IMPROVING THE STUDENTS' ABILITY TO WRITE NARRATIVE PARAGRAPH THROUGH INTRAPERSONAL INTELLIGENCE STRATEGY

(A Classroom Action Research at the second grade Students of SMP Nasional Makassar)

A Thesis

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

HIKMA SUCIATI
10535 5617 13

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
2017

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **HIKMA SUCIATI**, NIM **10535 5617 13** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **002 Tahun 1439 H/2018 M**, tanggal 22 Rabiul Akhir 1439 H/09 Januari 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu tanggal 31 Januari 2018.

Makassar, $\dfrac{\text{14 Jumadil Awal 1439 H}}{\text{31 Januari 2018 M}}$

Panitia Ujian :

1. Pengawas Umum : Dr. H. Abdul Rahman Rahim, S.E., M.M.   (.....................)

2. Ketua   : Erwin Akib, M.Pd., Ph.D.   (.....................)

3. Sekretaris   : Dr. Khaeruddin, S.Pd., M.Pd.   (.....................)

4. Dosen Penguji   : 1. Dr. Ratna Dewi S.S., M.Hum.   (.....................)

   2. Muh. Astrianto Setiadi, S.Pd., M.Pd.   (.....................)

   3. Saiful, S.Pd., M.Pd.   (.....................)

   4. Amar Ma'ruf, S.Pd., M.Hum., Ph.D.   (.....................)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

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

| Terakreditasi Institusi
BAN-PT

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title : **Improving the Students' Ability to Write Narrative Paragraph through Intrapersonal Intelligence Strategy (A Classroom Action Research at the Second Grade Students of SMP Nasional Makassar)**

Name : **HIKMA SUCIATI**

Reg. Number : 10535 5617 13

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, Januari 2018

Approved by:

Consultant I

Dr. Ratna Dewi, S.S., M.Hum.

Consultant II

Andi Asri Jumiati, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

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

Head of English
Education Department

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

Terakreditasi Institusi
BAN-PT

بســـم اللّـه الرحمن الرحيـم

COUNSELLING SHEET

Name	:	**HIKMA SUCIATI**
Reg. Number	:	**10535 5617 13**
Jurusan		**Pendidikan Bahasa Inggris**
Title	:	**Improving the Students' Ability to Write Narrative Paragraph through Intrapersonal Intellegence Strategy (A Classroom Action Research at the Second Grade Students of SMP Nasional Makassar)**
Consultan II	:	Andi Asri Jumiati, S.Pd., M.Pd.

Day/ Date	Chapter	Note	Signature
29/11/2017	IV – V	– Abstrak. – Observation Result. – Conclusion – Suggestion	
2/12/2017		ACC	

Makassar, November 2017
Approved by:
Head of English Education Department

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

| Terakreditasi Institusi
BAN-PT

بِسْـــمِ اللّٰـه الرّحمن الرّحيـــم

COUNSELLING SHEET

Name	:	HIKMA SUCIATI
Reg. Number	:	10535 5617 13
Jurusan		Pendidikan Bahasa Inggris
Title	:	Improving the Students' Ability to Write Narrative Paragraph through Intrapersonal Intellegence Strategy (*A Classroom Action Research at the Second Grade Students of SMP Nasional Makassar*)

Consultan I : Dr. Ratna Dewi, S.S., M.Hum.

Day/ Date	Chapter	Note	Signature
Tuesday 28/11/17	III	Change in to Past	
	IV	Put the ways of improving Lg use and Org. in chap. 4	
Monday 4/12/17	IV	Improve the logic of your explanation Do not include the one that's not	

Makassar, November 2017
Approved by:
Head of English Education Department

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

| Terakreditasi Institusi
BAN-PT

بســـم الله الرحمن الرحيــم

COUNSELLING SHEET

Name   : **HIKMA SUCIATI**

Reg. Number : **10535 5617 13**

Jurusan   **Pendidikan Bahasa Inggris**

Title   : **Improving the Students' Ability to Write Narrative Paragraph through Intrapersonal Intellegence Strategy (A Classroom Action Research at the Second Grade Students of SMP Nasional Makassar)**

Consultan I   : **Dr. Ratna Dewi, S.S., M.Hum.**

Day/ Date	Chapter	Note	Signature
Wednesday, 13/12/2017	IV	Important . - Explain the subtitle before start the main point in that part . -Rearrange the structure of findings Explain Each Sub titles .	ʃ .

Makassar, November 2017
Approved by:
Head of English Education Department

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

بِسْـــمِ اللّٰـه الرّحمن الرّحيــم

COUNSELLING SHEET

Nama	:	HIKMA SUCIATI
Stambuk	:	10535 561713
Jurusan	:	Pendidikan Bahasa Inggris
Dengan Judul	:	Improving the students' ability to write Narrative paragraph through Intrapersonal Intelligence Strategy (A Classroom Action Research at The Second Grade Students of SMP Nasional Makassar)
Consultant I	:	Dr. Ratna Dewi, S.S., M.Hum

Day / Date	Chapter	Note	Sign
Tuesday 02/05/2017	V	Make your conclusion as a place to elaborate how the strategy implemented so that the students scores increased.	
Thursday, 04/09/2017	V	Ok for Joining final Examination	

Makassar, November 8th 2017
Approved by:
Head of English Education
Department

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

SURAT PERNYATAAN

Saya yang bertandatangandibawahini :

Nama   : HikmaSuciati

Nim   : 10535 5617 13

Jurusan   : BahasaInggris

Title   : Improving the students' ability to write Narrative paragraph through Intrapersonal Intelligence Strategy (A Classroom Action Research at The Second Grade Students of SMP Nasional Makassar)

Dengan ini saya menyatakan bahwa:

Skripsi yang saya ajukan didepan tim penguji adalah hasil karya saya sendiri, bukan hasil jiplakan dan tidak dibuat oleh siapapun.

Demikianlah pernyataan ini saya buat dengan sebenarnyadan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Januari 2018

Yang Membuat Perjanjian

HikmaSuciati

.

SURAT PERJANJIAN

Saya yang bertandatangandibawahini :

Nama   : HikmaSuciati

Nim   : 10535 5617 13

Jurusan   : BahasaInggris

Title   : Improving the students' ability to write Narrative paragraph through Intrapersonal Intelligence Strategy (A Classroom Action Research at The Second Grade Students of SMP Nasional Makassar)

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesainya skripsi saya, saya akan menyusun sendiri skripsi saya.

2. Dalam penyusunan skripsi saya, saya akan selalu melakukan konsultasi dengan pembimbing

3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi saya

4. Apabila saya melanggar perjanjian pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.
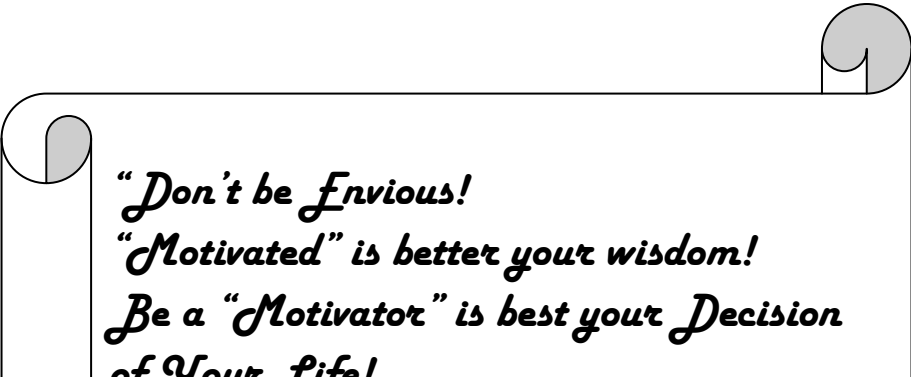
Demikian surat perjanjian ini saya buat dengan penuh kesadaran.

Makassar,   Januari 2018

Yang Membuat Perjanjian

Hikma Suciati

Motto:

"Don't be Envious!
"Motivated" is better your wisdom!
Be a "Motivator" is best your Decision
of Your Life!

ABSTRACT

HikmaSuciati. 2013. *Improving the students' ability to write Narrative paragraph through Intrapersonal Intelligence Strategy (A Classroom Action Research at The Second Grade Students of SMP Nasional Makassar).* A Thesis. (Supervised by RatnaDewi and AndiAsriJumiati)

The objective of this research is to explain the improvement of the students' writing ability in narrative paragraph through Intrapersonal Intelligence Strategy in teaching writing.

The method of this research was a classroom action research which consisted of two cycles in which every cycle consisted of four treatments. It means that there were eight treatments to finish both cycles. This classroom action research was done at The Second Year students of SMP Nasional Makassar with the total of sample was 40 students.

The findings of this research is the improvement of the students' writing ability in narrative paragraph through Intrapersonal Intelligence Strategy which the mean score of diagnostic test viewed its' Content is 40.43, the mean score of cycle I is 71.35and the mean score of cycle II is 78.6, while viewed from its' Language Use, the mean score of diagnostic test is 41.15, the mean score of cycle I is64.83, and the mean score of cycle II is79.17. The result above indicates that there is significant improvement of the students' writing skill in narrative paragraph through Intrapersonal Intelligence Strategy at The Second Grade Students of SMP Nasional Makassar.

Keywords: Intrapersonal Intelligence Strategy, Narrative Paragraph, Writing Ability

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

In the name of Allah, Most Gracious, Most Merciful

AlhamdullilahRobbil 'Alamin, thanks giving to Allah SWT for grace and guidence in writing this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life from the darkness to the lightness.

The writer received advice and guidance from a number of people from various participations in the process of preparation and completion of this thesis. The writer wants to say the greatest thanks to her parents (Halkin and Rahmatia) who give the best support, prayers, and sacrifices during her life. My greatest thanks to(Dr.RatnaDewi, S.S., M.Hum) as my first consultant and AndiAsriJumiaty, S.Pd., M. Pd as my second consultant who has

guided me patiently and gave valuable suggestion, encouragement, and correction for the completenessof this thesis. The writer realizes that many hands had given their helps and useful suggestion for the completion of this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, the writer would like to express her appreciation and sincere thanks to all of them particularly:

1. Dr. H Abd Rahman Rahim, SE., MM. The Rector of the Muhammadiyah University of Makassar.

2. Erwin Akib, S.Pd, M.Pd, the dean of teacher training and education faculty (FKIP).

3. Ummi Khaerati Syam, S. Pd., M. Pd the head of English Education Department of FKIP UNISMUH Makassar.

4. My heartful thank to all lectures of the FKIP UNISMUH especially to the lectures of English Department and all staff of Muhammadiyah university of Makassar for their guidance during the years of my study.

5. My deep appreciation for the headmaster, English teacher, and all the students of SMP Nasional Makassar especially for VIII D who have spared their time and activities for being subject of this research.

6. Special thanks to the examiners who have taken an important role in finishing my study.

7. I would like to express my deepest and affectionate thank to my beloved parent, Halkin (my father), Rahmatia (my mother), and Becce (Step Mother/aunty), my beloved brother and sister for their prayers, unfailing love, sacrifice and continual understanding.

8. Thanks to all of my friends in G class (Glory) of EDSA 13,all of Magang 3 friends, P2K friends and the others. You have taught me the meaning of togetherness.

Makassar,   , 2018

Writer

TABLE OF CONTENTS

Page

LIST OF TABLES

LIST OF FIGURES

Page

CHAPTER I

INTRODUCTION

A. Background

Writing at junior high school is a process where students convey information communicatively in written form from their teacher. In the learning of writing, students should have motivation and more interest. Students need different text of writing by using different method and different media by their teachers. By using appropriate strategies like applying prewriting, whilst writing and post writing really help the students to learn writing and to reach their goal in writing (Firdaus and Sunaryo, 2013: 499).

Fulwiller, ET al (1983: 132) explains that there are important things that a teacher has to know when he or she teaches writing to students at junior high school. The first is purposeful writing. A research tells that students become more interested in writing and the quality of their writing improves when there are significant learning goals for writing assignments and a clear sense of purpose for writing. That is why setting the goals before process teaching and learning began are very important, so that the students have a clear description about the achievement that they have to master at the end of the lesson. Second is a mentor. Giving a model before asking the students to do some activities can avoid students' confused. It is very important for the teacher to give some examples or models to the students so that theunderstanding of what they are

going to do. The third point is direct instruction. A teacher has role to provide optimal situations to encourage writing, fostering with good mentors, and being open and accepting. That is why the teacher has to provide a direct instruction in various aspects of good writing.

Teaching writing at junior high school in Indonesia done based on curriculum. Based on curriculum 2013 (Kurikulum 2013/ K'13) junior high school students are taught several texts in learning and teaching process. They are descriptive, recount, narrative, report and procedure. Each of those texts should be taught in four skills (listening, speaking, writing and reading). In K'13 Basic competence determine students to spending time, a helping verb can be addressed in the discussion of certain texts, such as a descriptive text, a recount text, a narrative text, and others to be more contextual and easy to remember and understand by learners. material that is taught emphasizing on language skill competencies as communication tools to convey ideas and knowledge in learners daily lives. (Soenoewati, 2015: 12)

One of the types of text which should be learnt for student is Narrative text. Narrative text is a kind of text which to retell a story in past tense. In other word, Narrative text is a kind of text having social function to amuse, entertain and to deal with actual or vicarious experience in different ways Mursyid in (Zakia, 2010: 16). Narrative text deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution, such as in fairy stories, science fiction, romance, horror stories, etc.

Because of a narrative text is very important to be learned, so the students are expected to produce it by using English as one of communication tools in around the world but the process of learning cannot run successfully because there are some problems faced by the students when writing a narrative text. There are some problems

that make students find it difficult to write a narrative text. The first problem is lack of ideas. Most of Junior High School students have no idea when they are asked to write, so they do not know what they are going to write. As we know, idea is one of the most important aspects in writing and it is the key in writing. Without ideas, the students cannot write something or a text.

The second problem is grammar. In writing, grammar takes an important role because to arrange each sentence and develop it to become a good text, the students have to use correct grammar. However, most of the students never concern about grammar when they write a text. They think idea is more important in writing whereas to form the text and arrange every idea, grammar is really needed. Therefore, when they write a text, their writing is full with grammatical mistakes.

The next problem is lack of vocabulary. Mastering vocabulary in writing is important to develop the text, and it also helps the students to support their idea and convey it in writing. However, most of the students do not really pay attention to the vocabulary. In the teaching and learning process, they are careless to look up the meaning of a word in the dictionary and seldom use new vocabulary that they just know. That is why they just have a little vocabulary. When they write a text, they do not know what the appropriate words that they have to write are.

Based on researcher observation in SMP Nasional Makassar at the second grade, that is about the students' mean score in exam generally students don't get score (85-100), usually there are 4 students (16%) get score (65-84), 11 students (44%) get score (55-64), there are 10 students (40%) get score (35-54). Actually, they are not able to write, feel foolish when they could not find the most suitable words and want to keep themselves a way from experience of having atopic and blank paper. That is why the students considered writing, especially in English as a difficult task.

Due to reasons above, the teachers have to find good solution and make the students interested in writing English and change the opinion that says writing is the hardest skill to be acquired. There are some ways to solve this problem. It can be started from applying various strategies and using various kinds of technique in the teaching. The writer would like to offer one interesting strategy in teaching writing narrative text in junior high school that is by using Intrapersonal Intelligence Strategy.

Gardner (1983: 23) defines that Intrapersonal intelligence is a self smart refers to having and understanding yourself, knowing who you are, what you can do, what you want to do, which thing to avoid, and which thing to gravitate toward. People with Intrapersonal intelligence are intuitive and typically introverted. They are skillful at deciphering their own feelings and motivations. This refers to having a deep understanding of the self; what are you strengths or weakness, what makes you unique, can you predict your own reactions or emotions. Careers which suit those with this intelligence include philosophers, psycholinguistics, theologians, lawyers and writers.

Many recent studies have focused on the students' writing skill in narrative paragraph through Intrapersonal Intelligence strategy Hasriani (2011; 35) uses Intrapersonal Intelligence as a strategy to teach in writing Narrative paragraph viewed from content and language use to the seventh graders. The results describe that the students get positive response toward Interpersonal intelligence strategy. Add more explanation from Kasmira (2012; 49) in her research entitled "The use of Intrapersonal Intelligence Strategy to Improve the students ability to write narrative paragraph at the nine grade students (A Classroom Action Research at SMPN 2 Takalar), She explained that the implementation of this method could increase the students' ability and proficiency to create some ideas on their writing. After she implemented this strategy, her students easier to understand about Narrative Paragraph that includes find out the

topic of the story so they can decide the idea or content that they want to write the content under the guidance of the teacher. In his research, she also explained that intrapersonal intelligence strategy could improve the students' ability to know more about their self, and then create it on their writing especially on their narrative paragraph. Then, her explained that Interpersonal intelligence Strategy could make the students more enjoy and active in the learning process because they can tell or create all about their self.

Other explanation from Rahman (2013; 37) under the title about the use of Intrapersonal Intelligence Strategy to improve the students' ability to write narrative paragraph at the second year students of MTs. Bukit HidayahMalino and based on his research findings, he describes that the students felt the teaching learning activities were fun, more active and motivated in learning English especially in writing narrative paragraph.

Meanwhile, this research is different with the previous research, the researcher will focus on the students' skill on the narrative paragraph viewed from its Content and language use through Intrapersonal Intelligence Strategy.

The purpose of this study is to improve the students writing skill. Therefore, the researcher chooses the title "Improving the students' ability to write Narrative paragraph through Intrapersonal Intelligence Strategy (A Classroom Action Research at The Second Grade Students of SMP Nasional Makassar)".

B. Research Question

Regarding to the background above, the writer formulates research questions as follows:

1. How is the students' Contentin writing narrative paragraph improved through Intrapersonal Intelligence Strategy at the Second Grade Students of SMP Nasional Makassar)?"

2. How is the students' Language Use in writing narrative paragraph improved through Intrapersonal Intelligence Strategy at the Second Grade Students of SMP Nasional Makassar)?"

C. Objective of the study

1. To find out the students' Content in writing narrative paragraph improved through Intrapersonal Intelligence Strategy at the Second Grade Students of SMP Nasional Makassar.

2. To find out the students' Language Use in writing narrative paragraph improved through Intrapersonal Intelligence Strategy at the Second Grade Students of SMP Nasional Makassar.

D. Significance of the Research

1. For education world, the result of the research is expected to be useful information for developing teaching method, especially in teaching writing.

2. For the English teacher, the result of the research is expected to give useful information in varying their teacher method in class.

3. For the student, this research is expected to recognize the achievement of the students in learning English, especially in teaching writing.

4. For the next researcher, this research excepted to be meaningful information to the next invent in teaching writing.

E. Scope of the research

In this research, the scope of the research is limited to the teaching and learning to write narrative paragraph viewed from its Content and Language use through intrapersonal intelligence strategy.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

The research reports the identification of using several techniques to increase the students' writing ability. Some research findings a briefly cited as follows:

Rahman (2013: 51). Thesis. In his research conclude that the implementation of Intrapersonal Intelligence Strategy can increase the students' writing ability. That described by the content in D-test is 58.57 (poor). Then in the cycle I the students' score become 65.77 (fair) and in cycle II the students' score get significant improvement, it is 74.62 (good). The mean score of students' ability to write narrative paragraph viewed from content in D-test is 54.65 (poor). In cycle I is 64.57 (fair), whereas in cycle II the students' mean score is 76.18 (good). The mean score of students' ability to write narrative paragraph viewed from language use in D-test 62.50 (fair). In cycle I is 66.97 (fair), whereas in cycle II the students' score is 73.06 (good). Syahraeni (2010: 11) conducted a research about "improving students' ability to write narrative paragraph through Intrapersonal intelligences strategy at the second year students SMP Negeri 3 Bajeng", she states that this strategy is refers to having and understanding yourself, to know who you are, what you can do, what you want to, which thing to avoid and which thing to gravitate toward. He reported that 71.7% of the students were improved in writing through Intrapersonal Intelligence Strategy. He said that 71.7% were effectively in writing.

Kasmira (2012: 49). Thesis. The use of Intrapersonal Intelligence Strategy to Improve the Students' Ability to Write Narrative Paragraph, states that the finding of the Research at the students' mean score of writing content in the cycle I is 33.54 % and cycle II is 35,68%. The students' progress from the cycle I to the cycle II is 0.39. The students' mean score in writing organization in the cycle I is 33.04 and cycle II is 35.28%. The students' progress from the cycle I to the Cycle II is 6.77%. Where, the students' mean score in writing of D-test is 64.31%, mean score of cycle I is 68.0% and

cycle II is 76,71%. The students' progress from D-test to the cycle I is 5.73 and the cycle I to the cycle II is 12.80%.

Gleason (2011: 1003-104). The Journal of the Virginia Community Colleges. In her research, he found that intrapersonal intelligence offers a plethora of applications to help the developmental writing student progress in their writing skills. Personal narrative essays, reflective journaling, and writing prompts utilizing metacognitive strategies can support a novice writer in fluency and voice and confidence in the developmental writing classroom. Based on previous related findings above, researcher concludes that Intrapersonal Intelligence Strategy is the effective strategy in improving students writing ability especially in narrative paragraph, this strategy help developmental writing students progress of students writing skills because they know their self smart and their mistakes in order that need to be explored.

B. The Concept of Writing

Writing is source of creativity, communication, information, advocacy, and enjoyment. In addition, Siregar (2012: 4) writing is a capability of producing a sequence of sentences arranged in a particular order of linking them in certain ways. According to this concept that one of the most important tasks as a writer is to master the principles of writing and thinking that will help to achieve goal. The most important of these principles are those of invention arrangement, and style invention is the process of discovering ideas for speaking or writing arrangement.

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.

Another statement about writing comes from Jozsef (2001: 5) Writing is among the most complex human activities that involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. Actually writing is a complex skill because it is the last output after students learn several acts continuously. Wallace (2004: 15) states that writing is the final product after students learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. Before the students can produce a good writing, they need to pass many sub skills. If they do not master it, it will be difficult for them to share their ideas to their teacher or their friends in a written form.

Writing becomes more complex because it does not only put the idea into a paper but how the written text can be understandable by paying attention to some aspects to create a good written text (Westwood, 2008:56). The nature of writing can also be defined as physical and mental activity that is aimed to express and impress (Nunan, 2003:88). It can be categorized into physical activity because a writer is required to be able to do the act of committing words or ideas. As a mental activity, the activities of writing focus more on the act of inventing ideas, thinking about how to express and organize them into clear statements and paragraphs that a reader can understand easily about the ideas of the written works. At this point the researcher concluded that writing is the process to express ideas in sentence or paragraph and capture of mental representations of knowledge, and of experience with subjects.

In relation with the definition of writing proposed by Nunan (2001:335) writes that writing is a written product of thinking, drafting and revising that require specialized skills on how to generate ideas, how to organize them correctly, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final project. From those explanation, we can conclude that some stages in writing process proposed by Brown involve the act of physical and mental, for example how to generate ideas and how to organize them correctly.

1. Types of writing

Oshima& Hogue (1997), states 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 places occurrences in time and tell what happened according to natural time sequence. One thing happens and then another thing happens, and the evebts 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 every day social intercange in the form of latter and conversation.

b. Description

Description is a form writing that describes something. It is reproduces the way thing looks, smell, taste, feel, or sound. It may also evoke mood such as 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 of writing that explains someting. It often answers to the question of what, how, and why. It used in giving information, making explonation, and meanings. 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 text only is in events. There is no complication in recount.

2. Process of Writing

An approach in the writing process is one a way to teaches students how to write completely. The process of writing has four basic writing stages, they are planning, drafting, revising and editing. This stages involves several steps that culminate in a complete final product

a. Pre-writing (Planning)

In this stage, the students should decide what they will write. In planning to write, the writers have to consider about three main issues. They are the purpose of their writing that deals with the language they use and the information they choose. Next is about the reader that will probably read because it can affect the shape of writing. The last is the content of structure; it deals with generating their ideas in writing. (Richard and Renandya, 2002: 316).

Graham and Perin (2007: 18) explain that pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Engaging the students in such activities before they write a first draft improves their quality of their writing. Prewriting activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write.

b. Drafting

The second step of writing process is drafting. The writer begins with their first draft. This draft will be a culmination of all of the research and information pieced together from pre-writing. The writer also included their own ideas and supporting fact within their writing. A writer may also use this time to explore other ideas or areas concerning their topic in order to improve the core of the paper. The purpose of composition therefore is simply to make ideas into a composition that meets the needs of chosen audience. It is not important that this first draft be perfect. The draft stage is where you really begin writing. The most important thing here is to get word into paper. It is not the time to worry about spelling, grammar, pronunciation, or the best wording (Brown, 1989: 18).

c. Revising

It is important to tie the type of revision that is possible for each learner to his or her stage of language acquisition. For example, students in the early stages may not yet have develop the skills for describing possessives and tenses; they may only just be learning how to write nouns in the plural form and match them to the correct verb forms (Haynes, 2007: 111).

The writers usually read through what they have written before. They may find some errors in their writing, such as: the order of information is not clear enough and

the meaning that will be delivered to the reader is still ambiguous. If there are still some errors in their writing, the students should revise it. So, the ideas of their writing are clearer for the reader. (Richard and Renandya, 2002: 316).

d. Editing

In the last stage, the students are engaged in tidying up their writing as they prepare the final draft to be evaluated by the teacher. The main activities of this stage are that the students edit their mistakes in grammar, punctuation, spelling, and vocabulary. (Richard and Renandya, 2002: 316).

From the explanations above, we can conclude that every step cannot be separated each other because it can give beneficial process for the students in producing their writing. In producing a good writing, the students also need a motivation from the teacher. The teacher should encourage the students to create the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

3. The component of Good Writing

Jacobs (2003:45) argues that there are main five components of writing. They are content, organization, grammar, vocabulary, and mechanics.

a. Content

The component of writing should be clear to readers. So, those readers can understand the message conveyed and gains the information from it. In order to have good content of writing its contents should be well unified and completed. Then, the term usually known as unity and become completeness become characteristics of good writing. Besides writing has completeness, the main idea has to be explained and

developed fully. Completeness is the controlling ideas which are developed through particular information.

Unity means that every part of sentences contributes to one principle, unifying thought. Furthermore, unity is the first quality of effective sentence. When we say that a sentence has unity, we mean that everything in it, has logical relation to the purpose of the sentences as a whole and nothing is omitted which is necessary to that purpose.

b. Organization.

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

1) Coherence

Coherence means all the ideas stick together. A coherent paragraph is one in which the ideas are part in the right order and it does not make reader confuse. This makes the writer's thought easy to follow from sentence and paragraph.

2) Order of importance

One of the most useful ways of arranging ideas in paragraph is the order of importance. Technically speaking, such as a paragraph can be arranged into two ways; beginning with the important and building up the most important. The advantages of the first pattern that is anticlimactic. There is sown after the opening sentence, and paragraph dwindle away. The advantages of building up to the most important ideas stem from the suspense involved and tendency for readers to remember best what they read last. The paragraph that concludes with surprise, a clever moment, and appeal action or with some order strong endings is more likely to be useful successful.

3) General to specific

The general to specific pattern is the most common type of paragraph order. The arrangement begins with the topic sentences that make a general statement followed by a series of supporting sentences which supply specific; details, example and facts. Since the reader knows what the main points is we can follow the development of that thought more easily. For this reason, it minimizes the chance for the readers misunderstanding and its particular effective for informing and clarifying.

4) Chronological order

In paragraph organized chronologically, events are arranged in order in which they occurred, usually moving from the first and the earliest to the last and the latest. Some give direction or explanation of a process, other summarizes historical events, and still others report the steps or action taken by individual or organization. Nevertheless, the writer all shares an underlying similarity; they present their ideas in order in which they happened.

5) Spatial pattern

If the purpose of writing is to tell how something looks, the most effective organization pattern is usually spatial. If we write description, such as, neighborhood, a room or building. We want the reader to have a mental picture of what we are describing. In describing a house or a building, the writer probably firstly describe the exterior and interior. By moving systematically rather than haphazardly over the science we convey the viewer to overall plan or science.

c. Vocabulary

One of the requirements of good writing always defends on the effective use of words. In personal description, words play dual roles; to communicate and to evoke, to let the readers to perceive and feel. This twofold purpose is evident even such a practical and common form of writings as an advertisement

The effective use of words also deals with connotative or figurative language. They are all important nearly all forms of writing. But particularly in personal description. Word rich in association are more effective than those mainly transmit transformation. However, words and phrases enrich the ability to convey experiences imaginatively have no place in factual description. In scientific and technical writing, language should be exact and precise, selected to convey specific meaning, design to communicate information, not the writer's feeling.

d. Language Use

Language use of writing involves correct usage endpoints of grammar. There are many points of grammar, such as verbs, noun, and agreement. Specific nouns and strong verbs give a reader a mental image of description. This specific noun can be characterized by using modifier of adjective, adverbs, and participle form. A modifier can be phrase. There are many opportunities for errors in the use of verbs and mistake in arrangement are very common. Mistakes in written work and however, are much serious, and since we have an opportunity to re-read and to correct what we have written. We should avoid errors in verbal forms, subject-verb agreement, and pronoun antecedent agreement in a case of noun and pronoun.

e. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads reader to understand or recognized immediately what the writer means to express definitely. The use of

favorable mechanics in writing will make readers easy to understand the conveying ideas other message stated in the writing.

1) Capitalization. The use of capitalization in the writing can clarify the ideas. If the sentences are capitalized correctly, ambiguous meaning and misunderstanding would be appeared. Besides, through correct capitalization of sentence. It also helps reader to differentiate one sentence to   others.

2) Punctuation. It can be used as a unit of meaning and suggest and how the units of its relation to each other.

3) Spelling. There are three important rules followed in using spelling appropriately. They suffix addition, plural formation and handling error within the words.

C. Narrative

A narrative paragraph tells story, the most logical way to tell a story is to present the event in order in which the happened. In writing a narrative paragraph the events should be organized in the chronological order. A narrative paragraph is a story to write an effective narrative paragraph, the author must be creative yet concise. A well written narrative paragraph will appeal to communicate effectively (Ann Houge, 1997: 24)

1. Types of Narrative

Narrative writing can be divided into two types namely fictive and non fictive narration (Keraf, 1989: 141).

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.

2. Unity of Narrative

According to Breveton (1982: 70) states like other types of writing, narration also has unity. Unity means that every sentences or detail in paragraph must qualify, 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 details. 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 signal the change from one time span to order. 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 actions. In a story, action concern with what happen. To write about what happens is to write about plot. In other words, plot is the action of story, or it is an arranged sequence of actions or events lead the story.

c. Generic structure of narrative

1) Orientation

Introduction of the story in which the character, setting and time of the story are established. Usually answer 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 problem has been resolved (Milan, 2009:1).

3. 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 (ode day, one afternoon) where the specific time is used in the beginning of the Narrative Paragraph (Milan, 2009:1).

D. Intrapersonal Intelligence Strategy

1. What intelligence is

Intelligence is typically defined in terms of a person's ability to adapt to the environment and to learn from experience (Sternberg &Detterman, 1986). Then, Stenberg (2005: 189) states that Intelligences is (1) the ability to achieve one's goals in life, given one's sociocultural context; 2) by capitalizing on strengths and correcting or compensating for weaknesses; 3) in order to adapt to, shape, and select environments; and, 4) through a combination of analytical, creative, and practical abilities.

Psychologist Robert Stenberg (1985: 45) also defines intelligences as mental activity toward purpose adaption to selection and shaping of real-world environment to one's life. Every person has intelligence such frames of mind (1983), that " no body stupid, every person has intelligence that different from the other". Howard Gardner

initially developed his ideas and theory on multiple intelligences as a contribution to psychology; however his theory was soon embraced by education, teaching and training communities, for whom the appeal was immediate and irresistible, a sure sign that Gardner had created a classic reference work and learning model.

According to the theory of multiple intelligence (Armstrong, 2000:2), the original seven types of intelligences are following:

a. Verbal-Linguistic Intelligence

Verbal Linguistic Intelligence is the capacity to employ words effectively, whether orally. (e.g., as a show host, orator, politician, storyteller) or in writing (e.g., as a journalist, playwright, poet, editor).

b. Logical-Mathematic intelligence

Logical/Mathematical intelligence includes the ability to use inductive and deductive reasoning, solve abstract problems, and understand the complex relationships of interrelated concept, ideas, and things. Reasoning skill apply to a broad array of areas and include using logical thinking in science, social studies, literature, and other areas.

c. Visual/spatial intelligence

This intelligence of pictures and images encompasses the capacity to perceive the visual experiences. This intelligence begin with the sharpening of sensor motor perception. The painter, sculptor, architect, gardener, cartographer, drafter, and graphic designer all transfer images in their minds to the new object they are creating or improving.

d. Bodily-Kinesthetic Intelligence

This intelligence include specific physical skills such as coordination, balance, dexterity, strengths, flexibility, and speed.

e. Musical-Rhythmic Intelligence

This intelligence grows as students increase their sophistication when listening to music.

f. Interpersonal Intelligence

This intelligence as the ability to quickly grasp and evaluate the mood, intentions, motivations, and feelings of other people. This can include sensitivity to facial expression, voice and gestures; the capacity for discriminating among many different kinds of interpersonal cues; and the ability o respond effectively to those cues some pragmatic way.

g. Intrapersonal intelligence

This intelligence includes having an accurate picture of oneself (one's strength and limitation); awareness of inner moods, intentions, motivations, temperament, and desires and the capacity for self discipline, self-understanding, and self-esteem. However, Gardner added Naturalistic Intelligence to his original seven in 1991.

h. Naturalistic intelligence

This is the intelligence of the students who learn best through nature. For these students, most learning needs to take place in outdoor settings. These students enjoy doing nature projects, such as bird watching, butterfly or insect collecting, nature, plants, and animals.

Nevertheless, the writer will focus intention and discussion Intrapersonal Intelligences Strategy in the sense of literature as the way of writing paragraph especially in Narrative writing.

2. What is Intrapersonal Intelligence Strategy

Intrapersonal is one of multiple intelligences. Howard Gardner in 1983th defines that Intrapersonal intelligence (self smart) refers to having and understanding of yourself,

of knowing who you are, what you can do, what you want to do, which thing to avoid, and which thing to gravitate toward. People with Intrapersonal intelligence are intuitive and typically introverted. They are skillful at deciphering their own feelings and motivations. This refers to having a deep understanding of the self; what are you strengths or weakness, what makes you unique, can you predict your own reactions or emotions. Careers which suit those with this intelligence include philosophers, psycholinguistics, theologians, lawyers and writers.

Armstrong (2000: 124) describes that intrapersonal intelligence as "self-knowledge and the ability to act adaptively on the basis of the knowledge. This intelligence includes having a picture of oneself (one's strengths and limitations), awareness of inner moods, intentions, motivations, temperaments, and desires, and the capacity for self discipline, self-understanding, and self-esteem "If the emerging self is a result of intrapersonal intelligence could strategies which utilize the intrapersonal intelligence in composition help produce an emerging writer. As an instructor of developmental writing, I stumbled upon the value of students developing their self-knowledge as an aid in learning to write more fluently and with confidence. Intrapersonalintelligence Strategy is a plethoraof applications to help the developmental writing student progress in theirwriting skills.

a. Characteristics of Intrapersonal Intelligence

Campbell, et al (1992: 196) provided the following list of the characteristics that may be possessed by a person eith a highly developed intrapersonal intelligence as follows:

1) Aware of his range of emotions

2) Find approaches outlets to express his feelings and thoughts

3) Developed an accurate model of self

4) Motivated to identify and pursue goals

5) Communicates effectively in verbal and nonverbal ways.

6) Works independently

7) Curious about "big questions" in life: meaning, relevance, and purpose

b. Benefit of Intrapersonal Intelligence

1) Intrapersonal intelligence as the way to learn from the mistakes in order able to exploit other intelligences.

2) Able determine a good idea in the future

3) Able to understand their own feelings and express in any way. (Amstrong, 2003:201)

c. Increasing intrapersonal Intelligence

The following activities will help you to improve your intrapersonal by other intelligence (Armstong, 2004: 221-223). The activities are follows:

1) Have Verbal-linguistic Intelligence

Choose your favorite literature such as function, non-fiction, mystery, and fantasy literature, and then find out the way how to make relations with the author of the literature and how to be like them.

2) Have musical-rhythmic intelligence

Use music as a tool to express your feeling and your idea.

3) Have logical-Mathematical Intelligence

Logical-Mathematical Intelligence will help you to clarify your idea into logical and methodical intelligence

4) Have visual/Spatial Intelligence

Create your own work of art to describe your feeling in that work art

5) Have bodily-kinesthetic intelligence

Mediate the problem that happened in your life and how your feeling is.

6) Have interpersonal intelligence

Find out the strength of the people then compare it with yours.

7) Have naturalistic intelligence

Use Naturalistic intelligence to understand your existence in the nature.

3. Implementation of Intrapersonal Intelligence in The Classroom

a. Step 1

"One minute Reflection Period"

During lectures, discussion, project work, or other activities, students should have frequent "time out" for introspection or focused thinking. One-minute reflection periods offer students time to digest the information presented in a lesson or to connect it to happenings in their own lives. During this one minute period, there is to be no talking and students are to simply think about what has been presented in any way they'd like.

b. Step 2

"Personal connections"

This strategy, then asks you to weave students' personal associations, feelings, and experiences into your instruction. You may do so through question ("How many of you have ever…), statements ("you may wonder that is has to do with you lives. Well, if you ever plan on…"), or request ("I'd like you to think back in your live to a time when…"). For instance, to introduce a lesson on the skeletal system, you might ask, "how many people here have ever broken a bone? "Has anybody ever been to another country? What country?". Students then identify the countries they've visited and locate them in the map.

c. Step 3

"Choice time"

Essentially, choice time consists of building in opportunities for students to make decisions about their learning experiences. The more frequently students choose from a group of options. Choices may be related to content (Decided which topic you'd like to explore) or to process (Choose from this list a method of presenting your final project). They may be carefully developed and highly structured.Choices may relate to contentdecide which topic you would like to explore or to process.

d. Step 4

"Feeling-Toned Moments"

A study of schooling was that most of the 1,000 classroom observed had few experiences of true feeling that is, expressions of excitement, amazement, anger, joy, or caring. All too often, teacher presents information to students in a number of ways: first, by modeling those emotions yourself as you teach; second, bay making it save for students to have feeling in the classroom (giving permission, discouraging criticism, and acknowledging feeling when they occur); and finally, by providing experiences (suc as a movie, books, and controversial ideas) that evoke feeling-toned reactions. (Armstrong, 2009: 260-262)

E. Conceptual Framework

Pre-condition ⇨ ⇨	**Students** **They are lack of ideas** **in Writing Paragraph**
⇩	
Treatment	**Using Intrapersonal Intelligence Strategy in Teaching Writing Paragraph** ↗ **The first cycle** **Abstract Conceptual**
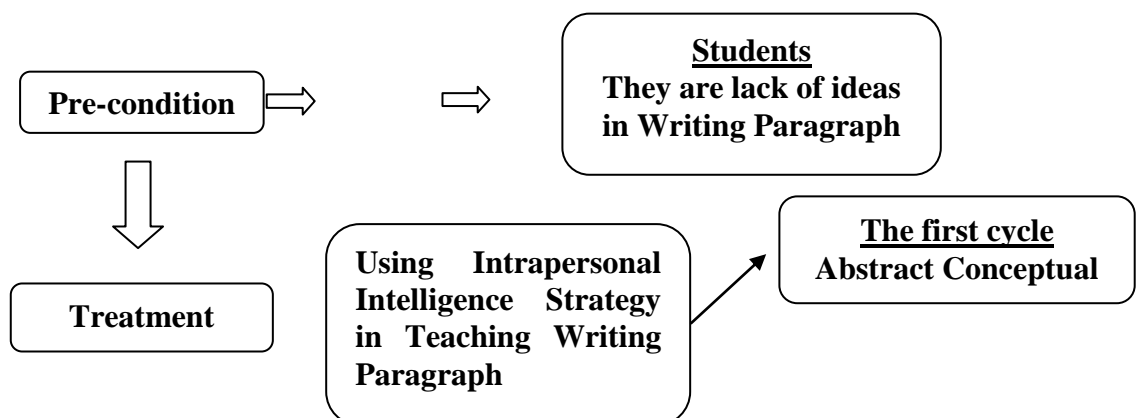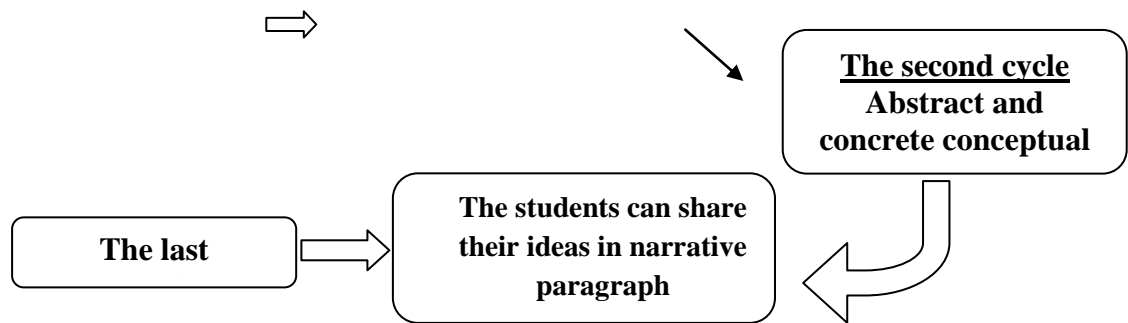
The conceptual framework above shows the process of the research to improve students' ability to write narrative paragraph. The English learning process as input or as English materials will be measured the students writing mastery and the process of Intrapersonal Intelligence Strategy. The first step is looking up in pre-condition; in this step the researcher tries to find out the problem of students. Then, the students need solution. That is a treatment; in this step the researcher implement Intrapersonal Intelligence Strategy to solve of students' problem. Generally, it will be success in two cycles. The last, after this strategy is success, they can share their experience and knowledge in narrative paragraph through Intrapersonal Intelligence Strategy.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a classroom action research (CAR). Classroom Action Research was an effective method in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in Classroom. According to Latief (2012: 145) Classroom Action Research for English is aimed at developing innovative instructional strategy that can help enhance the success in students' learning English. The method employed by the researcher through 4 steps namely planning, action, observation, and reflection.

Classroom action research activities involve repeated cycle, each consisting of plan, action, observation, and reflection (Latief, 2012: 145). The result of one cycle was used to determine the need for the following cycle, until the problems get solved by the strategy.

Figure 3.1. The Action Research Spiral

The research started with identifying classroom problems. A classroom problem was refers to a classroom practice that can still be improved to result in better learning achievement of the students. Then the action was started with the collaborator observing the process of instruction to record any information indicating the success or the failure of the strategy in solving the classroom problems. The result of the observation was analyzed to reflect how successfully the implemented strategy has solved the classroom problems. When the strategy had not completely solved the problems, then the

strategy had not to be revised in the best possible way to make sure that when implemented again in the following cycle the problems can completely be solved. (Latief, 2012: 147)

B. Research Procedure

In this research conduct in four stages in every cycle, these were:

Cycle I

The activity in this research had two weeks in four times meeting and then has stages as follows:

1. Planning

   a. Understanding the curriculum of the school that used for the school in the second semester 2017/2018.

   b. Made lesson planning based on the curriculum, and arranged material of lesson planning based on the teaching of writing ability.

   c. Made pre material or Diagnostic test.

   d. Made the observation paper for observe the condition of learning process.

   e. Arranged the evaluation test to know the improvement of the result study after they studied through intrapersonal intelligence strategy.

   2. Acting

      In this activity it had scenario learning process it should based on intrapersonal intelligence strategy in writing skill as like that:

      a. In the first meeting the teacher gave explain to the students about the strategy and material that will be discussed.

      b. Gave the guidance to the students how to write a paragraph base on their ideas by using the steps of Intrapersonal Intelligence; they are Remembering, Understanding, and applying. In their writing process they were free to determine which topic that they will write as long as related to their selves.

c. Gave the chance to the students to learn and write paragraph based on their learning style.

d. In the end of cycle gave them evaluation.

3. Observing

a. Made a note all the activity of the students in every meetings in order the researcher could measure the improvement of the students' ability.

b. Identified and made note all the problem that we need when teaching and learning process based on observation paper that has arrange.

c. Did the evaluation which used the result of the study to know how far their improvement.

d. Gave the students' chance for give suggestion in action research.

4. Reflecting

The result of data that has been done it will be continue in the analysis until can be reflection after action research. The reflection it would be discuss as well as a guidance lecturer while teacher and should make research planning for the next cycle. The research plan was the plan for the next cycle which repair from I cycle.

Cycle II

In cycle II would conductedin four times meeting include once time for test in cycle II. The main activities are:

1. Planning

The ways that would be done are as follows:

a. Continue the activities that had been done in first cycle.

b. Repaired the weakness in the first cycle

c. Made planning again in the scenario learning process from the result of Cycle 1Reflection

d. Action research repaired.

2. Acting

In this stage, action was done to improve the result based on the cycle reflection I, the stages done were the same with the previous cycle where the researcher improve the applied of teaching method. In the learning writing process the researcher also gave some topics where the students had to choose one of them in order they were easy to improve their ideas on their writing.

3. Observing

In the reality the observation done at the cycle II is almost same with the done observation at cycle I.

4. Reflecting

According to the achieved result of the observation will be collected and analyzed. From the result of the researcher, the researcher could draw conclusion that intrapersonal intelligence strategy could improving the students' narrative paragraph.

C. Research Subject

This classroom action research wouldconducted at the second grade in class VIII in 2017/2018 academic years of SMP Nasional Makassar for English subject. Based on researcher' observation the class consists of 40 students generally.

D. Source of Data

The source of the data in this research was from what the researcher gets during do the research. The primarily data comes from the action and the words, and additional data like the written data, document, picture, or statistical data.

E. Research Instrument

In this research, the researcher used some instruments for collecting data:

1. Diagnostic test

Diagnostic test aimed to measure student' understanding of writing narrative paragraph or skill base.

2. Evaluation test

Evaluation test aimed to get information about students' improvement after teaching learning process ends. Students were given the topic where they will write into the paragraph by their teacher.

3. Guidance of Scoring

According to Jacob, et al (1981: 30) states that there are two components focuses of this research will be measured; those are content and language use. The both of point will use criteria as follows:

a. Content

1) Orientation

Criteria	Score	specification
Complete to Identify and set the scene and introduce the participant (it answer the questions: who, when, and where)	95-100	Very Good
Identify and set the scene and introduce the participant enough (it answer the questions: who, when, and where incomplete)	80-89	Good
Cannot incomplete to Identify and set the scene and introduce the participant.	70-79	Fair
Not relevant to Identify and set the scene and introduce the participant.	60-69	Poor

Criteria	Score	Specification
No answer of concept	50-59	Very Poor

2) Complication

Criteria	Score	Specification
Complete to Identify the crisis' of problem arises. When the problem developed.	95-100	Very Good
Identify the crisis' of problem arises. When the problem developed is enough	80-89	Good
Cannot incomplete to Identify the crisis' of problem arises. When the problem developed.	70-79	Fair
Not relevant to Identify the crisis' of problem arises. When the problem developed.	60-69	Poor
No answer of problem.	50-59	Very Poor

3) Resolution

Criteria	score	Specification
Complete to find a way or solution to solve the problem	95-100	Very Good
To find a way or solution to solve the problem is enough.	80-89	Good
Cannot incomplete to find a way or solution to solve the problem	70-79	Fair
Not relevant to find a way or solution to solve the problem	60-69	Poor
No answer to solve the problem.	50-59	Very Poor

b. Language Use

Specification	Score	Criteria
Very Good	85-100	Perfect complex construction, few errors of agreement, tense, number, word/order function, article, pronoun and preposition
Good	65-84	Effective complex construction, few errors of agreement, tense, number, word/order function, article, pronoun and preposition
Fair	55-64	Few errors of agreement, tense, number, word/order function, article, pronoun and preposition meaning confused or obscured
poor	35-54	Dominant by errors of grammar, cannot be understood and evaluated
Very poor	0-34	Virtually no mastery of sentence consist rules, etc

F. The Procedure of Collecting Data

As another research, classroom action research also was needed to collect data to support the investigation. It is fundamental thing to be well throughout by a researcher before to conduct a research. The several ways collected data such as Diagnostic test, observation sheet, and evaluation test. Those were appropriate in research instrument above.

G. Technique of Data Analysis

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

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

Where:

$\overline{X}$ = Mean Score
$\sum X$ = Sum of all score
N = Total number of sample

(Gay, et al, 2012:323)

2. To Calculate the percentage of the students' activity in learning process, The researcher will used formula:

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

Where:
P = Percentage N = Total number of subject
F = Frequency

(Kothari, 2004:129)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of the finding of the research and discussion that contains of data analysis in detail. The findings of the research covered the result of the data cycle 1 and cycle 2 about students' writing ability.

A. Findings

The findings of classroom action research deal with the answer of the problem statement which it's aimed to improve students' ability to write narrative paragraph. The findings consisted of students' ability in writing. The data of writing ability consisted of two items namely: content and Language Use.

1. Students' Content ability in writing Narrative Paragraph through Intrapersonal Intelligence Strategy

The students' content ability was the ability to write the main of their Narrative paragraph as relevantly, clearly, originality, logically, etc. According to Jakob in Gustiawan (2011:10) specifically explains that content refers to the substance of writing, the experience of the main idea, i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather fulfilling special function of transition, restatement, and emphasis.

Meanwhile, in the Narrative paragraph there was the generic structure that contains such as orientation, complication, and resolution. Orientation was the introduction of the story in which the character, setting and time of the story are established. Complication was explored the conflict in the story. Then, resolution was the situation which the problem has been resolved. Then, in every generic structure the writer identified the content of students' Narrative paragraph.

Measuring of the students' content ability was based on mean score and percentage of students' score. The mean score and percentage of students' score showed below:

a. **Improvement of the Sudents' Mean score in Content**

The mean score of the students' content in the narrative paragraph using Intrapersonal Intelligence strategy is found by counting the score of students' orientation, complication and resolution. Students' orientation score got by their writing narrative paragraph that was contain the opening paragraph where the characters of the story are introduced. Then, complication score got by their writing narrative paragraph that was contain the problems in the story developed, usually collocated after orientation paragraph. Resolution score got by their writing narrative paragraph that was contain where the problems solved, usually in the last paragraph.

The success of students' improvement in content ability was proved by their mean score of content below:

Table 4.1. Students' mean score in content

D-test	Cycle	Content			Average	Improvement
		Orientation	Complication	Resolution		
40.43	I	70.5	73.43	70.13	71.35	7.25
	II	80.6	78.52	76.52	78.6	

Table 4.1 shows the progress of the students' mean score in language use start by Diagnostic-Test, Cycle 1 Test, and Cycle 2 Test. The significant improvement above can also be shown from the figure below:
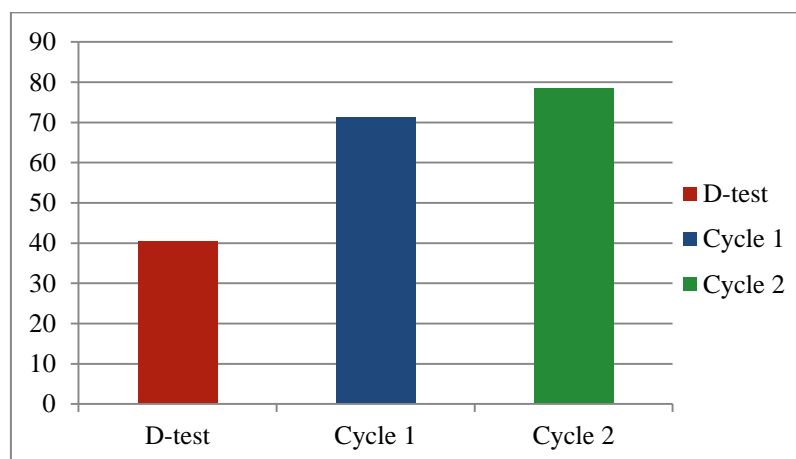
Figure 4.1. The students' mean score in content

Figure 4.1 shows the significant progress of the students' content mean score. Figure 4.1 shows the first bar or D-test score with red color here was still lowest than the second Bar or Cycle 1 score that was improving but need re-improving. Then third Bar or Cycle 2 Score there was the significant improving. The figure explicable was showing the improvement' of students' mean score.

Table 4.1 and Figure 4.1 show the progress of the students' means score in content. In the students' writing D-test, the means score were40, 43. Then in the Cycle 1showed that the students' score in content were 71.35 in the cycle II showed the students' score in content were78.6.

The research findings from the table above indicated that there was animprovementof the students' score in content from Cycle 1 to cycle II, where in Cycle 1the students' scorewas71.35, but after evaluation in cycle II the students' score became78.6. The improvement for Cycle 1 to Cycle II was 7.25

b. Percentage of the Students' Content score

The percentage of students' content score was got by the frequency and total number of test. Meanwhile, the frequency was counting by the number of times a data value occurs. Then, based on chapter III there was giving specification for students' percentage. The percentage of the students' Content score can be show in the following table and Figure below:

Table 4.2. Students' percentage in content

Specification	Score	Frequency				Percentage	
		D-Test	Cycle 1	Cycle II	D-Test	Cycle 1	Cycle II
Very Good	85-100		1	5		2.5%	17%
Good	65-84	2	31	31	5%	78%	78%
Fair	55-64	9	7	2	22%	17%	5%
Poor	35-54	14	1		35%	2.5%	
Very Poor	0-34	15			38%		
Total					100%	100%	100%

Table 4.2 shows the percentage of students' content score start by Diagnostic-Test, Cycle 1 Test, and Cycle 2 Test. In the percentage, there were five specifications of students' score such as; Very Good with range score (85-100), Good with range score (65-84), Fair (55-64), Poor with range score (35-54), and very poor with range score (0-34). The table above can also be shown from the figure below:

Figure 4.2.Students' percentage in content

Figure 4.2 explicable was showing the Students' percentage in content. In the first range score (0-34) there was D-Test Bar with red color, the secondrange score (35-54) there was Diagnostic Bar and Cycle 1 Bar with blue color. The third range score (55-64) there were Diagnostic Bar, Cycle 1 Bar, and Cycle 2 Bar with green color. The fourth range score (65-84) there were D-Test Bar, Cycle 1 Bar, and Cycle 2 Bar. Figure 4.2 shows the students' percentage in every range score.

Table 4.2 and Figure 4.2 show that in the D-Testthere was no students got (85-100), there were 2 students (5%) got score (65-84), there were 9 students (22%) got score (55-64), there were 14 students (35%) got score (35-54), and there were 15 students (38%) got score (0-34). In the Cycle 1there was student got(85-100) score (2.5%), there were 31 students (78%) gotscore(65-84), there were 7 students (17%) got score (55-64), there was student (2.5%) got score (35-54). The cycle IIthere were 5 students (7%) got score (85-100), there were 31 students (78.5%) got score (65-84), there were 2 students (5%) got score (55-64).

2. Students' Language Use Ability in Writing Narrative Paragraph through Intrapersonal Intelligence Strategy

Language use score was found by counting the students' narrative paragraph that containssuch as; the language features of Narrative such as: Use simple past tense, Use time conjunction, and Use specific time. According to Jakob in Arah (2012: 14) explains that Language Use in writing description and other form of writing involves correct language and point of Grammar. The students' Language Use ability was proved by their mean score below:

a. **Students' Mean score of Language use**

The mean score of the students' Language Use in the narrative paragraph using Intrapersonal Intelligence strategy is found by counting the score of students' tenses use, time conjunction, and the specific time of their paragraph. The students' language use explained specifically in table and figure below:

Table 4.3. Students' mean score in Language use

D-test	Cycle	Language use	Improvement
41.15	I	64.83	14.34
	II	79.17	

Table 3 shows the progress of the students' mean score in Language Use start by Diagnostic-Test, Cycle Test, and Cycle 2 Test. The significant improvement above can also be shown from the figure below:

The data above can also be shown from the Figure below:
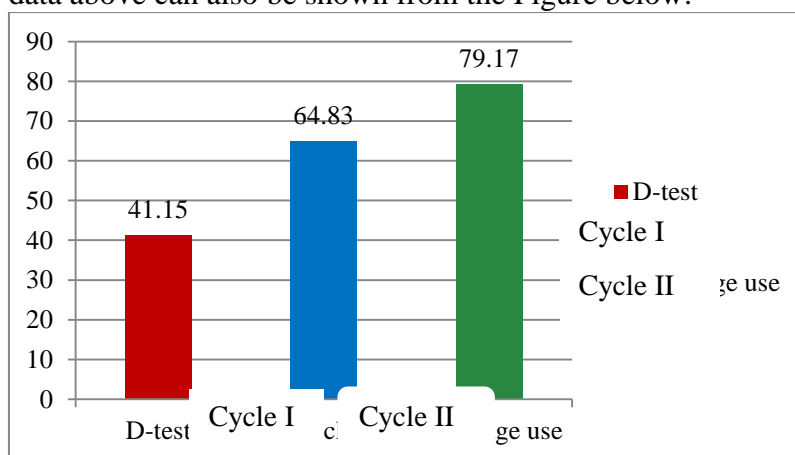
Figure 4.3 . The students' mean score in Language Use

Table 4.3 and Figure 4.3show the progress of the students' score in Language Use. In the students' writing D-test the mean score was 41.15 then in the Cycle 1showed that the students score was 64.83. In the cycle II showed the students' score was79.17, then the improvement was 14.34%.

b. **The Students' Percentage of Language use**

The percentage of students' Language Use score was got by the frequency and total number of test.The percentage of the students' Language Use score can be show in the following table and Figure below:

Table 4.4. Students' Percentage in language use

Specification	Score	Frequency				Percentage	
		D-Test	Cycle 1	Cycle II	D-Test	Cycle 1	Cycle II
Very Good	85-100		1	9		2.5%	22.5%
Good	65-84	2	23	31	5.0%	57.5%	77.5%
Fair	55-64	9	9		22.5%	22.5%	
Poor	35-54	14	7		35%	17.5%	
Very Poor	0-34	14			35%		
Total		40	40	40	100%	100%	100%

Table 4.4 shows the progress of the students' mean score in Language Use start by Diagnostic-Test, Cycle Test, and Cycle 2 Test. The significant improvement above can also be shown from the figure below:
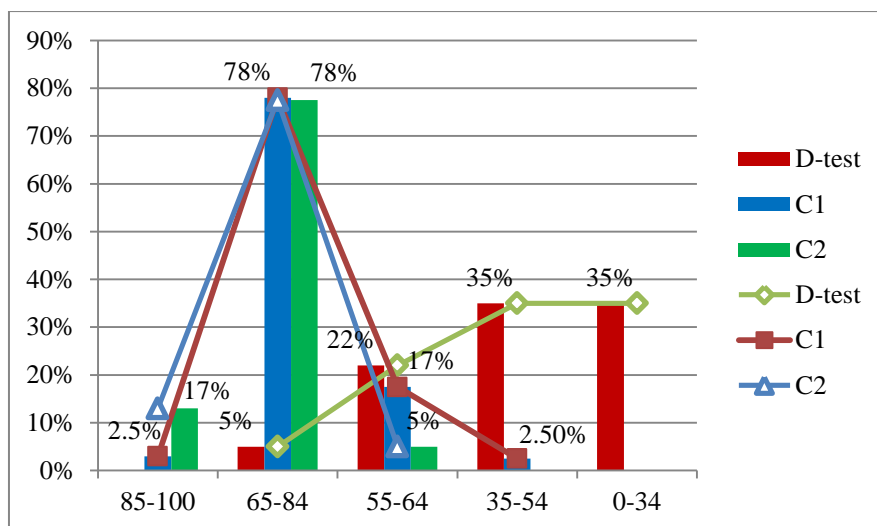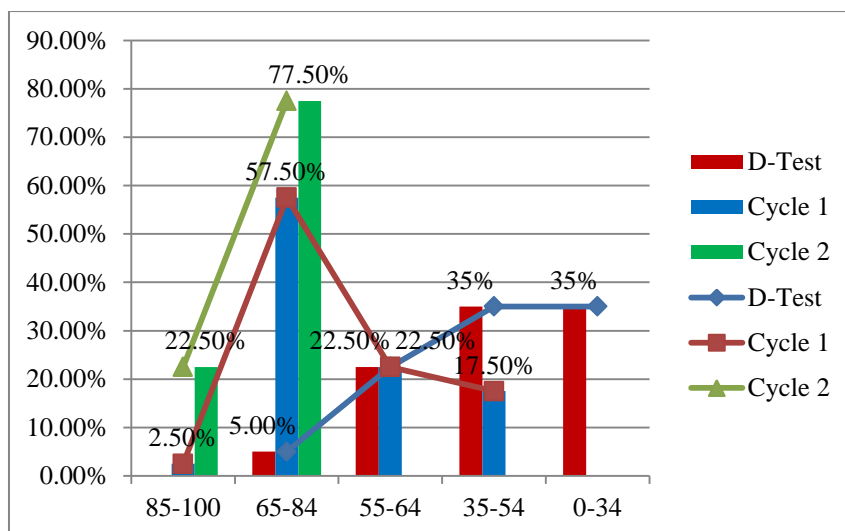
Figure 4.4 . Students' Percentage in language use

Figure 4.4 explicable was showing the Students' percentage in Language Use.In the first range score (0-34) there was D-Test Bar with red color, the second range score (35-54) there were Diagnostic Bar and Cycle 1 Bar with blue color. The third range score (55-64) there were Diagnostic Bar and Cycle 1 Bar. The fourth range score (65-84) there were D-Test Bar, Cycle 1 Bar, and Cycle 2 Bar. The fifth range score (85-100) there was not Diagnostic Bar, Just Cycle 1 Bar and Cycle II Bar. Figure 4.4 show the students' percentage in every range score.

Table 4 and Figure 4.4 show that in the D-testthere was no student got (85-100), there were 2 student (5%) gotscore(65-84), there were 9 students (22.5%) got score (55-64), there were 14students (35%) got score (35-54), and there were 14 students (35%) got sc ore (0-34%). In the cycle 1 there was student (2.5%) got score (85-100), there were 23 students (57.5%) got score (65-84), there were 9 students (22.5%) got score (55-64), there were 7 students (17.5%) got score (35-54), there was no students got score (0-34). In the cycle II there were 9 students (22.5%) gotscore(85-100) and there were 31 students (77.5%) got score(65-84)

B. Discussion

Collecting data conducted during two cycles with indicators of research was to find out students writing ability in narrative paragraph where that focused in content and language use unity through Intrapersonal intelligence strategy. The Use of Intrapersonal Intelligence Strategy in improving the students' writing ability was showed by the students' means score and percentage. Where, the standard efficacy of students that was if the result percentage improvement of students has reached level minimum that was 75% and standard minimum of mean score that was 75.00.

Before conducted a classroom action research in class, researcher collected data with conducted diagnostic test to measure the students' prior knowledge in English Learning. After gave D-Test, the researcher found that the students' writing ability in narrative paragraph at the second grade of SMP Nasional Makassar was lowest, this matter proved that D-Test there were no students got score in very good specification , there were only 2 students (5%) got score in good specification , then there were 9 students (22%) got score in fair specification there were 14 students (35%) got score in poor specification , there were 15 students (35%) got result in very poor specification . The mean score of students' writing ability only 40.43

Based on result D-Test showed that the students' writing ability in narrative paragraph at the second grade of SMP Nasional Makassar was still lowest made the researcher conducteda classroom action research treatment. This was supported SeameoInnotech Module (2014:4) i.e.

"Action Research adopts a theoretical stance in which action research intended to change the situation is temporarily suspended until a deeper understanding of the practical problem has been achieved"

The Use of Intrapersonal Intelligence Strategy for improving students' writing ability was significant treatment for students. Research here consists of 2 cycles, every cycle

consists of 4 treatment and 2 meetings as test or evaluation. Each cycle in research consisted of 4 phases namely: planning, action, observation, and reflection. The indicators of improving students' writing ability that was how is the students' content in writing narrative paragraph improved through Intrapersonal Intelligence Strategy and how is the students' Language Use in writing narrative paragraph improved through Intrapersonal Intelligence Strategy.

After researcher conducted research with used Intrapersonal Intelligence Strategy in content unity, D-Test that was 40.43, in Cycle 1 Test that was 71.35 and In the Cycle II become 78.6. In Language Use unity, D-Test that was 41.15, in Cycle 1 Test that was 64.83 and In the Cycle II become 79.17. While percentage improvement from D-Test, Cycle 1 Test and Cycle II Test of content and language use was improved.

It is evident, when viewing the results, that the students' abilities in writing narrative texts during the classroom action research class were significantly different from those of D-Test. We know that during the D-Test phase their abilities were relatively similar. However, after the students followed the treatment in the classroom action research by using Intrapersonal Intelligence Strategy, there were obvious difference in their ability in writing and developing narrative paragraph. This can be seen from the improving of the students' mean score and percentage from D-Test to Cycle 1 Test and to Cycle 2 Test. Based on research findings mean score and percentage improvement of students, researcher concluded that the use of Intrapersonal Intelligence Strategy in improving students writing ability was success and complete.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

The implementation of Intrapersonal Intelligence in classroom divided in four steps namely; One Minute Reflection Period, Personal Connection, Choice Time, and Feeling-Tuned Moment (Armstrong, 2009: 260-262). In the classroom process or activities, this strategy started from "One Minute Reflection Period", before discuss about the narrative material teacher should give "One minute Reflection Period" to students for introspection or focused thinking. Then, students should remember and feeling about short functional text (Narrative story) based on their favorite and understanding, and teacher control the students to make personal connection by give list of title story or theme in white board.

Then, students should decide which topic they would like to explore (Choice time). All too often, in ways of learning process, students have feeling in the classroom (giving permission, discouraging criticism, and acknowledging feeling when they occur), these are Feeling-Tuned Moment of students.

Based on several steps of Intrapersonal Intelligence Strategy, there was principal step that indicated with the scope of the research that focused in Content and Language Use i.e., choice time, in this step student should choose which topic they would like to develop and explore. In writing process students should notice the main idea in every paragraph so their writing has related each other. Besides content, in these step students should notice the language use every paragraph carefully and structural. Then, the success of students' content and language use improvement was got by counting their mean score and percentage of their score.

After researcher conducted research with used Intrapersonal Intelligence Strategy, the mean score in content unity start from D-Test that was 40.43, in Cycle 1 Test that was 71.35 and In the Cycle II become 78.6. In Language Use unity, D-Test that was 41.15, in Cycle 1 Test that was 64.83 and In the Cycle II become 79.17. While percentage improvement from D-Test, Cycle 1 Test and Cycle II Test of content and language use was improved. Based on research findings mean score and percentage improvement of student, researcher concluded there was improvement of students' writing ability. The improvement of the students' ability in writing narrative paragraphs viewed its Content and Language Use after applying intrapersonal intelligence strategy was improved significantly.

B. Suggestion

Based on the findings above, the writer stated suggestions as follows:

1. It is suggested that the teacher especially for the English Teacher at the second grade students of SMP Nasional Makassar, they should use Intrapersonal Intelligence Strategy as one alternative among other teaching that can be used in teaching Writing Narrative Paragraph.

2. The result of this research can also be used as an additional reference or further research with different discussion for the next researcher.

3. It is suggested that the school principals carry out professional development such as to improvement the teachers' knowledge of the teaching methods.

BIBLIOGRAPHY

Ann, H, &Oshima, A. 1997. *Introduction to Academic Writing London and New York*: Longman Group UK United.

Armstrong, T. (2000).*Multiple intelligences in the classroom*. Association for Supervision and Curriculum Development: Alexandria, Virginia.

Armstrong, T. (2003).*The Multiple Intelligences of Reading and Writing*. Alexandria, VA: ASCD.

Armstrong, T. (2009).*Multiple intelligences in the classroom (3rded)*. Retrieved from www.ascd.org/ASCD/pdf/books/scherer2010_sample7.pdf. Alexandria, VA: ASCD.

Breveton. 1982. *A plan for writing Skills*. New York: CBS College Publishing.

Brown. 1989. *Collaborative Learning: Bridging the Gap Between Reading and Writing*. Reading Improvement: Gramedia.

Campbell, L, & Campbell, B. 1992.*Teaching and Learning Through Multiple Intelligences*. Seatle, WA: New Horizons For Learning. Retrieved from (http://www.wiki.ca/cv/webthesis/book.html).Pdf.Accessed on 7th Juli 2017.

Soenoewati, D. 2015. *English Core Competencies, Basic Competencies, and Assessment for Junior High School in Curriculum 2013; Between Facts and Hopes*. REGISTER, Vol. 8, No. 1, June 2015. State Junior High School 3 Semarang.

Firdaus, R,&Sunaryo. (2013). Teaching writing report text through students' Field experience at junior high school. Journal of English Language Teaching, Vol.1 No.2, Maret 2013, Serie F. Retrieved From

http://download.portalgaruda.org/article.php?article=100246&val=1486. Accessed on 2th February 2018

Fulwiller, T. (1983).*Why We Teaching Writing in The First Place*. Department of Humanities Michigan Technological University. UK.

Gardner, H. (1983). *Frames of mind*. New York: Basic Books, Inc.

Gay, Et al. 2012.Educational Research Competencies for Analysis and Application (Tenth Edition).Perason Education. UK.

Gleason, ME. 2011. *Intrapersonal Intelligence Strategies in the Developmental Writing Classroom*. The Journal of the Virginia Community Colleges.

Graham, S, & Dolores, P. 2007. *Writing Text*. Washington DC: Alliance for Excellent Education.

Gustiawan, R. 2011. *Improving the Students' Narrative Text Writing through Contextual Teaching and Learning (CTL) at the Second Year of SMA 9 Bandar Lampung.*Bandar Lampung*: The Language and Arts Department of Teaching Training and Education Faculty. Retrieved from(http://www.diglib.unila.ac.id/13867/14/IMPROVING%250STUDENTS%252 0Final.pdf). Accessed on 8th Juli 2017.*

Hasriani K. 2011. *Improving students' ability to write Narrative Paragraph Through Intrapersonal Intelligence Strategy at The First Year Students (A Classroom Action Research at the SMPN 2 Polut)*. Makassar: FakultasKeguruandanIlmuPendidikan. Unismuh Makassar.

Haynes, J. 2007. *Teaching English Language Learners*. Alexandria: Virginia USA.

Jacob, et al. 1981.*Testing ESL Composition Profile, A Practical Approach*. Rowley Ma: Newbury House Publisher Inc.

Jozcef, H. 2001. *Advanced Writing in English as Foreign Language (A Corpus-Based Study of Processes and Products*. Lingua France Csoport.

Kasmira. 2012. *The use of Intrapersonal Intelligence Strategy to Improve the Students' ability to write Narrative Paragraph (A Classroom Action Research at SMPN 2 Takalar)*. Thesis. Makassar: FakultasKeguruandanIlmuPendidikan. Unismuh Makassar.

Keraf, G. 1989. *Argument and Narration*. Jakarta :PT.Gramedia. Retrieved from (http://www.text.edu/schpsych/handouts/cooperative_%20learning._pdf).Accessed on 8th Juli 2017.

Kothari, C.R. 2004. Research Methodology: Methods and Techniques (2nd rev. ed.). New Delhi: New Age International (P) Ltd.

Latief, M.A. 2012. Research Methods on Language Learning (An Introduction). UM PRESS. Malang.

Milan. 2009. *English Materials: Reading Narrative*. Retrieved from (http://www.pbspsma.org/content/blog/english-materials-reading-narrative).Accessed on 8th Juli 2017.

Zakia, F. L. 2010. *The Effectiveness of Learning Narrative Text By using Multimedia (An Experimental Study at Eleventh Grade of MAN 1 Bandung)*. Bandung. Retrieved (http://digilib.uinsgd.ac.id/1204/3/3_bab1.pdf). Accessed on 3rd Juli 2017.

Nunan, D. (2003). *Practical English Language Teaching*.Boston : McGraw Hill.

Rahman, A. 2013. *The use of Intrapersonal Intelligence Strategy to Improve the Students' ability to Write Narrative Paragraph (A Classroom Action Research at The Second Year Students of MTS. Bukit HidayahMalino)*. Thesis. Makassar: FakultasKeguruandanIlmuPendidikan. Unismuh Makassar.

Richards, J.C, and Renandya, W. A. (2002).*Methodology in Language Teaching : An Anthology of Current Practice*. Cambridge : Cambridge University Press.

Siregar, DM. Et al. 2012.*The Effect of Using Multiple Intelligence Strategy On Students' Achievement In Writing Narrative Texts*. Scientific Paper by IPI. Sumatera Utara.

Stenberg, R. 1985. *Definition of Intelligence*. Retrieved from (http://www.Psychology.about.com/.Doc) Accessed on Accessed on 8th Juli 2017.

Sternberg, R. J. 2005. *The Theory of Successful Intelligence*. Tufts University,Medford, USA. RevistaInteramericana de Psicología/Interamerican Journal of Psychology - 2005, Vol. 39, Num. 2 pp. 189-202.

Sternberg, R. J., &Detterman, D. K. (Eds.). (1986). *What is Intelligence?*.Norwood, USA: Ablex.

Sudjana,A.2010.PengantarstatistikPendidikan.Jakarta:Rajawali Press.

Syahraeni, A. 2010. *Improving Students' ability to Write Narrative Paragraph Through Intrapersonal Intelligence Strategy*. Thesis. Makassar: FakultasKeguruandanIlmuPendidikan. Unismuh Makassar.

Wallace, T. (2004). *Educational Practices Series-14: Teaching Speaking, Listening, and Speaking*. Geneva: International Bureau of Education - Publications Unit.

Westwood, P. (2008). *What Teachers Need to Know about Reading and Writing Difficulties*.Victoria : ACER Press.

APPENDIC

I
E
S

APPENDICIES 1
(Lesson Plan)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH	**: SMP NASIONAL MAKASSAR**
MATA PELAJARAN	**: BAHASA INGGRIS**
KELAS/SEMESTER	**: VIII / 1**
ALOKASI WAKTU	**: 2 X 45 MENIT**
PERTEMUAN	**: 1 dan 2 (Cycle 1)**

A. Standar Kompetensi

Menulis

1. Mengungkapkan makna dalam teks fungsional pendek dan essai sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

1. Merespon makna dan langkah-langkah retorika teks essai secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks tulis essai berbentuk narrative teks.

C. Indikator Pencapaian Kompetensi

1. Menentukan judul yang sesuai dengan topic yang diberikan.
2. Membuat kerangka untuk bacaan narrative
3. Membuat kalimat dengan menggunakan past tense.

D. Karakter yang Dikembangkan

1. Cinta ilmu
2. Kreatif
3. Toleransi
4. Komunikatif

E. Tujuan Pembelajaran

1. Siswa mampu menentukan judul yang sesuai dengan topic yang diberikan
2. Membuat kerangka karangan untuk bacaan narrative.
3. Membuat kalimat dengan menggunakan past tense.

F. Materi Pembelajaran (Terlampir)

G. Sumber Pembelajaran

1. Milan. 2009. *English Materials: Reading Narrative*. Retrieved from (http://www.pbspsma.org/content/blog/english-materials-reading-narrative). Accessed on 8th Juli 2017.

2. Dictionary

H. Stretegi Pembelajaran
1. Intrapersonal Intelligence Strategy

I. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10 Menit)

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas
2. Mengecek kehadiran siswa
3. Apersepsi (Salam pembuka)
4. Absensi
5. Memotivasi siswa

Kegiatan Inti (70 Menit)

Pada pertemuan pertama;

1. Guru terlebih dahulu akan menjelaskan tentang strategi Intrapersonal Intelligence Strategy dan Materi yang akan dipelajari.
2. Guru memberikan pemahaman kepada siswa tentang bagaimana menulis narrative paragraph berdasarkan ide-ide mereka melalui strategi Intrapersonal Intelligence. Berikut langkah-langkah penerapan Intrapersonal Intelligence Strategy;

    a. Remembering

Pada tahap *Remembering*, guru akan melakukan hal-hal berikut;

1) Guru merefleksi siswa tentang pengalaman belajarnya seperti; hal-hal yang telah dicapai dalam belajar, kemampuan dan kelemahannya dalam belajar, dimulai dari Sekolah dasar sampai saat ini.

2) Guru menjelaskan tentang cerita narrative berbentuk *imaginative story* yaitu *Pinokio* , kemudian guru menanyakan kepada siswa tentang pengetahuan awal mereka tentang cerita tersebut.

b. Understanding

Pada tahap *understanding*, guru akan melakukan hal-hal berikut ini;

1) Guru menjelaskan kepada siswa tentang materi *Narrative text*, Generic structure of Narrative, tenses past tense, dan Langkah-langkah menulis dengan melalui tahap; *pre-writing*, *writing* dan *revising*.

2) Guru mejelaskan kemampuan dan skill *Intrapersonal Intelligence* mereka yang akan membantunya dalam menulis *narrative text* berbentuk imaginative story.

c. Applying

Pada tahap inti, guru dan siswa akan melakukan hal-hal berikut;

1) Guru mengintrusikan kepada siswa untuk menulis cerita *narrative* yang mereka inginkan.

2) Guru memfasilitasi siswa dengan memberikan pilihan judul cerita Narrative kepada siswa yang terdapat dalam observation sheet.

3) Siswa menulis cerita narrative yang mereka sukai dengan mengikuti tahap dan pedoman menulis yaitu prewriting, writing, dan revising.

4) Setelah tulisannya selesai, siswa mengumpulkannya kepada guru.

Kegiatan Akhir (10 Menit):

1. Guru mengintruksikan kepada siswa untuk menyimpulkan mata pelajaran yang telah dipalajari hari ini.

2. Guru menjelaskan tema pembelajaran untuk pertemuan selanjutnya

3. Guru dan siswa menutup Pelajaran dengan mengucapkan salam.

J. Penilaian

1. Tekhnik: Tertulis

2. Aspek: Organization and Language Use

3. Instrumen:

PERTEMUAN 1

INSTRUCTION:

1. *Understanding the story below, then fill in the blank of the story!*
2. *Determine the generic structure of the story in a table!*

The Mouse Deer And The Tiger

One day, there was a mouse deer. He was thirsty so he wanted to drink on the river.

When the mouse deer …… (1) Next to the river, a tiger approached him and wanted to eat him. Of course the mouse deer tried to escape, but the tiger …… (2) faster and caught him. In that dangerous situation the mouse deer thought hard how to escape the tiger. Then he ….. (3) idea and said to the tiger, "Listen! Your mightiness and toughness are all great! But I have my own king. He has a greater strength than yours! I am sure that nobody can match his powers!" Because the tiger felt taunted, he declared that he would challenge the mouse deer's king.

Next the mouse leads the tiger to the river, and said, "Now Look at the water. You will see my king" Foolishly the tiger looked in the river and surely saw another tiger in the water. Then he …… (4), but the tiger in the river imitated to growled too. Because of his too high self pride, the tiger jumped into the water, and wanted to fight. He believed there was another tiger in the water.

The mouse deer took that opportunity to escape. After fighting with himself in the river, the tiger ……. (5) that he was fooled by the mouse deer.

PERTEMUAN II

INSTRUCTION:

1. Choose one of topic below, then write down its' narrative story!

   a. The Story Of Mouse Deer And Crocodile

   b. The story of Mouse and Lion

   c. The story of Frog and Monkey

   d. Your favourite story

2. Determine the generic structure of the story in a table!

4. Rubrik penilaian

c. Organization

Level	Criteria
50	**EXCELLENT TO VERY GOOD:** • Fluent expression • Ideas clearly stated/supported • Succinct • Well-organized • Logical sequencing • Cohesive
40	**GOOD TO AVERAGE:** • Somewhat Choppy • Loosely organized but main ideas stand out • Limited support • Logical but incomplete sequencing
30	**FAIR TO POOR:** • Non fluent • Ideas confused or disconnected • Lacks logical sequencing and development
20	**VERY POOR:** • Does not communicate • No organization • Not enough to evaluate

d. Language Use

Level	Criteria

	50	EXCELLENT TO VERY GOOD: • Effective complex construction • Few errors of agreement, tense, number, word order function, articles, pronouns, prepositions
	40	GOOD TO AVERAGE: • Effective but simple construction • Minor problems in complex in complex instruction • Several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	30	FAIR TO POOR: • Major problems in simple complex construction • Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions • Meaning confused or obscured
	20	VERY POOR: • Virtually no mastery of sentence construction rules • Dominated by Errors • Does not communicate • Not enough to evaluate

5. Klasifikasi penilaian

No.	Score	Classification
1.	85-100	Very Good

2.	65-84	Good
3.	55-64	Fair
4.	35-54	Poor
5.	0-34	Very Poor

Makassar, 18 Oktober 2017

Menyetujui,

Guru Pembimbing   Mahasiswi

Iis Yulandari, S.Pd   **Hikma Suciati**
                                                                                         NIM. 10535561713

Mengetahui,
Kepala Sekolah

Dr. Hj. Salmiah
NIP. 19661231 200604 2 108

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH   : **SMP NASIONAL MAKASSAR**

MATA PELAJARAN   : **BAHASA INGGRIS**

KELAS/SEMESTER   : **VIII / 1**

ALOKASI WAKTU   : **2 X 45 MENIT**

PERTEMUAN   : **3 dan 4 (Cycle 1)**

A. Standar Kompetensi

Menulis

1. Mengungkapkan makna dalam teks fungsional pendek dan essai sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

1. Merespon makna dan langkah-langkah retorika teks essai secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks tulis essai berbentuk narrative teks.

C. Indikator Pencapaian Kompetensi

1. Menentukan judul yang sesuai dengan topic yang diberikan.
2. Membuat kerangka untuk bacaan narrative
3. Membuat kalimat dengan menggunakan past tense.

D. Karakter yang Dikembangkan

1. Cinta ilmu
2. Kreatif
3. Toleransi
4. Komunikatif

E. Tujuan Pembelajaran

1. Siswa mampu menentukan judul yang sesuai dengan topic yang diberikan
2. Membuat kerangka karangan untuk bacaan narrative.
3. Membuat kalimat dengan menggunakan past tense.

F. Materi Pembelajaran (Terlampir)

G. Sumber Pembelajaran

1. Milan. 2009. *English Materials: Reading Narrative*. Retrieved from (http://www.pbspsma.org/content/blog/english-materials-reading-narrative). Accessed on 8th Juli 2017.

2. Dictionary

H. Stretegi Pembelajaran

1. Intrapersonal Intelligence Strategy

I. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10 Menit)

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas

2. Mengecek kehadiran siswa

3. Apersepsi (Salam pembuka)

4. Absensi

5. Memotivasi siswa

Kegiatan Inti (70 Menit)

Pada pertemuan pertama;

1. Guru terlebih dahulu akan menjelaskan tentang strategi Intrapersonal Intelligence Strategy dan Materi yang akan dipelajari.

2. Guru memberikan pemahaman kepada siswa tentang bagaimana menulis narrative paragraph berdasarkan ide-ide mereka melalui strategi Intrapersonal Intelligence. Berikut langkah-langkah penerapan Intrapersonal Intelligence Strategy;

   a. Remembering

Pada tahap *Remembering*, guru akan melakukan hal-hal berikut;

   1) Guru merefleksi siswa tentang pengalaman belajarnya seperti; hal-hal yang telah dicapai dalam belajar, kemampuan dan kelemahannya dalam belajar, dimulai dari Sekolah dasar sampai saat ini.

   2) Guru menjelaskan tentang cerita narrative berbentuk *imaginative story* yaitu *Pinokio* , kemudian guru menanyakan kepada siswa tentang pengetahuan awal mereka tentang cerita tersebut.

   b. Understanding

Pada tahap *understanding*, guru akan melakukan hal-hal berikut ini;

1) Guru menjelaskan kepada siswa tentang materi *Narrative text,* Generic structure of Narrative, tenses past tense, dan Langkah-langkah menulis dengan melalui tahap; *pre-writing*, *writing* dan *revising*.

2) Guru mejelaskan kemampuan dan skill *Intrapersonal Intelligence* mereka yang akan membantunya dalam menulis *narrative text* berbentuk imaginative story.

c. Applying

Pada tahap inti, guru dan siswa akan melakukan hal-hal berikut;

1) Guru mengintrusikan kepada siswa untuk menulis cerita *narrative* yang mereka inginkan.

2) Guru memfasilitasi siswa dengan memberikan pilihan judul cerita Narrative kepada siswa yang terdapat dalam observation sheet.

3) Siswa menulis cerita narrative yang mereka sukai dengan mengikuti tahap dan pedoman menulis yaitu prewriting, writing, dan revising.

4) Setelah tulisannya selesai, siswa memindahkannya kedalam observation sheet dan mengumpulkannya kepada guru.

Kegiatan Akhir (10 Menit):

1. Guru mengintruksikan kepada siswa untuk menyimpulkan mata pelajaran yang telah dipalajari hari ini.
2. Guru menjelaskan tema pembelajaran untuk pertemuan selanjutnya
3. Guru dan siswa menutup Pelajaran dengan mengucapkan salam.

J. Penilaian

1. **Tekhnik: Tertulis**

2. **Aspek: Organization and Language Use**

3. **Instrumen:**

Pertemuan III

INSTRUCTION:

1. Choose one of topic below, then write down its' narrative story! Attention your language use!

   a. Pinocchio And the wicked witch

   b. Snow white and seven dwarfs

   c. Cinderella

2. Determine the generic structure of the story in a table!

Pertemuan IV (1ˢᵗ *Cycle test*)

INSTRUCTION

Make a simple narrative text by your own words based on your favorite story! Then,

determine the generic structure of your writing!

....

....

....

....

....

....

....

....

....

....

4. Rubrik penilaian

a. Organization

Level	Criteria
5	EXCELLENT TO VERY GOOD: • Fluent expression

Level	Criteria
4	• Ideas clearly stated/supported • Succinct • Well-organized • Logical sequencing • Cohesive GOOD TO AVERAGE: • Somewhat Choppy • Loosely organized but main ideas stand out • Limited support • Logical but incomplete sequencing
3	FAIR TO POOR: • Non fluent • Ideas confused or disconnected • Lacks logical sequencing and development VERY POOR: • Does not communicate
2	• No organization • Not enough to evaluate

b. Language Use

Level	Criteria

5	EXCELLENT TO VERY GOOD: • Effective complex construction • Few errors of agreement, tense, number, word order function, articles, pronouns, prepositions
4	GOOD TO AVERAGE: • Effective but simple construction • Minor problems in complex in complex instruction • Several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
3	FAIR TO POOR: • Major problems in simple complex construction • Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions • Meaning confused or obscured
2	VERY POOR: • Virtually no mastery of sentence construction rules • Dominated by Errors • Does not communicate • Not enough to evaluate

5. Klasifikasi penilaian

No.	Score	Classification
1.	85-100	Very Good
2.	65-84	Good
3.	55-64	Fair
4.	35-54	Poor
5.	0-34	Very Poor

Makassar, 18 Oktober 2017

Menyetujui,

Guru Pembimbing

Mahasiswi

Iis Yulandari

Hikma Suciati
NIM. 10535561713

Mengetahui,
Kepala Sekolah

Dr. Hj. Salmiah
NIP. 19661231 200604 2 108

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH	**: SMP NASIONAL MAKASSAR**
MATA PELAJARAN	**: BAHASA INGGRIS**
KELAS/SEMESTER	**: VIII / 1**
ALOKASI WAKTU	**: 2 X 45 MENIT**
PERTEMUAN	**: 5 dan 6 (Cycle 2)**

A. Standar Kompetensi

Menulis

1. Mengungkapkan makna dalam teks fungsional pendek dan essai sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

1. Merespon makna dan langkah-langkah retorika teks essai secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks tulis essai berbentuk narrative teks.

C. Indikator Pencapaian Kompetensi

1. Menentukan judul yang sesuai dengan topic yang diberikan.
2. Membuat kerangka untuk bacaan narrative
3. Membuat kalimat dengan menggunakan past tense.

D. Karakter yang Dikembangkan

1. Cinta ilmu
2. Kreatif

3. Toleransi

4. Komunikatif

E. Tujuan Pembelajaran

1. Siswa mampu menentukan judul yang sesuai dengan topic yang diberikan

2. Membuat kerangka karangan untuk bacaan narrative.

3. Membuat kalimat dengan menggunakan past tense.

F. Materi Pembelajaran (Terlampir)

G. Sumber Pembelajaran

1. Milan. 2009. *English Materials: Reading Narrative*. Retrieved from (http://www.pbspsma.org/content/blog/english-materials-reading-narrative). Accessed on 8th Juli 2017.

2. Dictionary

H. Stretegi Pembelajaran

1. Intrapersonal Intelligence Strategy

I. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10 Menit)

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas

2. Mengecek kehadiran siswa

3. Apersepsi (Salam pembuka)

4. Absensi

5. Memotivasi siswa

Kegiatan Inti (70 Menit)

Pada pertemuan pertama;

1. Guru terlebih dahulu akan menjelaskan tentang strategi Intrapersonal Intelligence Strategy dan Materi yang akan dipelajari.

2. Guru memberikan pemahaman kepada siswa tentang bagaimana menulis narrative paragraph berdasarkan ide-ide mereka melalui strategi Intrapersonal Intelligence. Berikut langkah-langkah penerapan Intrapersonal Intelligence Strategy;

a. Remembering

Pada tahap *Remembering*, guru akan melakukan hal-hal berikut;

1) Guru merefleksi siswa tentang pengalaman belajarnya seperti; hal-hal yang telah dicapai dalam belajar, kemampuan dan kelemahannya dalam belajar, dimulai dari Sekolah dasar sampai saat ini.

2) Guru menjelaskan tentang cerita narrative berbentuk *imaginative story* yaitu *Pinokio* , kemudian guru menanyakan kepada siswa tentang pengetahuan awal mereka tentang cerita tersebut.

b. Understanding

Pada tahap *understanding*, guru akan melakukan hal-hal berikut ini;

1) Guru menjelaskan kepada siswa tentang materi *Narrative text,* Generic structure of Narrative, tenses past tense, dan Langkah-langkah menulis dengan melalui tahap; *pre-writing*, *writing* dan *revising*.

2) Guru mejelaskan kemampuan dan skill *Intrapersonal Intelligence* mereka yang akan membantunya dalam menulis *narrative text* berbentuk imaginative story.

c. Applying

Pada tahap inti, guru dan siswa akan melakukan hal-hal berikut;

1) Guru mengintrusikan kepada siswa untuk menulis cerita *narrative* yang mereka inginkan.

2) Guru memfasilitasi siswa dengan memberikan pilihan judul cerita Narrative kepada siswa yang terdapat dalam observation sheet.

3) Siswa menulis cerita narrative yang mereka sukai dengan mengikuti tahap dan pedoman menulis yaitu prewriting, writing, dan revising.

4) Setelah tulisannya selesai, siswa memindahkannya kedalam observation sheet dan mengumpulkannya kepada guru.

Kegiatan Akhir (10 Menit):

1. Guru mengintruksikan kepada siswa untuk menyimpulkan mata pelajaran yang telah dipalajari hari ini.
2. Guru menjelaskan tema pembelajaran untuk pertemuan selanjutnya
3. Guru dan siswa menutup Pelajaran dengan mengucapkan salam.

J. Penilaian

1. **Tekhnik: Tertulis**

2. **Aspek: Organization and Language Use**

3. Instrumen:

Pertemuan V

INSTRUCTION:

1. Understanding the story below, then *determine how many the main characters in this story?* What do they look like?

2. Determine the generic structure of the story in a table!

3. Write the language use of the story! (Subject, Verb, Object, adverb of time)!

"Malin Kundang"

A long long time ago in west Sumatra, Indonesia there was a fisherman and his wife who lived in a village by the sea. They had only one son. His name was Malin Kundang. They lived a simple life because as a fisherman the husband did not earn much money. Life got harder for Malin and his mother when his father did not return from the sea. Perhaps a storm had swollen his boat or maybe a big fish attacked him. Day by day passed and they kept waiting for him. But Malin's father never returned. So little Malin had to help her mother sold cookies in a local market.

One day there was a big ship came to the beach of their village. It was a merchant ship. Everybody came to see it including Malin. He was very impressed by what he saw. Hoping to change his life he applied for a job and he was lucky. He was recruited by the ship owner. Then Malin left his mother and his village.

Many years gone by without any news from Malin. Malin's mother missed him so much. Every day she looked at the sea, hoping to see Malin came home. She always prayed to God that Malin become a successful merchant. Then God heard her pray.

On a beautiful day there was a big ship came to the beach. Many people came there to see it. Malin's mother was expectant. She was sure that it was Malin's ship. So she hurriedly came to the beach. When she was there she asked someone that she wanted to see the owner of the ship. Then a lovely lady met her. She wore a luxurious dress and jewellry. She was Malin's wife.

'Is Malin Kundang here?'

"Do you know Malin?"

'Yes, of course I know him, he's my son!'

'But Malin told me he had no mother. She passed away a long time ago'.

Malin's mother was very surprised to hear her answer. Then Malin came. Her wife asked him.

'This poor woman said that you are his son'

Malin Kundang who had become a rich merchant and had a wife from a rich family was ashame with his mother who looked poor. He denied his humble background. So when her mother hugged him he repelled her.

'Malin, my son, I miss you so much'.

'Who are you? I am not your son'.

Malin's mother was crying. She was really irritated. Her heart was deeply hurt. Then she prayed to God. And she cursed Malin.

Suddenly there was a storm. The sea was raging. Big wave came and Malin's ship was rushed ashore and destroyed. And Malin suddenly changed into a stone statue. Today people can see Malin's statue in Teluk Bayur beach in west Sumatra. When there is a storm or rain people often hear someone's crying. They believe it is Malin's cry.

Pertemuan 6
INSTRUCTION:

1. Choose one of topic below, then write down its' narrative story!

   a. The story of Timun mas

   b. The story of Jaka Tarub

2. Determine the generic structure of the story in a table!

4. **Rubrik penilaian**

   a. Organization

Level	Criteria
5	EXCELLENT TO VERY GOOD: • Fluent expression • Ideas clearly stated/supported • Succinct • Well-organized • Logical sequencing • Cohesive
4	GOOD TO AVERAGE: • Somewhat Choppy • Loosely organized but main ideas stand out • Limited support • Logical but incomplete sequencing
3	FAIR TO POOR: • Non fluent • Ideas confused or disconnected • Lacks logical sequencing and development
2	VERY POOR: • Does not communicate • No organization • Not enough to evaluate

b. Language Use

Level	Criteria
5	EXCELLENT TO VERY GOOD: • Effective complex construction • Few errors of agreement, tense, number, word order function, articles, pronouns, prepositions
4	GOOD TO AVERAGE: • Effective but simple construction • Minor problems in complex in complex instruction • Several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
3	FAIR TO POOR: • Major problems in simple complex construction • Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions • Meaning confused or obscured
2	VERY POOR: • Virtually no mastery of sentence construction rules • Dominated by Errors • Does not communicate • Not enough to evaluate

5. Klasifikasi penilaian

No.	Score	Classification
1.	85-100	Very Good
2.	65-84	Good
3.	55-64	Fair

4.	35-54	Poor
5.	0-34	Very Poor

Makassar, 18 Oktober 2017

Menyetujui,

Guru Pembimbing   Mahasiswi

Iis Yulandari   **Hikma Suciati**
                                                                        NIM. 10535561713

Mengetahui,
Kepala Sekolah

Dr. Hj. Salmiah
NIP. 19661231 200604 2 108

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH	**: SMP NASIONAL MAKASSAR**
MATA PELAJARAN	**: BAHASA INGGRIS**
KELAS/SEMESTER	**: VIII / 1**
ALOKASI WAKTU	**: 2 X 45 MENIT**
PERTEMUAN	**: 7 dan 8 (Cycle 2)**

A. Standar Kompetensi

Menulis

1. Mengungkapkan makna dalam teks fungsional pendek dan essai sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

1. Merespon makna dan langkah-langkah retorika teks essai secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks tulis essai berbentuk narrative teks.

C. Indikator Pencapaian Kompetensi

1. Menentukan judul yang sesuai dengan topic yang diberikan.
2. Membuat kerangka untuk bacaan narrative
3. Membuat kalimat dengan menggunakan past tense.

D. Karakter yang Dikembangkan

1. Cinta ilmu
2. Kreatif

3. Toleransi

4. Komunikatif

E. Tujuan Pembelajaran

1. Siswa mampu menentukan judul yang sesuai dengan topic yang diberikan

2. Membuat kerangka karangan untuk bacaan narrative.

3. Membuat kalimat dengan menggunakan past tense.

F. Materi Pembelajaran (Terlampir)

G. Sumber Pembelajaran

1. Milan. 2009. *English Materials: Reading Narrative*. Retrieved from (http://www.pbspsma.org/content/blog/english-materials-reading-narrative). Accessed on 8th Juli 2017.

2. Dictionary

H. Stretegi Pembelajaran

1. Intrapersonal Intelligence Strategy

I. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10 Menit)

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas

2. Mengecek kehadiran siswa

3. Apersepsi (Salam pembuka)

4. Absensi

5. Memotivasi siswa

Kegiatan Inti (70 Menit)

Pada pertemuan pertama;

1. Guru terlebih dahulu akan menjelaskan tentang strategi Intrapersonal Intelligence Strategy dan Materi yang akan dipelajari.

2. Guru memberikan pemahaman kepada siswa tentang bagaimana menulis narrative paragraph berdasarkan ide-ide mereka melalui strategi Intrapersonal Intelligence. Berikut langkah-langkah penerapan Intrapersonal Intelligence Strategy;

a. Remembering

Pada tahap *Remembering*, guru akan melakukan hpal-hal berikut;

1) Guru merefleksi siswa tentang pengalaman belajarnya seperti; hal-hal yang telah dicapai dalam belajar, kemampuan dan kelemahannya dalam belajar, dimulai dari Sekolah dasar sampai saat ini.

2) Guru menjelaskan tentang cerita narrative berbentuk *imaginative story* yaitu *Pinokio* , kemudian guru menanyakan kepada siswa tentang pengetahuan awal mereka tentang cerita tersebut.

b. Understanding

Pada tahap *understanding*, guru akan melakukan hal-hal berikut ini;

1) Guru menjelaskan kepada siswa tentang materi *Narrative text,* Generic structure of Narrative, tenses past tense, dan Langkah-langkah menulis dengan melalui tahap; *pre-writing*, *writing* dan *revising*.

2) Guru mejelaskan kemampuan dan skill *Intrapersonal Intelligence* mereka yang akan membantunya dalam menulis *narrative text* berbentuk imaginative story.

c. Applying

Pada tahap inti, guru dan siswa akan melakukan hal-hal berikut;

1) Guru mengintrusikan kepada siswa untuk menulis cerita *narrative* yang mereka inginkan.

2) Guru memfasilitasi siswa dengan memberikan pilihan judul cerita Narrative kepada siswa yang terdapat dalam observation sheet.

3) Siswa menulis cerita narrative yang mereka sukai dengan mengikuti tahap dan pedoman menulis yaitu prewriting, writing, dan revising.

4) Setelah tulisannya selesai, siswa memindahkannya kedalam observation sheet dan mengumpulkannya kepada guru.

Kegiatan Akhir (10 Menit):

1. Guru mengintruksikan kepada siswa untuk menyimpulkan mata pelajaran yang telah dipalajari hari ini.

2. Guru menjelaskan tema pembelajaran untuk pertemuan selanjutnya

3. Guru dan siswa menutup Pelajaran dengan mengucapkan salam.

J. Penilaian

1. Tekhnik: Tertulis

2. **Aspek: Organization and Language Use**

3. **Instrumen:**

Pertemuan V

INSTRUCTION:

1. Understanding the story below, then *determine how many the main characters in this story?* What do they look like?

2. Determine the generic structure of the story in a table!

3. Write the language use of the story! (Subject, Verb, Object, adverb of time)!

"Snow white and seven dwarfs"

Once upon a time, a child was born of a very wise queen. The child was named snow white. The queen died after giving birth to her daughter. One year after hir birth the king married again with a beautiful woman. but her heart wasn't as pretty as her face. The queen had a magic mirror that can talk. The queen asked the magic mirror "Oh mirror who is most beautiful among all women? "Mirror replied," You are the most beautiful of all Oh queen". the queen was proud of her beauty as a magic mirror never lie. Snow white was growing up and her beauty beyond queen's beauty. The queen was very jealous of her beauty.

Distaste of the queen made her want to get rid of the snow white. she told one of his men bring show white into the forest to kill her and took her heart. But when he attend to kill snow white, she cried and asked the man to let her live and promised never return to the palace again. Queen's man fulfilled the request because he didn't have the heart to kill her. then he searched for a wild hog to taken its heart instead of snow white's heart. Snow white then went into the forest.

In the forest, snow white felt scare. She ran until her feet hurt. Then she found a small house and went into it. she was rested while looking at the house. There were 7 pieces of bed and a kitchen in it.All look smaller than normal size. starting from beds, tables, cups and others. The princess fell asleep from her tired. The Householder came home, they are seven dwarves. They were surprised to see a young woman asleep in the house. They woke her and asked who she was. The princess was telling his story to the dwarves.

Queen really happy to see evidence of the death of the snow white, she asked the magic mirror "oh magic mirror who is now the most beautiful of all ?". magic mirror replied "you are the a prettiest of all oh queen, but the snow white who lives with seven dwarfs in the forest is the most beautiful woman of all." The Queen was very angry. she returned planning to kill the snow white.

One day, she disguised as an old lady and carryed a basket containing poisoned apples. she went to the home of the dwarves while they're worked.she knocked on the door while offering an apple to snow white. Snow white refused because she did not recognize the old lady. The old lady continued to force the snow white to open the door and receive a gift apple. Snow white finally opened the door and received the apple. The queen went back happily to the castle. Snow white ete the poisoned apple and then he fell down on the floor

When the seven dwarfs came home, they were surprised to found show white was lying on the floor with an apple next to her. They were very sad to see the snow princess asleep. After that, the 7 dwarfs made a wonderful bed for snow white.one day, a prince through the forest then lead him to the dwarf house. He saw snow princess sleeping in bed beautiful. The prince asked the dwarves about what happened to her. The dwarf was telling him all about the snow white.

The prince asked permission to the dwarves to bring snow white to the palace so she can be treated by the royal physician. But no one can woke her up. The Prince finally gave up and kiss the snow white because he loved her so much. Suddenly, the snow white awoken actually the cure of the poison that was given by the evil queen is the kiss of a man who loved her with all his heart.The prince was then proposed for the snow white to became her queen and snow white accepted happily. They live happily with seven dwarfs in the palace ever and after.

Pertemuan VIII (2nd Cycle test)
INSTRUCTION

Make a simple narrative text by your own words based on your favorite story!

Then, determine the generic structure of your writing!

....

....

....

....

....

....

....

....

....

....

....

4. Rubrik penilaian

a. Organization

Level	Criteria
5	EXCELLENT TO VERY GOOD: • Fluent expression • Ideas clearly stated/supported • Succinct • Well-organized • Logical sequencing • Cohesive
4	GOOD TO AVERAGE: • Somewhat Choppy • Loosely organized but main ideas stand out • Limited support • Logical but incomplete sequencing
3	FAIR TO POOR: • Non fluent • Ideas confused or disconnected • Lacks logical sequencing and development
2	VERY POOR: • Does not communicate • No organization • Not enough to evaluate

b. Language Use

Level	Criteria
5	EXCELLENT TO VERY GOOD: • Effective complex construction • Few errors of agreement, tense, number, word order function, articles, pronouns, prepositions
4	GOOD TO AVERAGE: • Effective but simple construction • Minor problems in complex in complex instruction • Several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
3	FAIR TO POOR: • Major problems in simple complex construction • Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions • Meaning confused or obscured
2	VERY POOR: • Virtually no mastery of sentence construction rules • Dominated by Errors • Does not communicate • Not enough to evaluate

5. Klasifikasi penilaian

No.	Score	Classification
1.	85-100	Very Good
2.	65-84	Good
3.	55-64	Fair

4.	35-54	Poor
5.	0-34	Very Poor

Makassar, 18 Oktober 2017

Menyetujui,

Guru Pembimbing   Mahasiswi

Iis Yulandari   **Hikma Suciati**
                                                                      NIM. 10535561713

Mengetahui,
Kepala Sekolah

Dr. Hj. Salmiah   **NIP. 19661231 200604 2 108**

APPENDIX 2
(TEACHING MATERIAL)

<h1 align="center">"TEACHING MATERIAL"</h1>

The first -Second Meeting

A. Narrative

*Narrative Text*adalahsalahsatujenisteks (genre) yang biasadigunakanuntukmenulisdongengataucaeritamaupunkejadian di waktulampau yang mengandungpermasalahan (complication), yang mempunyailangkah-langkahretorika (generic structure) yang terdiridari: orientation, complication, resolution dan re-orientation jikaada (optional)

B. The Generic Stucture of Narrative Text

1. Orientation (Beginning of Introduction)

   - Introduces main characters, setting and time.

   - The opening paragraph introduces characters/ participant of the story and sets the scene (it answer the questions who, when, what and where).

2. Complication (Middle)

   - The problem happens among the characters

   - It is about the problems which involve the main characters in the story developed.

3. Resolution (Ending)

   - The problem is dissolved

   - It is about how the problems in the story are solved (better or worse).

     Here, the main characters find ways to solve the problem.

C. The social Function of Narrative Texts

1. The purposes are to entertain, create, stimulate emotions, motivate, give and teach readers.

2. A narrative text usually has a moral value.

3. A narrative text include folktale, myths, legend, etc.

D. Grammar

1. Lexica grammatical (cirikebahasaan) in narrative text, such as:

   - Menggunakan past tense namundapat pula present tense.

   - Nouns phrases sebagai subject mapuun object.

   - Content verbs bentuklampau (past verbs) seperti, reigned, ordered, cursed, turned, married, dll.

   - Adjectives yang menerangkankeaadaan kata bendadibaliknyadanmembentuknaoun phrases, misalnya: Long back hair, two red apples, dll.

   - Time sequence conjunction untukmengurutkankejadian-kejadian, misalnya:

     Then, before, that, after that, soon, when, finally, first, dll.

   - Time Expression (UngkapanWaktu) seperti: once upo a time, long ago, one day, dll.

2. To help students plan for Writing of Narratives, model, and focusing on:

   - Plot: What is going to happen?

   - Setting: Where will the story take place? When will the story take place?

   - Characterization: Who are the main characters? What do they look like?

   - Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?

   - Theme: what is the theme/ message the writer is attempting to communicate?

   Example To analyze narrative text will be given at the following text:

Exercise 1

INSTRUCTION:

3. *Understanding the story below, then complete the blank in this story!*

4. *Determine how many the main characters in this story?* **What do they look like?**

5. **Determine the generic structure of the story in a table!**

The Mouse Deer nd The Tiger

One day, there was a mouse deer. He was thirsty so he wanted to drink on the river.

When the mouse deer …… next to the river, a tiger approached him and wanted to eat him. Of course the mouse deer tried to escape, but the tiger …… faster and caught him. In that dangerous situation the mouse deer thought hard how to escape the tiger. Then he …..idea and said to the tiger, "Listen! Your mightiness and toughness are all great! But I have my own king. He has a greater strength than yours! I am sure that nobody can match his powers!" Because the tiger felt taunted, he declared that he would challenge the mouse deer's king.

Next the mouse leads the tiger to the river, and said, "Now Look at the water. You will see my king" Foolishly the tiger looked in the river and surely saw another tiger in the water. Then he ……, but the tiger in the river imitated to growled too. Because of his too high self pride, the tiger jumped into the water, and wanted to fight. He believed there was another tiger in the water.

The mouse deer took that opportunity to escape. After fighting with himself in the river, the tiger ……. that he was fooled by the mouse deer.

Exercise 2

INSTRUCTION:

3. **Choose one of topic below, then write down its' narrative story!**

    e. The Story Of Mouse Deer And Crocodile

    f. Mouse and Lion

    g. Frog and Monkey

4. **Determine the generic structure of the story in a table!**

Teaching Material
The third- fourth Meeting
1. The simple Past Tense

The simple past tense is used to talk an action that happened in the past. The simple past tense is used to talk about activities or situation that began and ended in the past, and usually uses specific time in past. The simple past tense has two formulates; they are verbal sentence and nominal sentence. Look the following sentence patterns below:

The simple past tense Pattern:

- Subject + to be (was/were) + Object (Adjective/Noun/Adverb)

- Subject + Verb past (VII)+ Object

2. Past events of Past Tense
   - Adverb of time: Yesterday, Last week/days....month....Year, two months ago, five years...., A week......., This morning, etc.

3. The examples:
   - Iren was here yesterday
   - They were my classmate in elementary school last year
   - Syeli sang a song entitle "Let it go" last week in music room.
   - I did this homework this morning

"The Story Of Mouse Deer And Crocodile"
Once upon time there were a smart mouse deer. He lived near a river. The mouse deer used to go to the river to drink.

One day, the mouse deer was thirsty. He wanted to drink in the river but he knew that crocodiles were staying and waiting underwater to eat him. Hi thought hard and got bright idea. He said out loudly. "I will put in my leg and find out whether the water is warm or not" Of course the mouse deer did not do what he said. He did not put his leg but the mouse deer took a wood stick and put one end into the

water. Blurrr…! Surely a crocodile grabbed the wood stick and pulled it underwater. Seeing that, the mouse deer laughed and said "Stupid crocodile! Can't you see the difference between a wood stick and a leg?" Then the mouse deer ran to another side of the river and drink some water.

On the following day, the mouse deer was hungry. He wanted to eat some grass on the side of the river so he had to to cross the dangerous river which was full of crocodiles. Again he thought hard and found another smart idea and said loudly "Crocodiles come up!" then some crocodiles rose from the water. They looked happy and saw their sharp teeth and said "Hello, Mouse Deer. Do you come to be my lunch? We are hungry" The mouse deer just smiled and replied. "Sorry, Crocodiles, not today, I come to you to bring an invitation from the king. You are invited to the party. The king ordered me to count all crocodiles in this river so he knew how to prepare enough meal for you."All the crocodiles felt happy and said "Really…? Tell us what to do," said a crocodile. "You have to line up from this side of the river to the other side," said the mouse deer. Not long after that the crocodile got all his friends and family. He ordered to lined up across the river.

The mouse deer then jumped on the Crocodile's back. "One," the mouse deer counted. He jumped onto the next crocodile, "Two." And he jumped again on the next crocodile, "Three." he kept jumping until he arrived on the other side of the river. "Just enough," said the mouse deer. "I have counted all of you" He laughed and ran to the field of grass.

Exercise 3

3. Choose one of topic below, then write down its' narrative story! Attention your language use!

    d. Pinocchio And the wicked witch

    e. Snow white and seven dwarfs

    f. Cinderella

4. Determine the generic structure of the story in a table!

Exercise 4

In   this   meeting.
Penelitimengintruksikanuntuksalingbertukarceritadalambentukklompok!

INSTRUCTION:

Clue: take a topic after you do random topic!
1. Write a narrative story based on your topic.

TEACHING MATERIAL (CYCLE 2)

5thMeeting

INSTRUCTION:

Understanding the story below, then;

4. Determine how many the main characters in this story? What do they look like?

5. Determine the generic structure of the story in a table!

6. Write the language use of the story! (Subject, Verb, Object, adverb of time)

"MalinKundang"

A long long time ago in west Sumatra, Indonesia there was a fisherman and his wife who lived in a village by the sea. They had only one son. His name was MalinKundang. They lived a simple life because as a fisherman the husband did not earn much money. Life got harder for Malin and his mother when his father did not return from the sea. Perhaps a storm had swollen his boat or maybe a big fish attacked him. Day by day passed and they kept waiting for him. But Malin's father never returned. So little Malin had to help her mother sold cookies in a local market.

One day there was a big ship came to the beach of their village. It was a merchant ship. Everybody came to see it including Malin. He was very impressed by what he saw. Hoping to change his life he applied for a job and he was lucky. He was recruited by the ship owner. Then Malin left his mother and his village.

Many years gone by without any news from Malin. Malin's mother missed him so much. Every day she looked at the sea, hoping to see Malin came home. She always prayed to God that Malin become a successful merchant. Then God heard her pray.

On a beautiful day there was a big ship came to the beach. Many people came there to see it. Malin's mother was expectant. She was sure that it was Malin's ship. So she hurriedly came to the beach. When she was there she asked someone that she wanted to see the owner of the ship. Then a lovely lady met her. She wore a luxurious dress and jewellry. She was Malin's wife.
'Is MalinKundang here?'
"Do you know Malin?"
'Yes, of course I know him, he's my son!'

'But Malin told me he had no mother. She passed away a long time ago'.

Malin's mother was very surprised to hear her answer. Then Malin came. Her wife asked him.
'This poor woman said that you are his son'
MalinKundang who had become a rich merchant and had a wife from a rich family was ashame with his mother who looked poor. He denied his humble background. So when her mother hugged him he repelled her.
'Malin, my son, I miss you so much'.
'Who are you? I am not your son'.

Malin's mother was crying. She was really irritated. Her heart was deeply hurt. Then she prayed to God. And she cursed Malin.

Suddenly there was a storm. The sea was raging. Big wave came and Malin's ship was rushed ashore and destroyed. And Malin suddenly changed into a stone statue. Today people can see Malin's statue in TelukBayur beach in west Sumatra. When there is a storm or rain people often hear someone's crying. They believe it is Malin's cry.

6th Meeting

3. Choose one of topic below, then write down its' narrative story!

   c. The story of Timun mas

   d. The story of JakaTarub

4. Determine the generic structure of the story in a table!

7th Meeting

1. Choose one of topic below, then write down its' narrative story! Attention your language use!

   a. The story of Toba lake

   b. The story of Tangkupanperahu

2. Determine the generic structure of the story in a table!

8th Meeting

Padapertemuanatau*threatment*iniPenelitimengintruksikankesiswauntuksalingbertukarcerita (the story of timun mas, mallinkundang, toba lake, danjakatarub) dalambentukklompok!

INSTRUCTION:
Clue: take a topic after you do random topic!
1. **Write a narrative story based on your topic.**
2. **Determine the generic structure of the story in a table!**

INSTRUMENT

DIAGNOSTIC TEST

Name   **:**
Reg. no   **:**
Time   **: 60 minutes**

INSTRUCTION

Make asimple narrative text by your own words and choose one of the story

kinds below that you think interesting!

1. Fairy Tale
2. Folktale
3. Fable
4. Legend
5. Sage
6. Myth

USRI (6)

ation something day in inside chasel moaranis
external worldcy to tribarn his brord somoon
child yoo are
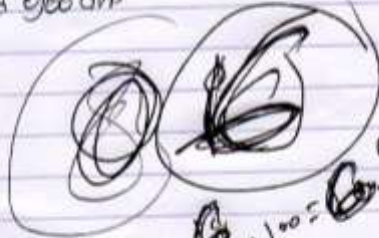
Organization = \frac{6}{100} x100 = 6 Orientate. Complication Orientation

Language use ?

The deer and Crocodile

One day, Sikancil went to the river to take a drink..
but he knows that crocodile is possible waiting in the
water to eat himself se so he said out loud I wonder
if the water is warm. I'll put my foot on it and find
out. "Of course the mouse deer did not put his
foot. he took the stick instead and placed one
the end of the stick into the water.

50

TEST CYCLE 1

Name :
Reg. no :
Time : **60 minutes**

INSTRUCTION

Make asimple narrative text by your own words based on your favorite

story!Then, determine the generic structure of your writing!

....

....

....

....

....

....

....

....

....

....

....
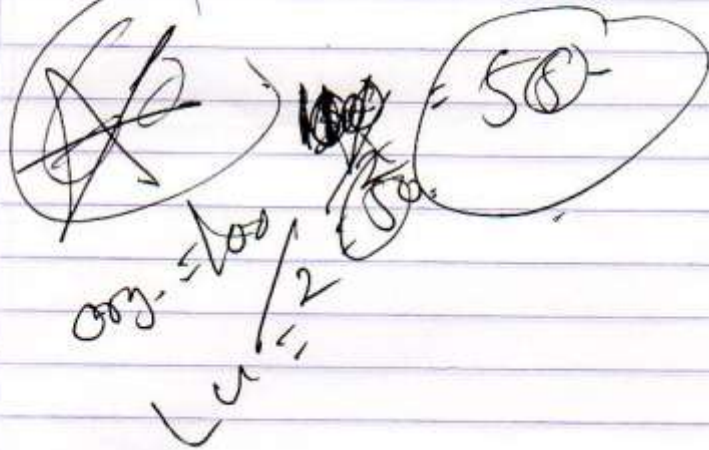
ISTANBUL

No: NUR FODHLLAH PRATIWI. A . VIII^D Date:

§ Soal B ingris

"The story of timun mas"

Once upon a time, and old windeo wanted a daughter to live wit her in the village. knowing her wish, a huge giant visit her house. He gave her a cucumber seed. he told the old widow that there will be a a baby inside the cucumber. The giam promised to come back for the baby once she turned sixteen

the old widow come the seed in her yard. By the next morning, a cucumber plant. She kup it open and found a baby girl inside. the old widow was so happy and named the baby timun mas. Day by day, timun mas grew into a beautiful lady, the widow remembered what the giant had wanted her. So when timun mas turned sixteen the widow told her to run into the jungle

Orientation

Complication

Not complete

Resolution ?

114

Nama : Iska Saputri

Kelas : VIII D

Tugas : Bhs. inggris.

"The story or Timun mas."

Once upon a time, an old window wanted daughter to live with her in the village. Knowing her wish, a huge giant visit her house. He gave her a cucumber seed. He told the hold window that there will be a a baby inside the cucumber. The giant promised to come back for the baby once she turned sixteen.

The old window come the seed in her yord. by the next morning a cucumber plant she cut it open and round a baby girl inside. The old window was so happy and named the baby Timun mas. Day by Day, Timun mas grew into a beautiful lady. The window remembered what tehe giant had warned her. so when Timun mas turned sixteen, the window told her to run into the Jungle with a bag or salt. "you must not let the giat catch you, " the window criend out as Timun mas ran into the Jungle.

The giant stew and asked the window for Timun mas.

Resolution. ?

Orientation = 100
Complication = 100
Resolution = 0.

*Organization =

Language =

$\frac{200}{2}$ = 100

115

TEST CYCLE II

Name :
Reg. no :
Time : 60 minutes

INSTRUCTION

Make asimple narrative text by your own words based on your favorite

story!Then, determine the generic structure of your writing!

....

....

....

....

....

....

....

....

....

....

....

GREAT WALL

Name = Nur Fadhillah pratiwi. A . Class = VIII D

The mouse Deer Andthe tige

one day, there was a mouse dear he was thirsty so he wanted to drink on the river

Nets the mouse lead the tiger to the river. and said, "now look at the water. you will see my king" foolishly the tiger looked in the river and surely saw another tiger in the water. Then he growled, but the tiger in the river imitated to growl too . because of his too high self Pride, the tiger jumped into the water, and wanted to right. He was believing the he was another tiger in the water

when the mouse deer came nets to the river, a tiger approached him and wanted to eat him. of course the mouse deer tried to escape, but the tiger run faster and caught him. in that dangerous situation the mouse deer thought hard how to escape thoher. then he got idea and said to the tiger "listen!. your mightiness and toughness are all great lbut I have my own king. He has a greater strength than yours (I am sure that no body can match his power (" because the tiger felt taunted, he declared that he would challenge the mouser's king

The mouse deer took that opportunity to escape. After fighting with himself in the river, the realized that he was fooled by the mouse deer

NAMA = NURZAHRA DAMAYANTI

KELAS : VIII°

"THE MOUSE DEER AND THE TIGER".

ONE DAY, THERE WES A MOUSE DEER. HE WAS THIRSTY
SO HE WANTED RIVER. WHEN THE MOUSE DEER CAME TO
THE RIVE, A TIGER APPROACHED HIM AND WANTED TO
EAT HIM. OF COURSE THE MOUSE DEER TRIED TO
ESCAPE, BUT THE RUN FASTER AND COUGHT HIM. IN THAT
DANGEROUS SITUATION THE MOUSE DEER (THOUGHT) HARD HOW
TO ESCAPE THE TIGER. THEN HE GET IDEA AND SAID TO
THE TIGER "LISTEN! YOU MIGHTINESS / AND TOUGHNES
ARE ALL GREAT. BUT I HAVE MY OWN KING. HE HAS A
GREATER STRENGTH THAN YOURS! AM SURE THAT NOBODY
CAN MATCH HIS POWERS! BECAUSE THE TIGER FELT
TAUNTED, HE DECLARED THAT WOULD CHALLENGE THE
MOUSE DEER'S KING. NEXT THE MOUSE LEAD THE TIGER
TO THE RIVER, AND SAID "NOW LOOK AT THE WATER. YOU
WILL SE MY KING" FOOLISHLY THE LOOKED IN THE
RIVER AND SURELY SAW ANOTHER TIGER IN THE WATER!
THEN HE GROWLED, BUT THE TIGER IN THE RIVER
IMITATED TO GROW TOO. BECAUSE OF HIS TOO HIGH SELF
PRIDE, THE TIGER JUMPED INTO THE WATER, AND
WANTE TO FIGHT. HE WAS BELIEVING THERE WAS

ANOTHER TIGER IN THE WATER. THE MOUSE DEER TOO
THAT OPPORTUNITY TO ESCAPE. AFTER FIGHTING WITH
HIMSELF IN THE RIVER, THE TIGER REALIZED THAT HE
WAS FOOLED BY MOUSE DEER.

$$\text{OR} = \frac{300}{3} = 100.$$

$$u = 80$$

$$\text{Total} = \frac{180}{2} = 90.$$

Writing Score Analysis

A. **Diagnostic Test**
1. **Mean Score**
   a. **Organization**
      ➢ **Input**

Name	Organization			Score	Language Use	Students' Score
	Orientation	Complication	Resolution			
S-01	20	15	5	13.33	20	14.666
S-02	55	70	40	55	55	55
S-03	15	40	53	36	36	36
S-04	50	58	60	56	56	56
S-05	45	66	30	47	47	47
S-06	55	20	14	29.7	41	31.94
S-07	10	23	18	17	17	17
S-08	38	50	52	46.7	47	46.74
S-09	8	10	6	8	16	9.6
S-10	63	45	54	54	54	54
S-11	50	50	68	56	59	56.6
S-12	30	31	32	31	31	31
S-13	59	50	68	59	56	58.4
S-14	45	10	6	2033	61	431
S-15	49	60	65	58	58	58
S-16	38	37	30	35	35	35
S-17	53	47	62	54	54	54
S-18	40	61	25	42	42	42
S-19	50	60	40	50	50	50
S-20	70	41	60	57	59	57.4
S-21	30	45	36	37	37	37
S-22	64	72	56	64	64	64
S-23	30	45	36	37	37	37
S-24	53	47	18	39.33	39	39.266
S-25	100	80	24	68	68	68
S-26	72	68	28	56	56	56
S-27	20	10	9	13	13	13
S-28	52	40	55	49	49	49

S-29	29	30	10	23	23	23
S-30	70	46	58	58	58	58
S-31	52	40	52	48	48	48
S-32	30	10	27	22.33	19	21.666
S-33	25	9	24	19.33	17	18.866
S-34	29	30	10	23	23	23
S-35	70	65	65	66.7	65	66.34
S-36	19	43	34	32	32	32
S-37	44	20	68	44	44	44
S-38	19	43	34	32	32	32
S-39	8	4	6	6	6	6
S-40	30	16	30	25.33	22	24.666
∑X	1689	1607	1468	3600.75	1646	2002.15
X	42.23	40.175	36.7		41.15	50.05
Total	40.71			90.02		

➢ **Output Mean Score Organization**

Descriptive Statistics		
	N	Mean
Orientation	40	42.23
Complication	40	40.2
Resolution	40	36.7
Valid N (listwise)	40	

➢ **Output Language Use**

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Score Valid N (listwise)	40 40	6.00	68.00	41.2	16.81201

2. Percentage
a. Organization

Interval Total

		Frequency	Percent	Valid Percent	Cumulative Percent
	0-34	14	35.0	35.9	35.9
	35-54	14	35.0	35.9	71.8
Valid	55-64	9	22.5	23.1	94.9
	65-84	2	5.0	5.1	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
	Total	40	100.0		

b. Language Use

Interval Total

		Frequency	Percent	Valid Percent	Cumulative Percent
	0-34	14	35.0	35.9	35.9
	35-54	14	35.0	35.9	71.8
Valid	55-64	9	22.5	23.1	94.9
	65-84	2	5.0	5.1	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
	Total	40	100.0		

B. Cycle 1 Test

   1. Mean Score

      a. Organization and Language Use

         ➢ **Input**

Name	Organization			Score	Language Use	Students' Score
	Orientation	Complication	Resolution			
S-01	70	75	68	71	58.00	64.5
S-02	64	82	74	73.33	65.00	69.165
S-03	56	64	60	60	80.00	70
S-04	75	84	80	79.7	85.00	82.35
S-05	78	75	74	75.7	70.00	72.85
S-06	82	76	79	79	64.00	71.5
S-07	75	80	70	75	70.00	72.5
S-08	56	70	78	68	70.00	69
S-09	50	86	84	73.33	75.00	74.165
S-10	78	76	56	70	62.00	66
S-11	85	60	76	73.7	65.00	69.35
S-12	80	78	75	77.7	60.00	68.85
S-13	54	90	82	75.33	58.00	66.665
S-14	65	58	70	64.33	70.00	67.165
S-15	58	65	60	61	52.00	56.5
S-16	90	86	78	84.7	35.00	59.85
S-17	74	80	67	73.7	74.00	73.85
S-18	68	75	82	75	61.00	68
S-19	76	80	68	74.7	52.00	63.35
S-20	56	70	72	66	65.00	65.5
S-21	90	72	89	83.7	50.00	66.85
S-22	73	48	55	58.7	79.00	68.85
S-23	63	65	67	65	70.00	67.5
S-24	75	74	76	75	44.00	59.5
S-25	52	60	60	57.33	74.00	65.665
S-26	65	82	70	72.33	68.00	70.165
S-27	70	70	60	66.7	60.00	63.35
S-28	56	90	75	73.7	65.00	69.35
S-29	90	62	56	69.33	50.00	59.665
S-30	60	79	72	70.33	70.00	70.165
S-31	85	76	80	80.33	58.00	69.165

S-32	65	70	65	66.7	75.00	70.85
S-33	84	81	90	85	75.00	80
S-34	80	75	79	78	54.00	66
S-35	54	65	62	60.33	76.00	68.165
S-36	58	60	45	54.33	65.00	59.665
S-37	78	60	65	67.7	60.00	63.85
S-38	89	82	63	78	75.00	76.5
S-39	78	86	71	78.33	66.00	72.165
S-40	65	70	52	62.33	68.00	65.165
∑X	**2820**	**2937**	**2805**	**2854.4**	**2593**	**2723.70**
X	**70.5**	**73.43**	**70.13**	**71.36**		**68.09**
Total	**71.35**				**64.83**	

> **Output Organization**

Descriptive Statistics		
	N	Mean
Orientation	40	70.5
Complication	40	73.43
Resolution	40	70.13
Valid N (listwise)	40	

> **Output Language Use**

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
LU	40	35.00	85.00	64.8250	10.34008
Valid N (listwise)	40				

2. Percentage

   a. Organization

Interval Total

		Frequency	Percent	Valid Percent	Cumulative Percent
	35-54	1	2.5	2.5	2.5
	55-64	7	17.5	17.5	20.0
Valid	65-84	31	77.5	77.5	97.5
	85-100	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

   b. Language Use

Interval Total

		Frequency	Percent	Valid Percent	Cumulative Percent
	35-54	7	17.5	17.5	17.5
	55-64	9	22.5	22.5	40.0
Valid	65-84	23	57.5	57.5	97.5
	85-100	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

C. Cycle 2

   1. Mean Score

      a. Organization and Language Use

Name	Organization			Score	Language Use	Students' Score
	Orientation	Complication	Resolution			
S-01	80	82	78	80	78	79.6
S-02	78	82	74	78	85	79.4
S-03	75	78	86	79.7	74	78.54
S-04	90	84	80	84.7	85	84.74
S-05	82	78	76	78.7	78	78.54

S-06	82	76	79	79	75	78.2
S-07	89	86	80	85	80	84
S-08	78	82	78	79.33	72	77.866
S-09	86	80	84	83.33	78	82.266
S-10	78	76	75	76.33	80	77.066
S-11	85	79	80	81.33	75	80.066
S-12	80	78	75	77.7	86	79.34
S-13	90	90	90	90	82	88.4
S-14	79	81	75	78.33	86	79.866
S-15	82	75	79	78.7	79	78.74
S-16	90	86	78	84.7	77	83.14
S-17	78	80	75	77.7	83	78.74
S-18	84	80	80	81.33	80	81.066
S-19	86	80	85	83.7	74	81.74
S-20	85	90	81	85.33	82	84.666
S-21	90	77	89	85.33	76	83.466
S-22	68	48	55	57	86	62.8
S-23	63	65	67	65	79	67.8
S-24	75	74	76	75	80	76
S-25	78	74	80	77.33	77	77.266
S-26	65	82	70	72.33	88	75.466
S-27	80	72	75	75.7	86	77.74
S-28	81	90	75	82	68	79.2
S-29	90	80	78	82.7	70	80.14
S-30	80	79	72	77	81	77.8
S-31	85	76	80	80.33	74	79.066
S-32	78	74	70	74	89	77
S-33	84	81	90	85	90	86
S-34	80	75	79	78	81	78.6
S-35	82	78	76	78.7	72	77.34
S-36	78	76	75	76.33	74	75.866
S-37	78	79	69	75.33	79	76.066
S-38	89	82	74	81.7	82	81.74
S-39	78	86	71	78.33	72	77.066
S-40	65	70	52	62.33	74	64.666
∑X	**3224**	**3141**	**3061**	**3142.35**	**3167**	**3147.07**
X	**80.6**	**78.52**	**76.52**	**78.6**	**79.17**	**78.7**
Total	**78.6**					

> **Output Organization**

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Orientation	40	50.00	90.00	70.5000	11.90777
Complication	40	48.00	90.00	73.4250	9.77146
Resolution	40	45.00	90.00	70.1250	10.19348
Valid N (listwise)	40				

> **Output Language Use**

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
LU2	40	68.00	90.00	79.1750	5.42968
Valid N (listwise)	40				

2. Percentage

   a. Organization

Interval Total

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55-64	2	5.0	5.3	5.3
	65-84	31	77.5	81.6	86.8
	85-100	5	12.5	13.2	100.0
	Total	38	95.0	100.0	
Missing	System	2	5.0		
Total		40	100.0		

b. Language Use

Interval Total

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65-84	31	77.5	77.5	77.5
	85-100	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

**ATTENDANCE LIST OF THE STUDENTS OF CLASS VIII (Second Year)
OF SMP NASIONAL MAKASSAR**

No	Name	Cycle 1				Cycle 2			
1	AdelyaNurputri	√	√	√	√	√	√	√	√
2	Aditya Nugraha	√	√	√	√	√	√	√	√
3	AnandaPrasetya	√	√	√	√	√	√	√	√
4	ArdiansyahMahatir	√	√	√	√	√	√	√	√
5	Faisal Giffari	√	√	√	√	√	√	√	√
6	Fitriani	√	√	√	√	√	√	√	√
7	IbnuSabil	S	√	√	√	√	√	√	√
8	IlhamNurah	√	√	√	√	√	√	√	√
9	Iskasaputri	√	√	√	√	√	√	√	√
10	M. Adnan Kurniawan	√	√	√	√	√	√	√	√
11	M. AnugrahThalib	√	√	√	√	√	√	√	√
12	Muh. Zulfikri A.P	√	√	√	√	√	√	√	√
13	Muh. Bintang AL.Q	√	√	√	√	√	√	√	√
14	Muh. IlhamBugiar	√	√	√	√	√	√	√	√
15	Muh. Raya Ferdiansyah	√	√	√	√	√	√	√	√
16	Muh. Reski	√	√	√	√	√	√	√	√
17	Muh. RifkiFadillah	√	√	√	√	√	√	√	√
18	Muh. Sukrandi	√	√	√	√	√	√	√	√
19	Muh. AfdalAlfarizi	√	√	√	√	√	√	√	√
20	Musdalifah H	A	√	√	√	√	√	√	√
21	Mutiara	√	√	√	√	√	√	√	√
22	Nillang	√	√	√	√	√	√	√	√
23	NurFadhillah P	√	√	√	√	√	√	√	√
24	NurZagraDamayanti	√	√	√	√	√	√	√	√
25	NurfadillahApriliani	√	√	√	√	√	√	√	√
26	Putri	√	A	√	√	√	√	√	√
27	PutriAdelia Jasmine	√	√	√	√	√	√	√	√
28	Putri Sri Pebrianti	√	√	√	√	√	√	√	√
29	Romi	√	√	√	√	√	√	√	√
30	RamandhaDwi Putra	√	√	√	√	√	√	√	√
31	RatnaWardanaNingsih	√	√	√	√	√	√	√	√
32	RezandyRusli	A	√	√	√	√	√	√	√

33	Rika Malika	√	√	√	√	√	√	√	√
34	Sarmila	√	√	√	√	√	√	√	√
35	Serli	√	√	√	√	√	√	√	√
36	Usri	√	√	√	√	√	√	√	√
37	Muh. Ari Wahyudi	√	√	√	√	√	√	√	√
38	Muh. Ibnu Wahid R	√	A	√	√	√	√	√	√
39	Muh. Raditya	√	√	√	√	√	√	√	√
40	Muh. Yusuf Khildhan	√	√	√	√	√	√	√	√

CURRICULUM VITAE

Hikma Suciati born on December 25th, 1994 in Sinjai. She has 3 sisters. She lives at Sinjai, Sinjai regency. She is the Third child from the couple of Halkin and Rahmatia. She started her education First, in elementary school at 108 Banoa and she graduated in 2007.Continues at SMP Negeri 5 Sinjai Selatan, she graduates 2010. And she continued at SMA Negeri 9 Sinjaiand graduates at 2013. In the same time, she entered the English Department field in Makassar Muhammadiyah University.

At the end of her study, she could finish her thesis with title title**"Improving the students' ability to write Narrative paragraph through Intrapersonal Intelligence Strategy (A Classroom Action Research at The Second Grade Students of SMP Nasional Makassar)".**