USING SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP) MODEL TO IMPROVE THE STUDENTS' WRITING SKILL

(A Pre-Experimental Research)

A Thesis

Submitted to the faculty of Teacher Training and Education of Makasssar Muhammadiyah University in Partial Fulfillment of the Requirement for degree of Education in English Department

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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Model to Improve the Students' Writing Skill

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<u>Niftahul Khaeri</u>

MOTTO

"This life is educator and we are always in a state must learn"

-Bruce Lee-

I dedicate this thesis especially to my parents and all people who always pray for me.

ABSTRACT

NIFTAHUL KHAERI. 2017. English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. "Using Sheltered Instruction Observation Protocol (SIOP) Model to Improve the Students' Writing Skill (*Pre Experimental Research at the Eight Grade Students of MTs Muhammadiyah Lempangan)",* Under supervisors H. Bahrun Amin and Nunung Anugrawati.

This research aimed at find out the improvement of students' writing skill by using Sheltered Instruction Observation Protocol at the eight grade students of MTs Muhammadiyah Lempangang that focused on accuracy which was consisted content and organization.The method of this research was a pre-experimental design that consisted of one group pre-test and post-test design class. The sample of this research was the eight grade students with the total number of subject where 35 students. The instruments of data collection for this research were pre-test and post-test.

The research findings indicated that the eight grade students of MTs Muhammadiyah were very low in writing skill. But after treatment, their writing skill significant improved. It was proven by the result of the mean score obtained by the students through pre-test was 48.74 which was classified as poor category and the mean score of the students in post-test was 78.34 which was classified as good category. While the value of t-test was greater than the value of t-table $(26.42 > 2.032)$. It was indicated that the Null Hypothesis (H0) was rejected and the Alternative Hypothesis (H1) was accepted.

From these findings, there was a significant improvement of the students' writing skill by using Sheltered Instruction Observation Protocol (SIOP) Model. Based on the result of the research concludes that Sheltered Instruction Observation Protocol (SIOP) Model can improve the students' writing skill.

Key Words: SIOP Model; Writing Skill; Content; Organization

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بسم الله الرحمن الرحيم
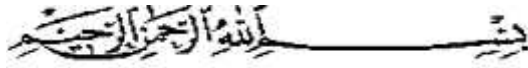
Bismillahirrahmanirrahim

In the name of Allah, Most Gracious, Most Merciful

Alhamdulillahi Rabbil Álamin Assaholatu Assalamualaálihi Muhammad, the researcher expresses her gratitude to the almighty Allah Subhanahu Wataála that has given his guidance, mercy and health to complete writing of this thesis. Shalawat and salam are addressed to the final chosen messenger, the propeth Muhammad Shallallahu Alaihiwa Sallam.

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May Allah SubhanahuWataála always br with us and give us power and guidance to keep ours believe till the end of our life. Aamiin

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CHAPTER 1

INTRODUCTION

A.   Background

Teaching English for students of Junior High School has been arranged for

many years but it has not generated significant result. English has been respect as

one of the difficult subject between other courses in the views of both teacher and

students. Many teachers failed in teaching English in the classroom because of

any factors hampered the whole process of instructional design and learning.

English has four basic skills; they are Listening, speaking, writing and

reading that the student should be mastered and to be fluent in English both of

spoken and written. All of these skills are related to each other. In this section, the

researcher focuses on writing skill. Writing is a progressive activity. It means that

when you first write something down, you have already been thinking about what

you are going to say and how you are going to say (Oshima and Hogue, 1997)

Writing is one of the skills that should be improved by the students because

it will help them to master the other skill. The students generally have some

problem in writing, such as they are confused what they want to write as well as

they cannot express their ideas.

Student in Junior High School have difficulties in this skill. They are not

easy to understand the writing lesson because the teachers use of the monotonous

method. That is way the students feel bored and uneasy to respond to their

writing. That is why they are difficult in improving writing skill. Students do not have any occasion to apply their knowledge through the task that involves concepts and skill. Students are more likely to fail if they do not know what to learn, and they are likely to fail if they do not know what to do. Therefore, having both content and language objective clearly post and clearly state help to set the students up for success.

Sheltered Instruction Observation Protocol (SIOP) is one model of sheltered instruction. Teachers who use the SIOP model for lesson planning became more proficient in linking language and content in their instruction, feel more control, and increase their ability to accommodate different levels of proficiency in their classroom (Echevarria, et.al in Wallace, 2004). Sheltered Instruction means that students receive help in developed extra support by including instructional techniques that make learning comprehensible to students (Hanson & Filibert, 2006).

SIOP can be used to help plan more effective lessons, to teach more learner and learning centered lessons. As a lesson planning guide, SIOP allow teacher to consider all aspects of teaching and learning such as clear language objectives.

Under the situations, the researcher formulates a title for the research "Using Sheltered Instruction Observation Protocol (SIOP) Model to Improve the Students' Writing Skill of the Eighth Grade at MTs Muhammadiyah Lempangang.

B.   Problem Statement

Based on the problem above, the researcher formulates the problem statement as follows: *"Does the use of Sheltered Instruction Observation Protocol Model improve students' Writing Skill in term Content and Organization of the Eight Grade at MTs Muhammadiyah Lempangan?"*

C.   Objective of The Research

The objective of this research is to find out *whether or not the use of SIOP as a model improve the students' writing skill of the Eight Grade of MTs Muhammadiyah Lempangan.*

D.   Significance of the Research

The significance of the research:

  1. Teacher

By this research, the researcher really hopes that the model can help the teacher to improve the students' writing. It also expected to give good contribution for all teachers in teaching writing class and also it will be expected to give a new insight in improve English writing skill through Sheltered Instruction Observation Protocol.

  2. Students

The researcher hopes that the students will be more interested and enjoy in learning English. They also can be more active in English class.

E.   Scope of the Research

The research is limited to the use of Sheltered Instruction Observation Protocol in writing narrative text. The students are given a topic based on the theme written in curriculum. The writing assessment is focus on the content and organization.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of the previous Related Research, some concepts of writing, conseptual framework, and hypothesis.

A.   The Previous Related Research

Suweken (2013) carried out a study entitled *"Pengaruh Model Pemblajaran SIOP Terhadap Partisipasi dan Prestasi Belajar Matematika Kelas VIII SMP Negeri 1 Singaraja"*. The result of the research showed that the Model of SIOP can make a learning process more interesting and meaningful for learners. The quality of the students' learning and participation is improved through the SIOP Model.

Echevarria, et.al in Gregory (2012) stated that tested the effect of SIOP model on *"Academic Literacy Development"*, in a pre-test/post-test study design, they tested the students' gain in literacy development after a period of instruction using the SIOP model. The ELL students who received SIOP instruction made greater gains on post-test which led the researchers to claim the efficacy of the instructional model.

Echevarria, et.al in Gregory (2012) Tested SIOP for its effectiveness on ELL students achievement *"Expository Writing"*. They found that the students of teachers using SIOP method performed slightly better that the comparison group.

Based on the research above, the researcher concludes that using Sheltered Instruction Observation Protocol in teaching and learning from some researcher above almost has the same result. SIOP model is effective for lesson planning and delivery, also allows teachers to consider all aspect of teaching and learning. The learning process helps the learners to understand what material they are going to study.

B.   Some Pertinent Ideas

    1.   The Concept of Writing

        a.   Definition of Writing

Huy (2015) define that writing is one of the most important skills in studying English because not only is writing an academic skill, but it is also an important skill that translates into any career fields.

Johnstone, et.al in Javed (2013) stated that writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing.

Deane, et.al (2008) states that writing is particular kind of verbal skill where text is manufactured to meet a discourse demand. People write in order to achieve communicative goals in social context

Graham and Perin (2007) define that writing is a tool of communication which removed in both distance and time. Writing also provides a powerful medium for persuading others.

Based on the definition above, the researcher can concluded that writing is a thinking activity or the expressing of ideas that consist of words and it could be made as a communication tool to the readers.

b.   Components of Writing

The good writing skill can be analyzed to group and varied skills. Heaton in Santung (2011) divides components writing into five main areas. They are grammar, mechanics, vocabulary, content and organization.

1. Grammar

Grammar concerns about the ability to write correct and appropriate sentences. The writer has to give attention for preposition, tenses such as using of verbs, nouns, adjective, also conjunction and articles.

2. Mechanics

It is related with the ability to use correctly words to the written language such as using of capitalization, punctuation, spelling. It is very important to lead the readers to understand or recognize what the written means to express. The use of favorable mechanics in writing will make the readers easy to the group to conveying ideas or message of writing. The explanation as follows: a) capitalization, the use of capitalization can clarify the ideas. If the sentences are not capitalized correctly, ambiguous and miss understanding it will appear. It also helps to differentiate from sentences to others. The words which are capitalized at beginning of: the name of people, organization, first and last word of title. b) Punctuation. Punctuation can help the readers to identify should be taken as a unit

of meaning and suggest how the units of it relate to each other. c) Spelling. Using of spelling has three rules; they are suffixes addition, plural formation and the change of certain words.

3. Content

The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear to the readers. So, they can understand what the messages convey and gain information from it. Also, the content of writing should be well unity and complete because the characteristic of good writing has unity and completeness.

4. Vocabulary

Vocabulary is an essential part of compose writing. The writes need vocabulary mastery well to express or write their ideas. The effective using of words or vocabulary in writing must be relevant with the topic to let the readers perceive and feel it. Someone who lack of vocabulary will be difficult to compose what they are going to express but appropriate words will help writers to compose writing.

5. Organization

Organization is the ability to develop ideas and topic which relevant in a united form. On the other hand, it concern in ways of writer to arrange and organize the ideas or messages in writing. There are many ways in process of

organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.

c. Steps in Writing process

Gebhard *(1996)* states that there are several steps in writing process, those are:

1. Drafting

After students have regenerated ideas, they need to write them down, and teachers have students draft their ideas in a number of ways. One way is to have students do component writing, in which they write different components of their texts within a certain period of time. Another way is to have students' do one-sitting writing, in which they encouraged to write a draft on their entire essay, from beginning to end, in one sitting. Another way is through leisurely writing, in which students begin a draft in class and are asked to finish it at their leisure at home.

2. Revising

Once students have regenerated a draft, they can consider revision of the content and organization of their ideas. However, this is not necessarily easy for students to do. Some students have a limited understanding about what revision includes, and some lack the patience needed to go through a time-consuming and sometimes frustrating revision process. However, there are things teachers can do to teach students are concept of revision

3. Editing

Editing is another aspect of writing and requires recognizing problems in grammar (e.g. subject-verb disagreement, improper pronoun use, incorrectverb tense), syntax (e.g. fragments and run-on sentences), and mechanics (e.g. spelling and punctuation errors). Editing is not problematic in the way of revision is, because most students are willing to work hard at editing their work.

d.   The Characteristic of a good writing

We can understand the content of the text easily, if the use of parts of speeches corrects, and if the content of the writing is clear.

There are some characteristic of good writing, Nunan (1989) points the successful writing is as follow:

a.   Mastering the mechanic of letter formation;

b.   Mastering and obeying conventions of spelling and punctuations;

c.   Using the grammatical system to convey one's intended meaning;

d.   Organizing content at the level of the paragraph and the complete text;

e.   Polishing and revising one's initial efforts;

f.   Selecting an appropriate style for one's audience;

e.   Types of Writing

According Huy (2015) writing has four types, namely:

1. Exposition

Expository is four rhetorical modes of discourse, along with argumentation, description and narration. It is also used for speeches. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.

2. Narration

Narration is some kind of retelling, often in words (though it is possible tomime a story), of something that happened (a story). Narration recounts events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. Narration thus shapes history (the scene of events, the story of what happened).

3. Argumentation

Argumentation theory, or argumentation, also called persuasion, is the interdisciplinary study of how humans should, can, and do reach conclusions through logical reasoning that is claims based, soundly or not, on premises. It includes the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and procedural rules in both artificial and real world setting. Argumentation includes debate and negotiation, which are concerned with reaching mutually acceptable conclusion. It is used in law, for example in trial, in preparing an argument to be presented to court, and in testing the validity of certain kind of evidence.

a. Description

Description is one of four rhetorical modes (also known as modes of discourse). It is also the fiction – writing mode for transmitting a mental image or the particulars of a story.

Description as a rhetorical mode

The purposes of description are to re-create or visually present a person, place, event, or action so that the reader may picture that which is being described. Descriptive writing may be found in the other rhetorical modes.

Description as a fiction - writing mode

Fiction is a form of narrative, fiction – writing also has distinct forms of expression, or modes, each with its own purposes and conventions.

2. The Definition of Narrative text

Mayers in Karolina (2006) stated that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to same event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

Oshima and Hogue (1997) stated that Narration is story writing. When we write a narrative paragraph or essay, we write about events in the order that they happened. In other words, we use time order to organize our sentences.

Narration is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). Narration recounts events, perhaps leaving some occurrences out because they are from some perspective

insignificant, and perhaps emphasizing others. Narration thus shapes history (the scene of events, the story of what happened).

Nunan (1991) Writing is not a natural activity. All physically and mentally normal people learn to speak a language .yet all people have to be taught how to write. This is a crucial difference between the spoken and written language. There are other important differences as well. Writing, unlike speech, is displaced in time. Indeed, this must be one reason why writing originally involved since it makes possible the transformation of a message from one place to another. A written message can be received, stored and referred back to at any time. It permanent in comparison with the ephemeral "here one minute and gone the next "character of spoken language – even of spoken language that is recorded on tape or disk.

The writer concludes that narrative writing is the form writing which involve the story about interesting, experience or about our daily life, writing skill are n important part of communication. Good writing allows us to communicate our massage with clarity and ease to a far large audience than through face to face.

3. Generic structure of Narrative Text

There are three generic structures on narrative (Millan, 2009), namely:

a. Orientation

Sets in the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story

b. Complication

Tells the beginning of the problems which leads to crisis of the main participants.

c. Resolution

The problem is resolved, either in a happy ending or in sad(tragic) ending.

4.   Writing Related to the Curriculum

Curriculum is the overall rationale for the educational program of an institution which includes the intentions of the planners, the procedures adopted for the implementation of those intentions, the actual experiences of the pupils resulting from the teachers' direct attempt to carry out their or the planner's intentions, and the learning that occurs as a product within the organization in which the curriculum is applied.

Richards and Renandya (2002) The standard competence of graduate of English (PERMEN No 23, 2006) for each level is communicative competence in the form of spoken of language accompanying action for elementary school, in the form of spoken and written for achieving functional literacy level for junior high school, in the form of spoken and written for achieving information literacy level for senior high school. The difference is in deciding indicators, theme and in teaching approach. The 2006 does not focus on theme and indicators are decided based on the necessity of learner's need and ability. Moreover, the 2006 syllabus emphasizes on learning process as high light in lesson plan and as mentioned in PP No. 19, 2005, chapter IV, article 19, verse 1 " learning process is performed interactive, inspirable, fun, challenging, motivating learners to involve actively,

and given adequate space for innovation, creativity, autonomy based on learner's potential, interest, physical and psychological development

The Characteristics of Curriculum are follows:

1. Emphasizing the attainment of the students' competence individually and classically;

2. Orienting toward learning outcomes, and diversity;

3. Using genre approaches in the learning process and greatly is influenced with Systematic Functional Grammar of Halliday

4. Accepting any other educative learning sources besides teachers;

5. Emphasizing its evaluation on the learning process and outcomes in acquiring or attaining a certain competence.

6. Using special terms such as Standar Kompetensi (Standard of Competence) refers to a minimum statement covering know ledges, skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading and writing); Kompetensi Dasar (Basic Competence) refers to a minimum statement covering know ledges, skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading, writing).; indicator (Achievement Indicators) refers to a specific basic competence that can take as a standard to assess the attainment of a learning process; Materi

Pokok (Core Materials) refers to core materials or lessons that students have to learn in a learning process.

5. **The Concept of Sheltered Instruction Observation Protocol (SIOP) Model**

   a. **Definition of SIOP**

Sheltered Instruction Observation Protocol (SIOP) was developed to make content material understandable and comprehensible to English Language Learners. The SIOP Model includes teacher preparation, instructional indicators such as comprehensible input and the building of background knowledge. It comprises strategies for classroom organization and delivery of instruction (Haynes, 2004).

Sheltered Instruction Observation Protocol (SIOP) is a model and procedure which focuses on teaching language through a content based approach, this is design to encourage English learners to employ native language to support the learning process (Echevarria, et.al in Wallace 2004).

SIOP Model serves as an instructional framework for sheltered instruction that values effective, research-based, and time-honored teaching practice. Many of cooperative learning and other techniques have been recommended by experienced SIOP teachers and will add to your repertoire, further enhancing your instruction and your students' learning (Vogt and Echevarria, *2006)*

SIOP teachers offer high-quality instruction that has features such as having clear content and language objectives for each lesson. Instruction and

expectation are made extremely clear, e.g. through modeling a procedure or completing together part of task and students are actively engaged and participate in lesson (Kavera and Echevarria, 2013).

b.   Component of SIOP
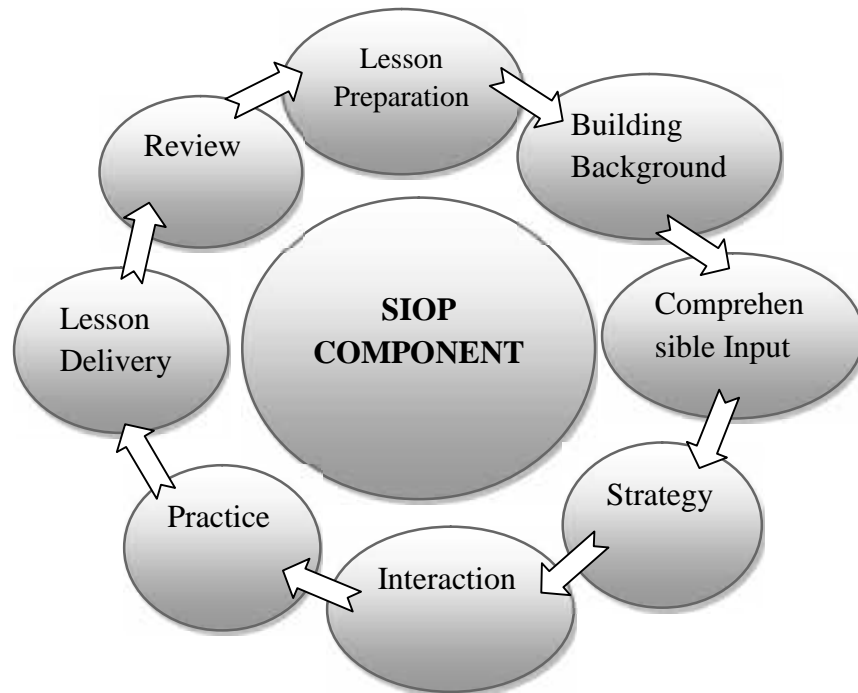
(Echevararria, 2013)

Figure 2.1:Component of SIOP

1. *Lesson Preparation,* initiated the lesson planning process, so teachers include content and language objectives.

2. *Building Background,* Connect the students' background and past experience.

3. *Comprehensible Input*, Make lessons comprehensible and understandable by using vocabulary that the students understand,

stating diraction orraly and in writting and demonstrating what the students are expectedto do.

4. *Strategy,* Teacher use explicit instructional strategy, such as questioning technique and self monitoring. The instructional strategy involves the students scaffolding technique that provided the right amount of support and help moved the students to the next level.

5. *Interaction*, Teacher provides the students with continual opportunities in interact with peer through flexible grouping where every student has an opportunity to speak and work togather.

6. *Practice.* Each group provides opportunities to present what they doing in the previous component.

7. *Lesson Delivery,* Teacher focus on the content and language objectives of the lesson and involves the students actively in meeting the objectives.

8. *Review & Assessment*, Teacher provide the approriate feedback and provide assessment to track student progress.

c. The Benefit of Sheltered Instruction Observation Protocol (SIOP) Model

The following is a summary of benefits of SIOP model as follow

a. SIOP can be used to help plan more effective lesson

b. SIOP allows teachers to consider all aspects of teaching and learning such as clear language objectives, activities that integrate the four language domains.

c. All students benefit from the use of the strategies found in the SIOP Model.

C. Conceptual Framework

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┌─────────────────┐                    ┌──────────────┐
│                 │                    │              │
│ Writing Materials │──────────────────│    Input     │
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└─────────────────┘                    └──────────────┘
         │
         ▼
┌─────────────────┐                    ┌──────────────┐
│                 │                    │              │
│   Teaching and  │                    │              │
│ Learning process by │────────────────│   Process    │
│ using SIOP Model │                    │              │
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│                 │                    │   Output     │
│ The Student's writing │──────────────│              │
│   Achievement   │                    │              │
└─────────────────┘                    └──────────────┘
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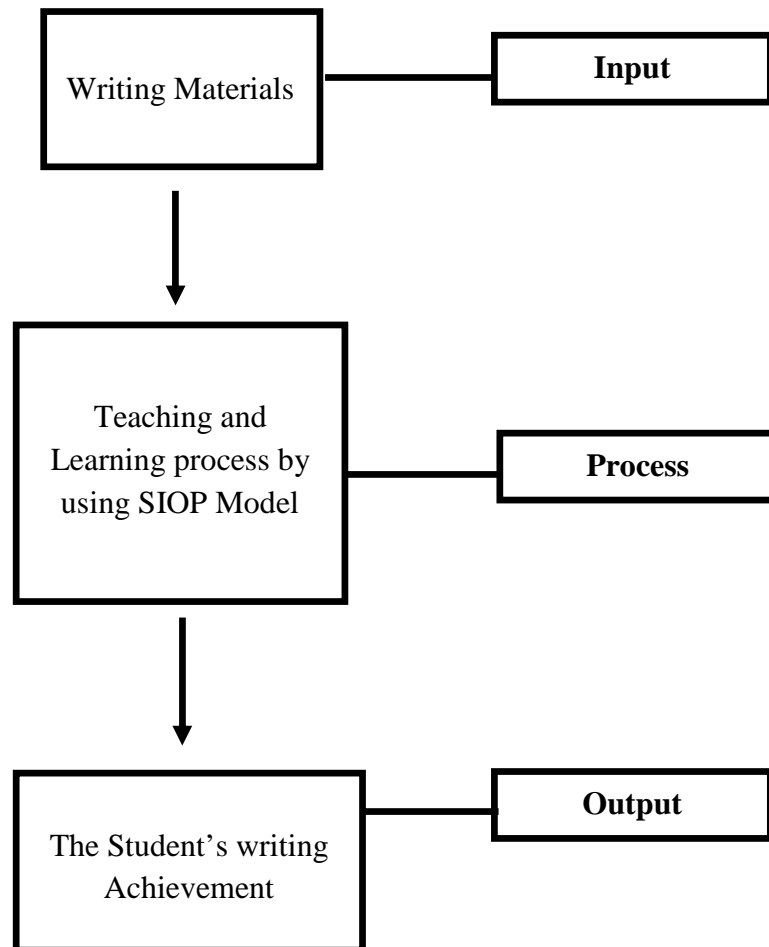
Figure 2.2: Conceptual Framework

The three variables briefly clarify as follows:

1. Input refers to the writing material namely narrative text

2. Process refers to the model is used in teaching writing namely sheltered instruction observation protocol (SIOP)

3. Output refers to the students' achievement on narrative writing

In this conceptual framework, the students face many problem in learning English, especially in writing. Based on the problem, the researcher will apply SIOP model to overcome the problem. SIOP model could be the solution for solving this problem. This model is expected to improve the students' motivation in wrting class.

D. Hypothesis

To test the research uses statistic hypothesis, namely:

1. Alternative hypothesis (H1):

   Using sheltered instruction observation protocol (SIOP)Model can improve the students' writing skill.

2. Null Hypothesis (H0):

   Using sheltered instruction observation protocol (SIOP) Model cannot improve the students' writing skill.

CHAPTER III

RESEARCH METHOD

This chapter deals with research method and design, population and sample, variable, instrument of the research, procedure of data collection and technique of data analysis.

A. Research Method and Design

1. Method

The method of this research was a pre-experimental method with one group pretest and posttest design.

2. Design

The design of this research was one group pretest-posttest design. Treatment (x) was given between pretest (o1), and posttest (o2). The design is described as follows

Where: O1 ────► X ────► O2
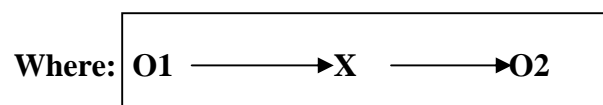
O1: Pretest   X: Treatment   O2: Posttest

Emzir (2015:97)

a. Pre-test

Before doing the treatment, the studentswere given pre-test to find out the students skill in writing. In this case, the writer gave topic and asked the students to write a narrative text. The students were given 60 minutes to finish their writing test.

b. Treatment

The activities were started by giving information about the Model and the procedures of the activities. The students were given treatment where components of sheltered instruction observation protocol as a strategy in writing narrative. It involved the students on the writing process.

(1ˢᵗ Meeting)

Lesson Preparation

The first component was states the content objectives. Researcher clearly defines about content and language objectives, write on the board and state orally.

Content objective describe *what* the students will learn during the lesson Language objectives describe *how* the students will learn the content of the lesson.

Building Background

This component focus to connect the students' knowledge with past experience about the material, researcher using vocabulary that the students easily to understand and gives some questions about the material to know the students basic knowledge about narrative text.

(2ⁿᵈ Meeting)

Comprehensible Input

Researcher makes lessons comprehensible by using vocabulary that the students understand. The students are provided with support such as prediction guides, and another teaching materials and media (book, film clip and picture based on narrative text)

(3rd Meeting)

Strategy

Researcher used explicit instructional strategies, such as questioning techniques to support higher-level thinking. The instructional strategies involved the students scaffolding techniques that provided the right amount of support and help moved the students to the next level.

Scaffolding in writing will help students acquire the knowledge and skill to be able to write their own texts with confidence. In later stages, learners require more autonomy (Kim & Jiyoung. 2009)

Steps of Scaffolding

Step of scaffolding technique in writing. Those are:

- Creating first draft,

- Self-editing,

- Discussing the draft with peers and later with the teacher

- Producing a "published" text.

Practicing writing process practically with teacher's scaffold provides learners with the practice and skills necessary to write a good piece of writing accurately, meaningfully and appropriately (Faraj, 2015)

(4th Meeting)

Interaction

Researcher provided the students with continual opportunities to make a piece of narrative text and interact with peers or making a small group where every students has an opportunities to speak (*tell me more about that, or can you tell us why you think that?)* and work a project together. Through the various activities, students are encouraged to interact with each other and having time for extended academic conversations with peers.

(5th Meeting)

Practice

Each group provided opportunities to present and discuss what they are doing in the previous component.

(6th Meeting)

Lesson Delivery

Researcher focus on the content and language objectives of the lesson and involved the students actively in meeting the objectives.

Review and assessment

Researcher provides the appropriate feedback so that the students can continue to grow, review the concepts to ensure long lasting learning, and provide assessment to track student progress.

    c. Post-test

The post test was given after the treatment had been given to the students. This post test was done for 60 minutes with giving test. This session was given to

know whether the students' writing skill increased after getting treatment from the research that was using SIOP.

B. Population and sample

1. Population

The population of this research was the students in MTs. Muhammadiyah Lempangan in 2016/2017 academic year that consists of two classes. Each class consisted of 23 and 35 students. So, the total population is 58 students.

Class	Number of the students
VIII.A	23
VIII.B	35
Total	**58**

Table 3.1: Number of Population

2. Sample

The researcher used purposive sampling technique to choose the sample of this research. So, the researcher chosethe second year studentsat MTs. Muhammadiyah Lempangan, namely class VIII.B that consists of 35 students. So the total of the sample was35 students.

B. Research Variable and Indicator

1. Research Variable

Relating to variable, there were two variables in this research, namely dependent and independent variable those are:

   a. Independent variable

   Independent variable was the use of SIOP Model in teaching narrative skill as the teaching strategy

   b. Dependent variable

   Dependent variable was the improvement of the students' Narrative text

2. Indicator

The indicators of this research are accuracy and Comprehension. Where, the indicators of writing skill focus on the students' accuracy in term (content and organization) and comprehension.

D. Instrument of the Research

The instrument of this research was writing test where the researcher given the test as pre-test and post-test especially in content and organization. The pre-test were intended to find out the students' basic knowledge and their skill in writing, while the post-test was givento find out the students' skill in writing after the treatment.

E. Procedure of Collecting Data

The procedures of collection data in this research as follows:

1. Pre-test

Before doing the treatment, the students were given pretest to know their prior knowledge. The test consisted of the writing test. In this writing test, all students sample were given a topic then they made it as the Narrative text.

2. Post-test

After giving treatment the research was given posttest to the students with the same test in pretest namely writing test and the topic present are same.

F. Technique of Data Analysis

1. The students' score are tabulate by using follow criteria:

Data from English writing test will give score based on the two English writing ability scoring classification. Heaton (1988) the researcher formulated as follow:

<center>Content Assessment</center>

a. Content

Score	Classification	Criteria
30 – 27	Excellent to Very Good	Knowledgeable – Substantive – etc.
26 – 22	Good to Overage	Some knowledge of subject – adequate range – etc.

21 – 17	Fair to Poor	Limited knowledge of subject – little substance – etc.
16 – 13	Very Poor	Does not show knowledge of subject – non-substantive – etc.

Table 3.2 Content Scoring Classification

Based on the table above, the students will get excellent to very good if their score is 30 – 27, good to average if their score is 26 – 22, fair to poor if their score is 21 – 17, and very poor if their score is 16 – 13.

Organization Assessment

b. Organization

Score	Classification	Criteria
20 – 18	Excellent to Very Good	Fluent expression – ideas clearly stated – etc.
17 – 14	Good to Average	Somewhat choppy – loosely organized but main ideas stand out – etc.
13 – 10	Fair to Poor	Non-fluent – ideas confused or disconnected – etc.
9 – 7	Very Poor	Does not communicate – no organization

Table 3.3 Organization Scoring Classification

Based on the table above, the students will get excellent to very good if their score is 20 – 18, good to average if their score is 17 – 14, fair it poor if their score is 13 – 10, and very poor if their score is 9 – 7.

2. The research give the raw score of that are classified into seven levels as follows:

   a. 96-100 Excellent

   b. 86-95 Very good

   c. 76-85 Good

   d. 66-75 Fair

   e. 56-65 Fairly Poor

   f. 36-55 Poor

   g. 0-35 Very Poor

   (Depdikbud, 1985)

3. Finding the improvement's percentage of students' writing achievement after using SIOP Model.

   $$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

   Where :

   P   =The improvement percentage

   X_1 =The mean score of pre test

X_2 = The mean score of post test

(Gay, 1981:316)

4. Computing the frequency and the rate percentage of the students' score:

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

Where:

P = Percentage

F = Frequency

N = Number of sample

(Gay, 1981:130)

5. Calculating the means score by using the following formula:

$$\bar{x} = \frac{\Sum x}{N}$$

Where:

$\overline{X}$ = Mean score

$\sum x$ = The sum of score all score

N = Number of sample

(Gay, 1981:324)

6. Finding the significant different between pre and post test by concussing the value of test. The formula as follow

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

Where:

t   = Test of significant

D   =The mean score from the different score of pre test and post test

$\bar{D}$ = The mean of D square

$\sum D^2$ = The sum of D square

$(\sum D^2)$= The square of $\sum D$

N   = Number of student   (Gay, 1981:366)

The criteria for the hypothesis testing as follows:

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Sugiyono, 2014)

Table 3.4: criteria for the hypothesis testing

The table above meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A.   **Findings**

The findings of this research deal with the students' score, there were several sections that would be explored. They are the students' score classification, pretest results and post test results, the mean scores, the improvement, the t-test value, and hypothesis testing. These findings describe as follows:

1. **Students Writing Ability in Content Classification**

In order to answer the research question in previous chapter, the researcher administrated two kinds of test such as pre-test that given before the treatment and post-test that given after the students got the treatment before.

The finding of the research deals with the scoring content classification of the students' pretest and posttest, these findings described as follows:

Table 4.1

Rate Percentage and Frequency in Content Classification

No	Score	Classification	Pre-Test		Post Test	
			F	%	F	%
1	96-100	Excellent	0	0	0	0
2	86-95	Very Good	0	0	10	28.57
3	76-85	Good	0	0	25	71.42
4	66-75	Fair	0	0	0	0
5	56-65	Fairly Poor	4	11.42	0	0

6	36-55	Poor	31	88.57	0	0
7	0-3.5	Very Poor	0	0	0	0
		Total	**35**	**100%**	**35**	**100%**

The data in table 4.1 above shows the rate percentage and frequency of the students' pre test and post test score in writing paragraph in content classification. There were variant score of the students' pre test on the table. In pre-test the table showed that from 35 students none of them (0%) classified into 'Excellent' category or got score 96-100, none student of them (0%) classified into 'Very Good' category or got score 86-95, none students of them(0%) classified into 'Good' category or got score 76-85, none students of them (0%) were classified into 'Fair' category or got score 66-75, 4 students (11.42%) were classified into 'Fairly Poor' category or got score 56-65,31 students (88.57%) classified into 'Poor' category or got score 36-55, and none students of them (0%) classified into 'very poor' category or got score 0-35.

The data in table 4.1 also shows the rate percentage and frequency in post test of the students score in content classification. There were variant score of the students' posttest on the table. In posttest the table showed that from 35 students there were none of the students (0%) classified into 'Excellent' category or got score 96-100, 10 students (28.57%) were classified into 'Very Good' category or got score 86-95, 25 students (71.42%) were classified into 'Good' category or got score 76-85, none students of them (0%) were classified into 'Fair' category or got score 66-75, none of the students of them (0 %) classified into 'Fairly poor'

category or got score 56-65, none students of them (0%) classified into 'Poor' category or got score 36-55, and none students of them (0%) classified into 'Very Poor' category or got 0-35.

The rate percentage and frequency in table 4.1 showed that the students can developed their ideas in writing paragraph based on the content score. To see clearly thestudents' score percentage in pre-test and post-test of the students' writing ability in content classification can be presented as the following chart

Figure 4.1: The Percentage of the Students' Content Score

The figure 4.1 show the percentage of the students' content score, and there was a significant different of percentage between pre test and post test. The figure show that the percentage of the students score in content that classified into 'Fairly Poor' and 'Poor' score was going down in post test, whereas the percentage of the students that classified into 'Good' and 'Very Good' score was increased in post test.

2. Students Writing Ability in Organization Classification

The finding of the research deals with the scoring organization classification of the students' pretest and posttest, these findings described as follows

Table 4.2

Rate Percentage and Frequency in Organization Classification

No	Score	Classification	Pre-Test		Post Test	
			F	**%**	**F**	**%**
1	96-100	Excellent	0	0%	0	0%
2	86-95	Very Good	0	0%	4	11.42%
3	76-85	Good	0	0%	9	25.71%
4	66-75	Fair	2	5.71%	9	25.71%
5	56-65	Fairly Poor	5	14.28%	10	28.57%
6	36-55	Poor	21	60%	3	8.57%
7	0-3.5	Very Poor	7	20%	0	0%%
Total			**35**	**100%**	**35**	**100%**

The data in table 4.2 above shows the rate percentage and frequency of the students' pre test and post test score in writing paragraph in organization classification. There were variant score of the students' pre test on the table. In pre-test the table showed that from 35 students none of them (0%) classified into 'Excellent', 'Very Good' and good category or got score 96-100, 86-100 and 76-85, 2 students (5,71%) classified into 'Fair' category or got score 66-75, 5

students (14,28%) were classified into ' Fairly Poor' category or got score 56-65, 21 students (60%) were classified into 'Poor' category or got score 35-65 and 7 students (20%) were classified into 'Very Poor' category or got score 0-35.

The data in table 4.2 also shows the rate percentage and frequency in post test of the students score in organization classification. There were variant score of the students on the table. In posttest the table showed that from 35 students there still none of the students (0%) classified into 'Excellent' category or got score 96-100, 4 students (11,42%) classified into 'Very Good' category or got score 86-95, 9 student (25-71%) classified into 'Good' category or got score 76-85, 9 students (25,71%) were classified into 'Fair' or got score 66-75, 10 students (28,57%) were classified into 'Fairly Poor' or got score56-65, 3 students (8,57%) were classified into 'Poor' or got score 36-55 and none of them (0%) classified into 'Very Poor' or got score 0-35.

The rate percentage and frequency on table 4.1 showed that the students can develop their ideas in writing paragraph based on the students' score in organization classification. To see clearly thestudents' score percentage in pre-test and post-test of the students' writing ability in organization classification can be presented as the following chart:
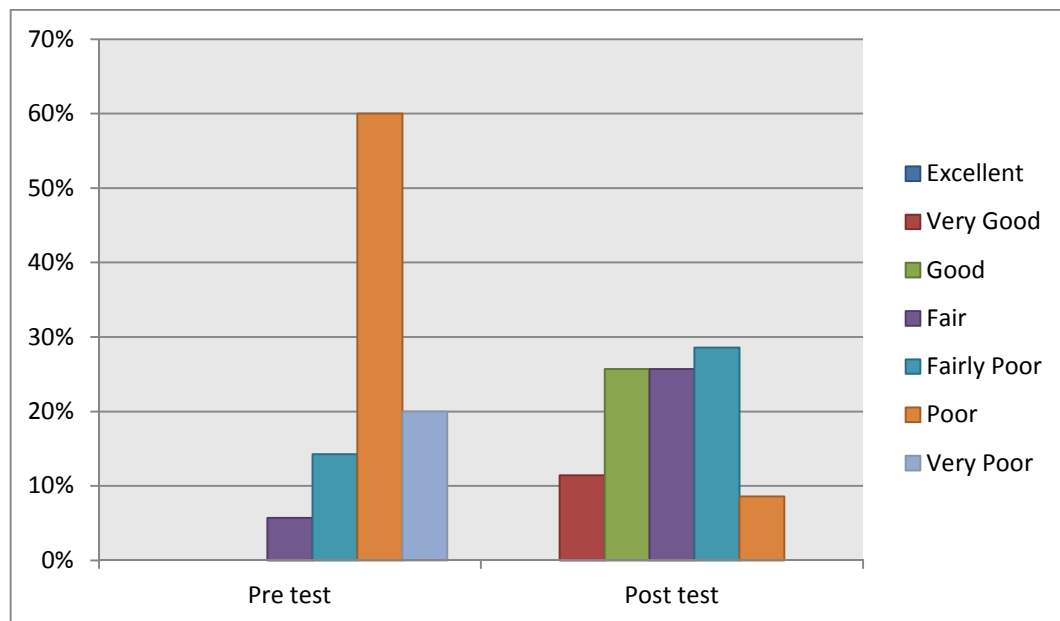
Figure 4.2: The Percentage of the Students' Organization Score

The figure 4.2 above show the percentage of the students' organization score, and there was different of percentage between pre test and post test. We could see the percentage of the students' score that classified into 'Very Poor' category was increasing in post test, and we also could see that the students' score that classified into 'Very Poor' category was none in post test whereas in pre test there were 20 %, and the students' score that classified into 'Good' and 'Very Good' was increased in post test whereas in pre test was less and none.

3. Students Writing Ability in Final Score

After calculating the students' writing ability in content and organization, the researcher presents final score of the students in writing skill especially in develop ideas in writing paragraph by implementing Sheltered Instruction Observation Protocol (SIOP) Model at the Eight grade students of MTs Lempangang, Gowa. It be seen clearly in the following table.

Table 4.3

Rate Percentage and Frequency of Students Writing skill (Final Score)

No	Score	Classification	Pre-Test		Post Test	
			F	**%**	**F**	**%**
1	96-100	Excellent	0	0	0	0
2	86-95	Very Good	0	0	0	0
3	76-85	Good	0	0	0	0
4	66-75	Fair	0	0	9	25.71
5	56-65	Fairly Poor	6	17.14	21	60
6	36-55	Poor	29	82.85	5	14.28
7	0-35	Very Poor	0	0%	0	0
Total			**35**	**100%**	**35**	**100%**

The table 4.3 above shows the rate percentage and frequency of final score of the students' writing skill in pre test and post test. The table show in pre test, none of them (0%) classified into Very Poor criteria, 29 (82,85%) students classified into Poor criteria, 6 (17,14%) students classified into Fairly Poor criteria, and none of them (0%) classified into Fair, Good, Very Good and Excellent criteria.

In Post test there were none (0%) students classified into Very Poor criteria, 5 (14,28%) students classified into Poor criteria, 21 (60%) students classified into Fairly Poor criteria, 9 (25,71%) students classified into Fair

criteria, and none (0%) of them classified into Good, Very Good and Excellent criteria.

The rate percentage and frequency on table 4.1 showed that the students can develop their ideas in writing paragraph. To see clearly thestudents' score percentage in pre-test and post-test of the students' writing ability in final score can be presented as the following chart:

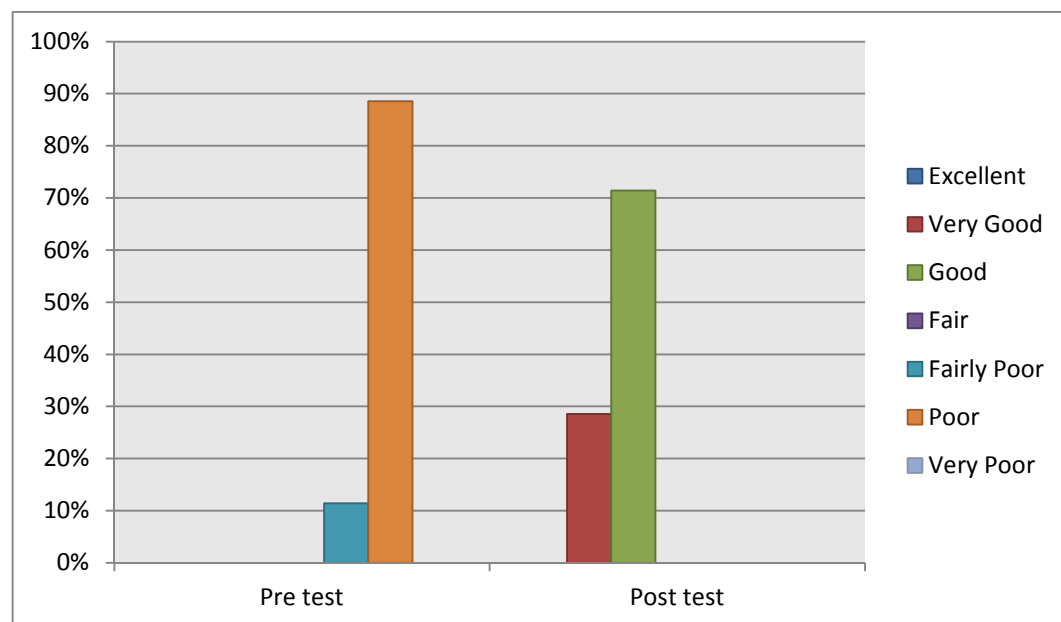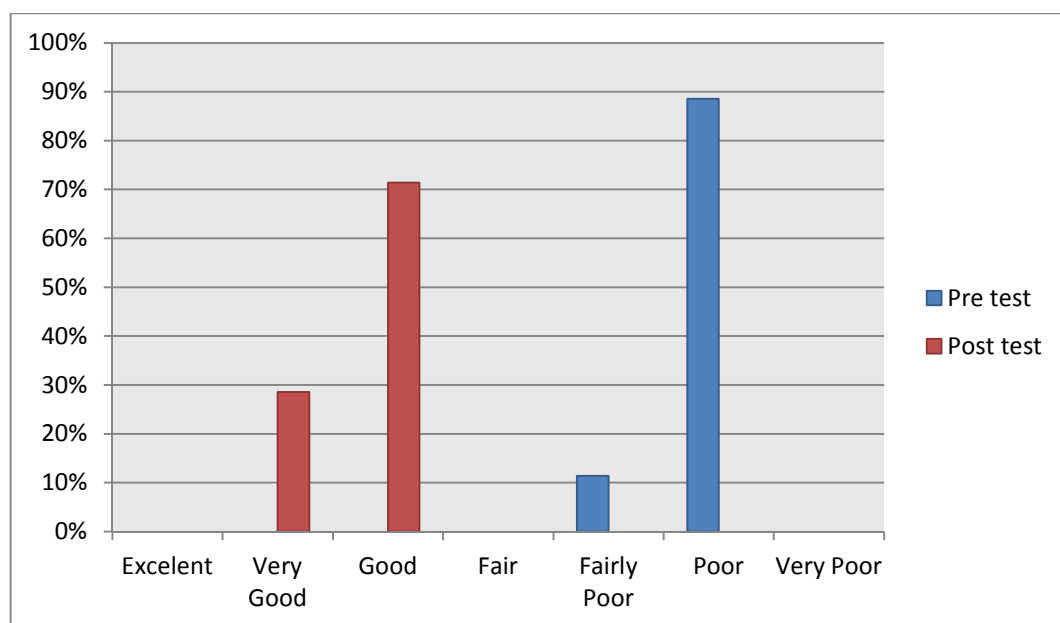*Figure 4.3: The P*ercentage of the Students' Writing Ability

4.   Mean Score and Improvement

After calculated the result of the students' pre test and post test, the writer present the mean score and the improvement of students' writing. The result showed that the students' writing was increased.

Table 4.4

The Mean Score and the Improvement of Students' Writing

No	Indicators	Mean Score		Improvement (%)
		Pre-Test	Post-Test	
1.	Content	49.14	82.38	67.64%
2.	Organization	48.14	72.71	51.03%
Final Score		48.74	78.34	60.73%

Table 4.3 above shows the statistical summary of the students' mean score and the students' writing improvement of content, organization, and writing final score. In the content variable the mean score of pre test was 49.14 and in the post test was 82.38 with improvement 67.64%. In organization variable the mean score of the students' pre test was 48.14 and post test was 72.71 with the improvement 51.03%. And after calculating the content and the organization score of the students, the writer got the students writing score. The mean score of the students' writing of pre test was 48.74 and post test was 78.34 with the improvement 60.73%. It means that the mean score of the students' writing of post test was higher than the mean score of pre test. Thus, it can be concluded that the Using Sheltered Instruction Observation Protocol effective to improve the students' content and organization in writing narrative text.

To see clearly the improvement of mean score of the students' writing ability can be presented as the following chart:
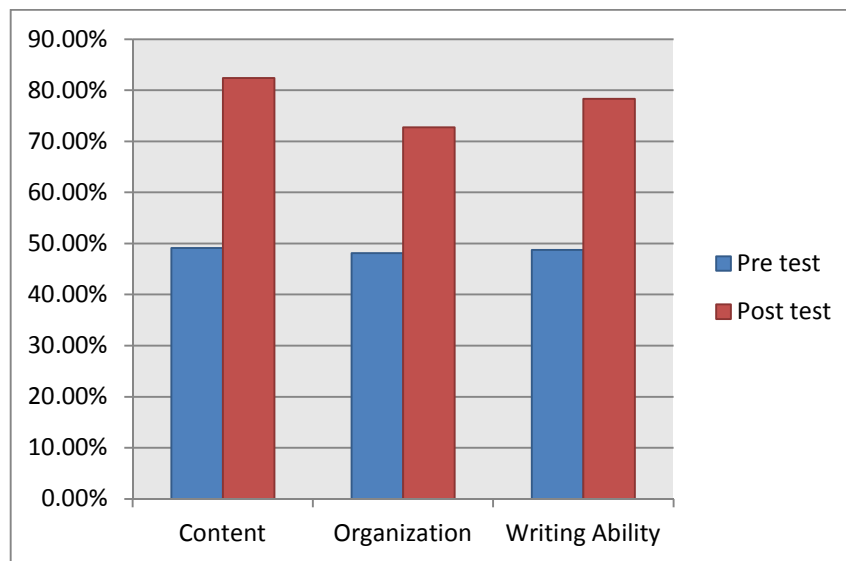
Figure 4.4: The Improvement **Percentage of the Students' Writing Ability**

5. Test of Significance

To know the level of significance of the pre-test and post-test, the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = N-1, where N = number of subject (35 students) then the value of t-table is 2.032. The t-test statistical, analysis for independent sample was applied. The following table shows the result of t-test calculation:

Table 4.5

The Result of t-test Calculation

Components	t-test value	t-table value
Writing	26.42	2.032

The table 4.5 above shows that t-test value for writing ability was higher than t-table 26.42>2.032. It means that there is significant difference of students' ability to develop ideas in writing paragraph in the class before and after using

Sheltered Instruction Observation Protocol (SIOP) Model at the eighth grade of MTs Muhammadiyah Lempangan.

6. Hypothesis

The Hypothesis was needed to find out whether the hypothesis was accepted or rejected. If the result of t-test was lower than t-table' value, the null hypothesis (H0) will be rejected, and if the result of t-test was higher than the t-table' value, the alternative hypothesis (H1) will be accepted.

In order to find out the degree of freedom (df), the researcher used the following formula:

df = n-1

df = 35-1

df = 34

For the level of significance (p) = 0.05 and df = 34, the value of the t-table = 2.032 The result t-test value of the writing 26.42 > 2.032.

From the result of the calculating, the total t-test value of the research is 26.42 with the degree of freedom (df) is 34 and the level significant 0.05,so the value of t-table is 2.032. It shows that t-test value is higher than t-table (26.42 > 2.032).

The criterion of the test is used to refuse H_0. If the t-test is higher or same with the t-table (t-test > or = t-table), it means H_1 is accepted and if t-test value is lower than t-table (t-test < t-table) H_0 is rejected. The calculating shows that t-test value higher than t-table. It means that the students' achievement to improve the

students writing skill was better after taught by using Sheltered Instruction Observation Protocol (SIOP) Model, so H$_1$ is accepted.

B.   Discussion

The research findings indicates that the students' writing achievement by using Sheltered Instruction Observation Protocol (SIOP) Model shows the improvement of the students' writing ability in terms of Content and Organization. From the improvement shows the process in pretest and posttest. The result of the students' writing in pretest is low, especially in content organization and vocabulary. It shows that the students could not express their ideas in written form. It is before using sheltered instruction observation protocol.

Based on the problem above, the researcher gave the treatment by using sheltered instruction observation protocol, so that the students could show the improvement in posttest. In pretest, only gave exercise (written test) to know their prior knowledge before using sheltered instruction observation protocol.

At the beginning, their writing was very bad. Almost of them were confused, cannot build their ideas and think too much for what they want to write. They wrote full of long to finish some paragraph.

The researcher gave the treatment by using sheltered instruction observation protocol (SIOP) Model. As the result, the students became active and enjoy in writing activity. They wrote correctly, easily and active. Most of their writing are systematically and no need think for a long time to find words.

In using sheltered instruction observation protocol in writing process, the researcher found that the mean score of posttest students' achievement is greater

that posttest. In table 4.4 shows that the score of content which the mean score of pretest is 49.14 and after using sheltered instruction observation protocol the mean score of posttest is 82.38. The mean score of organization in pretest is 48.14 and the mean score of posttest 72.72. Therefore the researcher indicated that there is significant improvement in students' achievement after using sheltered instruction observation protocol.

This research has a line with Echevarria in Gregory (2012) that the ELL students who received SIOP instruction made greater gain on posttest which led the researchers to claim the efficacy of the instructional model.

After comparing the result of this research and previews research findings, the researcher concludes that the use of sheltered instruction observation protocol (SIOP) Model is effective to apply. There were some significant differences of the students' writing ability in the terms of content and organization before and after using the model. It means that the t-test is bigger that t-table. Which means the Null Hypothesis was rejected.

CHAPTER V

CONCLUSION AND SUGGESTION

A.   Conclusion

Sheltered instruction observation protocol (SIOP) Model is really helpful to the students and the teacher in the classroom. Based on finding and the researcher's experience in the classroom, the researcher found out some benefits of SIOP Model such as guide the students to think fast about their task, and the students feel free to write anything in their mind. In addition the students are easy to connect all of their ideas they have in their mind. The students and the teacher can apply this model without spending much money and time. It is so affordable.

Furthermore, the students can be more creative. They can connect their ideas and illustrate them in the paper by putting their ideas. The students also become active and independent. They build their writing from their own ideas and separate the students from plagiarism.

1. The Students' Writing Ability before taught by using sheltered instruction observation protocol (SIOP) Model is poor. The mean score of pre test show 48.74. It can be seen that the 48.74 is on the range 36 - 55 which is categorized into poor. It means the students' achievement in writing before taught by using sheltered instruction observation protocol (SIOP) Model is not good.

2. The students' writing ability taught using sheltered instruction observation protocol (SIOP) Model is good. The mean score of post-test after taught by

using sheltered instruction observation protocol (SIOP) Model78.38. It belongs to the "good" categorizes. It means that the sheltered instruction observation protocol (SIOP) Model arise the students' motivation to get ideas, taught, feeling, and express them into written. By using sheltered instruction observation protocol (SIOP) Model, the teacher can create a representative and interesting teaching learning process in the classroom, because the students can develop their idea freely. The students loved to develop their ideas using scaffolding, discussing and free writing.

3. Significance of Different of the Students' Ability to Develop Ideas in Writing for the Students before and after Taught by using sheltered instruction observation protocol (SIOP) Model.

The researcher found that there is a different between the students' ability of developing ideas in writing before and after the researcher taught by using sheltered instruction observation protocol (SIOP) Model. Those after taught using sheltered instruction observation protocol (SIOP) Model better than before. It means that sheltered instruction observation protocol (SIOP) Model can help the students in improving their skill in writing.

B.   Suggestion

Relating to the motivation of the students', the writer puts forward some suggestion as follows:

1. The English teacher should apply sheltered instruction observation protocol (SIOP) Model in writing as one way in teaching writing which can help students to develop and explore their ideas from one topic. The researcher also

suggest to all people especially the teacher to taught the students about writing process particularly in prewriting stage.

2. Motivating the students in learning, the teacher should give more attention to their profession as a teacher in this case the teacher should give more attention to the students' interest and understanding the students' need. So, the students can be motivated in learning.

3. The teacher should be more creative and innovative to choose strategy in teaching English especially in developing ideas in writing paragraph, so that the students will be more interested and motivated to study English.

4. Generally, teacher should create various activities to make students easy in teaching English, so learning process will be running well, (Interesting, active, lively, and not boring).

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : MTs Muhammadiyah Lempangan

Mata Pelajaran   : Bahasa Inggris

Kelas   : VIII

Alokasi Waktu   : 12 x 45 menit

Topik Pembelajaran   : Narrative Text

KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

KOMPETENSI DASAR

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalamsemangat belajar.

2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan

3.12 Memahamifungsi social, structure teks narrative bentuk fable, sesuaidengankontekspenggunaannya.

4.18 Menangkapmaknateks Narrative lisandantulisan, bentu fable pendekdansederhanapenggunaannya.

INDIKATOR PENCAPAIAN KOMPETENSI

1. Siswa meunjukkan sikap mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalamsemangat belajar.

2. Siswa enunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3. Siswa menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

4. Siswa menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan

5. Siswa terampil memahami teks *narrative*pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa untuk Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan)

6. Siswa terampil menyatakan teks *narrative*pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa untuk Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai

konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan)

7. Siswa terampil menanyakan teks *narrative* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa untuk Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan)

TUJUAN PEMBELAJARAN

Siswa terampil memahami, menyatakan, dan menanyakan teks *narrative* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa untuk Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan)

MATERI PEMBELAJARAN

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the reader.

Fable is a short story that teaches a lesson or conveys a moral. Sometimes, the characters are animals that act and talk like animals.

Social Function	Generic Structure
Is to assume, entertain and to deal with and actual or vicarious experience in different ways. It also deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution	**Orientation :** Introducing the participants and informing the time and the place **Complication:** Exploring the conflict in the story. It shows the rising crisis and the climax of the story **Resolution:** showing the way the participants of the story solve the crises, for better or worse

Paragraph	Generic Structure
Three fishes Once, three fishes lived in a pond. One evening, some fisherman passed by the pond and saw the fishes. 'This pond is full of fish', they told each other excitedly. 'We have never fished here before. We must back tomorrow morning with our nets and catch these fish! 'Then the fishermen left.	Orientation Pengenalanberisitentangpengenalantokohatautempatkejadian
When the elder of the three fishes heard this, he was trouble. He called the other fishes together and said, 'Did you hear what the fisher said,? We must	Complication Berisitentangganbaranmunculnyakrisisataumasalah yang dialamiolehtokohpadaceritatersebut yang harusdiciptakan

leave this pond at once. The fishermen will return tomorrow and kill us all! 'The second of the three fishes agreed. 'You are right', he said. 'We must leave the pond. But the youngest fist laughed. You are worrying without reason'. He said. 'We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere- my luck will keep me safe.'	
The eldest of the fishes left the pond that very evening with his	Resolution Proses pemecahanmasalah

entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.	

Language features of Narrative text

- **Past tense** (Killed, drunk, etc)

- **Adverb of time** (Once upon a time, one day, etc)

- **Time conjunction** (When, then, suddenly, etc)

- **Specific character**. The character of the story is specific, not general.

  (Three fishes, the crocodile, the ant and the Grasshopper)

- **Action verb**. A verb that shows an action. (killed, dug, walked, etc)

    o Go – Went

    o Visit – Visited

    o Stay – Stayed

    o Be – Was/Were

    o Make – Made

- **Direct speech**. It is to make the story lively. (The Ant said, "My name is

  Ant). The direct speech present tense.

A RABBIT AND TWENTY CROCODILES

Once upon a time, a Rabbit wanted to cross a river, but he could not swim. He had an idea, he saw a boss of Crocodiles swimming in the river. The Rabbit asked he cross of crocodile.

"How many crocodile are there in the river? 'The boss of crocodile answered, "we are twenty here".

"Where are they?" the Rabbit asked for the second time. "What is it for? 'The boss crocodile asked.

Then the boss of the crocodiles called all his friend and asked them to make a line in order from one side to the order side of the river. Fist then, the rabbit started to count while jumping from one crocodile to another: one…two…three…four… until twenty. And finally, he thanked all crocodiles because he had crossed the river.

(Source: http//:speedonezzz.blogspot.com)

Past tense

The 'simple past tense' is used to tell actions or situations in the past.

(+) Subject+ was/were + complement

Subject + Verb II + Object

Last week, Dodi was here.

(-)Subject + to be (was/were) + not + complement

I did not see him yesterday

(-) Did + Subject+ Verb I + Object+ ?   (Source: http://wordsmile.com)

Menulis Narrative teks
- Membuat kelompok dan masing-masing siswa me-list cerita fable yang pernah dibaca atau didengar
- Menuliskan cerita fable yang paling disukai.

LENGKAH - LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU	PERTEMUAN KE
Kegiatan awal (10 menit)	1. Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa inggris *"Good morning, students"* agar *English Environment* dapat langsung tercipta. Setelah direspon, guru menanyakan keadaan siswa	2 menit	
	2. Guru menanyakan kehadiran siswa dengan mengucapkan "Who is absent today?".	5 menit	
	3. Setelah melakukan presensi, guru menanyakan nama beberapa siswa.	3 menit	
Kegiatan Inti (60 menit)	➢ Guru menyampaikantujuanpembelajaransecara lisan dan tulisan sebagai tahap *lesson preparation* -Today you (student) will learn about Narrative text -You (student) will be able to knowand write a narrative based on fable		Pertemuan 1

	➤ Guru menceritakandanmemperlihatkangambartentangcerita narrative dalambentuk fable sebagaitahap*Building Background* ➤ guru menunjukbeberapasiswauntukberceritatentangcerita fable yang pernah di dengar ➤ guru memberikanbeberapapertanyaantentangkisah yang diceritakanuntukmengetahui pemahamanawalsiswaberkaitan narrative teks ➤ guru memberikata kunciuntukmeningkatkankemampuanmengingatdanberfikirsiswatentangmateri yang dipelajarisebelumnya ➤ Guru membangunpemahamanawal siswadenganmemberimateridanmenggunakanbahasaataupenjelasan yang mudahdipahamisecaralisandantulisanbeserta media		Pertemuan 2

	pembelajar yang sesuaidengan fable sebagaitahap*Comprehensible Input* ➤ Guru bemberikaninformasitentang materipembelajarandariberbagaisumberbelajar.		Pertemuan 3
	➤ Guru menggunakantehnikexplisityaitudenganmemberisiswapertanyaanuntukmeningkatkankemampuanberpikirsebagaitahap*Strategy* ➤ Guru menggunakantehnik scaffolding untukmembantusiswamemperolehpengetahuandankeahliandalammenulis, accurately, meaningful, and appropriately. ➤ Siswamulaimenulisdengantehnik scaffolding (creating first draft, self-editing, discussion the draft with peers and later with the teacher.		Pertemuan 4

	➢ Guru membagisiswamenjadibeberapakelompoksebagaitahap*Interaction*		
	➢ Siswa yang telahdibagimenjadikelompokterdiridari 4-6 orang untukmelakukantugaskelompok.		Pertemuan 5
	➢ Siswamempresentasikanhasiltulisansetiapkelompoksebagaitahap*Practice*		Pertemuan 6
	➢ Siswalainmemberitanggapan danmasukankepadasiswa yang mempresantasikanhasiltulisanmereka.		
	➢ Guru bertanyatentangkegiatankelompokdanpresentasi yang diadakanpadapertemuansebelumnya		
	➢ Guru menyampaikankembalimateritentangpembelajaran yang berkaitandengan narrative		

	tekssebagaitahap *Lesson Delivery* ➢ Siswakembali di ajarkanuntukmenyusun narrative teksdenganbenar ➢ Guru melihatkeaktifansiswasebaga ibahanevaluasi ➢ Guru memberipenilaianterhadapha silbelajarsiswasebagaitahap*r eview and assessment.*		
Kegiatan Akhir (10 menit)	1. Guru memberikanpekerjaanrumahkepa dasiswa 2. Guru menginformasikanmateriselanjut nya	5 menit	

PENILAIAN, PEMBELAJARAN REMEDIAL DAN PENGAYAAN

1. TekhnikPenilaian

   Penilaian Sikap:

   1. Penilaian diri dan penilaianteman sejawat.

   2. Menggunakan daftarcekatauskalapenilaian (*rating scale*) yang
      disertairubrik.

Penilaian Keterampilan:

1. Praktik,
2. Produk (proyek)
3. Portofolio

PenilaianPengetahuan (classroom axercises and homework)

1. Lisan/tulisan
2. Penugasan

2. Instrumen Penilaian

Instrumen Penilaian Sikap

No	Sikap yang di amati yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab dan teliti dalam menjalankan tugas					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan serta dalam proses PBM					

Kreteria :

4 : sangat baik   2 : cukup

3 : baik   1 : kurang

Instrumen Penilaian Keterampilan

No	Keterampilan yang diamati	Skor				Keterangan
		4	3	2	1	

	dan dinilai					
1.	Aspek proses					
	• Mengamati media dan lagu					
	• Mengajukan pertanyaan					
2.	Aspek Konkret					
	• Membuat					
	• Merangkai					
	• Mempresentasikan					

Kriteria:

4 : Terlibat aktif dari awal sampai akhir pembelajaran

3 : Terlibat aktif hanya pada bagian-bagian tertentu

2 : Terlibat namun pasif

1 : Tidak terlibat bahkan mengganggu PBM

Instrumen Penilaian Writing

I. Content

Content	Classification	Criteria
30 – 27	Excellence to very good	Knowledgeable substantive etc
26-22	Good to average	Some knowledge of subject-adequate range etc
21-17	Fair to poor	Limited knowledge of subject–little substance etc
16-13	Very poor	Does not show knowledge of subject-non substantive etc

II. Organization

Content	Classification	Criteria

20- 18	Excellent to very good	Fluent expression-ideas clearly stated-succinct-well organized-logical sequence-cohesive
17-14	Good to average	Somewhat choppy-loosely organized but main ideas stand out-limited support, logical but incomplete sequencing.
13-10	Fair to poor	Non fluent-ideas confused or disconnected-lacks logical sequencing and development.
9- 7	very poor	Does not communicate-no organization or not enough to evaluate

III. Vocabulary

Content	Classification	Criteria
20 - 18	Excellent to very good	Sophisticated range – effective word/idiom choice and usage – etc.
17 - 14	Good to average	Adequate range – occasional errors of words/idiom form, choice, usage but meaning not obscured.
13 -10	Fair to poor	Limited range – frequent errors of word/idiom form, choice, usage – etc.
9 – 7	very poor	Essentially translation – little knowledge of English vocabulary

IV. Language use

Content	Classification	Criteria
25 - 22	Excellent to very good	Effective complex constructions - etc
21 - 19	Good to average	Effective but simple constructions - etc
17 -11	Fair to poor	Major problems in simple/complex

		construction - etc.
10 – 5	very poor	Virtually no mastery of sentence construction rules – etc.

V. Mechanics

Content	Classification	Criteria
5	Excellent to very good	Demonstrates mastery of conventions-etc.
4	Good to average	Occasional errors of spelling, punctuation-etc
3	Fair to poor	Frequent errors of spelling punctuation, capitalization-etc
2	very poor	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing - etc

Format Penilaian

No	Classification	Score
1	Excellent	96-100
2	Very good	86-95
3	Good	76-85
4	Fair	66-75
5	Fairly Poor	56-65
6	Poor	36-55
7	Very poor	0-35

MEDIA/ALAT, BAHAN DAN SUMBER BELAJAR

Media   : Gambar, video yang terkaitdenganpembelajaran

Bahan   : Laptop

Sumber Belajar   : Buku Paket Bahasa Inggris

Mengetahui,

Guru Mata Pelajaran   Mahasiswa,

Sahdana, S.Pd   **NiftahulKhaeri**

APPENDIX C

Data Analysis of Students' Final Score

Code of Students	Pre-Test (x1)	Post-Test (X2)	Gain (X2-X1)	D^2
1	48	68	20	400
2	42	66	24	576
3	52	74	22	484
4	44	72	28	784
5	40	76	36	1296
6	48	76	28	784
7	40	68	28	784
8	48	72	24	576
9	54	76	22	484
10	50	82	32	1024
11	42	78	36	1296
12	50	74	24	576
13	42	80	38	1444
14	48	82	34	1156
15	46	82	36	1296
16	42	86	44	1936
17	60	88	28	784
18	42	74	32	1024
19	46	78	32	1024
20	46	80	34	1156
21	40	76	36	1296
22	50	80	30	900
23	42	78	36	1296
24	52	86	34	1156
25	44	82	38	1444
26	60	88	28	784
27	60	82	22	484
28	50	84	34	1156
29	46	82	36	1296
30	62	80	18	324
31	54	86	32	1024
32	52	78	26	676
33	50	78	28	784
34	56	78	22	484
35	58	72	14	196
N=35	X_1=1706	X_2=2742	D=1036	D^2=32184

Calculating the t-test value

$$\overline{D} = \frac{\Sigma D}{N}$$ $D^2 = 32184$

$$= \frac{1036}{35}$$ $D = 1036$

$$= 29.6$$ $N = 35$

$$D = \frac{D}{N} = \frac{1036}{35} = 29.6$$

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

$$t = \frac{29.6}{\sqrt{\frac{32184 - (\frac{43.321073296}{35})^2}{35(35-1)}}}$$

$$t = \frac{29.6}{\sqrt{\frac{32184 - \frac{30665.6}{35}}{35(35-1)}}}$$

$$t = \frac{29.6}{\sqrt{\frac{32184 - 30665.6}{1190}}}$$

$$t = \frac{29.6}{\sqrt{\frac{1518.4}{1190}}}$$

$$t = \frac{29.6}{\sqrt{1.275}}$$

$$t = \frac{29.6}{1.12} = 26.4$$

The Percentage of The Students Score in Content Classification

1. Pretest

a. Poor

    F= 31. N= 35 $P = \dfrac{F}{N} \times 100\%$

                                      $P = \dfrac{31}{35} \times 100\% = 88.5\%$

b. Fairly Poor

    F = 4. N = 35 $P = \dfrac{F}{N} \times 100\%$

                                        $P = \dfrac{4}{35} \times 100\% = 11.4\%$

2. Postest

a. Good

    F = 25. N = 35 $P = \dfrac{F}{N} \times 100\%$

                                        $P = \dfrac{25}{35} \times 100\% = 71.4\%$

b. Very Good

    F = 10. N = 35 $P = \dfrac{F}{N} \times 100\%$

                                        $P = \dfrac{10}{35} \times 100\% = 28.5\%$

The Percentage of The Students Score in Organization Classification

1. Pretest

a. Very Poor

F= 7. N= 35 $P = \frac{F}{N} \times 100\%$

$P = \frac{7}{35} \times 100\% = 20\ \%$

b. Poor

F = 21. N = 35 $P = \frac{F}{N} \times 100\%$

$P = \frac{21}{35} \times 100\% = 60\ \%$

c. Fairly Poor

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

$P = \frac{5}{35} \times 100\% = 14.2\ \%$

d. Fair

F = 2. N = 35 $P = \frac{F}{N} \times 100\%$

$P = \frac{2}{35} \times 100\% = 5.7\%$

2. Post Test

a. Poor

F = 3. N = 35 $P = \frac{F}{N} \times 100\%$

$$P = \frac{3}{35} \times 100\% = 8.5\%$$

b. Fairly Poor

F = 10. N = 35 $\qquad$ $P = \frac{F}{N} \times 100\%$

$\qquad\qquad\qquad\qquad$ $P = \frac{10}{35} \times 100\% = 28.5\%$

c. Fair

F = 9. N = 35 $\qquad$ $P = \frac{F}{N} \times 100\%$

$\qquad\qquad\qquad\qquad$ $P = \frac{9}{35} \times 100\% = 25.7\%$

d. Good

F = 9. N = 35 $\qquad$ $P = \frac{F}{N} \times 100\%$

$\qquad\qquad\qquad\qquad$ $P = \frac{9}{35} \times 100\% = 25.7\%$

e. Very Good

F = 4. N = 35 $\qquad$ $P = \frac{F}{N} \times 100\%$

$\qquad\qquad\qquad\qquad$ $P = 35 \times 100\% = 11.42\%$

The Percentage of The Students Writing Final Score

1. Pretest

   a. Poor

   $F = 29.\ N = 35$ $\qquad$ $P = \dfrac{F}{N} \times 100\%$

   $\qquad\qquad\qquad\qquad$ $P = \dfrac{29}{35} \times 100\% = 82.85\%$

   b. Fairly Poor

   $F = 6.\ N = 35$ $\qquad$ $P = \dfrac{F}{N} \times 100\%$

   $\qquad\qquad\qquad\qquad$ $P = \dfrac{6}{35} \times 100\% = 17.4\%$

2. Post Test

   a. Poor

   $F = 5.\ N = 35$ $\qquad$ $P = \dfrac{F}{N} \times 100\%$

   $\qquad\qquad\qquad\qquad$ $P = \dfrac{5}{35} \times 100\% = 14.2\%$

   b. Fairly Poor

   $F = 21.\ N = 35$ $\qquad$ $P = \dfrac{F}{N} \times 100\%$

   $\qquad\qquad\qquad\qquad$ $P = \dfrac{21}{35} \times 100\% = 60\%$

   c. Fair

   $F = 9.\ N = 35$ $\qquad$ $P = \dfrac{F}{N} \times 100\%$

   $\qquad\qquad\qquad\qquad$ $P = \dfrac{9}{35} \times 100\% = 25.7\%$

APPENDIX D   **Final Score pre-test and post-test of students' writing**

Code of Students	Pre Test			Post Test		
	Content	Organization	Final Score	Content	Organization	Final Score
1	15	9	48	23	11	68
2	13	8	42	23	10	66
3	16	10	52	25	12	74
4	14	8	44	23	13	72
5	13	7	40	24	13	76
6	15	9	48	23	12	76
7	13	7	40	25	9	68
8	14	10	48	24	12	72
9	16	11	54	23	13	76
10	15	10	50	25	15	82
11	14	7	42	25	14	78
12	16	9	50	24	13	74
13	14	7	42	25	15	80
14	16	8	48	23	18	82
15	14	9	46	26	15	82
16	13	8	42	25	17	86
17	17	13	60	27	17	88
18	14	7	42	25	12	74
19	15	8	46	26	13	78
20	14	9	46	24	16	80
21	13	7	40	23	15	76
22	15	10	50	24	17	80
23	14	7	42	24	15	78
24	15	11	52	27	16	86
25	14	8	44	26	15	82
26	17	13	60	26	18	88
27	16	14	60	27	14	82
28	14	11	50	25	17	84
29	14	9	46	25	16	82
30	17	14	62	28	12	80
31	16	11	54	25	18	86
32	14	12	52	22	17	78
33	14	11	50	24	15	78
34	15	13	56	23	16	78
35	17	12	58	28	18	72
Total	516	382	1706	865	509	2742

1. Content classification

   a. Mean score of Pre Test

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

   $$\bar{X} = \frac{1720.02}{35} = 49.14$$

   b. Mean score of Post Test

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

   $$\bar{X} = \frac{2806.66}{35} = 82.38$$

   c. Improvement percentage

   $$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

   $$= \frac{80.19 - 49.14}{49.14} \times 100\%$$

   $$= 67.64\%$$

2. Organization classification

   a. Mean score of Pre Test

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

   $$\bar{X} = \frac{1685}{35} = 48.14$$

   b. Mean score of Post Test

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

$$\overline{X} = \frac{2545}{35} = 72.71$$

c. Improvement percentage

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$= \frac{72.71 - 48.14}{48.14} \times 100\%$$

$$= 51.03\%$$

3. Writing final score

   a. Mean score of Pre Test

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

$$\overline{X} = \frac{1706}{35} = 48.74$$

   b. Mean score of Post Test

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

$$\overline{X} = \frac{2742}{35} = 78.34$$

   c. Improvement percentage

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$= \frac{78.34 - 48.74}{48.74} \times 100\%$$

$$= 60.73\%$$

APPENDIX E

The Students' Classification of the Pre Test and Post Test in Content Category

No	Code of Students	Pre Test		Classification	Post Test		Classification
		Row Score	Final Score		Row Score	Final Score	
1	1	15	**50**	Poor	23	**76,67**	Good
2	2	13	**43.33**	Poor	23	**76,67**	Good
3	3	16	**53.33**	Poor	25	**83,33**	Good
4	4	14	**46.67**	Poor	23	**76,67**	Good
5	5	13	**43.33**	Poor	24	**80**	Good
6	6	15	**50**	Poor	23	**76.66**	Good
7	7	13	**43.33**	Poor	25	**83,33**	Good
8	8	14	**46.67**	Poor	24	**80**	Good
9	9	16	**53.33**	Poor	23	**76,67**	Good
10	10	15	**50**	Poor	25	**83,33**	Good
11	11	14	**46.67**	Poor	25	**83,33**	Good
12	12	16	**53.33**	Poor	24	**80**	Good
13	13	14	**46.67**	Poor	25	**83,33**	Good
14	14	16	**53.33**	Poor	23	**76,67**	Good
15	15	14	**46.67**	Poor	26	**86,67**	Very Good
16	16	13	**43.33**	Poor	25	**83,33**	Good
17	17	17	**56.67**	Fairly Poor	27	**90**	Very Good
18	18	14	**46.67**	Poor	25	**83,33**	Good
19	19	15	**50**	Poor	26	**86,67**	Very Good
20	20	14	**46.67**	Poor	24	**80**	Good
21	21	13	**43.33**	Poor	23	**76,67**	Good
22	22	15	**50**	Poor	24	**80**	Good
23	23	14	**46.67**	Poor	24	**80**	Good
24	24	15	**50**	Poor	27	**90**	Very Good
25	25	14	**46.67**	Poor	26	**86,67**	Very Good

26	26	17	**56.67**	Fairly Poor	26	**86,67**	Very Good
27	27	16	**53.33**	Poor	27	**90**	Very Good
28	28	14	**46.67**	Poor	25	**83,33**	Good
29	29	14	**46.67**	Poor	25	**83,33**	Good
30	30	17	**56.67**	Fairly Poor	28	**93,33**	Excellent
31	31	16	**53.33**	Poor	25	**83,33**	Very Good
32	32	14	**46.67**	Poor	22	**73,33**	Good
33	33	14	**46.67**	Poor	24	**80**	Good
34	34	15	**50**	Poor	23	**76,67**	Good
35	35	17	**56.67**	Fairly Poor	28	**93,33**	Excellent
			1720.02			**2806.66**	

The Students' Classification of the Pre Test and Post Test in Organization Category

No	Code of Students	Pre Test		Classification	Post Test		Classification
		Row Score	Final Score		Row Score	Final Score	
1	1	9	45	Poor	11	55	Fairly Poor
2	2	8	40	Poor	10	50	Poor
3	3	10	50	Poor	12	60	Fairly Poor
4	4	8	40	Poor	13	65	Fairly Poor
5	5	7	35	Poor	13	65	Fairly Poor
6	6	9	45	Poor	12	60	Fairly Poor
7	7	7	35	Poor	9	45	Poor
8	8	10	50	Poor	12	60	Fairly poor
9	9	11	55	Poor	13	65	Fairly poor
10	10	10	50	Poor	15	75	Fair
11	11	7	35	Poor	14	70	Fair
12	12	9	45	Poor	13	65	Fairly poor
13	13	7	35	Poor	15	75	Fair
14	14	8	40	Poor	18	90	Very Good
15	15	9	45	Poor	15	75	Fair
16	16	8	40	Poor	17	85	Good
17	17	13	65	Fairly Poor	17	85	Good
18	18	7	35	Poor	12	60	Fairly Poor
19	19	8	40	Poor	13	65	Fairly Poor
20	20	9	45	Poor	16	80	Good
21	21	7	35	Poor	15	75	Fair
22	22	10	50	Poor	17	85	Good
23	23	7	35	Poor	15	75	Fair
24	24	11	55	Poor	16	80	Good
25	25	8	40	Poor	15	75	Fair
26	26	13	65	Fairly poor	18	90	Very Good
27	27	14	70	Fair	14	70	Fair

28	28	11	55	Poor	17	85	Good
29	29	9	45	Poor	16	80	Good
30	30	14	70	Fair	12	60	Fair
31	31	11	55	Poor	18	90	Very Good
32	32	12	60	Fairly Poor	17	85	Good
33	33	11	55	Poor	15	75	Fair
34	34	13	65	Fairly Poor	16	80	Good
35	35	12	60	Fairly Poor	18	90	Very Good
Total			1685			2545	

APPENDIX F

Critical Value of t-table

Level of Significance for one-tailed test

Df	.10	0.05	.01
1	6.314	12.706	63.657
2	2.920	4.303	9.925
3	2.353	3.182	5.841
4	2.132	2.776	4.604
5	2.015	2.571	4.032
6	1.943	2.447	3.707
7	1.895	2.365	3.499
8	1.860	2.306	3.355
9	1.833	2.262	3.250
10	1.812	2.228	3.169
11	1.796	2.201	3.106
12	1.782	2.179	3.055
13	1.771	2.160	3.012
14	1.761	2.145	2.977
15	1.753	2.131	2.947
16	1.746	2.120	2.921
17	1.740	2.110	2.989
18	1.734	2.101	2.878
19	1.729	2.093	2.861
20	1.725	2.086	2.845
21	1.721	2.080	2.831
22	1.717	2.074	2.819
23	1.714	2.069	2.807
24	1.711	2.064	2.797
25	1.708	2.060	2.787

26	1.706	2.058	2.779
27	1.703	2.052	2.771
28	1.701	2.048	2.763
29	1.699	2.045	2.756
30	1.697	2.042	2.750
31	1.695	2.039	2.744
32	1.964	2.037	2.738
33	1.692	2.034	2.733
34	1.691	2.032	2.728
35	1.689	2.030	2.723
40	1.684	2.021	2.701
50	1.671	2.000	2.660
60	1.658	1.980	2.617
120	1.645	1.960	2.576

APPENDIX H

DAFTRAR HADIR SISWA

MATA PELAJARAN: BAHASA INGGRIS
DAFTAR HADIR KELAS VIII.B
TAHUN PELAJARAN 2017/2018

NO	NAMA	KEHADIRAN							
1	ABD.MALIK	✓	✓	✓	✓	✓	✓	✓	✓
2	ADRIAN	✓	✓	✓	✓	✓	✓	✓	✓
3	AL KHAUTSAR	✓	✓	✓	s	✓	✓	✓	✓
4	AMIR	✓	✓	✓	✓	✓	✓	✓	✓
5	ERWIN	✓	✓	✓	✓	✓	✓	✓	✓
6	FAISAL	✓	✓	✓	✓	✓	✓	✓	✓
7	FERY ANUGRAH	✓	✓	✓	✓	✓	✓	✓	✓
8	HALIM	✓	✓	✓	✓	✓	✓	✓	✓
9	INDAR	✓	✓	✓	✓	✓	✓	✓	✓
10	IRWANSYAH	✓	✓	✓	✓	✓	✓	✓	✓
11	ISNAN MAULANA	✓	✓	✓	✓	✓	✓	✓	✓
12	MUH.ABIT	✓	✓	s	✓	✓	✓	✓	✓
13	MUH.ADITYA	✓	✓	✓	✓	✓	✓	✓	✓
14	MUH.ARIF	✓	✓	✓	✓	✓	✓	✓	✓
15	MUH.FADLI	✓	✓	✓	✓	✓	✓	✓	✓
16	MUH.FAJAR	✓	✓	✓	✓	✓	✓	✓	✓
17	MUH.FAJRI	✓	✓	✓	✓	✓	✓	✓	✓
18	MUH.IDUL AKBAR	✓	✓	✓	✓	✓	✓	✓	✓
19	MUH.ILHAM	✓	✓	✓	✓	✓	✓	✓	✓
20	MUH.RAHMAT	✓	✓	✓	✓	✓	✓	✓	✓
21	MUH TAUFIQ	✓	✓	✓	✓	✓	✓	✓	✓
22	MUH.YUSUF	✓	✓	✓	✓	✓	✓	✓	✓
23	MUH.ZULFITRA	✓	✓	✓	✓	i	✓	✓	✓
24	MUH.HAIDIR	✓	✓	✓	✓	✓	✓	✓	✓
25	MUH.RIFAL	✓	✓	✓	✓	✓	✓	✓	✓
26	NASRULLAH	✓	✓	✓	✓	✓	✓	✓	✓
27	NURHUSNAENI	✓	✓	✓	✓	✓	✓	✓	✓
28	NURUL FAJRI	✓	✓	✓	✓	✓	✓	✓	✓
29	RAHMAT	✓	✓	✓	✓	✓	✓	✓	✓
30	RIFAKDI	✓	✓	✓	✓	✓	✓	✓	✓
31	SAKRI	✓	✓	✓	s	✓	✓	✓	✓
32	ZUL FADLI	✓	✓	✓	✓	✓	✓	✓	✓
33	MUH.JUAN	✓	✓	✓	✓	✓	✓	✓	✓
34	DEWA SETIA	✓	✓	✓	✓	✓	✓	✓	✓
35	AGUSSALIM	✓	✓	✓	✓	✓	✓	✓	✓

INSTRUMENT

Post-Test

Name

Class

Time: 60 Minutes

Write a narrative text based on fable!

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APPENDIX A

INSTRUMENT

Pre-Test

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Time: 60 Minutes
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Write a narrative text based on fable!

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APPENDIX F (Documentation)

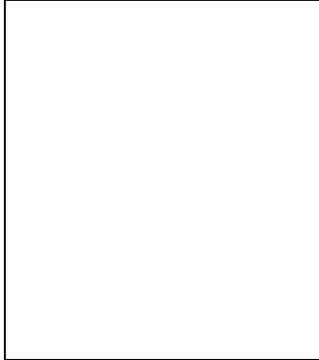**Discus with peers to make a narrative text**

Question and Answer Section

Students present their writing

CURRICULUM VITAE

NIFTAHUL KHAERI was born on March 26th, 1996 in Bentang, Takalar Regency. She is the third child from 3 siblings of the couple Syafaruddin and Darmawaty. In 2001 she studied as a student in Elementary School at SDI Bonto Kanang and graduated in 2006. Then continued her study at SMP Negeri 3 Galesong Selatan and graduated in 2010.

After finishing her study in Junior High School, She continued her study at SMA Negeri 1 Galesong Selatan and graduated in 2013. She registered as a student of English Education Department of Makassar Muhammadiyah University on strata one program. She could finished her study in 2017 with the Thesis under title **"Using Sheltered Instruction Observation Protocol (SIOP) Model to Improve the Students'** *Writing Skill (A Pre-*Experimental Research)"**.