ENHANCING STUDENTS' WRITING SKILL THROUGH STORY COMPLETION TASKS STRATEGY AT SMPN 1 CAMPALAGIAN

A THESIS

Submitted to the Faculty Training and Education Universitas Muhammadiyah Makassar in Part Fulfillment of requirements for the Degree of Education in English Education Department

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UNIVERSITAS MUHAMMADIYAH MAKASSAR

2025

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بسم الله الرحمن الرحيم

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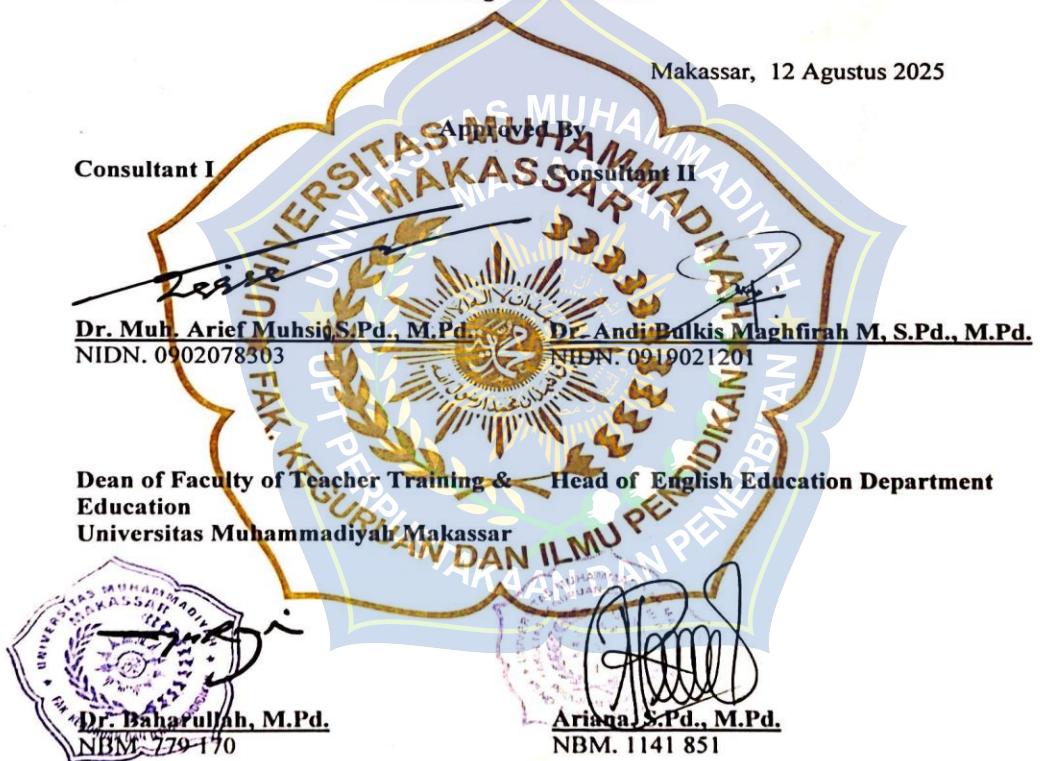
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Day / Date	Chapter	Note	Sign
31/5/2025	IV	- Discussion only explain about the improvement of writing skill without data. Why the writing skill improve? what have you done? How does your it improve? - correlate with other research. - you have to describe more without data from findings.	

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Day / Date	Chapter	Note	Sign
26/6/2025			

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Day / Date	Chapter	Note	Sign
Thusday, June 19th 2025	I, II, III	Fix the grammatical errors	9.
		- Describe the instruments used in this research	
		- Add the explanation of the implementation in procedures of Research	9.
		- Provide the source of the adapted score rubrics	
Friday, June 20th 2025	IV	- Rewrite the Fact the	
		- Do not provide except the findings	
		- Provide the result of data analysis in appendix	9.
		- Provide the result of students answer	
		- Provide documentation & letter from school	

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2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.

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4. Apabila saya melanggar perjanjian seperti pada butir1, 2, dan 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

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Judul Skripsi	:	Enhancing Students' Writing Skill Through Story Completion Tasks Strategy at SMPN 1 Campalagian

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil saya sendiri, bukan ciptaan orang lain dan tidak dibuatkanoleh siapapun.

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Yang Membuat Perianiian

Dewi Raihanah

MOTTO AND DEDICATION

Motto

"Allah tidak membebani seseorang melainkan dengan kesanggupannya"

(Q.S. Al-Baqarah: 286)

"Loving myself might be harder than loving someone else, but it's the beginning of everything."

-BTS, Answer: Love Myself-

"After a hurricane comes a rainbow."

-Katy Perry, Firework-

Dedication

"I dedicate this thesis to myself, to my dearest parents, and my loving friends whose endless support has always lifted me up through every step of this journey."

ABSTRACT

Raihanah, 2025. "Enhancing Students' Writing Skill Through Story Completion Tasks Strategy at SMPN 1 Campalagian". Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Muh. Arief Muhsin and Andi Bulkis Maghfirah Mannong.

This research investigates the enhancing students' writing skill through story completion tasks strategy of nineth grade students at SMPN 1 Campalagian. This research used quantitative research with Classroom Action Research (CAR) design. The research used random sampling technique and chose the IX A class of SMPN 1 Campalagian consisted of 30 students. Data was collected through diagnostic test and writing test conducted before and after treatment using story completion tasks strategy.

The results demonstrate a significant upward trend in students' writing development. An improvement of 10.93% was observed from the D Test to Cycle I, followed by a substantial increase of 40.5% from Cycle I to Cycle II. Overall, the total enhancement from the D Test to Cycle II reached 55.90%. These findings highlight the effectiveness of the implemented actions, particularly the application of story completion tasks as a teaching strategy. The notable improvement in Cycle II indicates that interactive and context-based instructional methods can substantially improve students' writing skill.

Keywords: Story completion, Writing skill, CAR, Teaching strategy

ABSTRAK

Raihanah, 2025. "Meningkatkan Keterampilan Menulis Siswa Melalui Strategi Tugas Melengkapi Cerita di SMPN 1 Campalagian". Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Muh. Arief Muhsin dan Andi Bulkis Maghfirah Mannong.

Penelitian ini menyelidiki peningkatan keterampilan menulis siswa melalui strategi tugas melengkapi cerita pada siswa kelas sembilan di SMPN 1 Campalagian. Penelitian ini menggunakan penelitian kuantitatif dengan desain Penelitian Tindakan Kelas (PTK). Penelitian ini menggunakan teknik pengambilan sampel acak dan memilih kelas IX A SMPN 1 Campalagian yang terdiri dari 30 siswa. Data dikumpulkan melalui tes diagnostik dan tes menulis yang dilakukan sebelum dan sesudah perlakuan menggunakan strategi tugas melengkapi cerita.

Hasilnya menunjukkan tren peningkatan yang signifikan dalam perkembangan menulis siswa. Peningkatan sebesar 10,93% diamati dari Tes D ke Siklus I, diikuti oleh peningkatan substansial sebesar 40,5% dari Siklus I ke Siklus II. Secara keseluruhan, peningkatan total dari Tes D hingga Siklus II mencapai 55,90%. Temuan ini menyoroti efektivitas tindakan yang dilaksanakan, khususnya penerapan tugas melengkapi cerita sebagai strategi pengajaran. Peningkatan yang signifikan pada Siklus II menunjukkan bahwa metode pengajaran yang interaktif dan berbasis konteks dapat meningkatkan keterampilan menulis siswa secara substansial.

Kata kunci: Menyelesaikan cerita, Keterampilan menulis, PTK, Strategi pengajaran

ACKNOWLEDGEMENTS

First and foremost, the researcher sincerely expresses gratitude and praise to Allah SWT for His infinite mercy and blessings, which have enabled the completion of this thesis. Peace and blessings are also sent upon the Prophet Muhammad SAW, his companions, and all his followers.

The researcher would also like to convey heartfelt appreciation for the invaluable support, guidance, and encouragement received from many individuals throughout the research and writing process. Therefore, the researcher would like to extend her sincere thanks to:
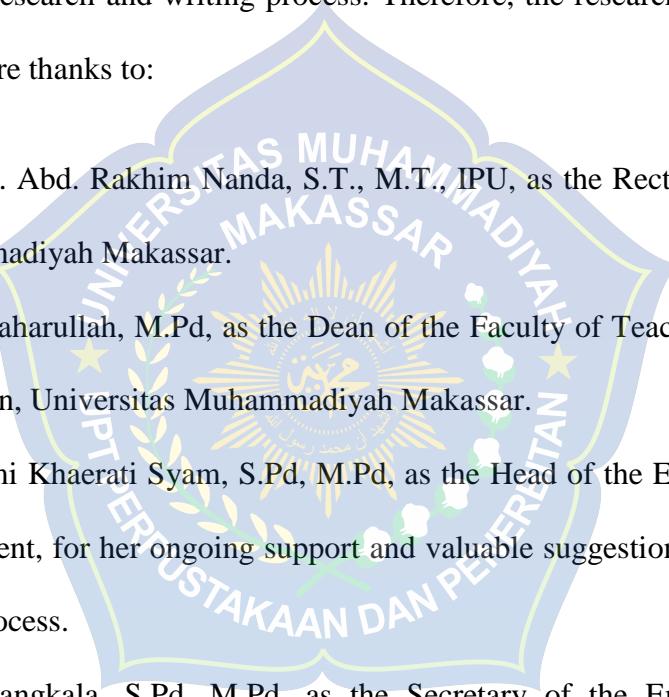
1. Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU, as the Rector of Universitas Muhammadiyah Makassar.

2. Dr. H. Baharullah, M.Pd, as the Dean of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar.

3. Dr. Ummi Khaerati Syam, S.Pd, M.Pd, as the Head of the English Education Department, for her ongoing support and valuable suggestions throughout the thesis process.

4. Ismail Sangkala, S.Pd, M.Pd, as the Secretary of the English Education Department, for his commitment and assistance in supporting academic activities within the department.

5. Dr. Muh. Arief Muhsin, S.Pd, M.Pd, and Dr. Andi Bulkis Maghfirah Mannong, S.Pd, M.Pd., as academic supervisors, for their time, direction, and constant motivation. Thank you for always being open to consultations and

for understanding the researcher's challenges. May Allah SWT grant you continuous health, blessings, and rewards for all the kindness and support you have provided.

6. To the researcher's beloved parents, Father Alimin and Mother Syamsiah, who have given boundless love, encouragement, and prayers at every stage. Thank you for your unwavering support, both emotionally and financially. May Allah ease the researcher's path in achieving the dreams of her parents and bless them with long life and good health. Aamiin.

7. To the entire family, thank you for the endless love, encouragement, and prayers. Your presence has given strength and motivation. Special thanks go to the researcher's cousins, whose prayers and sincere support have been uplifting throughout this journey.

8. To the *Chill Zone* friends, Rusdiana, Riska Aulia, Putri Nabila, Rahmawati, and Harlina, thank you for the support, prayers, and all the beautiful memories that helped the researcher reach this stage.

9. To dear friends Wawa, Pia, Faizah, Fira and Andiya, thank you for accompanying the researcher and continuously providing encouragement during the thesis-writing process. The researcher hopes that the spirit of mutual support will continue in the future.

10. To all fellow fighters in *Dream Catcher Class* thank you for the positivity and meaningful memories from the very beginning up until the completion of this thesis. May success and happiness always be with us all.

11. Last but not least, to myself, Dewi Raihanah thank you for enduring everything up to this point. From the initial enthusiasm, through the toughest days, to finally crossing the finish line. This accomplishment is not merely about graduating; it is a testament to your strength, even in moments of doubt and when you felt like giving up. May you continue to persevere and overcome whatever challenges lie ahead.

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CHAPTER I

INTRODUCTION

A. Background

Writing skill is one of the important aspects of language learning that must be taught at all levels of education. As part of the four basic language skills (listening, speaking, reading, and writing), the write involves not only composing grammatically correct sentences but also conveying ideas in a coherent, structured, and logical manner. Suprayogi et al. (2021) define writing skill as the skill to convey thoughts, ideas, and opinions in writing to others. Meanwhile, Hatmo (2021) adds that writing is a medium to express one's ideas, feelings, and views in writing and plays an important role in improving students' critical thinking skills.

Writing is also considered as one of the complex skills that requires mastery of vocabulary, understanding of grammar, and the skill to organize ideas systematically. In education, writing skills need to be developed because they not only improve students' language skills but also train them to think critically, creatively, and analytically (Rohmiyati et al, 2023). These skills become important capital for students to face academic challenges and life outside school.

Moreover, writing skills play a crucial role in developing students' thinking skills (Amhar et al 2022). Through writing, students are not only encouraged to express

their ideas but also to analyze and evaluate the information they possess . This process enables students to view a problem from various perspectives, thereby training them to think critically. In the context of education, this skill is essential to tackling increasingly complex academic challenges, such as completing essays, research reports, and theses.

Despite the importance of writing skills, many students still face significant challenges in mastering this skill. Based on an interview with the ninth-grade English teacher at SMPN 1 Campalagian, students face various difficulties in writing short stories, including limited vocabulary, difficulty in organizing ideas, and low motivation to write. Students also feel less confident in expressing ideas for fear of making mistakes. As a result, learning writing skills, especially writing short stories, has not been optimally implemented.

Pre-observation was conducted to further examine students' writing skill before implementing the story completion tasks strategy. The researcher observed students' engagement, writing fluency, and common difficulties they encountered in composing narrative texts. The findings from this observation supported the interview results, confirming that students faced challenges in vocabulary mastery, idea organization, and confidence in writing.

Achieving a high level of writing proficiency requires support from a conducive learning environment. Teachers play a central role in creating this environment by

providing guidance, constructive feedback, and motivation to students. One form of support that teachers can offer is by providing examples of good writing. By offering quality writing models, students can learn about structure, style, and ways to develop ideas in their own writing.

On the other hand, students' motivation must also be considered in writing instruction. Intrinsic motivation, such as an interest in writing or an awareness of its importance, can be a strong driving force for students to continue practicing and improving their skills. However, when intrinsic motivation has not been strongly formed, teachers can use extrinsic motivation, such as rewards, praise, or positive evaluations, to encourage students to engage more actively in writing.

In language learning, the application of effective strategies is one of the keys to success to help students overcome these obstacles. One of the innovative and applicable strategies is story completion tasks. Gazali (2022) explains that story completion tasks is a learning strategy designed to engage students in creative writing activities by continuing or completing a story that has been prepared at the beginning. This strategy allows students to express their ideas freely within the confines of a predetermined story framework so that they can think creatively, imagine, and organize ideas systematically.

In implementing the story completion tasks strategy, teachers should also consider the students' skills and needs. This strategy allows teachers to adjust the

difficulty level of the task to match the students' skills so that all students can actively participate. Furthermore, teachers should provide students with the freedom to explore their ideas without excessively restricting their creativity. This approach can help students feel more confident and motivated to complete their writing tasks.

According to Lenette et al (2022) this strategy encourages collaboration among students in the learning process. For example, students can be asked to provide feedback to each other or discuss the stories they have written. This process not only enhances writing skills but also teaches students to appreciate the ideas and opinions of others. In the long term, such collaboration can help students develop social skills that are highly valuable in daily life.
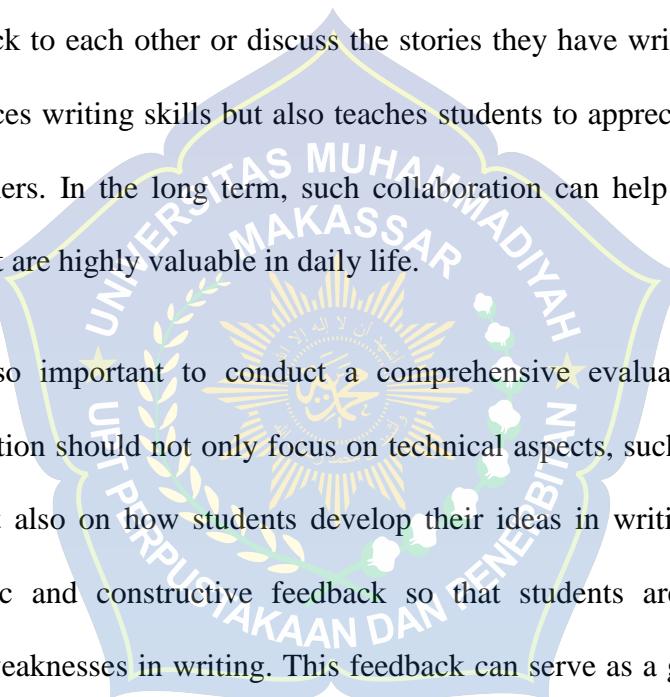
It is also important to conduct a comprehensive evaluation of students' writing. Evaluation should not only focus on technical aspects, such as grammar and vocabulary, but also on how students develop their ideas in writing. Teachers can provide specific and constructive feedback so that students are aware of their strengths and weaknesses in writing. This feedback can serve as a guide for students to continuously improve and enhance their writing skills.

Based on this explanation, this research aims to implement the story completion tasks strategy to improve the writing skills of grade IX students at SMPN 1 Campalagian. This strategy is expected to be a solution to overcome various obstacles that have been faced by students in writing. In addition, this research also

seeks to evaluate the effectiveness of this strategy in creating more innovative, applicable, and fun writing lessons.

One form of writing skill taught at the secondary education level is creative writing, including writing short stories. Writing short stories provides a space for students to creatively express their ideas, opinions, and experiences in the form of written literature. This process involves the use of students' emotions, imagination, and knowledge, all of which contribute to the formation of interesting and meaningful literary works. However, the skill to write short stories does not appear instantly but requires a consistent practice process and the right learning strategy to help students hone these skills.
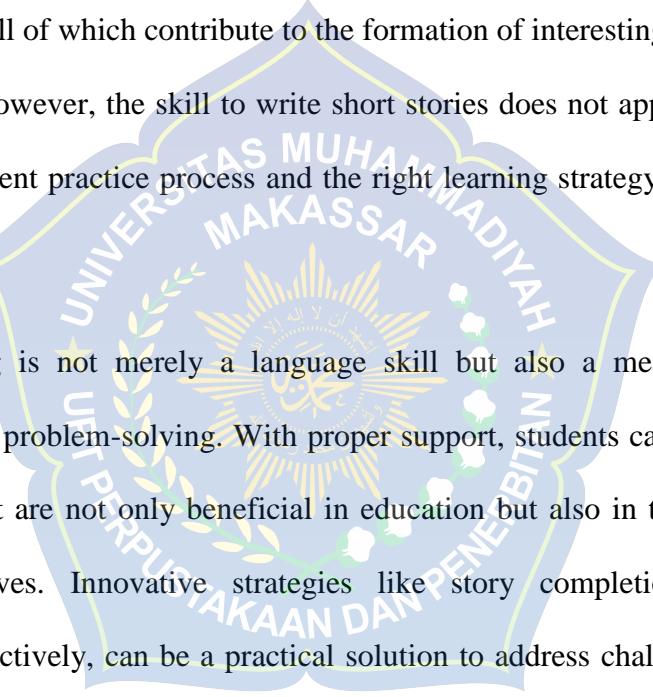
Thus, writing is not merely a language skill but also a means for personal development and problem-solving. With proper support, students can develop strong writing skills that are not only beneficial in education but also in their professional and personal lives. Innovative strategies like story completion tasks, when implemented effectively, can be a practical solution to address challenges in writing instruction and help students reach their full potential.

B. Research Question

Based on the background above, the research question of this research is:

"How does the use of the story completion tasks strategy enhance students' writing skill at SMPN 1 CAMPALAGIAN?"

C. Research Objectives

Based on the research question, the research objective is to analyse how the use of the story completion tasks strategy enhance students' writing skill at SMPN 1 Campalagian.

D. Significance of the Research

This research holds significant importance in advancing the understanding and application of effective strategies for developing writing skill, particularly in the context of creative writing such as story completion tasks. This research underscores the value of creating an interactive and motivating learning environment where students can express their ideas freely, overcome their fear of mistakes, and build confidence in their writing. The findings of this research are expected to provide actionable insights for educators in designing and implementing teaching strategies that not only improve students' writing skills but also nurture their creativity and self-expression.

E. Scope of the Research

This research focuses on writing skill, specifically in story completion tasks, with an emphasis on the skill to write short stories. The components of writing examined include coherence and grammar. The type of text used in this research is narrative text, particularly short stories, which provide students with opportunities to express their ideas, emotions, and imagination. The participants

of this research are 9th-grade students at SMPN 1 Campalagian consisting of 30 students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

There are some research has been conducted the use of story completion tasks:

The first research conducted by Hayarna (2022), her focus on "The effectiveness of using story completion technique in teaching speaking skills" she conducted that technique effectively improves students' speaking skills, enhancing accuracy, fluency, and comprehensibility.

The next research by Salmon J. Hukom (2021), his research "A technique in teaching speaking", he highlights story completion as an effective and engaging technique for teaching speaking.

The third research applied by Jimly Rafi'i Masrul (2023), his research focus on "The effect of story completion to students' speaking skill". He conducted this technique enjoyable, fun and make the students more active and creative in the learning process.

The fourth research by Wulan Fitriani (2021), in her research focus on "Teaching students' speaking skill through story completion technique" she

emphasized that its fun and interactive nature, allowing students to imagine, explore, and express ideas freely.

And the fifth research by Shofiyah & Fitri (2020), focus on "Improving students' speaking skill through story completion technique in narrative text" she conducted that story completion makes learning enjoyable and helps students speak more fluently.

Based on the explanation above, the researcher concluded that there are several similarities among previous researchers. First, all studies utilize Classroom Action Research as a method to effectively evaluate the strategies applied in teaching. Second, all studies focus specifically on Junior High School students. Last, all studies emphasize the use of the Story Completion Technique as a strategic approach to enhance students' speaking or writing skills.

On the other hand, there are also differences. This research specifically focuses on improving writing skills, while previous studies predominantly concentrated on enhancing speaking skills. Additionally, this research involves 9th grade students, whereas several previous studies engaged 8th grade students or students from different educational levels.

B. Some Pertinent Ideas

1. Concept of Story Completion Tasks

a) Definition of Story Completion Tasks

Story completion is an educational technique that can effectively improve students' writing skills. According to Masrul.J.R (2023) story completion tasks is a teaching technique in which students are asked to complete or continue a story that has been started by the teacher. This technique aims to stimulate students' creativity, improve speaking and writing skills, and encourage them to actively participate in the learning process. In this activity, students can express their ideas, use their imagination, and practice language more freely without focusing too much on grammatical errors.

Husna, A. (2022). emphasizes that story completion tasks can be used to improve students' writing skills. By providing a beginning to the story, students are encouraged to complete the story, which helps them organize their thoughts and ideas in writing, and improves creativity in writing.

b) Benefits of Story Completion in Writing

Here are some of the benefits of story completion, including:

1. Creating a relaxed and enjoyable learning environment.

2. Increasing students' confidence in expressing their thoughts and emotions.

3. Encouraging active participation in writing assignments.

4. Improving students' overall verbal skills.

5. Fostering creativity and imaginative thinking.

6. Promoting collaboration and teamwork among students.

7. Strengthening listening and comprehension skills.

Fitriani, W (2021) showed that the story completion technique allows students to express their ideas freely without direct teacher intervention. Teachers can encourage students to develop a story as if they are explaining it to someone who is not familiar with the story. Students' work can be evaluated using a rubric or rating scale to assess reading comprehension and writing development. With its various benefits, this technique has proven to be effective and engaging in improving students' writing skills while simultaneously developing their creativity and critical thinking skills.

c) **Procedures of Story Completion Tasks**

Story completion technique can be implemented with the following steps:

1. Introducing the Topic and Group Discussion: The teacher gives the students a topic or theme of the story. After that, students are given about 15 minutes to discuss in groups. During this time, students are expected to brainstorm, share ideas, and plan how they will continue the story. The purpose of this step is to encourage students to work

together, share ideas, and develop a coherent plan to continue the story.

2. Providing Story Paper: After the group discussion, the teacher provides paper containing an incomplete story. This paper serves as a basis for students to continue the story that has been started.

3. Completing the Incomplete Story: Students are then asked to complete the story individually. Each student takes the time to add new parts, characters, or descriptions, while building on the ideas that have been introduced previously. This process not only improves students' writing skills, but also encourages creativity, critical thinking, collaboration, and the skill to develop the contributions of others.
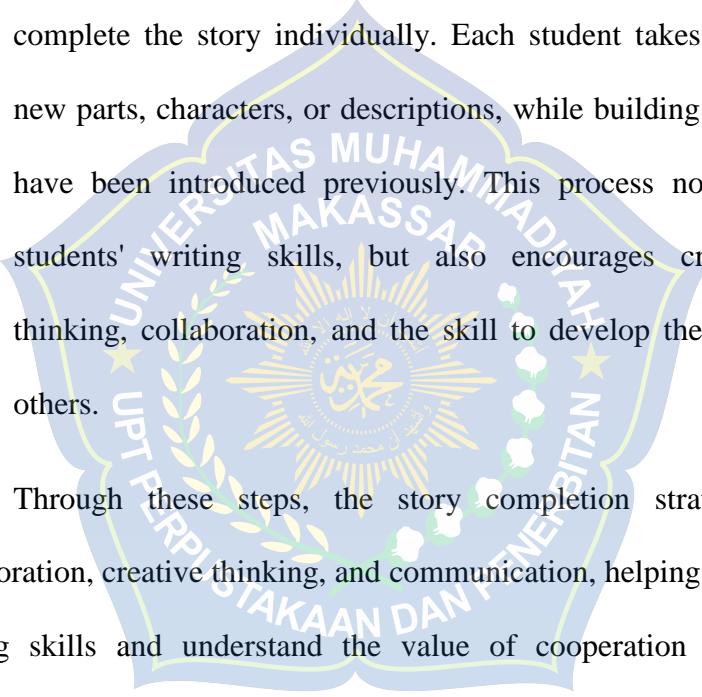
Through these steps, the story completion strategy encourages collaboration, creative thinking, and communication, helping students develop writing skills and understand the value of cooperation and imaginative thinking.

2. **Concept of Writing Skill**

a) **Definition of writing skill**

Writing skill is a product of ingenuity carved through knowledge, learning, creativity and intellectual uprightness. An individual with sound

writing skills is regarded high in dignity and receives elevated opportunities everywhere in competitive examinations, job opportunities, promotions and social services. Regarding the discipline of teaching and learning a language, proficiency in writing skill deserves an irrelative significance. In spite of being an insurmountably significant skill, numerous learners and pedagogues still seem to be bewildering for specifying the actual crux of theoretical knowledge and pedagogical procedures of writing in a compact document. In order to bridge up this goal, this research attempts to open some pertinent horizons in terms of its objectives, approaches, types, components and cannons for evaluation through document analysis method, a major component of qualitative research design. Fairly a large number of document based views, ideas, opinions, definitions, approaches and guidelines have been analysed critically. Obviously, the resources covered in the review, results and discussion section would prove to be reliable sources for the prospective learners and researchers. The research concludes that the teachers and syllabus designers have to keep themselves up-to-date with process based current approaches, methods and techniques alongside their theoretical and practical foundations. The most noteworthy insight drawn is that there are not any specific methods and techniques comprehensive enough to capture all the facets of teaching writing skill. Therefore, the teacher has to select and implement the best ones from a wide range of methods

and techniques eclectically by musing on the classroom stakeholders deeply.

b) Elements of writing skill

There are five main components in writing: content, organization, grammar, vocabulary, and mechanics. Each of these components plays a crucial role in creating effective and high-quality written communication.

1. Content

The content of writing should be clear and comprehensible to readers so that they can easily understand the intended message and gain relevant information. A good writing content should be well-structured, unified, and complete. These qualities are known as unity and completeness, which are essential characteristics of good writing. When the content is well-organized, readers can grasp the author's purpose and message more efficiently.

2. Organization

Organizing material in writing involves creating a logical structure that allows the ideas to flow smoothly. Various organizational patterns include:

a. Coherence

Coherence means that elements in the writing are logically connected. In a coherent paragraph, all the ideas follow a clear order, ensuring that

readers can follow the writer's thoughts without confusion. Coherence is achieved through logical sequencing, appropriate transitions, and the consistent development of ideas. It ensures that each sentence flows smoothly into the next, maintaining a clear relationship between ideas. Writers can enhance coherence by using cohesive devices such as conjunctions (however, therefore, in addition), repetition of key terms, pronoun references, and parallel structures. Additionally, coherence can be improved by organizing information in a logical pattern, such as chronological order, cause-and-effect relationships, or problem-solution structures. When a text is coherent, readers can easily grasp the main message and understand how each part contributes to the overall meaning.

b. Order of Importance

One effective method for organizing a paragraph is by arranging ideas according to their importance. In this structure, the most significant idea is presented first, followed by less important points.

c. General to Specific Pattern

This is a common organizational pattern where a general statement is made in the topic sentence, followed by supporting sentences that provide specific details, examples, and facts.

d. Specific to General Pattern

In this pattern, specific facts, observations, or examples are presented first, and the paragraph concludes with a generalization or a summarizing sentence.

e. Chronological Organization

In a paragraph with a chronological structure, events and details are arranged according to the sequence in which they occurred, moving from the earliest to the latest.

f. Spatial Organization

When describing visual appearances or locations, a spatial pattern is the most effective. This method organizes content according to physical space and arrangement.

3. Grammar

Grammar is crucial in writing, as it ensures that communication is clear and orderly. Good grammar enhances the quality of a written piece by making ideas easier to understand and reducing ambiguity. It provides a structured framework that helps writers convey their thoughts effectively. Writers need to pay attention to various grammatical elements, such as:

a) **Tenses** – Indicate the time of an action (past, present, or future) and ensure consistency throughout the text. Incorrect tense usage can confuse readers and distort the intended meaning.

b) **Prepositions** – Show relationships between words, such as time (*in, on, at*), place (*under, between, next to*), and direction (*to, into, from*). Incorrect prepositions can lead to unclear or awkward sentences.

c) **Conjunctions** – Connect words, phrases, or clauses (*and, but, although, because*), helping to create coherence and logical flow in writing. Misuse of conjunctions can result in fragmented or run-on sentences.

d) **Clauses (Adjective or Adverb Clauses)** – Provide additional information within a sentence. Adjective clauses modify nouns (*The book that I borrowed is interesting*), while adverb clauses modify verbs (*She left because she was tired*). Proper use of clauses helps expand ideas and provide details without creating confusion.

e) **Articles** – Determine specificity of nouns (*a, an, the*). Misuse of articles can affect clarity, as they help distinguish between general and specific references.

Incorrect grammar can result in vague content and misunderstandings. For example, an error in tense usage could alter the intended meaning of a sentence, confusing the reader. Similarly, improper use of conjunctions or prepositions may disrupt the logical flow, making the

writing difficult to follow. By mastering grammatical rules, writers can ensure precision, coherence, and overall readskill in their writing.

4. Vocabulary

A writer's skill to express ideas depends on their vocabulary. Without a sufficient vocabulary, it becomes challenging to express thoughts in writing. An appropriate choice of words enables writers to construct coherent and meaningful content that readers can understand easily. A well-chosen vocabulary enhances the quality of the text and facilitates communication with readers.

5. Mechanics

Mechanics in writing refer to the correct use of capitalization and spelling. Proper mechanics are vital because they help readers quickly and accurately interpret the writer's message. Correct mechanics contribute to clarity and readskill, ensuring that written communication is easily understood without ambiguity.

6. Other Components of Writing

Another source outlines five general areas or components of writing:

a. Language Use

The skill to construct grammatically correct and contextually appropriate sentences.

b. Mechanical Skills

The skill to adhere to the conventions of written language, such as punctuation, spelling, and grammar.

c. Content Development

The skill to think creatively and logically, developing ideas while excluding irrelevant information.

d. Stylistic Skills

The skill to manipulate sentences and paragraphs effectively, using language in a persuasive and impactful way.

e. Audience Awareness

The skill to write appropriately for a specific audience, with an understanding of how to select, organize, and present relevant information in a clear and effective manner. By mastering all these components, a writer can create well-structured, cohesive, and impactful writing. This enables effective communication across academic, professional, and creative contexts, ensuring that the message is conveyed with clarity, purpose, and engagement.

c) **Stages in the Writing Process**

The writing process occurs in several stages as follows:

1. **Pre-writing**

   a) **Choosing a Topic**

   Before starting to write, the teacher usually provides or recommends ideas for the topic to be discussed. This initial step is crucial as it sets the foundation for the entire writing process, allowing students to focus their thoughts and efforts on a specific subject matter that interests them or aligns with the curriculum.

   b) **Gathering Ideas**

   Once the topic is determined, the writer must note down supporting ideas related to the topic. This brainstorming phase encourages creativity and helps the writer explore various angles and perspectives, ensuring a rich pool of ideas to draw from when crafting the final piece.

   c) **Organizing**

   This step involves selecting the most relevant supporting ideas and arranging them in a logical order, determining which should come first and which should follow. Effective organization is essential, as it

not only aids in the clarity of the writing but also enhances the reader's understanding and engagement with the text.

2. **Drafting**

The writer creates a complete draft from start to finish, using notes and supporting ideas in a structured order. During this phase, the focus shifts from generating ideas to translating those ideas into coherent sentences and paragraphs, allowing the writer to see how their thoughts come together in a tangible form.

3. **Reviewing and Revising**

This stage includes reviewing the grammar and content of the writing. Writers can reread their work independently or ask for feedback from peers. This feedback helps identify and correct weaknesses in the writing, providing an opportunity for the writer to refine their arguments, enhance clarity, and ensure that their message is effectively communicated. Engaging in this reflective practice is vital for personal growth as a writer, as it fosters a deeper understanding of the writing craft.

4. **Rewriting**

Based on the evaluation, the writer revises the draft to correct grammatical and content errors, resulting in a more polished and

well-organized work. This final stage is where the writer meticulously fine-tunes their piece, ensuring that every word serves a purpose and contributes to the overall impact of the writing. The rewriting process not only improves the quality of the work but also instills a sense of pride and accomplishment in the writer, as they witness their ideas evolve into a refined and compelling narrative.

3. Concept of Narrative Text

a) Definition of Narrative Text

Narrative text is a fictional story or a made-up story that is made to entertain the reader. Narrative text is usually found in the form of fairy tales, folk tales, or other fictional stories. The purpose of Narrative text, as mentioned above, is to entertain the reader/listener in a story with sequential events that lead to a climax, and finally find a resolution.

b) Generic Structure of Narrative Text

Narrative text has 3 structural arrangements as follows:

1. Orientation: The Orientation section contains an introduction to the characters, the background of the place and time of the story. (who, what, when, and where)

2. Complication/Events: In the complication section, problems begin to arise and must be resolved by the main character in the story.

3. Resolution: The resolution is where the story ends. In this section the problem is resolved by the main character. In the Resolution section there is usually also a moral value or advice from the story or what is commonly called the Coda.

c) Use of Grammar in Narrative Text

In Narrative text we must use the past tense, because this story is a fictional story. The tenses can use the past perfect, past continuous, past perfect continuous, or it could be the past future continuous. All of these rules cannot be used as a reference because tenses refer to the conditions and situations of the sentence.

d) Characteristics of Narrative Text

1. Using Action Verbs in the Past Tense form. For example: Walking, Talking, Wondering, etc.

2. Using certain Nouns as pronouns for certain people, animals and objects in the story. For example: the princess, the girl, the queen, etc.

3. Using Adjectives that form noun phrases. For example: The little red hood, the poisoned apple, etc.

4. Using Time Connectives and Conjunctions to sequence events. For example: before, after, then, next, immediately, etc.

5. Using Adverbs and Adverbial Phrases to indicate the location of an event or incident. For example: at sea, on a mountain, there, happily ever after, etc.

e) Example of Narrative Text

The Legend of Malin Kundang

(Orientation)

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother

(Events)

Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.

The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin

Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother.

She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail

(Resolution)

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Fox and A Cat

(Orientation)

One day, a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. "Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs," she said.

(Events)

"I know only one trick to get away from dogs," said the cat. "You should teach me some of yours!".

"Well, maybe someday, when I have the time, I may teach you a few of the simpler ones", replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder – the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. "This is the trick I told you about, the only one I know", said the cat. "Which one of your hundred tricks are you going to use?".

(Resolution)

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

The Lake of Colors

(Orientation)

In a kingdom called Kutatanggeuhan, there ruled a wise king named Prabu Suwartalaya. He was known as a just ruler and was greatly loved by his people. Prabu Suwartalaya had a wife named Ratu Purbamanah, a gentle and loving woman who always supported her husband. However, their happiness was not complete because, after years of marriage, they had not been blessed with a child.

The king and queen remained patient and continued to seek ways to have a child. Finally, Prabu Suwartalaya decided to meditate in a cave after receiving guidance from the queen's elders. He prayed earnestly, asking to be blessed with a child. His prayers were answered, and not long after, Ratu Purbamanah became pregnant. The birth of their daughter was celebrated with great joy throughout the kingdom. The princess was named Nyi Mas Ratu Dewi Rukmini Kencana Wungu, but she was often called Dewi Rukmini.

(Events)

As time passed, Dewi Rukmini grew into a beautiful young woman, dearly loved by her parents. She was also given the nickname Dewi Kuncung

Biru because she always wore a blue ribbon in her hair when she was a child. However, because she was spoiled and always got what she wanted, Dewi Rukmini became selfish. Her attitude started causing problems as she entered her teenage years.

On her 17th birthday, Dewi Rukmini demanded a grand celebration from her parents. She also requested expensive jewelry, such as gold, pearls, and diamonds. Moreover, she wished for her hair to be adorned with precious gems, an unreasonable request.

At first, Prabu Suwartalaya refused her demands, believing them to be excessive. However, due to his immense love for his daughter and the pressure she put on him, he eventually gave in.

Hearing the princess's wishes, the people of the kingdom worked together to collect their treasures as birthday gifts. They willingly donated their jewelry and valuable belongings to fulfill Dewi Rukmini's requests. During the grand celebration, the gifts were presented to her. However, instead of being grateful, Dewi Rukmini threw them away in disappointment. She tossed the jewelry box given by the people, scattering its contents across the floor.

(Resolution)

Her behavior shocked and saddened everyone, including Ratu Purbamanah, who could not hold back her tears. Suddenly, a great disaster struck the kingdom. The ground shook violently, the palace began to crack, and a heavy storm with torrential rain followed. Water rapidly flooded the entire kingdom, submerging everything in its path. In an instant, what was once a magnificent palace transformed into a vast lake.

Strangely, after the storm had passed, the lake's water was not ordinary. Beautiful, colorful reflections appeared on the surface, resembling a rainbow merged with the water. According to legend, these colors came from the scattered jewels thrown away by Dewi Rukmini. The lake later became known as Telaga Warna or The Lake of Colors.

C. Conceptual Frameworks

Figure 2. 1 Conceptual Framework

```
┌─────────────────────────────┐
│           INPUT             │
│      Writing Material       │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│         TREATMENT           │
│   Story Completion Tasks    │
│          Strategy           │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│          OUTPUT             │
│  Enhancing Students Writing │
│           Skill             │
└─────────────────────────────┘
       │              │
       ▼              ▼
┌───────────┐   ┌───────────┐
│ Coherence │   │  Grammar  │
└───────────┘   └───────────┘
```
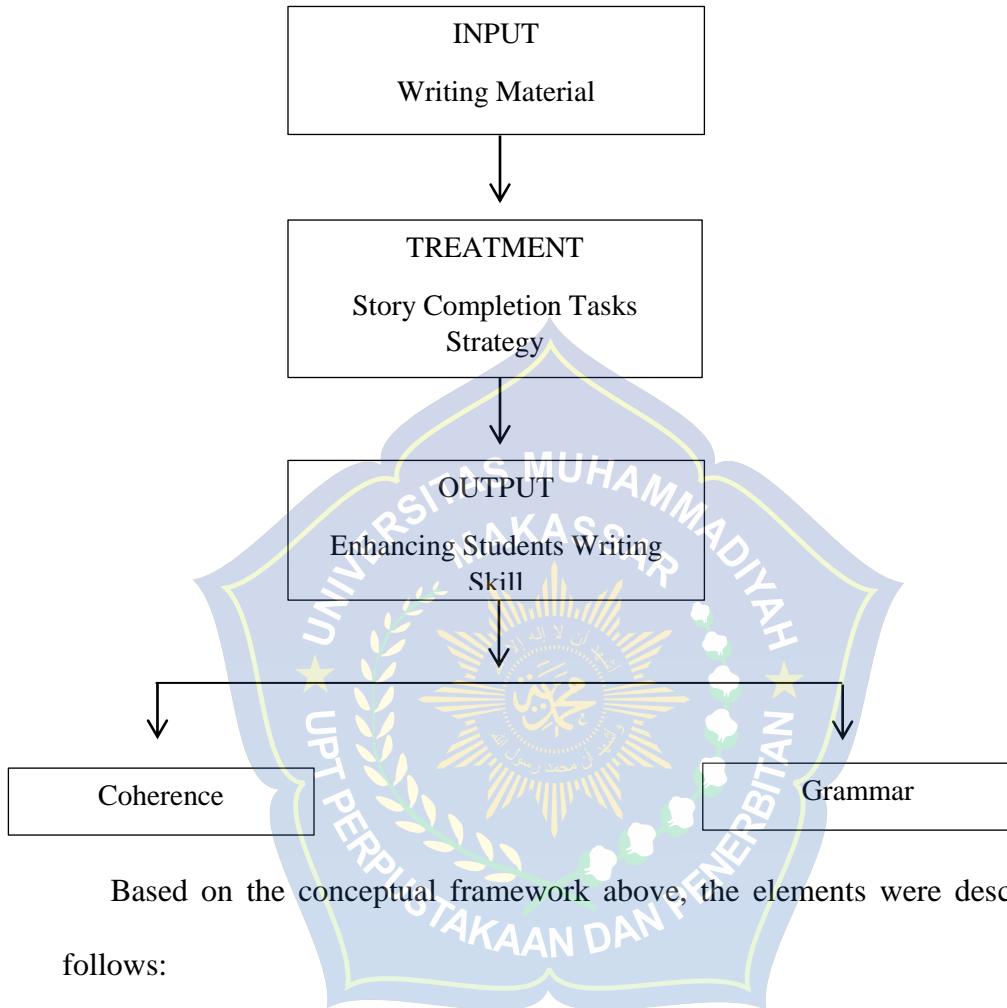
Based on the conceptual framework above, the elements were described as follows:

1. Input

It referred to students' prior knowledge of writing skills before the researcher implements the story completion task strategy. A diagnostic test was conducted by asking students to complete an incomplete story, and the results were collected as initial data.

2. Treatment

It referred to the researcher's intervention, where students were taught narrative text writing with a focus on coherence and grammar. The treatment was conducted over four meetings, during which students engage in story completion tasks to freely express their ideas without direct teacher intervention. Before the treatment begins, an initial assessment was to evaluate students' conditions as a baseline measurement. After the treatment, students took another writing test to assess the improvement in their writing skills.

3. Output

It represented the enhancement of students' writing skills, particularly in coherence and grammar, achieved through the story completion task strategy. The effectiveness of this strategy was analyzed using the formula adapted from Aulia (2021).

CHAPTER III
RESEARCH METHOD

A. Research Design

This research employed a classroom action research (CAR) design, integrating quantitative methods to assess the effectiveness of the story completion tasks strategy in enhancing students' writing skills. Quantitative research involved the collection and analysis of numerical data to identify patterns, test hypotheses, and make predictions. According to Mohajan (2020), it was used to quantify attitudes, opinions, behaviors, and other defined variables and to generalize results from a larger sample population by generating numerical data. The purpose of that research was to provide some important fundamental concepts of quantitative research to general readers for the development of their future projects, articles, and/or theses.

CAR was a reflective process where educators systematically examined their teaching practices to improve the learning environment. As stated by Pandey (2023), the goal was to bring about positive change and improvement in the participants' social situation. It began with identifying a specific problem or question related to classroom experiences. Educators then planned an intervention, implemented it, observed the outcomes, and reflected

on the results. This cyclical process allowed for continuous improvement in teaching strategies.

Figure 3. 1 The Chart of CAR
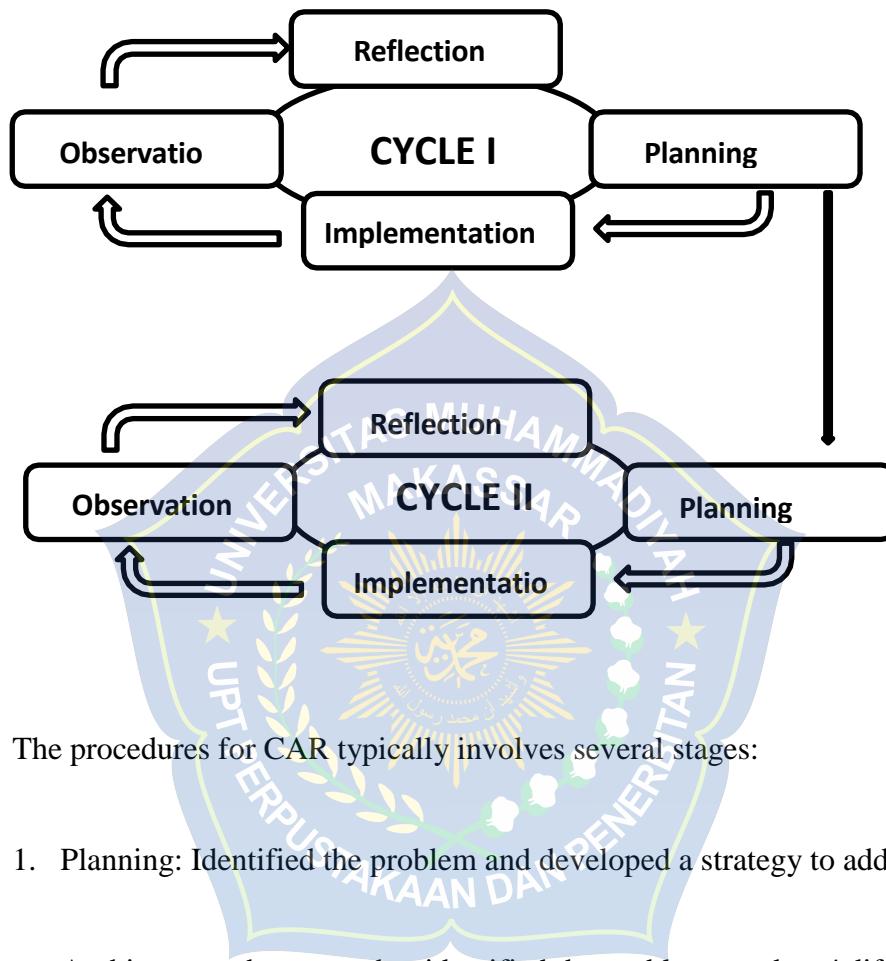
The procedures for CAR typically involves several stages:

1. Planning: Identified the problem and developed a strategy to address it.

   At this stage, the researcher identified the problem: students' difficulties in developing ideas and writing coherently. Many students struggled with generating ideas, organizing their thoughts, and expressing themselves effectively in writing.

To address this issue, the story completion tasks strategy was chosen as an intervention. This strategy required students to continue a partially provided story, encouraging them to think critically and creatively. The following preparations were made:

a) Designed the pre-test to assess students' initial writing skills.

b) Developed story prompts that were engaging and appropriate for the students' level.

c) Created guidelines for assessing students' written work, focusing on coherence and language structures.

2. Implementation: Implemented the planned strategy in the classroom.

In this phase, the story completion tasks strategy was introduced in the classroom over several sessions. The process involved:

a) Providing students with an incomplete story that they had to continue.

b) Encouraging students to use their creativity and imagination to develop the plot, characters, and conclusion.

c) Allowing students to discuss ideas with peers before writing to stimulate brainstorming. (add how many times the treatments were applied?

d) Giving students time to write their stories while the teacher monitored and provided guidance as needed.

e) Conducting a post-writing session where students read and shared their stories with classmates for feedback.

The goal of this stage was to engage students in an interactive and enjoyable writing experience while improving their ability to express ideas in a structured manner.

3. Observation: Collected data on the implementation and its effects.

During and after the implementation, data were collected to analyze students' responses and progress. This included:

a) Observing students' engagement and motivation during the writing tasks.

b) Noting challenges students faced, such as difficulty in organizing ideas or using appropriate vocabulary.

c) Collecting students' written work for analysis.

These observations helped determine how well the story completion tasks strategy supported students' writing development and what improvements could be made.

4. Reflection: Analyzed the data to determine the effectiveness of the strategy and made necessary adjustments.

In this final stage, the researcher analyzed the collected data to evaluate the effectiveness of the strategy. The comparison of pre-test and post-test results provided insights into students' writing improvement. Key aspects of the reflection included:

a) Identifying areas where students showed progress, such as improved idea development, better language structure, or increased creativity.

b) Gathering teacher and student feedback to refine the approach in the next cycle.

This cycle could be repeated multiple times to achieve the desired improvements in teaching and learning outcomes.

In this research, a diagnostic test was administered to assess students' initial writing skills. Following this, the story completion tasks strategy was

implemented as the intervention. Throughout the implementation, observations were conducted to gather data on student engagement and performance. After the intervention, a writing test was used to measure any improvements in writing skills. The data collected from the diagnostic test and writing test were analyzed quantitatively to evaluate the effectiveness of the strategy.

By employing this CAR design with a quantitative approach, the research aimed to provide empirical evidence on the impact of the story completion tasks strategy on students' writing skills, offering insights for educators seeking effective ways to enhance writing instruction.

B. Participants

1. Population

The population of this research was 9th-grade students at SMPN 1 Campalagian. The class focused on students learning English as a foreign language.

2. Sample

The sampling technique used in this research was random sampling. Random sampling was a technique in which each member of the population had an equal chance of being selected as a sample. This technique was chosen to avoid bias in the sampling process and to ensure

that the data obtained could represent the entire population. In this research, the sample consisted of one class, in this case class 9A students of SMPN 1 Campalagian, totaling 30 students, who were selected randomly by the English teacher without any interference from the researcher.

C. Research Variables and Indicators

1. Independent Variable:

    The use of the story completion tasks strategy as a teaching method.

2. Dependent Variable:

    Students' writing skill, which included coherence and grammar.

D. Research Instruments

The research instrument involved administering a diagnostic test and a writing test. The diagnostic test was administered at the beginning of the research to evaluate students' writing skills, while the writing test was administered at the end to measure any improvements. Both assessments consisted of narrative tasks that emphasized various aspects, including coherence and grammar. The scores from these tests were analyzed to identify significant changes in students' writing skills resulting from the implementation of the story completion tasks strategy.

1. Describe the instruments: Writing Test

   The writing test utilized a narrative text. In this test, students were instructed to continue an incomplete story using their own words. They were encouraged to use their imagination to develop an interesting and meaningful storyline. The test emphasized the importance of using appropriate vocabulary, constructing effective sentences, and maintaining a coherent sequence of ideas throughout the narrative.

   Each student was required to write a minimum of 150 words, and the time allocated to complete the task was approximately 20 to 30 minutes. This task aimed to assess students' ability to express ideas creatively and logically while demonstrating their grasp of grammar and coherence in narrative writing.

E. **Procedures of the Research**

   Cycle I

   1. Planning

      a) The researcher analyzed the syllabus to identify the basic writing skills students needed to enhance through the implementation of the story completion tasks strategy.

b) The researcher created a lesson plan for the story completion tasks strategy.

c) The researcher developed assessment instruments to evaluate students' writing progress in the classroom.

2. Implementation

a) The researcher opened the class and began the lesson by greeting and engaging the students.The researcher opened the class and began the lesson by greeting and engaging the students.

b) The researcher introduced the topic of the lesson.

c) The researcher explained the concept and structure of narrative texts.

d) The researcher provided an overview of the story completion tasks strategy and how it helped improve writing skills.

e) The researcher encouraged students to think creatively and use their imagination.

f) The researcher assigned students to continue incomplete narrative texts using the strategy.

g) The researcher identified and discussed students' difficulties in writing narrative texts.

h) The researcher concluded the lesson by summarizing the key points.

3. Observation

a) The researcher evaluated students' writing results to assess their initial skills.

b) The researcher monitored and documented students' engagement, participation, and overall performance in each session.

c) The researcher used observations to analyze students' challenges and determine the improvements needed for the next cycle.

4. Reflection

The researcher analyzed students' writing performance and participation to assess the effectiveness of the story completion tasks strategy in Cycle I.

Cycle II

1. Planning

a) The researcher revised the lesson plan to address students' difficulties identified in Cycle 1, focusing on improving story organization, coherence, and language structures.

b) The researcher prepared a more structured version of the story completion tasks strategy, providing additional guidance on character development, setting, and plot.

c) The researcher developed additional materials, such as story mapping worksheets and vocabulary lists, to assist students in constructing well-organized narratives.

2. Implementation

a) The researcher began the class by reviewing key writing techniques from Cycle 1.

b) The researcher reintroduced the story completion tasks strategy with a more detailed explanation.

c) The researcher conducted a guided brainstorming session where students collaboratively generated ideas before writing.

d) The researcher provided students with a new incomplete narrative text, encouraging them to implement the improvements discussed. The researcher offered individual and group feedback throughout the writing process to support students in overcoming their challenges.

3. Observation

a) The researcher assessed students' written narratives to compare progress between Cycle 1 and Cycle 2.

b) The researcher monitored students' engagement and ability to apply the story completion tasks strategy more effectively.

c) The researcher collected feedback from students regarding their experiences and perceived improvements in writing skills.

4. Reflection

The researcher analyzed the results from Cycle II to determine the effectiveness of the revised story completion tasks strategy. The analysis

focused on students' writing improvements, engagement levels, and challenges encountered. Based on the findings, the researcher evaluated whether the strategy had significantly enhanced students' writing skills and considered any further modifications for future applications.

F. Techniques of Collecting Data

The tests were used to collect data on students' writing skills after the implementation of the action in each cycle. This research used a writing test, specifically:

1. Diagnostic Test: Used to assess students' achievement in writing narrative texts before the application of the story completion tasks strategy.

2. Writing Test: Used to evaluate students' writing skills, particularly their ability to develop and complete narrative texts using the story completion tasks strategy.

G. Data Analysis

The type of data analysis that appropriate for this research was quantitative analysis. Quantitative analysis involved descriptive statistics to summarize the results of the diagnostic test and writing test, as well as inferential statistics, such as paired t-tests, to test for significant differences between the diagnostic test and writing test scores. This analysis involved inferential statistics to test for significant differences between the diagnostic test and writing test scores. By applying this method, the effectiveness of the

story completion task strategy in improving students' writing skills was measured objectively.

ASSESSMENT INSTRUMENT

Table 3. 1 Assessment Criteria

Indicator	Criteria	Score
Grammar	Using varied and complex sentence structures	90 – 100
	Using simple and varied sentence structures	76 – 89
	Using a simple and monotonous sentence structure	51 – 75
	Sentence structure is unclear or inappropriate	< 50
Coherence	Ideas are arranged logically and coherently	90 – 100
	Ideas are arranged quite logically, but there are still some parts that are not coherent	76 – 89
	Ideas are less logical and difficult to follow	51 – 75
	Ideas are incoherent and unrelated	< 50

Table 3. 2 Score Category

No	Score	Category
1	90 – 100	Very Good
2	76 – 89	Good
3	51 – 75	Enough
4	< 50	Fail

The data were obtained from Cycle I and Cycle II and were analysed through the following steps

1. In order to obtain the mean score of the students writing test, the researcher uses the following formula:

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

$\overline{X}$ = Mean Score

$\sum x$ = Total Number

N = The Number of Sample

2. To get the percentage of students enhance, the researcher uses the formula:

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

P = Percentage of The Students

X_1 = Score of Cycle I

X_2 = Score of Cycle II

(Adapted from Aulia, 2021)

CHAPTER IV
FINDINGS AND DISCUSSIONS

The results of this research were made based on data obtained from research activities on students' learning outcomes through the story completion tasks strategy that had been implemented at SMPN 1 CAMPALAGIAN. This research was conducted in two cycles, namely cycle I and cycle II, focusing on measuring the improvement in students' learning outcomes from one cycle to the next. The main data analyzed were the results of the final test in cycle I and the final test in cycle II to see significant changes in student achievement.

A. Findings

The research findings indicate that the use of story completion tasks strategy effectively enhances students' skill to write narrative texts. The detailed data analysis is presented as follows:

1. The Students' Writing Improvement on Grammar

The use of story completion tasks in teaching English writing has been proven to improve students' grammar development in narrative texts. This is supported by the writing test results, which show a notable improvement from the diagnostic test to Cycle I and further in Cycle II. The score differences presented in the table below clearly demonstrate this progress.

Table 4. 1 The Students' Improvement of Grammar in Writing Narrative Text

Indicator	Diagnostic Test	Cycle I	Cycle II	Improvement (%)		
				DT -> CI	CI -> CII	DT -> CII
Grammar	47,83	53,58	76,67	12,02%	43,09%	60,30%

Based on the data presented in the table above, there is a clear improvement in students' writing skills, particularly in the aspect of grammar. This improvement is demonstrated through the comparison of scores obtained from the diagnostic test, Cycle I, and Cycle II, following the implementation of the story completion tasks strategy. The average score on the diagnostic test was 47.83, which increased to 53.58 in Cycle I and significantly rose to 76.67 in Cycle II. These results indicate that the assessment outcome in Cycle II was notably higher than those in Cycle I and the diagnostic test (76.67 > 53.58 > 47.83), which is considered a very good achievement.

Furthermore, the percentage of improvement from the diagnostic test to Cycle II reached 60,30%, while the increase from the diagnostic test to Cycle I was only 12.02%. This suggests that the progress made between Cycle I and Cycle II was more substantial, indicating that the revisions and refinements implemented in Cycle II were effective in enhancing students' writing performance.

Based on these quantitative findings, it can be concluded that the use of the story completion tasks strategy has significantly improved students' narrative writing skills, particularly in terms of grammar development. This strategy has proven to create a more engaging and effective learning environment for students. A more detailed explanation regarding the improvement in students' grammar skills is presented in the following section.

Figure 4. 1 The chart of Indicator of Grammar in cycle I and cycle II
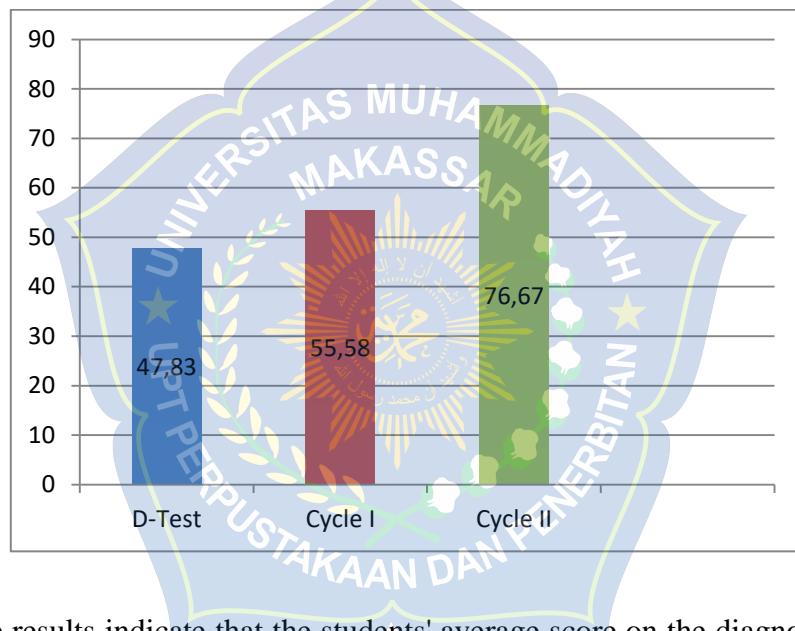
The results indicate that the students' average score on the diagnostic test was 47.83, while the average score in Cycle I increased to 53.58. Although this reflects an improvement in students' writing performance, the achievement was still categorized as average and did not meet the expected target set for Cycle I. Consequently, the researcher continued the implementation to Cycle II, where the students' average score significantly increased to 76.67.

This considerable improvement in Cycle II suggests that the revision of the teaching strategy, particularly through the application of the story completion tasks strategy, was effective in enhancing students' writing skills. The significant upward illustrated in the chart reinforces the conclusion that the action taken in Cycle II led to more meaningful learning outcomes, especially in terms of grammar and coherence of students' narrative writing.

2. The Students' Writing Improvement on Coherence

The implementation of the story completion task strategy in teaching English writing has proven to be an effective approach in evaluating students' progress, particularly in improving the coherence. This evaluation was conducted through a series of writing tests, which a significant difference in the mean scores between the diagnostic test, Cycle I, and Cycle II. The steady increase in scores indicates that students' ability to produce coherent and logically connected texts improved, as presented in the following table:

Table 4. 2 The Students' Improvement of Coherence in Writing Narrative Text

Indicator	Diagnostic Test	Cycle I	Cycle II	Impeovement (%)		
				DT -> CI	CI –> CII	DT -> CII
Coherence	50,83	55,83	77.00	9,84%	37,91%	51,49%

The data presented in the table above illustrates the students' writing performance in terms of coherence. This was assessed through writing tests conducted during the diagnostic stage, Cycle I, and Cycle II, using the story completion tasks strategy as the instructional intervention. The results show a progressive increase in the students' mean scores—from 50.83 in the diagnostic test, to 55.83 in Cycle I, and then significantly improving to 77.00 in Cycle II. This pattern of improvement (77.00 > 55.83 > 50.83) reflects a consistent enhancement in students' ability to produce coherent written texts. The data also reveals that the percentage of improvement from the diagnostic test to Cycle II (51.49%) is substantially higher than that from the diagnostic test to Cycle I (9.84%), indicating a more pronounced development after the second cycle of action.

Based on these percentages, it can be concluded that the implementation of the story completion tasks strategy contributed significantly to improving the coherence aspect of students' writing. A clearer depiction of this improvement is presented in the following section:

Figure 4. 2 The chart of Indicator of Coherence in cycle I and cycle II
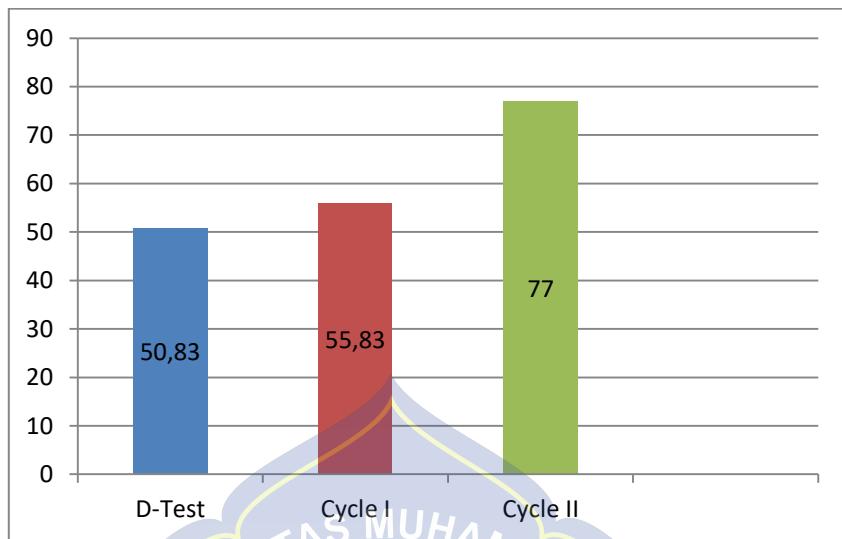
The results indicate that the students' average score on the diagnostic test was 50.83, while the score in Cycle I increased to 55.83. Although this reflects a positive progression in students' writing performance, the result was still categorized as fair and did not meet the expected target for Cycle I. As a result, the researcher proceeded with Cycle II, focusing on improving the coherence aspect of students' writing. In this cycle, the students' average score significantly increased to 77.00.

This considerable improvement suggests that the actions taken in Cycle II specifically the continued use of the story completion tasks strategy were effective in enhancing students' coherence in writing. The data also supports that the intervention brought meaningful progress, as clearly illustrated in the chart, where the upward trend in scores demonstrates the strategy's impact on students' ability to produce logically connected and coherent narrative texts.

3. The Improvement of Students' Writing Skill

The implementation of story completion tasks as a strategy in teaching English writing has been proven effective in assessing students' progress in achieving better writing competence. This assessment was conducted through a story completion writing test, especially short stories, which served as a tool to measure the development of students' writing skills over time. The findings indicated that the strategy facilitated significant improvements in students' writing performance, particularly in producing more structured, coherent, and meaningful texts. The results showed significant differences in mean scores between the diagnostic test, Cycle I, and Cycle II, as presented in the following table:

Table 4. 3 The Students' Improvement in Writing Skill

| Indicator	Students' Score			Improvement		
	D.Test	Cycle I	Cycle II	D.T→C.I (%)	C.I→C.II (%)	D.T→C.II (%)
Grammar	47,83	53,58	76,67	12,02%	43,09%	60,30%
Coherence	50,83	55,83	77,00	9,84%	37,91%	51,49%
$\sum x$	98,66	109,41	153,67	21,86%	81,00%	111,79%
$\overline{X}$	49,33	54,71	76,83	10,93%	40,5%	55,90%

Based on the data presented in the table above, it is evident that there was a significant improvement in students' writing skills from the Diagnostic Test (D Test) to Cycle I and then to Cycle II. In the D Test, the average score of the students was 49.33, which is categorized as poor. After implementing the learning actions in Cycle I, the students' average score increased to 54.71, which falls under the category of fairly good. In Cycle II, the average score improved substantially to 76.83, which is classified as very good.

This upward trend indicates a meaningful progression. From the D Test to Cycle I, the improvement was 10.93%. From Cycle I to Cycle II, there was a further increase of 40.5%. When comparing the D Test directly to Cycle II, the total improvement reached 55.90%.

These results clearly show that the actions taken in Cycle I and Cycle II, particularly the use of story completion tasks as a teaching strategy, effectively enhanced students' writing skills. The highest improvement observed in Cycle II suggests that engaging and contextual teaching strategies can positively impact students' learning outcomes, especially in writing.

Therefore, to understand the improvement in students' writing performance, it is important to acknowledge the role of appropriate instructional strategies in stimulating students' interest and gradually developing their writing competence in a structured and measurable way.

Figure 4. 3 The Chart of Improvement of The Studemts' Writing Skill
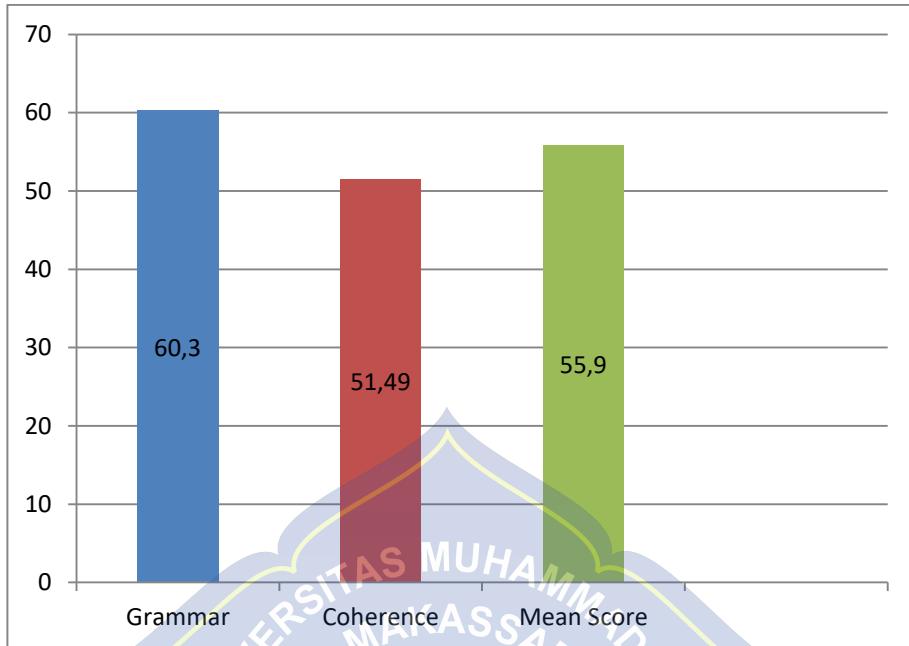
The chart above indicates that students' grammar improvement rate increased from the diagnostic test to Cycle II, reaching 60.30%. In addition, the coherence aspect showed an improvement of 51.49% over the same period. Furthermore, the average test score improved to 55.90% from the diagnostic test to Cycle II.

4. Implementation of Story Completion Tasks Strategy during Cycle I and Cycle II

Cycle I

a. Planning

1) The researcher analysed the syllabus to identify the basic writing skill students need to enhance through the implementation of the story completion tasks strategy.

2) The researcher created a lesson plan

3) The researcher developed assessment instruments to evaluate students' writing progress in the classroom.

b) Implementation

In cycle I, the implementation of learning was carried out by implementing the plan that had been prepared, namely the story completion tasks strategy to improve student learning outcomes. At the beginning of learning, the researcher created a comfortable and friendly classroom atmosphere by introducing herself and building positive relationships with students, so that they felt more motivated and confident to be involved in the learning process. After that, the researcher began learning activities by introducing story completion tasks. This strategy begins by giving students an initial part of an unfinished story, then students are asked to continue and complete the story

according to their imagination, understanding, and abilities. Students are invited to develop storylines, characters, and conflict resolution based on their creativity and knowledge. This strategy encourages active involvement, improves critical thinking skills, and strengthens writing skills and reading comprehension through contexts that are interesting and meaningful to students.

c) Observation

In this research, students were given a diagnostic test and a writing test (formative test). Each test was followed by 30 students who were part of the research sample. In the D-Test cycle I, the story completion tasks strategy applied was not optimal, especially in terms of students' understanding of the storyline, imagination development, and their ability to complete the story coherently. Some of the obstacles that emerged included the lack of effective time management, story material that was not fully in accordance with students' ability levels, and low student active involvement in compiling the continuation of the story.

The impact was seen in the test results, where there was a gap between student expectations and achievements. Many students had difficulty in arranging ideas and connecting them to the

beginning of the story that had been provided. However, the results of this D-Test provide important insights into aspects that need to be improved in implementing this strategy.

These findings became basis for researchers to design more appropriate improvement steps, in order to increase the effectiveness of learning through the story completion tasks strategy in the next learning cycle.

d) Reflection

Based on the results of observations in cycle I, it was known that the results achieved have not met expectations. In other words, cycle I still shows several shortcomings and weaknesses. The weaknesses that occurred in cycle I are:

1) The story completion tasks strategy was not been implemented optimally, especially in terms of understanding the storyline, developing imagination, and students' ability to construct a coherent continuation of the story.

2) The lack of effective time management in carrying out tasks makes it difficult for students to complete the story well.

3) The story material used was not fully in accordance with the students' skill level, making it difficult for them to understand and develop the story.

4) The low level of active involvement of students in compiling the continuation of the story causes a lack of utilization of their creative potential.

Based on these weaknesses, more mature planning and improvements were needed in cycle II, so that learning strategies could be implemented more effectively and are able to improve student learning outcomes as a whole.

Cycle II

a. Planning

In the planning stage of Cycle II, the researcher made improvements based on the weaknesses found in Cycle I. The steps taken include:

1) Compiling story materials that are more appropriate to the level of students' skill and interests.

2) Designing supporting activities that encourage active student involvement, such as group discussions or brainstorming story ideas together.

3) Arranging the implementation time better so that students can complete the task optimally.

b.   Implementation

After the researcher fixed the deficiencies and obstacles that emerged in the implementation of the actions in cycle I, the learning atmosphere in cycle II appeared more active and conducive through the implementation of the refined story completion tasks strategy. Students appeared more enthusiastic and actively involved in writing activities, especially because they received a more in-depth explanation of the objectives and benefits of the activity.

The researcher also provided clearer task instructions and included concrete examples in compiling the continuation of the story, so that students could more easily understand what they had to do. In addition, before starting writing, students were facilitated with igniting activities such as light discussions and brainstorming ideas that helped develop their imagination. This created a more enjoyable and creative learning atmosphere.

During the process, the researcher actively monitored and guided students, providing direction and support when students experienced difficulties. This involvement had a positive impact on student participation, who became more confident and brave in conveying ideas. Overall, cycle II showed a significant

improvement, both in terms of the quality of student writing and in terms of active participation in the learning process.

c. Observation

In cycle II, the implementation of the refined story completion tasks strategy showed significant improvement compared to the results in the cycle I. This progress can be seen from the increasing enthusiasm of students during the activity. Students became more active in participating in learning, especially when compiling the continuation of the story.

In addition, students' skill to develop stories coherently also developed. They were better able to organize ideas sequentially and relate them to the beginning of the story that had been provided. This shows an increase in mastery of narrative text structure and more appropriate use of language.

This strategy also contributed to improving students' critical and imaginative thinking skills, because they were challenged to develop a storyline logically and creatively. However, there were still some obstacles that emerged, such as differences in speed in completing tasks and some students who needed additional guidance to organize their ideas. However, overall, learning in the second cycle showed better results in terms of grammar and coherence of students' writing.

d. Reflection

The successes achieved during cycle II are:

1) Student activity and participation in the learning process showed a significant increase. Students began to be more actively involved in composing stories and were able to understand the tasks given better. They showed higher enthusiasm and responsibility, and were able to complete tasks in a timely and directed manner.

2) The improvement of students' skills in developing story ideas coherently was supported by the active role of researchers in creating a conducive learning atmosphere through the refined Story Completion Tasks strategy. Researchers provided intensive guidance when students had difficulty in composing the storyline, so that students could organize their ideas better. This can be seen from the evaluation results, where students' ability to write structured stories and use proper grammar has clearly increased.

B. Discussion

Based on the analysis of the learning process and the results of the writing test, it can be concluded that students' narrative writing skills increased significantly through the implementation of the Story Completion Tasks (SCT) strategy. This improvement was consistently observed throughout both Cycle I and Cycle II. The main focus of this research is the application of story completion tasks in teaching narrative writing, particularly targeting two key aspects: grammar and coherence. In terms of grammar, students were trained to use appropriate sentence structures and language forms, while in coherence, they were guided to organize their ideas logically, maintaining a clear and sequential flow from beginning to end.

The implementation of the SCT strategy was proven to be effective in improving students' narrative writing. Students developed greater confidence in expressing their ideas and were able to structure their stories more clearly and cohesively. They improved not only in generating content but also in maintaining consistency in their storylines and using correct grammar. This progress was also supported by the positive shift in classroom dynamics. The learning environment became more interactive and engaging, encouraging students to use their creativity and imagination more freely during the writing process.

These findings are aligned with previous studies that have highlighted the effectiveness of the story completion technique, particularly in developing students' speaking skills. For instance, Hayarna (2022) found that the SCT technique significantly improved students' speaking performance, especially in terms of fluency, accuracy, and comprehensibility. Similarly, Salmon J. Hukom (2021) emphasized that SCT is an effective and engaging method for teaching speaking, as it promotes active student participation. In another research, Jimly Rafi'i Masrul (2023) showed a positive impact of SCT on students' speaking abilities, while Wulan Fitriani (2021) highlighted its interactive and imaginative nature, which allows students to explore and express ideas more freely. Moreover, Shofiyah and Fitri (2020) reported that the use of SCT in teaching narrative texts made learning more enjoyable and contributed to students' fluency in speaking.

Although most of the previous studies primarily focused on speaking skills, the present research contributes a new dimension by applying the story completion tasks strategy to writing instruction, specifically narrative writing. This is a notable distinction, as writing requires more attention to structure, grammar, and coherence. In this research, students were not only challenged to continue stories but also trained to revise and refine their written texts collaboratively. Working in small groups provided them with the opportunity to discuss, share, and correct each other's ideas, which supports Diniah's

(2024) findings that small group discussions can enhance writing outcomes. Through this process, students developed a clearer understanding of narrative structure and language use, which significantly supported their writing development.

In addition to the skill focus, there is also a difference in the participant group. While most previous studies were conducted with eighth-grade junior high school students, this research involved ninth-grade students. Despite this difference, the results suggest that SCT remains effective and adaptable for different levels within the junior high school context. Thus, the findings of this research not only reinforce the existing literature but also expand the scope of SCT by demonstrating its potential to improve writing skills, particularly in terms of grammatical accuracy and logical coherence.
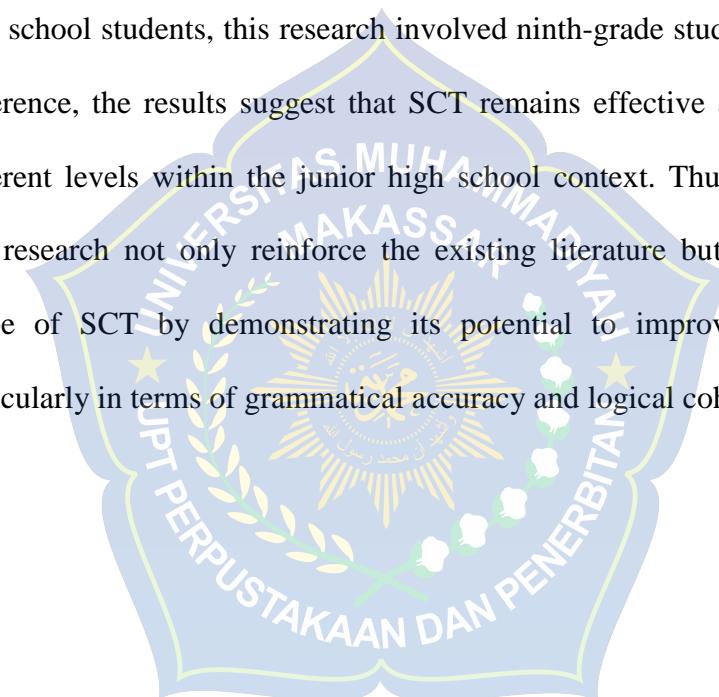
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions presented in Chapter IV, it can be concluded that the implementation of the story completion tasks strategy has significantly improved students' writing skills in narrative texts at SMPN 1 Campalagian. The research was conducted in two cycles, with a focus on enhancing students' grammar and coherence in writing. The data analysis revealed notable improvements in students' writing performance, as evidenced by the increase in average scores from the diagnostic test to Cycle I and further to Cycle II.

In terms of grammar, the average score improved from 47.83 in the diagnostic test to 53.58 in Cycle I, and significantly rose to 76.67 in Cycle II, resulting in an overall improvement of 60.30% from the diagnostic test to Cycle II. Similarly, the coherence aspect showed a marked enhancement, with scores increasing from 50.83 in the diagnostic test to 55.83 in Cycle I, and reaching 77.00 in Cycle II, indicating a 51.49% improvement overall.

These findings suggest that the story completion tasks strategy not only fosters students' grammatical accuracy but also enhances their ability to produce coherent and logically structured narratives. The active involvement of students in the learning process, coupled with the supportive learning

environment created by the researcher, played a crucial role in achieving these positive outcomes.

B. Suggestion

Based on these findings, the following recommendations are made:

1. Teachers are encouraged to continue using the story completion task strategy in their writing instruction, as it has been shown to be effective in improving students' writing skills. This strategy can be adapted to different contexts and topics to maintain student engagement.
2. It is important for teachers to assess the needs of each student and provide tailored support for those who may be struggling with writing. Differentiated instruction can help ensure that all students benefit from the story completion task strategy.
3. Future research can explore the long-term effects of the story completion task strategy on students' writing skills beyond the immediate improvements observed in this research. Additionally, investigating the impact of this strategy on different student demographics or in other educational settings may provide valuable insights.

With these recommendations in mind, teachers can further enhance the effectiveness of writing instruction and contribute to improving students' overall writing competence.

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A P P E N D I X

APPENDIX I. WRITING TEST PROCEDURES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMPN 1 CAMPALAGIAN
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/Genap
Materi Pokok	: Narattive Text
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti

1. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya terkait fenomena dan kejadian tampak mata.
2. Mencoba, mengola dan menyaji dalam ranah konkret (menggunakan, mengurangi, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	
3.10. Menerapkan unsur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks naratif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda serta tempat pendek dn sederhana, sesuai dengan koteks	4.12. Menyusun teks naratif tulis, pendek dan sederhana, tentang orang, binatang, benda, tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

penggunaannya.	

C. Indikator Pencapaian

1. Mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sederhana.
2. Dapat membuat central image pada penulisan sebuah teks naratif.
3. Dapat menuliskan keyword untuk mengembangkan topik.
4. Fokus pada basic ordering ideas untuk mendapatkan informasi mengembangkan topik.
5. Dapat menyusun paragraf teks naratif berdasarkan pada topik yang telah diberikan.

D. Tujuan Pembelajaran

1. Siswa mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sederhana.
2. Siswa dapat membuat central image pada penulisan sebuah teks naratif.
3. Siswa dapat menuliskan keyword untuk mengembangkan topik.
4. Siswa fokus pada basic ordering ideas untuk mendapatkan informasi mengembangkan topik.
5. Siswa dapat menyusun paragraf teks naratif berdasarkan pada topik yang telah   diberikan.

E. Materi Pembelajaran

1. Social Function

   Narrative text is a the type of text that tells a chronological story in the past tense. The aim of narrative text is to entertain the readers through the amusing story. The types of Narrative Text are:

   a. Personal experience: telling someone's experience, example of a holiday story
   b. Legend: telling the origin of a place whose truth is still uncertain, example of Malin Kundang, Legend of Tangkuban Perahu

   c. Fable: a story whose characters are animals, example of the Story of the Turtle and the Rabbit

   d. Fairy tale: a story about the fairy world, example of Cinderella, Tinker Bell.

2. Generic Structures

   a. Orientation: Introduce the participant and informing the time and place.

   b. Complication: Describe the rising crises which the participant have to do with.

   c. Resolution: Show the way of participant to solve the crises, better or worse or solution to the problem.

3. Language Features

   a. Simple past tense

   b. Adverb of time: *a long time ago, once upon a time, in the end, happily ever after*

   c. Time conjunction: *when, then, suddenly*

F. Metode Pembelajaran

a. Model Pembelajaran : Problem Based Learning (PBL)

b. Metode : Ceramah, Tanya Jawab

G. Media Pembelajaran

1. Media

   a. Video animasi: The Legend of Prambanan Temple

   b. PPT

   c. Worksheet atau lembar kerja (siswa)

   d. Lembar penilaian

2. Alat/Bahan

   a. Spidol dan papan tulis

   b. Laptop, proyektor, speaker

H. Sumber Belajar

a. Buku Teks Wajib Kurikulum 2013

I. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 40 Menit)
Kegiatan Pendahuluan (10 Menit)

1. Guru dan dan peserta didik memulai pembelajaran dengan mengucapkan salam, memanjatkan *syukur* kepada 2. Tuhan YME dan berdoa. 3. Guru Memeriksa kehadiran peserta didik sebagai sikap disiplin 4. Guru Menyiapkan fisik dan psikis peserta didik sebelum mengawali kegiatan pembelajaran. 5. Guru memberikan Ice Breaking kepada siswa: Bamboozle web 6. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 7. "Pernahkah kalian mendengar atau membaca cerita seperti dongeng, legenda, atau mitos? Bisa sebutkan salah satunya?" 8. Guru memberikan gambaran tentang pembelajaran yang akan berlangsung. 9. Siswa mengajukan pertanyaan
Kegiatan Inti (60 Menit)
1. Siswa diberikan diagnostic test untuk mengukur pemahaman awal siswa tentang narrative text. 2. Guru menjelaskan tentang aturan mengerjakan diagnostic test. 3. Siswa mengerjakan diagnostic test secara individu. 4. Siswa mengumpulkan hasil diagnostic test.
Kegiatan Penutup (10 Menit)
1. Guru memberikan umpan balik terhadap siswa 2. Guru menyampaikan materi yang akan diajarkan pada pertemuan berikutnya. 3. Guru dan siswa membaca doa bersama. 4. Guru memberikan salam dan meninggalkan kelas.

J. Evaluasi Pembelajaran

Evaluasi: Diagnostic Test

K. Penilaian Pembelajaran

Bentuk Penilaian: Tulisan (writing text)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 1 CAMPALAGIAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX/Genap

Materi Pokok : Narattive Text

Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Inti

1. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya terkait fenomena dan kejadian tampak mata.
2. Mencoba, mengola dan menyaji dalam ranah konkret (menggunakan, mengurangi, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	
3.10. Menerapkan unsur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks naratif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda serta tempat pendek dn sederhana, sesuai dengan koteks penggunaannya.	4.12. Menyusun teks naratif tulis, pendek dan sederhana, tentang orang, binatang, benda, tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian

1. Mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sederhana.
2. Dapat membuat central image pada penulisan sebuah teks naratif.
3. Dapat menuliskan keyword untuk mengembangkan topik.
4. Fokus pada basic ordering ideas untuk mendapatkan informasi mengembangkan topik.
5. Dapat menyusun paragraf teks naratif berdasarkan pada topik yang telah diberikan.

D. Tujuan Pembelajaran

1. Siswa mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sederhana.
2. Siswa dapat membuat central image pada penulisan sebuah teks naratif.
3. Siswa dapat menuliskan keyword untuk mengembangkan topik.
4. Siswa fokus pada basic ordering ideas untuk mendapatkan informasi mengembangkan topik.
5. Siswa dapat menyusun paragraf teks naratif berdasarkan pada topik yang telah diberikan.

E. Materi Pembelajaran

1. Social Function

   Narrative text is a the type of text that tells a chronological story in the past tense. The aim of narrative text is to entertain the readers through the amusing story. The types of Narrative Text are:

   a. Personal experience: telling someone's experience, example of a holiday story
   b. Legend: telling the origin of a place whose truth is still uncertain, example of Malin Kundang, Legend of Tangkuban Perahu
   c. Fable: a story whose characters are animals, example of the Story of the Turtle and the Rabbit
   d. Fairy tale: a story about the fairy world, example of Cinderella, Tinker Bell.

2. Generic Structures

   a. Orientation: Introduce the participant and informing the time and place.

      b. Complication: Describe the rising crises which the participant have to do with.

      c. Resolution: Show the way of participant to solve the crises, better or worse or solution to the problem.

3. Language Features

      a. Simple past tense

      b. Adverb of time: *a long time ago, once upon a time, in the end, happily ever after*

      c. Time conjunction: *when, then, suddenly*

F. Metode Pembelajaran

    a. Model Pembelajaran   : Problem Based Learning (PBL)

    b. Metode   : Ceramah, Tanya Jawab, Diskusi

G. Media Pembelajaran

1. Media

    a. Video animasi: The Legend of Prambanan Temple

    b. PPT

    c. Worksheet atau lembar kerja (siswa)

    d. Lembar penilaian

2. Alat/Bahan

    a. Spidol dan papan tulis

    b. Laptop, proyektor, speaker

H. Sumber Belajar

Buku Teks Wajib Kurikulum 2013

I. Langkah-Langkah Pembelajaran

Pertemuan Ke 2-3 (2 x 40 Menit)
Kegiatan Pendahuluan (10 Menit)
1. Guru dan dan peserta didik memulai pembelajaran dengan mengucapkan salam, memanjatkan *syukur* kepada Tuhan YME dan berdoa. 2. Guru Memeriksa kehadiran peserta didik sebagai sikap disiplin 3. Guru Menyiapkan fisik dan psikis peserta didik sebelum mengawali kegiatan pembelajaran.

4. Guru memberikan Ice Breaking kepada siswa: Bamboozle web
5. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
6. "Pernahkah kalian mendengar atau membaca cerita seperti dongeng, legenda, atau mitos? Bisa sebutkan salah satunya?"
7. Guru memberikan gambaran tentang pembelajaran yang akan berlangsung.
8. Siswa mengajukan pertanyaan
Kegiatan Inti (60 Menit)
1. Guru menjelaskan materi tentang narrative text.
2. Guru menjelaskan langkah-langkah menyusun narrative text.
3. Siswa membuat kelompok
4. Guru membagikan kertas yang berisi sebuah cerita dongeng kepada masing-masing kelompok
5. Siswa kemudian diminta untuk menganalisis struktur umum dari text tersebut (Menganalisa tokoh, tempat kejadian, masalah yang terjadi dan penyelesaian masalah dalam cerita tersebut).
6. Guru dan siswa menyimpulkan bersama hasil dari pembelajaran hari ini
Kegiatan Penutup (10 Menit)
1. Guru memberikan tugas kepada siswa untuk mencari text yang berkaitan dengan narrative text dan menganalisa text tersebut
2. Guru memberikan umpan balik terhadap siswa
3. Guru menyampaikan materi yang akan diajarkan pada pertemuan berikutnya.
4. Guru dan peserta didik membaca doa bersama.
5. Guru memberikan salam dan meninggalkan kelas.

J. Evaluasi Pembelajaran

Evaluasi: Writing test

K. Penilaian Pembelajaran

Bentuk Penilaian: Tulisan (writing text)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMPN 1 CAMPALAGIAN
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/Genap
Materi Pokok	: Narattive Text
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti

1. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya terkait fenomena dan kejadian tampak mata.

2. Mencoba, mengola dan menyaji dalam ranah konkret (menggunakan, mengurangi, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	
3.10. Menerapkan unsur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks naratif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda serta tempat pendek dn sederhana, sesuai dengan koteks penggunaannya.	4.12. Menyusun teks naratif tulis, pendek dan sederhana, tentang orang, binatang, benda, tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian

1. Mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sederhana.
2. Dapat membuat central image pada penulisan sebuah teks naratif.
3. Dapat menuliskan keyword untuk mengembangkan topik.
4. Fokus pada basic ordering ideas untuk mendapatkan informasi mengembangkan topik.
5. Dapat menyusun paragraf teks naratif berdasarkan pada topik yang telah diberikan.

D. Tujuan Pembelajaran

1. Siswa mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sederhana.
2. Siswa dapat membuat central image pada penulisan sebuah teks naratif.
3. Siswa dapat menuliskan keyword untuk mengembangkan topik.
4. Siswa fokus pada basic ordering ideas untuk mendapatkan informasi mengembangkan topik.
5. Siswa dapat menyusun paragraf teks naratif berdasarkan pada topik yang telah diberikan.

E. Materi Pembelajaran

1. Grammar

SIMPLE PAST TENSE

The simple past tense is used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important.

Examples:

a) John Cabot **sailed** to America in 1498.
b) My father **died** last year.
c) He **lived** in Fiji in 1976.
d) We **crossed** the Channel yesterday.

Forming Simple Past Tense

Simple Past Tense is very simple because it only wants to explain events or activities that occurred in the past. Simple Past Tense uses time information that shows the event occurred in the past with the words yesterday, last week, last night, last Friday, a year ago, and others. Simple Past Tense is divided into 2 formulas, namely verbal (verb) and nominal (non-verb). The following is the formula for Simple Past Tense.

Bentuk		Rumus	Contoh Kalimat
Positive (+)	Verbal	S + Verb 2	She bought a new book yesterday
	Nominal	S + was / were + nominal	The case was hard to solve
Negative (-)	Verbal	S + did + not + Verb 1	She did not buy a new book yesterday
	Nominal	S + was/were + not + Verb1	The case was not hard to solve
Interogative (?)	Verbal	Did + S + Verb 1?	Did she buy a nem book yesterday?
	Nominal	Was/were + S + Verb 1?	Was the case hard to solve?

Examples of Simple Past Sense Sentences:

1. I brought you flowers when you was in hospital two days ago *(Aku membawakanmu bunga ketika kamu di rumah sakit dua hari yang lalu)*
2. The thief walked through the window to steal your phone *(Pencuri berjalan melewati jendela untuk mencuri ponselmu)*
3. The plane landed an hour ago *(Pesawatnya mendarat satu jam yang lalu)*
4. My mother went to London a month ago with my father *(Ibuku pergi ke London sebulan yang lalu)*
5. I already finished read the novel *(Aku sudah selesai membaca buku)*
6. The glass dropped to the floor when i was mistakenly touching it *(Gelasnya jatuh ke lantai ketika aku tidak sengaja menyentuhnya)*
7. I fed my cat in the morning, now he is sleeping *(Aku memberi makan kucingku pagi ini, sekarang dia sedang tidur)*
8. My sister ate all the pudding on the fridge last night *(Saudara perempuanku memakan semua puding yang ada di dalam kulkas malam tadi)*
9. I didn't take the scholarship to go abroad because i have no money to stay there *(Aku tidak mengambil beasiswa ke luar negeri karena aku tidak punya uang untuk diam disana)*

10. I was so sleepy when i came to the office *(Aku sangat mengantuk ketika aku datang ke kantor)*
11. The weather was so good to play sand on the beach yesterday *(Cuacanya sangat bagus untuk bermain pasir di pantai kemarin)*
12. My boyfriend didn't see me when i was sick. *(Pacarku tidak menjengukku ketika aku sakit)*
13. I didn't hear my phone ringing, so i don't know there was a meeting. *(Aku tidak mendengar ponselku berdering, jadi aku tidak tahu tadi ada pertemuan)*

F. Metode Pembelajaran
   a. Model Pembelajaran   : Problem Based Learning (PBL)
   b. Metode   : Ceramah, Tanya Jawab
G. Media Pembelajaran
   ### 1. Media
   a. Video animasi: The Legend of Prambanan Temple
   b. PPT
   c. Worksheet atau lembar kerja (siswa)
   d. Lembar penilaian
   ### 2. Alat/Bahan
   a. Spidol dan papan tulis
   b. Laptop, proyektor, speaker
H. Sumber Belajar
   Buku Teks Wajib Kurikulum 2013

I. Langkah-Langkah Pembelajaran

Pertemuan Ke 4-5 (2 x 40 Menit)
Kegiatan Pendahuluan (10 Menit)
1. Guru dan dan peserta didik memulai pembelajaran dengan mengucapkan salam, memanjatkan *syukur* kepada Tuhan YME dan berdoa.   2. Guru Memeriksa kehadiran peserta didik sebagai sikap disiplin   3. Guru Menyiapkan fisik dan psikis peserta didik sebelum mengawali kegiatan pembelajaran.

4. Guru memberikan Ice Breaking kepada siswa: Bamboozle web
5. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
6. "Pernahkah kalian mendengar atau membaca cerita seperti dongeng, legenda, atau mitos? Bisa sebutkan salah satunya?"
7. Guru memberikan gambaran tentang pembelajaran yang akan berlangsung.
8. Siswa mengajukan pertanyaan
Kegiatan Inti (60 Menit)
1. Guru bersama siswa membahas hasil tugas sebelumnya.
2. Guru menjelaskan tentang simple past tense
3. Siswa menyimak dengan seksama penjelasan guru
4. Guru memberikan kesempatan pada siswa untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang disajikan dan akan dijawab melalui kegiatan belajar
5. Siswa membentuk kelompok dan berdiskusi serta mengerjakan beberapa soal mengenai materi simple past tense
6. Siswa dengan bimbingan guru menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
Kegiatan Penutup (10 Menit)
1. Guru memberikan tugas kepada siswa untuk mencari text yang berkaitan dengan narrative text dan menganalisa text tersebut
2. Guru memberikan umpan balik terhadap siswa
3. Guru menyampaikan materi yang akan diajarkan pada pertemuan berikutnya.
4. Guru dan peserta didik membaca doa bersama.
5. Guru memberikan salam dan meninggalkan kelas.

J. Evaluasi Pembelajaran
Evaluasi: Writing test

K. Penilaian Pembelajaran
Bentuk Penilaian: Tulisan (writing text)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 1 CAMPALAGIAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX/Genap

Materi Pokok : Narattive Text

Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Inti

1. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya terkait fenomena dan kejadian tampak mata.
2. Mencoba, mengola dan menyaji dalam ranah konkret (menggunakan, mengurangi, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	
3.10. Menerapkan unsur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks naratif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda serta tempat pendek dn sederhana, sesuai dengan koteks penggunaannya.	4.12. Menyusun teks naratif tulis, pendek dan sederhana, tentang orang, binatang, benda, tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian

1. Mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sederhana.
2. Dapat membuat central image pada penulisan sebuah teks naratif.
3. Dapat menuliskan keyword untuk mengembangkan topik.
4. Fokus pada basic ordering ideas untuk mendapatkan informasi mengembangkan topik.
5. Dapat menyusun paragraf teks naratif berdasarkan pada topik yang telah diberikan.

D. Tujuan Pembelajaran

1. Siswa mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sederhana.
2. Siswa dapat membuat central image pada penulisan sebuah teks naratif.
3. Siswa dapat menuliskan keyword untuk mengembangkan topik.
4. Siswa fokus pada basic ordering ideas untuk mendapatkan informasi mengembangkan topik.
5. Siswa dapat menyusun paragraf teks naratif berdasarkan pada topik yang telah diberikan.

E. Materi Pembelajaran

1. Coherence

Coherence is the relationship of meaning or semantic relationship. Simply put, coherence is the neat arrangement of reality, ideas, facts, and ideas into a logical sequence so that it is easy to understand the connected message.

According to the Big Indonesian Dictionary (KBBI), coherence has four meanings, namely:

1. Based on nouns, coherence means the arrangement of descriptions or views so that the parts are related to each other.
2. In literature, coherence means deep harmony between the form and content of a literary work.
3. Based on linguistics, coherence means a logical relationship between parts of a composition or between sentences in a paragraph
4. In chemistry, coherence is the attraction between molecules to prevent the parts from separating if there is an external force.

Example:

Coherence is the relationship between one part and another. Here are some examples of sentences that contain coherence.

1. Apple is one of the fruits whose delicious taste is not in doubt.
2. According to several studies, behind the delicious taste of apples, it turns out that they also contain many substances that are beneficial for our health
3. Radio is an electronic media that is widely heard in society.

F. Metode Pembelajaran
   a. Model Pembelajaran   : Problem Based Learning (PBL)
   b. Metode   : Ceramah, Tanya Jawab

G. Media Pembelajaran
  1. Media
    a. Video animasi: The Legend of Prambanan Temple
    b. PPT
    c. Worksheet atau lembar kerja (siswa)
    d. Lembar penilaian
  2. Alat/Bahan
    a. Spidol dan papan tulis
    b. Laptop, proyektor, speaker

H. Sumber Belajar
Buku Teks Wajib Kurikulum 2013

I. Langkah-Langkah Pembelajaran

Pertemuan Ke 6-7 (2 x 40 Menit)
Kegiatan Pendahuluan (10 Menit)
1. Guru dan dan peserta didik memulai pembelajaran dengan mengucapkan salam, memanjatkan *syukur* kepada Tuhan YME dan berdoa.   2. Guru Memeriksa kehadiran peserta didik sebagai sikap disiplin   3. Guru Menyiapkan fisik dan psikis peserta didik sebelum mengawali kegiatan pembelajaran.   4. Guru memberikan Ice Breaking kepada siswa: Bamboozle web   5. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.   6. "Pernahkah kalian mendengar atau membaca cerita seperti dongeng, legenda, atau mitos? Bisa sebutkan salah satunya?"   7. Guru memberikan gambaran tentang pembelajaran yang akan berlangsung.   8. Siswa mengajukan pertanyaan
Kegiatan Inti (60 Menit)
1. Guru bersama siswa membahas hasil tugas sebelumnya.   2. Guru menjelaskan tentang coherence   3. Siswa menyimak dengan seksama penjelasan guru   4. Guru memberikan kesempatan pada siswa untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang disajikan dan akan dijawab melalui kegiatan belajar   5. Siswa membentuk kelompok dan berdiskusi tentang materi coherence hari ini   6. Siswa dengan bimbingan guru menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
Kegiatan Penutup (10 Menit)
1. Guru memberikan umpan balik terhadap siswa   2. Guru dan peserta didik membaca doa bersama.   3. Guru memberikan salam dan meninggalkan kelas.

J. Evaluasi Pembelajaran
Evaluasi: Writing test

K. Penilaian Pembelajaran
Bentuk Penilaian: Tulisan (writing text)

APPENDIX II. INSTRUMENT OF TEST

ATTACHMENTS

1. DIAGNOSTIC TEST

Nama :

Kelas :

Instruction !!!

- **Continue the story in your own words.** *(Lanjutkan cerita tersebut dengan kalimatmu sendiri)*
- **Use your imagination to create an interesting and meaningful story.** *(Gunakan imajinasimu untuk membuat cerita yang menarik dan penuh makna)*
- **Pay attention to the use of appropriate words, effective sentences, and a coherent storyline.** *(Perhatikan penggunaan kata-kata yang tepat, kalimat yang efektif, dan alur cerita yang runtut.)*
- **Minimum 150 words** *(Minimal 150 kata)*
- **Do it for 20-30 minutes** *(Kerjakan dalam 20-30 menit)*

Ben and The Little Bird

Once upon a time, in a small village, there lived a young boy named Ben. Every day, Ben loved to play in the small river near his house. One day, while Ben was playing happily, he saw a small bird that had fallen from its nest. The little bird looked very weak and lonely. Ben felt sorry and wanted to.......

Your Answer :

…………………………………………………………………………………
………………………………………………………………………………

2. WRITING TEST

Nama :

Kelas :

Instruction !!!

- **Continue the story in your own words.** *(Lanjutkan cerita tersebut dengan kalimatmu sendiri)*
- **Use your imagination to create an interesting and meaningful story.** *(Gunakan imajinasimu untuk membuat cerita yang menarik dan penuh makna)*
- **Pay attention to the use of appropriate words, effective sentences, and a coherent storyline.** *(Perhatikan penggunaan kata-kata yang tepat, kalimat yang efektif, dan alur cerita yang runtut.)*
- **Minimum 150 words** *(Minimal 150 kata)*
- **Do it for 20-30 minutes** *(Kerjakan dalam 20-30 menit)*

The Adventures of Whiskers and the Kitten

Once upon a time, in a bustling city, there lived a curious cat named Whiskers. Every day, Whiskers loved to explore the narrow alleyways and hidden corners of the city. One day, while Whiskers was on one of his adventures, he stumbled upon a tiny kitten, shivering and alone in a cardboard box. The little kitten looked very weak and hungry. Whiskers felt compassion and wanted to...

Your Answer :

………………………………………………………………………………
……………………………………………………………………………….

3. WRITING TEST

Nama :

Kelas :

Instruction !!!

- **Continue the story in your own words.** *(Lanjutkan cerita tersebut dengan kalimatmu sendiri)*
- **Use your imagination to create an interesting and meaningful story.** *(Gunakan imajinasimu untuk membuat cerita yang menarik dan penuh makna)*
- **Pay attention to the use of appropriate words, effective sentences, and a coherent storyline.** *(Perhatikan penggunaan kata-kata yang tepat, kalimat yang efektif, dan alur cerita yang runtut.)*
- **Minimum 150 words** *(Minimal 150 kata)*
- **Do it for 20-30 minutes** *(Kerjakan dalam 20-30 menit)*

The Magic Door in the Dry Forest

Long ago, in the middle of a dry forest, there was a wooden cabin where a boy named Ardi lived with his uncle. Ardi was a curious kid who always dreamed of becoming an explorer. Every day after finishing his chores, he would walk into the woods, imagining himself discovering something magical. One day, after a long walk deeper than usual, Ardi stumbled upon a strange tree. Unlike the others, this one had glowing leaves—even though the sun was starting to set. As he got closer, he noticed a tiny wooden door at the bottom of the tree trunk. He looked around. No one was there. Then, suddenly.. the door opened by itself. Inside........

Your Answer :

…………………………………………………………………………………………

…………………………………………………………………………………………

APPENDIX III. STUDENTS' ATTENDENCE LIST

No	Nama Siswa	Siklus 1		Siklus 2	
		D.test	Test	D.Test	Test
1	Ahmad Padil				
2	Ahmad Ramadhan				
3	Ainun Aisyah				
4	Ainun Magfira				
5	Alif				
6	Amelia Ahmad				
7	Andi Aqsha J				
8	Andi Sitti Yusra Yusuf				
9	Cahaya Ramadhani				
10	Fadil Halid				
11	Farah Ashilah Imtiaz				
12	Faris				
13	Hafida				
14	Harlan Haris				
15	Muh. Afhandie R				
16	Muh. Reyza Ibrahim				
17	Muhammad Aco Rifqi				
18	Nasyavira				
19	Nourah Nazzifah				
20	Nurfadila F				
21	Putri Bilkis T				
22	Restu				
23	Riska Auliya				
24	Sah'ra Alia				
25	Salwa Adelia				
26	Sarah Ardelia Nadir				
27	Sry Mulyana M				
28	St. Maryam				
29	Ulfa Tunnisah				
30	Umy Kalsum				

APPENDIX IV. TABLE STUDENTS' SCORE D-TEST

No	Students' Name	Writing Skill	
		Grammar	Coherence
1	Ahmad Padil	50	50
2	Ahmad Ramadhan	55	55
3	Ainun Aisyah	50	50
4	Ainun Magfira	40	45
5	Alif	30	30
6	Amelia Ahmad	50	75
7	Andi Aqsha J	50	50
8	Andi Sitti Yusra Yusuf	55	55
9	Cahaya Ramadhani	50	50
10	Fadil Halid	40	40
11	Farah Ashilah Imtiaz	50	50
12	Faris	40	50
13	Hafida	60	65
14	Harlan Haris	40	50
15	Muh. Afhandie R	40	40
16	Muh. Reyza Ibrahim	30	30
17	Muhammad Aco Rifqi	30	30
18	Nasyavira	50	50
19	Nourah Nazzifah	40	50
20	Nurfadila F	50	50
21	Putri Bilkis T	50	50
22	Restu	40	40
23	Riska Auliya	45	45
24	Sah'ra Alia	50	50
25	Salwa Adelia	75	50
26	Sarah Ardelia Nadir	75	85
27	Sry Mulyana M	40	40
28	St. Maryam	40	50
29	Ulfa Tunnisah	45	75
30	Umy Kalsum	75	75
Total		1435	1525
Mean Score		47,83	50,83

APPENDIX V. TABLE STUDENTS' SCORE THE CYCLE I

No	Students' Name	Writing Skill	
		Grammar	Coherence
1	Ahmad Padil	55	55
2	Ahmad Ramadhan	60	60
3	Ainun Aisyah	50	50
4	Ainun Magfira	60	60
5	Alif	45	50
6	Amelia Ahmad	50	75
7	Andi Aqsha J	55	55
8	Andi Sitti Yusra Yusuf	55	60
9	Cahaya Ramadhani	55	55
10	Fadil Halid	50	50
11	Farah Ashilah Imtiaz	60	65
12	Faris	50	50
13	Hafida	60	65
14	Harlan Haris	45	50
15	Muh. Afhandie R	45	45
16	Muh. Reyza Ibrahim	40	40
17	Muhammad Aco Rifqi	45	45
18	Nasyavira	55	55
19	Nourah Nazzifah	50	50
20	Nurfadila F	60	60
21	Putri Bilkis T	55	55
22	Restu	50	50
23	Riska Auliya	40	40
24	Sah'ra Alia	50	50
25	Salwa Adelia	75	50
26	Sarah Ardelia Nadir	75	85
27	Sry Mulyana M	50	50
28	St. Maryam	50	50
29	Ulfa Tunnisah	50	75
30	Umy Kalsum	75	75
	Total	1615	1675
	Mean Score	53,83	55,83

APPENDIX VI. TABLE STUDENTS' SCORE THE CYCLE II

No	Students' Name	Writing Skill	
		Grammar	Coherence
1	Ahmad Padil	70	75
2	Ahmad Ramadhan	75	70
3	Ainun Aisyah	75	75
4	Ainun Magfira	75	75
5	Alif	65	65
6	Amelia Ahmad	80	80
7	Andi Aqsha J	80	75
8	Andi Sitti Yusra Yusuf	75	70
9	Cahaya Ramadhani	80	80
10	Fadil Halid	75	70
11	Farah Ashilah Imtiaz	80	85
12	Faris	75	75
13	Hafida	80	80
14	Harlan Haris	75	75
15	Muh. Afhandie R	75	70
16	Muh. Reyza Ibrahim	70	65
17	Muhammad Aco Rifqi	70	70
18	Nasyavira	75	80
19	Nourah Nazzifah	80	85
20	Nurfadila F	85	80
21	Putri Bilkis T	75	75
22	Restu	75	85
23	Riska Auliya	70	70
24	Sah'ra Alia	80	80
25	Salwa Adelia	80	80
26	Sarah Ardelia Nadir	80	90
27	Sry Mulyana M	75	80
28	St. Maryam	80	80
29	Ulfa Tunnisah	80	80
30	Umy Kalsum	90	90
	Total	2300	2310
	Mean Score	76,67	77,00

APPENDIX VII. STUDENTS' RESULT TEST

ATTACHMENTS

1. DIAGNOSTIC TEST

Nama : Cahaya Ramadhani

Kelas : IX A.

Instruction !!!

- Continue the story in your own words. *(Lanjutkan cerita tersebut dengan kalimatmu sendiri)*
- Use your imagination to create an interesting and meaningful story. *(Gunakan imajinasimu untuk membuat cerita yang menarik dan penuh makna)*
- Pay attention to the use of appropriate words, effective sentences, and a coherent storyline. *(Perhatikan penggunaan kata-kata yang tepat, kalimat yang efektif, dan alur cerita yang runtut.)*
- Minimum 150 words *(Minimal 150 kata)*
- Do it for 20-30 minutes *(Kerjakan dalam 20-30 menit)*

Once upon a time, in a small village, there lived a young boy named Ben. Every day, Ben loved to play in the small river near his house. One day, while Ben was playing happily, he saw a small bird that had fallen from its nest. The little bird looked very weak and lonely. Ben felt sorry and wanted to......

Your Answer :

Ben helped him and brought him home. Then Ben made a shelter behind his house. Ben parents actually forbade Ben to bring the bear home but Ben insisted on bringing the bear home and taking care of it. Ben parents reluctantly allowed Ben to take care of the bear on the condition that Ben must always be careful of the bear because after all, the bear is a wild animal.

B: 60
C: 65

ATTACHMENTS

1. **DIAGNOSTIC TEST**

Nama : Hafida

Kelas : IX A

Instruction !!!

- **Continue the story in your own words.** *(Lanjutkan cerita tersebut dengan kalimatmu sendiri)*
- **Use your imagination to create an interesting and meaningful story.** *(Gunakan imajinasimu untuk membuat cerita yang menarik dan penuh makna)*
- **Pay attention to the use of appropriate words, effective sentences, and a coherent storyline.** *(Perhatikan penggunaan kata-kata yang tepat, kalimat yang efektif, dan alur cerita yang runtut.)*
- **Minimum 150 words** *(Minimal 150 kata)*
- **Do it for 20-30 minutes** *(Kerjakan dalam 20-30 menit)*

Once upon a time, in a small village, there lived a young boy named Ben. Every day, Ben loved to play in the small river near his house. One day, while Ben was playing happily, he saw a small bird that had fallen from its nest. The little bird looked very weak and lonely. Ben felt sorry and wanted to.......

Your Answer :

wanting to help the little bird, he carefully lifted it and then brought it home. He put it in a small box with leaves to make it soft, then asked his mother for help. His mother gave him rice and a pipette to feed the bird. Ben named the bird Pipit.

Every day, Ben took care of Pipit. He fed it, talked to it, and sometimes sang to it, and Day by day, Pipit became healthier and could start moving its wings. Ben was very happy to see its development.

Two weeks later, Ben felt that Pipit was strong enough to fly. He took it the to the first Per place he met Pipit. "Fly" Ben said. Pipit immediately flew, circled above Ben and then left. Ben was sad but also happy. He realized that helping a small creature felt amazing.

66

6. = 95
C = 95

2. WRITING TEST

Nama : Umy kalsum

Kelas : 1 X A

Instruction !!!

- **Continue the story in your own words.** *(Lanjutkan cerita tersebut dengan kalimatmu sendiri)*
- **Use your imagination to create an interesting and meaningful story.** *(Gunakan imajinasimu untuk membuat cerita yang menarik dan penuh makna)*
- **Pay attention to the use of appropriate words, effective sentences, and a coherent storyline.** *(Perhatikan penggunaan kata-kata yang tepat, kalimat yang efektif, dan alur cerita yang runtut.)*
- **Minimum 150 words** *(Minimal 150 kata)*
- **Do it for 20-30 minutes** *(Kerjakan dalam 20-30 menit)*

Long ago, in the middle of a dry forest, there was a wooden cabin where a boy named Ardi lived with his uncle. Ardi was a curious kid who always dreamed of becoming an explorer. Every day after finishing his chores, he would walk into the woods, imagining himself discovering something magical. One day, after a long walk deeper than usual, Ardi stumbled upon a strange tree. Unlike the others, this one had glowing leaves—even though the sun was starting to set. As he got closer, he noticed a tiny wooden door at the bottom of the tree trunk. He looked around. No one was there.

*Then, suddenly.. the door opened by itself. Inside........*

Your Answer :

Then, suddenly... the door opened by itself. Inside. Ardi saw a spiral staircase glowing faintly with blue light. He hesitated for a second, then stepped inside. The air was warm and smelled like old books. As he descended the stairs, his name.

At the bottom, he entered a giant underground library, filled with floating books and glowing crystals. A tall figure in a dark robe stood at the center, holding an ancient scroll. The figure turned around and smiled gently.

APPENDIX VIII. DOCUMENTATION
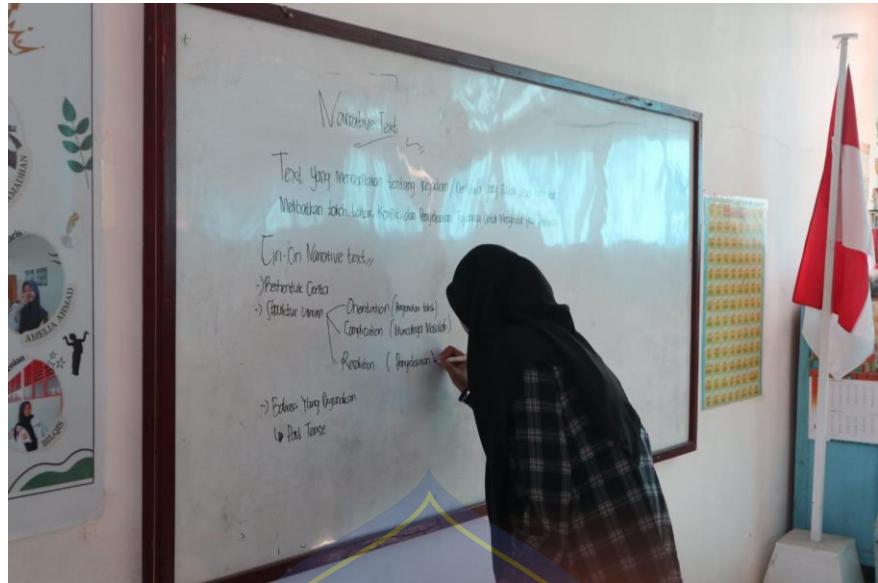
APPENDIX IX. SURAT KETERANGAN BEBAS PLAGIAT

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Dewi Raihanah

Nim   : 105351106021

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	2%	10 %
2	Bab 2	15%	25 %
3	Bab 3	9%	10 %
4	Bab 4	9%	10 %
5	Bab 5	3%	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 23 Juli 2025
Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,

Nurinah, S.Hum.,M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.Id
E-mail : perpustakaan@unismuh.ac.id

APPENDIX X. SURAT PENGANTAR PENELITIAN

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

Nomor : 0333 /FKIP/ A.4-II/ IV/ 1446/ 2025
Lamp : 1 Rangkap Proposal
Perihal : **Pengantar Penelitian**

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di,

Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa benar mahasiswa tersebut di bawah ini:

Nama : **Dewi Raihanah**
NIM : 105351106021
Prodi : **Pendidikan Bahasa Inggris**
Alamat : **Talasalapang I**
No. HP : 082111041744
Tgl Ujian Proposal : **27 Maret 2025**

akan mengadakan penelitian dan atau pengambilan data dalam rangka tahapan proses penyelesaian **Tugas Akhir Kuliah (Skripsi)** dengan judul : "**Enhancing Students' Writing Skill Through Story Completion Tasks Strategy at SMPN 1 Campalagian**"

Demikian **Surat Pengantar** ini kami sampaikan kepada Bapak/Ibu, atas perhatian dan kerjasamanya ucapkan terima kasih
Jazaakumullahu Khaeran Katsiraan.
Wassalamu Alaikum Warahmatullahi Wabarakatuh.

17 Syawal 1446 H
Makassar ----------------------
16 April 2025

Dekan
FKIP Unismuh Makassar,

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

| Terakreditasi Institusi
BAN-PT

APPENDIX XI. SURAT PERMOHONAN IZIN PENELITIAN

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 6715/05/C.4-VIII/IV/1446/2025
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

16 April 2025 M
18 Syawal 1446

Kepada Yth,
Bapak / Ibu Bupati Polewali Mandar
Cq. Ka. Badan Kesbang, Politik & Linmas
di –
    Sulawesi Barat

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 0333/FKIP/A.4-II/IV/1446/2025 tanggal 16 April 2025, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **DEWI RAIHANAH**
No. Stambuk : **10535 1106021**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

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

"ENCHANCING STUDENTS' WRITING SKILL THROUGH STORY COMPLETION TASKS STRATEGY AT SMPN 1 CAMPALAGIAN"

Yang akan dilaksanakan dari tanggal 17 April 2025 s/d 17 Juni 2025.

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

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.
NBM 1127761

APPENDIX XII. SURAT KETERANGAN PENELITIAN

PEMERINTAH KABUPATEN POLEWALI MANDAR
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan ManunggalNomor 11 Pekkabata Polewali, Kode Pos 91315
Website: dpmptsp.polmankab.go.id Email: dpmptsp@polmankab.go.id

IZINPENELITIAN
NOMOR: 500.16.7.2 /0248/IPL/DPMPTSP/IV/2025

Dasar :
1. PeraturanMenteriDalamNegeriIndonesiaNomor7Tahun2014atas perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. PeraturanDaerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
3. Memperhatikan:
   a. Surat permohonan sdr. DEWI RAIHANAH
   b. Surat rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor: B-0248/Kesbangpol/B.1/410.7/IV/2025,Tgl. 21-04-2025

MEMBERIKAN IZIN

Kepada:

Nama	:	DEWI RAIHANAH
NIM/NIDN/NIP/NPn	:	105351106021
Asal Perguruan Tinggi	:	UNIVERSITAS MUHAMMADIYAH MAKASSAR
Fakultas	:	KEGURUAN DAN ILMU PENDIDIKAN
Jurusan	:	PENDIDIKAN BAHASA INGGRIS
Alamat	:	BONDE KEC. CAMPALAGIAN
		KAB. POLMAN

Untuk melakukan penelitian di SMPN 1 Campalagian Kabupaten Polewali Mandar yang dilaksanakan Pada bulan April s/d Mei 2025 sampai selesai dengan Proposal berjudul **"ENHAMCING STUDENTS' WRITING SKILL THROUGH STORY COMPLETION TASKS STRATEGY AT SMPN 1 CAMPALAGIAN"**
Adapun izin penelitian ini dibuat dengan ketentuan sebagai berikut:
1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil penelitian kepada Bupati Polewali Mandar up.Kepala Dinas Penanaman Modal dan PelayananTerpadu Satu Pintu;
5. Surat izin penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian izin penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar,
Pada tanggal 23 April 2025
Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu,

I NENGAH TRI SUMADANA, AP, M.Si
Pangkat : Pembina Utama Muda
NIP : 197605221994121001

Tembusan :
1.Unsur forkopin di tempat

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara

APPENDIX XIII. SURAT KETERANGAN

PEMERINTAH KABUPATEN POLEWALI MANDAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 CAMPALAGIAN

Alamat : Jl. Poros Majene Bonde Kec. Campalagian Kab. Polewali Mandar   Kp. 91353
NSS : 201192003006   NPSN : 40600642   email : smpn1camp@gmail.com

SURAT KETERANGAN
Nomor : B.347/400.3.11.1/SMPN 1 Campa/V/2025

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Campalagian menerangkan bahwa :

N a m a	:	**DEWI RAIHANAH**
Tempat/Tanggal Lahir	:	Makassar, 14 Juli 2003
Jenis Kelamin	:	Perempuan
Instansi/Pekerjaan	:	Universitas Muhammadiyah Makassar
Fakultas/Jurusan	:	Keguruan dan Ilmu Pendidikan
A l a m a t	:	Jl. Pendidikan Desa Bonde Kec. Campalagian

Nama tersebut di atas telah melaksanakan **Penelitian** di SMP Negeri 1 Campalagian dengan Judul Skripsi **"ENHANCING STUDENTS' WRITING SKILL THROUGH STORY COMPLETION TASKS STRATEGY AT SMPN 1 Campalagian"** yang berlangsung dari tanggal 17 April s/d selesai.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Campalagian, 7 Mei 2025
Kepala Sekolah,

RAMLI SYAMSUDDIN, S.Pd.,M.Si.
Nip. 19661231 199203 1 175

APPENDIX XIV. KONTROL PELAKSANAAN PENELITIAN

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بســـــم اللـه الرحمن الرحيـــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : DEWI RAIHANAH
NIM : 105351106021
Judul Penelitian : ENHANCING STUDENTS' WRITING SKILL THROUGH STORY COMPLETION TASKS STRATEGY AT SMPN 1 CAMPALAGIAN
Tanggal Ujian Proposal : 27 Maret 2025
Tempat/Lokasi Penelitian : SMPN 1 CAMPALAGIAN

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	17 April 2025	Mengantar surat ke sekolah & perkenalan	Nur Miftahul Jannah	
2	21 April 2025	Diagnostic test (I)	Nur Miftahul Jannah	
3	24 April 2025	Treatment	Nur Miftahul Jannah	
4	28 April 2025	Treatment	Nur Miftahul Jannah	

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بســـــم اللـه الرحمن الرحيـــم

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
5	1 Mei 2025	Writing test	Nur Miftahul Jannah	
6	5 Mei 2025	Siklus (II)	Nur Miftahul Jannah	
7	8 Mei 2025	Treatment	Nur Miftahul Jannah	
8	12 Mei 2025	Writing test	Nur Miftahul Jannah	
9				
10				

Mengetahui, ..., ...2025

Ketua Program Studi,
FKIP Unismuh Makassar

Pimpinan/Kepala sekolah/Instansi

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Ramli Syamsuddin, S.Pd., M.Si
NIP. 19661231 199203 1 175

APPENDIX XV. LOA

SURAT KETERANGAN PENERBITAN ARTIKEL (LOA)

Nomor Surat : 13180 / DR / Pendas / VII / 2025

Saya yang bertandatangan di bawah ini sebagai Pemimpin Redaksi Pendas: Jurnal Ilmiah Pendidikan Dasar, menyatakan dengan sesungguhnya bahwa artikel dengan judul : **ENHANCING STUDENTS' WRITING SKILL THROUGH STORY COMPLETION TASKS STRATEGY AT SMPN 1 CAMPALAGIAN** dan identitas penulis sebagai berikut.

Nama Penulis   : **Dewi Raihanah, Muh. Arief Muhsin, Andi Bulkis Maghfirah Mannong**
Asal Institusi   : **Universitas Muhammadiyah Makassar**
Penerbitan   : **Volume 10 No. 3, September 2025**

Artikel yang bersangkutan akan diterbitkan pada jurnal Pendas: Jurnal Ilmiah Pendidikan Dasar paling lambat **Awal September Tahun 2025.**
Demikian agar yang berkepentingan maklum. Terima kasih.

Bandung, 12 Juli 2025
Ketua Dewan Redaksi Pendas: Jurnal Ilmiah Pendidikan Dasar

Acep Roni Hamdani, M.Pd.
0418048903

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CURRICULUM OF VITAE

Dewi Raihanah was born on July 14, 2003, in Makassar. She is the only child of Mr. Alimin and Mrs. Syamsiah. She began her formal education at SDN 036 Inpres Bonde and graduated in 2015. She then continued her studies at SMP PPM Al-Ikhlash and completed her junior high school education in 2018. Afterwards, she pursued her senior high school education at SMAN 1 Campalagian and graduated in 2021. In the same year, she was accepted as a student in the English Education Research Program at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. During her time at the university, she actively participated in the English Department Students Association (EDSA). With the blessings of Allah and the prayers and unwavering support from her family, the researcher was able to complete her studies at Universitas Muhammadiyah Makassar. She successfully finished her undergraduate thesis entitled **"Enhancing Students' Writing Skill Through Story Completion Tasks Strategy at SMPN 1 Campalagian."**