

**THE USE OF SOCIAL-INTERACTIVE WRITING FOR ENGLISH LANGUAGE
LEARNERS (SWELL) METHOD TO DEVELOP THE STUDENTS' ABILITY TO
WRITE NARRATIVE TEXT**

(A Classroom Action Research at Class X IPA of SMA BATARA GOWA)



A THESIS

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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ABSTRACT

SulfiaraWahyuni, 2019. The Use of Social Interactive Writing for English Language Learners Method to Develop the Students' Ability to Write Narrative Text (A Classroom Action Research at X IPA of SMA Batara Gowa), thesis of English Education Department, the Faculty of Teachers Training and Education, Makassar Muhammadiyah University. Supervised by Nunung Anugrawati and Muh Astrianto Setiadi.

This research aimed to find out the development of the students' ability to write narrative text viewed from both generic structure and language use at X IPA of SMA Batara Gowa.

The type of this research was a Classroom Action Research consisted of two cycles. One cycle consisted of four meetings. There were eight meetings for two cycles. This classroom action research was done at X IPA of SMA Batara Gowa. The research subjects were the students of class X in 2018/2019 academic year with 26 students. Consisted of 16 male and 10 female. The instruments of this research were writing test and observation.

The research findings indicated that the Use Oral Discourse Based-Method could improve the students' ability to write narrative text viewed from generic structure and language use. It was proved by the students' mean score in cycle 2 test result was (76.26) which improved 16.18% from cycle 1 mean score (65.64). It was highly improved from diagnostic test (D – Test) mean score (56.83). The students achievement in cycle 2 indicated that it had met the researcher score target (75), and considered to be successful criteria in improving the students' ability to write narrative text covering generic structure and language use.

Key words: Writing, development, social interactive writing.

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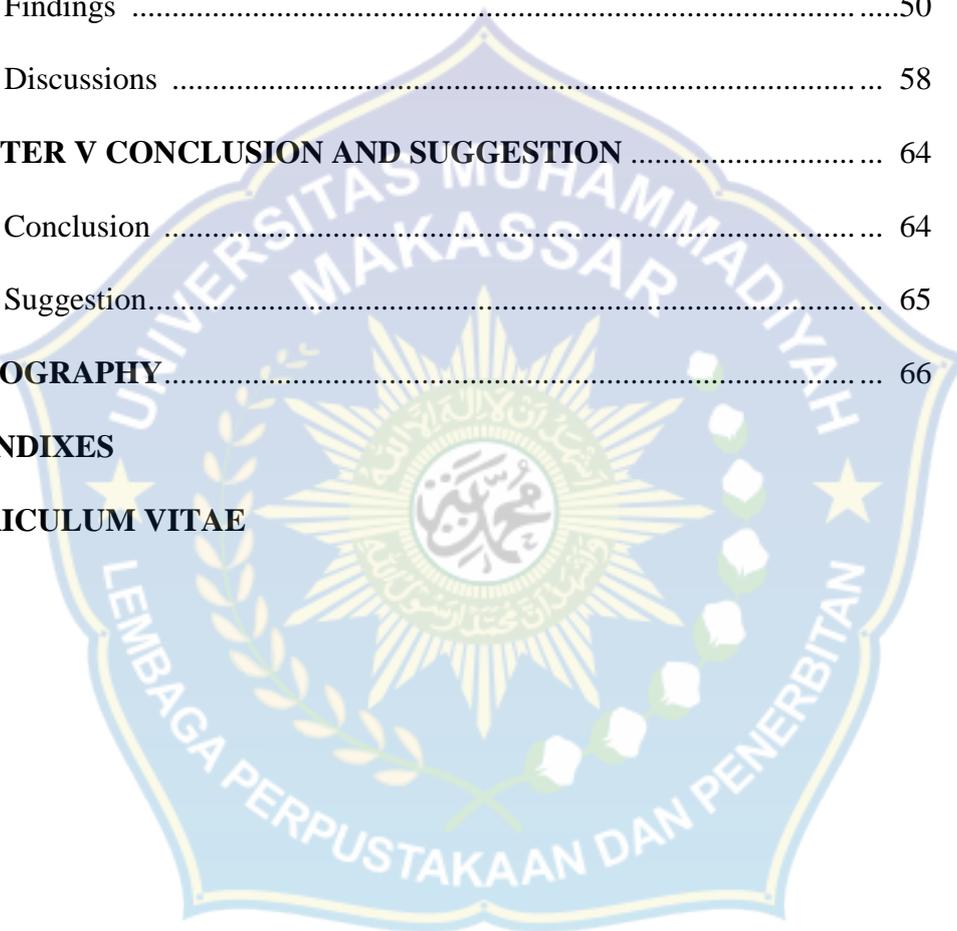
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CHAPTER I

INTRODUCTION

A. Background

English as one of the language uses as a tool of sharing ideas on setting information from other people in the world. It has been becoming the international languages that widely used in writing and speaking all over the world. Therefore, the government of Indonesia has been putting English as an essential subject to learn English from elementary school until university (Satriani 2010:1). It means that English as an international language is very important for Indonesia students right now.

There are four skills that should be mastered by students in learning English. They are listening, speaking, reading and writing. Since the language is a tool of communication, the teacher must be able to make the learner communicate information effectively both in spoken and written form as stated by Brown and Yule InZulfiah (2007:1).

Writing includes many aspects of language that should be covered. The writing skill are complex and sometimes difficult to teach, requiring and judgment element that's why teaching writing is different from others aspects of language skills and most difficult.

Writing has an important role when learners want to deliver a message to a reader for a purpose. Through writing, the learner can explain things and as result reader can get information by reading the written message. In writing class, the teacher should realize student's difficulties in writing in English as a foreign language.

Some difficult of the students in writing are lack and less of competence in organizing the ideas. Sometimes when students are asked to write they do not know what they are going to write or they could not organize well their ideas in the form of paragraph.

This is because writing is difficult for them since they have to master enough content, organization, language use, vocabulary in reverence to the explanations above and the strong desire of finding the solution of these problems, the researcher has a motivation to do the research in improving the teaching of writing in real class by using social interactive writing for English language learners (SWELL) method as the alternative instructional method. It is hope that the improve the students ability in writing especially narrative text.

Due to the problem above, most of the result indicates that the students have low ability in writing included the students at the first year in SMABataraGowa. Based on the researcher's observation, the writer got that the students still have much difficulties when they are asked to write. Sometimes when they want to write, the students get difficulties to express their idea, but they cannot organize it.

Based on the explanation above, the researcher would to improve the student's ability in writing. It means that the researcher will find a good strategy to improve the students writing proficiency in writing through SWELL Method. This learning model is very suitable to apply for senior high school at the first year of students because they have enough knowledge about writing.

B. Problem Statement

Regarding to the background above, the researcher formulates research question as follow:

1. Does the use of social interactive writing for English language learners method improve student's ability to write narrative text especially in terms of generic structure?
2. Does the use of social interactive writing for English language learners method improve student's ability to write narrative text especially in terms of language use?

C. Objective of the Study

1. To find out whether using of social interactive writing for English language learners method can improve student's ability to write narrative text especially in terms of generic structure.
2. To find out whether using of social interactive writing for English language learners method can improve student's ability to write narrative text especially in terms of language use.

D. Significance of the Study

This research is held to know the students ability to organize English text especially narrative text through social interactive writing for English language learners method viewed from its generic structure and language use.

The result of this research is expected to be useful and helpful information for the teachers in general in order to improve the quality of the English teaching and also help the student to improve their writing ability through social interactive writing for English language learner's method.

E. Scope of the Study

The researcher is limiting this research in terms of improving the ability to write narrative text students. Especially in generic structure which consist

of orientation, complication, resolution. Also in terms of language use which consist of past tense and conjunction.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Research Findings

Priehatini(2011), discussed about the methodology of writing recount text with SWELL method at the first Grade of SMA Hidayatut-Thullab Sampan. She explained about the students who have different characteristic of students ability. Her researchers have use the qualitative and quantitative research or can be intended as CAR(collaborate action research).

Haerani (2012) the research findings indicated that the Use of SWELL Method could develop the student ability to write narrative text viewed from generic structure and language use. It was proved by the students mean score in cycle 2 test result was (77.81)which developed 16.31% from the cycle 1 mean score (66,98). It was highly developed from diagnostic test (D-test) mean score (58.69). The students development in cycle 2 indicated that it had met the researcher score target (75), and considered to be successful criteria in developing the students ability to write narrative text covering generic structure and language use.

Novita (2017), the result of the research is three times of observation which the researcher has found that the students who joined at XI IPA 3 write a well in narrative text and the researcher concluded that SWELL technique could be used to improve writing narrative text ability. Refer to the first meeting that mean score of the students was 75,8% and only eight students or four pairs from forty students or twenty pairs got score greater than equal of indicators achievement. Second meeting, the mean score of the students was 72,35% or decline of the mean before but there were 17 students or nine pairs (there is a students' absent) from forty

students or twenty pairs got score greater than equal of indicator achievement. Last meeting, the mean score of the students was 76,58% and from 40 students there were 31 students got score greater than equal of indicator achievement. So, it means that SWELL technique can help the students to improve their writing ability.

This research focused solving students writing problem at Grade X of SMABataraGowa. In addition, this research focused on improving students ability in writing a narrative text with SWELL method, especially in getting the ideas with the results that want to get minimum passing score 75 in the class X IPA after SWELL method implemented. The researcher used CAR (Classroom Action Research) method to find the result of research questions. And the researcher chooses narrative text because in curriculum the students at Grade X should be able to write narrative text.

B. SWELL (*Social-Interactive Writing For English Language Learners*)

1. Introduction of SWELL

SWELL or *Social-Interactive Writing for English language Learners* cognizable as one of methodology for teaching English writing competence. It is basically a writing technique that is supported by several theories related to collaborate writing theories, technique of teaching writing, and teacher as feedback provider. A professor at Chun Shan Medical University, Taiwan. Adeline Teo (2007)

The collaborate writing for the most teacher-researchers state that in essence, collaborate writing means that the student teams up with one or more peers to go through the writing process. Collaborate writing in class is a way to prepare students for future assignments where team abilities and required. Widdowson state as cited in Montero that points out that when students work together they are dialoguing technique of collaborate learning of writing skill is

strongly advised in our setting where students must be center of the class and interact as much as possible with their classmates.

English teacher are also required to encourage peer and self-collection. Which that collaborate writing presents not only a highly motivating learning experience for EFL/ESL students, but also a creative pedagogical tool for teachers. Because of that, SWELL includes one of techniques in collaborate learning.

Where in Vygotsky theory, he believed that this life long process of development was dependent on social interaction and that social learning actually leads to cognitive development. This phenomenon is called the Zone of Proximal development. Vygotsky describes it as “the distance between the actual developments levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. In other words, a student can perform a task under adult guidance or with peer collaboration that could not be achieved alone. The Zone of proximal Development bridges that gap between what is known and what can be known. Thai is from the teacher as feedback provider which the result from teachers comments do affect revision.

SWELL method covered six steps; generating idea, drafting, reading aloud, editing, copying, and teachers evaluating. Like own mean SWELL students are firstly divided into pairs based on their English level proficiency. There are the higher and lowers level student who play the role as the helper and writer to work collaboratively. Wishful, the higher level students can help the lower level not only knowledgeable but also understand more about language. Hence, the selection of membership in a group or pair influences productivity.

2. Advantages and Disadvantages of SWELL (Social Interactive for English language Learners) Method

The advantages of SWELL Method can be seen from the modifications of the use SWELL Method to the Topping's Method. The modifications are described below:

1. Use students linguistic and cultural knowledge in L1 SWELL allows the students to use their L1 for discussion activities during each step of SWELL and encouraged them use bilingual dictionaries for translation purposes.
2. Provide timely, explicit, and direct intervention. Adopting a balanced approach that focuses on writing fluency and explicit instruction in mechanics, simplifying the steps of the writing process by making them more concrete top the students, and providing the teacher intervention in the final step of the writing process as one way to increase interaction with the students at a crucial stage in the process.
3. Other modifications

Other SWELL notifications to Topping's method are as follows:

- a. Where Topping uses single-word questions (e.g. *Who? Do? What?*) to generate ideas, SWELL uses complete structured and directive questions beginning with *wh*-words, such as "Who did what to whom?"

This modification helps learners generate ideas for their writing and provides the temporary support, or "scaffolding", that Peregoynd Boyle (2001: 277) believe is necessary to permit learners to participate in a complex process before they are able to do so unassisted.

- b. Topping's Paireg Writing method has the *students* choose among five stages of support for writing on their own during Step 2 (Drafting). SWELL has the *teacher* choose the appropriate stage for the pair.

- c. Topping's method has the Helper in Step 3 serve as a reading model for the less proficient peer. To help novice writers, SWELL has the Writer read the draft with as much expression and attention to punctuation as possible while both the Helper and the Writer look at the text together.
- d. In Topping's Paired Writing method, the words *meaning*, *order*, *spelling*, and *punctuation*, which are the editing criteria, are listed in the box in step 4 (editing) as a reference for the students as they edit their own and their peer's writing.
- e. SWELL adds the editing criterion *style* to the four described above. Style is defined as "the clarity of sentence", which includes making appropriate word choices and using sentence structure.

3. SWELL Method Procedure

According to Teo (2001:22) the procedure of SWELL Method can be seen from the flowchart below:

H = Helper, W = writer

Step 1 : IDEAS

H asks W questions:
Who did what?
Who did what to whom?
What happened?
Where did it happen?
When did it happen?
Who are the important people (main character) in the story?
Why did he/she/they do that?
What was the problem?
How did he/she/they solve the problem?
What happened next?
Then what?

Did anyone learn anything at the end? What was it?



W answer and takes notes. W can add things that are not in H's questions.

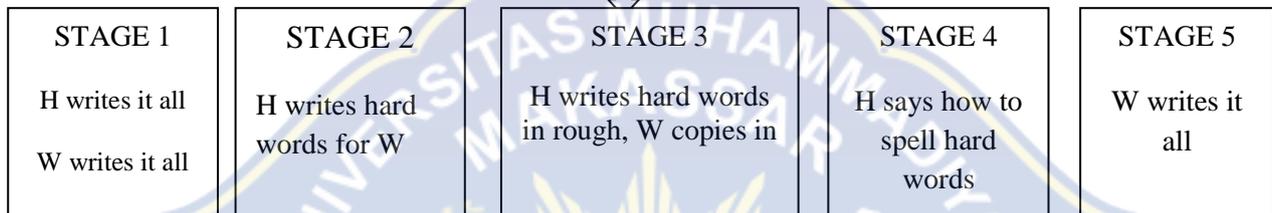


Then both H & W read the notes. Are ideas in proper places? Make changes if needed.



Step 2: DRAFT

Teacher will give and explain to you ONE of the following jobs.



Use your notes. Begin writing. DON'T WORRY about spelling.



Step 3: READ

w read drafts out loud and makes it sound good! H correct words read wrong if he/she can.



Step 4: EDIT

H and W both look at Draft

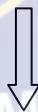
W asks himself/herself:

1. Does H understand what I want to say in my writing? (meaning)
2. Does my writing have a clear beginning, middle, and end? (order)

3. Do I use all the words and write all the sentences correctly? (style)
4. Do I spell all the words correctly?
5. Do I put all the punctuation (, . ? ! " ' ...) in the right places?

H asks himself/herself:

1. Do I understand what w wants to say in his/her writing? (meaning)
2. Does the writing have a clear beginning, middle, and end? (order)
3. Does W use all the words and write all the sentences correctly? (style)
4. Does W spell all the words correctly?
5. Does W put all the punctuation (, . ? ! " ' ...) in the right places?



W make changes × H suggest changes. *Use dictionary necessary.*



Step 5: BEST COPY

W copies “best” writing from step4, H may help it necessary. With both H and W’s names on paper. Turn in the completed copy to teacher.



Step 6: TEACHER EVALUATE

Teacher comments on *meaning, order, spelling and punctuation*. H and w read teachers comments together, then discuss and make corrections.

The flowchart can be described such as the following:

1) Step 1: Ideas

To help students understand important component such as character, setting, problem, and solution in narrative writing SWELL provides complete questions, most of which begin with *wh*-words.

During the writing process, students with higher writing levels assign as the role of Helper, and those with lower writing skills assign as the role of writer.

The helper stimulates the Writer by raising the questions stated at the flowchart above. As the writers respond verbally to the questions asked by the Helper, the Writer also makes a note of key words. The writer might also add to the notes any relevant information he/she wants to write about.

The pair then reviews the keywords in the notes and determines if the order or organization should be changed. This could be indicated by numbering the ideas. Alternatively, the ideas may seem to fall into obvious sections, which can be dealt with in turn.

2) Step 2: Draft

In this step, there are five different stages as shown in the flowchart above. The teacher chooses one specific stage from the five stages given to the students before they move on to writing. However, the teacher should rely on the students writing development. In other words, teachers may choose a higher stage for the pair to work on when the students progress in their students encounter a particularly difficult stage.

After the teacher chooses a stage, the paired writers will receive instruction from the teacher regarding what they are expected to do in that particular stage. The pair then proceeds to write. The teacher should emphasize that the writer does not have to worry too much about spelling when he/she is writing a draft.

3) Step 3: Read

The writer reads the writing aloud. If he/she reads a word incorrectly, the Helper may provide support if he/she is capable of doing so.

4) Step 4: Edit

In this step, the Helper and Writer look at the draft together, and the writer considers whether improvements are necessary. At the same time, the Helper also considers if there are any improvements the Writer might want to make. The problem words, phrases or sentences could be marked with a colored pen, pencil or highlighter. There are five edit levels in this step. They are *meaning, order, style, spelling, and punctuation*. The Writer and Helper should inspect the draft more than once, checking on different criteria on each occasion. To provide scaffolding to the students, teachers should encourage the Writer to ask himself/herself the questions stated in the flowchart above at the step 4.

5) Step 5: best Copy

The writer then copies out a neat or best friend of the corrected draft. The Helper provides help when necessary, depending on the skill of the Writer. The best copy is a joint product of the pair and is then turned in to the teacher.

6) Step 6: Teacher Evaluate

Teacher evaluates is the final step. In this step, students will have an opportunity to receive comments and instructive feedback directly from the teacher. When the Writer and the Helper turn in their best copy, the teacher will meet with them and provide them with explicit writing and grammatical instruction as well as corrective feedback. The teacher comments focus on *meaning/idea, order, style, spelling, and punctuation*, which are the five editing criteria stated in Step 4. The writers are then expected to review the correction and feedback together as a pair.

C. Concept of Writing

1. Definition of Writing

Oshima and Hogue (1997: 2) state that writing is progressive activity. This 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 it. Then after you finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.

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

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

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

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

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

2. The importance of Writing

There are a lot of reason why writing is important by Hoirston (1986: 62), states that:

- a. Writing is a tool for discovery. We stimulate our through process by the act writing into information and image we have our unconscious mind.
- b. Writing helps us to organize our ideas. We can arrange them in coherent form.
- c. Writing generates new ideas by helping us to make connection and see relationship.
- d. Writing generates new ideas allow us to dictate ourselves from them.
- e. Writing helps us to observe and process information when we write a topic, we learn it better.
- f. Writing enables us to solve the problems but putting the element of them into written form; we can examine and manipulate them.

- g. Writing on a subject makes us active rather than passive learners of information.

While the other reason:

- a. People can read something because of writing so that we know everything.
- b. Through writing, we can express our ideas and also our feeling to other people.
- c. By expressing ideas through writing, the writer can improve the way of delivery ideas and opinions in more appropriate way since she can check and revise her writing before being read by other people.

3. The characteristic of a Good Writing

There are some characteristics of a good writing as Adelstein and Pival (1980), state that:

1. Good writing reflects the writer's ability to use the appropriate voice. Even through all good writing conveys the sound of someone talking to someone else, the voice heard through the writing must also suit the purpose and the audience of the occasion.
2. Good writing reflects the writer's ability to organize the material into a coherent whole so that it move logically from a central, dominant idea to the supporting points and finally to a consistent entry, conveying to the reader a sense of a well through outplay.
3. Good writing reflects the writer's abidingly to write clearly and ambiguously, to use sentence structure, language and example. So that the one possible meaning is the writer's intend one.

4. Good writing reflects the writer's ability to write convincingly to interest readers in the subject and to demonstrate a thorough and sound understanding of it.
5. Good writing reflects the writer's ability to criticize the first draft and revise it.
6. Good writing reflects the writer's pride in manuscript the willingness to spell and punctuate accurately and to check word meanings and grammatical relationship within the sentence before submitting the finished product to the security of an audience.

4. Writing Process

Peregoyan Boyle (2001: 23) state that in process writing, students experience five interrelated phases: prewriting, drafting, revising, editing, and publishing.

a. Prewriting

Oshima and hogue (1997: 2) prewriting is the first step in the writing process. In this step you gather ideas to write about. One way to gather ideas to discuss a topic with your classmates and take notes.

Peregoy and Boyle (2001: 232) explain that the purpose of prewriting are generating and gathering ideas for writing; preparing for writing; identifying purpose and audience for writing; identifying main ideas and supporting details. This step can be done by talking and oral activities; brainstorming, clustering, questioning, reading, keeping journals in all content areas.

b. Drafting

According to Peregoy and Boyle (2001: 232), the purpose of drafting are getting ideas down on paper quickly; getting a first draft that can be evaluated according to purpose and audience for paper. As the students compose their first draft, they are encouraged to let their ideas flow into the paper without concern for perfection in form of mechanics.

Draft can be done such the instruction below:

1. Begin your paragraph with a topic sentence that names the topic and controlling idea.
2. Write a rough draft. Use your outline as a guide.
3. Send your paragraph with a sentence that tells why this sport or activity is special. Add your final thoughts of final comment.

(Oshima and Hogue, 1997: 86)

c. Revising

After completing the first draft, student read their papers and, with feedback from the teacher or their peers, get ready to revise. Revisions are aimed at conveying the writer's ideas as effectively as possible. The purpose of revising are reordering arguments or reviewing scenes in a narrative; reordering supporting information; reviewing or changing sentences.

d. Editing

Finally, the paper is edited for correct spelling, grammar, punctuation, mechanics, etc to be presented by publishing.

e. Publishing

The paper is publishing in order for sharing writing with one another, with students, or with parents, showing that writing is valued, creating a classroom library; motivating writing.

5. Kinds of Writing

Oshima and Hogue (1997), state that writing into four kinds, as follows: narration, description, exposition, and recount

a. Narration

Narration is the form of writing use to relate the stay of act of events. Narration palaces occurrence in time and tell what happened according to natural time sequence. One thing happens and then another thing happens, and the events are told in the same order. A narration tells a story series of conducted incidents or an action process of an action. In narration, the incidents that make up the story are usually told in order in which they would really happen. Types of narration include short story, novels and new stories, as well as a large part of our everyday social interchange in the form of latter and conversation.

b. Description

Description is a form writing that describes something. It is reproduces the way things looks, smell, taste, feel, or sound. It may also evoke mood such us happiness, loneliness, or fear. It used to created visual image of people, places event of units of time or reason. It may be used also to describe more than outward appearance of people. It may tell about their tries of character of personality.

c. Exposition

Exposition is the form writing that describes something. It often answers to the question of what, how and why. Its purpose is to present ideas and to make the ideas clear as possible.

d. Recount

Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic structures of recount are orientation-events-reorientation. It has a similarity with the generic structures of narrative. The differentiated of recount text with narrative only is in events. There is no complication in recount.

6. Components of Writing

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

a. Content

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

1. Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is the topic

sentences and each or every supported sentences and related to that idea of the topic sentences. If a writer wants hid writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentences.

2. Completeness

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

b. Organization

In organization section the writer are ordered arranges and organized the ideas and also arranged message to be words, from word to sentences, sentences to paragraph and paragraph to essay. The organization section are order as follow the two parts of organization, they are below:

1. Coherence

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

2. Spatial order

In a description if the purpose of the paragraph is to tell them something looks the writer often use spatial order to organize their ideas spatial order is the arrangement of items in order by space.

For example, when describing your favorite room at home, you could first describe things on the left side of the doorway and then move clockwise around to the right side. You could also start on the right and move counterclockwise around to the left. If you jumped back and forth, it would be very difficult for the reader to try to see the room in his or her mind.

When you describe a person, you could begin with the overall impression and then focus on the person's head, then the face, and then on one part of the face such the eyes. It does not usually matter whether the spatial organization is left to the right, the right, right to the left, near to far, far to near, outside to inside, inside to outside, top to bottom, bottom to top. It is only helpful to use some kind of spatial order when you write a description.

c. *Language Use*

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

d. *Vocabulary*

Vocabulary is one of language aspect dealing the process of writing. The writers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a piece of writing.

It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary. Vocabulary as one of the important components of writing should take in to consideration by the English learner and English teacher; because there is doubt that learning the words of the language.

e. Mechanics

Heaton (1975: 135) states that mechanics concern 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 essay 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 misunderstanding 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.

D. Narration

1. Definition of Narrative Text

Oshima and Hogue (1997:27), state that narration is story writing when you write a narrative paragraph or essay, you write about events in the order that they happened. In other words, you use time order to organize your sentences.

Parera in Wahid (2011), states that narrative is one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time.

Meanwhile, Keraf (1989: 136) state that narrative is a form of composition, which had the main objectives. In the form of activities that were tied together to become an event that happened in a certain time.

According to Charles, et al. (1985: 129), state that the most narrative have the following characteristics:

- a. It tells story of an event or events.
- b. The events are usually arranged in a chronological order, in the order in which they occurred in time.

2. Unity of Narrative

Like other types of writing, narration also has unity. Unity means that every sentence in paragraph or composition contributes to develop central idea. Every sentence or detail in paragraph must quality, support, and explain the main idea.

- a. Chronological order of narrative

Narrative demands chronological order in which events happen. We can employ flashback, or we can abstract a bill to fill in some detail. But the trust in the narrative must follow the order of the events themselves. It will help if we open each paragraph with a word that signals the change from one time span to other. it is called transition of time. These words will be at the beginning of the paragraph and will help the reader follow the narrative, namely, first, then, next, later, afterwards, finally, after that, meanwhile, at the sometime, before and earlier (Breveton, 1982: 70).

b. Plot development of narrative

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

c. Generic structure of narrative

1). Orientation

Introduction of the story in which the characters, setting and time of the story are established. Usually answers who? When? Where? And it is stated in the beginning of the story.

2). Complications

It explores the conflict in the story. It will show the crisis, rising crisis and climax of the story.

3). Resolution

It shows the situation which the problems have been resolved

(Millan,2009:1)

3. Types of Narrative

Chaplen in Trinata (2010: 30) states that there are many types of narratives. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narrative, ballads, slice of life, personal experience.

In addition, Keraf (1989: 141) states that narrative writing can be divided into two types namely:

a. Fictive Narration

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

b. Non-fictive narration

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

4. Language features of narrative

- a. Narrative use simple past tense. The formula of simple past (Subject+Verb II).
- b. Narrative use time conjunction (when, then, suddenly, next) Use specific time (one day, one afternoon) Where the specific time is used in the beginning of the narrative paragraph (Milla, 2009: 1).

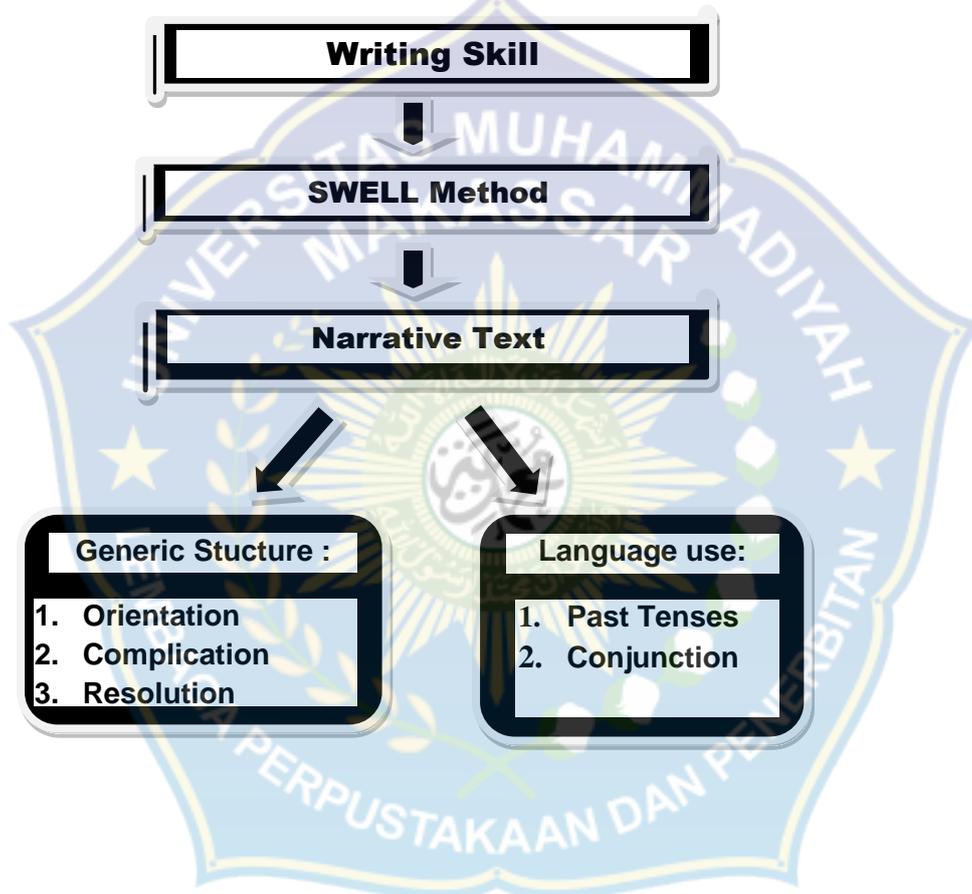
E. Conceptual Framework

The conceptual framework explains the process of teaching English writing in improving the student's writing in terms of generic structure and language use by social-interactive writing for English language learners (SWELL) method.

Based on the conceptual of social-interactive writing for English language learners method, the writer would like to use SWELL in classroom action research.

The research conducting two cycles. In cycles 1, the teacher uses the step of SWELL to the students for writing narrative text and would like to continue the researcher if there is weakness or the target of the teacher did not achieve yet. The teacher implementing both of the teaching materials above to improving the student's writing skill. Therefore, in the final version the teacher got achievement to write narrative text.

The conceptual framework underlying in this research given below:



CHAPTER III

RESEARCH METHOD

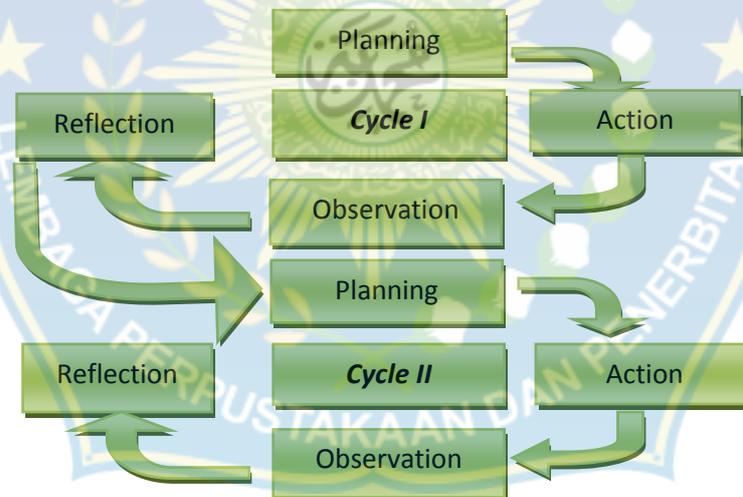
A. Research Design

This research following the principle working of *classroom Action Research* (CAR) that contain of four stages; they were: planning, implementation of action, observation, and reflection.

This research was held in two cycles. Those were first and second cycle and each cycle was the series of activities which had a close relation. Where the realization of the second cycle was continued and repair from the first cycle.

The observer described the cycles through the scheme of action research phases as follows:

The scheme of Classroom Action Research



(Arikunto, 2009)

1. Cycle 1

a. The Planning

The activities in this stage were as follows:

- 1) Studying and understanding the material that would be taught.
- 2) Making the lesson plan for the implementation of the action.
- 3) Making the sheet for observation to see the condition of the teaching and learning process when was being continued.
- 4) Making the sheet of students' assessment to measure the students' ability to write both in generic structure and language use.

b. Implementation of Action

The steps were as follows:

- *The First Meeting*

- 1) The teacher explained the general description of narrative text to the students'.
- 2) The teacher paired the students' based on their writing level. The one who was at a higher writing level plays the role of a *Helper*, and the one who was at a lower writing level plays the role a *Writer*.
- 3) The teacher had each pair to perform warm-up activities to create a comfortable atmosphere those help the pair establish mutual trust.
- 4) After the students got to know each other better and feel comfortable working together, teacher began to give one topic to the students. Then, the pairs think about the title related to the topic given.

- 5) The pair of the studentstook any notes of key words related to the topic chosen.
- 6) The teacher explainedabout the teaching process for the next meeting. Then, endedthe class by saying greetings.

- *The Second Meeting*

- 1) The teacher reviewed the material of the previous meeting before continued to the next step of writing.
- 2) The pairs reviewedthe keywords in the notes and determine if the order or organization should be changed.
- 3) The teacher looked at the key notes made by the each pair. Then, the teacher gave and explained to each pair one of the five stages in draft process.
- 4) Next, the pair of students began their writing based on their notes. The students wrote draft freely without worring about spelling.
- 5) The students (writer) read draft out loud and made it sound good.The students (helper) corrected words read wrong if he/she could
- 6) The teacher explained about the teaching process for the next meeting. Then, ended the class by saying greeting.

- *The Third Meeting*

- 1) The teacher reviewed the material of previous meeting before continued to the next step of writing.

- 2) The pair of students looked at the draft. The students (writer) made changes and the students (helper) suggest changes. They might use dictionary.
- 3) The students (writer) wrote “best” writing that had been edited well. Helper might help if necessary.
- 4) The pair of the students published their writing to the teacher with both *Helper* and *Writer’s* name on paper.
- 5) The teacher explained about the teaching process for the next meeting. Then, ended the class by saying greeting.

- *The Fourth Meeting*

- 1) The teacher corrected the students writing.
- 2) Both the students (Helper and Writer) read teacher’s comments, then discussed and made correction.
- 3) The students collected their final writing for narrative text.
- 4) The teacher gave conclusion about the material had been given to the student.
- 5) The teacher explained about the teaching process for the next meetings in cycle II. Then, ended the class by saying greeting.

c. Observation

Observation was activity to collect records and documents of every indicators or aspect of interaction that occur in classroom teaching and learning process. At this stage, English teacher collaborated act as an observer. The researcher

observed and monitors the implementation of SWELL Method. And also the researcher observed whether teacher's performance was good or not.

d. Reflection

The series of activity as like planning, action, and observation were continued by reflection, to analyze the fault and success in the learning and teaching process. The difficulties that the researcher found in the cycle I were corrected.

Then, the researcher revised the lesson plan in the cycle II.

2. Cycle II

This cycle was the continuity from the cycle one. Here, the researcher revised the weakness from cycle one.

a. The Planning

The activities in this stage were follows:

- 1) Making the lesson plan for the implementation of the action.
- 2) Making the sheet for observation to see the condition of teaching and learning process when it was being continued.
- 3) Making the sheet of student's assessment, to measure the student's ability in writing both in generic structure and language use.

b. Implementation of Action

The action in this cycle was the continuity from the cycle one's step based on lesson plan. The development of the cycle was as follows:

- *The First Meeting*

- 1) Each student sat with their pairs at the meeting of cycle I.
- 2) The pairs of students discussed about the title related to the topic given by the teacher.

- 3) The pairs of student's generates ideas, the students (helper) gave question to the students (writer). Then, the students (writer) answered the question by talked any notes.
- 4) The student (writer) began the writing by free writing.
- 5) The teacher explained about the teaching process for the next meeting. Then, ended the class by saying greeting.

- *The Second Meeting*

- 1) The teacher reviewed the material of previous meeting before continued to the next step of writing.
- 2) The teacher guided the student begin to make draft by choose one stage for the pairs. However the teacher should rely on the students writing development.
- 3) The students (writer) read draft out loud and made it sounds good. The student (helper) corrected words read wrong if he/she could.
- 4) The teacher explained about the teaching process for the next meeting. Then, ended the class by saying greeting.

- *The Third Meeting*

- 1) The teacher reviewed the material of previous meeting before continued to the next step of writing.
- 2) The pair of student edits their writing without using a dictionary or like.

- 3) The student (writer) writes “best” writing and their names both the students (writer and helper).
- 4) The pairs of students’ published their writing to the teacher then teacher commented the students writing.
- 5) The teacher ended the class by saying greeting

- *The Fourth Meeting*

- 1) Both the students (helper and writer) read teacher’s comments, then discussed and made correction.
- 2) Each pair collected their final writing for narrative text.
- 3) The teacher asked opinion from each pair of the students about the activities they do, discussed and conclude it.
- 4) The teacher ended the class by saying greeting.

c. Observation

Observation was collecting data activity related with the learning English process which had solving problem and learning strategy. So, in this stage the researcher asked the student to collect their final writing, to measure the student ability after implementing the use of social-interactive writing for English language learners Method.

d. Reflection

After applying SWELL Method in action since four meetings, the researcher gave evaluation to the students to know the students ability to write narrative text in cycle II. Then do reflection by seeing the result for the observation,

whether the teaching and learning process of writing using SWELL Method reach success criteria based on the test result for the second action from the result of the research, the researcher could draw conclusion about the students writing ability.

B. Research Subjects

Research subject in this classroom action research at class X IPA SMA BataraGowa. There were 10female students and 16 male students.

C. Indicators

The indicators of generic structure which consist of orientation, complication, and resolution. While the indicators of language use which consist of past tense and conjunction.

1. Generic Structure

- Orientation introduces the participants and the characters of the story with the time and place set;
- Complication was a series of events in which the main character attempts to solve the problem;
- Resolution was the final series of the events that can be good or bad;

2. Language Use

- Past Tense talk about something happened in the past which is divide into verbal and nominal;
- Conjunction was a word or group of words which is one of the parts of speech that functions to connect two words, or paragraphs;

D. Instrument

In this Class Room Action, the researcher used two instruments. They were test and observation sheet.

1. Test Writing of Narrative Text

The test consist D-Test, test of cycle I and II. The test was writing test.

- a. D-test is used in the first meeting to measure how far the students know about narrative test.
- b. Test of cycle I and II

It is design to measure the students' ability in English writing in each cycle. The test format was test to make narrative text that have been learn by using SWELL method. The text was administered in the last meeting of each cycle.

2. Observation Sheet

It is used to observe and to record the students' activities during the teaching and learning process for each cycle in applying SWELL Method. The format of the observation sheet is checklist format whether the students are actively participate or not, how is the student's behavior, attitude, and motivation in teaching and learning process.

E. Procedure of Data Collection

To collect the data was done with the following procedures:

1. The researcher gave test to students to find out their improvement of students to write narrative text by using social interactive writing for English language learner's method.

The researcher gave test to students through the following steps:

- a. Researcher prepared test material or topic for students

- b. Researcher asked students to follow all steps in social interactive writing for English language learners method to write
 - c. Researcher gave correction to their writing based on their mistakes.
2. The researcher used observation sheet to find out the students participant in teaching learning process through social interactive writing for English language learners method. It is done in every cycle. It is sum at the ended of cycle one and two.

There were two components that concerns of the researcher in this research to measure. Those are generic structure and language use which used criteria as follows:

1). Generic structure

a. Orientation

Criteria	Score	specification
Complete to identify and set the scene and introduce the participant (it answer the questions: who, when, and where).	90-100	Excellent
Identify and set the scene and introduce the participant enough (it answer the questions: who, when, where incomplete).	80-89	Very Good
Cannot incomplete to identify and set the scene and introduce the participant.	70-79	Good
Not relevant to identify and set the scene and introduce the participant.	60-69	Fairy Good
No answer of concept.	50-59	Fair

b. Complication

Criteria	Score	specification
Complete to identify the crisis of problem arises.		

When the problem developed	90-100	Excellent
Identify the crisis of problem arises. When the problem developed is enough.	80-89	Very Good
Cannot incomplete to identify the crisis of problems arise. When the problem developed.	70-79	Good
Not relevant to identify the crisis of problem arises. When the problem developed.	60-69	Fairy Good
No answer of problem	50-59	Fair

c. Resolution

Criteria	Score	specification
Complete to find a way or solution to solve the problem.	90-100	Excellent
To find a way or solution to solve the problem is enough.	80-89	Very Good
Cannot incomplete to find a way or solution to solve the problem.	70-79	Good
Not relevant to find a way or solution to solve the problem.	60-69	Fairy Good
No answer of concept.	50-59	Fair

(Harmer, Jeremy 1987)

2). Language Use

Tense (Past Tense) and conjunction

Classification	Score	Criteria
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Excellent to very good	86-100	Effective complex construction, few errors of agreement, tense, number, word/order function, article, conjunction, pronoun and preposition.
Good to average	70-84	Few errors of agreement, tense, number, word/order function, article, conjunction, pronoun and proposition meaning confused or obscured.
Fair to poor	60-69	Dominant by errors of grammar, cannot be understood and evaluated.
Very poor	50-59	Virtually no mastery of sentence consist rules, etc

(Depdikbud in Yakkob, 2006: 29)

F. Technique of Data Analysis

The data was getting from cycle I and cycle II were analyze through following steps:

1. Calculating the mean score of the students writing test by using the following formula:

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

\bar{X} = Mean Score

$\sum X$ = The sum of all score

N = the total number of sample,

(Gay, 1981:298).

2. To know development of the students writing ability, the researcher used percentage technique.

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

Where:

P : percentage of the students

X₁ : the first mean score

X₂ : the second mean score

(Arikunto, 2006: 306)

3. To classify the students score, there were five classifications which are used as follows:

1. Scores 90-100 was classified as excellent.
2. Scores 80-89 was classified as very good.
3. Scores 70-79 was classified as good
4. Scores 60-69 was classified as fair
5. Scores 0-59 was classified as poor.

(Dekdikbud in Saleha, 2008: 22)

4. To analyze the students participation in research toward the material and activities in teaching and learning process by checklist. The students active participation described as follows.

No	The Students Active Participation	Score	Indicator
1	Very Active	4	Students respond to the material very active.
2	Active	3	Students respond to the material

			actively.
3	Fairy Active	2	Students respond to the material just once or twice.
4	Not Active	1	Students just sit down during the activity without doing something.

Percentage the students participation through the following formula:

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

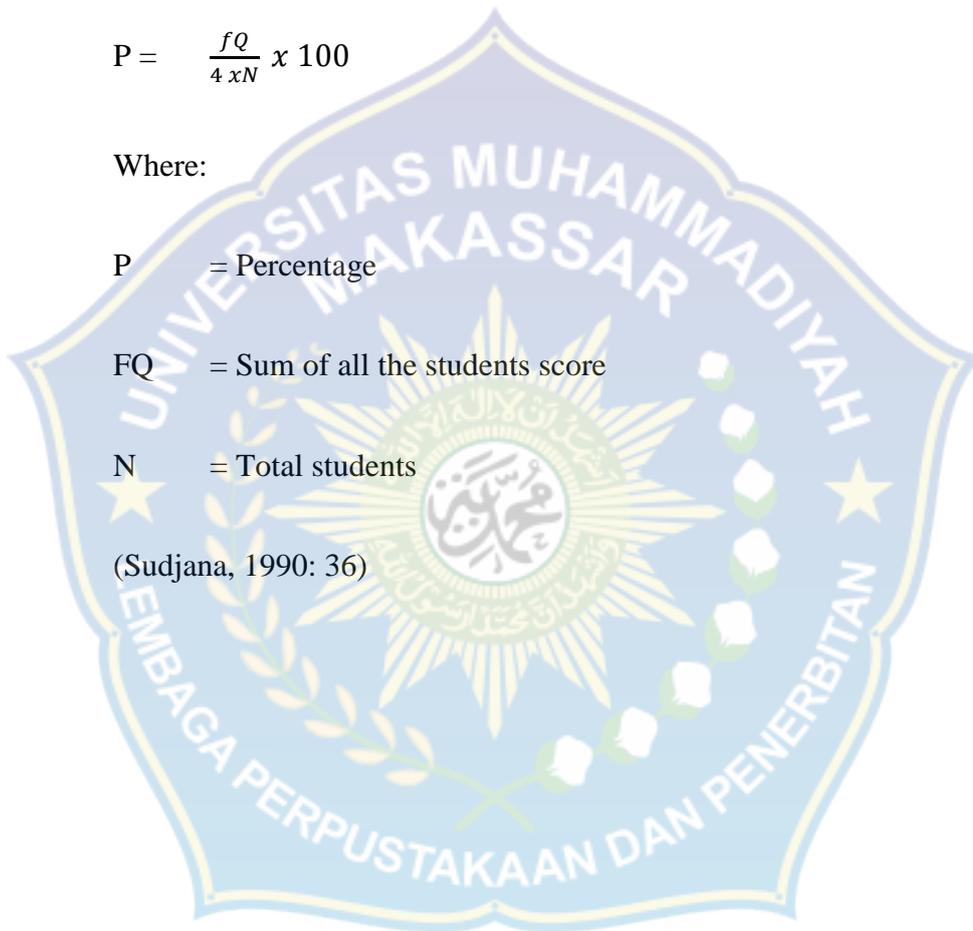
Where:

P = Percentage

FQ = Sum of all the students score

N = Total students

(Sudjana, 1990: 36)



CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the result of the study is presented and discussed by the researcher related to the actions that have been applied.

A. Findings

The findings of classroom action research deals with the answer of the problem statement which aims to improve students' ability to write narrative text. The findings consist of students' achievement in writing and observation result. It is about the students' ability to write in Narrative text and activeness the students in teaching and learning process. To measure the students' achievement of their writing result there were two components of narrative text that is concerned by the researcher namely: generic structure and language use.

1. The Improvement of the Students' Generic Structure

The students' ability to write narrative text through social-interactive writing for English language learner's method is improved. It is proven by the writing test in cycle 1 and cycle II. It is indicated by the difference between score in D-test, cycle 1 test and cycle II test as shown in the following table:

Table 1: The Students' Improvement in Generic Structure.

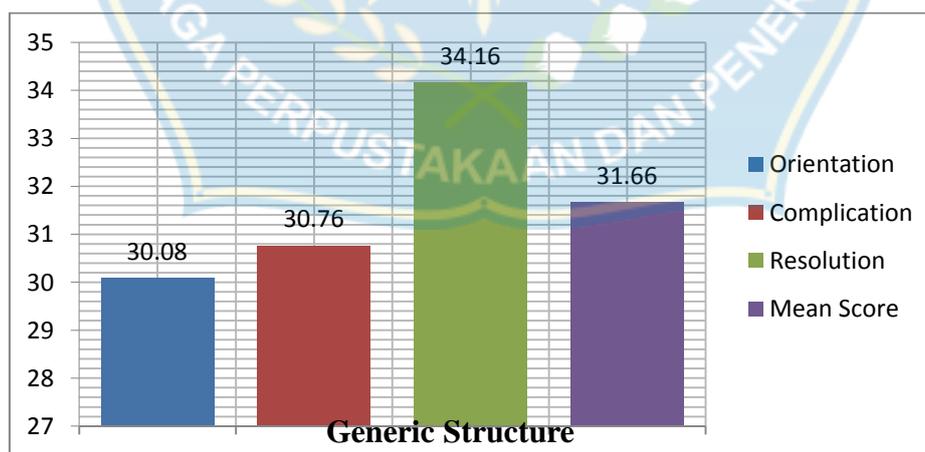
Indicators	The Students' Score			Improvement (%)		
	D-test	Cycle I	Cycle II	DT→C I	CI→C II	DT→C II
Orientation	61.50	70.46	80.00	14.56	13.53	30.08
Complication	56.50	64.53	73.88	14.21	14.48	30.76
Resolution	54.26	62.80	72.80	15.73	15.92	34.16

$\sum x$	172.26	197.79	226.68	44.50	43.93	95.00
\bar{X}	57.42	65.93	75.56	14.83	14.64	31.66

The table above shows the students' writing ability in generic structure the result of calculating of the diagnostic test and students' test at the students' writing ability by using social-interactive writing for English language learners method, where the students' score in diagnostic test is different from the students' test in cycle I. The mean score in diagnostic test is (57.42) in cycle I is (65.93), and in cycle II is (75.56). The assessment of cycle II is greater than cycle I and diagnostic test ($75.56 > 65.93 > 57.42$) and classified as good. And then, the improvement of students' from D – test to cycle II is greater than diagnostic test to cycle I ($31.66\% > 14.83\%$).

Based on the percentages above there are significant improvements of the students by using social-interactive writing for English language learners method. To see clearly the improvement of the students' writing viewed from its generic structure, the following graphic is presented.

Figure I : The students' Improvement in Generic Structure



As the chart shows above, we can see the students improvement in generic structure from diagnostic test to cyle 2 in terms of orientation is 30.08%, complication is

30.76%, resolution is 34.16% and the mean score is 31.66%. The students' improvement in resolution is greater than complication and resolution ($34.15 > 30.76 > 30.08$).

2.The Improvement ofStudents' Language Use

The following table shows the students' language use which consists of two indicators, those are past tense and conjunction.

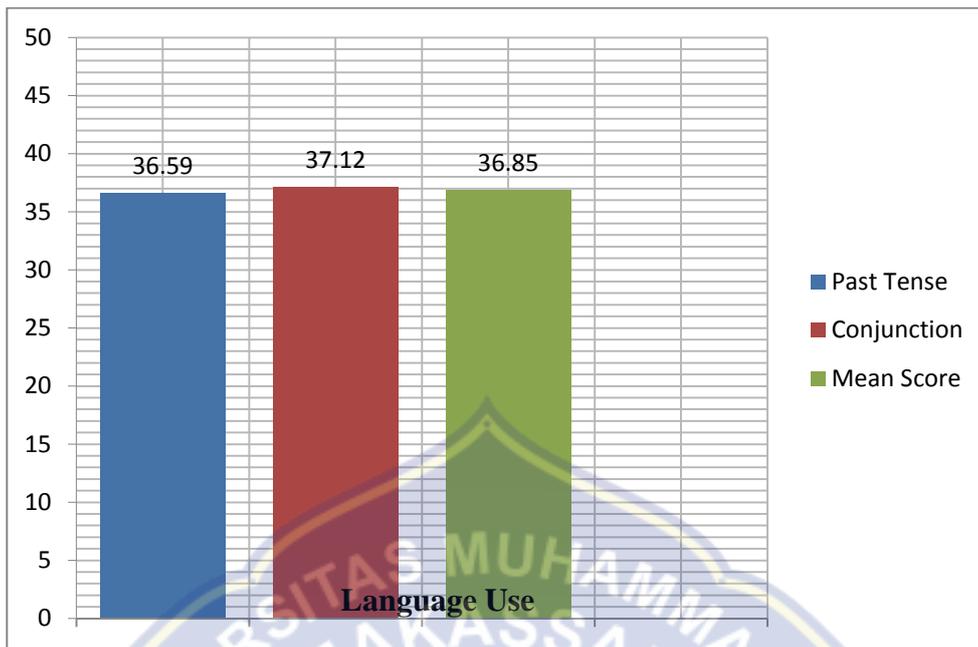
Table 2: The Students' Improvement in Language Use.

Indicators	Students' Scores			Improvement (%)		
	D-test	Cycle I	CycleII	DTCI	CI→CII	DT→CII
Past Tense	56.76	65.65	77.53	15.66	18.09	36.59
Conjunction	55.73	65.07	76.42	16.75	17.44	37.12
Σx	112.49	130.72	153.95	32.41	35.53	73.71
X	56.24	65.36	76.97	16.20	17.76	36.85

The table above shows the students' writing ability in language use as the result of calculating of the diagnostic test and students' test at the students' writing ability by using social-interactive writing for English language learners method, where the students' score in diagnostic test is different from the students' test in cycle I. The mean score in diagnostic test is (56.24) in cycle I is (65.36), and in cycle 2 is (76.97). The assessment of cycle 2 is greater than cycle I and diagnostic test ($76.97 > 65.36 > 56.24$) and classified as good. And then, improvement from diagnostic test to cycle 2 is greater than diagnostic test to cycle I ($36.85\% > 16.20\%$).

Based on the percentages above there are significant improvements of the studentsby using social-interactive writing for English language learners method. To see clearly the improvement of the students' writing viewed from its language use, the following graphic is presented.

Figure 2 : The Students' Improvement in Language Use



The chart above shows that there is improvement of the students in language use from diagnostic test to cycle II in terms of tense (past tense) is 36.59%, conjunction is 37.12% and the mean score is 36.85%. Thus, conjunction has better improvement than past tense (37.12% > 36.59%).

3. The Improvement of Students' Writing Ability

The improvement of the students' writing ability in terms of generic structure and language use by using social-interactive writing for English language learners method is good. It is indicated by the mean score of cycle 1 and cycle 2 tests which are shown clearly in the following table:

Table 3: The Students' Improvement in Writing Ability

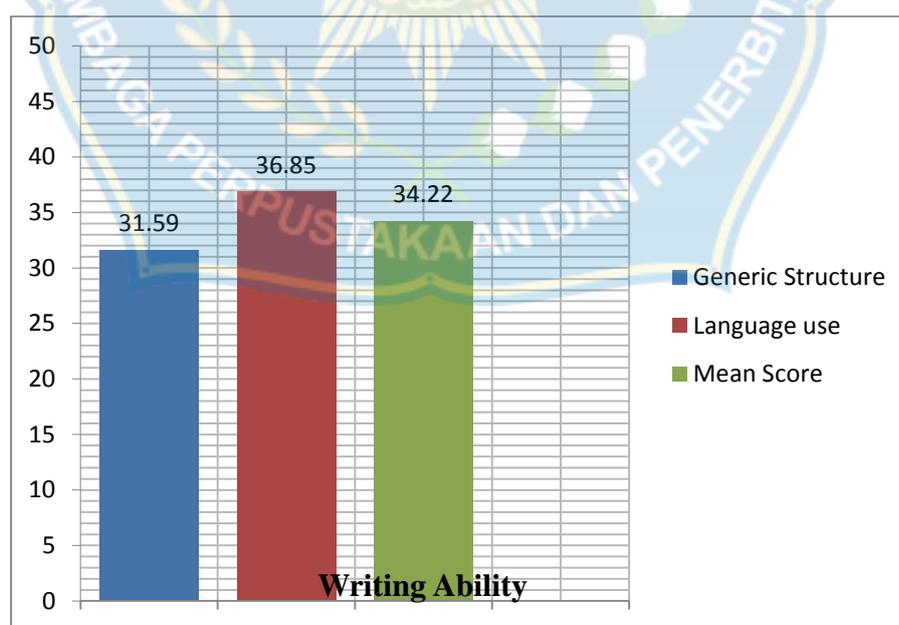
No	Variables	The Students' Score			Improvement %		
		D-Test	Cycle I	Cycle II	DT→CI	CI→CII	DT→CII
1	Generic Structure	57.42	65.93	75.56	14.82	14.60	31.59
2	Language Use	56.24	65.36	76.97	16.21	17.76	36.85

$\sum X$	113.66	131.29	152.53	31.03	32.36	68.44
\bar{X}	56.83	65.64	76.26	15.51	16.18	34.22

The table above clearly indicates the students' improvement in writing ability covering generic structure. We can see that in cycle 1 mean score (65.64) classified as fairly good. It improves to be good classification which the mean score is (76.26) in cycle 2. It is highly increasing from diagnostic test mean score (56.83) after giving some revision plan than be applied in action using social-interactive writing for English language learners method in teaching and learning process. So the students' improvement from diagnostic test to cycle 2 that is shown in the table above in terms of generic structure is 31.59% and language use is 36.85%.

The students' achievement in writing ability is clearly depicted in the following chart:

Figure 3 : The Students' Improvement in Writing Ability



The graphic above shows the different of the students' improvement from diagnostic test to cycle 2. The students' improvement in generic

structure is 31.59%, while the students' improvement in language use is 36.85%, and mean score is 34.22%. Thus, language use has better improvement than generic structure (36.85% > 31.59%).

4. The Implementation of Social-interactive for English Language Learners Method

The researcher observes the students' improvement and activeness in the teaching and learning process toward the implementation of social-interactive writing for English language learners method the students' writing ability at the first grade students of SMABatara Gowa, which is conducted in two cycles during eight meetings, is taken by observer through the observation sheet.

The researcher observes every meeting in two cycles where every cycle of four meetings. In the first cycle the students' responses low. But, in cycle II the students' responses are classified into good. The result of the observation that have been done, the researcher concludes that social-interactive writing for English language learners method improves students' writing ability. The students' do not feel bored, but more enthusiastic to follow the teaching learning process. The students' look braver and more confident to write and express their ideas. They also admit that they become active and full concentration in the classroom.

The students' writing ability can be improved through social-interactive writing for English language learners method, because in this method they can find the creative thinking. And, if they get difficulty of expressing idea, creative thinking can reduce this problem. So, it is fun and interesting. They can be motivated in learning the English writing ability.

The use of social-interactive writing for English language learners method teacher support and guides can make the students more active and creative and it causes the improvement of their writing ability. The improvement of the students can be see in the

implementation of social-interactive writing for English language learners method, they are :Motivating the students to improve their interest in learning process, Teacher divides some text to the students about narrative text. Teacher explains the content about narrative text. The students can write narrative text. The students have to have creative thinking to write narrative text.The students have to know the use generic structure (orientation, complication and resolution) and language use (past tense and conjunction). The teacher asks the students to write narrative text in order to use generic structure and language use.

The use of social-interactive writing for English language learner's method in teaching writing can overcome the students' difficulty to write narrative text. The students also have creative thinking to write narrative text and can be motivated to the implementation of teaching writing ability by using social-interactive writing for English language learners method.

B. Discussion

The discussion deal with argument and further interpretation of the research findings related to Dedikbud in Saleha (2008) and Harmer (1987). The discussion aims at answering the research question such as follows:

a. The Improvement of Students' Narrative Text in Generic Structure

The implementation of social-interactive writing for English language learners method to train the students' writing ability to write narrative text in term of orientation can be seen by the difference of the students' result of diagnostic test without social-interactive writing for English language learners method and the students' improvement after conducting cycle 1 and cycle 2 tests by using social-interactive writing for English language learners method in teaching and learning process. In term of generic structure of diagnostic test before applying social-interactive writing for English language learners

method, the students score is fair (61.50). But after applying social-interactive writing for English language learners method in cycle I, they improve up to (70.46) and classified as good. It means that there is improvement of students' orientation from diagnostic test to cycle 1 (14.56%). In this case, the researcher wants to know how extend the students can hold on their score. So the researcher organizes and continues to the cycle 2 test which the result of cycle 2 is (80.00), it is higher than cycle 1. And it is classified as very good and the improvement of students' orientation from cycle 1 to cycle 2 is 13.53%. so the significant improvement achieved by the students from diagnostic test to cycle 2 covering orientation is 30.08%.

In term of complication, the students mean score in diagnostic test is (56.50). It is classified as poor and lower than cycle 1 (64.53) which the improvement percentage is 14.21%. To get better improvement then continued to cycle 2 which the mean score (73.88). It is classified as good with the improvement percentage of cycle 1 to cycle 2 is 14.48%.

Another evidence of writing narrative text shown in table 1 is students' resolution result. In diagnostic test, the students' mean score is (54.26) while the students' mean score in cycle 1 (62.80). the result of cycle 1 is higher than diagnostic test which its improvement is 15.73% but still classified as fair. In order to get better improvement it is continued to the cycle 2 which the score is (72.80). It means that there is improvement from cycle 1 to cycle 2 15.92% of the students' resolution as the last indicators of generic structure achieved by the students. The improvement from diagnostic test to cycle 2 also indicated by table 1 is 34.16%.

Based on the explanation above, the researcher concludes that the implementation of social-interactive writing for English language learners method could improve the students' generic structure in narrative text. The table 1 indicates that the improvement of students' ability to write narrative text through social-interactive writing for English

language learners method has an effective effect. Where, the researcher finds in diagnostic test is (57.42), but after implies social-interactive writing for English language learners method the students get mean score is (65.93) in cycle 1, and cycle 2 is (75.56). It means that the target has been achieved. The improvement of students' generic structure from diagnostic test to cycle 1 is 14.83%, the improvement of students' generic structure from cycle 1 to cycle 2 is 14.64%, and the improvement of students' generic structure from diagnostic test to cycle 2 is 31.66%. The assesment of cycle 2 is greater than cycle 1 and diagnostic test ($75.56 > 65.93 > 57.42$).

b. The Improvement of Students' Language Use

Theimprovement of the students' language use in term of tense (past tense) further presented in table 2 which the students' score in diagnostic test is (56.76) classified as poor. In cycle 1 after applying social-interactive writing for English language learners method in teaching writing material the students' score is (65.65), but the mean score of cycle 1 is greater than score in diagnostic test which the students' past tense improvement is 15.66%. To get better improvement, the researcher then continues to cycle 2 and the result is classified as good which the mean score is (77.53) with the improvement is 18.09%. The greater improvement from diagnostic test to cycle 2 also indicated in table 2 is 36.59%.

The next language use of writing shown in table 2 is conjunction. The students' mean score is (55.73) while in cycle 1 is (65.07). Even though there is improvement 17.44%, since the mean score of cycle 1 classified as fair, so the researcher decides to organize cycle 2 and the mean score is greater than cycle 1, that is (76.42) which the students' improvement in term of conjunction from cycle 1 to cycle 2 is 17.44%.

Based on explanation above, the researcher concludes that the implemantation of social-interactive writing for English language learners method could improve the students language use in writing ability. Table 2 indicates that the improvement of students' ability

to write narrative text through social-interactive writing for English language learners method has an effective effect. Where, the mean score of language use is (65.36) in cycle 1 and (76.97) in cycle 2. It means that the target has been achieved. Table 2 also indicates that the improvement of students from diagnostic test to cycle 1 is 16.20%, cycle 1 to cycle 2 is 17.76%, and diagnostic test to cycle 2 is 36.85%. The achievement of cycle 2 is greater than cycle 1 and diagnostic test ($76.97 > 65.36 > 56.24$), and the improvement from diagnostic test to cycle 2 is greater than diagnostic test to cycle 1 ($36.85\% > 17.76\%$).

c. The Improvement of Students' Writing Ability

The implementation of social-interactive writing for English language learners method could improve the students' writing ability. Table 3 indicates that the students' mean score improve from diagnostic test to cycle 1 and cycle 2 which mean score of diagnostic test is (56.83) and classified as poor achievement. It is lower than cycle 1 mean score (65.64). It improves after applying social-interactive writing for English language learners method in teaching and learning process and given evaluation in cycle 1 with the improvement 15.51% from diagnostic test to cycle 1, but is still categorizes as fair. Then, the researcher continues in cycle 2 and the mean score is (76.26), which the improvement from cycle 1 to cycle 2 is 16.18% and diagnostic test to cycle 2 is 34.22%.

Table 3 indicates and proves that the using social-interactive writing for English language learners method in teaching and learning process can improve the students' ability to write narrative text after conducting action and evaluation in cycle 1 and cycle 2 which the students' achievement that in cycle 2 is greater than cycle 1 and diagnostic test ($76.26 > 65.64 > 56.83$) with the total improvement from diagnostic test up to cycle 2 is 34.22%.

From the discussion above, it indicates that the class X IPA of SMA Batara Gowahas ability to write narrative text. Finally the researcher concludes that using social-interactive writing for English language learners method can improve the students ability

to write narrative text covering generic structure and language use with the mean score is (76.26) and the target (75) can be achieved in cycle 2 with several reconstruction activities in the cycle 2.

The research result is supported by Adelin Teo (2007) “social-interactive writing for English language learners cognizable as one of methodology for teaching English writing competence. It is basically a writing technique that is supported by several theories related to collaborate writing theories, technique of teaching writing, and teacher as feedback provider”.

Based on the discussion above shows that the use of social-interactive writing for English language learners in learning English can improve students writing skills.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion based on the research findings in previous chapter, the researcher puts forward the following conclusion and suggestion.

A. Conclusion

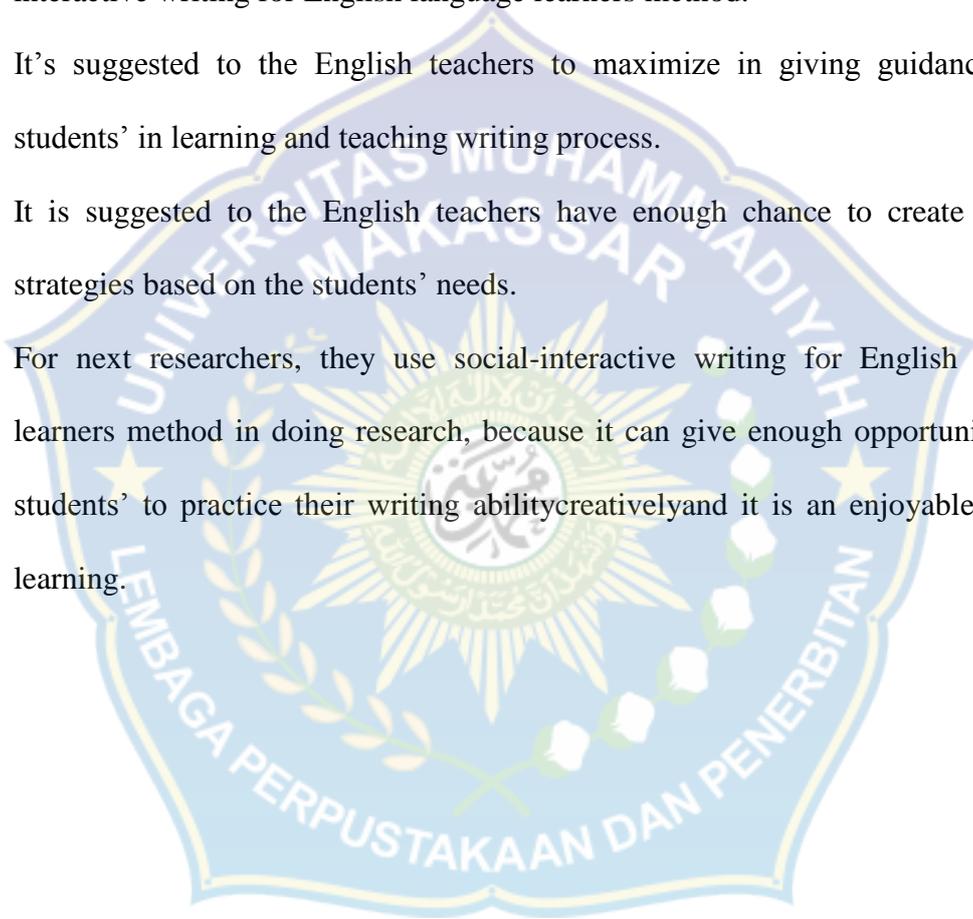
Based on the findings above, the researcher concludes that :

1. The students' ability to write narrative text through social-interactive writing for English language learners method in teaching writing ability at class X IPA of SMA Batara Gowa significantly improve the students' generic structure and language use in narrative text.
2. The students' ability to write narrative text viewed from its generic structure of diagnostic test is 57.42, in cycle I is 65.93, and cycle 2 is 75.56. The students' improvement from the diagnostic test to cycle I is 14.83%, cycle I to cycle 2 is 14.64% and diagnostic test to cycle II is 31.66%.
3. The students' ability to write narrative text viewed from its language use of diagnostic test is 56.24, cycle I is 65.36, and cycle 2 is 76.97. The students' improvement from the diagnostic test to cycle I is 16.20%, cycle I to cycle 2 is 17.76% and diagnostic test to cycle 2 is 36.85%.

B. Suggestion

Based on the findings above, the researcher suggests that:

1. It is suggested to the English teachers to use social-interactive writing for English language learners method as the alternative in teaching and learning process to improve the students' English skill especially improving their writing ability.
2. The students' are expected to increase their ability to learn writing through social-interactive writing for English language learners method.
3. It's suggested to the English teachers to maximize in giving guidance to the students' in learning and teaching writing process.
4. It is suggested to the English teachers have enough chance to create effective strategies based on the students' needs.
5. For next researchers, they use social-interactive writing for English language learners method in doing research, because it can give enough opportunity to the students' to practice their writing ability creatively and it is an enjoyable way for learning.



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DIAGNOSTIC TEST

Name :

Class :

Reg. Number :

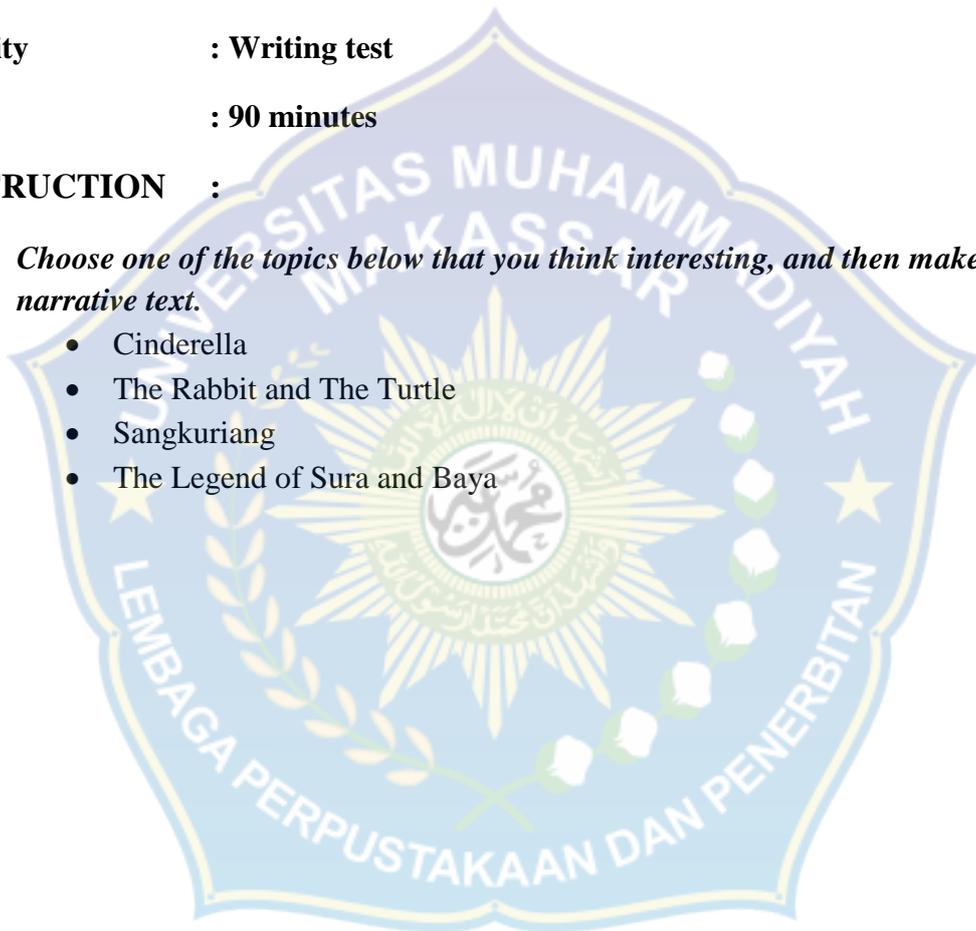
Activity : Writing test

Time : 90 minutes

INSTRUCTION :

Choose one of the topics below that you think interesting, and then make a narrative text.

- Cinderella
- The Rabbit and The Turtle
- Sangkuriang
- The Legend of Sura and Baya



TEST OF CYCLE I

Name :

Class :

Reg. Number :

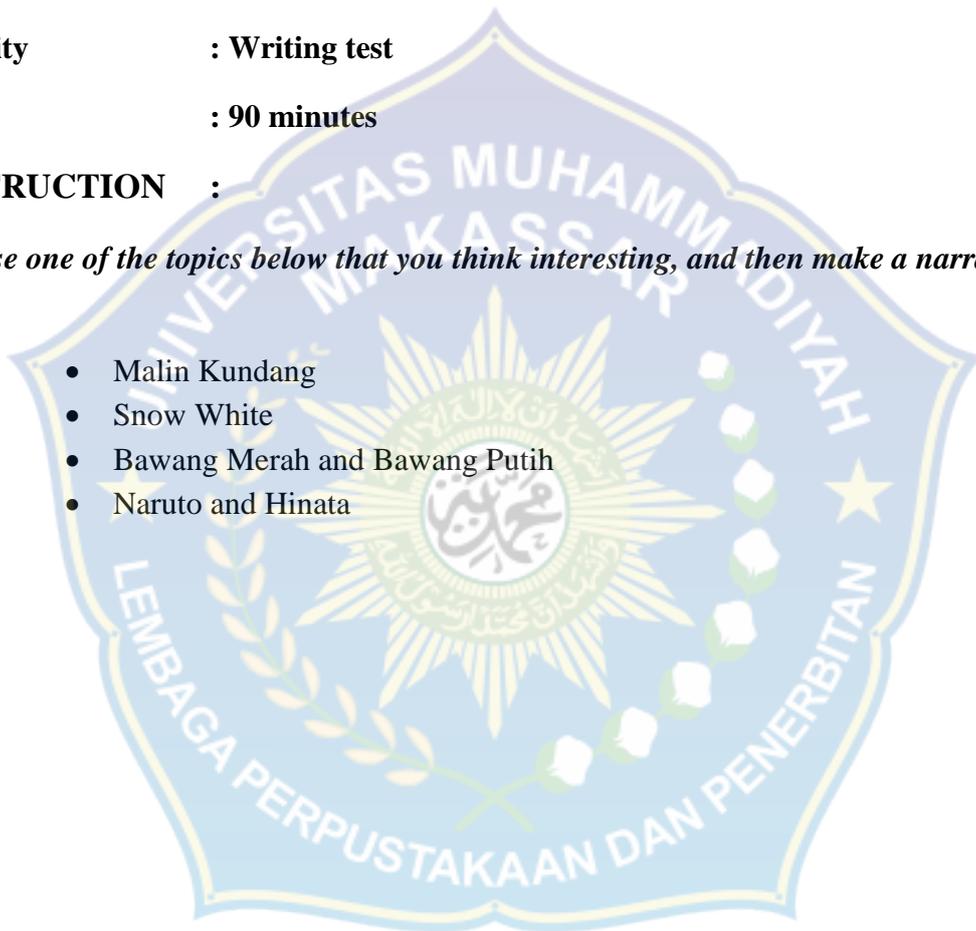
Activity : Writing test

Time : 90 minutes

INSTRUCTION :

Choose one of the topics below that you think interesting, and then make a narrative text.

- Malin Kundang
- Snow White
- Bawang Merah and Bawang Putih
- Naruto and Hinata



TEST OF CYCLE II

Name :

Class :

Reg. Number :

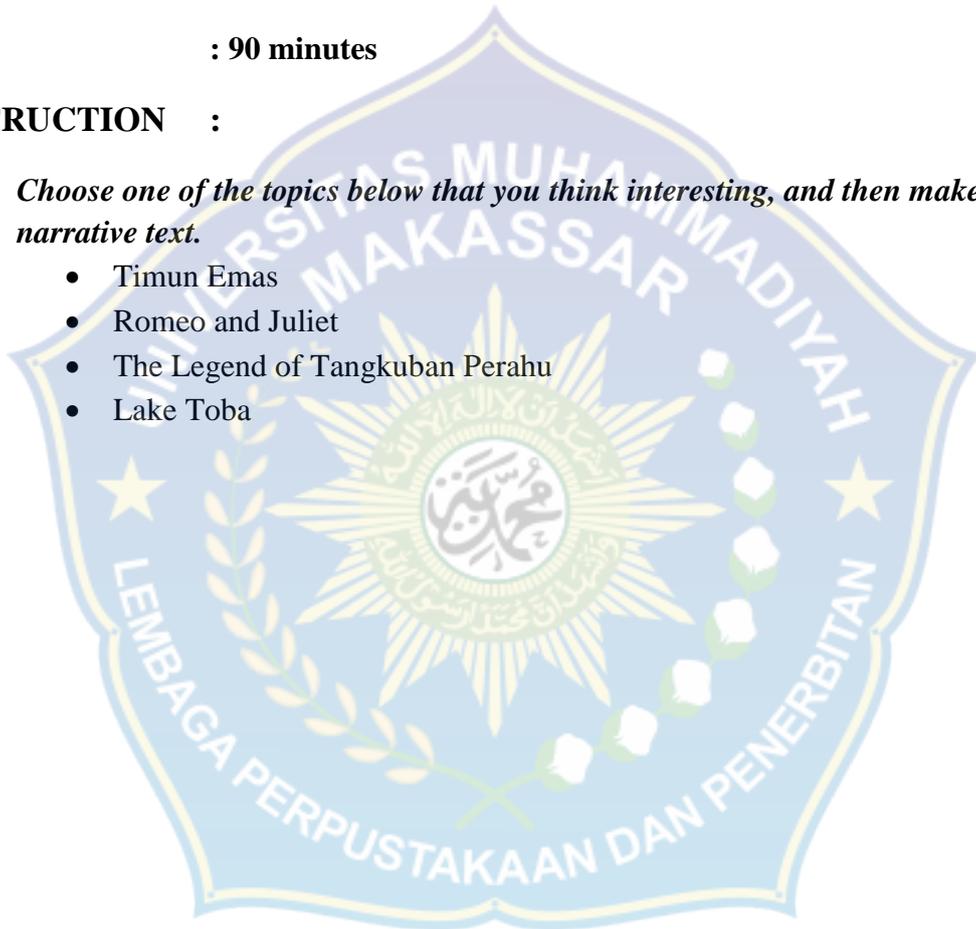
Activity : Writing test

Time : 90 minutes

INSTRUCTION :

Choose one of the topics below that you think interesting, and then make a narrative text.

- Timun Emas
- Romeo and Juliet
- The Legend of Tangkuban Perahu
- Lake Toba



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**THE LIST NAME OF THE STUDENTS' OF CLASS X IPA OF
SMA BATARA GOWA**

No	Sample	Code
1	Agung	S – 1
2	Robert Lepit	S – 2
3	Skolastika Mi Pande	S – 3
4	Muh. Fahri	S – 4
5	Musliana	S – 5
6	Yusran Rowali Gau	S – 6
7	Irfan	S – 7
8	Miftahul Jannah	S – 8
9	Fitriyani	S – 9
10	Nasriani	S – 10
11	Nurhayati	S – 11
12	Kiki	S – 12
13	Waldianus Ngkahas	S – 13
14	Muhammad Ririn Saputra	S – 14
15	Muh. Faisal Nurhayat	S – 15
16	Muh. Aditya	S – 16
17	Muh. Arya Faturrahman	S – 17
18	Safira Munir	S – 18
19	Muhammad Taufik	S – 19
20	Muhammad Sahrul	S – 20
21	Ade Surya Saputra	S – 21
22	Muh. Hidayat	S – 22
23	Aska Nuraeni Sofiyanti	S – 23
24	Ruling Gilang P	S – 24
25	Al-Qamaru Sya'ban	S – 25
26	Aditya	S - 26

THE WRITING TEST RESULT

DIAGNOSTIC TEST

The Students' Achievement in Generic Structure

Sampel	Generic Structure			Total	Score
	Orientation	Complication	Resolution		
1	60	55	50	165	55.00
2	42	60	53	177	59.00
3	67	55	50	172	57.33
4	60	60	55	175	58.33
5	60	55	55	170	56.66
6	63	53	55	171	57.00
7	65	58	55	178	59.33
8	68	60	60	188	62.66
9	60	55	55	170	56.66
10	60	55	50	165	55.00
11	63	54	50	167	55.66
12	60	50	50	160	53.33
13	70	70	70	210	70.00
14	65	60	55	180	60.00
15	57	53	53	163	54.33
16	60	58	55	173	57.66
17	50	50	50	150	50.00
18	70	55	50	175	58.33
19	60	53	55	168	56.00
20	65	60	50	175	58.33
21	55	53	50	158	52.66
22	60	60	60	180	60.00
23	55	50	55	160	53.33
24	65	60	65	190	63.33
25	57	55	50	162	54.00
26	60	62	55	177	59.00
Σ^x	1599	1469	1411	4479	1492.93
\bar{X}	61.50	56.50	54.26	172.26	57.42

THE WRITING TEST RESULT

DIAGNOSTIC TEST

The Students' Achievement in Language Use

Sampel	Language Use		Total	Score
	Past Tense	Conjunction		
1	55	53	108	54.00
2	55	53	108	54.00
3	55	50	105	52.50
4	53	53	106	53.00
5	55	55	110	55.00
6	60	55	115	57.50
7	50	50	100	50.00
8	55	55	110	55.00
9	50	55	105	55.00
10	57	55	112	56.00
11	58	55	113	56.00
12	54	55	109	54.50
13	70	67	137	68.50
14	55	57	112	56.00
15	57	54	111	55.50
16	57	50	107	53.50
17	50	50	100	50.00
18	65	60	125	62.50
19	55	53	108	54.00
20	60	57	117	58.50
21	58	55	113	56.50
22	57	57	114	57.00
23	57	58	115	57.50
24	55	65	120	60.00
25	58	54	112	56.00
26	65	68	133	66.50
$\sum x$	1476	1449	2925	1465
\bar{X}	56.76	55.73	112.5	56.34

THE MEAN SCORE FOR D-TEST

1. Generic Structure

- Orientation

$$\bar{X} = \frac{\sum x}{N} = \frac{1599}{26} = 61.50$$

- Complication

$$\bar{X} = \frac{\sum x}{N} = \frac{1469}{26} = 56.50$$

- Resolution

$$\bar{X} = \frac{\sum x}{N} = \frac{1411}{26} = 54.26$$

2. Language Use

- Tense

$$\bar{X} = \frac{\sum x}{N} = \frac{1476}{26} = 56.76$$

- Conjunction

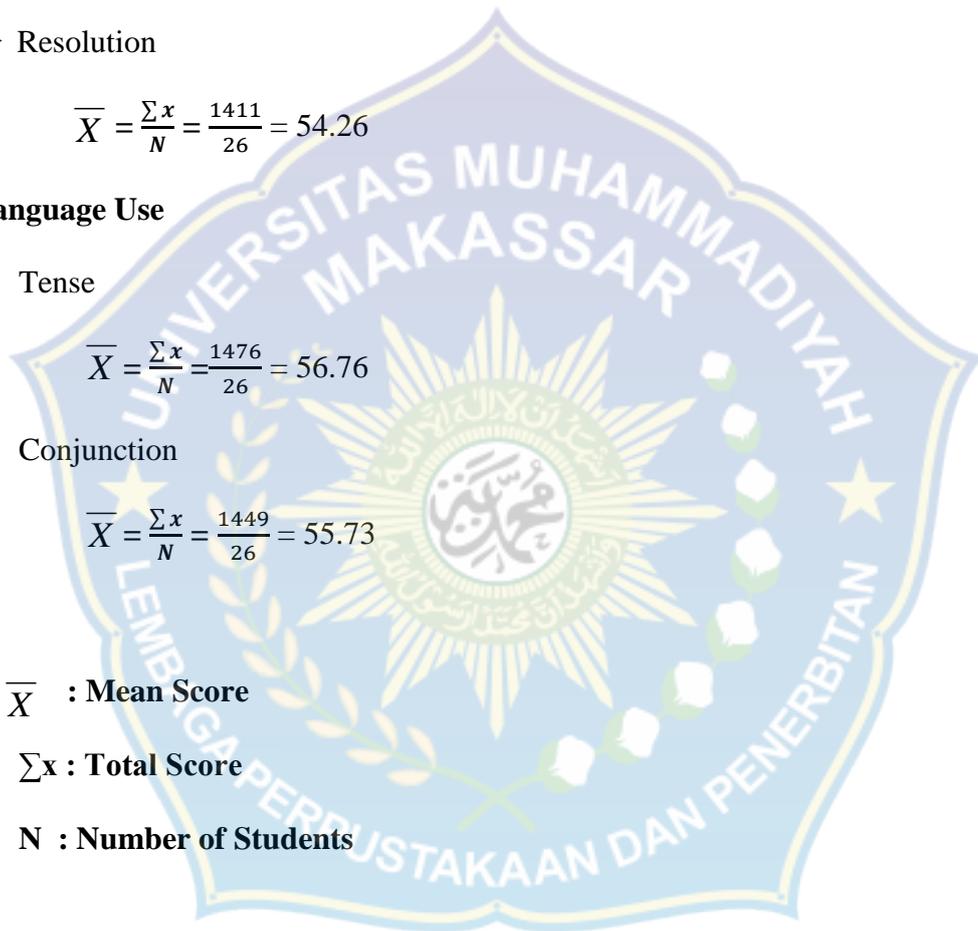
$$\bar{X} = \frac{\sum x}{N} = \frac{1449}{26} = 55.73$$

Note :

\bar{X} : Mean Score

$\sum x$: Total Score

N : Number of Students



THE WRITING TEST RESULT

CYCLE I

The Students' Achievement in Generic Structure

Sampel	Generic Structure			Total	Score
	Orientation	Complication	Resolution		
1	75	60	60	195	65.00
2	70	68	60	198	66.00
3	75	70	67	212	70.66
4	73	65	60	198	66.00
5	70	70	70	210	70.00
6	60	58	60	178	59.33
7	70	60	60	190	63.33
8	70	67	65	202	67.33
9	73	65	68	206	68.66
10	72	63	60	195	65.00
11	78	60	60	208	69.33
12	70	65	67	202	67.33
13	75	70	70	218	72.66
14	73	65	60	198	66.00
15	67	58	58	183	61.00
16	60	58	55	173	57.00
17	60	60	60	180	60.00
18	75	65	60	200	66.66
19	78	70	65	218	72.66
20	70	65	63	198	66.00
21	64	60	62	186	62.00
22	70	70	65	205	68.33
23	70	64	60	194	64.66
24	70	65	68	203	67.66
25	70	67	60	197	65.66
26	74	70	70	214	71.33
Σ^x	1832	1678	1633	5161	1719.59
\bar{X}	70.46	64.53	62.80	198.50	66.13

THE WRITING TEST RESULT

CYCLE I

The Students' Achievement in Language Use

Sampel	Language Use		Total	Score
	Past Tense	Conjunction		
1	65	63	128	64.00
2	60	65	125	62.50
3	65	70	135	67.50
4	58	60	118	59.00
5	65	60	125	62.50
6	65	63	128	64.00
7	60	60	120	60.00
8	63	65	128	64.00
9	67	60	127	63.50
10	65	65	130	65.00
11	63	63	126	63.00
12	67	65	132	66.00
13	75	77	152	76.00
14	65	60	125	62.50
15	67	68	135	67.50
16	65	60	125	62.50
17	67	65	132	66.00
18	70	65	135	67.50
19	70	70	140	70.00
20	65	67	132	66.00
21	63	63	126	63.00
22	65	65	130	65.00
23	67	63	135	67.50
24	68	70	138	69.00
25	67	70	137	68.50
26	70	70	140	70.00
$\sum x$	1707	1692	3404	1702
\bar{X}	65.65	65.07	130.92	65.46

THE MEAN SCORE IN CYCLE I

1. Generic Structure

- Orientation

$$\bar{X} = \frac{\sum x}{N} = \frac{1832}{26} = 70.46$$

- Complication

$$\bar{X} = \frac{\sum x}{N} = \frac{1678}{26} = 64.53$$

- Resolution

$$\bar{X} = \frac{\sum x}{N} = \frac{1633}{26} = 62.80$$

2. Language Use

- Tense

$$\bar{X} = \frac{\sum x}{N} = \frac{1707}{26} = 65.65$$

- Conjunction

$$\bar{X} = \frac{\sum x}{N} = \frac{1692}{26} = 65.07$$

Note :

\bar{X} : Mean Score

$\sum x$: Total Score

N : Number of Student

THE WRITING TEST RESULT

CYCLE I

Sampel	Generic Structure			Total	Score
	Orientation	Complication	Resolution		
1	80	70	70	220	73.33
2	77	73	70	220	73.33
3	83	80	78	241	80.33
4	80	68	70	218	72.66
5	80	75	80	235	78.33
6	72	70	70	212	70.66
7	75	70	74	219	73.00
8	77	75	73	225	75.00
9	77	75	74	226	75.33
10	80	73	70	223	74.33
11	85	74	74	233	77.66
12	77	70	70	217	72.33
13	90	80	75	245	81.66
14	85	70	68	223	74.33
15	75	68	70	213	71.00
16	77	75	73	225	75.00
17	75	75	75	225	75.00
18	83	75	70	228	76.00
19	85	74	70	229	76.33
20	75	72	72	219	73.00
21	77	77	75	229	76.33
22	85	80	70	235	78.33
23	80	70	75	225	75.00
24	85	77	75	237	79.00
25	80	75	75	230	76.66
26	85	80	77	242	80.66
Σ^x	2080	1921	1893	5894	1964
\bar{X}	80.00	73.88	72.80	226.69	75.56

THE WRITING TEST RESULT

CYCLE II

The Students' Achievement in Language Use

Sampel	Language Use		Total	Score
	Past Tense	Conjunction		
1	75	75	150	75.00
2	70	70	140	70.00
3	80	80	160	80.00
4	77	75	152	76.00
5	85	80	165	82.00
6	80	80	160	80.00
7	85	70	155	77.50
8	75	75	150	75.00
9	84	74	158	79.00
10	80	80	160	80.00
11	70	80	150	75.00
12	70	70	140	70.00
13	85	85	170	85.00
14	75	78	153	76.50
15	77	70	147	73.50
16	80	80	160	80.00
17	77	72	149	74.50
18	78	78	156	78.00
19	80	80	160	80.00
20	80	77	157	78.50
21	70	73	143	71.50
22	75	65	140	70.00
23	80	80	160	80.00
24	70	75	145	72.50
25	78	80	158	79.00
26	80	85	165	82.50
$\sum x$	2016	1987	4003	2001.50
\bar{X}	77.53	76.42	153.96	76.98

THE MEAN SCORE IN CYCLE II

1. Generic Structure

- Orientation

$$\bar{X} = \frac{\sum x}{N} = \frac{2080}{26} = 80.00$$

- Complication

$$\bar{X} = \frac{\sum x}{N} = \frac{1921}{26} = 73.88$$

- Resolution

$$\bar{X} = \frac{\sum x}{N} = \frac{1893}{26} = 72,80$$

2. Language Use

- Tense

$$\bar{X} = \frac{\sum x}{N} = \frac{2014}{26} = 77.53$$

- Conjunction

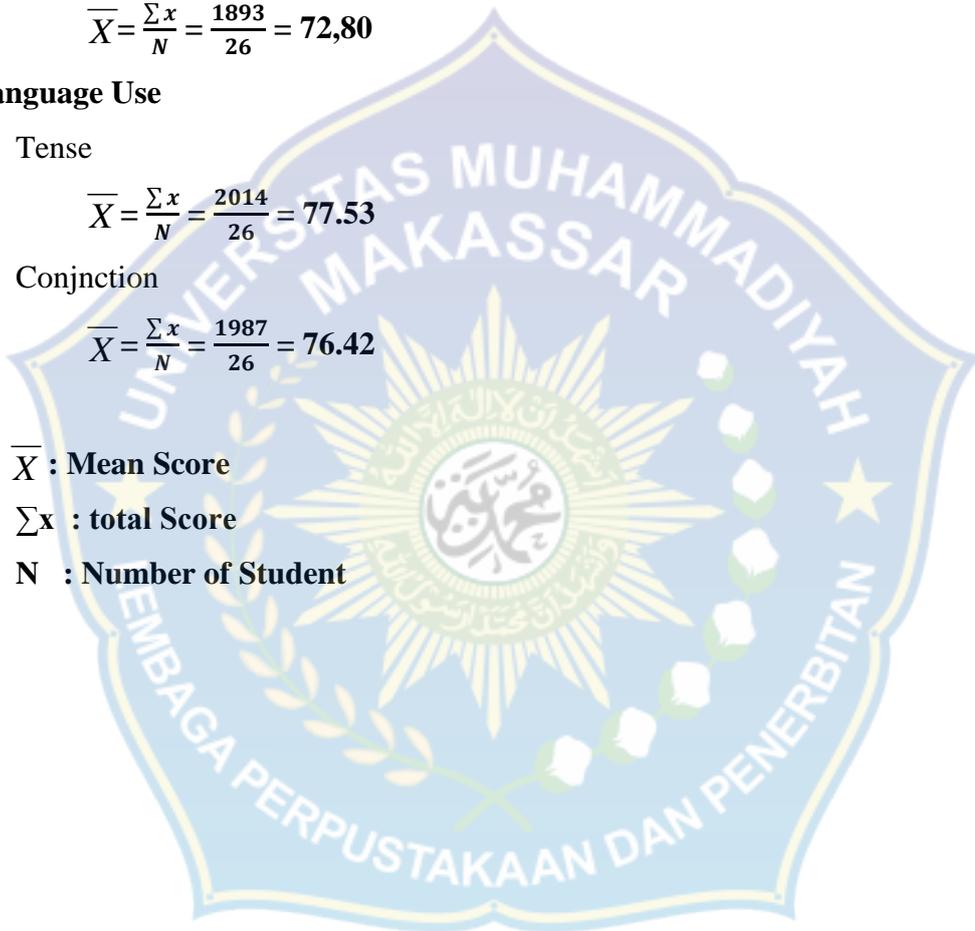
$$\bar{X} = \frac{\sum x}{N} = \frac{1987}{26} = 76.42$$

Note :

\bar{X} : Mean Score

$\sum x$: total Score

N : Number of Student



The students' improvement in writing ability

No	Variables	The Student' Score %			Improvement %		
		D-Test	Cycle I	Cycle II	DT→CI	CI→CII	DT→CII
1	Generic Structure	57.42	65.93	75.56	14.82	14.60	31.59
2	Language Use	56.24	65.36	76.97	16.21	17.76	36.85
	$\sum X$	113.66	131.29	152.53	31.03	32.36	68.44
	\bar{X}	56.83	65.64	76.26	15.51	16.18	34.22



THE STUDENTS' IMPROVEMENT IN GENERIC STRUCTURE

Diagnostic Score is 57.42

Cycle I Score is 65.93

Cycle II Score is 75.56

1. Improvement from diagnostic test to cycle I :

$$P = \frac{CI-Dt}{Dt} \times 100$$

$$P = \frac{65.93-57.42}{57.42} \times 100$$

$$P = 14.82$$

The students' improvement from diagnostic test to cycle I is 14.82 %

2. Improvement from cycle I to cycle II :

$$P = \frac{CII-CI}{CI} \times 100$$

$$P = \frac{75.56-65.93}{65.93} \times 100$$

$$P = 14.60$$

The students' improvement from cycle I to cycle II is 14.60%

3. Improvement from diagnostic test to cycle II :

$$P = \frac{CII-Dt}{Dt} \times 100$$

$$P = \frac{75.56-57.42}{57.42} \times 100$$

$$P = 31.59$$

The students' improvement from cycle I to cycle II is 31.59%

THE STUDENTS' IMPROVEMENT IN LANGUAGE USE

Diagnostic Score is 56.24

Cycle I Score is 65.36

Cycle II Score is 76.97

Improvement from diagnostic test to cycle I :

$$P = \frac{CI - Dt}{Dt} \times 100$$

$$P = \frac{65.36 - 56.24}{56.24} \times 100$$

$$P = 16.21$$

The students' improvement from diagnostic test to cycle I is 16.21 %

1. Improvement from cycle I to cycle II :

$$P = \frac{CII - CI}{CI} \times 100$$

$$P = \frac{76.97 - 65.36}{65.36} \times 100$$

$$P = 17.76$$

The students' improvement from cycle I to cycle II is 17.76%

2. Improvement from diagnostic test to cycle II :

$$P = \frac{CII - Dt}{Dt} \times 100$$

$$P = \frac{76.97 - 56.24}{56.24} \times 100$$

$$P = 36.85$$

The students' improvement from cycle I to cycle II is 36.85%

THE STUDENTS' IMPROVEMENT IN WRITING ABILITY

Diagnostic Score is 56,83

Cycle I Score is 65.64

Cycle II Score is 76.52

1. Improvement from diagnostic test to cycle I :

$$P = \frac{CI-Dt}{Dt} \times 100$$

$$P = \frac{65.64-56.83}{56,83} \times 100$$

$$P = 15.51$$

The students' improvement from diagnostic test to cycle I is 15.51%

2. Improvement from cycle I to cycle II :

$$P = \frac{CII-CI}{CI} \times 100$$

$$P = \frac{76.26-65.64}{65.64} \times 100$$

$$P = 16.18$$

The students' improvement from cycle I to cycle II is 16.18%

3. Improvement from diagnostic test to cycle II :

$$P = \frac{CII-Dt}{Dt} \times 100$$

$$P = \frac{76.26-56.83}{56.83} \times 100$$

$$P = 34.22$$

The students' improvement from cycle I to cycle II is 34.22%

THE RESULT OF THE STUDENTS' ACTIVENESS IN CYCLE I

Subject	1 st Meeting				2 nd Meeting				3 th Meeting				4 th Meeting			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
S-1	0	0	2	0	0	0	2	0	0	3	0	0	0	3	0	0
S-2	0	0	2	0	0	0	2	0	0	3	0	0	0	3	0	0
S-3	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-4	0	0	0	1	0	0	0	1	0	0	0	1	0	0	2	0
S-5	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0
S-6	0	0	2	0	0	0	0	1	0	0	2	0	0	0	2	0
S-7	0	0	2	0	0	0	2	0	0	3	0	0	0	3	0	0
S-8	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-9	0	0	2	0	0	0	2	0	0	0	2	0	0	3	0	0
S-10	0	0	0	1	0	0	2	0	0	0	2	0	0	3	0	0
S-11	0	0	2	0	0	0	2	0	0	3	0	0	0	0	2	0
S-12	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S13	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-14	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-15	0	0	2	0	0	0	2	0	0	0	2	0	0	3	0	0
S-16	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0
S-17	0	0	0	1	0	0	0	1	0	0	2	0	0	0	2	0
S-18	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-19	0	3	0	0	0	0	2	0	4	0	0	0	4	0	0	0
S-20	0	0	2	0	0	3	0	0	0	0	2	0	0	0	2	0
S-21	0	0	0	1	0	0	2	0	0	3	0	0	0	3	0	0
S-22	0	3	0	0	0	3	0	0	0	0	0	a*	0	0	0	1
S-23	0	0	2	0	0	3	0	0	0	0	2	0	0	0	2	0
S-24	0	0	2	0	0	3	0	0	0	0	2	0	0	0	2	0
S-25	0	0	2	0	0	0	2	0	0	0	2	0	0	3	0	0
S-26	0	3	0	0	2	0	0	0	4	0		0	4	0	0	0
N	56				62				65				70			
%	53.84%				59.61%				62.50%				67.30%			

Explanation:

4 : Very active
 3 : Active
 2 : Less Active
 1 : Not Active

s* : Sick
 p* : Permission
 a* : Absent

Percentage of the Students' Activeness in Cycle I

a. The First Meeting

$$P = \frac{Fq}{4xN} \times 100$$

$$P = \frac{56}{104} \times 100$$

$$P = 53.84$$

c. The Third Meeting

$$P = \frac{Fq}{4xN} \times 100$$

$$P = \frac{65}{104} \times 100$$

$$P = 62.50$$

b. The Second Meeting

$$P = \frac{Fq}{4xN} \times 100$$

$$P = \frac{62}{104} \times 100$$

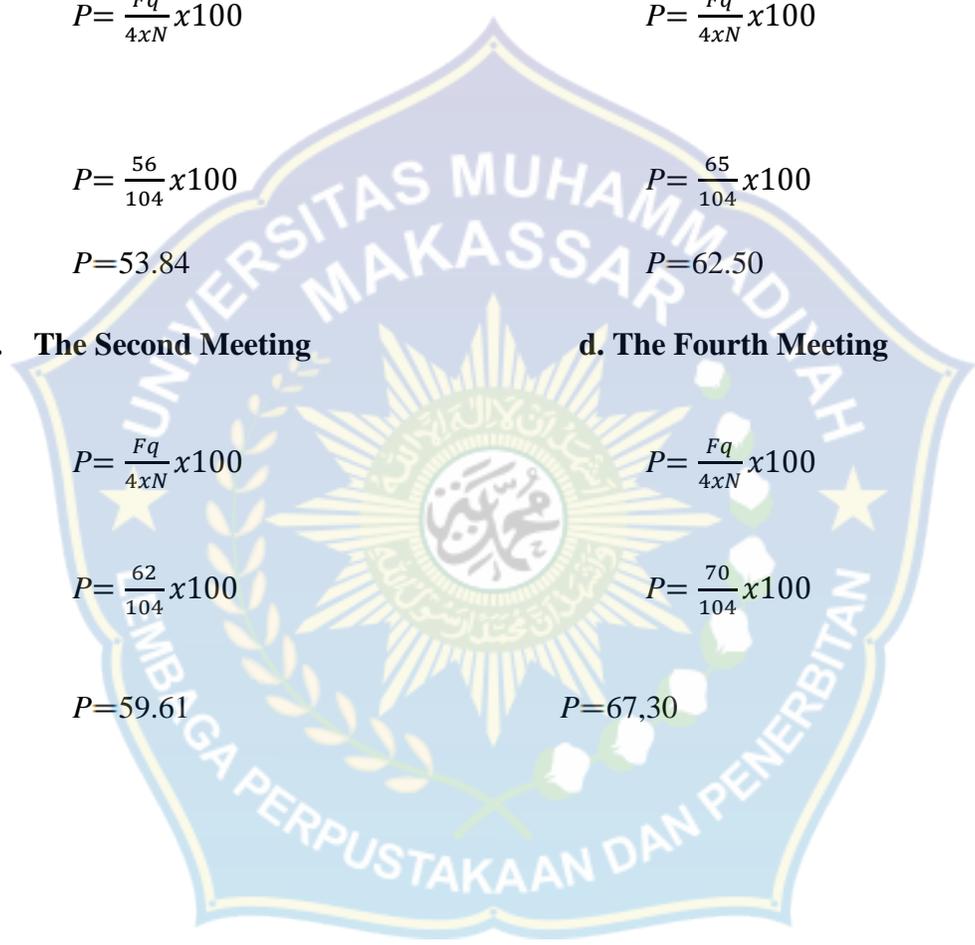
$$P = 59.61$$

d. The Fourth Meeting

$$P = \frac{Fq}{4xN} \times 100$$

$$P = \frac{70}{104} \times 100$$

$$P = 67,30$$



THE RESULT OF THE STUDENTS' ACTIVENESS IN CYCLE II

Subj ect	1 st Meeting				2 nd Meeting				3 th Meeting				4 th Meeting			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
S-1	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-2	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-3	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-4	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-5	0	0	2	0	0	0	2	0	0	3	0	0	4	0	0	0
S-6	0	0	0	1	0	0	2	0	0	0	2	0	0	3	0	0
S-7	0	3	0	0	0	0	0	a*	0	3	0	0	0	3	0	0
S-8	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-9	0	0	2	0	0	0	2	0	0	0	2	0	0	3	0	0
S-10	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-11	0	0	2	0	0	3	0	0	0	0	2	0	0	3	0	0
S-12	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S13	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-14	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-15	4	0	0	0	0	3	0	0	0	3	0	0	0	0	2	0
S-16	0	0	2	0	0	3	0	0	0	0	2	0	0	3	0	0
S-17	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-18	0	0	2	0	0	0	2	0	0	0	2	0	0	3	0	0
S-19	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-20	0	3	0	0	0	3	0	0	0	0	2	0	0	3	0	0
S-21	0	3	0	0	4	0	0	0	4	0	0	0	0	3	0	0
S-22	0	0	2	0	0	0	2	0	0	3	0	0	0	3	0	0
S-23	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-24	0	3	0	0	0	3	0	0	0	3	0	0	4	0	0	0
S-25	0	3	0	0	0	3	0	0	4	0	0	0	4	0	0	0
S-26	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
N	72				75				78				84			
%	69.23%				72.11%				75.00%				80.76%			

Explanation:

4 : Very active
 3 : Active
 2 : Less Active
 1 : Not Active

s* : Sick
 p* : Permission
 a* : Absent

Percentage of the Students' Activeness in Cycle II

a. The First Meeting

$$P = \frac{Fq}{4xN} \times 100$$

$$P = \frac{72}{104} \times 100$$

$$P = 69.23$$

c. The Third Meeting

$$P = \frac{Fq}{4xN} \times 100$$

$$P = \frac{78}{104} \times 100$$

$$P = 75.00$$

b. The Second Meeting

$$P = \frac{Fq}{4xN} \times 100$$

$$P = \frac{75}{104} \times 100$$

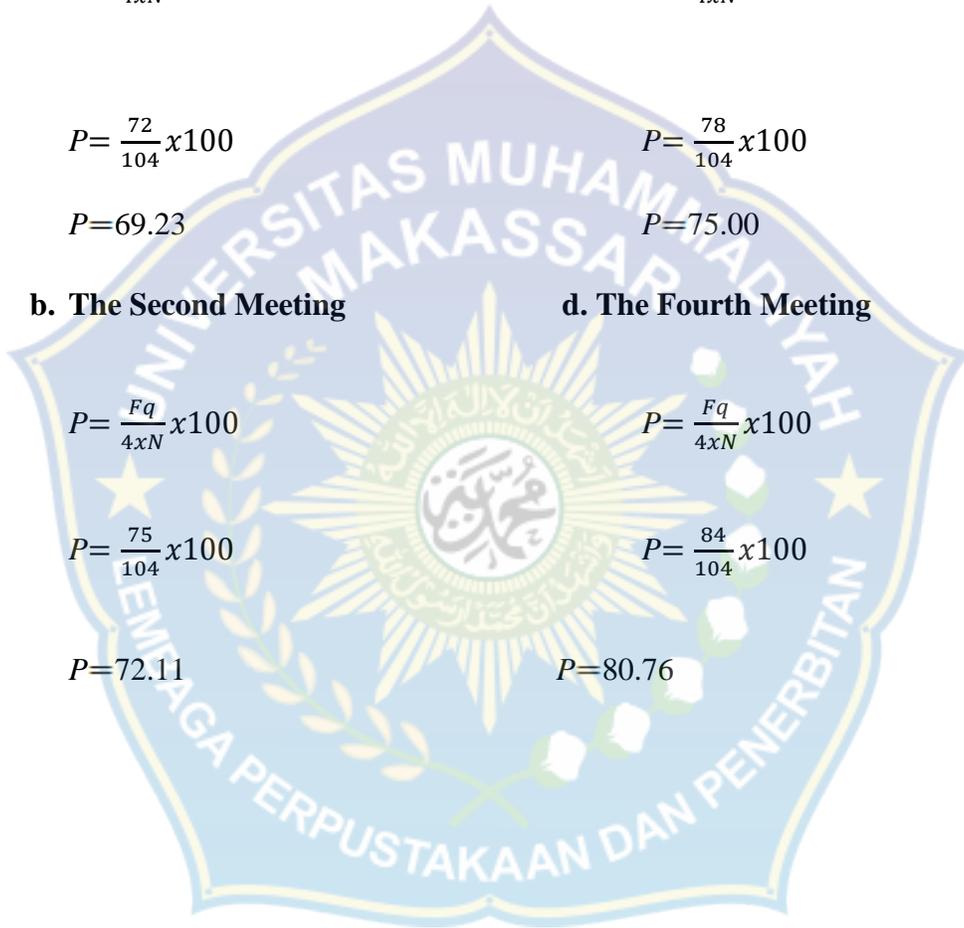
$$P = 72.11$$

d. The Fourth Meeting

$$P = \frac{Fq}{4xN} \times 100$$

$$P = \frac{84}{104} \times 100$$

$$P = 80.76$$



TEACHING MATERIAL (Cycle I)

The First and Second Meeting

1. Explanation

a. Definition of narrative text

Narrative text adalah salah satu jenis teks (*genre*) yang biasa digunakan untuk menulis dongeng atau cerita maupun kejadian diwaktu lampau yang mengandung permasalahan (*complication*), yang mempunyai langkah-langkah retorika (*generic structure*) yang terdiri dari: *orientation, complication, resolution*.

b. The Generic Structure of Narrative Text

Orientation: (Beginning or Introduction)	<ul style="list-style-type: none">• Introduces main characters, setting and time.• The opening paragraph introduces characters/ participants of the story and sets the scene (it answers the questions <i>who, when, what, and where</i>)
Complication: (Middle)	<ul style="list-style-type: none">• The problem happens among the characters.• It is about the problems which involve the main characters in the story developed.
Resolution: (Ending)	<ul style="list-style-type: none">• The problem is dissolved.• It is about the problems in the story are solved (better or worse). Here, the main characters find ways to solve the problems.

c. The Simple Past Tense

The simple past tense is used to talk an action that happened in the past.

The Simple Past Tense Pattern:

Verbal:

(+) S + V2 + O/C

(-) S + did not (didn't) + V1+ O/C

(?) Did + S + V1?

- Example:

(+) She studied English yesterday.

(-) She did not (didn't) study English yesterday.

(?) Did she study English yesterday?

Nominal

(+) S + to be (was/were) + Adjective/Noun/Adverb

(-) S + to be (was/were) + not + Adjective/Noun/Adverb

(?) To be (was/were) + S + Adjective/Noun/Adverb?

- Example:

(+) She was sleepy.

(-) She was not sleepy.

(?) Was she sleepy?

2. Example:

Why Do Hawks Hunt Chicks?

One upon time, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Will you marry me?"



Orientation

The hen loved the brave, strong hawk and wished to marry him. But she said, "I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then we can fly together."

↓
Complication

The hawk agreed. Before he went away, he gave the hen a ring. “This is to show that you have promised to marry me,” said the hawk.

↓
Resolution

It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. “Throw that ring away at once!” shouted the rooster. The hen was so frightened at the rooster’s anger that she threw away the ring immediately.

↓
Complication

When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen, “Why didn’t you tell me earlier? Now, you’ll always be scratching the earth, and I’ll always be flying above to catch your children,” said the hawk.

↓
Resolution

(Adapted from: www.storytell.com)

The Third and the Fourth Meeting

The Language Features of Narrative Text

1. Menggunakan Past tense.
2. Menggunakan Nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalnya : the king, the queen dsb.
3. Menggunakan Action Verb dalam bentuk past tense. Misalnya climbed, turned, brought dsb.
4. Menggunakan Adjectives yang membentuk noun phrase. Misalnya: long black hair, two red apples dsb.
5. Menggunakan Time Conjunction untuk mengurutkan kejadian-kejadian. Misalnya : then, before, after that, soon, when, finally, first dsb.
6. Menggunakan Time expressions (ungkapan waktu). Misalnya once upon a time, long ago, one day dsb.

Example:

The Smartest Parrot

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. “You stupid bird!” pointed the man to the parrot. “Why can’t you say the word? Say Catano! Or I will kill you” the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; “Say Catano or I’ll kill you”. The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner “You are as stupid as the chickens. Just stay with them” Said the man angrily. Then he continued to humble; “You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot”. After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill you”.

TEACHING MATERIAL (Cycle II)

First Meeting and Second Meeting

1. Explanation

a. The Generic Structure of Narrative Text

Orientation: (Beginning or Introduction)	<ul style="list-style-type: none">• Introduces main characters, setting and time.• The opening paragraph introduces characters/ participants of the story and sets the scene (it answers the questions <i>who, when, what, and where</i>)
Complication: (Middle)	<ul style="list-style-type: none">• The problem happens among the characters.• It is about the problems which involve the main characters in the story developed.
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(?) Did + S + V1?

- Example:

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(-) She did not (didn't) study English yesterday.

(?) Did she study English yesterday?

Nominal

(+) S + to be (was/were) + Adjective/Noun/Adverb

(-) S + to be (was/were) + not + Adjective/Noun/Adverb

(?) To be (was/were) + S + Adjective/Noun/Adverb?

- Example:

(+) She was sleepy.

(-) She was not sleepy.

(?) Was she sleepy?

2. Example:

The Ugly Duckling

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out.

Orientation

Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return.

Complication

However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey. When the mother duck brought the children to the pond for their first swimming lesson. The huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly

Complication

However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked.

Resolution

The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself. One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter. Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear. these beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swam" he exclaimed.

Complication

He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

Resolution

The Third and the Fourth Meeting

Example

A Farmer and A box

Once time, there was a poor farmer. He lived with his wife. One day, he dug up his field and found a big box. He then kept it in their house.

One sunny morning, his wife dropped an apple in the box. Suddenly, the box begun filled with apples. No matter how many apples were taken out, more apples took place in the box.

One day, the framer dropped a gold coin into that box. At once, apples disappeared and the box begun filled up with gold coins. Soon the farmer became rich.

Having heard that his son got rich, the framer's father visited the couple. His father was not very strong. He could not go out to work anymore. So the farmer asked his old father to help him take the gold coins out of the box.

His father worked hard, took the gold coins out of the box. When he told that he was very tired and wanted to have a rest, the farmer shouted at him; "Why are you so lazy? Why can't you work harder? The old man said nothing and continued to work. Suddenly the old man fell into the box, he died. At once the gold coins disappeared and the box begun filled up with dead men.

The framer had to pull out and burried. To do this, the farmer had to spend all the money which he had collected before. When he had used up all his money, the box broke. The farmer was just as poor as before.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA 1 Batara

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X

Skill/ Fokus : Writing Narrative Text

Alokasi Waktu : 1 x 45 menit

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<p>3.14. Memahami makna dalam teks fungsional resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam teks berbentuk <i>narrative</i>.</p> <p>3.15. Merespon makna dalam teks fungsional resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam teks berbentuk <i>narrative</i>.</p>	<ul style="list-style-type: none">• Memahami judul yang sesuai dengan topic yang diberikan.• Mengidentifikasi gagasan utama dalam teks <i>narrative</i> sesuai dengan konteks penggunaannya.• Memahami gagasan utama dalam teks <i>narrative</i> sesuai dengan konteks penggunaannya.• Membuat draft, merevisi dan menyunting.• Menghasilkan teks berbentuk <i>narrative</i>.
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C. Tujuan Pembelajaran

1. Siswa mampu menghasilkan teks berbentuk *narrative*.

D. Materi Pembelajaran

1. Explanation
 - d. Definition of narrative text

Narrative text adalah salah satu jenis teks (*genre*) yang biasa digunakan untuk menulis dongeng atau cerita maupun kejadian diwaktu lampau yang mengandung permasalahan (*complication*), yang mempunyai langkah-langkah retorika (*generic structure*) yang terdiri dari: *orientation, complication, resolution*.

e. The Generic Structure of Narrative Text

Orientation: (Beginning or Introduction)	<ul style="list-style-type: none"> • Introduces main characters, setting and time. • The opening paragraph introduces characters/ participants of the story and sets the scene (it answers the questions <i>who, when, what, and where</i>)
Complication: (Middle)	<ul style="list-style-type: none"> • The problem happens among the characters. • It is about the problems which involve the main characters in the story developed.
Resolution: (Ending)	<ul style="list-style-type: none"> • The problem is dissolved. • It is about the problems in the story are solved (better or worse). Here, the main characters find ways to solve the problems.

f. The Simple Past Tense

The simple past tense is used to talk an action that happened in the past.

The Simple Past Tense Pattern:

Verbal:

(+) S + V2 + O/C

(-) S + did not (didn't) + V1+ O/C

(?) Did + S + V1?

• Example:

(+) She studied English yesterday.

(-) She did not (didn't) study English yesterday.

(?) Did she study English yesterday?

Nominal

(+) S + to be (was/were) + Adjective/Noun/Adverb

(-) S + to be (was/were) + not + Adjective/Noun/Adverb

(?) To be (was/were) + S + Adjective/Noun/Adverb?

- Example:

(+) She was sleepy.

(-) She was not sleepy.

(?) Was she sleepy?

2. Example of narrative text

Why Do Hawks Hunt Chicks?

One upon time, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Will you marry me?"



Orientation

The hen loved the brave, strong hawk and wished to marry him. But she said, "I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then we can fly together."



Complication

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

Resolution

It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once!" shouted the rooster. The hen was so frightened at the rooster's anger that she threw away the ring immediately.

Complication

When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen, "Why didn't you tell me earlier? Now, you'll always be scratching the earth, and I'll always be flying above to catch your children," said the hawk.

Resolution

(Adapted from: [www. storytell.com](http://www.storytell.com))

D. Metode Pembelajaran

- Social-Interactive Writing for English Language Learners

E. Media Pembelajaran

Buku teks yang relevan:

- Script teks *narrative*.
- Oshima, Alice and Hogue, Ann. 1997. *Introduction to Academic Writing: Second Edition*. New York: Addition Wesley Longman.
- Dictionary

F. Langkah-Langkah Pembelajaran

Pertemuan Ke-1

a. Kegiatan Awal (10 Menit)

Apersepsi : - Salam pembuka

- Absensi

- Guru menyampaikan tujuan yang akan dicapai

b. Kegiatan Inti (70 Menit)

- Guru memberikan penjelasan umum mengenai teks narasi kepada siswa.

- Guru membagi siswa secara berpasangan berdasarkan tingkat kemampuan menulis siswa, siswa yang dianggap memiliki kecakapan menulis daripada yang lain berfungsi sebagai *Helper* sedangkan siswa yang memiliki kecakapan menulis lebih rendah berfungsi sebagai *Writer*.

- Guru memberikan pemanasan kepada pasangan siswa agar terbentuk situasi yang menyenangkan dan rasa saling percaya diantara pasangan

- Setelah siswa mengenal satu sama lain dan merasa nyaman bekerja bersama, guru mulai memberikan satu topik kepada siswa. Kemudian pasangan berfikir tentang judul yang terkait dengan topik yang diberikan.

- Pasangan siswa mengambil catatan kata kunci yang terkait dengan topik yang dipilih.

- Guru menjelaskan tentang proses pengajaran untuk pertemuan berikutnya. Kemudian mengakhiri kelas dengan mengucapkan salam.

c. Kegiatan Akhir (10 Menit)

- Menjelaskan proses pembelajaran untuk pertemuan selanjutnya.

- Menutup pelajaran

G. Sumber Belajar

- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- Kamus Bahasa Inggris
- Pengalaman peserta didik dan guru

H. Penilaian hasil pembelajaran

Tehnik : Tertulis (berpasangan)

Bentuk : Writing *narrativetext*.

Aspek : Generic Structure dan Language Use

a. Generic Structure

1. Orientation

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

2. Complication

Classification	Score	Criteria
Excellent	90-100	Complete to Identify the crisis' of problem arises. When the problem developed.
Very Good	80-89	Identify the crisis' of problem arises. When the problem developed is enough
Good	70-79	Cannot incomplete to Identify the crisis' of problem arises. When the problem developed.
Fairly Good	60-69	Not relevant to identify the crisis' of problem arises. When the problem developed.
Fair	50-59	No answer of problem.

3. Resolution

Classification	Score	Criteria
Excellent	90-100	Complete to find a way or solution to solve the problem
Very Good	80-89	To find a way or solution to solve the problem is enough.
Good	70-79	Cannot incomplete to find a way or solution to solve the problem
Fairly Good	60-69	Not relevant to find a way or solution to solve the problem
Fair	50-59	No answer to solve the problem.

b. Language Use

Classification	Score	Indicator
Excellent to very good	86-100	Effective complex construction, few errors of agreement, tense, number, word/order function, article, pronoun and preposition

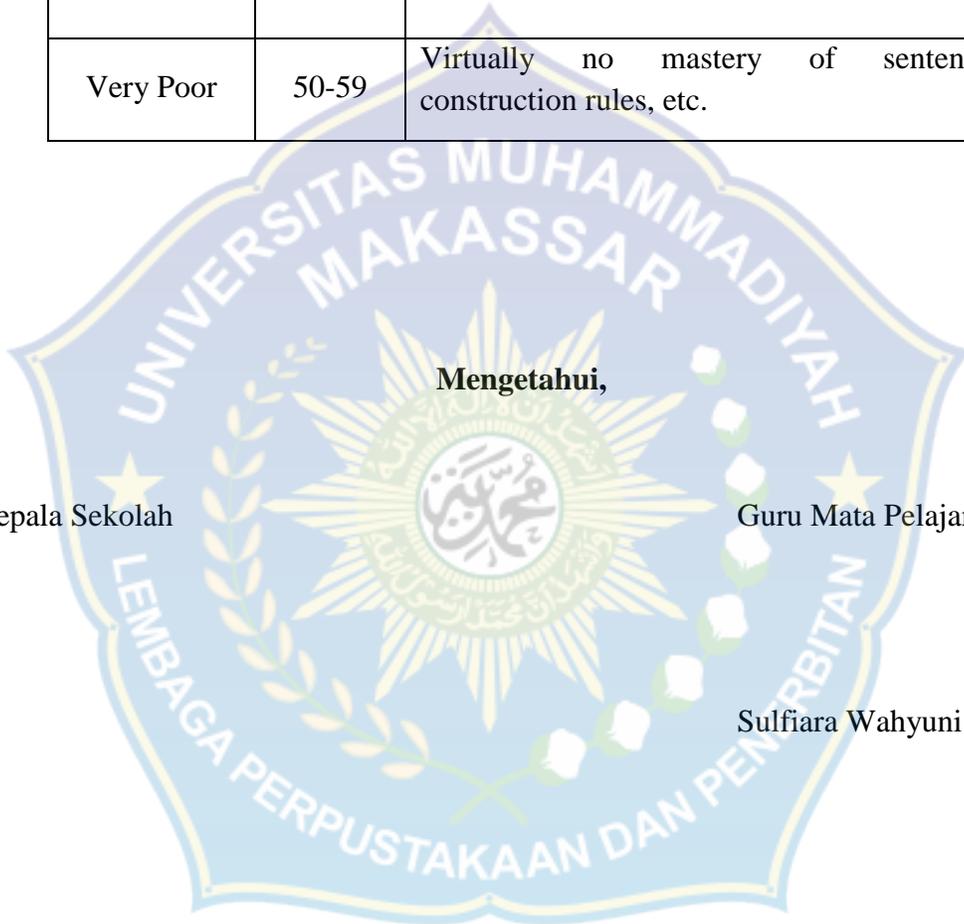
Good to average	70-85	Few errors of agreement, tense, number, word/order function, article, pronoun, preposition but meaning confused or obscured
Fair to poor	60-69	Dominated by errors of grammar, cannot be understood and evaluated.
Very Poor	50-59	Virtually no mastery of sentence construction rules, etc.

Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran

Sulfiara Wahyuni



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA Negeri 1 Batara

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X

Skill/ Fokus : Writing narrative Text

Alokasi Waktu : 2 x 45 menit

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<p>3.14. Memahami makna dalam teks fungsional resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam teks berbentuk <i>narrative</i>.</p> <p>3.15. Merespon makna dalam teks fungsional resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam teks berbentuk <i>narrative</i>.</p>	<ul style="list-style-type: none">• Memahami judul yang sesuai dengan topic yang diberikan.• Mengidentifikasi gagasan utama dalam teks <i>narrative</i> sesuai dengan konteks penggunaannya.• Memahami gagasan utama dalam teks <i>narrative</i> sesuai dengan konteks penggunaannya.• Membuat draft, merevisi dan menyunting.• Menghasilkan teks berbentuk <i>narrative</i>.
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C. Tujuan Pembelajaran

1. Siswa mampu menghasilkan teks berbentuk *narrative*.

D. Materi Pembelajaran

a. Pronoun

Personal Pronoun		Possessive		Reflexive Pronoun
Nominative Case	Objective Case	Possessive Pronoun	Possessive Adjective	
I	Me	Mine	My	Myself
We	Us	Ours	Our	Ourselves
You	You	Yours	Your	Yourselves
They	Them	Theirs	Their	Themselves
He	Him	His	His	Himself
She	Her	Hers	Her	Herself
It	It	Its	It	Itself

b. Example:

The Smartest Parrot

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" Said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll kill you".

D. Metode Pembelajaran

- Social-Interactive Writing for English Language Learners

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F. Langkah-Langkah Pembelajaran

Pertemuan Ke-1

a. Kegiatan Awal (10 Menit)

Apersepsi : - Salam pembuka

- Absensi

- Guru menyampaikan tujuan yang akan dicapai

b. Kegiatan Inti (70 Menit)

- Guru mereview materi yang diajarkan pada pertemuan sebelumnya.

- Pasangan siswa mengedit *rough draft* tersebut menjadi sebuah paragraph yang baik sebelum dikumpulkan.

- Pasangan siswa memperlihatkan hasil karangan mereka kepada guru dengan tidak lupa menulis nama, baik yang berfungsi sebagai *Helper* maupun *Writer*.

c. Kegiatan Akhir (10 Menit)

- Menjelaskan proses pembelajaran untuk pertemuan selanjutnya.

- Menutup pelajaran

Pertemuan Ke-2

a. Kegiatan Awal (10 Menit)

Apersepsi : - Salam pembuka

- Absensi

- Guru menyampaikan tujuan yang akan dicapai

b. Kegiatan Inti (70 Menit)

- Guru memberikan komentar mengenai hasil pekerjaan siswa lalu mengembalikan pekerjaan siswa untuk diperbaiki kembali.

- Setiap pasangan siswa memperbaiki hasil pekerjaan mereka berdasarkan koreksi atau saran yang diberikan oleh guru.

- Hasil pekerjaan siswa yang telah diperbaiki berdasarkan koreksi dari guru, dikumpulkan kembali kepada guru.

c. Kegiatan Akhir (10 Menit)

- Guru menyimpulkan materi.

- Menjelaskan proses pembelajaran untuk pertemuan selanjutnya.

- Menutup pelajaran.

G. Sumber Belajar

- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- Kamus Bahasa Inggris
- Pengalaman peserta didik dan guru

H. Penilaian hasil pembelajaran

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Aspek : Generic Structure dan Language Use

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Very Poor	50-59	Virtually no mastery of sentence construction rules, etc.

Mengetahui

Kepala Sekolah

Guru Mata Pelajaran

Sulfiara Wahyuni

CURRICULUM VITAE



SULFIARA WAHYUNI was born on Desember 17th, 1995 in Gunturu, Bulukumba. She is the second child from six siblings from the marriage of his parents Muh Khaeruddin and Hasniyar.

In 2001 the writer registered as student elementary school SD Negeri 117 CENTRE in Bulukumba regency and she graduated in 2007. The next, in the same year the writer registered as a student in SMP Negeri 24 Bulukumba and graduated in 2010. Then the writer registered in senior high school, SMA Negeri 6 Bulukumba and graduated in 2013. In the next year, the writer registered to study of English department in Makassar Muhammadiyah University.

