value of t-test, it was compared to the value of t-table then it is found that the value of t-test is higher than the value of t-table. It means that Null hypothesis (Ho) is rejected and the alternatives hypothesis (H_1) is accepted because there is a significant difference between pre-test and post-test before and after giving the treatment. Meanwhile, when it is found that the value of t-test is lower than the value of t-table means that the Null hypothesis (Ho) is accepted and the alternative hypothesis (H_1) is rejected because there is no significant difference between pre-test and post-test after implementing the

treatment. The criteria used to accept or reject the hypothesis can be seen from the table below:

No	**Testing**	**Null hypothesis**	**Alternative hypothesis**
1.	t-test>t-table	Rejected	Accepted
2.	t-test<t-table	Accepted	Rejected

(Gay, 2006)

Table 3.3 Criteria for Hypothesis Testing

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections. The first section deals with the findings of the research and the second section deals with the discussion. The findings of the research cover the description of the result discussed in the discussion section.

A. Findings

To collect data, the researcher used pretest and posttest. The experimental class was given pretest before treatment to know the students' before narrative writing ability. After giving treatment, the same test was given to measure whether or not applying systemic approach can improve the students' writing ability. To analyze the data, the researcher applied t-test analysis.

1. The students' Writing Narrative Text in the Pretest

The section deals with the presentation of the result of the students' writing narrative ability in pretest by applying systemic approach. The researcher found the data related to the students' score that had been classified as seen in the following table 4.1:

Pre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	4,2	4,2	4,2
	45	1	4,2	4,2	8,3
	47	**1**	**4,2**	**4,2**	**12,5**
	50	**3**	**12,5**	**12,5**	**25,0**
	53	**2**	**8,3**	**8,3**	**33,3**
	55	**2**	**8,3**	**8,3**	**41,7**
	57	**3**	**12,5**	**12,5**	**54,2**
	60	**3**	33	**12,5**	**66,7**
	62	2		8,3	75,0
	65	2	8,3	8,3	83,3
	70	2	8,3	8,3	91,7
	73	1	4,2	4,2	95,8
	75	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

Table 4.1 The rate Frequency and Percentage Distribution of the Students' Pretest Score

Further, the data could be simplified as follows:

Range Score	Qualification	Frequency	Percentage
100-88	Very Good	0	0
87-75	Good	1	4.2
74-61	Average	7	29.1
60-47	**Poor**	**14**	**58.3**
46-34	Very Poor	2	8.4
Total		24	100.00

From the table above, it can be seen that most of the students in the pretest 14 (58.3%) acquired "poor" and none of the students acquired "very good" classification. Only 1 (4.2%) student acquired "Good" classification, 7 (29.1%) students acquired "average" classification, and 2 (8.4%) students acquired "very poor" classification.

To support and strengthen the data description above, the researcher also exemplified the mean scores and standard deviation of the pretest scores in the following tables:

		Pre
N	Valid	24
	Missing	0
Mean		57,96
Median		57,00
Std. Deviation		8,898
Minimum		40
Maximum		75
Sum		1391

Table 4.2 The Mean Score and Standard Deviation of Students' Pretest Score

By table 4.2, the mean score and standard deviation before the students were given treatment. The table above shows that the pretest means score was **57.96** which was categorized as a poor category. The data indicated that the mean score of the students' writing narrative needs to be improved.

Furthermore, to make the description of the students' competence in writing narrative text before conducting the treatments more clearly, the researcher depicted the data based on the three components of writing which could be seen in the following table:

Writing Components	**Experimental Class**
	Mean Score
Content	64,71
Organization	60,20
Vocabulary	50,04

Table 4.3 The Pretest Mean Score Based on the Components of Writing

Table 4.3 above shows the mean score of the students' pretest scores based on the three components of writing. The table indicates that the students' pretest mean scores in each component were different. It can be included that prior ability of the students' content, organization, and vocabulary in writing narrative text

before using systemic approach were still low based on the mean score of each component.

2. The Students' Writing Ability in the Posttest

The section deals with the presentation of the result of the students' writing narrative skill in posttest by applying systemic approach. The researcher found the data related to the students' scores that had been classified as seen in the following table:

Post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	8,3	8,3	8,3
	73	2	8,3	8,3	16,7
	75	**7**	**29,2**	**29,2**	**45,8**
	77	**2**	**8,3**	**8,3**	**54,2**
	78	**4**	**16,7**	**16,7**	**70,8**
	79	**1**	**4,2**	**4,2**	**75,0**
	80	**2**	**8,3**	**8,3**	**83,3**
	83	**1**	**4,2**	**4,2**	**87,5**
	85	**1**	**4,2**	**4,2**	**91,7**
	87	**1**	**4,2**	**4,2**	**95,8**
	90	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

Table 4.4 The Rate Frequency and Percentage Distribution of the Students' Posttest Scores

Further, the data could be simplified as follows:

Range Score	Qualification	Frequency	Percentage
100-88	Very Good	1	4,2
87-75	**Good**	**19**	**79,3**

74-61	Average	4	16,6
60-47	Poor	0	0
46-34	Very Poor	0	0
Total		24	100.00

Based on table 4.4, can be seen that most of the students in pretest **19 (79.3%)** acquired “Good” classification. Only one (4.2%) student acquired “very good,”4 (16.6%) students acquired “Average” classification, and the last none of the students acquired “Poor and Very Poor” classification. Based on the data above, it can be concluded that the treatment given to the students in the class was successful in increasing their writing narrative scores.

After giving treatment, the students were given posttest to find out students’ writing ability. The following table was the result of the students’ score of posttest. The table showed the difference score on the mean score and standard deviation.

Statistics

		Pre	**Post**
N	Valid	24	**24**
	Missing	0	**0**
Mean		57,96	**77,54**
Median		57,00	**77,00**
Std. Deviation		8,898	**4,872**
Minimum		40	**70**
Maximum		75	**90**
Sum		1391	**1861**

Table 4.5 The Mean Score and Standard Deviation of Students’ Posttest Scores

By table 4.2, the mean score and standard deviation after the students were given treatment. The table above shows that the posttest mean score was **77,54**

which was categorized as good category. The data indicated that the mean score of the students' writing narrative need hadbeen improved. It proved that the treatment by implementing systemic approach can improve the students' writing ability in narrative text.

For more obvious about the students' ability after conducting the treatment, the researcher also provides a table that shows the students' writing skill based on the three components as seen in the following tables:

Table 4.6 The Posttest Mean Score Based on the Components of Writing

Writing Components	**Experimental Class**
	Mean Score
Content	81,70
Organization	78,37
Vocabulary	72,37

Table 4.6 above shows the mean score of the students' posttest scores based on the three components of writing. In content, the mean score of the students is (81.70), in theorganization the students' mean score is (78.37), and in vocabulary, the mean score of the students is (72.37). The mean scores of posttest were higher than the pretest. So it can be concluded that after applying the systemic approach in the class the students' writing narrative skill was significantly improved.

3. Test of Significance (t-test)

To know whether or not the students' writing ability is the difference between the pretest and posttest at the level significance **0.050** with degree freedom (df)= 24-1 and **df=23**, t-test for independent was employed as follows:

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post – Pre	19,583	5,563	1,136	17,234	21,932	**17,245**	**23**	**,000**

Table 4.7 The t-test of the students' writing ability

Data	t-test score	t-table	Comparison
Students' writing narrative text	17.245	2.069	t-table < t-test 17.245 > 2.069

Table 4.7 showed the significant value (2-tailed) in posttest was 0.000, it was smaller than $\alpha = 0.050$,and the t-test score (17.245) is higher than t-table (2.069). It indicates that the alternative hypothesis (H_1) was significantly approved. It means that the use of systemic approach affects the students' ability in writing narrative text regarding content, organization, and vocabulary of the second year students at SMA Muhammadiyah 2 Makassar.

B. Discussion

Using systemic approach which is a type of graphic organizer that was used in to explore many aspects or effects of a complex topic, it can help the student to organize their thoughts in a simple visual way. If the topic at hand involves investigating attributes associated with a single, complex topic, and then obtaining more details on each of these ideas.The systemic diagram is like a spider map or looks like bar wheels because it works for more complex topics that require more details to be enumerated. So, it significantly can improve the students' descriptive writing ability which was proved in the mean score of post-test.

Based on the findings above, the researcher presents some interpretation of findings to explain them in detail. The writing test measured three components of writing namely; content, organization, and vocabulary. The description of the data collection through writing test is explained in the previous section. It shows that the students' ability in writing in improved. It indicates that the use of systemic approach could improve the students' writing narrative skill.

1. Data Analysis of the Implementation of Systemic Approach in Improving Students' Writing Narrative Skill

The result of data analysis in the previous section showed that the students' frequency and percentage between pretest and posttest were different. The result of the students' pretest showed that 14 (58.33%) students were classified as "poor", 2 (8.33%) students were classified as "very poor", 7

(29.17%) students were classified as “average”, 1 (4.17%) student was classified as “good”, and none of the students were classified as very good.While the study result of the students’ posttest showed that 4 (16.67%) students were classified as “average”, 19 (79.17%) students were classified as “average”, 1 (4.17%) student was classified as “very good” and none of the students got poor and very poor classification. The result showed that the student's scores were improved from pretest to posttest. It indicates that the implementation of a systemic approach in teaching narrative text was succeeded.

Also, the data was proven by the students’ mean score of pretest and posttest in writing narrative text with the total number of the student was 24. The mean score of the students’ ability in writing narrative text before applying systemic approach was 57.96. It was recognized that the students in such score were failed to create a good narrative text. Their writing was not indicated by the three components or writing required content, organization, and vocabulary. While the mean score of the student's skills in writing narrative text after applying systemic approach was 77.54. It was recognized that in general students with score 70 was succeeded in creating a good narrative text. The three components of writing had indicated Their writing required content, organization, and vocabulary. Through the data, it showed that students’ writing narrative text was improved by using systemic approach.

In obtaining good mean scores in posttest, the researcher gave treatment for four times. The first meeting the researcher found that most of the students could not develop their ideas into paragraphs and they had limited vocabulary.

The students also did not understand how to make a good narrative writing by using thegeneric structure of narrative text. While the second until the last meeting, the students learned how to make a good narrative writing by putting attention to the generic structure of the narrative text in developing their writing. The students also learned to enrich the vocabularies to make they're writing a good paragraph. These all activities conducted through a systemic approach.

These research result in line with some of the previous findings that the researcher concluded in chapter two. It is concluded by Sulkifli (2016) through systemic approach to improve students' reading comprehension that there was a significant difference of the students' reading comprehension achievement between the students who were taught by using systemic approach and those who were taught by lecturing method of the first semester at Makassar Muhammadiyah University. The three components of reading comprehension are merely same given significant value so that H_0 was accepted.

While others research of researcher; Brady (1999), Akil (2015), Arnold and Wade (2015), Stanton and Welsh (2012) also showed that there was a good improvement by implementing the systemic approach in other fields such as in curriculum, psychology, and business and ethics.

2. The Students' Mean Score in term of Content, Organization, and Vocabulary

Based on the finding, the students' writing narrative text in term of content, organization, and vocabulary was significantly improved. The data showed that the mean score improved from **57.96** to **77.54.**

In content the students pretest score showed 1(4.17%) student was classified as "very poor", 5 (20.83%) students were classified as "poor", 15 (62.50%) students were classified as "average", 3 (12.50%) students were classified as "good" and none of the students got very good classification. While in posttest the data showed that 19 (79.17%) students were classified as "good," 1 (4.17%) students were classified as "very good" and none of the students were classified as average, poor, and very poor.

In organization, the students' scores in pretest showed that 1 (4.17%) student was classified as "very poor", 13 (54.17%) students were classified as "poor", 8 (33.33%) students were classified as "average", 2 (8.33%) students were classified as "good", and none of the students got very good classification in pretest.While in the posttest the result showed that 4 16.67%) students were classified as "average", 19 (79.17%) students were classified as "good", 1 (4.17%) student was classified as "very good", and none of the students got scores that were classified as poor and very poor.

In vocabulary the student's pretest score showed 9(37.50%) students were classified as "very poor," 12 (50%) students were classified as "poor," 3 (12.50%) students were classified as "average," and none of the students got a good and very good classification. While in posttest the data showed that 18 25%) students

were classified as “average,” 6 (25%) students were classified as “good,” and none of the students were classified as very good, poor, and very poor.

Based on the result mostly students in the pretest were classified as poor, while in the posttest mostly students were classified as good. It meant that the students’ mean score in term of content, organization, and vocabulary has good improvement by implementing the systemic approach.

Research proved the indication above by Ali (2016) who stated that the application of systemic approach improved the students’ writing ability in descriptive text. It is proven where the mean score in pre-test of the experimental group was 75.25,and in post-test was 86.38. It increased 11.13 %. While in a pretest of the control group was 67.22,and in post-test was 77.38. It increased 10.16 %. It was also proved by the different improvement of writing components of both groups in the posttest. Those improvements showed that applying systemic approach improved the students’ writing ability in the experimental group. It is more effective to improve the students’ writing ability. It indicated that the alternative hypothesis (H1) was approved.

3. Hypothesis

The students succeeded to improve their score in writing content, organization, and vocabulary by using systemic approach. This improvement also followed by the significance. The t-test value 17.245 was greater than the t-table for the degree freedom (0.05), and the t-test score 17.245 was higher than the t-table score 2.069. It means that the hypothesis (H0) was rejected and the

alternative hypothesis (H1) was accepted. Based on the data shown, it can be concluded that the students writing the score in term of content, organization, and vocabulary in the narrative text at the second-grade students of SMA Muhammadiyah 2 Makassar was significantly improved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded that:

1. The application of systemic approach could improve the students' writing ability in narrative text. Applying systemic approach was more effective to improve the students' writing ability in three components of writing (content, organization, and vocabulary). It indicated that in this research, the alternative hypothesis (H_1) was approved. The t-test score also higher than t-table (17.245 > 2.069) which indicates that the students writing narrative text havebeen improved through the using of a systemic approach.
2. Component of writing dominantly improved is content. The data result proves such conclusion which is based on the data, showed that the mean score of the organization was from 59.08 to 81.70, while the mean score of the organization from pretest 60.20 to mean score of posttest 78.29. Lastly vocabulary from 50.04 to 72.37. Hence, the mean score of content was higher than the other components.

B. Suggestions

Referring to the findings and conclusions presented, the researcher suggests the following items:

1. In classroom application, the English teacher of eleventh grade in SMA Muhammadiyah 2 Makassar is suggested to monitor the use of systemic approach effectively in the matters of the three components of writing. Nevertheless, there were still the weaknesses of this research. In fact that systemic approach could improve students writing in term of content and organization, but the students' writing in term of vocabulary was still less.
2. For the next researcher who wants to do the future research, the researcher suggests to apply systemic approach with the deepest investigation in writing skill in different models, genre text and specific participants since this study was focused only on narrative writing.

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APPENDICES

APPENDIX A

Students' Score in Pretest

Code of the Student	Content	Organization	Vocabulary	Score
N-1	**70**	**60**	**56**	**62**
N-2	**73**	**72**	**65**	**70**
N-3	**50**	**53**	**47**	**50**
N-4	**58**	**42**	**65**	**55**
N-5	**43**	**50**	**42**	**45**
N-6	**48**	**38**	**34**	**40**
N-7	**55**	**58**	**52**	**53**
N-8	**80**	**75**	**64**	**73**
N-9	**55**	**49**	**37**	**47**
N-10	**65**	**64**	**30**	**53**
N-11	**60**	**55**	**35**	**50**
N-12	**79**	**77**	**69**	**75**
N-13	**67**	**69**	**59**	**65**
N-14	**63**	**57**	**51**	**57**
N-15	**70**	**65**	**55**	**60**
N-16	**68**	**68**	**59**	**65**
N-17	**70**	**60**	**50**	**60**
N-18	**65**	**60**	**46**	**57**
N-19	**78**	**70**	**62**	**70**
N-20	**69**	**50**	**31**	**50**
N-21	**67**	**60**	**44**	**57**
N-22	**65**	**58**	**42**	**55**
N-23	**70**	**65**	**51**	**62**
N-24	**65**	**70**	**55**	**60**
Total Score				**1391**

Students' Score in Posttest

Code of the Student	Content	Organization	Vocabulary	Score
N-1	**87**	**83**	**70**	**80**
N-2	**90**	**80**	**79**	**83**
N-3	**79**	**70**	**76**	**75**
N-4	**79**	**76**	**70**	**77**
N-5	**75**	**70**	**65**	**70**
N-6	**78**	**70**	**62**	**70**
N-7	**75**	**78**	**72**	**75**
N-8	**92**	**82**	**87**	**87**
N-9	**78**	**75**	**72**	**75**
N-10	**82**	**80**	**75**	**79**
N-11	**82**	**80**	**74**	**78**
N-12	**93**	**90**	**87**	**90**
N-13	**83**	**80**	**71**	**78**
N-14	**78**	**80**	**67**	**75**
N-15	**80**	**82**	**72**	**78**
N-16	**90**	**85**	**65**	**80**
N-17	**78**	**73**	**68**	**73**
N-18	**78**	**75**	**66**	**73**
N-19	**90**	**87**	**78**	**85**
N-20	**78**	**75**	**72**	**75**
N-21	**80**	**78**	**73**	**77**
N-22	**80**	**80**	**74**	**78**
N-23	**78**	**75**	**72**	**75**
N-24	**78**	**77**	**70**	**75**
Total Score				**1861**

APPENDIX B

Students' Classification of Pre-test and Post-test

Code of Students	Pretest	Classification	Posttest	Classification
N-1	**62**	Average	**80**	Good
N-2	**70**	Average	**83**	Good
N-3	**50**	Poor	**75**	Good
N-4	**55**	Poor	**77**	Good
N-5	**45**	Very Poor	**70**	Average
N-6	**40**	Very Poor	**70**	Average
N-7	**53**	Poor	**75**	Good
N-8	**73**	Average	**87**	Good
N-9	**47**	Poor	**75**	good
N-10	**53**	Poor	**79**	good
N-11	**50**	Poor	**78**	good
N-12	**75**	Good	**90**	Very good
N-13	**65**	Average	**78**	Good
N-14	**57**	Poor	**75**	Good
N-15	**60**	Poor	**78**	Good
N-16	**65**	Average	**80**	Good
N-17	**60**	Poor	**73**	Average
N-18	**57**	Poor	**73**	Average
N-19	**70**	Average	**85**	Good
N-20	**50**	Poor	**75**	Good
N-21	**57**	Poor	**77**	Good
N-22	**55**	Poor	**78**	Good
N-23	**62**	Average	**75**	Good
N-24	**60**	Poor	**75**	Good

The Percentage of the Students' Score in Writing

1. Pretest
   a. Poor

      F=14. N=24 $P = \frac{F}{N} \times 100\%$

      $P = \frac{14}{24} \times 100\% = 58.33\%$

   b. Very Poor

      F=2 . N=24 $P = \frac{F}{N} \times 100\%$

      $P = \frac{2}{24} \times 100\% = 8.33\%$

   c. Average

      F=7. N=24 $P = \frac{F}{N} \times 100\%$

      $P = \frac{7}{24} \times 100\% = 29.17\%$

   d. Good

      F=1. N=24 $P = \frac{F}{N} \times 100\%$

      $P = \frac{1}{24} \times 100\% = 4.17\%$

2. Posttest
   a. Average

      F=4. N=24 $P = \frac{F}{N} \times 100\%$

      $P = \frac{4}{24} \times 100\% = 16.67\%$

   b. Good

      F=19. N=24 $P = \frac{F}{N} \times 100\%$

      $P = \frac{19}{24} \times 100\% = 79.17\%$

   c. Very good

      F=1. N=24 $P = \frac{F}{N} \times 100\%$

      $P = \frac{1}{24} \times 100\% = 4.17\%$

APPENDIX C

The Students' Classification of the Pretest and Posttest in Content

Code of Students	Pretest		Posttest	
	Score	Classification	Score	Classification
N-1	**70**	Average	**87**	Good
N-2	**73**	Average	**90**	Very Good
N-3	**50**	Poor	**79**	Good
N-4	**58**	Poor	**79**	Good
N-5	**43**	Very poor	**75**	Good
N-6	**48**	Poor	**78**	Good
N-7	**55**	Poor	**75**	Good
N-8	**80**	Good	**92**	Very Good
N-9	**55**	Poor	**78**	Good
N-10	**65**	Average	**82**	Good
N-11	**60**	Average	**82**	Good
N-12	**79**	Good	**93**	Very good
N-13	**67**	Average	**83**	Good
N-14	**63**	Average	**78**	Good
N-15	**70**	Average	**80**	Good
N-16	**68**	Average	**90**	Very Good
N-17	**70**	Average	**78**	Good
N-18	**65**	Average	**78**	Good
N-19	**78**	Good	**90**	Very good
N-20	**69**	Average	**78**	Good
N-21	**67**	Average	**80**	Good
N-22	**65**	Average	**80**	Good
N-23	**70**	Average	**78**	Good
N-24	**65**	Average	**78**	Good

The Students' Classification of the Pretest and Posttest in Organization

Code of Students	Pretest		Posttest	
	Score	Classification	Score	Classification
N-1	**60**	Poor	**83**	Good
N-2	**72**	Average	**80**	Good
N-3	**53**	Poor	**70**	Average
N-4	**42**	Poor	**76**	Good
N-5	**50**	Poor	**70**	Average
N-6	**38**	Very Poor	**70**	Average
N-7	**58**	Poor	**78**	Good
N-8	**75**	Good	**82**	Good
N-9	**49**	Poor	**75**	Good
N-10	**64**	Average	**80**	Good
N-11	**55**	Poor	**80**	Good
N-12	**77**	Good	**90**	Very good
N-13	**69**	Average	**80**	Good
N-14	**57**	Poor	**80**	Good
N-15	**65**	Average	**82**	Good
N-16	**68**	Average	**85**	Good
N-17	**60**	Poor	**73**	Average
N-18	**60**	Poor	**75**	Good
N-19	**70**	Average	**87**	Good
N-20	**50**	Poor	**75**	Good
N-21	**60**	Poor	**78**	Good
N-22	**58**	Poor	**80**	Good
N-23	**65**	Average	**75**	Good
N-24	**70**	Average	**77**	Good

The Students' Classification of the Pretest and Posttest in Vocabulary

Code of Students	Pretest		Posttest	
	Score	Classification	Score	Classification
N-1	**56**	Poor	**70**	Average
N-2	**65**	Poor	**79**	Good
N-3	**47**	Poor	**76**	Good
N-4	**65**	Poor	**70**	Average
N-5	**42**	Very Poor	**65**	Average
N-6	**34**	Very Poor	**62**	Average
N-7	**52**	Poor	**72**	Average
N-8	**64**	Average	**87**	Good
N-9	**37**	Very Poor	**72**	Average
N-10	**30**	Very Poor	**75**	Good
N-11	**35**	Very Poor	**74**	Average
N-12	**69**	Average	**87**	Good
N-13	**59**	Poor	**71**	Average
N-14	**51**	Poor	**67**	Average
N-15	**55**	Poor	**72**	Average
N-16	**59**	Poor	**65**	Average
N-17	**50**	Poor	**68**	Average
N-18	**46**	Very Poor	**66**	Average
N-19	**62**	Average	**78**	Good
N-20	**31**	Very Poor	**72**	Average
N-21	**44**	Very Poor	**73**	Average
N-22	**42**	Very Poor	**74**	Average
N-23	**51**	Poor	**72**	Average
N-24	**55**	Poor	**70**	Average

The Percentage of The Students' Score in Content

1. Pretest
   a. Very poor

      F=1. N=24 $P = \frac{F}{N} \times 100\%$

      $P = \frac{1}{24} \times 100\% = 4.17\%$

   b. Poor

      F=5. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{5}{24} \times 100\% = 20.83\%$

   c. Average

      F=15. N=24 $P = \frac{F}{N} \times 100\%$

      $P = \frac{15}{24} \times 100\% = 62.50\%$

   d. Good

      F=3. N=24 $P = \frac{F}{N} \times 100\%$

      $P = \frac{3}{24} \times 100\% = 12.50\%$

2. Posttest
   a. Good

      F=19. N=24 $P = \frac{F}{N} \times 100\%$

      $P = \frac{19}{24} \times 100\% = 79.17\%$

   b. Very Good

      F=5. N=24 $P = \frac{F}{N} \times 100\%$

      $P = \frac{5}{24} \times 100\% = 20.83\%$

The Percentage of The Students' Score in Organization

1. Pretest
   a. Very Poor

      F=1. N=24

      $P = \frac{F}{N} \times 100\%$

      $P = \frac{1}{24} \times 100\% = 4.17\%$

   b. Poor

      F=13. N=24

      $P = \frac{F}{N} \times 100\%$

      $P = \frac{13}{24} \times 100\% = 54.17\%$

   c. Average

      F=8. N=24

      $P = \frac{F}{N} \times 100\%$

      $P = \frac{8}{24} \times 100\% = 33.33\%$

   d. Good

      F=2. N=24

      $P = \frac{F}{N} \times 100\%$

      $P = \frac{2}{24} \times 100\% = 8.33\%$

2. Postest
   a. Average

      F=4. N=24

      $P = \frac{F}{N} \times 100\%$

      $P = \frac{4}{24} \times 100\% = 16.67\%$

   b. Good

      F=19. N=24

      $P = \frac{F}{N} \times 100\%$

      $P = \frac{19}{24} \times 100\% = 79.17\%$

   c. Very Good

      F=1. N=24

      $P = \frac{F}{N} \times 100\%$

      $P = \frac{1}{24} \times 100\% = 4.17\%$

The Percentage of The Students' Score in Vocabulary

1. Pretest
   a. Very Poor

      F=9. N=24 $P = \frac{F}{N} \times 100\%$

      $P = \frac{9}{24} \times 100\% = 37.50\%$

   b. Poor

      F=12. N=24 $P = \frac{F}{N} \times 100\%$

      $P = \frac{12}{24} \times 100\% = 50\%$

   c. Average

      F=3. N=24 $P = \frac{F}{N} \times 100\%$

      $P = \frac{3}{24} \times 100\% = 12.50\%$

2. Posttest
   a. Average

      F=18. N=24 $P = \frac{F}{N} \times 100\%$

      $P = \frac{18}{24} \times 100\% = 75\%$

   b. Good

      F=6. N=24 $P = \frac{F}{N} \times 100\%$

      $P = \frac{6}{24} \times 100\% = 25\%$

APPENDIX D

Test of Normality of Pretest and Posttest Using SPSS 20.1

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre	,085	24	,200*	,984	24	,952
Post	,171	24	,068	,921	24	,060

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre	24	40	75	57,96	8,898
Post	24	70	90	77,54	4,872
Valid N (listwise)	24				

Frequencies

Statistics

		Pre	Post
N	Valid	24	24
	Missing	0	0
Mean		57,96	77,54
Median		57,00	77,00
Std. Deviation		8,898	4,872
Minimum		40	70
Maximum		75	90
Sum		1391	1861

Frequency Table

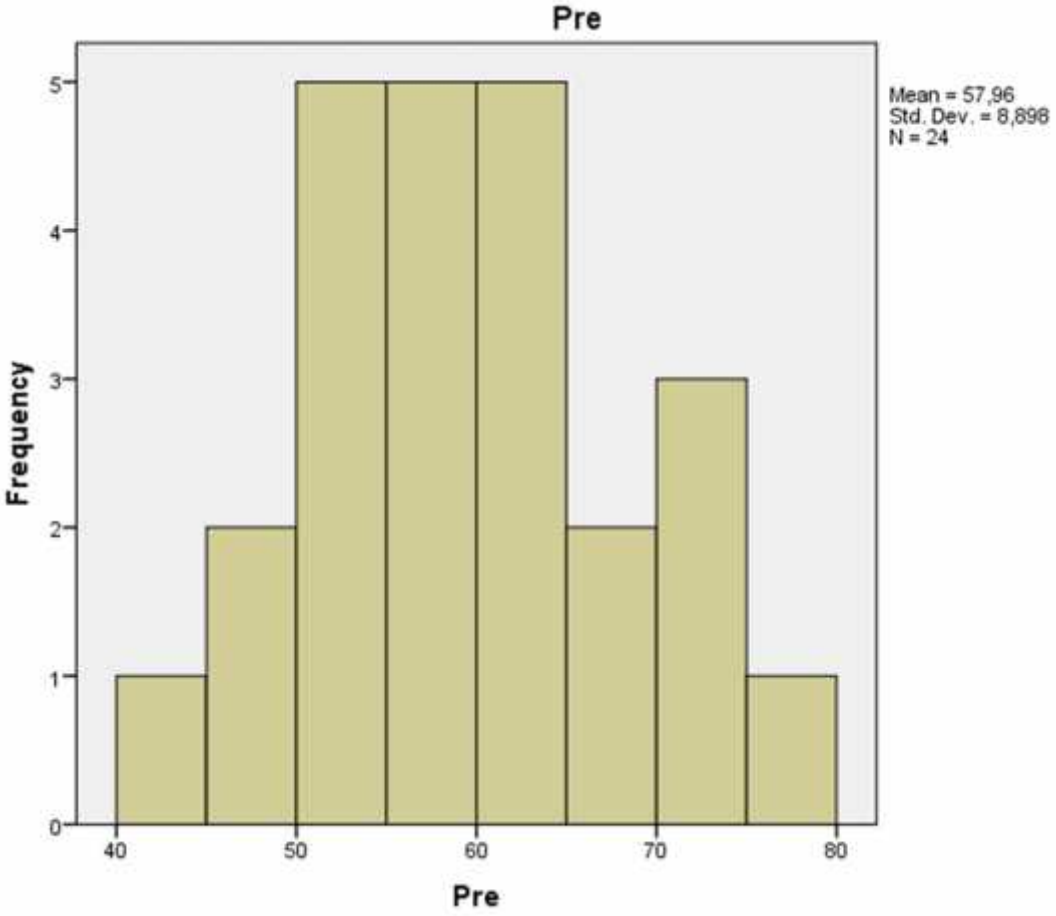
Pre

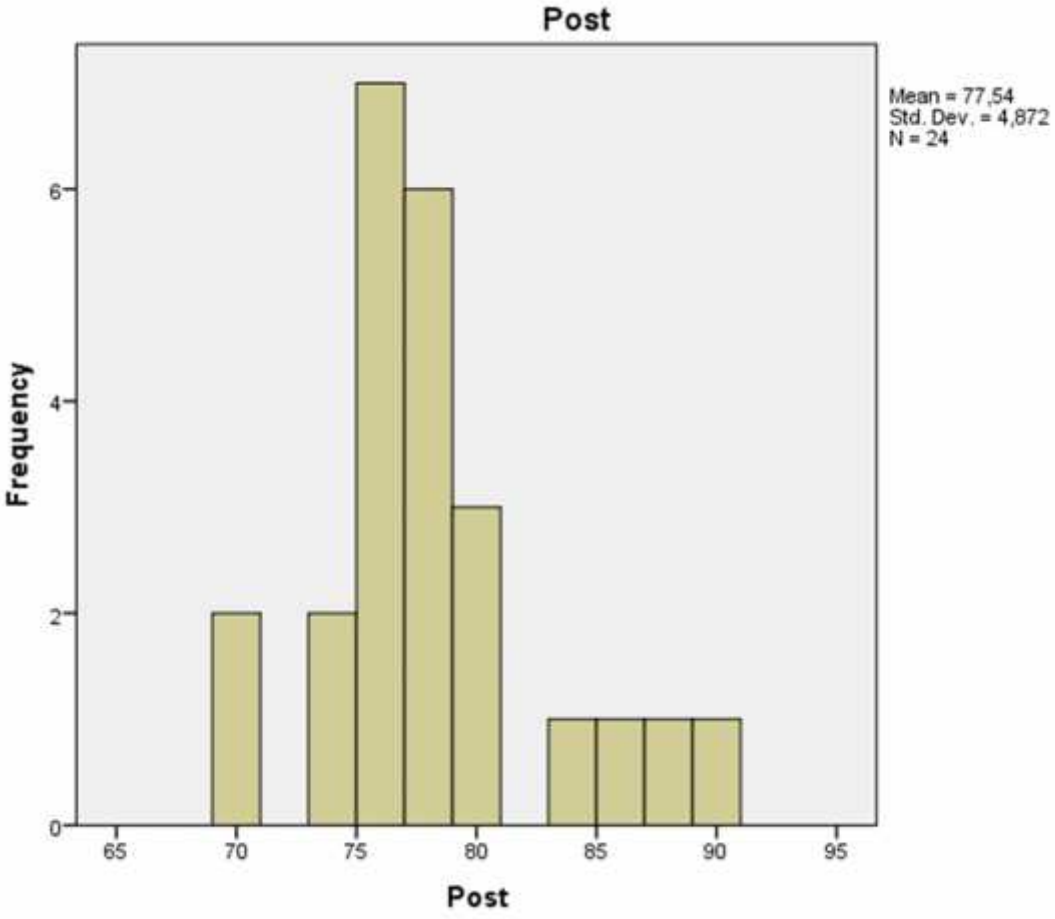
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	4,2	4,2	4,2
	45	1	4,2	4,2	8,3
	47	1	4,2	4,2	12,5
	50	3	12,5	12,5	25,0
	53	2	8,3	8,3	33,3
	55	2	8,3	8,3	41,7
	57	3	12,5	12,5	54,2
	60	3	12,5	12,5	66,7
	62	2	8,3	8,3	75,0
	65	2	8,3	8,3	83,3
	70	2	8,3	8,3	91,7
	73	1	4,2	4,2	95,8
	75	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

Post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	8,3	8,3	8,3
	73	2	8,3	8,3	16,7
	75	7	29,2	29,2	45,8
	77	2	8,3	8,3	54,2
	78	4	16,7	16,7	70,8
	79	1	4,2	4,2	75,0
	80	2	8,3	8,3	83,3
	83	1	4,2	4,2	87,5
	85	1	4,2	4,2	91,7
	87	1	4,2	4,2	95,8
	90	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

Histogram


Pre
Mean = 57,96
Std. Dev. = 8,898
N = 24
Frequency
0
1
2
3
4
5
40
50
60
70
80
Pre


Post
Mean = 77,54
Std. Dev. = 4,872
N = 24
Frequency
0
2
4
6
65
70
75
80
85
90
95
Post

Students' Pretest and Posttest in term Content, Organization, and vocabulary

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
ContentPretest	24	43	80	1553	64,71	9,466
ContentPosttest	24	75	93	1961	81,71	5,489
OrganizationPretest	24	38	77	1445	60,21	9,974
OrganizationPosttest	24	70	90	1881	78,37	5,148
VocabularyPretest	24	30	69	1201	50,04	11,430
VocabularyPosttest	24	62	87	1737	72,37	6,092
Valid N (listwise)	24					

Frequencies

Statistics

		ContentPretest	ContentPosttest	OrganizationPretest	OrganizationPosttest	VocabularyPretest	VocabularyPosttest
N	Valid	24	24	24	24	24	24
	Missing	0	0	0	0	0	0
Mean		64,71	81,71	60,21	78,38	50,04	72,38
Std. Error of Mean		1,932	1,120	2,036	1,051	2,333	1,244
Median		66,00	79,50	60,00	79,00	51,00	72,00
Mode		65[a]	78	60	80	42[a]	72
Std. Deviation		9,466	5,489	9,974	5,148	11,430	6,092
Variance		89,607	30,129	99,476	26,505	130,650	37,114
Range		37	18	39	20	39	25
Minimum		43	75	38	70	30	62
Maximum		80	93	77	90	69	87
Sum		1553	1961	1445	1881	1201	1737

a. Multiple modes exist. The smallest value is shown

Frequency Table

ContentPretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	43	1	4,2	4,2	4,2
	48	1	4,2	4,2	8,3
	50	1	4,2	4,2	12,5
	55	2	8,3	8,3	20,8
	58	1	4,2	4,2	25,0
	60	1	4,2	4,2	29,2
	63	1	4,2	4,2	33,3
	65	4	16,7	16,7	50,0
	67	2	8,3	8,3	58,3
	68	1	4,2	4,2	62,5
	69	1	4,2	4,2	66,7
	70	4	16,7	16,7	83,3
	73	1	4,2	4,2	87,5
	78	1	4,2	4,2	91,7
	79	1	4,2	4,2	95,8
	80	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

ContentPosttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	2	8,3	8,3	8,3
	78	8	33,3	33,3	41,7
	79	2	8,3	8,3	50,0
	80	3	12,5	12,5	62,5
	82	2	8,3	8,3	70,8
	83	1	4,2	4,2	75,0
	87	1	4,2	4,2	79,2
	90	3	12,5	12,5	91,7
	92	1	4,2	4,2	95,8
	93	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

OrganizationPretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38	1	4,2	4,2	4,2
	42	1	4,2	4,2	8,3
	49	1	4,2	4,2	12,5
	50	2	8,3	8,3	20,8
	53	1	4,2	4,2	25,0
	55	1	4,2	4,2	29,2
	57	1	4,2	4,2	33,3
	58	2	8,3	8,3	41,7
	60	4	16,7	16,7	58,3
	64	1	4,2	4,2	62,5
	65	2	8,3	8,3	70,8
	68	1	4,2	4,2	75,0
	69	1	4,2	4,2	79,2
	70	2	8,3	8,3	87,5
	72	1	4,2	4,2	91,7
	75	1	4,2	4,2	95,8
	77	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

OrganizationPosttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	3	12,5	12,5	12,5
	73	1	4,2	4,2	16,7
	75	4	16,7	16,7	33,3
	76	1	4,2	4,2	37,5
	77	1	4,2	4,2	41,7
	78	2	8,3	8,3	50,0
	80	6	25,0	25,0	75,0
	82	2	8,3	8,3	83,3

	83	1	4,2	4,2	87,5
	85	1	4,2	4,2	91,7
	87	1	4,2	4,2	95,8
	90	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

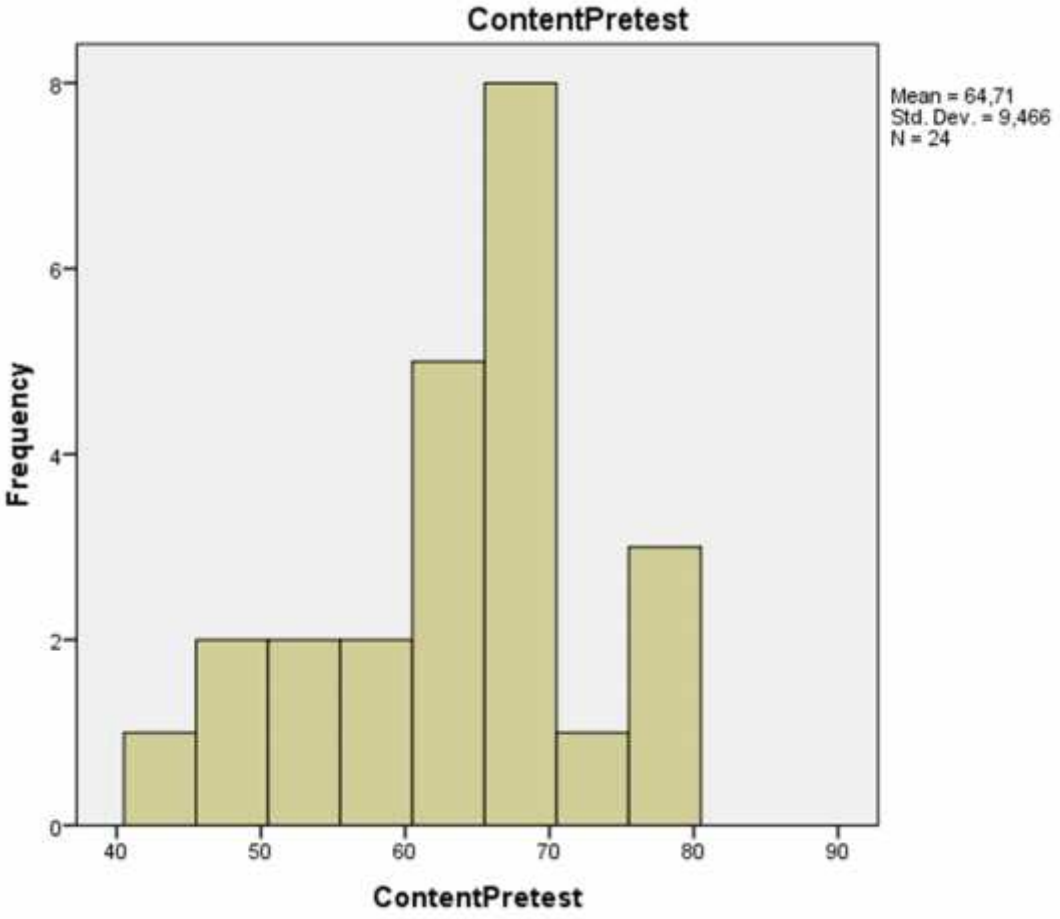
VocabularyPretest

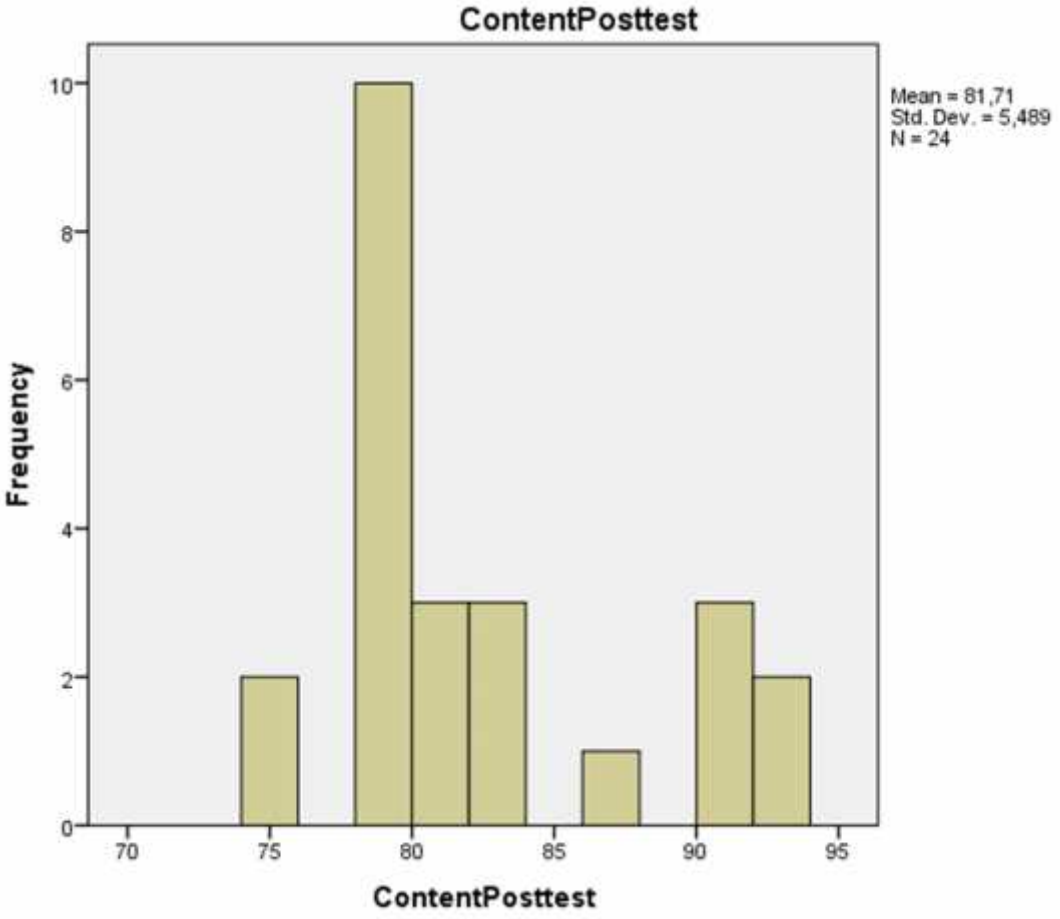
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	4,2	4,2	4,2
	31	1	4,2	4,2	8,3
	34	1	4,2	4,2	12,5
	35	1	4,2	4,2	16,7
	37	1	4,2	4,2	20,8
	42	2	8,3	8,3	29,2
	44	1	4,2	4,2	33,3
	46	1	4,2	4,2	37,5
	47	1	4,2	4,2	41,7
	50	1	4,2	4,2	45,8
	51	2	8,3	8,3	54,2
	52	1	4,2	4,2	58,3
	55	2	8,3	8,3	66,7
	56	1	4,2	4,2	70,8
	59	2	8,3	8,3	79,2
	62	1	4,2	4,2	83,3
	64	1	4,2	4,2	87,5
	65	2	8,3	8,3	95,8
	69	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

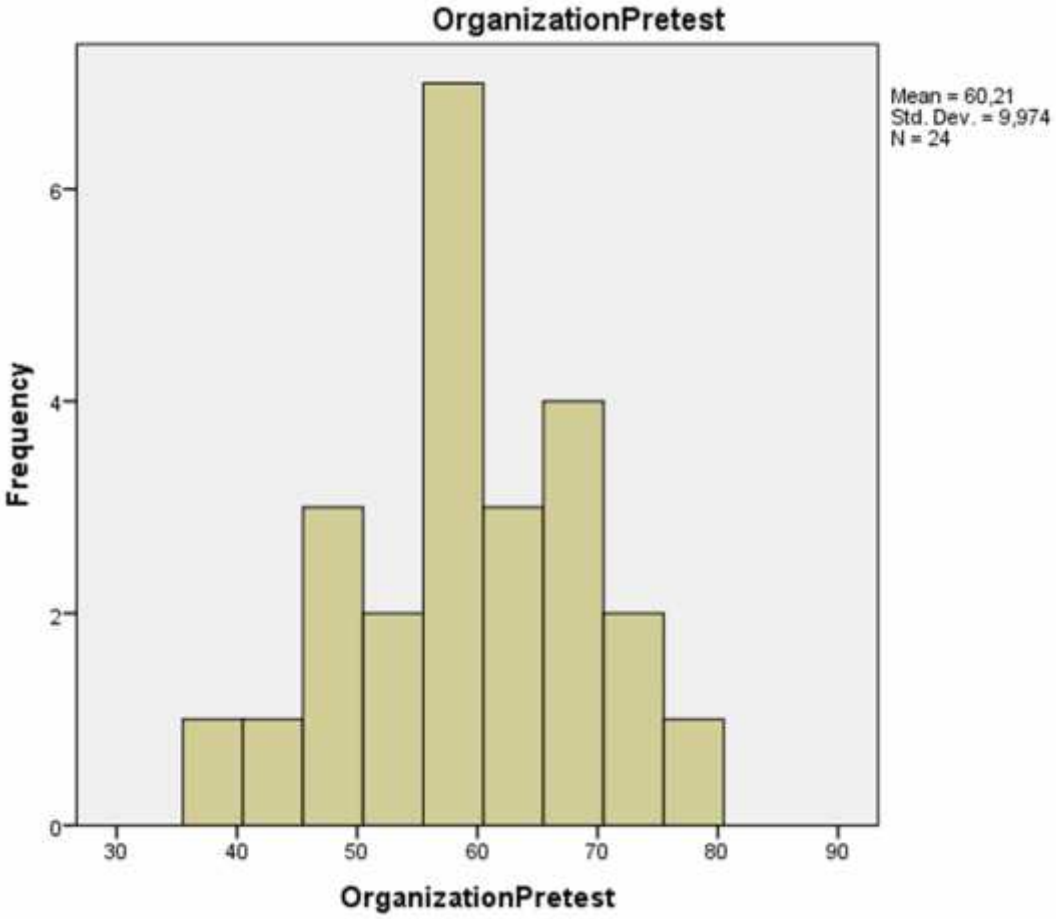
VocabularyPosttest

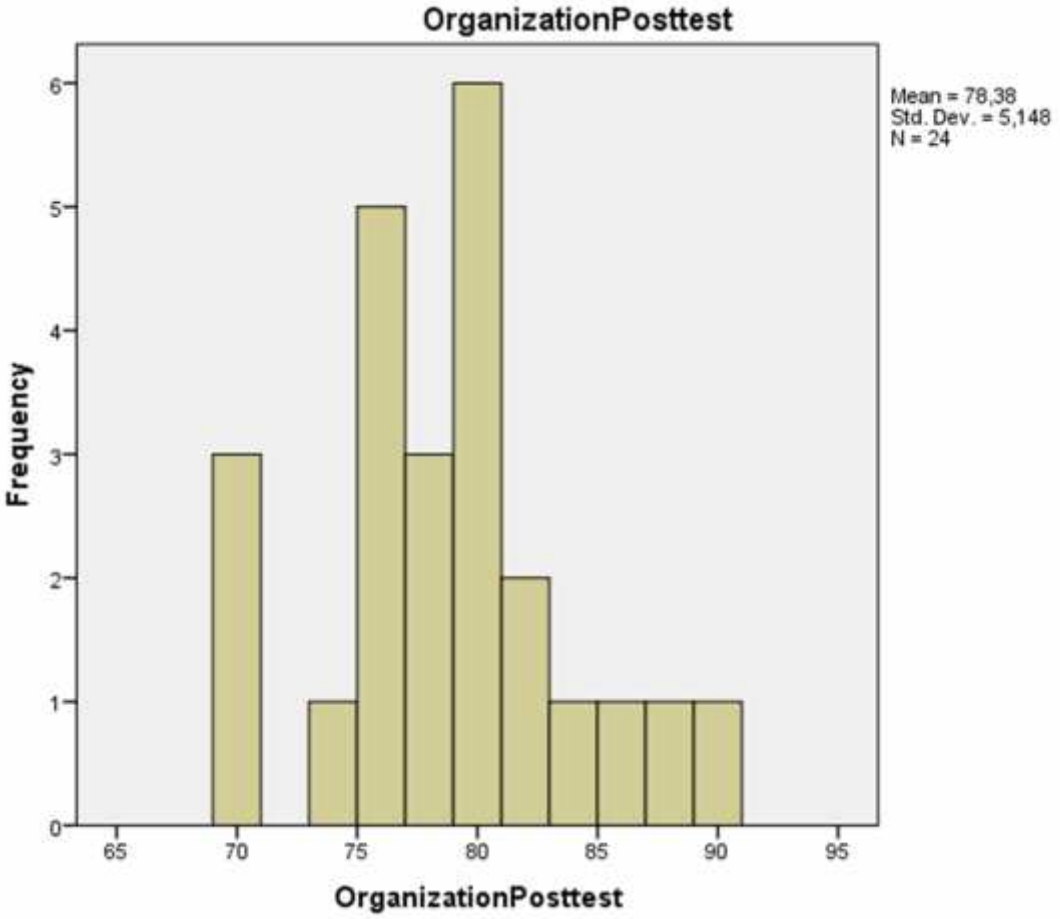
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62	1	4,2	4,2	4,2
	65	2	8,3	8,3	12,5
	66	1	4,2	4,2	16,7
	67	1	4,2	4,2	20,8
	68	1	4,2	4,2	25,0
	70	3	12,5	12,5	37,5
	71	1	4,2	4,2	41,7
	72	5	20,8	20,8	62,5
	73	1	4,2	4,2	66,7
	74	2	8,3	8,3	75,0
	75	1	4,2	4,2	79,2
	76	1	4,2	4,2	83,3
	78	1	4,2	4,2	87,5
	79	1	4,2	4,2	91,7
	87	2	8,3	8,3	100,0
	Total	24	100,0	100,0	

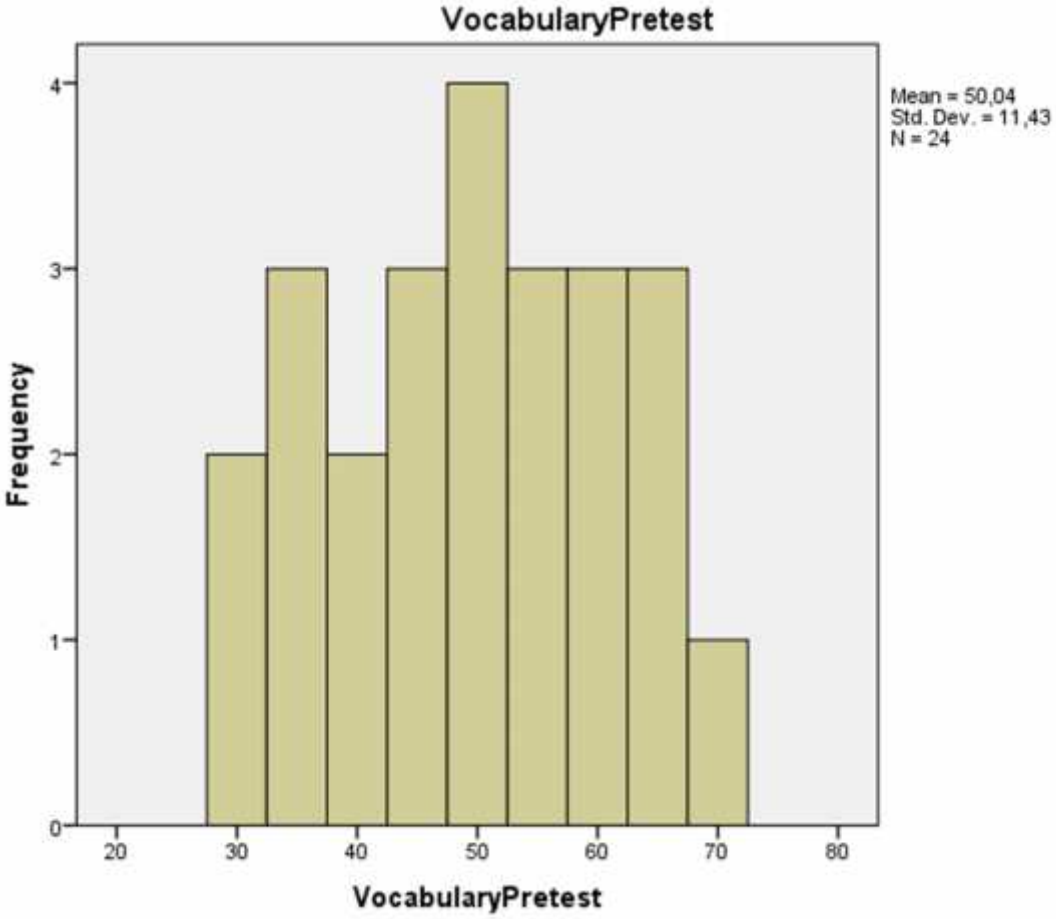
Histogram

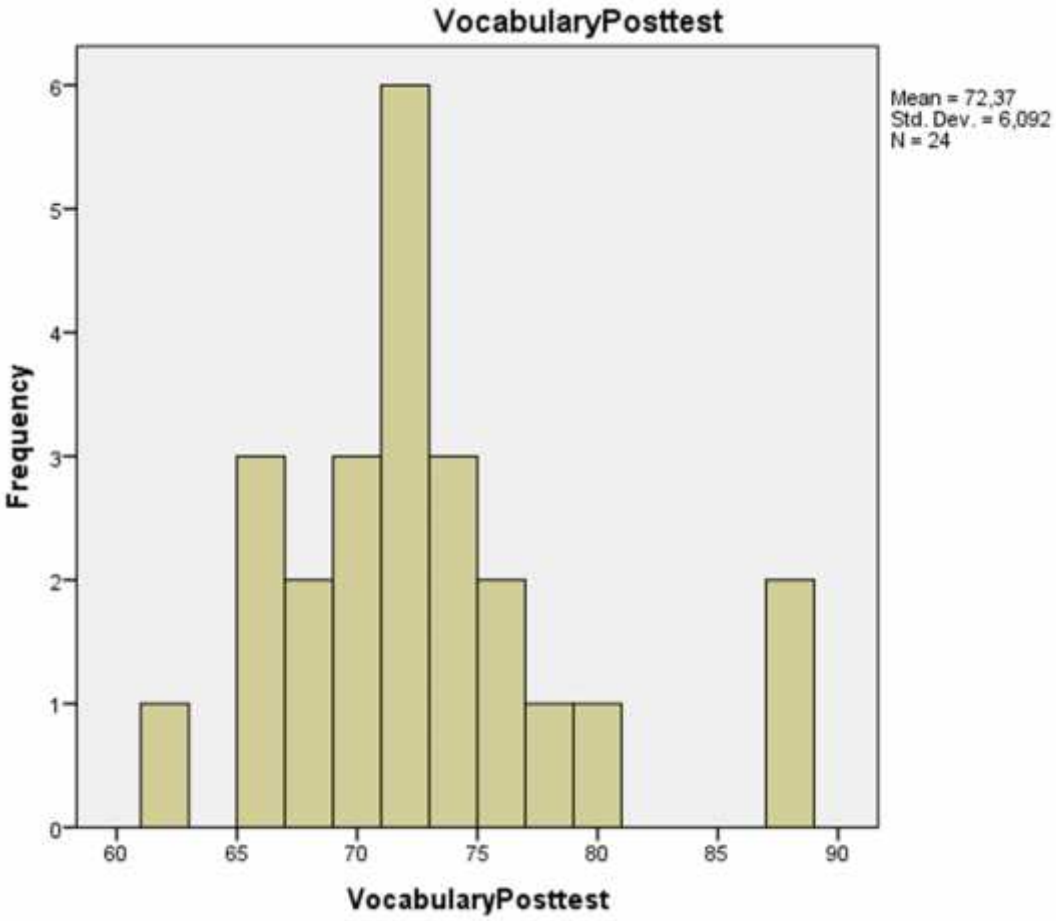

ContentPretest
Mean = 64,71
Std. Dev. = 9,466
N = 24
Frequency
0
2
4
6
8
40
50
60
70
80
90
ContentPretest


ContentPosttest
Mean = 81,71
Std. Dev. = 5,489
N = 24
Frequency
10
8
6
4
2
0
70
75
80
85
90
95
ContentPosttest


OrganizationPretest
Mean = 60,21
Std. Dev. = 9,974
N = 24
Frequency
0
2
4
6
30
40
50
60
70
80
90
OrganizationPretest


OrganizationPosttest
Mean = 78,38
Std. Dev. = 5,148
N = 24
Frequency
0
1
2
3
4
5
6
65
70
75
80
85
90
95
OrganizationPosttest


VocabularyPretest
Mean = 50,04
Std. Dev. = 11,43
N = 24
Frequency
0
1
2
3
4
20
30
40
50
60
70
80
VocabularyPretest



T-Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post - Pre	19,583	5,563	1,136	17,234	21,932	17,245	23	,000

APPENDIX E

CRITICAL VALUE OF T-TABLE

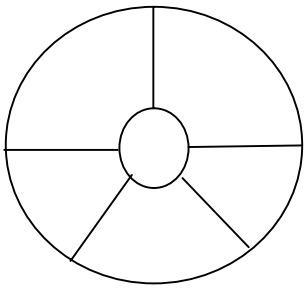
Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	**0.50**	**0.20**	**0.10**	**0.050**	**0.02**	**0.010**	**0.002**
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	**2.06866**	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563

APPENDIX F

TEACHING MATERIALS

First Meeting

What is Systemic Approach?



Systemic approach is inspired by the concept of systemic thinking. So to understand what systemic approach is, we, first of all, must understand the concept of systemic thinking. Then, what is systemic thinking? Systemic thinking is holistic approach to analyze that focus on the way that a system constituent parts intersect, interact, interelate and how system work over time within the context of a larger systems.

A systemic thinker (total-holistic) always see every/all aspects of a thing (a system) that is considered vertically, horrizontally, and diagonally.

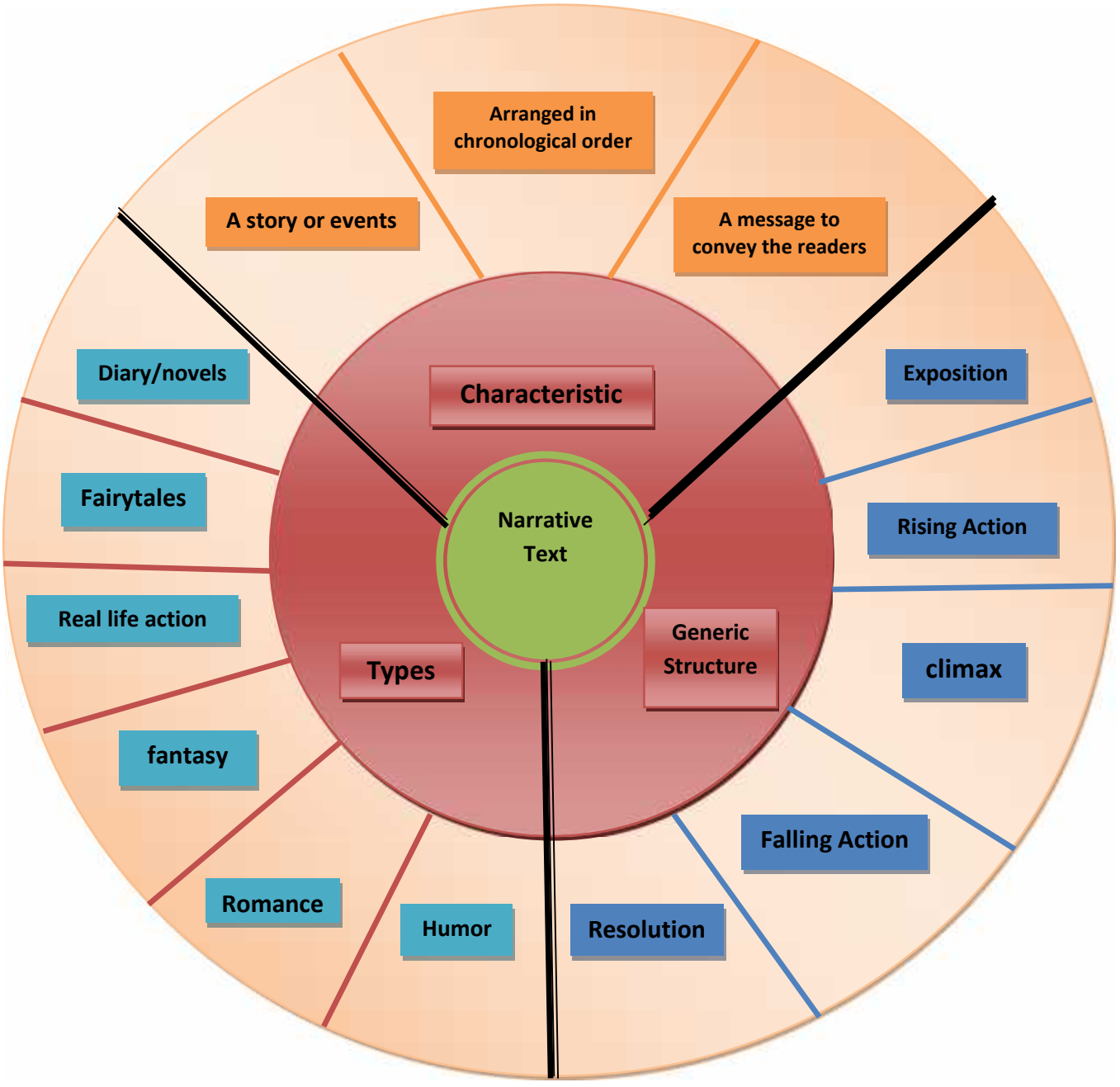
Elements of Systemic Approach:

1. Topic in the middle of the diagram. Topic is a word or vocabulary that will be explained to another bars which in every bar consists of elements or what thing that is related with the topic in the middle of the diagram.
2. The bars are parts of elements which related with the topic.

Component of Writing

Narrative text

- Narrative story is a story that tells us about something interesting that has purpose to amuse and entertain the readers. You are using narrative when you tell a friend about something interesting that happen to you at work, or at school, or when you tell someone a joke.
- The purpose of narrative text is to amuse or to entertain the readers through story.



APPENDIX G

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	**:**	**SMA Muhammadiyah 2 Makassar**
Mata Pelajaran	**:**	**Bahasa Inggris**
Kelas/Semester	**:**	**XI / 1**
Aspek/Skill	**:**	**Writing**
Alokasi Waktu	**:**	**2 x 45 menit**
Topik Pembelajaran	**:**	**Narrative Text "The Black Cat" (Horror)**
Pertemuan Ke	**:**	**Satu**

A. Standar Kompetensi

Writing

2. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esei denganmenggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative.

C. Indikator Pencapaian Kompetensi

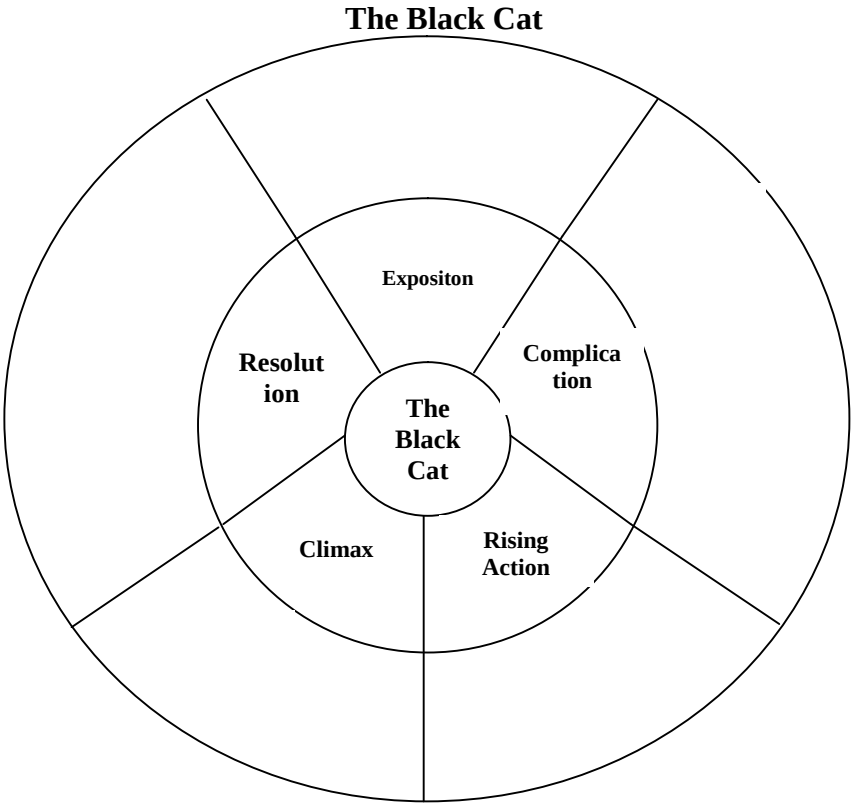
Indikator Pencapaian Kompetensi	**Nilai Budaya Dan Karakter Bangsa**
➢ Mengidentifikasi makna dalam teks *tulis narrative*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri
➢ Mengidentifikasi langkah-langkah retorika dalam wacana: *narrative*	

D. Objectives

At the end of the study students are able to:

- the students are able to understand about the theory of Systemic Approach in narrative text Writing.
- The students are able to arrange ideas in sentences based on the components of Writing, involve content, organization, and vocabulary.
- The students are able to write a story of narrative text.

E. Materials



I don't expect you to believe the story I am about to write. But in order to die peacefully, I must tell my story.My wife and I loved pets. One of my wife's favorite pets was Pluto, the cat. Pluto was a very clever black cat.

One day I came home very drunk. I was in a very bad temper. For some reasons, Pluto made me angry. In a rage I seized the cat, took a small knife out of my pocket and cut its throat and took one of its eyes out! Then I hanged the poor creature until it was dead.

One night my house was burning. There was nothing left, but a strange thing happened. I found out in my bedroom wall the shape of a huge cat with one eye and a rope around its neck. I was terrified and could not forget such a horrible sight.

I regretted and felt sorry for Pluto so I bought another cat to take Pluto's place. This cat had a white patch on its chest.

F. Method/Technique:

Systemic Approach

G. Teaching Procedures:

Pre-activity (5 minutes)

a. The researcher gives the students perception

b. The researcher explains what they are going to write

c. The researcher gives the students a worksheet of Systemic Approach that explain about narrative text in systemic diagram.

Whilst activity (70 minutes)

a. The researcher gives an example of narrative story through systemic approach.
b. The researcher asks the students to write a narrative paragraph based on the worksheet in individual.
c. The researcher observes the students' writing activity in the class. The students may asks the researcher if they find some trouble.
d. The researcher asks two students to write their diagram in whiteboard while the other students try to give correction for the use of content, organization, and vocabulary of their friends' diagram.
e. The researcher asks the students to collect their writing.

Post activity (15 minutes)

a. The researcher gives chances for the students to give comment or question about unclear explanation.
b. The researcher gives comments on students' narrative writing and then close the class by giving some tips to improve their writing.
c. The researcher informs the students about what they will do in the next meeting.

H. Source/Tools/Media

1. English Text Book : English texts in Use XI, Aneka Ilmu, 2006
2. Internet

I. Instrument

- **Writing narrative story**

Scoring Rubric:

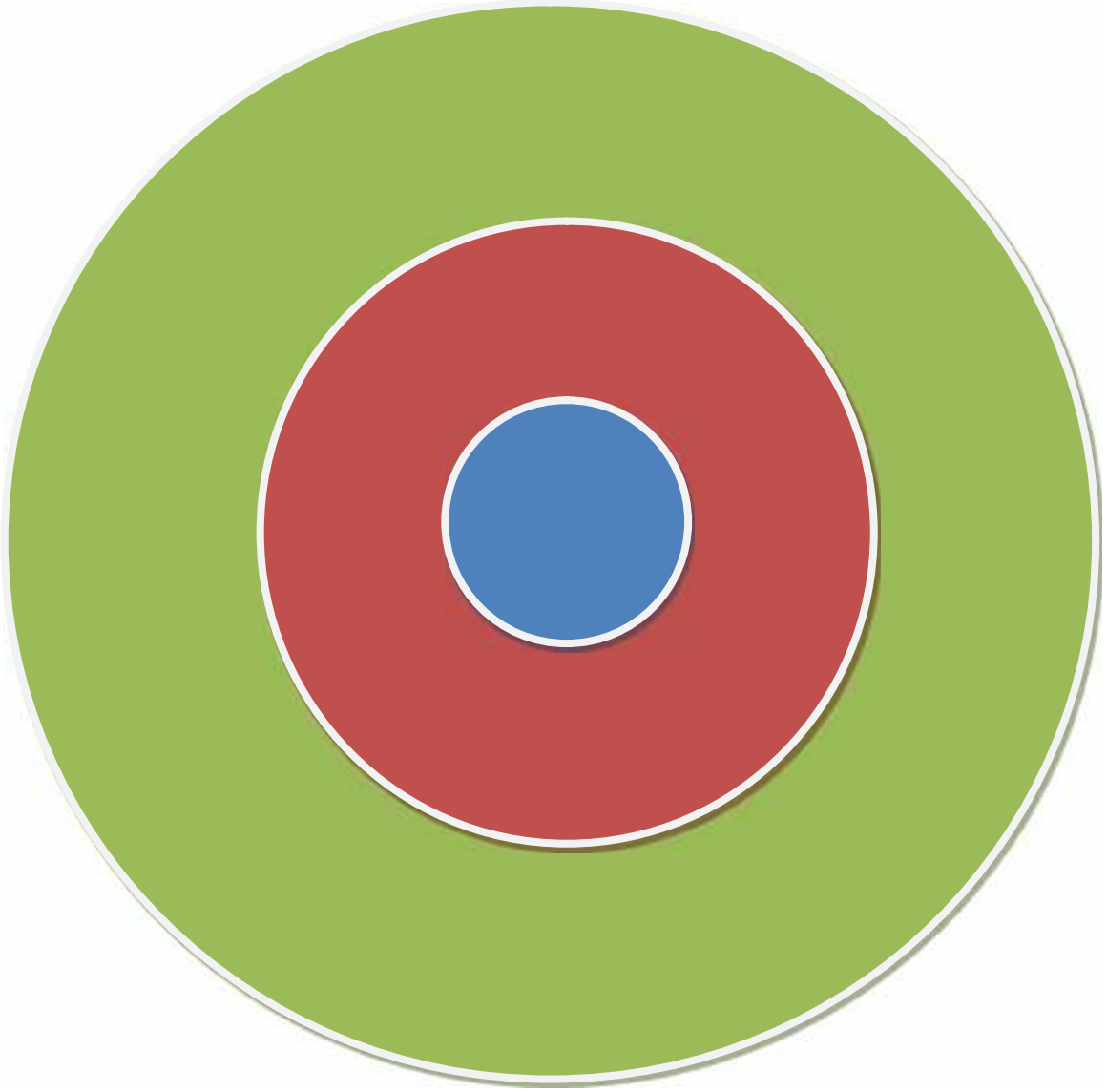
Name	**Component of Writing**		
	Content	**Organization**	**Vocabulary**

J. Latihan Soal

Make a narrative text based on the type of narrative text given

(generic structure of Narrative Text: Exposition, Rising Action, climax, Falling Action, and Resolution)

Fairytales Story



Makassar, February 2018

Mahasiswa

ANA AYU LESTARI

APPENDIX G

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	**:**	**SMA Muhammadiyah 2 Makassar**
Mata Pelajaran	**:**	**Bahasa Inggris**
Kelas/Semester	**:**	**XI / 1**
Aspek/Skill	**:**	**Writing**
Alokasi Waktu	**:**	**2 x 45 menit**
Topik Pembelajaran	**:**	**Narrative Text "Stepmother" (Fairytales)**
Pertemuan Ke	**:**	**Dua**

A. Standar Kompetensi

Writing

2. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative.

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➢ Mengidentifikasi langkah-langkah retorika dalam wacana: *narrative*	

D. Objectives

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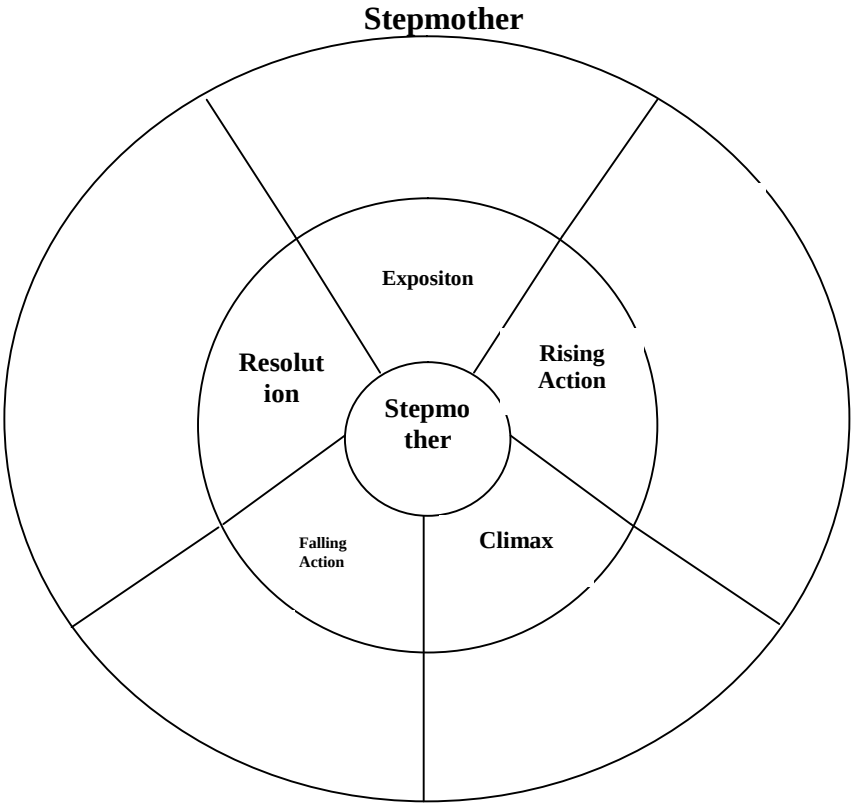
- The students are able to arrange ideas in sentences based on the components of Writing, involve content, organization, and vocabulary.
- The students are able to write a story of narrative text.

E. Materials



A little brother and sister who have witch stepmother. One day, they are running away to woods. When the young boy is thirsty and drinking suddenly the witch coursed that boy into a fawn after that a little brother and sister live at cottage in the woods.

When a king was hunting in the woods he found the cottage where the little sister ad brother live. He found the fawn who little sister's brother and young girl storking the freighted animal.

The king fall in love with her. The girl was cry to joy and her tears changed the fawn into her brother. Finally goodness and love changed the witch's evil spell and they live safely and happy forever

F. Method/Technique:

Systemic Approach

G. Teaching Procedures:

Pre-activity (5 minutes)

a. The researcher gives the students perception

b. The researcher explains what they are going to write
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Whilst activity (70 minutes)

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Post activity (15 minutes)

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2. Internet

I. Instrument

- **Writing narrative story**

Scoring Rubric:

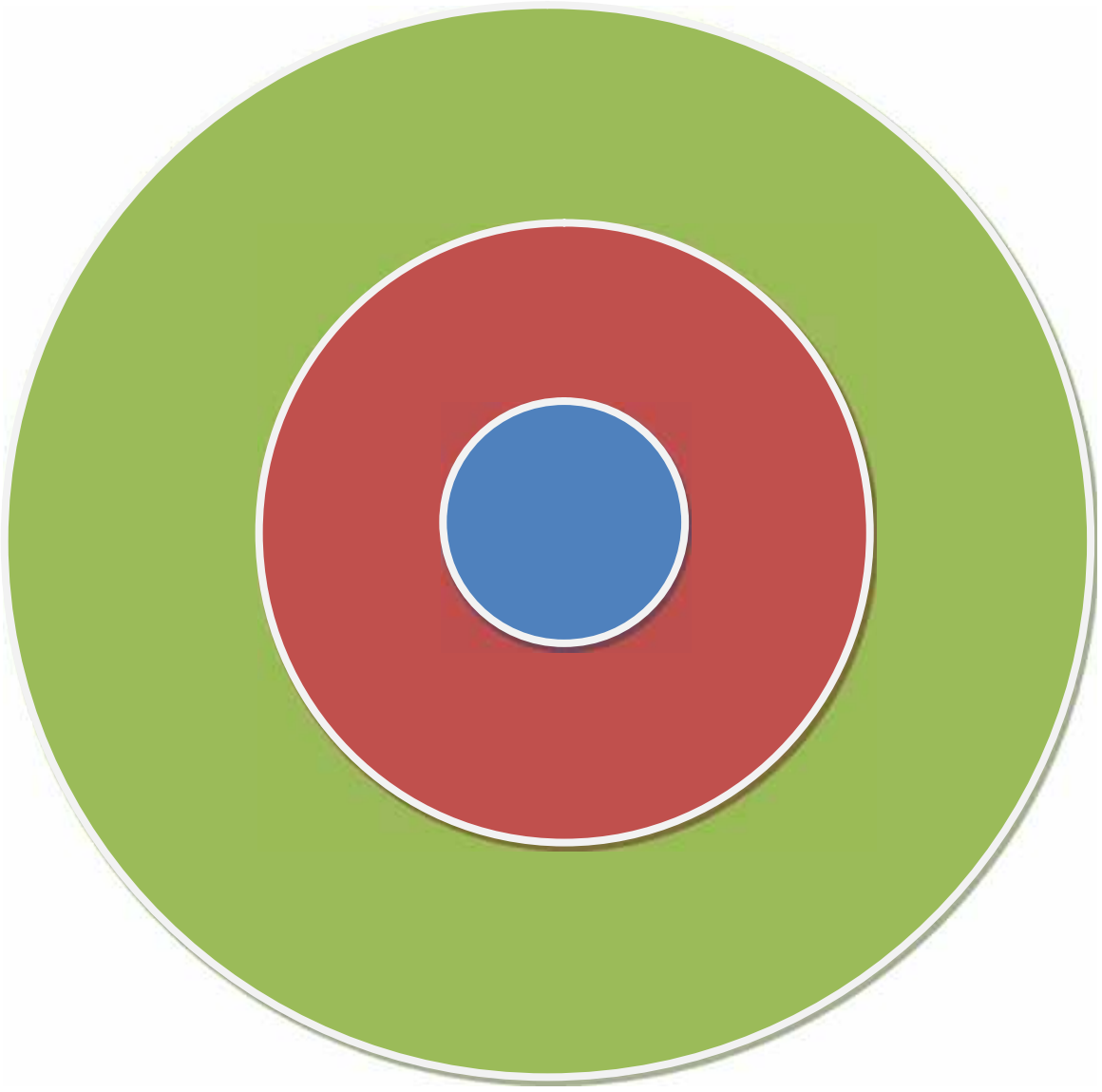
Name	**Component of Writing**		
	Content	**Organization**	**Vocabulary**

J. Latihan Soal

Make a narrative text based on the type of narrative text given!

(generic structure of Narrative Text: Exposition, Rising Action, climax, Falling Action, and Resolution)

Diary (experiences)



Makassar, February 2018

Mahasiswa

ANA AYU LESTARI

APPENDIX G

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	**:**	**SMA Muhammadiyah 2 Makassar**
Mata Pelajaran	**:**	**Bahasa Inggris**
Kelas/Semester	**:**	**XI / 1**
Aspek/Skill	**:**	**Writing**
Alokasi Waktu	**:**	**2 x 45 menit**
Topik Pembelajaran	**:**	**Narrative Text "The rabbit and the bear"**
Pertemuan Ke	**:**	**Tiga**

A. Standar Kompetensi

Writing

2. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative.

C. Indikator Pencapaian Kompetensi

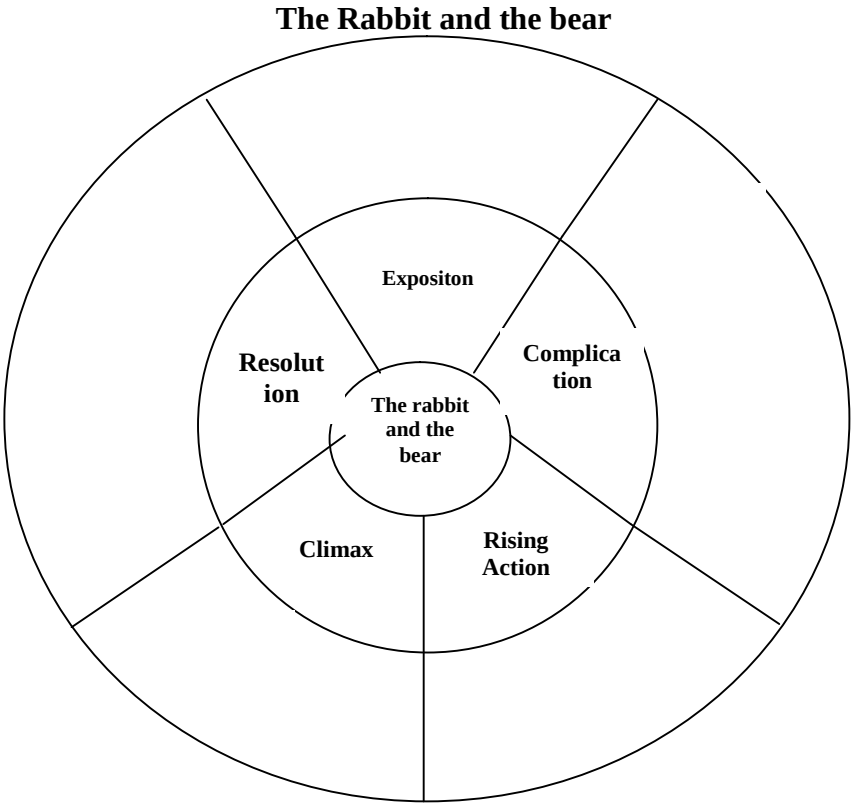
Indikator Pencapaian Kompetensi	**Nilai Budaya Dan Karakter Bangsa**
➢ Mengidentifikasi makna dalam teks *tulis narrative*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri
➢ Mengidentifikasi langkah-langkah retorika dalam wacana: *narrative*	

D. Objectives

At the end of the study students are able to:

- the students are able to understand about the theory of Systemic Approach in narrative text Writing.
- The students are able to arrange ideas in sentences based on the components of Writing, involve content, organization, and vocabulary.
- The students are able to write a story of narrative text.

E. Materials



Once upon a time, there lived a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows. The rabbit was fearing to arouse the bear's anger so he could not refuse it. He went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there were lots of meats left after. However the bear did not want the rabbit to get any of the meat. The rabbit could not even taste the meat. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. Fortunately, the youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house.When he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house.

In this way, the poor rabbit would get his meal.

F. Method/Technique:

Systemic Approach

G. Teaching Procedures:

Pre-activity (5 minutes)

a. The researcher gives the students perception
b. The researcher explains what they are going to write
c. The researcher gives the students a worksheet of Systemic Approach that explain about narrative text in systemic diagram.

Whilst activity (70 minutes)

a. The researcher gives an example of narrative story through systemic approach.
b. The researcher asks the students to write a narrative paragraph based on the worksheet in individual.
c. The researcher observes the students' writing activity in the class. The students may asks the researcher if they find some trouble.
d. The researcher asks two students to write their diagram in whiteboard while the other students try to give correction for the use of content, organization, and vocabulary of their friends' diagram.
e. The researcher asks the students to collect their writing.

Post activity (15 minutes)

a. The researcher gives chances for the students to give comment or question about unclear explanation.
b. The researcher gives comments on students' narrative writing and then close the class by giving some tips to improve their writing.
c. The researcher informs the students about what they will do in the next meeting.

H. Source/Tools/Media

1. English Text Book : English texts in Use XI, Aneka Ilmu, 2006
2. Internet

I. Instrument

- **Writing narrative story**

Scoring Rubric:

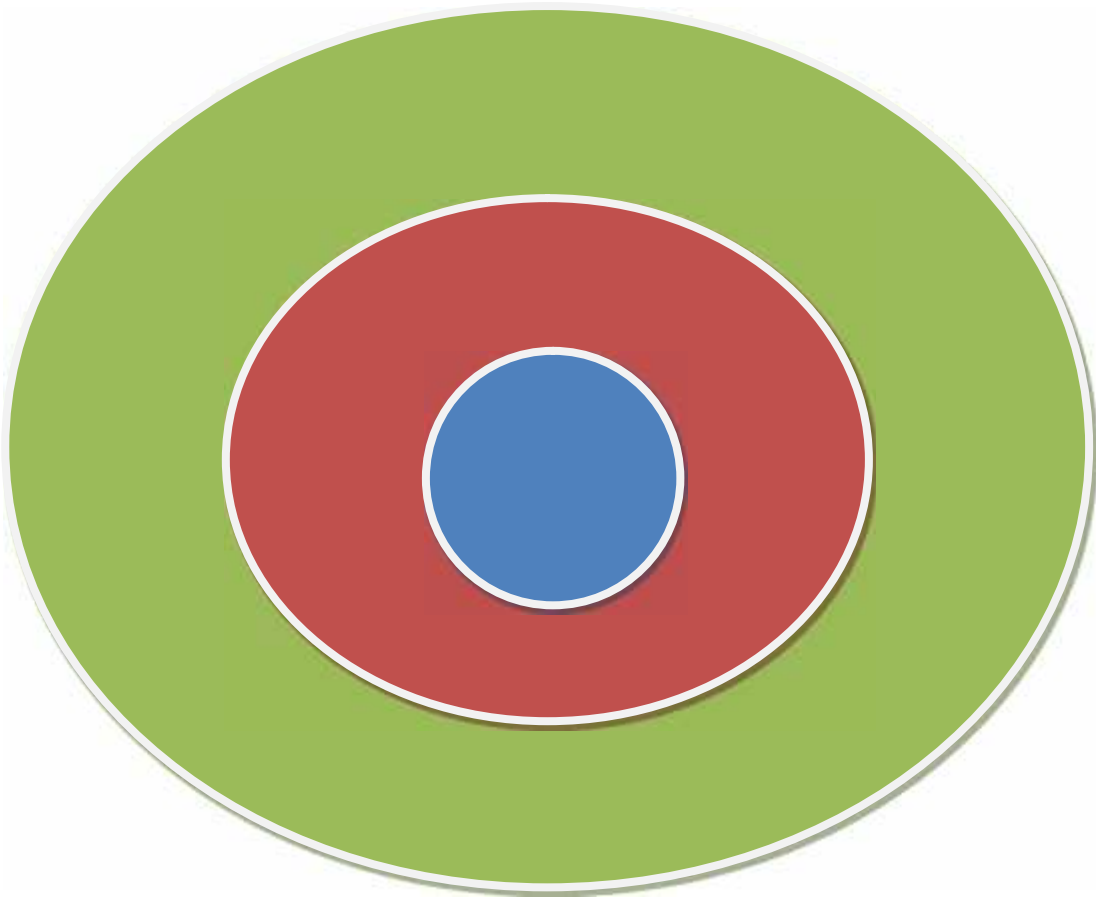
Name	Component of Writing		
	Content	Organization	Vocabulary

J. Latihan Soal

Make a narrative text based on the type of narrative text given

(generic structure of Narrative Text: Exposition, Rising Action, climax, Falling Action, and Resolution)

Mystery Stories



Makassar, February 2018

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ANA AYU LESTARI

APPENDIX H

RESEARCH INSTRUMENT

Pre-test

The Implementation of Systemic Approach in Improving Students' writing Narrative Skill

Name :

Class :

Activity : Writing Test

Time :

Write down a good composition (consist of paragraphs) involved generic structure of narrative text by choosing one of the types of narrative text below!

1. Diary(experiences)
2. Fantasy
3. Fairytales Story
4. Crime
5. Romance
6. Mystery

Answer:

Post-test

The Implementation of Systemic Approach in Improving Students' writing Narrative Skill

Name :

Class :

Activity : Writing Test

Time :

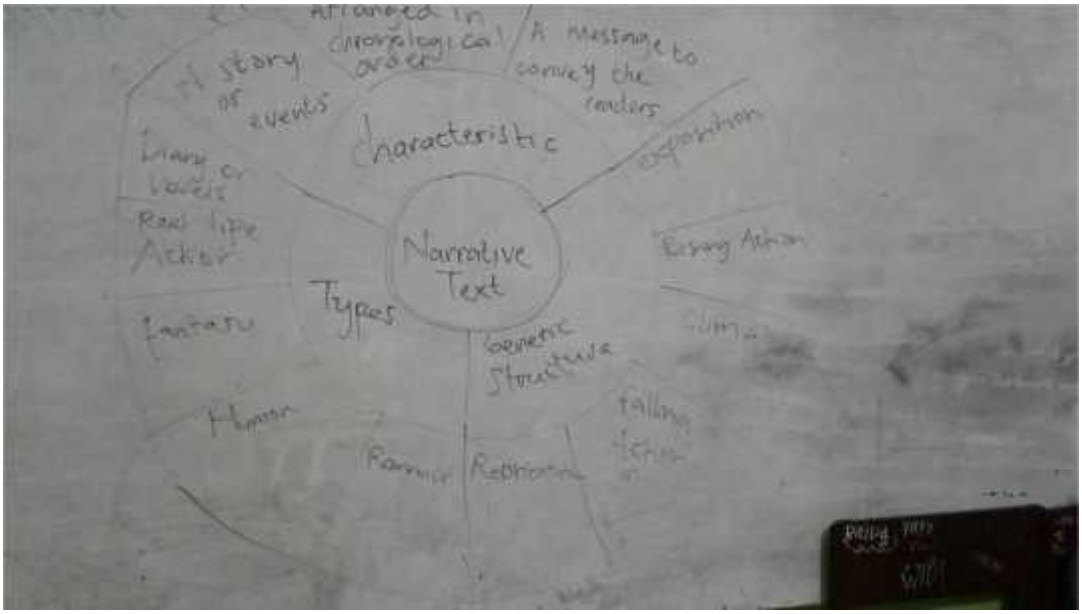
Write down a good composition (consist of paragraphs) involved generic structure of narrative text by choosing one of the types of narrative text below!

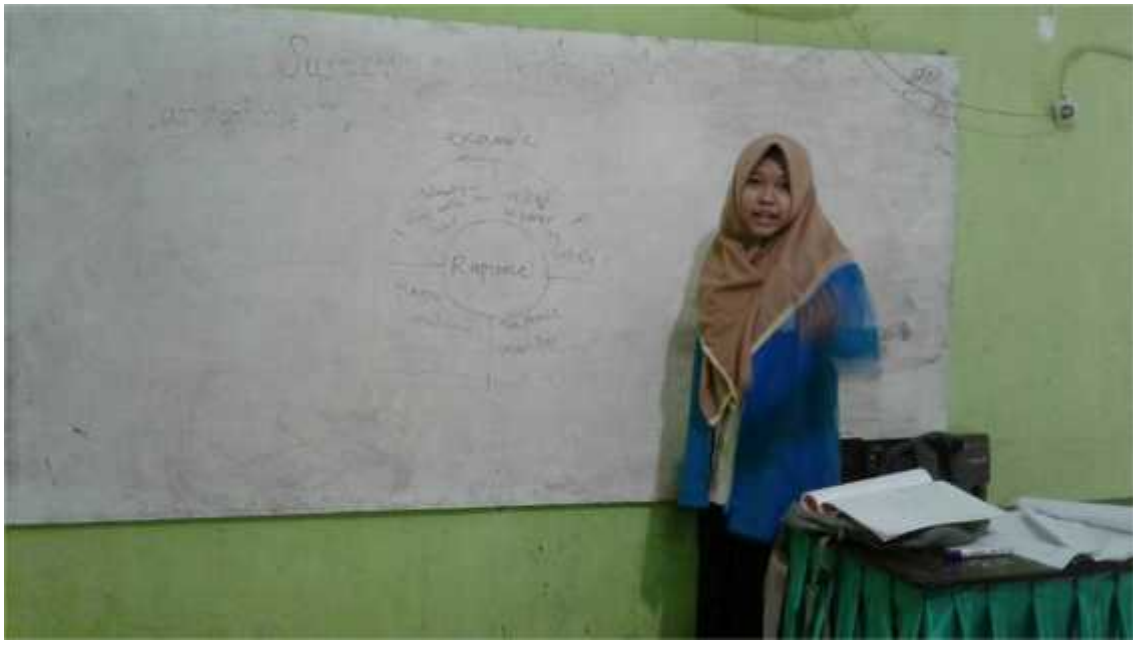
1. Diary(experiences)
2. Fantasy
3. Fairytales Story
4. Crime
5. Romance
6. Mystery

Answer:

APPENDIX I

DOCUMENTATION


Narrative Text
Characteristic
Types
Generic Structure
A story of events
A message to convey the readers
Real life Action
Fantasy
Humor
Rising Action



CURRICULUM VITAE

ANA AYU LESTARI was born in Jeneponto, on August 20th, 1996. Her father's name is Syafar, and her mother's name is Basmawati. She is the second child of five siblings. She began her Elementary School at SDN Inpres no. 173 Sidenre in 2001 and graduated in 2007. She continued her study at SMPN 1 Binamu and graduated in 2010. After finishing her study at junior high school, she continued her study at SMAN 1 Binamu and graduated in 2013. As the same year of 2013, she registered as the student of English Education Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University.