

**IMPROVING THE STUDENTS' WRITING SKILL BY USING SCAMPER  
METHOD AT JUNIOR HIGH SCHOOL IN PANGKEP**

**(A Classroom Action Research at Junior High School in Pangkep)**



*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 Education Department*

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24/10/21	1	Abstrak	uf
	2	Acknowledgment	uf
	3	Table of Content	uf
	4	2 pages	uf
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## ABSTRACT

**MANSUR. 2021.** *Improving the Students' writing skill by using Scamper method at junior high school in Pangkep.* Thesis of English Department , Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. A Classroom Action Research Guided by Ummi Khaerati Syam and Ratu Yulianti Natsir.

The objective of this research was to find out the improving of the students' ability in writing narrative in terms of content and organization by using Scamper Method at the Eighth Grade of SMP Negeri 1 Liukang tupabbiring. This research used Classroom Action Research that consists of two cycles. To analyze the data the researchers used The quantitative those used descriptive analysis. The descriptive analyses that used are mean score, table distribution of frequency and its percentage, and percentage development. Subject of this research was the second year students of SMP Negeri 1 Liukang Tupabbiring in 2020/2021 academic year class VIII B, with 25 students. The instrument of this research was writing test. The findings of this research indicated that the student's writing test in cycle 1 and cycle 2 had significantly different scores. There was a better improve of gains by students at the end of action of cycle 2. In cycle 1, the mean score was 63.15 and classified as fairly good. In cycle 2, the mean score was 73.34 and classified as good.

From the description above it could be conclude the improving of the students' ability in writing narrative text in terms of content and organization by using Scamper Method at the Eighth Grade of SMP Negeri 1 Liukang tupabbiring was improved.

*(Keyword: Writing Skill, Scamper Methode Classroom Action Research, SMP Negeri 1 Liukang tupabbiring)*

## ABSTRAK

**MANSUR. 2021.** *Meningkatkan Keterampilan Menulis Siswa dengan Metode Scamper di Sekolah Menengah Pertama Negeri di Pangkep.* Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Skripsi Penelitian Tindakan Kelas di bimbing oleh Ummi Khaerati Syam dan Ratu Yulianti Natsir.

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan kemampuan siswa dalam menulis text Narrative ditinjau dari aspek isi dan organisasi, dengan menggunakan Metode Scamper di Kelas VIII SMP Negeri 1 Liukang Tupabiring. Penelitian ini menggunakan Penelitian Tindakan Kelas yang terdiri dari dua siklus. Untuk menganalisis data peneliti menggunakan metode penelitian kuantitatif yaitu analisis deskriptif. Analisis deskriptif yang digunakan adalah skor rata-rata, tabel distribusi frekuensi dan persentasenya, dan persentase perkembangan. Subjek penelitian ini adalah siswa kelas VIII B SMP Negeri 1 Liukang Tupabiring tahun ajaran 2020/2021 kelas VIII B yang berjumlah 25 siswa. Instrumen penelitian ini adalah tes menulis. Hasil penelitian ini menunjukkan bahwa tes menulis siswa pada siklus 1 dan siklus 2 memiliki nilai yang berbeda yang signifikan. Pada akhir tindakan siklus 2 terjadi peningkatan hasil belajar siswa yang lebih baik. Pada siklus 1 nilai rata-rata adalah 63,15 dan tergolong cukup baik. Pada siklus 2 skor rata-rata siswa adalah 73,34 dan tergolong baik.

Dari uraian hasil di atas dapat disimpulkan bahwa peningkatan kemampuan siswa dalam menulis teks naratif ditinjau dari isi dan organisasi dengan menggunakan Metode Scamper di Kelas VIII SMP Negeri 1 Liukang Tupabiring telah meningkat.

*(Kata Kunci: Keterampilan Menulis, Metode Scamper, Penelitian Tindakan Kelas, SMP Negeri 1 Liukang tupabiring)*

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As human being, the writer does realize that what him presents in this thesis is still far from perfection. Therefore, criticisms and suggestions will surely be appreciated.

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The Writer

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# CHAPTER I

## INTRODUCTION

### A. Background

Learning English includes four language skills, namely listening, reading, speaking and writing which play an important role in the communication process. Brown ascited in Gratitude (2017) says that because language is a verbal exchange tool, teachers must be able to make learners communicate information effectively both in oral and written form.

The learning technique is one of the ways that the teacher approaches the use of methods in the specific learning process. Techniques in the teaching and learning process are very important because by using these techniques the teacher can teach students in different ways so that these students are interesting in the learning process, especially in learning English. Furthermore, one way to communicate with other people is by writing. Writing is an activity or skill in making words and composing text on paper. When people have good writing skills, they will easily compose sentences and easily develop ideas to become good writing.

In addition, writing competences are influenced by many aspects including linguistic and non-linguistic aspects. Some factors of language that support a person's writing capacity are vocabulary mastery, grammatical mastery, punctuation, writing mechanics, and the ability to open ideas depending on the topic. Mastery of a higher vocabulary will improve one's writing skills because researchers will find it easier to write messages to be conveyed to readers.

In addition, grammatical mastery will make it easier for researchers to compile message content with the right grammatical structure. Good mastery of punctuation will make it easier for writers to compose sentences. Proper writing rules enhance coherence and coherence in writing. When a writer has a good ability to develop ideas from topics into complex writing, it will increase interest and continue researchers to write.

Meanwhile, the ability of researchers is influenced by non-linguistic aspects including writing media, the use of strategies and methods in learning, psychological aspects such as interest and motivation, self-efficacy, community factors that are owned by parents, friends, and humans in society. The application of writing media increases students' motivation in writing. The use of strategies and methods in teaching will help students in the learning process and generate enthusiasm for students in writing.

However, writing is not handy particularly for newbie writers; Even though English in Indonesia is a foreign language. In general, this writing trouble is caused by many aspects, both internal and external. The problems caused by the internal aspect are the aspects of language, psychological problems and low writing habits. Meanwhile, the troubles caused with linguistic aspects are low vocabulary, poor grammar structure, and psychological problems such as low attractiveness, low motivation, and self-efficacy.

In line with the writing problem, the researcher has performed a pre-survey to find out the writing problems of students at SMP Negeri 1 liukang tupabbiring. The pre-survey was conducted on July 12, 2019. The results of junior

high school students' writing skills can be categorized based on the Minimum Mastery of English Language (MMC) Criteria in class X SMP, namely 70.

Based on the statistics above, it can be concluded that there are some college students who fall into the failing category (75%). In line with the hassle of writing at high school, there ought to be an positive effort in learning to write. on the efforts to each writing is to use advantageous techniques. SCAMPER is one of the most positive techniques in instructing writing.

In addition, SCAMPER is a method that combines seven words which consists of S for Substitute, C for Combine, A for Adapt, M for modified, P for put other use, E for Eliminate, R for Rearrange. The scamper approach can go through the seven areas one at a time while asking questions for every area, or college students can answer questions from every region and proceed in order. Moreover, with the aid of the use of the SCAMPER approach students prefer to open their minds to new ideas while difficult their assumptions.

Based on the factual information and explanation above, the researcher is interest in conducting a class action research under the title "*Improving the Students' Writing Skill By Using Scamper Method At Junior High School in Pangkep*".



## **B. Problem Statement**

Based on to the background above, the researcher formulates the problem statement as follow "How the improving of the Students writing skill using scamper method at Junior High School?"

## **C. Objective of the Study**

The objectives of the research was to know the improving of the students writing skills.

## **D. Significance of the Study**

This research was expected to offer some benefits to English teacher and future researchers. For English teacher it can give information and to be a good guidance in developing writing skills. And for the future researchers it can be reference, if they want to conduct research writing skills.

## **E. Scope of the Study**

The scope of the research was limited to the teaching and learning writing especially Narrative test at junior high school by using Scamper method which was focus on content in term unity and completeness while organization in term coherence and spatial order in writing narrative test.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous of Related Research Findings

Several researchers have conducted studies on writing techniques and their contribution to the teaching of English to date. Their findings are as follows;

Fatimah Al Qudah (2018) "*The Effectiveness of Using Generate Ideas (SCAMPER) on Improving the Writing Skills of Grade Nine Students at Wadi El Sir School in Jordan.*" *Joural Education and Praticce*. The research aimed to identify the effect of using the SCAMPER strategy in teaching English writing skills and to improve the writing skills level of ninth graders at Wadi El Sir in Jordan. This type of research is an experimental study research. The results of this study indicate that there is a statistically significant difference in student achievement in writing skills in the experimental group.

The second previous research from Suhartono (2016) "*Development of the SCAMPER Technique with a Scientific Approach in Improving Teacher's Writing Competence.*" this thesis aims to explain the development of the SCAMPER technique with a scientific approach in improving writing teacher competence and also to improve teacher writing of competence. in writing. This type of research is qualitative research. The results showed that the SCAMPER technique with a scientific approach was suitable for elementary school teachers in accordance to the procedures in the theory, namely: replacing, combining, adapting, enlarging, using others, eliminating,

rearranging / otherwise combined with observing, asking, trying , cultivate, present, conclude, and create.

Based on the previous findings above, the researcher explained that his research was different from Fatimah Al Qudah, Suhartono's findings. Al Qudah and Suhartono only try to identify the effect of using the SCAMPER Strategy in teaching English writing skills. The results showed that the SCAMPER technique with a scientific approach was appropriate for elementary school teachers in accordance with the procedures in the theory, namely: replacing, combining, adapting, enlarging, using others, eliminating, rearranging / otherwise combined with observing, asking, trying activities. , cultivate, present, conclude, and create.

## **B. The Concept of Writing**

### **1. Definition of Writing**

Byrne (2019) states that writing is clearly more than just sound prediction. These symbols have been organized according to sure provisions in the convention. As a rule, however, students don't just write one sentence or a number of sentences which are organized in a sure order and linked collectively in a sure way. Writing includes encoding messages of numerous sorts which are translated into language.

Another statement about writing skills comes from Widdowson (2018) which states that writing is a communicative pastime and is carried out in accordance with certain well-known principles that underline the use of language in communication.



Lindholm as cited in Fatmawaty (2015: 13) presents the meaning of writing as mastering to focus our minds on essential things, and learn about them. With this exercise one can find options to difficult problems, grasp facts even by way of writing, one can also communicate thoughts that cannot be done in speak ways. It can be stated that writing is the act of expressing something via the application of a language system. So, when we write, there are two difficult areas which are "what to write and how to write it". So it can be understood that language abilities are described as the potential to manipulate linguistic regulations conventionally, whilst the greater linguistic system or world knowledge refers to what the writer knows about the subject to be written.

Graham and Perin (2017: 3) provide an explanation for that writing well is not simply an option for young people, it is a necessity. Writing competencies are a predictor of academic success and a basic requirement to take part in civic life in a global economy, whereas writing is not a simple language skill to undertake as it is a extensive field to be involved in. In producing written works, linguistic competence and extra-linguistic competence are usually involved. The truth is that writing is not only a means of expression, but also an essential criterion of competence in any field. It means writing is looking for an expression or conveying something through the application of the linguistic system.

Based on the theory above, the researcher concludes that writing is the core of all work, especially academic work. Writing helps one describe

and shape civilizations. Writing then became the most important skill in linguistics. Therefore, every student must be equipped with writing skills for academic advancement and development.

## 2. The Importance of Writing

There are many reasons why writing is important by Hairston as cited in Saleha (2018:5):

- a. Writing is a device for discovering. We stimulate our thought processes by way of the act of writing into information and tabs into the information and pictures we have in our subconscious.
- b. Writing helps us arrange our ideas. We can organize them in a coherent form.
- c. Writing generates new thoughts by helping us make connections and see connections.
- d. Writing our ideas in the paper allows us to dictate to ourselves how to shape them.
- e. Writing easily our works to observe and process information when we write topics, we learn them better.
- f. Writing allows us to face problems by putting the elements into written form; we can inspect and manipulate it.
- g. Writing about a subject makes us active rather than passively learning information.

While for other reasons:

- a. People can read something because of writing so we know everything.

- b. Through writing, we can express our ideas and feelings to others.
- c. By expressing ideas through writing, the writer can improve the method convey ideas and opinions in a more appropriate way because he can review and revise his writing before being read by others.

### 3. The Characteristic of Good Writing

There are some characteristic a good writing as Adelstein and Prival as cited in Damayanti (2019: 15) states as follows:

- a. Good writing displays the writing ability to organize the material into coherence whole so that it moves logically structure a sentence, dominate idea, to the supporting and finally to constant ending, conveying to the reason sense of a properly thought put plan.
- b. Good writing displays the writer ability to write the interest readers in concern and demonstrate a thought sound understanding of it.
- c. Good writing reflects the writer skill to criticize the draft and revise it. Revision is the key of effectives writing.
- d. Good writing reflects the writer skill to use the approach vice suit the purpose and audience of the occasion.

### 4. Types of Writing

#### a. *Narration*

Oshima and Hogue (2017: 27) give an explanation that Narration is story writing. When you wrote a narrative paragraph or essay, you write about events in the order that they happened. In other words, you use time order to organize your sentence. In the model essay, the author uses time



order to divide the essay into paragraphs. An outline of the essay narration would like this: *orientation, complication, and resolution.*

**b. Description**

Oshima and Hogue (2017: 50) provide an explanation that descriptive writing is for the senses, so that it tells how something looks, feels, smells, tastes, and / or sounds. A good description is like a "word picture", the reader can imagine the object, place, or person that is in his mind. A suitable description writer is like an artist who paints a picture that can be "seen" clearly in the mind of the reader. In describing, writers frequently use spatial arrangements to organize their ideas. Spatial arrangement is the arrangement of items in space-based order. Outline the description like this: introduction, content, and conclusion.

**c. Explanatory**

According to Litell (2015: 122-140) There are three kinds of explanatory composition, namely:

1) Describe the process

To write an explanatory composition that describes a process, depend on the same ability you use in daily situations. Describe the steps in the process briefly and virtually. begin with the first step and proceed through all the steps in the order they need to be completed. It is important that the steps are presented in the correct order and are accurate and complete. An effective way to organize the composition of descriptions that describe a process is to follow this plan: introduction, steps in the process, and conclusion.



## 2) Express an opinion

Explanatory composition can express opinions and explain why others should accept that opinion. In the composition of your explanation, you need to present a strong and specific reason or fact. An effective way to organize the composition of an explanation that expresses an opinion is to follow this plan: introduction (express your opinion, as quickly as possible), content (supporting opinion), and conclusion (summarize your argument as strongly as possible).

## 3) Stating definition

To write a good definition, you have to do three things. First, give the name of the word to be defined. Second, name the general class that has these subjects. Third, state certain characteristics of the subject. By defining a subject, you will be able to present a complete and informative picture of it. An effective way to compose a description that states a definition is to follow this plan: introduction (your definition serves as the topic sentence for the composition), body (the most informative way to develop a definition is with or with facts and figures), conclusion (summarizes the main idea of the definition) You.

## 5. Process of Writing

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

### *a. Prewriting*

Graham and Perin (2017: 18) explain that pre-writing engages students in activities designed to help them generate or organize ideas for their composition.

Engaging the students in such activities before they write a first draft improves their quality of their writing. Prewriting activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write.

Alexander (1990: VI-3) in this section, the students are required to cluster or list what they know for each topic before deciding on one topic as the subject of their report of information essay. Some students list subtopics for two or three choices and then select the topic that yield the greatest number of subtopics.

Oshima and Hogue (2017: 15) states that brainstorming is prewriting activity in which you come up with a list of ideas about a topic on your own in small groups with your classmates. You quickly write down a list of ideas that come to your mind as you are thinking about a general subject or specific topic. Follow these brainstorming steps:

1. Write down your general subject or specific topic.
2. Make a list everything that comes to your mind about it.
3. Use words, phrase, and/or sentences. Don't worry about the order of ideas, mechanics, grammar, or spelling.
4. Just keep writing down whatever comes to your mind until you run out of ideas. Because you are only brainstorming, don't be concerned if you repeat several ideas.

### ***b. Writing***

Graham and Perin (2017: 20) the process of writing approach stress activities that emphasize extended opportunities for writing. Writing for oral audiences, self-reflection, personalized, instruction and goals, and cycles of planning, ad reviewing.

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

According to Oshima and Hogue (2017: 85) there are several steps in writing process, they are:

- 1) Prewritten to get previous ideas
- 2) Organize the ideas
- 3) Write the rough draft
- 4) Editing the rough draft
- 5) Write the second draft
- 6) Write the final draft

### ***c. Rewriting***

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



## 6. Components of Good Writing

Jacob as cited in Ismayanti (2018: 22) points out five kinds of components in writing. They are content, organization, language use, vocabulary, and mechanics.

### a. Content

The content of the writing must be clear to the reader so that the reader can understand the message conveyed and obtain information from it. In order to have good written content, it must be put together and completed properly. This term is commonly referred to as unity and complete which is the hallmark of a good writing.

#### 1) Unity

It means to have a good unity, if there are several main ideas and the sentences contained in develop the idea. The main idea is stated in the topic sentence and each or every supporting sentence and is related to the idea of the topic sentence. If a writer wants his writing to stick together, he must not include sentences that do not support the main idea of the topic sentence.

#### 2) Completeness

It means to be complete if the main idea has been completely explained and developed. The idea of control by developing thoroughly through this particular information. Knowing how complex or general a topic sentence by complete writing is relative. It is hoped that the contents of the writing are clear and can be understood by readers.

### ***b. Organization***

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

#### 1) Coherence

Coherence means that sticking together and in coherence essay, all the idea sticks together. A coherence paragraphs is each idea in supporting sentence related to the topic sentence or the idea. One in which the ideas are put in the right order and never confused. This makes the writers through essay to follow sentence paragraph.

#### 2) Spatial order

If the purpose of the paragraph is to tell them something looks most effective organization pattern is usually spatial, if the writers write a description of neighborhood, a room, or a holding that they want to the readers have a mental picture of what they are describing a house of building, they will probably describe the exterior and the interior of the building by moving systematically rather than haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene.

### *c. Language Use*

Coke as cited in Ismayanti (2015) states that language use in writing description and other forms of writing involve correct usage and point of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, use modifier or adjective, adverbs, and participles in the writing, a modifier may other be a phrase. A single, well-chosen- modifier is of ten more effective than several used together. If it is difficult to describe with over used or worn-out modifier, find more interesting synonyms, in the dictionary.

### *d. Vocabulary*

Vocabulary is one of the language aspect dealing the process of writing. The writers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a piece of writing. It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary. Vocabulary as one of the important components of writing should take in to consideration by the English learner and English teacher, because there is no doubt that learning the words of the language.

### *e. Mechanics*

The use of mechanics is due to the use of uppercase letters, punctuation, and proper spelling. This aspect is very important because it directs the reader to understand or immediately recognize what the writer means with certainty. The



use of beneficial mechanisms in writing will make it easier for readers to understand the delivery ideas of other messages expressed in the writing. The explanation is as follows: a). Capitalization, the use of capital letters in writing can clarify ideas. If sentences are capitalized correctly, ambiguous meanings and misunderstandings will arise. In addition, through the correct sentence capitalization. It also helps readers to distinguish one sentence from another. b). punctuation marks can be used as a unit of meaning and suggestion and how the units are related to one another. c). Spelling, there are three important rules that must be followed in using proper spelling. They add suffixes, plural formations and mishandling of words.

## **C. Scamper Method**

### **1. Definition of Scamper**

There are several definitions of the SCAMPER technique in the teaching and learning process according to experts. According to Michalko, SCAMPER is a technique that represents a series of questions that encourage students to formulate new ideas or modify and expand on old ideas, is a way to apply structural manipulation to sharpen and polish your ideas. (Arne J. Alimquist and Sharon G. Alimquist, 2017).

In addition, the SCAMPER technique is an affective technique, especially in generating and developing ideas to develop students' critical and creative thinking. (Mohsirhaiwan Idek, 2016)

Meanwhile, Hani said SCAMPER was a process of finding and creating new ideas. Sudrajat further said that SCAMPER is anything that is a new idea that comes from something that already existed (Fatimah Al Qudah, 2018).

Based on the statement above, the researcher can conclude that the SCAMPER technique stands for S for Substitute, C for Combining, A for Adaptation, M for Enlarging, P for Other Uses, E for Eliminating, and R for Rearranging. So that a series of questions from each letter can bring up new ideas and modifications to the writing done by previous students.

## 2. The Principle of SCAMPER Method

The teacher uses the SCAMPER technique to discuss what, if anything, is changed, replaced, combined, adapted, and so on. The SCAMPER technique consists of seven letter acronyms, viz

### a. S for Substitute

Finding substitutes can help researchers come up with new ideas.

Everything can change. Examples of questions are:

- Is there a way to replace the product, process or other problem?

### b. C for Combine

Combining unrelated items helps researchers expand your creative thinking.

Examples of questions are:

- How are parts of a product, process or problem combined to create something completely new or different?

c. A for Adapt

Adaptation of existing ideas or solutions can be the answer to the researcher's problems. Examples of questions are:

- Is there a way to borrow ideas and turn them into your own?

d. M is for Magnify

By zooming in on the situation, researchers can discover new insights into it as well as discover ways that are so important. Examples of questions are:

- How can this idea be exaggerated?

e. P to be used for other uses

Sometimes, researchers can use their ideas effectively when they think of new ways to use them. Examples of questions are

- How does your product, idea or problem meet different types of needs?

f. E is for Eliminate

When researchers cut their ideas down to basic necessities, we find the most important part of them. Examples of questions are:

- How does removing a problem, idea or product change the situation?

g. R for Rearrange

At this stage the researcher can reconstruct previous ideas, problems or products.



### 3. The Procedures of SCAMPER Method in Writing

. There are several SCAMPER technique procedures applied by teachers in writing classes. The procedure is:

1. The teacher determines the skills and goals to be taught.
2. The teacher provides the text based on the topic to the students.
3. The teacher asks students to read the text the teacher gives.
4. The teacher tells students that the teacher will help them create their own version of the story using SCAMPER.
5. The teacher gives the student story question activity sheets and the teacher leads the class in group discussions to generate lots of ideas for new stories.
6. The teacher tells students that they need to change at least three main elements in the story to make their own version of the story.
7. The teacher distributes writing papers to students. Students write a new story following the plan they describe on the question activity sheet

#### 4. The Examples of the SCAMPER Method

The following text is the source the researcher uses to reconstruct new compositions:

##### **Cinderella**

Once upon a time, there was a girl named Cinderella. Cinderella lived and lived happily with her mother and father until her mother died. Cinderella is lonely. He felt he needed a mother figure in his life, therefore, Cinderella's father remarried a woman who had two daughters. Unfortunately, Cinderella's father died and in the end had to live with her stepmother and stepbrother. They were cruel to Cinderella. They are very bossy, he has to do all the housework.

One day there was an invitation for all the family to come to the royal hall. The king invited all eligible women in the kingdom to find a wife for the Prince. Her stepbrother didn't let her go. Cinderella is sad. His stepbrother went to the hall without him. Fortunately, the fairy godmother came and helped her to get to the hall with a wave magic wand, helping prepare Cinderella for the hall. The elf warned him that the magic would end at midnight, so he had to leave the hall beforehand.

In the hall everyone was shocked when Cinderella arrived in all her beauty. And then the Prince invited Cinderella to dance. She fell in love with him. Suddenly, the clock went off at midnight. Cinderella hastily fled, dropping her glass shoes as she did. Cinderella escapes, with nothing from the rest of the night, except for another glass slipper, who cannot return. Prince Charming has his love found

through strange shoes, and troops are sent across the country to have every girl in the land try on the glass slipper to see if it fits.

Finally the Grand Duke reached the Cinderella residence, but he was nowhere to be seen. The stepsisters frantically try to get the glass slipper to match the royal wedding, but they don't. The Grand Duke will be leaving when Cinderella finally appears. She orders the masseuse to take out the glass slipper, but the stepmother at the last minute tries to prevent her stepdaughter from getting things right, causing the masseuse to stumble, thus breaking the fragile shoe into pieces. Yet the arrogant woman is no better than Cinderella's other glass slipper, which fits Cinderella's feet perfectly. Soon, the wedding bells rang, and Cinderella married the Prince, and they lived happily ever after.

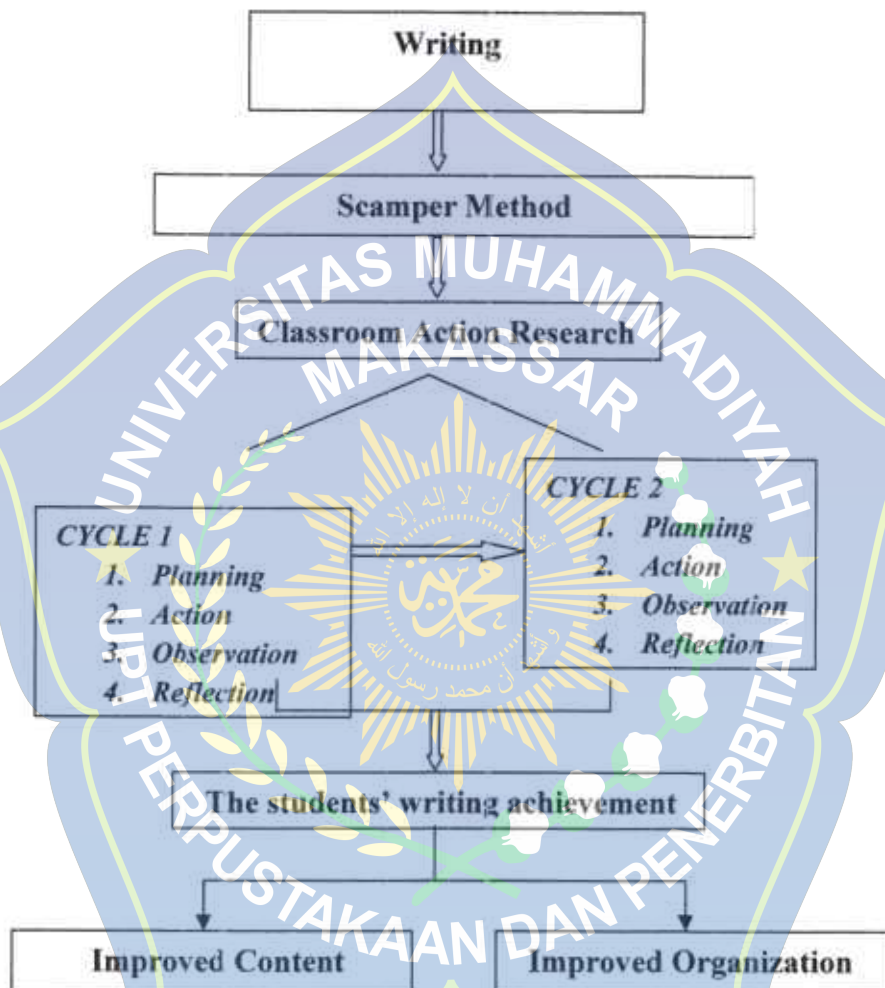




**Teacher Direction:** use these questions and others to generate ideas.

<p>S Substitute</p>	<p>What other settings could be used for the story? Can you replace the glass slipper with something else? Can you switch the fairy godmother to a different type of magical being?</p>
<p>C Combine</p>	<p>Can two characters be combined to make one new character?</p>
<p>A Adapt</p>	<p>How can some of the characters be changed to make the story different? Are there elements from another story that can be added to this one?</p>
<p>M Modify</p>	<p>The stepsisters try their hardest to make their feet fit into the slipper. What can you do to exaggerate this scene? What can you do to exaggerate Cinderella's feeling for the prince?</p>
<p>P Put to other Use</p>	<p>Instead of writing a new story, what other ways could you use to tell the story?</p>
<p>E Eliminate</p>	<p>Cinderella stepmother and stepsisters are very cruel to her. What if you took this part of the story out and make them nicer?</p>
<p>R Rearrange</p>	<p>How could you rearrange the Cinderella new story?</p>

#### D. Conceptual Framework



Writing is an English language skill or ability that researchers was developed in narrative texts. Researchers was applied the SCAMPER method as an alternative evaluation in writing narrative texts. In applying this method, the researcher was applied it in classroom action research. This research was be conducted in two cycles. In the first cycle, the researcher will take four steps, namely planning, implementing the action, observing, and reflecting. This was

began processed to the next cycle when the researcher has weaknesses and to improve students' narrative text writing skills using the scamper method.

To fulfill these requirements, especially in expressing ideas in writing narrative text it is very difficult for students. It is because a narrative needs imagination and feeling to create a good narrative text.

In order to help students in getting the idea and imagination to improve their ability in writing narrative text, the teacher should have an appropriate teaching technique. One technique which can be used is SCAMPER. By using a tool of scamper like Substitute, Combine, Adapt, Modify, Put to other used, Eliminate, Rearrange.

The Classroom Action research will enjoyable if used that technique because the students will creative in write a narrative text. This research will used two cycle, namely Cycle I and Cycle II. Every cycle has same procedures, it is Planning, action, observation, reflection.

The observation results in SMP Negeri 1 Liukang tupabbiring showed that the students writing achievement in narrative text still low, so the researcher interested to change this situation, and the results of this research will showed the effective of the SCAMPER method in improving the students writing achievement in narrative text according to content in term unity and completeness and organization aspects in term coherence and spatial order.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this study, researchers was used Classroom Action Research(CAR). Classroom Action Research is a systematic inquiry with the aim of informing practice in a particular situation. Classroom Action Research is a way for teachers to find what works best in a classroom situation, so that the following informs decisions about teaching, which consists of four stages, namely: Planning, Implementing Action, Observation, and Reflection.

#### Cycle I

##### 1. Planning

The activity in this research had two weeks in four times meeting, the stages as follows:

##### 1. Planning

- a. Understanding the curriculum that used for the school in the first semester 2020/2021.
- b. Making lesson plan based on the curriculum and arranging material of lesson plan based on the teaching of writing ability.
- c. Making the observation paper to observe the condition of learning process.
- d. Arranging the evaluation test to know the improvement of the result study in narrative text.

##### 2. Action

In this section, in implementing action, the researcher was conducted the following procedure:

- a. The researcher built the student's knowledge in writing narrative text
  - b. The researcher was introduced the Scamper Method to the students.
  - c. The researcher was made the class attention about Scamper method.
  - d. The researcher was began from pacing, leading and praise.
  - e. After pacing and leading the teacher was ask the students to construct narrative text by their own words.
  - f. The researcher was collected the students' paper and give them the value.
3. Observing
- a. Making a note all the activity of the students in every meeting in order the researcher could measure the improvement of the students' ability.
  - b. Identifying and making a note the entire problem that we found when teaching and learning process based on observation paper that had arranged.
  - c. Doing the evaluation to know the students' improvement.
  - d. Giving the chance to the students to give suggestion in action research.
4. Reflecting
- a. The result of data that was done in the cycle I, it had been continuing in the analysis of the reflection after action research. The reflection that was discussed as well as a guidance Lecturer it should be a reference to make research planning for the next cycle. Then, the

researcher arranged the plan for the next cycle which is repair from cycle I.

## Cycle II

This cycle was follow up the result of the first cycle after be reflected to decide the next

### 1. Planning

- a. Resume the plans in the first cycle as may be necessary in solving problems at the first cycle.
- b. From the first cycle of reflection prepare a new plan of action that used be create
- c. Prepare matter of practice, which used be given in class during the learning process to better enable the students, and provide individual guidance to students who are experience difficulties.

### 2. Action

In this stages, it is finish the second cycle that is almost same as the first cycle by doing several repairmens or adding several activities based on the result analysis of the first reflection in the first cycle.

### 3. Observing

In generally, in this section observation of the second cycle is continues action in the first section.



#### 4. Reflecting

According to the achievement result of the observation used to be collected and analyzed. The researcher is arranging conclusion that the Scamper Method can improve the students' ability in writing Narrative text.

#### B. The Variables and Indicators

This research used two variables, they are:

##### 1. Independent variable

The independent variable is implementation of Scamper Method. It was the method used by the researcher when teaching the material.

##### 2. Dependent variable

The dependent variable is the students' writing skill both in organization and content with the indicators are as follows:

- a. Indicators of the content are unity and completeness
- b. Indicators of the organization are coherence and spatial order.

#### C. Population and sample

This research was held twice a week in eight times, the population of the research are student at SMP Negeri 1 Liukang Tupabbiring. It is locate on Pangkep. The researcher choose this population because of some reasons; firstly, the teaching English in this school conduct by integrat the four major skill, the secondly, Scamper Method has been not apply in target of subject.

The researcher choose IX B class as the subject of the research with 25 students as a sample research in the Junior High School in Pangkep.

#### **D. Research Instrument**

In this research, the researcher used one kind of instrument namely writing test. The test was used in the last item of every cycle to measure the students' achievement in writing content in term unity and completeness. And organization in term coherence and spatial order.

#### **E. Data Collection**

To collect the data is done with the following procedures:

1. Data source: the data source in this research is the students' achievement in writing before getting the writing material through Scamper Method.
2. The teacher give test to the students. It is done after implementing the Scamper Method in the class or in the observation stage of classroom action research which was done in every cycle. The following activities was:
  - a. The researcher explain about the procedure of test.
  - b. The researcher asked the students to propose their interesting topic.
  - c. The students developed their topic into narrative text.
  - d. The students collected their writing result.

There are two components that to be concern of the researcher in this research to measure the writing ability. Those are content and organization which used criteria as follows:

**a. Content**

**1) Unity**

Classification	Score	Criteria
Excellent	9-10	Transitional from one idea to another is smooth and provides reader with clear understanding that topic is changing.
Very Good	8-9	Some transition of ideas evidence
Good	7-8	There are a few transitional markers or repetitive transitional markers.
Fairly Good	6-7	There is transitional markers
Fairly	5-6	No evidence of concept
Poor	4-5	Low participation

(Depdikbud, 2019: 6)

**2) Completeness**

Classification	Score	Criteria
Excellent	9-10	Organization is appropriate to a write assignment and contain clear introduction, development of idea, and conclusion.
Very Good	8-9	Events are organized logically, but some part of the sample may not be fully developed.
Good	7-8	Organization may be extremely simple or there may be evidence of disorganization
Fairly Good	6-7	Sample is compared if only a few disjointed sentences
Fairly	5-6	No complete sentences of writing.
Poor	4-5	Low participation

(Depdikbud, 2019: 6)

**b. Organization**

**1) Coherence**

Classification	Score	Criteria
Excellent	9-10	Transitional from one idea to another is smooth and provides reader with clear understanding that topic is changing.
Very Good	8-9	Some transition of ideas evidence
Good	7-8	There are a few transitional markers or



		repetitive transitional markers.
Fairly Good	6-7	There is transitional markers
Fairly	5-6	No evidence of concept
Poor	4-5	Low participation

(Depdikbud, 2019: 6)

## 2) Spatial Order

Classification	Score	Criteria
Excellent	9-10	Shows a clear understanding of writing, topic and main idea
Very Good	8-9	Shows a good understanding of writing topic, and main idea development
Good	7-8	Shows some a good understanding of writing, topic and main idea, less development
Fairly Good	6-7	Shows a little evidence of discourse understanding, meaning is conveyed effectively.
Fairly	5-6	No evidence of concept of writing
Poor	4-5	Low organization

(Depdikbud, 2019: 6)

## F. Data Analysis

To analyzed the data in the classroom action research was done by quantitative. The quantitative data used descriptive analysis. The descriptive analyses that used are mean score, table distribution of frequency and its percentage, and percentage development.

1. To know the students' participant in teaching learning process through writing process approach, researcher used percentage formula as follows:

$$P = \frac{FQ}{4 \times N} \times 100$$

Where:

P = Percentage

FQ = Sum of all the student's score

N = Total students,

(Sudjana, 2018:36).

2. To calculate the mean score of the students' test result. The researcher used the following formula:

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

Where:

$\bar{X}$  = Mean score

$\sum X$  = the total number

N = the number of sample

(Tiro and Ilyas, 2012: 69)

3. To know development of the students' writing skill, the researcher used percentage technique.

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

Where:

P : percentage of the students

X<sub>1</sub> : the first mean score

X<sub>2</sub> : the second mean score

(Hasan ascited in Arief, 2015)

4. To calculate percentage students' achievement in Content and organization researcher used this formula:

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

P = Rate percentage

F = Number of correct

N = Number of sample,

(Sudjana, 2019:83)



## CHAPTER IV

### FINDINGS and DISCUSSION

This chapter particularly presents the finding of the research cover with the description of the students increasing in content and organization. In the discussion part, the writer described the finding detail.

#### A. Finding

##### 1. The improving of the students writing narrative text based on the Content aspect in term Unity and Completeness.

The improving of the students writing proficiency based on the content aspect in term unity and completeness by using Scamper method in diagnostic test, cycle I, and cycle II would be described in the following table.

Table 1: The Students' Improvement of Content in Narrative Text.

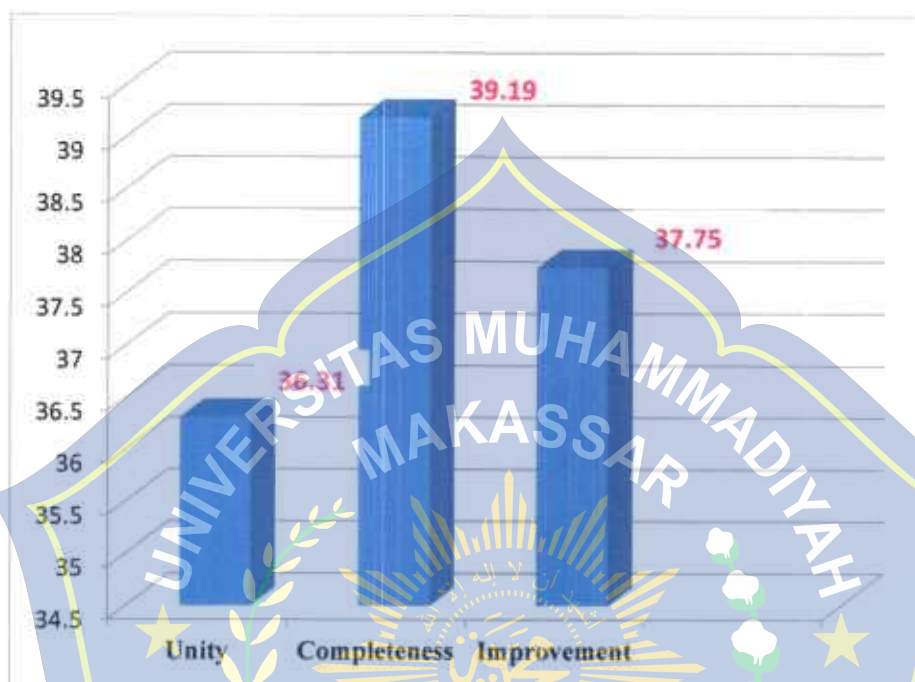
N O	Indicators	The Student' Score		Improvement			
		D- Test	Cycle I	Cycle II	DT - CI (%)	CI - CII (%)	DT - CII (%)
1	Unity	55,9 6	68,12	72,28	21,73	11,93	36,31
2	Completeness	55,5 2	68,84	77,28	23,99	12,26	39,19
	$\sum x$	111, 48	136,96	153,56	45,72	24,23	75,5

$\bar{X}$	55,7	64,48	76,78	22,86	12,11	37,75
	4					

The data in the table above shows that, before the implementation of Scamper method in narrative text ,the content aspect score was (55,96).But after implementation of scamper method in narrative text the mean score of the students writing based on content aspect in the first cycle was (68.12) so the increasing of the students writing ability from diagnostic test to cycle I (21.73%).and in the cycle II is (11.93%) so the improving of students ability from cycle I to cycle II is (36.31%).

in the table above also indicated that the students writing ability increase significantly in which Diagnostic test is (55.52) it is classified as fair and lower than cycle I (68,84) which the improvement percentage is (23,99) and still classified as fair to get better improvement than continued to cycle II which the main score is (77.28) it is classified as good with improvement percentage is (12.26).

Figure 1: the students' achievement in term of Content



The figure above shows the Achievement is on the cycle 2. We can look that the students' cycle 2 mean score is higher than cycle 1 and diagnostic test ( $76.78 > 64.48 > 55.74$ ). It means the lowest mean score is in diagnostic test (55.74) and classified as fair, after giving evaluation in cycle 1 the students' mean score increase to be (64.48) but still categorized as fair and of course does not meet the teacher score target (70). To gain the score target then continued to the cycle 2 test. By still applying scamper technique in learning process with some revision lesson plan and correction teaching material, the students' mean score of narrative text is (76.78). It is shown clearly in the chart above the improvement from the diagnostic test to cycle 2 (37.75%).

The figure above shows the improvement of the students' writing narrative text based on the content aspect after evaluation in cycle 1 and cycle 2, there is a significant improvement of the students' writing narrative in unity and



completeness where the result of unity is 36.31, completeness is 39.19 and the mean score is 37.75.

### 3. The improving of the students writing narrative text based on the Organization aspect in term Coherence and Spatial order

The application of scamper method in writing narrative text the writer found that the mean score of organization was dealing coherence and spatial order. The increasing of the students writing organization dealing with coherence and spatial order at eight grade of SMP Negeri 1 Liukang Tupabbiring, pangkep can be seen clearly in the following table below.

Table 2: The Students' Improvement of Organization in term Coherence and Spatial order narrative text.

No	Indicators	The Student' Score			Improvement		DT - CII (%)
		D-Test	Cycle I	Cycle II	DT - CI (%)	CI - CII (%)	
1	Coherence	50.56	63.4	69.76	25.39	10.03	37.97
2	Spatial Order	45.8	60.24	70.04	31.52	16.26	52.92
$\sum x$		96.36	123.64	139.8	56.91	26.29	92.89
$\bar{X}$		48.18	61.82	69.9	28.45	13.14	46.44

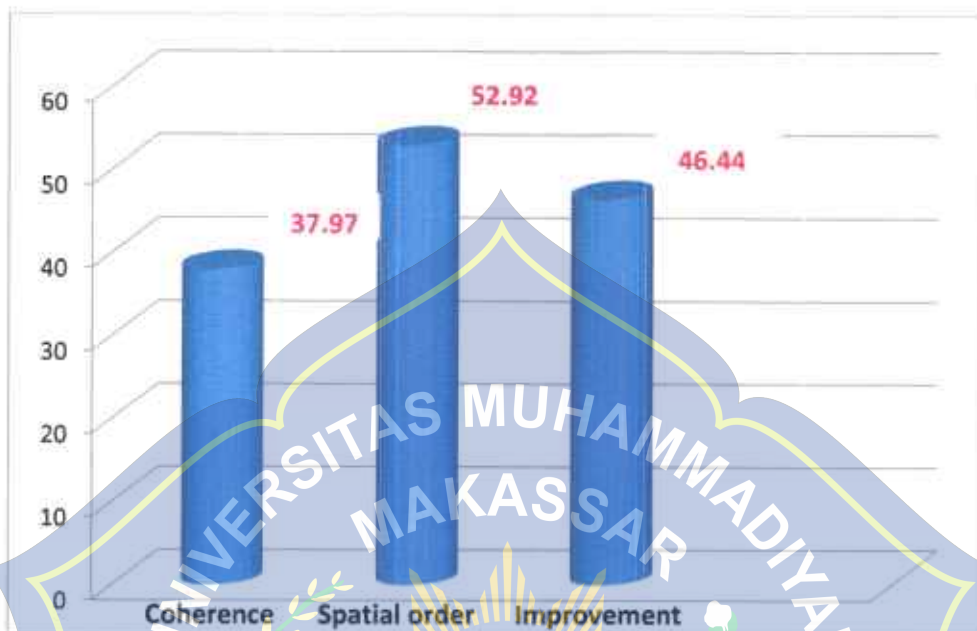
The table above shows that there were improving of the students writing narrative based on organization in term coherence and spatial order in

narrative text from D-test to cycle I and cycle II, which in D-test the students achievement in writing organization aspect 50.56 after evaluation in cycle I the students in organization aspect becomes 63.4. So the increasing of the students writing narrative paragraph based on organization aspect from D-test to cycle I is 25.39.

The table above shows that also indicated that the indicators of students writing narrative based on organization aspect increase significantly which D-test the students coherence is 50.56 after evaluation in cycle I, the students achievement in coherence becomes 63.4 and cycle II becomes 69.76.

The students in organization aspect especially in spatial orders also increase from diagnostic test to cycle I 31.52 and in cycle I to cycle II is 16.26. The table above shows that there is significant improvement of the students writing narrative paragraph based on the organization aspect after taking action cycle I and cycle II though the application of Scamper method. The improvement the students writing organization aspect following chart is presented :

*Figure 2: the students' writing achievement of organisation aspect in term Coherence and Spatial order.*



The figure above shows of students' achievement in organization has been identified. It is depicted on the chart above where the cycle 2 means score is the higher (69.9) than the other cycle mean score. Diagnostic test is the lowest (48.18) followed by the cycle 1 (61.82), both of fair classification. But after evaluation in the cycle 2, it increases significantly (69.9) and gains the teacher target over (70). This significant improvement from diagnostic test to cycle 2 well – marked in the chart above (46.44%).

The figure above shows the improvement of the students' writing narrative text based on the organisation aspect after evaluation in cycle 1 and cycle 2, there is a significant improvement of the students' writing narrative in unity and completeness where the result of simple present tense is 37.97, pronoun is 52.92 and the mean score is 46.44.



### 3. The Improvement of The Students' Writing Ability

The improvement of the students' writing ability in term of narrative text through Scamper technique are good. It is indicated by the mean score of diagnostic test, cycle 1, and cycle 2 tests that will be shown clearly in the following table:

Table 3: the students' improvement in writing ability

No	Variables	The Student' Score			Improvement	
		D-Test	Cycle I	Cycle II	DT - CI (%)	CI- CII (%)
1	Content	55,74	64,48	76,78	15,67	19,07
2	Organizat ion	48,18	61,82	69,9	28,31	13,07
	$\sum x$	103,92	126,3	143,68	43,98	32,14
	$\bar{X}$	51,96	63,15	73,34	21,99	16,07

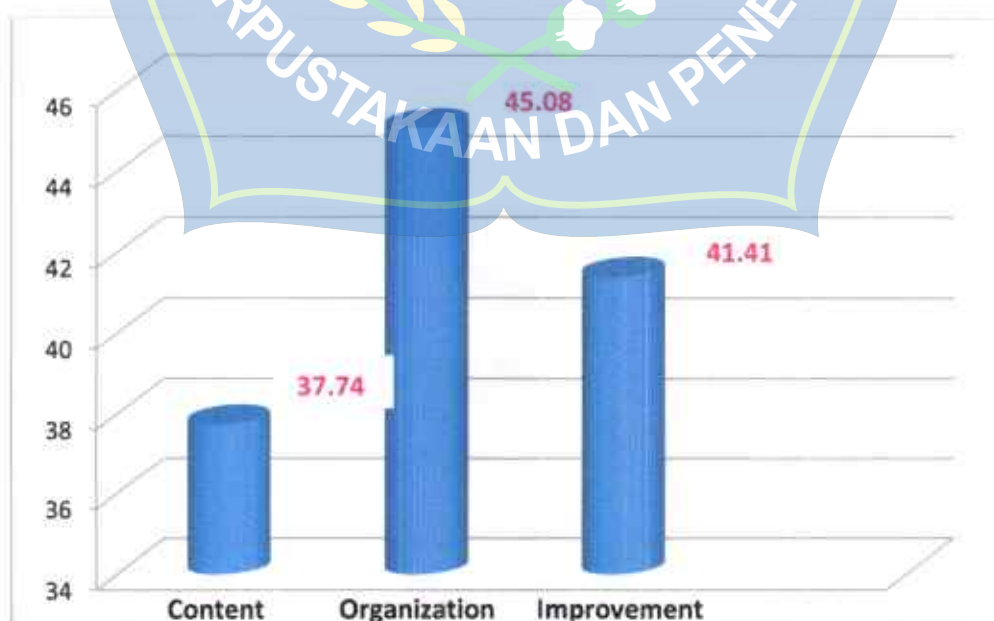
The table above shows of indicates the students' improvement in writing ability covering narrative text. We can look that in diagnostic test, the students' mean score is (51.96) it is lower than cycle 1 mean score (63.15). It improves after applying Scamper technique in teaching and learning process and given

evaluation in cycle 1 with the improvement 21.99 % from diagnostic test to cycle 1, but it is still categorizes as fair. The significant improvement achieved by the students in writing after giving evaluation in cycle 2 (73.34) which the improvement 16.07 %.

Based on the table above indicates and proves that the using Scamper technique in teaching and learning process can improve the students writing ability after conducting action and evaluation in cycle 1 and cycle 2 which the students' achievement in cycle 2 is greater than cycle 1 and diagnostic test ( $63.15 > 73.34$ ) with the total improvement from diagnostic test up to the cycle 2 is 41.41 %.

The following chart will clearly depict the students' achievement in writing ability.

Figure 3. the improvement of the students writing ability



The figure above shows the students' writing ability in diagnostic test which categorized as fair (51.96). It is lower than the result of the cycle 1 (63.15). Even

though the mean score of cycle 1 is higher than diagnostic test but it still classified as fair. It just increasing after giving evaluation in cycle 2 (73.34) and has meet the teacher target (70). The chart above also indicates the students' improvement from diagnostic test to cycle 2 is (41.41 %).

The figure above shows the improvement of the students' writing narrative text based on the writing ability aspect after evaluation in cycle 1 and cycle 2, there is a significant improvement of the students' writing narrative in unity and completeness where the result of content is 37.74, organisation is 45.08 and the mean score is 41.41.

## **B. Discussion**

In his part is divided into two elements of writing as follows:

### **1. The Improvement of The Students' Narrative Text based on Content aspect In term Unity and Completeness.**

#### **a. Unity**

The use of scamper technique in improving the students' writing ability in term of topic unity can be seen by the difference of the students' result of diagnostic test without Scamper technique and the students' improvement after conducting cycle 1 and cycle 2 tests by using Scamper technique in teaching and learning process. In term of Unity of diagnostic test before applying Scamper technique, the students score is fair. But after applying Scamper technique in cycle 1, they heve an improvement and classified as fair. It means that there is improvement of students' writing unity from D – test to cycle 1. In this case, the researcher wants to know how extend the students can hold on their score. So the



researcher organizes and continues to the cycle 2 test and the result is higher than cycle 1. Although it is still classified as good but of course there is improvement of students' writing unity. So there is a significant improvement achieved by the students from D – test to cycle 2 covering topic sentences.

There was a research that support this result, Ling Long Tsai (2019) “ He found that students can comprehend the new classified category, and most do well on the application inspection. Thus, the new checklist was proven to be an appropriate technique for group creative thinking”. It shows that SCAMPER technique can help improving the students' writing ability in term of topic unity.

#### **b. Completeness**

The use of scamper technique in improving the students' writing ability in term of topic completeness can be seen by the difference of the students' result of diagnostic test without Scamper technique and the students' improvement after conducting cycle 1 and cycle 2 tests by using Scamper technique in teaching and learning process. The result is classified as fairly good and lower than cycle 1 which have an improvement even still classified as fair. To get better improvement then continued to the cycle 2 and it is classified as good with the higher improvement

Based on the explanation above indicates that in term of narrative text, the mean score from the three indicators in D – test and cycle 1 are not significant. Although in cycle 1 the students have met the successful minimal criteria but it is not yet gains the researcher score target and still classified as fairly good.

Through revision of the plan lesson and teaching material, the target has been achieved score over with some corrections activities in the cycle 2.

This result was support with the research result of Fatimah Al Qudah (2018) “She found that, Differences came in favor of the experimental group that studied writing skills by SCAMPER strategy, and this indicates that this strategy, which is modern for students, contributed to raising their level of achievement in the acquisition of writing skills among ninth grade students through positive interaction by students, accompanying activities and the way in which educational learning situations are implemented in this area.” It shows that, SCAMPER technique will give the significant difference for the students result in writing skill before and after apply the SCAMPER technique. This theory support the data result that scamper technique can improve the writing ability.

## **2. The improvement of the students writing narrative text based on Organization aspect in term Coherence and Spatial order**

### **a. Coherence**

The students' improvement in term of coherence further presented by the difference between the test results of diagnostic test which non scamper technique and the result of the cycles with scamper technique upon its application in teaching and learning process. Based on the table above indicates the students' writing ability score in organisation. The score of the data in diagnostic test of coherence classified as fair. In cycle 1 after Scamper technique in teaching writing material the students' score is fair. It means that the score in cycle 1 is higher than score in diagnostic test which the students' orientation improvement. To get better

improvement, the researcher then continues to the cycle 2 and the result is classified as fair which the mean score is improve. The greater improvement from D – test to cycle 2 also indicated at the table above.

This result was support with the research result of Dr. Mahdi M.A. Ibrahim (2018) “He found that, The study found that the SCAMPER Model has had a large effect upon developing all EFL learners' essay writing skills namely; ideas, organization, word choice, structure, mechanics of writing and editing. Findings also indicate that the respondents' answers to the measurement items show their positive attitudes towards the use of the SCAMPER Model on developing their essay writing skills”. It shows that, with Scamper technique will help the students' to improve their writing skill in term of coherence.

#### **b. Spatial order**

In term of event, to know the percentage of the students' improvement also presented by the difference between the test results of diagnostic test which non Scamper technique and the result of the cycles with scamper technique upon its application in teaching and learning process. The next spatial orderin narrative text shown in the table above is in spatial order. Even though there is improvement since the mean score of cycle 1 classified as fair, so the researcher decides to organize cycle 2 and the mean score is greater than cycle 1.

The students' achievement in organisation has been identified. It is depicted on the chart above where the cycle 2 means score is higher than the other cycle mean score. Diagnostic test is the lowest followed by the cycle 1 and both of have fair classification. But after evaluation in the cycle 2, it increases significantly and



gains the teacher target over. This significant improvement from diagnostic test to cycle 2 well – marked in the chart above.

There was a research that support this result, Suhartono (2016)” He found that, the SCAMPER technique with a scientific approach was suitable for elementary school teachers in accordance to the procedures in the theory, namely: replacing, combining, adapting, enlarging, using others, eliminating, rearranging / otherwise combined with observing, asking, trying , cultivate, present, conclude, and create”. This research support the result that SCAMPER technique can help the students improvement in term of coherence and spatial order in writing.

### **3. The Improvement of the Students' Writing Ability Covering Narrative Text.**

Through Scamper technique in teaching and learning process followed by evaluation and observation in each cycle, the research findings indicates significant improvement of the students' writing ability of narrative text. The result of data analysis indicates that before applying scamper technique in diagnostic test is lower and after applying scamper technique, it then improve and increases the students' mean score in cycle 1. This result is classified as fair, by reviewing the lesson plan and make some revision to the teaching material then continued to the cycle 2 and the students' mean score in cycle 2 or improves from cycle 1.

This finding support with the previous research, Onur Ceran and friends (2015) “They found that, SCAMPER technique determined that most of the groups wrote more creative stories after SCAMPER education. According to

interviews students stated that they liked the SCAMPER activity. They also stated that SCAMPER activity made them think about more original ideas on story writing enhanced their imagination and turned the course into an enjoyable activity". It shows that, The students will have an effective way in writing by this technique and can help the students' to improve their writing skill particularly in narrative text.

a. The students' narrative text at eighth class of SMP Negeri 1 Liukang tupabbiring in 2020 / 2021 academic year through scamper technique.

The students' narrative text in term of unity improves significantly. It is indicated from the students' cycle 2 mean score is higher than others.

The students' completeness mean score in diagnostic test is the lowest score, cycle 1 is lower while cycle 2 means score is the greatest score. It means the cycle 2 means score has meet the teacher target and classified as successful criteria. In term of concluding sentence, the same improvement indicated by the students' mean score where the cycle 2 means score is greatest than others.

Totally, the students' mean score in narrative text until the cycle 2 test being conducted is improve from diagnostic test to the cycle 2. It of course has fulfilled the teacher score target and classified as successful achievement in students' writing ability.

b. The students' narrative text at eighth class of SMP Negeri 1 liukang tupabbiring in 2020 / 2021 through scamper technique

The students' narrative text in term of coherence also improves significantly. It is indicated from the students' cycle 2 mean score is higher than others.

The students' event mean score in diagnostic test is the lowest score, cycle 1 has lower score while cycle 2 means score is the greatest score. It means the cycle 2 means score also has meet the teacher target and classified as successful criteria.

This finding support with the previous research, Aysun Gundogan (2019) “ Found That, creative imagination levels of the children in the experimental group receiving education with SCAMPER technique increased. Differences among children receiving SCAMPER education were found in the fluency sub-dimension of creativity. The SCAMPER technique was effective in improving the creative imagination. Therefore, techniques and activities that enable the development of creative imagination should be applied to individuals from an early age”. Aysuns research was mostly similar in The Improvement of the Students' Writing Ability Covering Narrative Text and have same result, even Aysuns was measure in terms of creative imagination and this research measure narrative text.



## CHAPTER V

### CONCLUSION And SUGGESTION

This chapter contains conclusion and suggestion based on the research findings in previous chapter, the writer puts forward the following conclusion and suggestions:

#### A. Conclusion

After conducting classroom action research about the use of Scamper technique and based on the research finding in the previous chapter, the researcher can makes conclusion that the implementation of Scamper technique could increase the students' writing ability. This leads to the conclusion that implementing Scamper technique is needed in the English language teaching and learning in increasing their proficiency to organize their ideas. Scamper technique which gives them more chance and time to write narrative text. The implementation of Scamper technique also gives the students freedom to choose their topic, so they can decide the content that they want to write and they write the content under the guidance of the teacher.

Scamper technique w good if adopted in teaching and learning process specially in develop language writing. The use of this technique more effective in develop students narrative skills. Scamper technique can improved the students writing skill of the eighth class of SMP Negeri 1 liukang tupabbiring in content aspect in term of unity and completeness (37.34%). Scamper technique can improved the students writing skill of the eighth class of SMP Negeri 1 liukang tupabbiring in organization aspect in term coherence and spatial order(45.08 %)

## B. Suggestion

The improvement of students' writing ability has been proved in the result of research findings in previous chapter. To gain those such result, some suggestions forwarded as follows:

1. It is suggested the English teacher to apply Scamper technique as one of the alternative ways in teaching and learning process to improve the students' English skill especially in improving writing ability.
2. The students' are expected to increase their intensity in learning writing through Scamper technique.
3. It is suggested to the next the researcher try to apply this method of using scamper technique. It is suitable to be applied in classroom action research (CAR) since the students' improvement can be gained and observed directly in the classroom through Scamper technique.

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## CURICULUM VITAE

**MANSUR** is the third child of Mr.Zakka and Rahmia.He was born on Juny 30<sup>th</sup> 1994 in Balang lombo island . He has three brother and one sister. He lives in Balang lombo island, Pangkep. He finished his study at.SD Negeri 1 Liukang Tupabbiring in 2002, at SMP negeri 1 Liukang Tupabbiring in 2009, at SMA Negeri 1 Liukang Tupabbiring in 2012, and 2014 He registered as a student of Muhammadiyah University of Makassar in English Education Department.

He actively participates in the Tupabbiring sub-district organization. such as: He joined in IPPM-Pangkep (Ikatan Pemuda Pelajar Mahasiswa).KMPT ( Kerukunan Mahasiswa Pelajar Tupabbiring ), Pecinta Alam Kepulauan Tupabbiring ( PAKTA).



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT  
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

mor : 4155/05/C.4-VIII/VII/40/2021

05 Dzulhijjah 1442 H

mp : 1 (satu) Rangkap Proposal

15 July 2021 M

Permohonan Izin Penelitian

Kepada Yth.

Bapak / Ibu Bupati Pangkep

Cq. Ka. Badan Kesbang, Politik & Linmas

di -

Pangkep

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 6131/FKIP/A.4/II/VII/1442/2021 tanggal 13 Juli 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : MANSUR

No. Stambuk : 10535 575114

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"Improving the Students Writing Skill By Using Scamper Method at Junior High School in Pangkep"**

Yang akan dilaksanakan dari tanggal 16 Juli 2021 s/d 16 September 2021.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Ketua LP3M,

**Dr.Ir. Abubakar Idhan,MP.**

NBM 101 7716





**PEMERINTAH KABUPATEN PANGKAJENE DAN KEPULAUAN**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. Sultan Hasanuddin Nomor 40 ☎ (0410) 22008 Pangkajene – KP. 90611

**IZIN PENELITIAN**

Nomor : 223/APT/DPMPTSP/VI/2021

**DASAR HUKUM :**

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengerahaan Teknologi;
2. Peraturan Menteri Dalam Negeri Nomor 1 Tahun 2014 tentang Perubahan Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
3. Peraturan Bupati Pangkajene dan Kepulauan Nomor 379 Tahun 2019 tentang Tim Teknis pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Pangkep
4. Peraturan Bupati Pangkajene dan Kepulauan Nomor 56 Tahun 2015 tentang Penyelenggaraan Pertinaan dan dan Perizinan di Kabupaten Pangkajene dan Kepulauan;
5. Peraturan Bupati Pangkajene dan Kepulauan Nomor 37 Tahun 2018 tentang Penetapan Kewenangan Penyelenggaraan Perizinan dan Non Perizinan kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu di Kabupaten Pangkajene dan Kepulauan

Dengan ini memberikan izin penelitian kepada

Nama	MANSUR
Nomor Pokok	10535575114
Tempat/Tgl. Lahir	Pl. Balang Lompo / 30 Juni 1994
Jenis Kelamin	Laki Laki
Mekanism	Mahasiswa
Alamat	Pulau Balang Lompo Kel/ Desa Mattiro Sompe Kec. Liukang Tupabbiring Kab. Pangkajene dan Kepulauan
Tempat Meneliti	SMP Negeri 1 Liukang Tupabbiring Kab. Pangkajene dan Kepulauan

Maksud dan Tujuan pengabdian penelitian dalam rangka Penelitian Survy dengan judul:

"Improving The Student's Writing Skill By Using Number Method At Junior High School In Pangkep  
(A Classroom Action Research di SMP Negeri 1 Liukang Tupabbiring)"

lamanya Penelitian : 16 Juli 2021 s/d 16 November 2021

Dengan ketentuan sebagai berikut :

1. Menaatl semua Peraturan Perundang-Undangan yang berlaku, serta menghormati Adat Istiadat setempat.
2. Penelitian tidak menyimpang dari maksud izin yang diberikan.
3. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Pangkajene dan Kepulauan.
4. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaatl ketentuan-ketentuan tersebut diatas.

Demikian Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya

Pangkajene, 30 Juli 2021



Kepala Dinas Penanaman Modal dan Pelayanan  
Terpadu Satu Pintu



**Dr. Bachtar, M.Si**

Pembina Tk. I

19760930 199511 1 001

Tembusan Kepada Yth:

1. Bupati Bupati Pangkep (Sebagai Laporan);
2. Kepala Kantor Kesbang;
3. Arsip;



PEMERINTAH KABUPATEN PANGKAJENE DAN KEPULAUAN  
**BADAN KESATUAN BANGSA DAN POLITIK**

Jalan Sultan Hasanuddin ☎0410) 21200 Ext 146 Pangkajene

Pangkajene, 26 Juli 2021

K e p a d a,

Yth Kepala DPM-PTSP  
 Kab. Pangkep

Di-

Pangkajene

Nomor : 070/ 252 /VII/BKBP/2021

Lampiran :

Perihal : Rekomendasi Penelitian

**REKOMENDASI PENELITIAN**

Nomor : 070/ 252 /VII/ BKBP/2021

Dasar : 1. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.

2. Peraturan Daerah Kabupaten Pangkajene dan Kepulauan Nomor 4 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah, sebagaimana telah diubah terakhir dengan Peraturan Daerah Kabupaten Pangkajene dan Kepulauan Nomor 1 Tahun 2020.

Memperhatikan : Surat Ketua LP3M Universitas Muhammadiyah Makassar nomor: 4155/05/C.4-VII/VII/40/2021 tanggal 15 Juli 2021 perihal permohonan izin penelitian.

Setelah membaca maksud dan tujuan kegiatan yang tercantum dalam surat tersebut, maka pada prinsipnya Kepala Badan Kesbangpol Kabupaten Pangkajene dan Kepulauan tidak keberatan dan menyetujui memberikan Rekomendasi kepada :

- a. Nama : MANSUR  
 b. Nim : 10535575114  
 c. Program Studi : Pendidikan Bahasa Inggris  
 d. Alamat : Pulau Balang Lompo, Kec.Liukang Tupabbiring

Bermaksud akan melakukan Penelitian di Wilayah Kab.Pangkep dalam rangka penyusunan Skripsi dengan judul:

***"IMPROVING THE STUDENTS WRITING SKILL BY USING SCAMPER METHOD AT JUNIOR HIH SCHOOL IN PANGKEP"***

Demikian Rekomendasi Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.



**TEMBUSAN** : Kepada Yth  
 1. Bupati Pangkep di Pangkajene;

**Sdr(i) MANSUR**

----- *Pertinggal* -----



## RPP

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	:SMP Negeri 1 Liukang Tupabbiring
Mata Pelajaran	:Bahasa Inggris
Kelas/Semester	:VIII B(Delapan) Ganjil
Materi Pokok	:Narrative Text
Alokasi Waktu	:2 Jam (2x45 menit)

## A. Kompetensi Inti

- KI-1** : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI-2** : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI-3** : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI-4** : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Mengidentifikasi dan menjelaskan informasi terkait fungsi sosial yang terkandung dalam teks narrative (fairy tales) lisan dan tulis pendek dan sederhana. 3.7.2 Menyusun kalimat acak menjadi teks narrative yang runtut sesuai dengan urutan yang logis secara lisan dan tulis.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales	3.7.3 Membandingkan fungsi sosial beberapa teks narrative; fairy tales lisan dan tulis pendek dan sederhana. 3.7.4 <b>Membandingkan</b> struktur teks dan unsur kebahasaan beberapa teks narrative; fairy tales lisan dan tulis pendek



dan sederhana.

4.7.1. **Menjelaskan** fungsi sosial, struktur teks dan unsurunsur kebahasaan teks *narrative* berbentuk *fairy tales* secara lisan dan tulis

4.7.2. **Berlatih membacakan** isi teks *narrative (fairy tales)* dengan pengucapan dan intonasi yang tepat di dalam kelompok.

4.7.3. **Menyajikan** teks *narrative* berbentuk *fairy tales* yang telah disusun secara lisan dengan pengucapan dan intonasi yang tepat

## B. Tujuan Pembelajaran

### 1. Pertemuan Pertama

3.9.1 Mengidentifikasi teks *narrative* lisan dan tulis berbentuk legenda sederhana.

3.9.2 Mengidentifikasi fungsi sosial, generic structure serta unsur kebahasaan dan menemukan gagasan utama dalam teks *narrative* berbentuk legenda sederhana.

### 2. Pertemuan Kedua

4.15.3 Menyusun teks *narrative* lisan dan tulisan berbentuk teks legenda sederhana

4.15.4 Menyusun teks *narrative* lisan dan tulisan berdasarkan fungsi sosial, generic structure, dan unsur kebahasaan dengan runtut.

## C. Materi Pembelajaran

Teks *narrative* pendek tentang legenda berbentuk sederhana.

### 1. Fungsi Sosial:

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

### 2. Struktur Teks (gagasan utama dan informasi rinci)

- a. Pengenalan tokoh dan setting
- b. Komplikasi terhadap tokoh utama
- c. Solusi dan akhir cerita

### 3. Unsur Kebahasaan dari ungkapan sapaan dan pamitan,

1. Kata-kata terkait karakter, watak, dan setting dalam legenda
2. Modal auxiliary verbs.
3. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
4. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
5. Rujukan kata

### 4. Fokus nilai-nilai yang harus dimiliki peserta didik.

1. Cinta Damai
2. Kerjasama
3. Tanggung jawab

### E. Metode Pembelajaran

1. Metode : CTL
2. Teknik : SCAMPER Technique
3. Pendekatan scientific and Pendekatan Komunikatif.

### F. Media, Alat, dan Sumber Pembelajaran

#### 1. Media

Gambar

#### 2. Alat/Bahan

Papan Tulis, Spido, Lembar kerja siswa

#### 3. Sumber belajar

Buku Guru Bahasa Inggris. Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2014

### Langkah-langkah Kegiatan Pembelajaran

Pertemuan ke 1 (2x45 menit)	Waktu
<b>A. Kegiatan Pendahuaan</b>	<b>10 menit</b>
1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.  3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.  4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.	
Guru menyampaikan cakupan materi	<b>60 menit</b>

**B. Kegiatan Inti****1) Mengamati**

- a) Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.
- b) Peserta didik membaca teks narrative legenda sederhana yang diberikan oleh guru.

**2) Menanya**

- a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan generic structure teks narrative.
- b) Dengan bantuan guru peserta didik merumuskan pertanyaan karakter tokoh, watak dan setting dalam teks narrative legenda sederhana.

**3) Mencoba/Mengumpulkan Data atau Informasi**

- a) Guru memberikan teks narrative legenda sederhana kepada peserta didik.
- b) guru meminta siswa untuk membaca teks narrative yang telah diberikan sebelumnya.
- c) Guru memberi tahukan kepada siswa bahwa guru akan membantu siswa untuk membuat cerita narrative legenda sederhana dengan versi mereka sendiri dengan menggunakan SCAMPER teknik.

**4) Mengasosiasi/Menganalisis Data atau Informasi**

- a) Guru menggunakan teknik SCAMPER dalam materi ini. Guru menjelaskan cara penggunaan SCAMPER teknik.



<p>b) Guru membagi peserta didik kedalam beberapa kelompok diskusi yang terdiri dari 4-5 orang dalam satu kelompok dan guru memberikan lembar pertanyaan kepada peserta didik.</p> <p>c) Guru meminta siswa untuk mengubah minimal tiga hal dalam cerita narrative untuk membuat cerita narrative mereka sendiri.</p>	
<p><b>5) Mengomunikasikan</b></p> <p>a) Setiap kelompok akan menuliskan hasil diskusi mereka dari lembar pertanyaan ke lembar kerja kelompok.</p> <p>b) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.</p>	<b>10 menit</b>
<p><b>C. Penutup</b></p> <p>1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.</p> <p>Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.</p> <p>3) Guru menjelaskan rencana kegiatan pembelajaran berikutnya.</p>	

<b>Pertemuan Ke 2 ( 2x 45 menit)</b>	<b>Waktu</b>
<p><b>A. Kegiatan Pendahuluan</b></p> <p>1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa,</p>	<b>10 menit</b>

dan memeriksa kehadiran peserta didik.

3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.

4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

60 menit

## B. Kegiatan Inti

### 1) Mengamati

a) Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.

b) Peserta didik membaca teks narrative legenda sederhana yang diberikan oleh guru.

### 2) Menanya

a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan generic structure teks narrative.

b) Dengan bantuan guru peserta didik merumuskan pertanyaan. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP, karakter tokoh, watak dan setting dalam teks narrative legenda sederhana.

### 3) Mencoba/Mengumpulkan Data atau Informasi

a) Guru memberikan teks narrative legenda sederhana kepada peserta didik.

b) guru meminta siswa untuk membaca teks narrative yang telah diberikan sebelumnya.

c) Guru memberi tahukan kepada siswa bahwa guru akan

membantu siswa untuk membuat cerita narrative legenda sederhana dengan versi mereka sendiri dengan menggunakan SCAMPER teknik.

#### 4) Mengasosiasi/Menganalisis Data atau Informasi

- a) Guru menggunakan teknik SCAMPER dalam materi ini. Guru menjelaskan cara penggunaan SCAMPER teknik.
- b) Guru membagi peserta didik kedalam beberapa kelompok diskusi yang terdiri dari 4-5 orang dalam satu kelompok dan guru memberikan lembar pertanyaan kepada peserta didik.
- c) Guru meminta siswa untuk mengubah minimal tiga hal dalam cerita narrative untuk membuat cerita narrative mereka sendiri.

#### 5) Mengomunikasikan

- a) Setiap kelompok akan menuliskan hasil diskusi mereka dari lembar pertanyaan ke lembar kerja kelompok.
- b) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru

10 menit

#### C. Penutup

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru menjelaskan rencana kegiatan pembelajaran berikutnya.



## G. Teknik Penilaian

### 1. Penilaian sikap

No	Nama	SIKAP				Jumlah skor	Nilai
		Jujur	Sopan	Bertanggung jawab	Percaya Diri		
1							
2							
Keterangan							

Skor maksimal : 16

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Skor Maksimal

Sikap	Deskripsi Rubrik	Skor
Jujur	Selalu menunjukkan sikap jujur	4
	Sering menunjukkan sikap jujur	3
	Kadang-kadang menunjukkan sikap jujur	2
	Tidak pernah menunjukkan sikap jujur	1
Disiplin	Selalu menunjukkan sikap disiplin	4
	Sering menunjukkan sikap disiplin	3
	Kadang-kadang menunjukkan sikap disiplin	2
	Tidak pernah menunjukkan sikap disiplin	1
Bertanggung jawab	Selalu menunjukkan sikap bertanggung jawab	4
	Sering menunjukkan sikap bertanggung jawab	3
	Kadang-kadang menunjukkan sikap bertanggung jawab	2

	Tidak pernah menunjukkan sikap bertanggung jawab	1
Percaya diri	Selalu menunjukkan sikap percaya diri	4
	Sering menunjukkan sikap percaya diri	3
	Kadang-kadang menunjukkan sikap percaya diri	2
	Tidak pernah menunjukkan sikap percaya diri	1

### 1. Penilaian pengetahuan

Aspek dan Kriteria	Skor
Jawaban pertanyaan tepat, lengkap	20
Jawaban pertanyaan kurang tepat, kurang lengkap	10

Tiap jawaban benar skor : 20

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Skor Maksimal

### 1. Keterampilan menulis

No	Nama	Content	Organization
1			
2			
KET			

$$NA = \frac{\text{Jumlah Perolehan Skor}}{\text{Skor Maksimal}} \times 100$$

Criteria	Description Rubric	Score
	Isi sangat sesuai dengan topik	27-30

Content	Isi sesuai dengan topik	22-26
	Isi cukup sesuai dengan topik	17-21
	Isi tidak sesuai dengan topik	13-16



Sekolah : SMP Negeri 1 Liukang tupabbiring  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII/8b  
 Materi Pokok : Narrative Text  
 Tahun Pelajaran : 2020 /2021  
 Alokasi Waktu : 2 jam (2x45 menit)

### A. Kompetensi Inti

**KI-1** : Menghargai dan menghayati ajaran agama yang dianutnya.

**KI-2** : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.



**KI-3** : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

**KI-4** : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairy tales</i>, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>3.7.1 <b>Mengidentifikasi</b> dan <b>menjelaskan</b> informasi terkait fungsi sosial yang terkandung dalam teks <i>narrative (fairy tales)</i> lisan dan tulis pendek dan sederhana.</p> <p>3.7.2 <b>Menyusun</b> kalimat acak menjadi teks <i>narrative</i> yang runtut sesuai dengan urutan yang logis secara lisan dan tulis.</p> <p>3.7.3 <b>Membandingkan</b> fungsi sosial beberapa teks <i>narrative; fairy tales</i> lisan dan tulis pendek dan sederhana.</p>

	<p>3.7.4 <b>Membandingkan</b> struktur teks dan unsur kebahasaan beberapa teks <i>narrative</i>; <i>fairy tales</i> lisan dan tulis pendek dan sederhana.</p>
4.7	4.7.1. <b>Menjelaskan</b> fungsi sosial,
<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
<p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales</p>	<p>struktur teks dan unsur-unsur kebahasaan teks <i>narrative</i> berbentuk <i>fairy tales</i> secara lisan dan tulis</p> <p>4.7.2. <b>Berlatih membacakan</b> isi teks <i>narrative</i> (<i>fairy tales</i>) dengan pengucapan dan intonasi yang tepat di dalam kelompok.</p> <p>4.7.3. <b>Menyajikan</b> teks <i>narrative</i> berbentuk <i>fairy tales</i> yang telah disusun secara lisan dengan pengucapan dan intonasi yang tepat</p>

## B. Tujuan Pembelajaran

### 5. Pertemuan Keempat

- 3.9.1 Mengidentifikasi teks narrative lisan dan tulis berbentuk legenda sederhana.
- 3.9.2 Mengidentifikasi fungsi sosial, generic structure serta unsur kebahasaan dan menemukan gagasan utama dalam teks narrative berbentuk legenda sederhana.

### 6. Pertemuan Kelima

- 4.15.3 Menyusun teks narrative lisan dan tulisan berbentuk teks legenda sederhana
- 4.15.4 Menyusun teks narrative lisan dan tulisan berdasarkan fungsi sosial, generic structure, dan unsur kebahasaan dengan runtut.

## C. Materi Pembelajaran

Teks narrative pendek tentang legenda berbentuk sederhana.

### 1. Fungsi Sosial :

Meneladani nilai nilai moral, cinta tanah air, menghargai budaya lain.

### 2. Struktur Teks ( gagasan utama dan informasi rinci )

- g. Pengenalan tokoh dan setting
- h. Komplikasi terhadap tokoh utama
- i. Solusi dan akhir cerita

### 7. Unsur Kebahasaan dari ungkapan sapaan dan

pamitan, yaitu: (8) Kata-kata terkait karakter, watak, dan setting dalam legenda

- (9) Modal auxiliary verbs.



- (10) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (11) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- (12) Rujukan kata

**8. Fokus nilai-nilai yang harus dimiliki peserta didik.**

- 4. Cinta Damai
- 5. Kerjasama
- 6. Tanggung jawab

**D. Metode Pembelajaran**

- 1. Metode : CTL
- 2. Teknik : SCAMPER Technique
- 3. Pendekatan scientific and Pendekatan Komunikatif

**E. Media, Alat, dan Sumber Pembelajaran**

- 4. Media  
Gambar
- 5. Alat/Bahan  
Papan tulis, spidol, lembar kerja siswa

**6. Sumber belajar**

Buku Guru Bahasa Inggris. Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2017

**Langkah-langkah Kegiatan Pembelajaran**

Pertemuan ke 4 (2x45 menit)	Waktu
<b>A. Kegiatan Pendahuluan</b>	<b>10 menit</b>
1) Guru menyiapkan peserta didik secara psikis dan fisik untuk	

mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

- 5) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- 6) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

Guru menyampaikan cakupan materi

60 menit

### B. Kegiatan Inti

#### 3) Mengamati

- a) Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.
- b) Peserta didik membaca teks narrative legenda sederhana yang diberikan oleh guru.

#### 4) Menanya

- c) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan generic structure teks narrative.
- d) Dengan bantuan guru peserta didik merumuskan pertanyaan karakter tokoh, watak dan setting dalam teks narrative legenda sederhana.

#### 3) Mencoba/Mengumpulkan Data atau Informasi

- d) Guru memberikan teks narrative legenda sederhana kepada peserta didik.
- e) guru meminta siswa untuk membaca teks narrative yang telah

diberikan sebelumnya.

f) Guru memberi tahu kepada siswa bahwa guru akan membantu

siswa untuk membuat cerita narrative legenda sederhana dengan versi mereka sendiri dengan menggunakan SCAMPER teknik.

#### **4) Mengasosiasi/Menganalisis Data atau Informasi**

d) Guru menggunakan teknik SCAMPER dalam materi ini. Guru menjelaskan cara penggunaan SCAMPER teknik.

e) Guru membagi peserta didik kedalam beberapa kelompok diskusi yang terdiri dari 4-5 orang dalam satu kelompok dan guru memberikan lembar pertanyaan kepada peserta didik.

f) Guru meminta siswa untuk mengubah minimal tiga hal dalam cerita narrative untuk membuat cerita narrative mereka sendiri.

#### **5) Mengomunikasikan**

c) Setiap kelompok akan menuliskan hasil diskusi mereka dari lembar pertanyaan ke lembar kerja kelompok.

d) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

**10 menit**

### **C. Penutup**

2) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

3) Guru menjelaskan rencana kegiatan pembelajaran berikutnya.



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Pertemuan Ke 5 ( 2x 45 menit)	Waktu
<p><b>A. Kegiatan Pendahuluan</b></p> <p>1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>5) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.</p> <p>6) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p><b>B. Kegiatan Inti</b></p> <p>3) <b>Mengamati</b></p> <p>a) Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.</p> <p>b) Peserta didik membaca teks narrative legenda sederhana yang diberikan oleh guru.</p> <p>4) <b>Menanya</b></p> <p>c) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan generic structure teks narrative.</p> <p>d) Dengan bantuan guru peserta didik merumuskan pertanyaan</p> <p>Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP. karakter tokoh, watak dan setting dalam teks narrative</p>	<p>10 menit</p> <p>60 menit</p>

legenda sederhana.

### 3) Mencoba/Mengumpulkan Data atau Informasi

- d) Guru memberikan teks narrative legenda sederhana kepada peserta didik.
- e) guru meminta siswa untuk membaca teks narrative yang telah diberikan sebelumnya.
- f) Guru memberi tahu kepada siswa bahwa guru akan membantu siswa untuk membuat cerita narrative legenda sederhana dengan versi mereka sendiri dengan menggunakan SCAMPER teknik.

### 4) Mengasosiasi/Menganalisis Data atau Informasi

- d) Guru menggunakan teknik SCAMPER dalam materi ini. Guru menjelaskan cara penggunaan SCAMPER teknik.
- e) Guru membagi peserta didik kedalam beberapa kelompok diskusi yang terdiri dari 4-5 orang dalam satu kelompok dan guru memberikan lembar pertanyaan kepada peserta didik.
- f) Guru meminta siswa untuk mengubah minimal tiga hal dalam cerita narrative untuk membuat cerita narrative mereka sendiri.

### 5) Mengomunikasikan

- c) Setiap kelompok akan menuliskan hasil diskusi mereka dari lembar pertanyaan ke lembar kerja kelompok.
- d) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru

**10 menit**

### C. Penutup

- 4) Guru dan peserta didik secara bersama-sama membuat

ringkasan bahan yang sudah dipelajari pada pertemuan ini.

5) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

6) Guru menjelaskan rencana kegiatan pembelajaran berikutnya.

### G. Teknik Penilaian

#### 1. Penilaian sikap

No	Nama	SIKAP				Jumlah skor	Nilai
		Jujur	Disiplin	Bertanggung jawab	Percaya diri		
1							
2							
Keterangan							

Skor maksimal : 16

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Skor Maksimal

Sikap	Deskripsi Rubrik	Skor
Jujur	Selalu menunjukkan sikap jujur	4
	Sering menunjukkan sikap jujur	3
	Kadang-kadang menunjukkan sikap jujur	2
	Tidak pernah menunjukkan sikap jujur	1
	Selalu menunjukkan sikap disiplin	4



Disiplin	Sering menunjukkan sikap disiplin	3
	Kadang-kadang menunjukkan sikap disiplin	2
	Tidak pernah menunjukkan sikap disiplin	1
Bertanggung jawab	Selalu menunjukkan sikap bertanggung jawab	4
	Sering menunjukkan sikap bertanggung jawab	3
	Kadang-kadang menunjukkan sikap bertanggung jawab	2
	Tidak pernah menunjukkan sikap bertanggung jawab	1
Percaya diri	Selalu menunjukkan sikap percaya diri	4
	Sering menunjukkan sikap percaya diri	3
	Kadang-kadang menunjukkan sikap percaya diri	2
	Tidak pernah menunjukkan sikap percaya diri	1

## 2. Penilaian pengetahuan

Aspek dan Kriteria	Skor
Jawaban pertanyaan tepat, lengkap	20
Jawaban pertanyaan kurang tepat, kurang lengkap	10

Tiap jawaban benar skor : 20

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Skor Maksimal

## 3. Keterampilan menulis

No	Nama	Content	Organization

1			
2			
KET			

NA = Jumlah Perolehan Skor

Criteria	Description Rubrik	Score
Content	Isi sangat sesuai dengan topic	27-30
	Isi cukup sesuai dengan topic	17-21
	Isi sesuai dengan topik	22-26
Organisation	Pilihan kata sangat tepat dengan topic	18-20
	Pilihan kata tepat dengan topic	14-17
	Pilihan kata cukup dengan topic	10-13
	Pilihan kata tidak tepat dengan topic	9-7

Mahasiswa penelitian,

Pangkep, Juli 2021

**MANSUR**

**NIM:10535575114**

### Test of cycle 1

Name :

Reg. no :

Time : 60 minutes

1. Please rewrite the story individually by using your own words based on the pictures as a guidance!



1

2



3



4



## Key answer of test cycle 1

### Mouse deer and Crocodile

Once upon a time, there were a smart mouse deer. He lived near a river. The mouse deer used to go to river to drink.

One day, the mouse deer was thirsty. He want to drink in the river but he knew that crocodiles were staying and waiting underwater to eat him. He thought hard and got bright idea. He said out loudly, "I will put in my leg and find out whether the water is warm or not". Of course the mouse deer did not do what he said. He did not put his leg but the mouse deer took a wood stick and put one end into the water. Blurr ...! Surely a crocodile grabbed the wood stick and pulled it underwater. Seeing that, the mouse deer laughed and said "Stupid crocodile! Can't you see the differences between wood stick and leg?". The mouse deer ran to another side of the river and drink some water.

On the following day, the mouse deer was hungry. He wanted to eat on the side of the river so he had to cross the dangerous river which was full of crocodile. Again, he thought hard and found another smart idea and said loudly "Crocodiles come up", then some crocodiles came from the water. They looked happy and saw their sharp teeth and said, "hello mouse deer, do you came to be my lunch, we are hungry". The mouse deer just smiled and replied, "sorry crocodile, not today. I come you to bring an invitation from the king. You are invited to the party. The king ordered me to count all crocodiles in this river. So he knew how ro prepared enough meal for you.

All of crocodiles felt happy and said "Really? Tells us what to do." The mouse deer answered that "you had to line up from this side until the other side." The mouse deer counted crocodile one by one until he arrived at the other side of the river. He laughed and ran to the field of grass.

**Test of cycle 2**

**Name :**

**Reg. no :**

**Time : 60 minutes**



1. Please rewrite the story individually by using your own words based on the picture as a guidance!





## Key answer of cycle 2

### **Cinderella**

Once upon a time, there was a girl called Cinderella. Cinderella is live happily with her mother and father until the mother died. Feel that Cinderella needs a mother figure in his life, Cinderella's father remarries to a woman who has two daughter of her own. Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsister. They were very bossy, she had to do all the housework.

One day on invitation to the hall come to the family. The king invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would no let her go. Cinderella was sad. The stepsisters went to the hall without her. Fortunately, the fairy godmother came and helped her to get to the hall with the wave magic wand, helped prepare Cinderella for the hall. The fairy does warn her that is magic will end at a stroke of midnight, so she must leaved the hall before than.

At the hall all people surprised when Cinderella arrived. And then the Prince invited Cinderella to dance. He fell in love with her. All of sudden, the clock star to chime that is a midnight. Cinderella hastily runs away, dropped a glass slipper as she does so. Cinderella escapes, with nothing from the night left, except from the other glass slipper, which had not changed back. Prince Charming orders his love to be found by means of the odd shoe, and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits. Eventually the Grand Duke reaches the residence of Cinderella, but she is nowhere to be seen. The stepsisters frantically try to get glass slipper to fit so as to wed into royalty, but compatible nothing that. The Grand Duke is about to leave as Cinderella finally appears. He orders the massager to brought forth the glass slipper, yet the stepmother in a last minute attempt to prevent her stepdaughter from better things, causes the massager to trip, thus broken the fragile shoe into pieces. Yet the arrogant woman hadn't better on Cinderella produced the other glass slipper, which fits onto Cinderella foots perfectly. Very soon, weeding bells ring, and Cinderella married her Prince, and they live happily ever after.



Nama Sekolah : SMP NEGERI 1 Liukang Tupabbiring

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII<sup>2</sup> / Ganjil

Score of Diagnostic Test

N O	Students	Writing		Ability		Score	Classification
		Content		Organization			
		Unity	Completeness	Coherence	Spatial order		
1	S-1	64	60	50	46	55	
2	S-2	60	65	50	46	55.25	
3	S-3	60	61	55	50	56.5	
4	S-4	55	55	53	45	52	
5	S-5	65	65	60	55	60	
6	S-6	55	55	50	48	52	
7	S-7	65	65	50	43	55.75	
8	S-8	50	50	50	46	49	
9	S-9	61	60	50	50	55.25	
10	S-10	50	45	45	40	45	
11	S-11	50	51	40	45	46.5	
12	S-12	50	50	53	48	50.25	
13	S-13	50	50	50	48	49	
14	S-14	55	55	50	52	53	
15	S-15	61	60	55	52	57	
16	S-16	60	61	55	45	55.25	
17	S-17	50	50	45	39	46	
18	S-18	53	55	50	40	49.5	
19	S-19	60	65	55	48	57	
20	S-20	55	50	50	41	49	
21	S-21	50	50	52	45	49.25	
22	S-22	55	55	50	48	52	
23	S-23	50	45	45	40	45	
24	S-24	55	50	50	45	50	
25	S-25	60	60	51	40	52.75	
	$\Sigma X$						
	<b>X</b>	<b>1399</b>	<b>1388</b>	<b>1264</b>	<b>1145</b>	<b>1297.25</b>	
		55.96	55.52	50.56	45.8	51.89	

The Mean Score of the Students:

$$X_1 = \frac{\sum X_1}{N}$$

Nama Sekolah : SMP NEGERI 1 Liukang Tupabbiring

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII<sup>2</sup>/ Ganjil

Classification of indicator the students' proficiency in writing narrative text in the first cycle

N O	Students	Writing Ability				Score	Classification
		Content		Organization			
		Unity	Completeness	Coherence	Spatial order		
1	S-1	65	70	65	61	65.25	
2	S-2	65	65	60	55	61.25	
3	S-3	70	70	65	67	68	
4	S-4	70	70	60	60	65	
5	S-5	70	71	68	60	67	
6	S-6	70	70	60	60	65	
7	S-7	70	69	68	55	65.5	
8	S8	65	65	60	50	60	
9	S-9	70	72	65	65	68	
10	S-10	71	71	70	69	70.25	
11	S-11	66	70	63	60	64.75	
12	S-12	65	66	65	60	64	
13	S-13	70	70	65	65	67.5	

14	S-14	65	65	62	60	63	
15	S-15	70	70	68	61	67.25	
16	S-16	70	72	65	61	67	
17	S-17	70	70	65	60	66.25	
18	S-18	65	70	60	60	64	
19	S-19	70	70	60	60	65	
20	S-20	70	70	60	65	63.75	
21	S-21	68	65	65	62	65	
22	S-22	68	70	60	60	64.5	
23	S-23	65	65	61	60	62.75	
24	S-24	65	65	60	60	62.5	
25	S-25	70	70	65	60	66.25	
	$\Sigma X$						
	<b>X</b>	<b>1703</b>	<b>1721</b>	<b>1585</b>	<b>15.06</b>	<b>1628.</b>	
		68.12	68.84	63.04	60.24	65.15	

The Mean Score of the Students:

$$x_i = \frac{\sum X_i}{N}$$

Nama Sekolah : SMP NEGERI 1 Liukang Tupabbiring

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII<sup>2</sup> / Ganjil

Classification of indicator the students' proficiency in writing narrative text in the second cycle

N O	Students	Writing Ability				Score	Classification
		Content		Organization			
		Unity	Completeness	Coherence	Spatial order		
1	S-1	73	73	75	71	73	
2	S-2	75	79	70	69	73.25	
3	S-3	80	80	73	75	77	
4	S-4	75	80	75	70	75	
5	S-5	76	80	78	65	77.25	
6	S-6	80	80	75	65	75	
7	S-7	80	80	72	72	76	
8	S-8	75	75	75	70	73.75	
9	S-9	80	80	74	70	76	
10	S-10	80	81	73	70	76	
11	S-11	78	75	69	62	71	
12	S-12	74	75	75	65	72.25	
13	S-13	80	80	75	70	76.25	
14	S-14	75	74	78	76	75.75	
15	S-15	80	82	70	72	76	
16	S-16	79	80	70	68	74.25	



17	S-17	70	70	69	64	68.25	
18	S-18	71	75	73	61	70	
19	S-19	78	80	70	69	74.25	
20	S-20	71	75	70	68	71	
21	S-21	75	75	75	75	75	
22	S-22	74	75	72	70	72.75	
23	S-23	75	75	76	78	76	
24	S-24	75	75	75	71	74	
25	S-25	78	75	75	75	75.75	
	$\Sigma X$						
	$X$	1907	1926	1744	1751	1879.	5
		76.28	77.28	69.76	70.04	75.18	

The Mean Score of the Students:

$$x_1 = \frac{\sum X_1}{N}$$

### The mean score of Diagnostic Test

#### 1. Content

✚ Unity

$$\bar{X} = \frac{\sum x}{N} = \frac{1399}{25} = 55.96$$

✚ Completeness

$$\bar{X} = \frac{\sum x}{N} = \frac{1388}{25} = 55.25$$

#### 2. Organization

✚ Coherence

$$\bar{X} = \frac{\sum x}{N} = \frac{1264}{25} = 50.56$$

✚ Spatial order

$$\bar{X} = \frac{\sum x}{N} = \frac{1145}{25} = 45.8$$

### The mean score of Cycle I

#### 3. Content

✚ Unity

$$\bar{X} = \frac{\sum x}{N} = \frac{1703}{25} = 68.12$$

✚ Completeness

$$\bar{X} = \frac{\sum x}{N} = \frac{1721}{25} = 68.84$$

#### 4. Organization

✚ Coherence

$$\bar{X} = \frac{\sum x}{N} = \frac{1585}{25} = 63.4$$

✚ Spatial order

$$\bar{X} = \frac{\sum x}{N} = \frac{1506}{25} = 60.24$$

## The mean score of Cycle II

### 5. Content

✚ Unity

$$\bar{X} = \frac{\sum x}{N} = \frac{1907}{25} = 76.28$$

✚ Completeness

$$\bar{X} = \frac{\sum x}{N} = \frac{1926}{25} = 77.28$$

### 6. Organization

✚ Coherence

$$\bar{X} = \frac{\sum x}{N} = \frac{1744}{25} = 69.76$$

✚ Spatial order

$$\bar{X} = \frac{\sum x}{N} = \frac{1751}{25} = 70.04$$



### Frequency in Cycle I

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

### Unity

No	Score	Frequency	Percentage (%)
1	65	8	32
2	66	1	4
3	68	2	8
4	70	13	52
5	71	1	4
<b>Total</b>		<b>25</b>	<b>100</b>

### Completeness

No	Score	Frequency	Percentage (%)
1	65	6	24
2	66	1	4
3	69	1	4
4	70	13	52
5	71	2	8
6	72	2	8
<b>Total</b>		<b>25</b>	<b>100</b>



### Coherence

No	Score	Frequency	Percentage (%)
1	60	9	36
2	61	1	4
3	62	1	4
4	63	1	4
5	65	9	36
6	68	3	12
7	70	1	4
<b>Total</b>		<b>25</b>	<b>100</b>

### Spatial order

No	Score	Frequency	Percentage (%)
1	50	1	4
2	55	3	12
3	60	13	52
4	61	3	12
5	62	1	4
6	65	2	8
7	67	1	4
8	69	1	4
<b>Total</b>		<b>25</b>	<b>100</b>

### Frequency in Cycle II

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

#### Unity

No	Score	Frequency	Percentage (%)
1	70	1	4
2	71	2	8
3	73	1	4
4	74	2	8
5	75	7	28
6	76	1	4
7	78	3	12
8	79	1	4
9	80	7	28
<b>Total</b>		<b>25</b>	<b>100</b>

#### Completeness

No	Score	Frequency	Percentage (%)
1	70	1	4
2	73	1	4
3	74	1	4
4	75	10	40
5	79	1	4
6	80	9	36
7	81	1	4
8	82	1	4
<b>Total</b>		<b>25</b>	<b>100</b>

### Coherence

No	Score	Frequency	Percentage (%)
1	69	2	8
2	70	5	20
3	72	2	8
4	73	3	12
5	74	1	4
6	75	9	36
7	76	1	4
8	78	2	8
<b>Total</b>		<b>25</b>	<b>100</b>

### Spatial Order

No	Score	Frequency	Percentage (%)
1	61	1	4
2	62	1	4
3	64	1	4
4	65	2	8
5	68	2	8
6	69	2	8
7	70	6	24
8	71	2	8
9	72	2	8
10	75	4	16
11	76	1	4
12	78	1	4
<b>Total</b>		<b>25</b>	<b>100</b>





16	Rangga Saputra	W	√	√	√	√	√	√	√	√	√	√
17	Rezki Ardi	P	√	√	√	√	√	√	√	√	√	√
18	Ramadhan	W	√	√	√	√	√	√	√	√	√	√
19	Rezky	W	√	√	√	√	√	√	√	√	√	√
20	Rifani Arief	W	√	√	√	√	√	√	√	√	√	√
21	Sakinah	W	√	√	√	√	√	√	√	√	√	√
22	Sintia	P	√	√	√	√	√	√	√	√	√	√
23	Sahril	W	√	√	√	√	√	√	√	√	√	√
24	Saiful	W	√	√	√	√	√	√	√	√	√	√
25	St. Alvira Khaerunnisa	P	√	√	√	√	√	√	√	√	√	√

Note : s : Sick      p : Permission      a : Absent

### Research Time

No	Action	Meetings	Date
1	D-Test	1	1 Juli 2021
2	Action cycle I	4	8, 9, 13, 15 Juli, 2021
3	Test cycle I	1	19 Juli, 2021
4	Action cycle II	4	22, 26, 28, 30 Juni, 2021
5	Test cycle II	1	1 Agustus 2021

## MATERI AJAR

### NARRATIVE TEXT

#### What is narrative text ?

Narrative text adalah cerita fiksi atau cerita karangan yang dibuat untuk menghibur pembaca. Narrative text biasanya kita jumpai dalam bentuk dongeng, cerita rakyat, maupun cerita fiksional lainnya. Tujuan Narrative text, seperti yang sudah disebutkan diatas adalah untuk menghibur pembaca/ pendengar dalam suatu cerita dengan kejadian berurutan yang mengarah ke dalam suatu klimaks, dan akhirnya menemukan penyelesaian.

#### Generic Structure dari Narrative Text

Narrative text mempunyai 3 susunan struktur seperti berikut ini:

1. **Orientation** Bagian Orientation berisi tentang pengenalan tokoh-tokoh, latar belakang tempat dan waktu dari cerita. (siapa, apa, kapan, dan dimana)
2. **Complication** Pada bagian complication, masalah-masalah mulai muncul dan harus di selesaikan oleh tokoh utama pada cerita tersebut.
3. **Resolution** Resolution adalah dimana cerita berakhir. Pada bagian ini masalah terselesaikan oleh si tokoh utama. Dalam bagian Resolution juga biasanya terdapat moral value atau nasihat dari cerita tersebut atau yang biasa disebut juga dengan **Coda**.

#### Penggunaan Grammar dalam Narrative Text

Dalam Narrative text kita harus menggunakan bentuk lampau atau **past**, karena cerita ini merupakan cerita karangan atau fiksi. Bentuk tenses bisa menggunakan past perfect, past continuous, past perfect continuous, atau bisa saja past future continuous. Semua aturan ini tidak harus dijadikan sebagai acuan karena tenses itu mengacu kepada kondisi dan situasi kalimat.

#### Ciri - Ciri Narrative Text

- Menggunakan Action Verb dalam bentuk Past Tense. Misalnya : Walked, Said, Wondered, dsb.

- Menggunakan Nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalnya : the princess, the girl, the queen, dsb.
- Menggunakan Adjectives yang membentuk noun phrase. Misalnya : The red riding hood, the poisoned apple, dsb.
- Menggunakan Time Connectives dan Conjunctions untuk mengurutkan kejadian-kejadian. Misalnya : before, after, then, next, soon, dsb.
- Menggunakan Adverbs dan Adverbial Phrase untuk menunjukkan lokasi kejadian atau peristiwa. Misalnya : on the sea, in the mountain, there, happily ever after, dsb.

### Contoh Cerita Narrative Text

The following text is the source the researcher uses to reconstruct new compositions;

#### Cinderella

**(Orientation)** Once upon a time, there was a girl named Cinderella. Cinderella lived and lived happily with her mother and father until her mother died. Cinderella is lonely. He felt he needed a mother figure in his life, therefore, Cinderella's father remarried a woman who had two daughters. Unfortunately, Cinderella's father died and in the end had to live with her stepmother and stepbrother. They were cruel to Cinderella. They are very bossy, he has to do all the housework.

**(Complication)** One day there was an invitation for all the family to come to the royal hall. The king invited all eligible women in the kingdom to find a wife for the Prince. Her stepbrother didn't let her go. Cinderella is sad. His stepbrother went to the hall without him. Fortunately, the fairy godmother came and helped her to get to the hall with a wave magic wand, helping prepare Cinderella for the



hall. The elf warned him that the magic would end at midnight, so he had to leave the hall beforehand.

In the hall everyone was shocked when Cinderella arrived in all her beauty. And then the Prince invited Cinderella to dance. She fell in love with him. Suddenly, the clock went off at midnight. Cinderella hastily fled, dropping her glass shoes as she did. Cinderella escapes, with nothing from the rest of the night, except for another glass slipper, who cannot return. Prince Charming has his love found through strange shoes, and troops are sent across the country to have every girl in the land try on the glass slipper to see if it fits.

**(Resolution)** Finally the Grand Duke reached the Cinderella residence, but he was nowhere to be seen. The stepsisters frantically try to get the glass slipper to match the royal wedding, but they don't. The Grand Duke will be leaving when Cinderella finally appears. She orders the masseuse to take out the glass slipper, but the stepmother at the last minute tries to prevent her stepdaughter from getting things right, causing the masseuse to stumble, thus breaking the fragile shoe into pieces. Yet the arrogant woman is no better than Cinderella's other glass slipper, which fits Cinderella's feet perfectly. Soon, the wedding bells rang, and Cinderella married the Prince, and they lived happily ever after.



**Teacher Direction:** use these questions and others to generate ideas.

<p>S Substitute</p>	<p>What other settings could be used for the story? Can you replace the glass slipper with something else? Can you switch the fairy godmother to a different type of magical being?</p>
<p>C Combine</p>	<p>Can two characters be combined to make one new character?</p>
<p>A Adapt</p>	<p>How can some of the characters be changed to make the story different? Are there elements from another story that can be added to this one?</p>
<p>M Modify</p>	<p>The stepsisters try their hardest to make their feet fit into the slipper. What can you do to exaggerate this scene? What can you do to exaggerate Cinderella's feeling for the prince?</p>
<p>P Put to other Use</p>	<p>Instead of writing a new story, what other ways could you use to tell the story?</p>
<p>E Eliminate</p>	<p>Cinderella stepmother and stepsisters are very cruel to her. What if you took this part of the story out and make them nicer?</p>
<p>R Rearrange</p>	<p>How could you rearrange the Cinderella new story?</p>

**DOCUMENTATION**



