

**IMPROVING STUDENTS' WRITING ABILITY THROUGH
WRITING TASK ON UNFORGETTABLE EXPERIENCE**
*(A Classroom Action Research at the second Year Students of SMA Handayani
Sungguminasa Kabupaten Gowa)*



A THESIS

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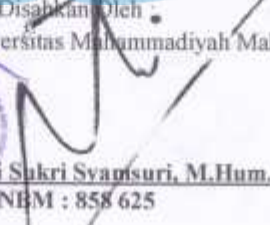
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ABSTRACT

ALFIAN AKMAL,2015. *Improving Students' Writing ability Through writing task on Unforgettable Experience*. A thesis of English Education Department, Faculty of Teachers Training and Education, Makassar Muhammadiyah University. Supervisor: Basri Dalle and Nurqalbi.

The objective of this research was intended to know the ability of the students in writing through writing task on unforgettable experience at the second year students of SMA Handayani Sungguminasa, Gowa.

The method of this research was a Classroom Action Research that consisted of two cycles. One cycle consisted of four meetings. It means that there were six meetings for two cycles. This classroom action research was done at SMA Handayani Sungguminasa in Gowa regency for English subject. As subject in this research was class XI senior high school in 2015-2016 academic year with students' number about 15 students. The instruments of this research were observation sheet and writing test or evaluation.

The result of data analysis showed that the students' achievement in learning writing was 34,5 in Diagnostic Test, become 500 in cycle I and then it become 77 in cycle II. The students participation in learning writing process at the first meeting of cycle I was 52,08% the it become 78,35% at the third meeting of cycle II. The conclusion is the use writing task on unforgettable experience strategy in teaching and learning English process can improve the students' writing ability in terms of content and language use

Keyword: Writing Ability, Writing Task, Unforgettable Experience

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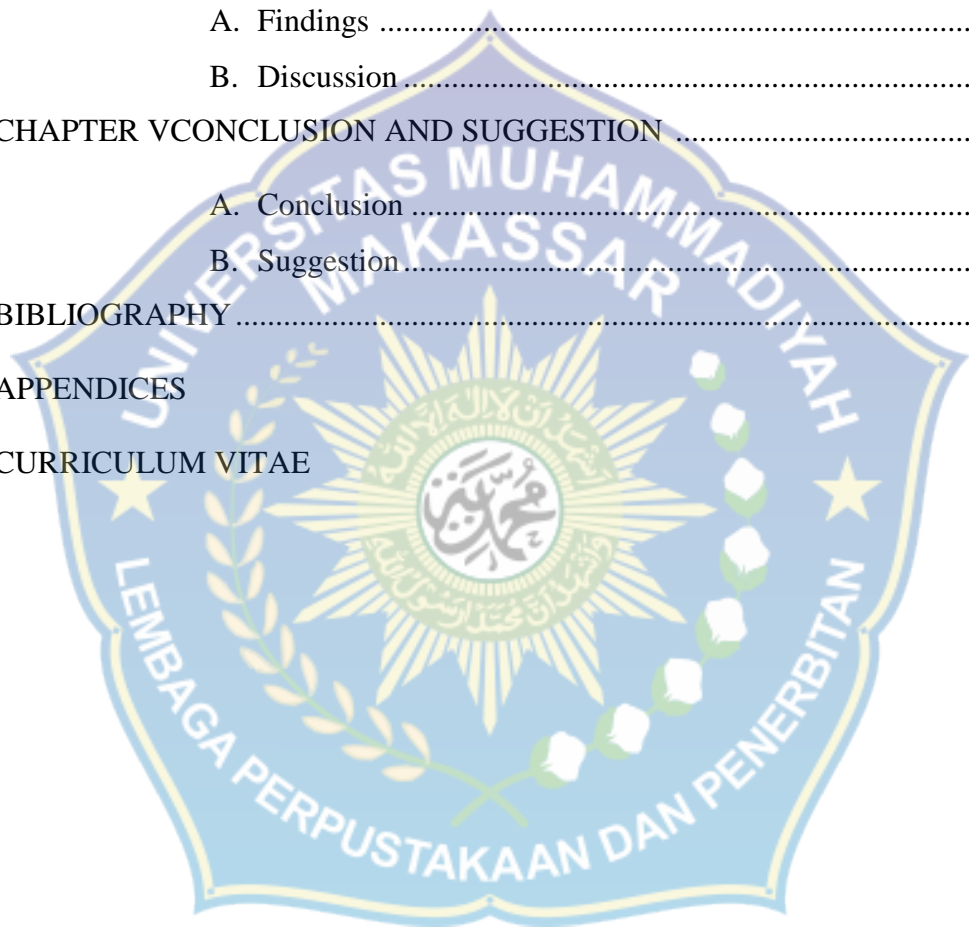
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The Writer

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CHAPTER I

INTRODUCTION

A. Background

Writing ability is important to develop, like the other skills of language. Almost every class requires writing for some kinds of typical assignment like essay tests, write term papers, complete laboratory reports or do case histories to complete program of study. Students often do poorly in writing form, not because they don't know what is about, but because they cannot explain their thoughts on paper.

Writing is an extension of human language across time and space. Writing most likely began as a consequence of political expansion in ancient cultures, which needed reliable means for transmitting information, maintaining financial accounts, keeping historical records, and similar activities. The importance of it seems always increasing through which people can put their ideas, notion and knowledge. The teaching of writing requires the students to write accurately. Therefore to have a good command in English does not only to be fluent speakers of the language but in writing as well, a lot of varieties of occupations require skilled people with English both in speaking and writing.

Like other skills of language, writing is an important and practical skill. The writing skill is thought as the most difficult one among the four language skill, as stated by Tylor (1989:309) that all the language skills which are taught to low level students, composition seem to be the most difficult, and neglected for a

number a reasons. This is strengthened by Heaton (1988:138) that. The writing skills are complex and difficult to teach requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment element.

One simple way of making writing more meaningful to students is to have students to write a narration elaborating their experiences. In this case, students learn how to recount something that is just an instance of personal experience or imagination.

There are two reasons of using past experience as a source of writing material. First, such material ought to be readily available. The information is in memory, and it needs only to be retrieved in writing randomly. The past information does not take any special skills. It is needs to read well, to do library research not to perform any advanced analysis of written materials. Second, when people write about experience, they have a chance to learn something about themselves both past and future.

By giving students a practice in writing narration using the Unforgettable Experience, teacher will find method of teaching in writing more effective because automatically teachers are not difficult to guide the students in doing Writing Task with sufficient practice, students will find writing easier to learn and have more involvement in learning process at the write something based on their experience or imagination. As the result, the student will find writing more stimulating and writing skill becomes achievable.

B. Problem Statement

Based on the background before, the writer states that the problems of the research as follows:

1. How is the development of content in the students' writing through the use of writing task on unforgettable experience?
2. How is the development of language use in the students' writing through the use of writing task on unforgettable experience?

C. Objective of the Research

1. To find out, the development of content in the students' writing through the use of writing unforgettable experience.
2. To find out, the development of language use in the students' writing through the use or writing unforgettable experience.

D. Significance of the Research

The result of this research is expected to be a piece of useful information for teaching of English writing by hoping that through writing unforgettable experience can develop the students' ability in writing narrative paragraph.

E. Scope of the Research

This research is focus at the use of writing task by using Unforgettable Experience. To do this research, some topics which related to daily experiences, which are fascinating, distressing, painful, and sad was presented as the topics for writing composition.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing Task

1. Defenition of writing task

Writing Task is what the students do when the students sit-down in front of blank paper and assignment is to think of the many different experience have had and to pick one which seems to be important because it sticks in our mind. In writing about this experience, the students will do two things:

- a) To tell about our experience in Unforgettable way by being narrative
- b) To state the meaning of the Experience clearly.

2. There are a few rules for writing task

First, the students must decide on a spesific experience to write about. Begin by brainstorming. Brainstorming is nothing more than making a list of ideas as they come to mind. Take five minutes and make a list of the many different thinks the students have done. Donot make judgments while the students are writing. When the students finish, the students can close the best the disregard the junk.

Second are the students trying clustering? Here the students might pick one word or phrase from our brainstorming list and write it in the middle of a page. Draw a circle around it and then write words or phrases about every aspect of the event that the students can recall. Put each word or phrase in a circle and show its relationship to other words or phrases by drawing lines to connect the.

Finally, using our clustering as a guide, the students tell you story in as complete and coherent a way as possible. You can treat this first attempt as a free writing. That is, write rapidly without taking time to criticize or correct. Just get it all down, adding anything that seems important.

3. The Example of Writing Task by using Unforgettable Experience

Here, the writer attached one of example of writing task by using unforgettable experience in teaching and learning process. It was used to guide how the students compose their unforgettable experience in writing

An Unforgettable Experience

Whenever somebody asks me to relate an experience that I can never forget, millions of different experiences come into my mind. But there is one experience which I would consider to be the most unforgettable and most scary. It was the first time I rode on a roller coaster. Why? The fear and anxiety that I felt, is beyond one's imagination. Let me recall the whole incident.

It was a sunny day. I woke up early in the morning. The room that came into view was unfamiliar. "Weird! I thought to myself. "Why couldn't I recognize my own room?" After a while, I remembered. "I'm in the United States of America."

"We are going to Disneyland today." My sister's voice interrupted my thought. I could sense happiness in her cheerful voice.

The moment we reached there, my sister suggested, "Let's go for a ride on the roller coaster. I've heard so much about the roller coaster in Disneyland and I'm dying to try it."

"No way, man. I wouldn't want to be scared to death!" I protested, shaking my head from left to right as hard as i could.

"Come on! Mom, can we go?" my sister asked.

"No! No! No!" I answered. But my sister didn't give in. She begged my mother until my mother said, "Okay go on."

Without wasting a second, my sister dragged me to where the roller coaster was. I was really nervous.

"Wow!" my sister cried out loudly. She could not hide her surprise. "This is the biggest roller coaster I have ever seen." I agreed with her in my heart. The big roller coaster that stood in front of me did amaze me.

"Hurry up!" urged my sister. I followed her unwillingly. I was even more nervous when I saw the sign CAUTION. My sister led me into a small room where the person-in-charge showed us our seats. I sat onmy seat reluctantly.

"Relax and take it easy!" my sister tried to comfort me but it did not help. I nodded obediently and managed to flash her a smile.

After a while, I heard a siren that hurt my ears. The siren warned us that the SCARY trip was about to begin. I shut my eyes tightly. Both my hands seized the seat so tightly that they ached. I guess I was panicky. I tried to calm myself down but in vain. I heard people shouting excitedly. They were so eager to begin. Finally, I felt the roller coaster move. Slowly at first, then faster, faster and faster as it began to pick up speed. I felt my stomach turning upside down. It moved so fast that I nearly fell from my seat. I felt sweat streaming down my face from my forehead. My heart was pounding loudly. I regretted taking a ride on this scary thing.

"When will this big, stupid caterpillar stop moving? Please slow down, slow down or I'll get a heart attack."I pleaded in my heart but the roller coaster refused to listen to my pleas. I heard people screaming crazily. It was driving

me nuts. The roller coaster swung to the left and then to the right. It swung so hard that my head knocked against the front seat. When the roller coaster slid down from the highest peak, it was the most frightening part of the whole trip. My eyes were wide open. My heart stopped beating. I screamed at the top of my voice and my hair was “flying wildly in the air.”

The fifteen-minute ride on the roller coaster was like fifteen years to me. My face was as pale as a corpse when I came down from the roller coaster. I buried my face in my hands because I felt the world was spinning. My father and mother rushed towards me when they sensed something was wrong with me. My whole body was trembling and my hands were icy cold. I opened my mouth to speak but nothing came out. From that moment on, whenever people mention roller coaster, a chill runs through my spine. I think that ride on the roller coaster was the most unforgettable experience in my life.

<http://essay888.blogspot.com/2010/06/unforgettable-experience.html>

B. Unforgettable Experience

Unforgettable Experience is an experience that happened in old world and each, every moment always appears in experience mind or which directly happened in daily life.

The first step in writing is to pick up a subject. To find a general subject is easy enough. The possibilities for giving the writes topics are almost unlimited although people have wider various experiences to draw upon that others. The way to begin writing obviously is with Unforgettable Experience and observation.

Writing Unforgettable Experience concentrates on how to write a factual narrative, the special emphasis is given to recount Unforgettable Experience. Whatever a Personal Experience narrative a part from factual narrative is an

allowance to the writer to summon up the full gamut of feeling and emotional that goes with the experience.

Experience can be devised into two types: primary experience and secondary experience. The primary experience is the experience which has been directly exposed by observing and interacting with other people and with the environment and secondary experience is the experience which is gained indirectly through hearing of someone's experience.

In writing Unforgettable Experience, people have a different way to express their experience, but actually all of the experiences have several elements in common. They ought to have these things:

1) Emotion

Writing is really such hard work that no one ought to bother writing something which personally the emotion involved.

2) First person narrator

It is usually use "I" and "we" in each passage.

3) Concrete details

Such details create image, or picture, in the readers mind and make him feel he really experiences the events in the narrative.

4) Suspense

Each passage suggests that something is going to happen so that the reader eagerly anticipates the outcome of these events.

5) Action

Something happens. The action, however whether it is exterior and visible interior and invisible, causes the situation to change so that conditions are different at the end of the action from the way of the beginning.

C. Writing Ability

1. Definition of Writing

Writing is a composition means the writer wants to tell through a written material. Writing is a major tool for learning. When the writer writes, the writer gives full shape to our thoughts and feelings then puts into written form.

Lindholm in Fatmawaty (1997:13) gives a definition of writing as studying to focus our mind on important matters, and learning about them. By this activity, a person can find the solution of difficult problems, master the facts even by writing, a person can also communicate their mind that cannot be done through other ways. We can say that writing is the act of expressing something through the application of a language system. So, when we write, there are two problematic areas namely "what to write and how to write it". It is then understandable that language skills are meant as the ability to manipulate the rules of language conventionally, while extra linguistic system or knowledge of the world refers to what the writer knows about the subject to write.

According to Oshima (1997:12) writing is a progressive activity. This means that when the students first write something down, the students have already been thinking about what the students are going to say it. Then after the

students have finished writing, the students read over what the students have written and make changes and corrections.

According to Lauer in Suhartini (1993:23) writing serves as the most available and the most coeval way because the outcome, visible language, is a statistically permanent record of thought and feelings.

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

Wherever someone considers how other will read what they have written, they learn how their opinion compare with other. They also discover how they can make differences of what other think and say. Good writer do not know everything about their subject, but they have listened well enough to enter into conversation with others about it and their comments can make differences anywhere. As Pincas explain writing can be as a media in expressing feeling and self expression. It can be enjoyed not for the writer itself but also for the reader, that is why people want to write because they want to express their feeling, ideas, or thought and to be read by other and aggress or not with the writer.

2. Characteristic of Good Writing

According to Adelstein and Pival (1980:172) there are some characteristics of good writing as:

- a) Good writing reflects the writers' ability to use appropriate voice.

Even though all good writing conveys the sound of some one of

taking to someone else, the voice heard though the writing must also suit the purposes and audience of the occasion.

- b) Good writing reflects the writers' ability to organize the material into a coherent whole so that it moves logically from a central dominant idea to the supporting points and finally to a coincident ending conveying to the needs a sense at well thought out plan.
- c) Good writing reflects writers' ability to write clearly and unambiguously, to use sentence structure. Language and example so that the on possible meaning is the writers' intended one.
- d) Good writing reflects writers' ability it writers convincingly to interest readers in the subjects and to demonstrate a through and sound understanding of it.
- e) Good writing reflects the writers' ability to critic the first draft and revises it. Revision is the key of effective writing.

Good writing reflects writers' pride in the willingness to spell and punctuate accurately and check word meaning and grammatical relationship within the sentences before submitting the finished product to the audience.

3. Writing Component

Jacobs in Rahmi Takdir (1981:15) points out five significant components in writing: they are content, organization, vocabulary, language use, and mechanics.

- a) Content

There are last three things that can be measured in connection with content: the point of information to be brought, the sequence in which the point are presented and formal signals given the reader to guide in understanding the topic fully.

b) Organization

The prosesof organozation material in writing involves: coherence, order of importance, general to spesific to general, chronological order and spatial order pattern.

c) Vocabulary

Vocabulary one of the languages respects dealing with the process of writing study. In process of writing the writer always think about putting words into sentence and then putting sentences into paragraphs until they can create a piece of writing. Taylor (1989:45) comments out that: In order to convey thought a feeling is possible, we do several things. We arrange our ideas in sentences, we organize sentences into paragraph and with there, we construct whole essay, story, etc. We usespecial words, phrases, sentence and paragraph actually relate to each other. The result is a stretch of language that we have composed of writing.

d) Language use

Language use in writing description and other forms of writing involves correct usage and points of grammar or structure. Grammar is one of the importance components in writing. It governs utterances

that we produce to be right and orderly. Therefore, it also has great influence on the quality of a piece of writing.

e) Mechanics

Mechanics of writing deals with capitalization, spelling, and punctuation. Capital letters have two principle uses in English writing. First, they may be used to distinguish between particular and general classes of person, places, and things. There are some special situation that calls for the use of capital letters: first word in quotation, a formal statement and proper adjectives, etc. The ability to spell correctly can be acquired with a little persistent practice.

D. Paragraph

1. Definition of paragraph

Saraka (1988:27), paragraph is refers to a basic and logical unit of organization in writing in which a series of closely related sentences supply the readers with detailed information, explore, develop and support a single mine idea.

According to Oshima (1997:6) paragraph is a group of related statement that a writer develops about a subject. The first sentence states the spesific point, or idea, of the topic. The rest of the sentences in the paragraph support that point, or idea.

Paragraph is a group of a sentence that discusses one main idea or topic. The paragraph hasunity, enticing them. Paragraph is a group of a sentence that discusses one main idea or topic. The paragraph has unity, enticing them to read

each sentence contributes to the development of single topic. The paragraph generally contains an introduction, a body and conclusion.

2. Main parts of paragraph

Oshima (1997:27) classifies the paragraph into three main points they are:

- a) Topic sentence. The topic sentence states the main idea. It means that the topic of paragraph and limit it to one or two areas that can be discussed completely in the single paragraph. It catches the reader's interest, and enticing them to read on.
- b) Supporting sentence. Supporting sentence develops and explains the topic sentence of the paragraph by giving definition, reason, example, facts, comparison, and effect. The supporting sentences follow the topic sentence and make up of paragraph.
- c) Concluding sentence. Concluding sentence signals the end of paragraph or giving conclusion about the topic sentence or content of paragraph. A concluding sentence summarizes or ties together the paragraph ideas while bringing them to a graceful end. Concluding sentence should remain readers of argument, gives a reader a sense of completeness and relate logically to the topic sentence. Concluding sentence has two main purposes namely: the summary of main points of paragraph and final comment of the topic.

3. The characteristic of effective paragraph

There are four characteristics of an affective paragraph. They are unity, completeness, order, and coherence (Saraka, 2988)

- a) Unity. A paragraph has unity if every sentence to develop one central idea. A paragraph does not have unity if does not develop or support the main idea of the paragraph.
- b) Completeness. A complete paragraph provides information well enough and it develops the truth for the reader.
- c) Order. Order in paragraph can be achieved by presenting the information of paragraph in a desirable sequence. The order of paragraph depends on the subject matter, the purpose of the writing.
- d) Coherence. The word coherence means sticking together. Therefore, reader must be able to follow along from sentence to sentence within the paragraph and from paragraph to paragraph within the whole composition. Within the paragraph all the sentences must develop the purpose. The reader must see how each sentence logically follows the order.

Paragraph is made of a topic sentence and a number of supporting sentences. The topic sentence is the most important device to help the writers guide their paragraph and it often comes to the beginning of the paragraph. A topic sentence is convenience for the writers and the reader. The topic sentence prepares and alerts the reader for what will follow.

4. Type of composition

Composition in general can be classified into four types: narration, description, exposition, and persuasion. The following are the brief explanation of the four types.

a) Narration

Narration is the expression of sequel action in words. If a writer portrays an event or an action and tries to convey with readers the effect of witnessing the occurrence, he is using narrative form. It is a story telling, either fictional or factual, factual reports, such as reports of current events found in magazine or in newspapers, daily experiences, and history. There are two kinds of narration:

) Simple narration or narrative without plot

Simple of narration is two kinds, incident and anecdote. The incident is the brief narration of a subordinate event which serves to illustrate some ideas or principle. The anecdote is short, like the story intended primarily to entertain, biographical and may be interesting because it shows some well known person in a usual situation.

) Creative narration or narrative with plot

Creative narration or narration with plot is a composition that shows series of events clearly with person and his character, and how the events begin until end.

b) Description

Description is a form of composition that writer use when they seek to make readers visualize something. Description is a writing that tells us how something looks sound, feels, or smells it is mostly use in a narration to provide setting and help establish characterization. Corbin (1996:89) state

Composition of a pure description may of course by written, but our text will not give separate analysis of that kind of writing, mostly because it too is essay kind of writing for most students

There are two crucial elements for effective description, creative description and explanatory description. Creative description is written primarily to entertain. It uses details carefully selected in order to injure loop a picture. The purpose of it is to create a picture or image. It needs a careful planning, selection, and arrangement. Explanatory description, creative purpose is to inform. Reader needs explicit specific details if they are to create exactly mental image writers have in mind. Moreover, readers are better able to create a mental image if the details appeal to all senses, sight, taste hearing, smell, and touch.

c) Exposition

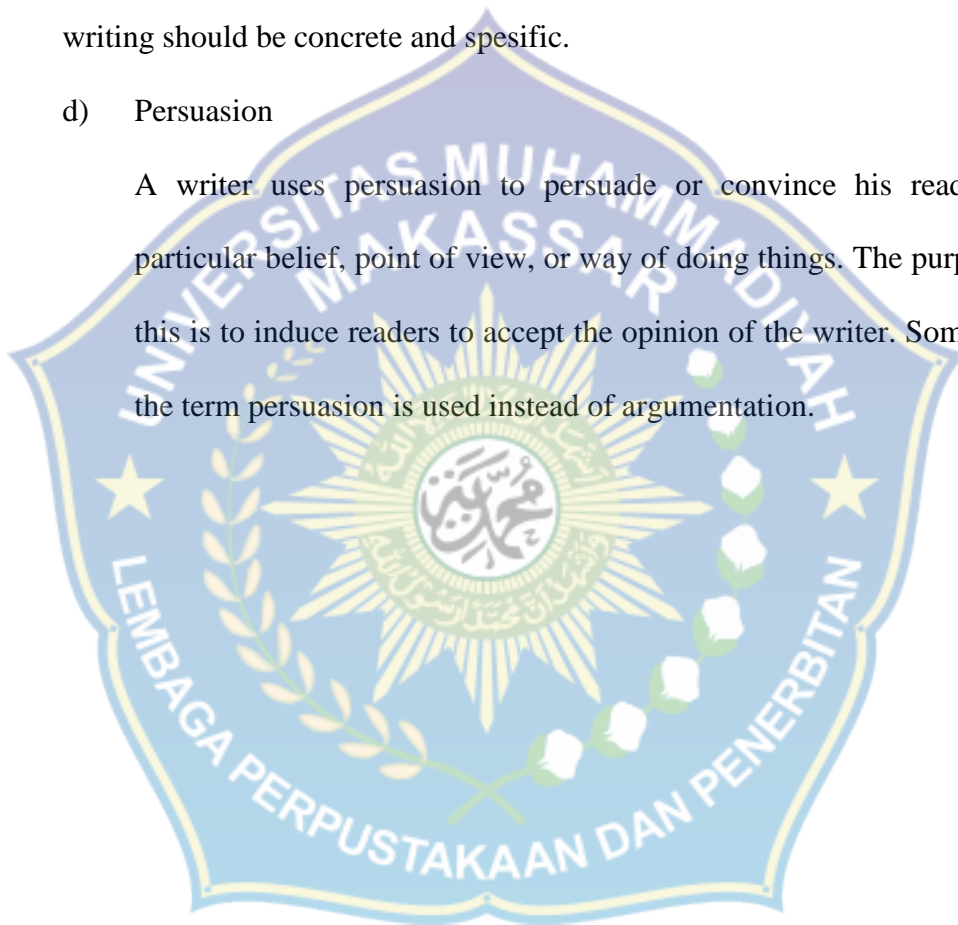
Exposition is used by the writers if they seek to explain something to their readers. It is informative writing desaigned to explain or clarify facts and ideas. It is the kind of most often required of college students and of people holding jobs that required a college education. An exposition paragraph will be based upon:

1. Exposition by definition
2. Exposition by comparison
3. Exposition by division or enumeration
4. Exposition by combining various methods

A good exposition is interesting as well as informative to create interest: the writing should be concrete and spesific.

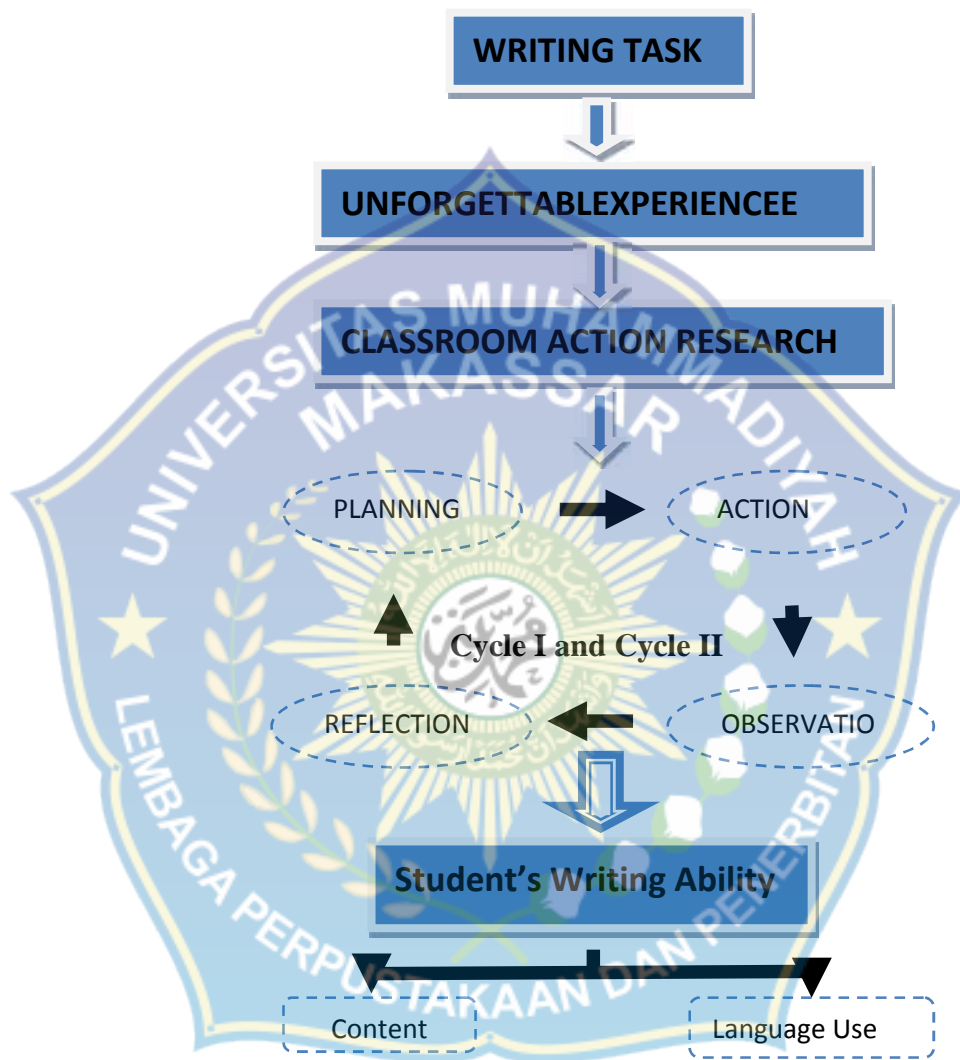
d) Persuasion

A writer uses persuasion to persuade or convince his readers of particular belief, point of view, or way of doing things. The purpose of this is to induce readers to accept the opinion of the writer. Sometimes the term persuasion is used instead of argumentation.



E. Conceptual Framework

The conceptual framework underlying, the research is given in the following diagram:



Explanation:

Based on the conceptual framework of writing task, the researcher would like to use unforgettable experience in write a task as teaching approach in classroom action research (CAR). This research conduct two cycles, and each cycle consist four steps is: 1). Planning, 2). Action, 3). Observation, and 4). Reflection. The process of cycle 1 and 2 can get students' writing ability. And finally the result of

this research is the development of content and language use in the students' writing.



CHAPTER III

RESEARCH METHOD

A. Research Design

1. Research Setting

This research was *Classroom Action Research* and Location of this research would be done in SMA Handayani Sungguminasa Kabupaten Gowa. The duration research would be executed during 1 month, from starting data early have data which in fact.

2. Planning of Action

In this plan action, the writer makes a good planning before started to research. The planning of the writer's were : the writer asked the students to writing task to get data before give treatment, after that the writer would gave treatment to increase their writing ability and to overcome their problem to get valid data.

3. Preparation of Research

There were many things that the writer prepares to conduct this research before doing research in the field. The first step was the writer have arrange pass permission and then the writer asked permission to side school if the writer will be done research in that school, the last was the writer equip indicator to will be research.

4. Implementation of Research

Action would be done if the appropriated with the planning and preparation that was arrange or formulated before.

5. Evaluation and Reflection

This step would be done to collect the data and analyze it to get conclusion from this research after giving treatment to the students.

B. Research Variables and Indicators

1. Variables of the Research

Variable is object of research or that become the focus of the research (Arikunto,1998). Variables of this research is using content and language use in the students' writing.

2. Indicators of the Research

- a) Indicators of the content in the students' writing are main idea, topic and substantive.
- b) Indicators of the language use in the students' writing are tenses, nouns, verbs, and adjectives.

C. Research Subject

Research subject of this classroom action research was the second year of senior high school (SMA) Handayani Sungguminasa, Kabupaten Gowa. The class consists of 35 student in academic years 2013-2014.

D. The Cycle of Research

This research consist of two cycles. Each cycle consist of three meetings and in a cycle consist of four steps. They were:

1) Planning

In this step, the writer prepares what have to done in each action step. Such as the topic about Unforgettable Experience like Fascinating, distressing, pleasurable and painful experience.

2) Action

- a. The teacher makes informal greeting and self introduction.
- b. Motivating the students to improve their interest in learning process.
- c. The teacher gives to the students about clues that have correlation with the subject (writing task on inforgettable experience).
- d. The teacher explained about how to start writing about unforgettable experience and how to made a good writing.
- e. The teacher expands the materials by giving deep explanation and example.
- f. The teacher asked the students to write a task based their unforgettable experience.
- g. Teacher gives full attention on their students' development in writing ability.

3) Observation

In this step, the writer observes what happen in the classroom, what the student write and the writer observes at using experience in writing can give motivation to student or not.

4) Evaluation and Reflection

In this step, the writer analyze the weaknness that he got in observing then, the writer looks for problem solving for the weakness. After that the writer made planning for the next cycle.

E. Research Instrument

The instrument that would be used, there were:

1. Observation Sheet

It is used to observe and to record the students' activities during the teaching and learning process for each cycle.

2. Test

It was designed to measured the students' ability in English writing in each cycle. The test format was writing a short paragraph based on unforgettable experience. The test was administered in the last meeting of each cycle.

F. Techique of Data Analysis

The data from the students was calculated in the mean score to find out the students' writing skill.

1. Scoring and classifying the students' skill into the following criteria:

a. Content

Classification	Score	Criteria
Excellent to very good	39-50	Clear, well focused, knowledge, and relevant to the topic.
Good to average	27-38	Clear and focused, lack of logical sequence and development ideas, effective but simple construction.
Fair to poor	16-26	Does not clear, do not communicated, information is very limited
Very poor	0-15	No organization, not enough to evaluate because no meaningfully.

(sources: Boonde, 2003:27; Depdikbud, 1985:6)

$$score = \frac{st}{m} \times 100$$

b. Language Use

Classification	Score	Criteria
Excellent to very good	39-50	Effective complex construction, few errors of agreement, tense, number, word/ order function, article, pronoun and preposition.
Good to average	27-38	Few errors of agreement, tense,

		number, word/ order function, article, pronoun and preposition meaning confused or obscured.
Fair to poor	16-26	Dominant by errors of grammar, cannot be understood and evaluated.
Very poor	0-15	Virtually no mastery of sentence consist rules, etc.

(sources: Boonde, 2003:27; Depdikbud, 1985:6)

$$score = \frac{st}{m} \times 100$$

2. Calculating the mean score using formula: $X = \frac{\sum X}{N}$

Note:

X : the mean score

$\sum X$: the sum of all score

N : the total number of subject

(Gay in Yakkop, 2006)

3. Calculating the percentage of the students' activity in learning process

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

Note:

P : Percentage

F : Frequency

N : Total number of subject

(Hatch and Hassen in Yakkop, 2006)

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

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

(Depdikbud, 2003:29)

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

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

Where : P : percentage of the students

X1 : the first mean score

X2 : the second mean score

6. To calculate the students' activeness score, the following formula was used:

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

Note:

P : Percentage of the students' score

Fq : Frequency of the students' score

N : Number of subject.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The First Condition of The Class

Based on the pre-observation, the writer got some data about the students' condition of the class, including the students' problems. According interview between reseacher the studentswas so difficult to make sentence in writing form because they were scare got material to increase their abstract ability and their teacher just focus oncontent and language use. The data was analyzed to overcome the problems.

2. The first cycle

a. Planning

To conduct this writer, the researcher had to prepare all her needs first. The students' work paper, test (pre-test and post-test), writing text, and supporting instrument.

This cycle, the writer had planned three times of meeting, the first meeting was given pretest to the students to know how the writing ability students in the classroom. In the second and third meetings of providing to learned material by using writing task on unforgettable experience. In the implementation of writing task method, students are expected to: write with good content and language use. And students can sdivide topic by unforgettable experience.

b. Action

1) The First Meeting

The first meeting in the first cycle, conducted pre test to 35 students to determine students' language skills by asking students to relate their daily activities. At the initial meeting was conducted on 12 October 2013 started on 12.45. am - 13.50 am o'clock (based on the school schedule). In this meeting based on the procedure of writing task on unforgettable experience:

) The writer introduced to the students about the writing narrative essay using experience,

) The writer explained about topic in writing experience

) The writer explained about how to start writing about unforgettable experience.

) The writer explained to the students about narrative, writing and essay.

) The writer explained about introductory paragraph and concluding paragraph.

2) The Second Meeting

At the second meeting held on 19 October 2013 it was started on 07.30 pm - 09.00 pm o'clock (based on the school schedule), at this meeting the learning process was similar to the first meeting based on the writing task on unforgettable experience. Because at the first meeting was the provision of pretest to the students to determine their writing ability, so in this second meeting the writer have begun to distribute or provide the material considered helpful to their ability

to write, such as the provision of vocabulary. The material in this case was the "**fascinating experience**", the students wrote in paragraph based on their experience.

3). The Third Meeting.

At the third meeting which was held in class on May, 26 October 2013 it was started on 10.30 am - 11.50 am o'clock (based on the school schedule)

The activities began by reminding the students what they did at the previous meeting. Subsequently, for approximately 15 minutes, the teacher explained the activities that they will do on that along day with providing examples of implementation. In this meeting, the writer still refers to the instructions of information where as many students were not very capable active in the classroom, especially in the English language. Therefore, the writer tried to activate it by giving students a new topic. The topic was "sad experience ", this topic was believed to be able to motivate students to write in narrative essay.

c. Observation

Based on observations made by researchers and collaborators in the first cycle, the data obtained as follows:

1. In the first cycle of learning, especially at the first meeting which made a test using unforgettable experience although the students still looks confused and still full of noise and some students did not seem enthusiastic about their new learning. This was caused by the habitual with teachers who teach in their class and teacher attention that trend had not been equitable. But with a learning system provided by the

researchers believed to be able to attract students' motivation, particularly in interacting with other students.

2. At the second meeting of the first cycle of learning, students are still combine English language and Indonesia language in their writing. Because of this problem, the researcher work hard to guide and motivate the students to be more active and willing to asked the writer about these the less they understand.

d. Reflecting

Table 1 Result of content Assessment at the First Cycle

Classification	Score	Criteria	F	%
Excellent to very good	39-50	Clear, well focused, knowledgeable, and relevant to the topic.	0	0
Very good to good	27-38	Clear and focused, lack of logical sequence and development ideas, effective but simple construction.	4	11,43 %
Fair to poor	16-26	Does not clear, do not communicated, information is very limited	20	57,14 %
Very poor	0-15	No organization, not enough to evaluate because no meaningfully.	11	31,43 %
Mean Score			35	100%

Based on the data of the results of the observation indicated that some students still lack of content, whereas 57,14% got poor and 31,43 % got very poor

and just 11,43% got average, and there is not students got excellent. The researcher needed to do stabilization in the second cycle especially the students' content ability.

Table 2. Result of Language Use Assessment at the First Cycle

Classification	Score	Criteria	F	%
Excellent to very good	39-50	Effective complex construction, few errors of agreement, tense, number, word/ order function, article, pronoun and preposition.	0	0
Good to average	27-38	Few errors of agreement, tense, number, word/ order function, article, pronoun and preposition meaning confused or obscured.	2	5,71%
Fair to poor	16-26	Dominant by errors of grammar, cannot be understood and evaluated.	18	51,43%
very poor	9-7	Essentially translation, little knowledge of english vocabulary	15	42,86%
Mean Score			35	100%

Based on the data of the results of the observation indicated that, some of the students know a little vocabulary, whereas 5,71 % good and 51,43s% got poor and 42,86% very poor. The researcher needed to do stabilization in the second cycle especially the students' vocabulary ability.

The data of the first cycle, it can be said the teaching and learning process was not maximal. There were still some descriptors which not achieved yet. Beside that there were also some descriptors had achieved even though they still needed to be improved to the next cycle. Based on the data above, there were some descriptors made the researcher happy because most of them did what the researcher hoped even though it still needed to be improved to the next cycle.

2. The Second Cycle

a. Planning

Actually, the planning for the first and second cycle were the same because there were lesson plans, students' work papers, competence tests (post-test), the frame of materials, guidelines of observation, and answer sheets for the competence test, etc. The second cycle was conducted for three meetings. It was done on November 19th, 20th, 23th, 2013. There was an emphasis on the making stronger of the weaknesses in the first cycle. The weak aspects of the actions that will be improved are:

- 1) Using time as good as possible, so that all the planning can be done well. It is focused on dividing time for each activity.
- 2) Motivating the students who are still less understanding the material.
- 3) Giving reinforcement and summarizing the material.
- 4) Explaining more clearly and detailed the clarification of students' answer after activity such as in warming up activity, main activity, and closing activity.

Changing the warming up activity in the first meeting and the thirds meeting to entertain students before starting the materials.

b. Action

1. The First Meeting

The first meeting in the second cycle was conducted on November, 23, 2013. It was started at 12.45pm - 13:40 pm (Based on Schedule), as for the material or topic that is given is entitled "distressing experience. The topics above are considered interesting for students so that it can stimulate students to wrote. In order for the learning process was going well, so at this meeting had provided researchers with a topic-related vocabulary to discussed and explained the purpose of the topic.

In this meeting based on the procedure of writing about experience as follows:

-) The writer introduced to the students about the writing narrative essay using experience,
-) The writer explained about topic in writing experience
-) The writer explained about how to star writing about unforgettable experience.
-) The writer explained to the students about nerrative, writing and essay.

2. The Second Meeting

The second meeting was conducted on November, 30. 2013; it was started at 07.30 am – 09.00 am. The topic that students analyzed was pleasurable

experience, the rwriter conclude that this topic is interesting topic. It same with the first meeting that students still was given some vocabularies to help students in writing.

All the activities of the class were not different with the activities in the first meeting. The most important things in the second meeting were to motivate the students to be active on the class, to improve the students' writing ability and to overcome the students' problems, and to decrease the weaknesses in the first meeting.

b. The Third Meeting

The third meeting was conducted on December, 07 in 2013; it was started at 10:30 am - 11:45 pm. This meeting was different from previous meetings, where students were given material in the third meeting students were given the Post Test to test their skills during the lesson. The post test is meant to asked the student activities in a full day to remember at the second meeting of the second cycle had been an increased in students' self.

c. Observation

Based on observations made by writer and collaborators on the second cycle, the data obtained as follows:

- a) At the first meeting, students began to show signs of interest in learning methods, although many of among the students still need teachers' guidance.

- b) Students were very enthusiastic about teaching methods, students were also seen had been able to write well, and some of the students asked the teacher if they do not know.
- c) The change was very visible on the second and third meetings where the students seemed happy in writing by using this method.
- d) The third meeting was a meeting which was considered adequate and clear,
- e) Although there among the students still need guidance.

d. Reflecting

This second cycle, learning was already showing encouraging results.

Table 3 Result of content Assessment at the Second Cycle

Classification	Score	Criteria	F	%
Excellent to very good	39-50	Clear, well focused, knowledgeable, and relevant to the topic.	9	25,71%
Very good to good	27-38	Clear and focused, lack of logical sequence and development ideas, effective but simple construction.	20	57,14%
Fair to poor	16-26	Does not clear, do not communicated, information is very limited	4	11,43%
Very poor	0-15	No organization, not enough to evaluate because no meaningfully.	2	5,71%
Mean Score			35	100%

Based on the data of the results of the observation indicated that there are 9 (25, 71%) students got excellent to very good score, 20 (57,14%) very good to good score, 4 (11,43%) students got fair to poor, and 2 (5,71%) students get very poor score. Based on the data of the results of the observation indicated that some of the students have increasing in content than then first cycle.

Table 4 Result of organization Assessment at the second Cycle

Classification	Score	Criteria	F	%
Excellent to very good	39-50	Effective complex construction, few errors of agreement, tense, number, word/ order function, article, pronoun and preposition.	3	8,57%
Good to average	27-38	Few errors of agreement, tense, number, word/ order function, article, pronoun and preposition meaning confused or obscured.	18	51,43%
Fair to poor	16-26	Dominant by errors of grammar, cannot be understood and evaluated.	12	34,28%
very poor	9-7	Essentially translation, little knowledge of english vocabulary	3	8,57%
Mean Score			35	100%

Based on the data of the results of the test indicated that all of the students have increased in organization, whereas there was 3(8,57%) students got very poor and poor, 12(34,28%)got fair to poor, 18(51,43%) students got good, and 3 (8,57) got excellent in this test.

The table above showed the scores of the students increasing. Some of the indicators were successful. The table above showed that there was differentiation between first cycle and second cycle, where in second cycle some of the students have increasing significantly than before.

B. Discussion

To make this discussion clear, the writer would like to explain in two parts;

- (1) writing ability can be improved by writing task on unforgettable experience
- (2) the effectiveness of writing task on unforgettable experience to improve the students writing ability through four indicators that have analyzed.

The explanation as below:

1. The writing ability of the second class of SMA Handayani Sungguminasa Kab. Gowa through writing task on unforgettable experience.

The description of data collection writing test as explained in the previous section shows that the students' ability in writing develop. It was supported by the frequency and rate percentage of the result of the students' pre test and post test from the two components of writing. In the componen of content, in the cycle, therewere only 4 (11.43%) students got very good to good score, and most of them were in fair to poor range. While in the cycle, the datashows, there were 9(25.71%) students in excellent to very good range. In the component of language use, in the first cycle, there were only 2 (5.71%) Studens got very good to good score, and most of them are in the fair to poor and very poor, while the second cycle of the data shows 3(8,57%) students in excellent to very good range and most of them in very good to good range.

Seeing in the comparison of the students pretest and post test in each component of writing, the writer can conclude that there is development of the students' ability in writing for each component of writing after giving treatment in the second cycle.

2. The effectiveness of writing task on unforgettable experience to improve students' writing ability of the second Class Students of SMA Handayani Sungguminasa Kab. Gowa.

The two indicators that have analyzed, namely: content and language use. Showed that writing task on unforgettable experience was very effective to improve students' writing ability especially in paragraph narrative. It is very reasonable if unforgettable experience can improve the students writing ability because it is can make the student develop their ideas.

The main point in this study was to improve the students' writing ability and overcome the students' problems in writing task on unforgettable experience it was happened because the students' achievements and performances improve from the first cycle to the second cycle. Even though, it still needs some stabilization, but it has to be stopped because it has limited time and all students have passed in this lesson and get good scores.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the writer presents the conclusion and suggestion of the research. They are as follows:

A. Conclusions

1. The data show that, the students' abilities in improving students' writing ability through writing task on unforgettable experience was able to improve writing students' ability especially in narrative essay.
2. Writing task on unforgettable experience was very effective to improve the students' writing ability of the second class of SMA Handayani Sungguminasa Kab. Gowa.

B. Suggestions

Considering to the conclusion above, the writer further gives suggestion as follows:

1. It was suggested to english teachets to use unforgettable experience in teaching English writing
2. It was suggested to the students, should write an English essay based on their unforgettable experiences in order to develop their ideas easily.

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CURRICULUM VITAE



The writer, Alfian Akmal, was born in Baraka on 18st of July 1990. He is the 6th child of 8 siblings from the marriage of his parents Alm. Juha and St. Alang. He entered the Elementary School, SDN Inpres 105 Baraka in Enrekang in 1996 and finished in 2002. In 2003 he continued his study to SMPN 1 Baraka in Enrekang, and then continued his senior high school at SMA 1 Baraka in 2005 and graduated in 2008. In 2008 he continued his study to Muhammadiyah University of Makassar, he was accepted as a student of English Department of Faculty of Teachers Training and Education.



APPENDIX A

Rencana Pelaksanaan Pembelajaran

- Nama Sekolah : SMA Handayani Sungguminasa Kab. Gowa
Mata Pelajaran : Bahasa Inggris
Kelas : XI (sebelas)
- Standar kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.
- Kompetensi Dasar : Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.
- Indikator : Menulis teks tulis fungsional dan esei pendek sederhana berbentuk narrative.
- Tema : Fascinating experience
- Aspek skill : Writing
- Waktu : 2 x 45 menit
- Tujuan pembelajaran : Siswa diharapkan mampu membuat teks atau paragraph sederhana berbentuk narrative.
- Metode : unforgettable experience
- Langkah-langkah kegiatan :
- ❖ Kegiatan awal
 -) Member salam
 -) Mengecek absensi siswa
 - ❖ Kegiatan inti
 -) Guru memberikan penjelasan kepada siswa tentang cara menulis paragraph berbentuk narasi dengan menggunakan pengalaman yang tak terlupakan.
 -) Guru memberikan penjelasan tentang topic dalam menulis pengalaman.
 -) Guru memberikan penjelasan tentang bagaimana memulai menulis dengan pengalaman yang tak terlupakan.
 -) Guru memberikan penjelasan kepada siswa text narrative
 -) Guru memberikan penjelasan tentang memulai sebuah paragraph dan menyimpulkan sebuah paragraph.
 -) Guru memeriksa hasil pekerjaan siswa dan member nilai.
 - ❖ Kegiatan Akhir
 -) Menyuruh siswa membaca hasil pekerjaannya di depan kelas
 -) Memberikan penguatan tentang materi yang telah di pelajari.

) Menutup kelas.

Sumber pembelajaran: Look ahead and dictionary

Penilaian :

a. Content

Classification	Score	Criteria
Excellent to very good	39-50	Clear, well focused, knowledge, and relevant to the topic.
Good to average	27-38	Clear and focused, lack of logical sequence and development ideas, effective but simple construction.
Fair to poor	16-26	Does not clear, do not communicated, information is very limited
Very poor	0-15	No organization, not enough to evaluate because no meaningfully.

(sources: Boonde, 2003:27; Depdikbud, 1985:6)

b. Language Use

Classification	Score	Criteria
Excellent to very good	39-50	Effective complex construction, few errors of agreement, tense, number, word/ order function, article, pronoun and preposition.
Good to average	27-38	Few errors of agreement, tense, number, word/ order function, article, pronoun and preposition meaning confused or obscured.
Fair to poor	16-26	Dominant by errors of grammar, cannot be understood and evaluated.
Very poor	0-15	Virtually no mastery of sentence consist rules, etc.

Teaching Material

First meeting in cycle 1

A. Narrative text is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events.

B. Generic Structure of Narrative

A narrative text consists of the following structure:

-) Orientation: Introducing the participants and informing the time and the place
-) Complication: Describing the rising crises which the participants have to do with
-) Resolution: Showing the way of participant to solve the crises, better or worse

C. Language Features of Narrative

-) Using processes verbs
-) Using temporal conjunction
-) Using Simple Past Tense

D. The example of narrative text with fascinating experience

Memories during school days

It is indeed true that high school life is the most unforgettable experience in our teenage life. We have had unforgettable memories together with our friends, former classmates and crushes! We may not realize during those times how to treasure each moment we spent in school during our high school days.

Maybe right at this moment you're already wishing you could go back those times wherein all you did was having fun with your classmates and friends. Cutting classes with your partners in crime as well as sending letters to whoever your crush.

We had all those kinds of memories, camping, field-trips, and the night you spent with your so called partner at the JS prom. Those are the sweet memories you can hardly forget and you will hardly forget even at your old days. Even if you say you have 5 or more children right now, still you're being reminded by those memories.

The song of Sharon was exactly right! high school life is indeed the best! stress free unlike when you go to college you have to take everything seriously!


What was your most unforgettable memories during your high school days.

E. Task

❖ Direction

1. Choose one of the topics bellow and make a narrative text by using your unforgettable experience.
 - a. Fascinating experience
 - b. Sad experience
 - c. Pleasurable experience
2. Look up your dictionary if you find some difficult or strange words to translate.

Rencana Pelaksanaan Pembelajaran



Nama Sekolah	: SMA Handayani Sungguminasa Kab. Gowa
Mata Pelajaran	: Bahasa Inggris
Kelas	: XI (sebelas)
Standar kompetensi	: Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.
Indikator	: Menulis teks tulis fungsional dan esei pendek sederhana berbentuk narrative.
Tema	: Strained experience
Aspek skill	: Writing
Waktu	: 2 x 45 menit
Tujuan pembelajaran	: Siswa di harapkan mampu membuat teks atau paragraph sederhana berbentuk narrative.

Langkah-langkah kegiatan :

❖ Kegiatan awal

-) Memberi salam
-) Mengecek absensi siswa

❖ Kegiatan inti

-) Guru memberikan penjelasan kepada siswa tentang cara menulis paragraph berbentuk narasi dengan menggunakan pengalaman yang tak terlupakan.
-) Guru memberikan penjelasan tentang topic dalam menulis pengalaman.

-) Guru memberikan penjelasan tentang bagaimana memulai menulis dengan pengalaman yang tak terlupakan.
-) Guru memberikan penjelasan kepada siswa text narrative
-) Guru memberikan penjelasan tentang memulai sebuah paragraph dan menyimpulkan sebuah paragraph.
-) Guru memberikan penjelasan tentang simple past tense.
-) Guru memeriksa hasil pekerjaan siswa dan member nilai.
- ❖ Kegiatan Akhir
 -) Menyuruh siswa membaca hasil pekerjaannya di depan kelas
 -) Memberikan penguatan tentang materi yang telah di pelajari.
 -) Menutup kelas.

Sumber pembelajaran: Look ahead and dictionary

Penilaian :

a. Content

Classification	Score	Criteria
Excellent to very good	39-50	Clear, well focused, knowledge, and relevant to the topic.
Good to average	27-38	Clear and focused, lack of logical sequence and development ideas, effective but simple construction.
Fair to poor	16-26	Does not clear, do not communicated, information is very limited
Very poor	0-15	No organization, not enough to evaluate because no meaningfully.

(sources: Boonde, 2003:27; Depdikbud, 1985:6)

b. Language Use

Classification	Score	Criteria
Excellent to very good	39-50	Effective complex construction, few errors of agreement, tense, number, word/ order function, article, pronoun and preposition.
Good to average	27-38	Few errors of agreement, tense, number, word/ order function, article, pronoun and preposition meaning confused or obscured.
Fair to poor	16-26	Dominant by errors of grammar, cannot be understood and evaluated.
Very poor	0-15	Virtually no mastery of sentence consist rules, etc.

Teaching material

Second meeting in cycle 1

A. Narrative text is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events.

B. Generic Structure of Narrative

A narrative text consists of the following structure:

-) Orientation: Introducing the participants and informing the time and the place
-) Complication: Describing the rising crises which the participants have to do with
-) Resolution: Showing the way of participant to solve the crises, better or worse

C. Language Features of Narrative

-) Using processes verbs
-) Using temporal conjunction
-) Using Simple Past Tense

D. The example of narrative text with unforgettable experience

My Unforgettable Experience

Two years ago, my mother, sisters, and I went to Bandung. We went to Bandung by train. We needed 12 hours from Jombang to Bandung. In the train, I was sitting at the back. It are the executive class. We felt comfortable with this situation.

For the time, the train went so fast. Suddenly the train stopped. A trader said that this train hit a car. I though it was a joke, we just laughed.

Because we waited too long, my sister decided to see it. Actually, the train hit a car. We were so surprised. Howefer thanks God, there was no victim in this accident. And that was the first time I saw a bad accident

E. The simple past tense

Simple Past used to express the idea that an action started and finished at a specific time in the past.

❖ Form of simple past

Subject + Verb (past) + C/O

Example:

-) I walked to school yesterday
-) They bought a new car three years ago.
-) She dropped my cup last night.

F. Task

❖ Direction

1. Choose one of the topics bellow and make a narrative text by using your unforgettable experience.
 - a. Pleasure experience

- b. Painful experience
 - c. Distressing experience
2. Look up your dictionary if you find some difficult or strange words to translate.

Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMA Handayani Sungguminasa Kab. Gowa
Mata Pelajaran : Bahasa Inggris
Kelas : XI (sebelas)

Standar kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

Indikator : Menulis teks tulis fungsional dan esei pendek sederhana berbentuk narrative.

Tema : Beautiful experience

Aspek skill : Writing

Waktu : 2 x 45 menit

Tujuan pembelajaran : Siswa diharapkan mampu membuat teks atau paragraph sederhana berbentuk narrative.

Metode : unforgettable experience

Langkah-langkah kegiatan :

- ❖ Kegiatan awal
 -) Memberi salam
 -) Mengecek absensi siswa
- ❖ Kegiatan inti
 -) Guru memberikan penjelasan kepada siswa tentang cara menulis paragraph berbentuk narasi dengan menggunakan pengalaman yang tak terlupakan.
 -) Guru memberikan penjelasan tentang topic dalam menulis pengalaman.
 -) Guru memberikan penjelasan tentang bagaimana memulai menulis dengan pengalaman yang tak terlupakan.
 -) Guru memberikan penjelasan kepada siswa text narrative
 -) Guru memberikan penjelasan tentang memulai sebuah paragraph dan menyimpulkan sebuah paragraph.
 -) Guru memeriksa hasil pekerjaan siswa dan memberi nilai.
- ❖ Kegiatan Akhir

-) Menyuruhsiswamembacahasilpekerjaannya di depankelas
-) Memberikanpenguatantentangmateri yang telah di pelajari.
-) Menutupkelas.

Sumber pembelajaran : Look ahead and dictionary

Penilaian :

a. Content

Classification	Score	Criteria
Excellent to very good	39-50	Clear, well focused, knowledge, and relevant to the topic.
Good to average	27-38	Clear and focused, lack of logical sequence and development ideas, effective but simple construction.
Fair to poor	16-26	Does not clear, do not communicated, information is very limited
Very poor	0-15	No organization, not enough to evaluate because no meaningfully.

(sources: Boonde, 2003:27; Depdikbud, 1985:6)

b. Language Use

Classification	Score	Criteria
Excellent to very good	39-50	Effective complex construction, few errors of agreement, tense, number, word/ order function, article, pronoun and preposition.
Good to average	27-38	Few errors of agreement, tense, number, word/ order function, article, pronoun and preposition meaning confused or obscured.
Fair to poor	16-26	Dominant by errors of grammar, cannot be understood and evaluated.
Very poor	0-15	Virtually no mastery of sentence consist rules, etc.

Teaching material

Third meeting in cycle 1

A. Narrative text is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events.

B. Generic Structure of Narrative

A narrative text consists of the following structure:

-) Orientation: Introducing the participants and informing the time and the place

-) Complication: Describing the rising crises which the participants have to do with
 -) Resolution: Showing the way of participant to solve the crises, better or worse
- C. Language Features of Narrative
-) Using processes verbs
 -) Using temporal conjunction
 -) Using Simple Past Tense
- D. The example of narrative text with fascinating experience

My Beautiful experience

Since I am a high school student, somebody might say I have my entire life ahead of me, with all of its beautiful experiences. But despite being so young, I already have a personal breath-taking experience, which I am sure I will carry with me until my last days: my first hike to the mountains.

Though traveling is not a big deal for me today, before my trip to the mountains, I used to be a homebody. I had friends to hang out with, several hobbies, and I felt completely comfortable spending weeks or even months in my hometown—or sometimes even on my block—without going anywhere. All my demands of novelty were satisfied by the Discovery and National Geographic channels, and I seriously thought there was no difference between seeing something on the TV or with one's own eyes.

The situation changed when one day David, my best pal who always got a couple of colorful bugs in his head (or, in other words, was always carrying out several crazy plans at once) tumbled into my room and proclaimed his disgust for civilization. I will not describe how he managed to persuade me to join him on his journey to the Rocky Mountains; all I will say is we departed in five days.

This was my first time in the mountains, so I was turning my head in all directions. Unfortunately, the weather was foggy most the time, and the higher we got into the mountains, the worse the visibility was. Even despite this fact, I still enjoyed the hike—I felt like I was Bear Grylls, whose show I used to watch with excitement: in the wild, with food and water in my backpack, carrying a flashlight and a knife. On the first day, we were making our way along the foothills; but the next day, we started to climb on one of the peaks. Though it was not that steep and high, I was still excited. I regularly hastened, and because of that I ran out of energy long before we got to the top; David, on the other hand was more well-paced.

When we finally got to the top, nothing had really changed. The same fog was covering the surroundings, and even though I was teeming with positive emotions, I felt

disappointed, because I counted on seeing the view from above and perhaps being able to take some photos. We spent a couple of hours on the top, and decided to turn back, when the wind suddenly dispersed the clouds, and the plateau we were standing on became illuminated with the sun. I saw a fantastic panorama in front of me, and for some moments I couldn't believe my eyes. Seeing all those mountain ridges, cliffs, and edges on my own, not on TV, was like a revelation for me. The strong wind blew right into my face, and I just stood there and watched shreds of fog gliding over the ground far beneath me. At that moment, I realized that I won't be able to live a life without visiting the mountains at least twice a year.

The next day we returned my legs started to hurt so bad that I could hardly walk. But every time as my face wrinkled because of an ache, I remembered the feeling of being high above, with my head touching the skies and the clouds swimming below.

E. Task

❖ Direction

1. Choose one of the topics bellow and make a narrative text by using your unforgettable experience.
 - a. Beautiful experience
 - b. Pleasurable experience
2. Look up your dictionary if you find some difficult or strange words to translate.

Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMA Handayani Sungguminasa Kab. Gowa

Mata Pelajaran : Bahasa Inggris

Kelas : XI (sebelas)

Standar kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

Indikator : Menulis teks tulis fungsional dan esei pendek sederhana berbentuk narrative.

Tema : Distressing experience

Aspek skill : Writing

Waktu : 2 x 45 menit

Tujuan pembelajaran : Siswa di harapkan mampu membuat teks atau paragraph sederhana berbentuk narrative.

Metode : unforgettable experience

Langkah-langkah kegiatan :

- ❖ Kegiatan awal
 -) Memberi salam
 -) Mengecek absensi siswa
- ❖ Kegiatan inti
 -) Guru memberikan penjelasan kepada siswa tentang cara menulis paragraph berbentuk narasi dengan menggunakan pengalaman yang tak terlupakan.
 -) Guru memberikan penjelasan tentang topic dalam menulis pengalaman.
 -) Guru memberikan penjelasan tentang bagaimana memulai menulis dengan pengalaman yang tak terlupakan.
 -) Guru memberikan penjelasan kepada siswa text narrative
 -) Guru memberikan penjelasan tentang memulai sebuah paragraph dan menyimpulkan sebuah paragraph.
 -) Guru memeriksa hasil pekerjaan siswa dan memberi nilai.
- ❖ Kegiatan Akhir
 -) Menyuruh siswa membaca hasil pekerjaannya di depan kelas
 -) Memberikan penguatan tentang materi yang telah di pelajari.
 -) Menutup kelas.

Sumber pembelajaran : Look ahead and dictionary

Penilaian :

a. Content

Classification	Score	Criteria
Excellent to very good	39-50	Clear, well focused, knowledge, and relevant to the topic.
Good to average	27-38	Clear and focused, lack of logical sequence and development ideas, effective but simple construction.
Fair to poor	16-26	Does not clear, do not communicated, information is very limited
Very poor	0-15	No organization, not enough to evaluate because no

		meaningfully.
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(sources: Boonde, 2003:27; Depdikbud, 1985:6)

b. Language Use

Classification	Score	Criteria
Excellent to very good	39-50	Effective complex construction, few errors of agreement, tense, number, word/ order function, article, pronoun and preposition.
Good to average	27-38	Few errors of agreement, tense, number, word/ order function, article, pronoun and preposition meaning confused or obscured.
Fair to poor	16-26	Dominant by errors of grammar, cannot be understood and evaluated.
Very poor	0-15	Virtually no mastery of sentence consist rules, etc.

(sources: Boonde, 2003:27; Depdikbud, 1985:6)

Teaching Material

First meeting in cycle 1

A. Narrative text is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events.

B. Generic Structure of Narrative

A narrative text consists of the following structure:

-) Orientation: Introducing the participants and informing the time and the place
-) Complication: Describing the rising crises which the participants have to do with
-) Resolution: Showing the way of participant to solve the crises, better or worse

C. Language Features of Narrative

-) Using processes verbs
-) Using temporal conjunction
-) Using Simple Past Tense

D. The example of narrative text with fascinating experience

My unforgettable experience

Everybody must have an unforgettable experience, including me. I have an unforgettable experience when I was about 5 years old maybe, because at that time I did not entered an elementary school yet. This story happened in my village in Sukoharjo around the year of 1987. Here is my unforgettable experience.

It was in the middle of the night when I suddenly woke up and cried loudly. Then I walked to look for my Father. I came into his bedroom. My father got up and shocked, then asked me, "What happens honey"? I answered, "Pak, let's go to Semarang to meet Ibu. Let's go! Hurry up!". From his face I knew that my father confused and wondered why, but he followed me walking to the door after taking his *sarung*. Then he unlocked and opened the door. We walked through the front yard, then through the gate. After walking approximately 5 meters from the gate, he stopped his step. He said "Honey, I am sorry I forgot to close and lock the door. Look! It is still open". I looked back to our home, and it was. "I will close and lock it for a moment, ok?" He asked me and I said "OK, then ". Then he turned back to our home. He had leaved me alone in the street. I looked around where I was standing. It was so dark. There was only a small lamp in each intersection. The distance between one and another home was so far. And the distance filled by the tall trees. There was no body I could see. I heard nocturnal animals singing cheerfully. But I did not. After waiting for a while, I felt scared. My father did not turn back to the place where I was standing. I was so scared. Scared of ghost and other scary creature would come to me. Suddenly there was a loud sound from the top of the trees. I did not know what was that. Therefore I knew that it was at night, not at noon. I run as fast as I could, turning back to my home. The door was still open. I came into the house and looked for my father. He was in his bedroom, slept soundly. Then I went back to my bedroom too. I tried to remember what had happened to me, but I could not find the matters, so I decided to sleep again.

In the morning, my father did not say anything. It seemed nothing happened. Maybe he did not want me to be ashamed. But I still remember that night vividly. Maybe at that time I missed my mother so much, because she had been working in Semarang for long time and went home rarely. And when she went home, she only stayed for few hours then turned back to Semarang again.

E. Task

❖ Direction

1. Choose one of the topics below and make a narrative text by using your unforgettable experience.
 - d. Sad experience
 - e. Pleasurable experience
2. Look up your dictionary if you find some difficult or strange words to translate.



APPENDIX B

A. Fascinating Experience

Memories during school days

It is indeed true that high school life is the most unforgettable experience in our teenage life. We have had unforgettable memories together with our friends, former classmates and crushes! We may not realize during those times how to treasure each moment we spent in school during our high school days.

Maybe right at this moment you're already wishing you could go back those times wherein all you did was having fun with your classmates and friends. Cutting classes with your partners in crime as well as sending letters to whoever your crush.

We had all those kinds of memories, camping, field-trips, and the night you spent with your so called partner at the JS prom. Those are the sweet memories you can hardly forget and you will hardly forget even at your old days. Even if you say you have 5 or more children right now, still you're being reminded by those memories.

The song of Sharon was exactly right! high school life is indeed the best! stress free unlike when you go to college you have to take everything seriously! What was your most unforgettable memories during your high school days.

B. Unforgettable Experience

My Unforgettable Experience

Two years ago, my mother, sisters, and I went to Bandung. We went to Bandung by train. We needed 12 hours from Jombang to Bandung. In the train, I was sitting at the back. It are the executive class. We felt comfortable with this situation.

For the time, the train went so fast. Suddenly the train stopped. A trader said that this train hit a car. I though it was a joke, we just laughed.

Because we waited too long, my sister decided to see it. Actually, the train hit a car. We were so surprised. Howefor thanks God,there was no victim in this accident. And that was the first time I saw a bad accident

C. Fascinating Experience

My Beautiful Experience

Since I am a high school student, somebody might say I have my entire life ahead of me, with all of its beautiful experiences. But despite being so young, I already have a

personal breath-taking experience, which I am sure I will carry with me until my last days: my first hike to the mountains.

Though traveling is not a big deal for me today, before my trip to the mountains, I used to be a homebody. I had friends to hang out with, several hobbies, and I felt completely comfortable spending weeks or even months in my hometown—or sometimes even on my block—without going anywhere. All my demands of novelty were satisfied by the Discovery and National Geographic channels, and I seriously thought there was no difference between seeing something on the TV or with one's own eyes.

The situation changed when one day David, my best pal who always got a couple of colorful bugs in his head (or, in other words, was always carrying out several crazy plans at once) tumbled into my room and proclaimed his disgust for civilization. I will not describe how he managed to persuade me to join him on his journey to the Rocky Mountains; all I will say is we departed in five days.

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When we finally got to the top, nothing had really changed. The same fog was covering the surroundings, and even though I was teeming with positive emotions, I felt disappointed, because I counted on seeing the view from above and perhaps being able to take some photos. We spent a couple of hours on the top, and decided to turn back, when the wind suddenly dispersed the clouds, and the plateau we were standing on became illuminated with the sun. I saw a fantastic panorama in front of me, and for some moments I couldn't believe my eyes. Seeing all those mountain ridges, cliffs, and edges on my own, not on TV, was like a revelation for me. The strong wind blew right into my face, and I just stood there and watched shreds of fog gliding over the ground far beneath me. At that moment, I realized that I won't be able to live a life without visiting the mountains at least twice a year.

The next day we returned my legs started to hurt so bad that I could hardly walk. But every time as my face wrinkled because of an ache, I remembered the feeling of being high above, with my head touching the skies and the clouds swimming below.

D. Fascinating Experience

My Unforgettable Experience

Everybody must have an unforgettable experience, including me. I have an unforgettable experience when I was about 5 years old maybe, because at that time I did not enter an elementary school yet. This story happened in my village in Sukoharjo around the year of 1987. Here is my unforgettable experience.

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In the morning, my father did not say anything. It seemed nothing happened. Maybe he did not want me to be ashamed. But I still remember that night vividly. Maybe at that time I missed my mother so much, because she had been working in Semarang for long time and went home rarely. And when she went home, she only stayed for few hours then turned back to Semarang again.

APPENDIX C

Diagnostic Test

Direction:

Write a narrative essay using your experience. Choose one of the following topics for your narration.

- a. Fascinating experience
- b. Distressing experience
- c. Pleasurable experience
- d. Painful experience
- e. ★ Sad experience



APPENDIX D

Test Cycle 1

Direction:

Write a narrative essay using your experience. Choose one of the following topics for your narration.

- a. Funny experience
- b. Strange experience
- c. Thrilling experience
- d. Painful experience
- e. Strained experience



Test Cycle 2

Direction:

Write a narrative essay using your experience. Choose one of the following topics for your narration.

- a. Funny experience
- b. Strange experience
- c. Thrilling experience
- d. Painful experience
- e. Strained experience

