THE EFFECTIVENESS OF STORY CIRCLE TO IMPROVE STUDENTS' WRITING ABILITY

(An Experimental Study at the Eight Grade Students' of SMP Negeri 1 Sungguminasa, Gowa)

A THESIS

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ABSTRACT

ALFIN FATHIN DIFAN, The Effectiveness of Story Circle to Improve Students Writing Ability at The Eight Grade Students of SMPN 1 Sungguminasa Kab. Gowa, under the thesis of English Education Department the Faculty of Teacher Training and Education, Makassar Muhammadiyah University. (Guided by H. Bahrun Amin and Amar Ma'ruf).

This research aimed to find out how are the students' writing narrative ability before and after applying story circle and whether or not the story circle effective in improving the students' writing narrative ability at the eight grade students' of SMP N 1 Sungguminasa in academic year 2016/2017.

Pre-experimental method was applied in this research with one group pre-test and post-test design. The instrument of this research was a writing test. The population of this research was the eighth grade year and the total sample of this research consisted of 25 students.

The students' writing narrative ability before applying story circle was poor. It was proved by the result of the pre-test. No one of the students got, excellent, very good, good, and fairly. The categorized of the students' writing narrative before applying story circle was fair, poor, and very poor classification. There were 3 (12%) students' in fair classification, 9 (36%) students' in poor classification, and 12 (48%) students' in very poor classification.

The students' writing narrative ability after applied story circle was improved. It was proved by the result of the post-test. The rate percentage and score frequency of the students' writing narrative in post-test was categorized good, and fair classification. There were 5 students' (20%) in good classification, and 20 students' (80%) in fair classification. Thus, the researcher concluded that the students' writing narrative ability was improved after applied story circle from very poor to good classification. The story circle was effective to improve the students' writing narrative, it was proved by the result of the mean score of the students' post-test was higher than the mean score of pre-test.

Keyword: Story Circle, Writing, Narrative text, Experimental.

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Makassar, March 2017
The Writer

ALFIN FATHIL DIFAN

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CHAPTER I

INTRODUCTION

A. Background

In junior high school, English becomes a compulsory subject that consists of four skills such as reading, listening, speaking and writing. Through both spoken and written language we can express our idea, thought, and feeling. In expressing a message we need vocabulary, anyhow without correct grammar it will be hard to say or write the correct sentence.

Based on Harmer (2004:33) stated that "*writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities*".

Writing is admitted widely as one of the most difficult skills that students ever do, either in foreign language or in their native language. Raimess (1983 : 164) says that many adult native speakers of a language find writing a difficult skill. Similiarly, Schwegler (1985) says that writing is one of the hardest things that people do and writing is hard because it requires thinking.

There are many methods and techniques in teaching and learning writing. The technique of learning influence the student interested to learn. If the method of teaching English is suitable for the students, they will enjoy it. So, the students will enhance their ability in the language. Besides that, the teacher gathers some

information about the students' progress and then doing the evaluation to measure the students' achievement. It is better to give the students some assessment to measure their achievement in writing.

Based on the researchers interview with the English teacher of SMP Negeri 1 Sungguminasa the researcher got the information that writing is the most difficult skill for the students.

It can be seen from the unsatisfactory writing score and some problems that students confront in writing. First, they get difficulties in getting ideas. Second, they cannot write smoothly because they do not know what to write to develop the topic and they get stuck in the middle of writing. Third, they have difficulty in compose sentences, so the students have no motivation in writing. And the last they feel bored and find it a hard activity.

Walker and Carmen in Ismayanti (2002:18) explain that one of the unsuccessful in teaching writing because the unhappy with the contradiction of teaching writing skill through process genre approach and testing them by means of timed essay, and Mini Project Assessment comes as an alternative evaluation mechanism.

Writing can be in the form of sentences, text, paragraph, etc. Based on the curriculum that is used in the school, there are some kinds of text that is learned by the students in second year of junior high school, they are: descriptive, recount and narrative.

But the researcher only focused on narrative text, because it is based on the pre-interview with the English teacher in SMP Negeri 1 Sungguminasa, the

researcher got the information about the low of students' competence in writing narrative text.

To solve the problems above, the writer used story circle in teaching writing narrative text in SMP Negeri 1 Sungguminasa. All students were capable of learning well when they were confident and engaged. Teaching through story is the best way to make this happen. Using story as the center of learning is most obvious in reading and writing but the Story Circle Method makes story a part of Social Studies, Science and other subjects as well. School can be the most enjoyable, creative part of every student's day, a place where everyone is safe and where healing occurs. Therefore, the reseacher interested in writing the topic of the research entitled: "The Effectiveness of Story Circle to Improve Students Writing Ability at The Eight Grade Students of SMPN 1 Sungguminasa".

B. Problem Statement

Based on the background , the researcher wants to know:

1. How are the writing narrative ability of the eight grade students of SMP Negeri 1 Sungguminasa in academic year 2016/ 2017 before applying the story circle ?

2. How are the writing narrative ability of the eight grade students of SMP Negeri 1 Sungguminasa in academic year 2016/ 2017 after applying the story circle ?

3. Is the story circle effective to improve the students writing narrative ability for the eight grade students of SMP Negeri 1 Sungguminasa in academic year 2016/ 2017?

C. Objective of the Study

This study aimed at finding out:

1. How the writing narrative ability of the eight grade students of SMP Negeri 1 Sungguminasa in academic year 2016/ 2017 before applying the story circle.

2. How the writing narrative ability of the eight grade students of SMP Negeri 1 Sungguminasa in academic year 2016/ 2017 after applying the story circle.

3. Whether or not the story circle effective in improving the students writing narrative ability at the eight grade students of SMP Negeri 1 Sungguminasa in academic year 2016/ 2017.

D. Significance of the Study

The finding of this study is expected to give some additional information for:

1. the students:

The writer hopes that the using of story circle can help the students to improve writing narrative ability easily.

2. English teachers:

As an alternative way or variation of media for English teacher in teaching writing narrative.

3. Next researcher:

It can improve his/her experience in teaching English by using story circle.

E. Scope of the Study

The researcher here focused on the effectiveness of using story circle to improve the students writing narrative ability. The researcher used the narrative text as teaching material in teaching learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In this part, the researcher found several previous researches which is related to this research.

Ismayanti (2008). Thesis. *Implementation of Portfolio Assessment to Increase the Students' Writing Skill*, stated that "the finding of this research are; (1) the students progress in writing for the organization is ,4 (40%) with t-test 5,9 and table 2,060 (5,9 > 2,060). It is significant because the t-test is higher than t-table, (2) the students' progress in writing for the content is (59,6%) with t-test 8,82% and t-table 2,060% (8,82% > 2,060%). It is significant because t-test is higher than t-table".

Irawati (2009). Thesis. *Using E-dialogue Journal to Improve the students' writing Ability*, stated that "the finding of this research at the students' mean score of pre-test in narrative writing are 6,35 and the students' mean score post-test are 71,07 with t-test 9,11 and t-table 2,45 where (9,11 > 2,45). It is increased because the t-test is higher than t-table".

Sumirat (2014). Thesis. *The Effectiveness of Story Circles Method in Teaching Reading Viewed from Students' risk Taking Behavior*, stated that "Story

Circle Method is more effective than dirrect teaching method in teaching reading for the seventh grade students of SMP Kristen Satya Wacana Salatiga in the 2013-2014 academic year. Story Circle is an effective method to teach reading, and the effectiveness is affected by the level of the students' risk Taking behavior level. Story circle method is a valuable method for teaching reading of descriptive text. Different from Direct Teaching Method, wich makes the students tend to be passive during teaching and learning proccess, Story Circle method makes the students to be more active in reading activity. It makes the word come to life, the students becomes enthusiastic to comprehend the text provided in squence and reading becomes exiting activity".

B. The Nature of Writing

1. Definition of Writing

As a complex process writing is not a simple work, not only grammatical patterns but also the rule of writing, such as high degree of organization, in the development of ideas and information, and choosing the vocabularies and sentence structure to make a style which is appropriate to subject matter. According to Nurgiyantoro (2001: 294) writing activity is the latest skills mastered by students after listening speaking and reading skill.

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 skill comes from Widdowson in Saleha (2008:15) stated 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".

Lindbolm in Fatmawaty (2009:13) gives definition of writing as studying to focus our mind on important matters, and learning about them. By this activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate their mind that cannot be done through other way. We can say that writing is the act of expressing something through the application of language system. So, when we write, there are two problematic areas namely "what to write and how to write it". It is the 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 Lyons (1987: 1), writing is a form of problem solving in which the writer faces two main tasks: (a) generating ideas in language, (b) composing these ideas into a written structure adapted to the needs of the

reader and the goals of the writer. In other view, Nunan (2003: 88) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Based on the explanation above we can conclude that writing is a means of communication where the written form is used to express the writers' purpose, feeling, and thought.

2. The Importance of Writing

Writing is the complex process it means that in writing students have to consider many things to build a good writing result. Harmer (2004: 31-33) states that there are many advantages of learning writing. They are:

a. Writing is often not time-bound in the way conversation is. It means that students have longer time to think than in speaking activities. They can consult the diction will be used to express their thought. They can check their grammar patterns.

b. Writing encourages students to focus on accurate language use and, because they think as they write, it may provoke well development as they resolve problems which writing puts in their mind.

c. Writing is often used as a means of reinforcing language that has been thought. They use writing skill to make a note about what they have learnt while learning process happens.

d. Writing is frequently useful as preparation for some other activity.

e. Writing can also, of course, beused as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. As the example, the teacher asks the students to make a short dialogue which they will then act out.

f. Writing is also use in questionnaire-type activities. Writing is important to face questionnaire test. In the examination, students are asked their answer in the form of written.

3. The Characteristic of Good Writing

There are some characteristic of good writing as Adelstein and Prival in Damayanti (2009: 15) states as follows:

a. Good writing reflects the writing skill to organize the material into coherence whole so that it moves logically form a sentence, dominate idea, to the supporting and finally to consistent ending, conveying to the reason sense of a well thought put plan.

b. Good writing reflects the writer skill to write the interest readers in subject and demonstrate a thought sound understanding of it.

c. Good writing reflects the writer skill to criticize the draft and revise it. Revision is the key of effectives writing.

d. Good writing reflects the writer skill to use the approach vice suit the purpose and audience of the occasion.

4. Types of Writing

a. Narration

Oshima (1997: 27) explains that Narration is story writing. When you wrote a narrative paragraph or essay, you write about events in the order that they happened. In other words, you use time order to organize your sentence. In the model essay, the writer uses time order to divide the essay into paragraphs. An outline of the essay narration would like this: *orientation, complication, and resolution.*

Narrative is not emerged only like; legend, fiction, or short story, but also emerged as real life story. From that statement, it can be analyzed that the daily experiences in past time is one product form of narrative writing oriented on realty of life. A narrative can tell what happened with students by their selves and the environment.

b. Description

Oshima (1997: 50) explains that descriptive writing to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is like a "word picture", the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader. In a description, writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space. An outline of description would like this: *introduction, body, and conclusion.*

c. Explanatory

Exposition is used in giving information, making explanation, and meanings. It includes editorials, essays and informative instructional. It includes editorial, essay, and informative instructional material. Used in combination with narrative, it stands as an essay. Used alone or with a narrative, exposition may be developing in a number of ways.

d. Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement.

From the explanation above the writer can conclude that writing skill is very important to be learnt. Writing helps us in solving and improving other skills in learning language.

C. Concept of Narrative

1. Definition

A narrative tells a story, a series of connected incident or an action. In narrative the incident that make up the story are usually told in one order in which they would really happen. West (1973:6) tells the narration is simply writing that " Narrates" or tells what happen. Thus, it concerns with the description of a series of events that may be either real or imaginary. In addition Yarber (1985: 6) states that the narrative writing is the presentation of a series of events in the order in which they occurred. This is correspondents to what Dumais (1988:60) states that narrative tells a story a

series of connected incidents or an actions. In a narrative the incidents that make up the story told in the order in which they would in really happen.

Further, Dumais (1998) explains that the story must be story must be true as in writing of history, autobiography, or news report. The story may be fictional as in a story, or novel. A narrative can tell what happens in matter or year.

In narrative writing, an author has a chance to make his or her mark on the world by relating a story that only he or she can tell. Whether in comes from a personal experience or is one that the writer has imagined, the point of a narrative is to bring one's subject to life. By using sensory details, the five W and H (who, what, when, why, and how), and basic story structure, any subject can be made exciting.

There are many types of narrative. They can be imaginary, factual or combination of both. They may include fairy stories, mysteries, science fiction, romance, horror series, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience (Millan, 2009:1).

A good narrative is also interesting. What makes a narrative interesting is the use of vivid details. (McDaugal,1981:78). From some concept, it can be concluded that narrative essay is telling a story. It tells about events or things chronological when or where events actually happen whether real imaginary. The story may be real as in writing of history, autobiography, journal and news report. The story may be in a short story and novel.

The narrative is developed from recount. It recount process of the fact or particular occurance, incident, or experience. As a pattern of thought, narration consist of acts following a sequences of action or events in time.

Some researchers have classified the definition of narrative:

1) Brooks nad Warren in Ismayanti (2002:28) states that a narrative tells of significant conflict, usually involving beings, that is resolve in such a way as to imply a comment on human values, feelings, or attitude.

2) Warnier in Ismayanti (2002:28) states that a narrative ralates an incident or tells a story. Its purpose is either to illustrate a point stated in the topic sentences or to entertain. The story or incident answer the question "what happened?" and may be based on other a real or an imaginary event.

2. Unity of Narrative

Like other types of writing, narration also has unity. Unity means that every sentence in paragraph or composition contributes to develop central idea. Every sentence or detail in paragraph must 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 signals the change from one time span to other. It is called transition of time. These words will be at the beginning of the paragraph and will help

the reader follow the narrative, namely; first, then, next, next, later, afterwards, finally, after that, meanwhile, at the sometime, before and earlier (Breveton,1082:70).

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, lot is the actions of story, or it is an arranged sequence of actions or events lead the story.

c. Generic Structure of Narrative

Derewianka (1990: 32) states that the steps for constructing a narrative are:

1. Orientation

In which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.

2. Complication

Where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

3. Resolution

   In a satisfying narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).

   Meanwhile, Anderson and Anderson (1997: 8) show the steps for constructing a narrative text They are:

1. Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place.

2. Complication, that contains events of the story which stimulates the reader to guess what will happen in the story.

3. Sequence of events, where the characters react to the complication.

4. Resolution, where the characters finally solve the problem in the complication.

5. Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step.

   Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or

for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

d. Types of Narrative

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

1. 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.

2. 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.

e. Language Features of Narrative

1. Narrative use simple past tense. The formula of simple past (Subject + Verb II)

2. Narrative use time conjunction (when, then, suddenly, next) Use specific time (one day, one afternoon) Where the specific time is used in the beginning of the narrative paragraph (Millan, 2009: 1)

D. Writing Skill in the Curriculum of SMP

According to KTSP (Kurikulum Tingkat Satuan Pendidikan), English is taught as a compulsory subject for students. It covers the four language skills, they are listening, speaking, reading, and writing. In writing, there are some competencies that the students have to master. Those competencies are written in the standard of competence and basic competence of writing skill for junior high school students.

1. Standard competence is understand the meaning within oral text functional and short monologue in the forms of procedure and narrative text to interact with people around.

2. The basic competence is respond the meaning contained in monologue very simple accurately, smoothly and grateful to interact with nearest environment within text in the forms of narrative and procedures.

From the standard competence and basic competence of writing skill for junior high school it can be seen that there are some texts that should be learned by the students. Those are announcement, advertisement, and invitation for the short functional text, meanwhile, texts which are categorized as essays are recount and narrative. However, in this study, the researcher will only focus on narrative text.

E. Story Circles

   1. Defenition

Strory circle or Story map is practice or putting story line in order of events, or in squence for facilitating comprehension. It enables students to

practice thinking about the story in connected parts, as oppsed to a serries of short thoughts N'Namdi (2005). It also shows students the format of stories: beginning, middle and end. Story circles are one way of helping students to put story in sequence. Numbers are used in sequencing to put the events of the story in order.

A story circle is a group of people sitting in a circle and sharing stories about their experience on a given topic or theme. The story circle may be used to build community within a group. (Roadside Theater, 2014)

Story circles are a place where people can share stories with others. These circles are used to create a home for storytellers to express most personal stories and create a mentor like space for those dealing with hard issues. In story circles people can learn to listen and learn to empathize with others. Story circles are also places where people can practice or share stories and receive feedback (Gubrium, 2009).

O'Neal (2006) stated that "story circles bring people together in an equitable, collective experience, to share their stories. The process is a democratic strategy for collecting stories that offers equitable opportunities to participate in the on-going creation of the community's consciousness of itself for all who are present. Story circle process resonates so powerfully that participants often export it to other venues and groups in order to use it to develop the organizations, reflect on their work, and build community".

Lesley Curthoys, Brent Cuthbertson & Julie Clark (2012) in Their journal stated that "storytelling is one way of sharing what it means to live in a particular place: its history, inhabitants, opportunities, challenges,

rhythms, ways of life, and obligations to that place. Exploration of the nature and significance of coming together to orally share place-based stories, within the context of environmental and cultural interpretation.

Vera Goodman (2014) stated that "i use the story circle to show how to deliver academic knowledge by involving students in their own learning using story, music, art, drama, writing, and a wide variety of other activities as vehicles. Students who become involved in these activities build strong communication and vocabulary skills that make them able to achieve in academic studies. In addition, they are less likely to drop out because their presence is necessary to the daily functioning of the classroom and their individual needs are increasingly being met. Changing the way education is delivered can go a long way toward developing students with self-confidence who choose to stay in school and who can envision themselves as productive members of society. All student are capable of learning well when they are confident and engaged. Teaching through story is the best way to make this happen. Using story as the center of learning is most obvious in reading and writing but the story circle makes story a part of Social Studies, Science and other subjects as well. School can be the most enjoyable, creative part of every student's day, a place where everyone is safe and where healing occurs".

2. Advantages of Story Circle Method

Mendiola in Sumirat (2011) states that the advantage of story circle method, they are:

a. The Story Circle is a highly effective, practical way to help students organize story content into a coherent whole.

b. It is an effective strategy for exceptional and low achieving students.

c. Teachers become more involved in thinking about the structure of the story they are to teach and how each part of the story relates to the others.

d. The concrete representations help students in visualizing the story.

e. Students can more easily see how the story works, knowledge they continually apply when they predict what might happens next in one story after another.

f. It enables students to store informations in their personal schema more efficiantly and facilitates the recall of story elements more completely and accurately.

3. Disadvantages of Story Circle Method

N'Namdi in Sumirat (2005) states that the disadvantages of story circle method they are:

a. The method will takes time as teacher should really monitor students work.

b. It will hard for students who do not want to choose writing as source of information and recreational activity.

c. Teacher needs more time to motivate students more in writing before applying the method.

d. Teacher needs to provide various and interesting story theme to stimulate students to write more.

F. Advantages and Disadvantages of Classroom Projects

By Katie Tonarely(2012) mention some advantages and disadvantages of project.

1. **Advantages**

   a. Teachers Can Measure Learning

   Most districts require that teachers have objectives in their lesson plans. These objectives state exactly what students should be learning in a unit. A way to accurately measure whether students did learn the material and what the teacher deems important for that unit is to assess students. Projects are a way teachers can easily assess students. Paper-and-pencil tests are restrictive, yet projects usually allow students to be creative with sharing their learning. For instance, students might create a poster board that demonstrates their knowledge of mammals, or they could create a classroom presentation about the benefits of following the Food Pyramid Guidelines. A project shows a teacher that students have met the lesson's objective, and she can share that information with her administrator.

   b. Projects Allow Collaboration

   Many projects allow students to work together to show what they have learned. Because students work on many solo activities throughout the day, giving them a time to collaborate will likely be a welcome change of pace. According to Cathy Middlecamp of the Wisconsin Center for Education Research, collaboration allows students to complete more work in a shorter amount of time. Plus, if students are confused about a concept, it

is likely that their partners will help explain concepts to them, which facilitates a deeper understanding.

2. **Disadvantages**

a. Not Every Student Works

The problem with having students collaborate, though, is that students who really do not know much about the topic might not participate as much. Oftentimes, higher-achieving students feel like they are carrying the weight of an assignment when they work together. To fix this, Spencer Kagan, author of "Cooperative Learning," suggests holding every student accountable by giving everyone a specific role in the project. For instance, one student can be in charge of recording information, while another can be the primary presenter of information to the class.

b. Projects Don't Respect Differences

While projects do help get students away from traditional paper-and-pencil tests, they still might not reach every learning style or intelligence level. For instance, if the bulk of your projects are presentations, your more-introverted learners might find these difficult. Their grades could suffer. Instead, plan a variety of projects, or even let students choose what kind of project they'll do, Diane Heacox, author of "Differentiating Instruction in the Regular Classroom," suggests. For instance, students could choose from a presentation, a research paper or even a skit that demonstrates what they have learned.

G. Conceptual Framework

The conceptual framework underlying the research is given in the following diagrams:

```
            ┌─────────────────────┐
            │ Story Circle Method │
            └─────────────────────┘
                       │
                       ▼
            ┌─────────────────────┐
            │   Writing Ability   │
            └─────────────────────┘
                       │
                       ▼
            ┌─────────────────────┐
            │   Narrative Text    │
            └─────────────────────┘
                       │
            ┌──────────┴──────────┐
            ▼                     ▼
      (   Content   )       (   Mechanic   )
```
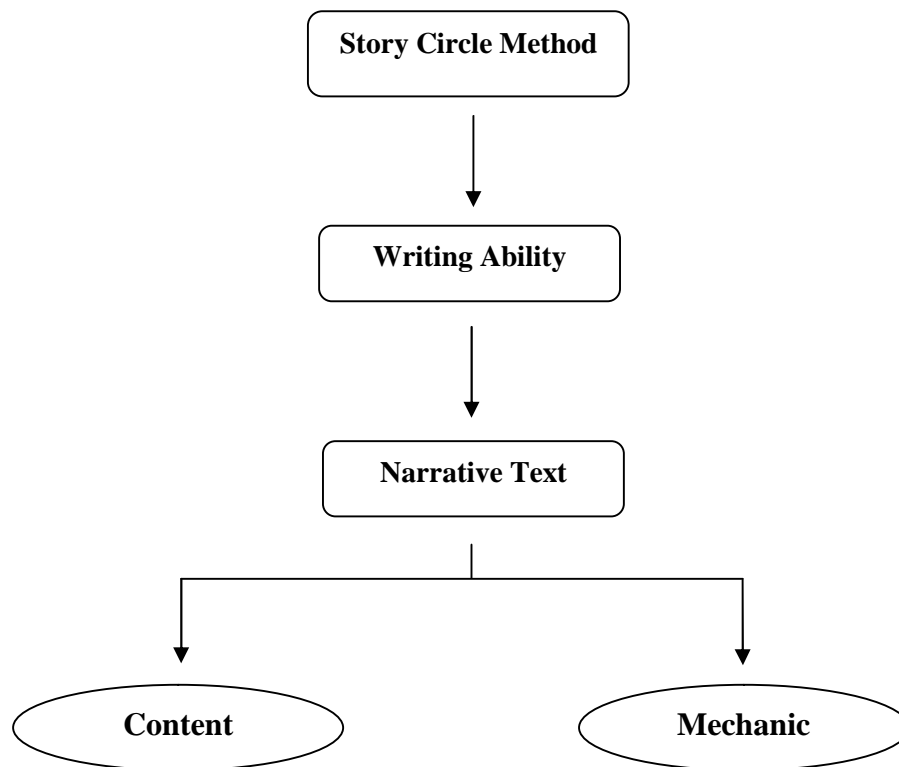
Figure 2.1 Conceptual Framework

The researcher applied the story circle method as the treatment to improve the students' ability to write narrative text. The data reported consists of content, and mechanic. The researcher measure or assess the students' ability to write narrative text through story circle method.

H. Hypothesis

There are two hypotheses in this research. They are H0 (Null Hypothesis) and H1 (Alternative Hypothesis).

1. H0 (Null Hypothesis): The story circle method is not effective in improving the students' writing ability to write narrative text after applying story circle method as the treatment.

2. H1 (Alternative Hypothesis): The story circle is effective in improving the students' writing ability to write narrative text after applying Story Circle method as the treatment.

CHAPTER III

RESEARCH METHOD

A. Method of the Research

Research is science activity which aims to develop and to improve knowledge (Arikunto, 1998: 10) and research method is a way that is taken in investigation. It guides the researcher how they could conduct the research sequentially. In this research the writer used experimental method which focuses in the effort to know the effectiveness of story circle.

According to Sevilla in Suwartono (2007:58) experimental research is devided into three groups. They are pre-experimental, quasi experimental and the last one is true experimental.

This research employed pre-experimental method. The design of the reserach is one group pretest-posttest design. In this research, sample gave pretest (O1) treatment (X) and posttest (O2). The design can be illustrate as follows:

Table 3.1 Pre-Experimental Procedure

Pre-test	Treatment	Post-test
O1	X	O2

In this research, the researcher chose junior high school at Gowa Regency, and conducted on 2016 academic year.

B. The population and Sample

1. Population

The population of this research was VIII A class of the eight grade students' of SMP Negeri 1 Sungguminasa in academic year 2016/2017 wich were 25 students.

2. Sample

The researcher used purposive sampling technique. Purposive sampling also known as judgemental, selective or subjective sampling, is a type of non-probability sampling technique (In Ismi, 2016:26). Non-probability sampling focuses on sampling techniques where the units that are investigate are based on judgement of the researcher. There were one class as a sample, VIII A class that consist 25 students. The researcher took one class of the eight grade students in academic year of 2016/2017 namely VIII A.

C. Variable and indicators

1. Variable

In this research consisted of two variables, dependent and independent variable.

a. Dependent Variable

The dependent variable of this research was students' narrative writing ability

b. Independent variable

Independent variable of this research was the story circle method.

2. Indicator

The indicator of this research was the students' ability in writing narrative text.

D. Research Instrument

In collecting data, the researcher used a writing test as an instrument. The students gave a topic to make a narrative text, and the students applied the procedure to make a narrative text.

E. Procedures of the Reserach

The procedures of the reserach described as follows:

1. Pre-test

The pre-test administered on the first meeting. The researcher gave a test to the students, to know the studemts ability in writing narrative text.

2. Treatment

The researcher gave the students treatment, how to make narrative text through story circle method. The treatment gave in four meetings after pre-test conducted. In giving treatment, the researcher explained about procedure how to make a narrative text. The procedure of treatment from the first meeting until the fourth meetings were as follows:

a. The first meeting

    1. The researcher presented and introduced the material to the class.

    2. The reseracher explained the procedure how to make a narrative and showed how to apply it.

b. The second meeting

    1. The researcher explained about story circle

    2. The researcher guided to make some groups with circle form of the students

    3. The student did storytelling in the group

    4. The student within same group wrote the story in narrative form

    5. The researcher evaluated the students' narrative writing.

c. The third meeting

    1. The student made some gorups with circle form of the students

    2. The student did storytelling in the group

    3. The student within same group wrote the story in narrative form

    4. The researcher evaluated the students' narrative writing.

d. The fourth meeting

    1. The researcher explained back about narrative text

    2. The researcher showed back how to make a narrative text.

3. Post-test

      The post-test conducted on the last meeting. The researcher gave a test back to the students, to know the ability students in writing narrative text.

F. Data Collection

Data is a note of facts or information that processed in the research's activity. Data in this research collected by the researcher with the students' score of pretest and posttest. Procedures of the data collection involved the following steps:

1. The students gave a pretest on writing

2. The students treated by applied Story Circle

3. After the treatment, the students gave a posttest.

In scoring writing the researcher used some of Nurgiantoro's (2001:105) formula and simplified to score this writing in this research. The formula was as follows:

Table 3.2: Writing Scoring

NO	Aspect	Score	Criteria	Indicators
1.	Content	41 - 50	Very good	Complete information, substantive, complete in developing writing relevant with a problem.
		31 - 40	Good	Enough information, less substantives, not enough in developing writing problem.
		21 - 30	Fair	Limited information, there is not substantial , not enough in developing writing problem.
		0 - 20	Bad	There is no content and problem Substantives.
2.	Mechanic	41 - 50	Very good	Mastery in writing rule, only some spelling error.
		31 - 40	Good	Sometimes there is spelling error, but it does not change the meaning
		21 - 30	Fair	Sometimes there is spelling error, uncertain meaning.
		0 - 20	Bad	Not mastery in writing especially: Many spelling error, unreadable writing, invaluable.

H. Data Analysis

Data analysis was used to know the effectiveness of story circle to improving writing ability. There were some steps in the data analysis:

The data was analyzed by using the following formulas as follow:

1. Scoring the students' answer:

$$Score: \frac{the\ correct\ answer}{Total\ number\ of\ item}\ X\ 100$$

(Sudjana in Yasin, 2010)

2. Classifying the score of the students into the following criteria:

Table 3.3: Classifying the score of the students

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

3. Calculating the mean score of the students' answer by using formula:

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

Notification: X = Mean score

ΣX = the raw of all score

N = the number of subjects

(Gay, 2006)

4. Finding out the significance difference between the pre-test and pos-test by calculating the value of the test. The following formula is employee:

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

    t   : test of significant

    $\overline{D}$: The difference of the mean score

     D : The sum of the difference

    N : Total number of sample

(Gay, 1981)

5. Calculating the mean difference score by using the formula:

$$D = \frac{\sum D}{N}$$

Notification:

    D   =   the mean of the difference score

    ΣD   =   the sum of the difference score

    N   =   the total number of students

(Gay, 2006)

After computing the t-test, the writer consulted the t-test result, the mark was higher than the value on the t-table; it means that there was a difference between the writing results of students has teach using story circle and those who has not teach using story circle. In other words, we can say that story circle was effective to improve students' writing.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the finding of the research and discussion of the research. The findings of the research cover the result of the data collected through the pre-test and post-test.

A. Findings

1. The rate percentage of the students' pre-test and post-test

The findings of the research deals with the students' score of pre-test and post-test, the frequency and rate percentage of the students score, the mean scores and the students improvement of pre-test and post-test, and hypothesis testing. These findings were described as follows:

Table 4.1 The Rate Percentage of Content of the Pre-test

No	Criteria	Score	Frequency	Percentage
2	Very good	41-50	1	4%
3	Good	31-40	3	12%
4	Fair	21-30	1	4%
5	Bad	0-20	20	80%
		Total	**25**	**100%**

Table 4.2 The Rate Percentage of Mechanic of the Pre-test

No	Criteria	Score	Frequency	Percentage
2	Very good	41-50	0	0
3	Good	31-40	2	8%
4	Fair	21-30	5	20%
5	Bad	0-20	18	72%
		Total	**25**	**100%**

Table 4.3 The Rate Percentage of the Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very good	86-95	0	0
3	Good	76-85	1	4%
4	Fairly good	66-75	1	4%
5	Fair	56-65	2	8%
6	Poor	46-55	1	36%
7	Very poor	0-45	20	48%
		Total	**25**	**100%**
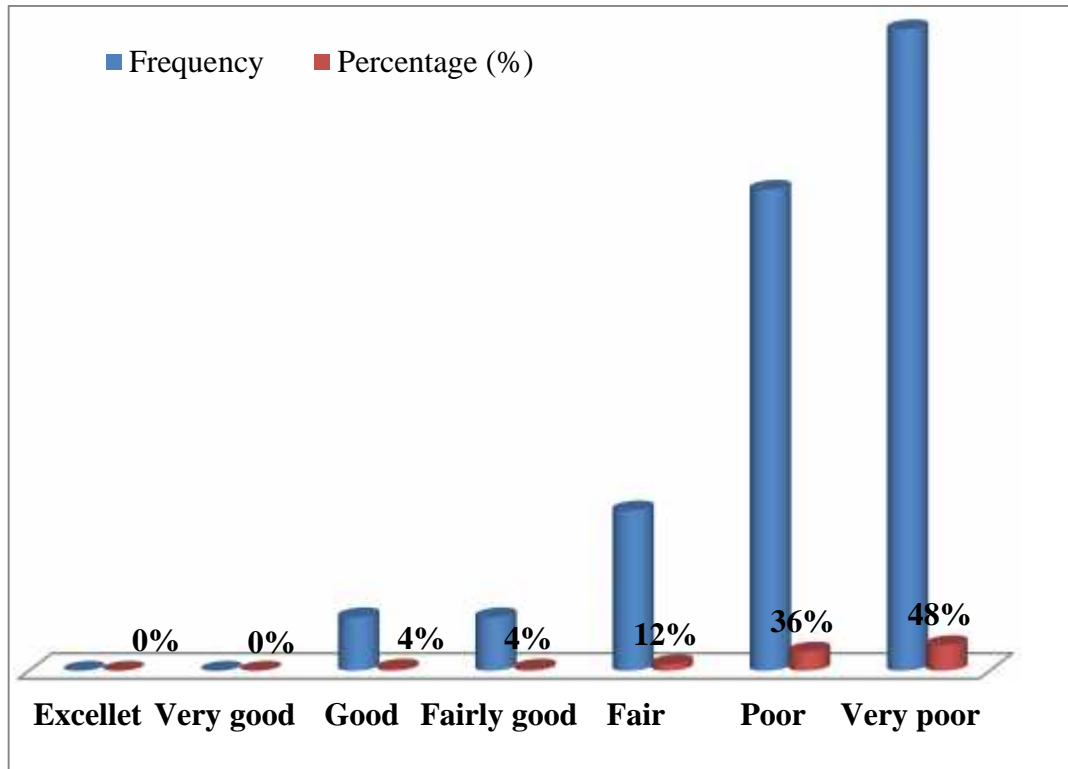
Figure 4.1 The Rate Percentage of the Pre-test

Based on the Table 4.3 and figure 4.1 percentage of the students pre-test. above shows that no one from the total number of the students who got excellent score, very good score, and poor score. The other, there were 1 (4%) student from the total number of the students who got good score, 1 (4%) student who got fairly good score, 2 (8%) students who got fair score, 1 (4%) student who got poor score and 20 (80%) students who got very poor score. From the result, it can be concluded that the students' writing ability achievement on pre-test were low because 20 (80%) students from 25 total number of the students who got very poor score.

Table 4.4 The Rate Percentage of Content of the Post-test

No	Criteria	Score	Frequency	Percentage
2	Very good	41-50	3	12%
3	Good	31-40	22	88%
4	Fair	21-30	0	0%
5	Bad	0-20	0	0%
		Total	**25**	**100%**

Table 4.5 The Rate Percentage of Mechanic of the Post-test

No	Criteria	Score	Frequency	Percentage
2	Very good	41-50	0	0%
3	Good	31-40	24	96%
4	Fair	21-30	1	4%
5	Bad	0-20	0	0%
		Total	**25**	**100%**

Table 4.6 The Rate Percentage of the Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very good	86-95	0	0%
3	Good	76-85	5	20%
4	Fairly good	66-75	0	0%
5	Fair	56-65	20	80%
6	Poor	46-55	0	0%
7	Very poor	0-45	0	0%
Total			**25**	**100%**
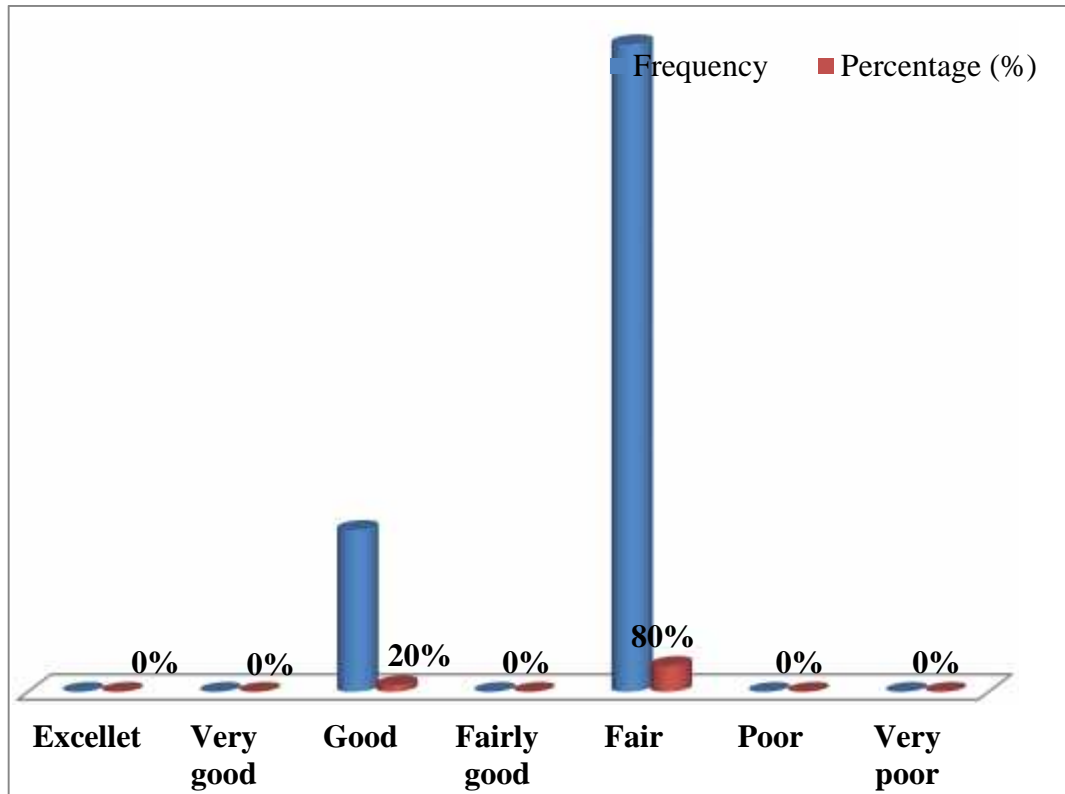
Figure 4.2 The Rate Percentage of the Post-test

Table 4.6 and figure 4.2 above shows that in post-test, there were 5 (20%) students got good score and 20 students got fair score (80%). Based on the result above, it can be concluded that the rate percentage in the post-test was higher than the rate percentage in pre-test.

Based on the result above, it can be concluded that the rate percentage in the post-test was higher than the percentage in pre-test.

2. The mean score and the improvement of Pre-test and Post-test

Table 4.7 The Mean Score and the Students Improvement of Pre-test and Post-test

Test	Mean Score	Improvement
Pre-test	42.6%	69%
Post –test	72.36%	

Based on the table 4.7. above, it showed that the mean score of the students in pre-test were 42.6%. Little of the students were got good score in writing narrative test, after the researcher gave treatment by using story circle and the score of the students' had improved. It showed that the mean score of the students in post-test was 72.36%.

The result of pre-test and post-test had improvement which was 69%. The data showed that using story circle in teaching writing narrative could improve the students' writing narrative ability.

3. Hypothesis testing

The researcher had used t-test analysis on the level of the significance (p) 0.05 with the degree of freedom (Df) = N-1, where N = number of students (25 students) and then the value of t-table was 2.064. The t-test statistical analysis for independent sample was applied. The following table showed the result of t-test calculation.

Table 4.8 The t-Test Analysis of The Students' Improvement

No.	t-Test Value	t-Table Value	Description
1.	12.79	2.064	Significance

The table 4.8 above showed that t-test value of writing narrative was greater than t-table value (12.79 > 2.064). It meant that there was significance difference between the students' writing narrative ability before and after researcher used story circle in teaching writing narrative at the eight grade students of SMP Negeri 1 Sungguminasa Kab. Gowa . It was show that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

B. Discussion

This part presents a discussion dealing with the interpretation of the research findings derived from the result of the Effectiveness of Story Circle to Improve Students Writing Ability. The description of the data collected through writing test. It was supported by the score frequency and rate percentage in the result of the students' before and after applying Story Circle. They are explained as follows:

1. The students' writing Ability before applying Story Circle.

Based on the data, the rate percentage and score frequency of the students' before applying Story Circle showed that no one from the total number

of the students who got excellent score, very good score, good score and fairly good score. The other, there were 3 (12%) students from the total number of the students who got fair score, 9 (36%) students who got poor score and 12 (48%) students who got very poor score.

2. The students' writing Ability after applying Story Circle.

Based on the data, the rate percentage and score frequency of the students' after applying story circle, there were 5 (20%) out of 25 students got good score, 20 (80%) students got fair score. Based on the result above, it can be concluded that the rate percentage in the post-test was higher than the rate percentage in pre-test.

3. The difference of the students' writing ability before and after applying story circle.

Based on the previous page, there was a significance difference of the students' writing ability before and after applying story circle. The mean score of the students' writing ability before applying story circle was 42.6 and the mean score of the students' writing ability after applying story circle was 72.36. It shows that the mean score of the students' writing ability after applying story circle is higher than the mean score of the students' writing ability before applying story circle.

The value of the t-test was higher than t-table value (12.79>2.064). Based on the result of t-test, the researcher found that there was a significant difference

between the result of the students' writing ability before and after applying story circle.

Based on the data above, the researcher concluded that using story circle in teaching writing could imporve the students' writing ability, because before implementing this approach the students' writing ability still low, but after implementing this approach the students' writing could increase the students ability.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals of two parts. The first part is conclusion based on the research findings and discussions. The second part was suggestion based on the conclusion.

A. Conclusion

Based on the finding and discussion in the previous chapter, the researcher concluded as follows:

1. The students' writing narrative ability before applying story circle was poor. It was proved by the result of the pre-test. No one of the students got, excellent, very good, good, and fairly. The categorized of the students' writing narrative before applying story circle was fair, poor, and very poor classification. There were 3 (12%) students' in fair classification, 9 (36%) students' in poor classification, and 12 (48%) students' in very poor classification.

2. The students' writing narrative ability after applied story circle was improved. It was proved by the result of the post-test. The rate percentage and score frequency of the students' writing narrative in post-test was categorized good, and fair classification. There were 5 students' (20%) in good classification, and

20 students' (80%) in fair classification. Thus, the researcher concluded that the students' writing narrative ability was improved after applied story circle from very poor to good classification.

3. The story circle was effective to improve the students' writing narrative, it was proved by the result of the mean score of the students' post-test was higher than the mean score of pre-test.

The effectiveness of story circle to improve students writing ability at the eighth grade students' of SMPN 1 Sungguminasa was proved by the result of the mean score of the students' post-test was higher than the mean score of pre-test.

B. Suggestion

Based on the conclusion above the researcher would like to give some suggestions to the English teacher, the students (learners), and the next researchers as follows:

1. For the English Teacher

   a. The effectiveness of story circle to improve students writing ability, the teacher should give more guidance and motivation.

   b. It is suggested that the teachers, used Story Circle as one alternative among other teaching methods that can be used in teaching writing narrative ability.

   c. The teachers should be creative in teaching English especially writing because to be master English it needs more strategy, technique, method or approach in improving the students' writing narrative ability.

2. For the Students (learners)

    a. Students need practice and learn more not only in the informal education, but also the formal education to improvement their writing narrative ability.

    b. The effectiveness of story circle to improve students writing ability, because it is interesting and efecient to improve the students' writing narrative ability.

3. For the next Researchers

    a. For the next researcher to improve the students' writing ability, should create another method, strategy or technique which would to applicated in the classroom in order to make students more active and interesting in learning English.

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

    c. For the next research using story circle in researching other materials.

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CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the finding of the research and discussion of the research. The findings of the research cover the result of the data collected through the pre-test and post-test.

A. Findings

1. The rate percentage of the students' pre-test and post-test

The findings of the research deals with the students' score of pre-test and post-test, the frequency and rate percentage of the students score, the mean scores and the students improvement of pre-test and post-test, and hypothesis testing. These findings were described as follows:

Table 4.1 The Rate Percentage of the Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	9.6-10	0	0
2	Very good	8.6-9.5	0	0
3	Good	7.6-8.5	1	4%
4	Fairly good	6.6-7.5	1	4%
5	Fair	5.6-6.5	3	12%
6	Poor	4.6-5.5	9	36%
7	Very poor	0.0-4.5	12	48%
		Total	**25**	**100%**

Graphic 4.1 The Rate Percentage of the Pre-test
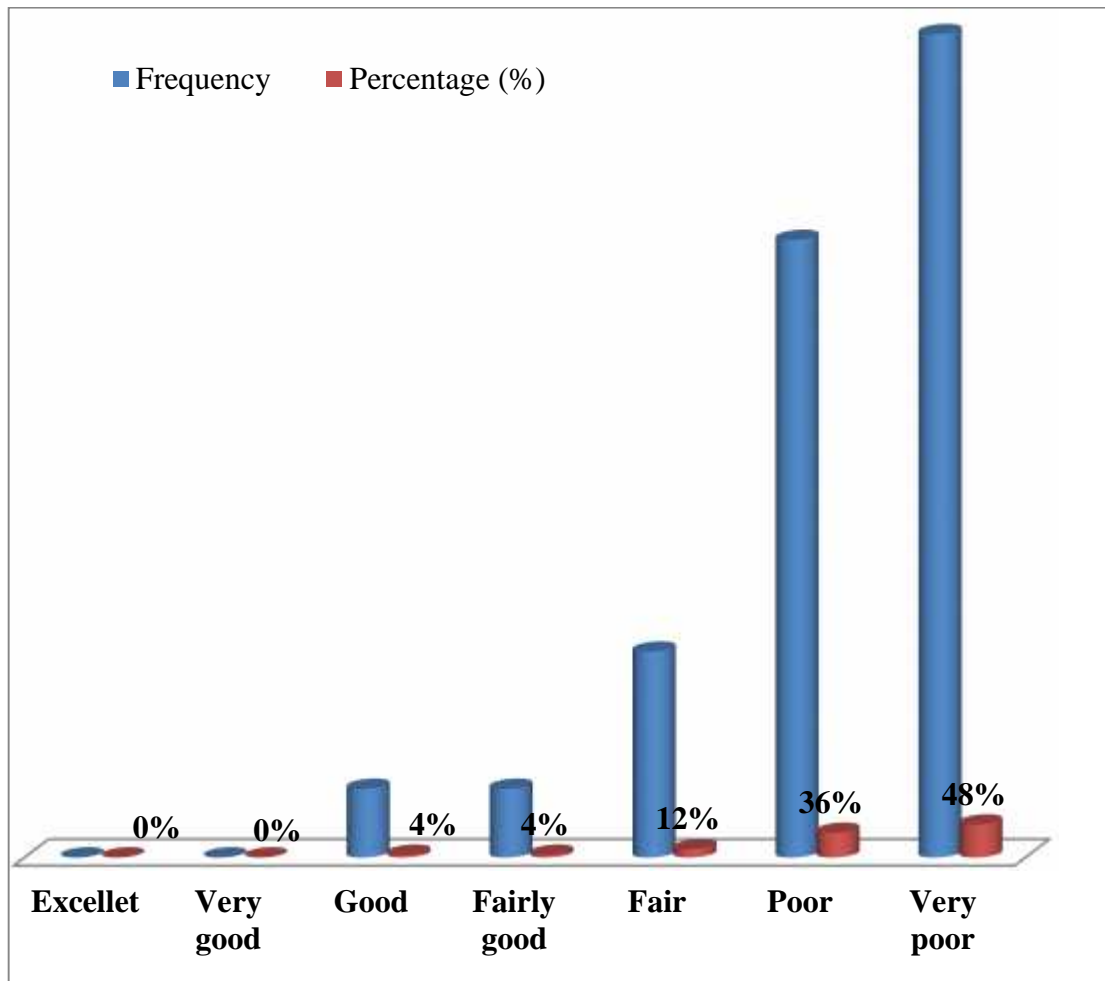
Based on the Table 4.1 and graphic 4.1 percentage of the students pre-test. above shows that no one from the total number of the students who got excellent score, very good score, good score and fairly good score. The other, there were 3 (12%) students from the total number of the students who got fair score, 9 (36%) students who got poor score and 12 (48%) students who got very poor score. From the result, it can be concluded that the students' writing ability achievement on pre-test were low because 12 (48%) students from 25 total number of the students who got very poor score.

Table 4.2 The Rate Percentage of the Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	9.6-10	0	0%
2	Very good	8.6-9.5	0	0%
3	Good	7.6-8.5	5	20%
4	Fairly good	6.6-7.5	0	0%
5	Fair	5.6-6.5	20	80%
6	Poor	4.6-5.5	0	0%
7	Very poor	0.0-4.5	0	0%
Total			**25**	**100%**

Graphic 4.2 The Rate Percentage of the Post-test
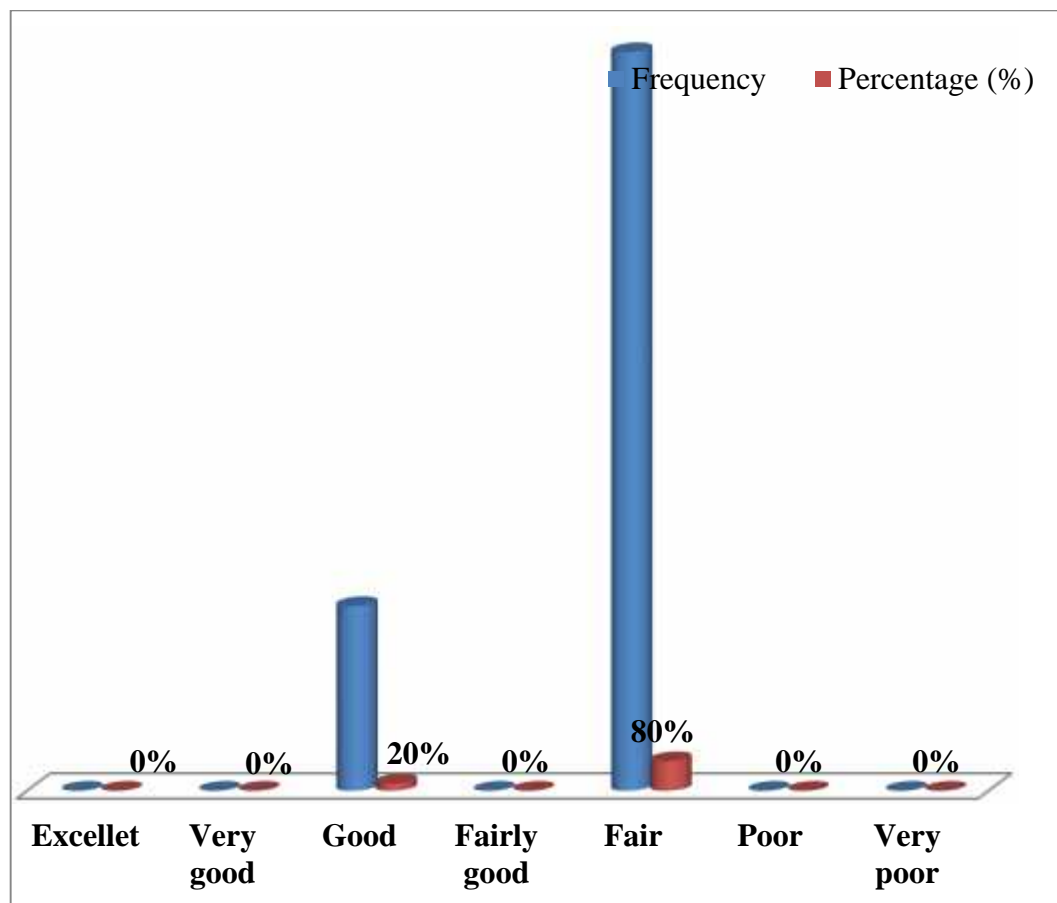
Table 4.2 and graphic 4.2 above shows that in post-test, there were 5 (20 %) students got good score. Students got fair score 20 (80%). Based on the result above, it can be concluded that the rate percentage in the post-test was higher than the rate percentage in pre-test.

Based on the result above, it can be concluded that the rate percentage in the post-test was higher than the percentage in pre-test.

2. **The mean score and the improvement of Pre-test and Post-test**

Table 4.3 The Mean Score and the Students Improvement of Pre-test and

Post-test

Test	Mean Score	Improvement
Pre-test	42.6%	69%
Post –test	72.36%	

Based on the table 4.3. above, it showed that the mean score of the students in pre-test were 42.6%. Little of the students were got good score in writing narrative test, after the researcher gave treatment by using story circle and the score of the students' had improved. It showed that the mean score of the students in post-test was 72.36%.

The result of pre-test and post-test had improvement which was 69%. The data showed that using story circle in teaching writing narrative could improve the students' writing narrative ability.

3. **Hypothesis testing**

The researcher had used t-test analysis on the level of the significance (p) 0.05 with the degree of freedom (Df) = N-1, where N = number of students (25 students) and then the value of t-table was 2.064. The t-test statistical analysis for independent sample was applied. The following table showed the result of t-test calculation.

Table 4.4 The t-Test Analysis of The Students' Improvement

No.	t-Test Value	t-Table Value	Description
1.	12.79	2.064	Significance

The table 4.4 above showed that t-test value of reading comprehension was greater than t-table value (12.79 > 2.064). It meant that there was significance difference between the students' writing narrative ability before and after researcher used story circle in teaching writing narrative at the eight grade students of SMP Negeri 1 Sungguminasa Kab. Gowa . It was show that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

B. Discussion

This part presents a discussion dealing with the interpretation of the research findings derived from the result of the Effectiveness of Story Circle to Improve Students Writing Ability. The description of the data collected through

writing test. It was supported by the score frequency and rate percentage in the result of the students' before and after applying Story Circle. They are explained as follows:

1. **The students' writing Ability before applying Story Circle.**

Based on the data, the rate percentage and score frequency of the students' before applying Story Circle showed that no one from the total number of the students who got excellent score, very good score, good score and fairly good score. The other, there were 3 (12%) students from the total number of the students who got fair score, 9 (36%) students who got poor score and 12 (48%) students who got very poor score.

2. **The students' writing Ability after applying Story Circle.**

Based on the data, the rate percentage and score frequency of the students' after applying story circle, there were 5 (20%) out of 25 students got good score, 20 (80%) students got fair score. Based on the result above, it can be concluded that the rate percentage in the post-test was higher than the rate percentage in pre-test.

3. **The difference of the students' writing ability before and after applying story circle.**

Based on the previous page, there was a significance difference of the students' writing ability before and after applying story circle. The mean score of the students' writing ability before applying story circle was 42.6 and the mean score of the students' writing ability after applying story circle was 72.36. It

shows that the mean score of the students' writing ability after applying story circle is higher than the mean score of the students' writing ability before applying story circle.

The value of the t-test was higher than t-table value (12.79>2.064). Based on the result of t-test, the researcher found that there was a significant difference between the result of the students' writing ability before and after applying story circle.

Based on the data above, the researcher concluded that using story circle in teaching writing could imporve the students' writing ability, because before implementing this approach the students' writing ability still low, but after implementing this approach the students' writing could increase the students ability.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals of two parts. The first part is conclusion based on the research findings and discussions. The second part was suggestion based on the conclusion.

A. Conclusion

Based on the finding and discussion in the previous chapter, the researcher concluded as follows:

The rate percentage and score frequency of the students' in pre-test, the students' in writing ability through story circle is no one of the students' got, excellent, very good, good, and fairly. The categorized of the students before applying story circle was fair, poor, and very poor classification. There were 3 (12%) students' in fair classification, 9 (36%) students' in poor classification, and 12 (48%) students' in very poor classification.

The rate percentage and score frequency of the students' in post-test, the students' in writing narrative ability through story circle was categorized very good, good, fairly good, fair, and poor classification. There were 5 students' (20%) in good classification, and 20 students' (80%) in fair classification. Thus, the researcher concluded that the students' writing narrative ability improve after applying story circle from very poor to very good classification.

The effectiveness of story circle to improve students writing ability at the eighth grade students of SMPN 1 Sungguminasa. Before implementing this method the students' writing ability. It was proved by the result of the mean score of the students' post-test was higher than the mean score of pre-test.

B. Suggestion

Based on the conclusion above the researcher would like to give some suggestions to the English teacher, the students (learners), and the next researchers as follows:

1. For the English Teacher

    a. The effectiveness of story circle to improve students writing ability, the teacher should give more guidance and motivation.

    b. It is suggested that the teachers, used Story Circle as one alternative among other teaching methods that can be used in teaching writing narrative ability.

    c. The teachers should be creative in teaching English especially writing because to be master English it needs more strategy, technique, method or approach in improving the students' writing narrative ability.

2. For the Students (learners)

    a. Students need practice and learn more not only in the informal education, but also the formal education to improvement their writing narrative ability.

b. The effectiveness of story circle to improve students writing ability, because it is interesting and efecient to improve the students' writing narrative ability.

3. For the next Researchers

a. For the next researcher to improve the students' writing ability, should create another method, strategy or technique which would to applicated in the classroom in order to make students more active and interesting in learning English.

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

c. For the next research using story circle in researching other materials.

Attendances list of Eigth Grade Students' of SMP N 1 Sungguminasa

(Controlled Class)

No	Name	Pre Test	Treatment			Post Test
		1	2	3	4	8
1	Muh Rayhan Arman	√	√	√	√	√
2	Sasha Samura	√	√	√	√	√
3	Andi Abdillah Arwin	√	√	√	√	√
4	Kasmirah	√	√	√	√	√
5	Destriyanita	√	√	√	√	√
6	Chaerul Fahrizal	√	√	√	√	√
7	Wafiqah Rahman	√	√	s	√	√
8	Arwindha Nisa	√	√	a	√	√
9	Juwita Amalia	√	√	√	√	√
10	Dwi Pratiwi	√	√	√	S	√
11	Fadilla Apprilianty	√	√	√	√	√
12	Ilham Parwanto	√	√	√	√	√
13	Nurul Fadillah Muda	√	√	√	√	√
14	Wahyuni Febrianti Setiawan	√	√	√	√	√
15	Nur Ipmawati	√	√	√	√	√
16	Ahmad Fajar Sadik	√	√	√	√	√
17	Nurfadillah Ali	√	√	√	√	√
18	Anis Fatmawati	√	√	√	√	√
19	Zahra Bunga Alvine	√	√	√	√	√
20	Nur Qolbi	√	√	√	A	√
21	Habi Nur Fausi	√	√	√	A	√
22	Nur Annisa	√	√	√	√	√
23	Alifa Tirana Putri Akbar	√	√	√	A	√
24	Ahmad Fajar Jadik	√	√	a	√	√
25	Fitri Diani Jabir	√	√	√	√	√

The Row Score of Content and Mechanic of the Students' Pre-test and Post-Test in Experimental Class

No	Students' Name	Pre test		Post test	
		Mechanic	Content	Mechanic	Content
01	Student 1	15	20	30	40
02	Student 2	10	20	35	40
03	Student 3	10	20	31	35
04	Student 4	15	20	35	31
05	Student 5	10	20	40	40
06	Student 6	20	20	31	35
07	Student 7	15	20	31	35
08	Student 8	25	20	40	40
09	Student 9	20	20	40	45
10	Student 10	20	20	35	40
11	Student 11	15	20	31	35
12	Student 12	20	20	35	40
13	Student 13	25	20	35	35
14	Student 14	15	20	31	35
15	Student 15	20	20	35	35
16	Student 16	25	25	31	35
17	Student 17	15	20	35	35
18	Student 18	30	35	40	45
19	Student 19	35	45	40	45
20	Student 20	35	40	35	40
21	Student 21	15	20	35	40
22	Student 22	25	35	35	40
23	Student 23	15	20	31	35
24	Student 24	15	20	35	35
25	Student 25	20	20	31	35

The Row Score of the Students' Pre-test and Post-Test in Experimental Class

No	Students' Name	Pre test		Post test	
		Score (X₁)	X_1^2	Score (X₁)	X_1^2
01	Student 1	35	1225	70	4900
02	Student 2	30	900	75	5625
03	Student 3	30	900	66	4356
04	Student 4	35	1225	66	4356
05	Student 5	30	900	80	6400
06	Student 6	40	1600	66	4356
07	Student 7	35	1225	66	4356
08	Student 8	45	2025	80	6400
09	Student 9	40	2025	85	7225
10	Student 10	40	1600	75	5625
11	Student 11	35	1225	66	4356
12	Student 12	40	1600	75	5625
13	Student 13	45	2025	70	4900
14	Student 14	35	1225	66	4356
15	Student 15	40	1600	70	4900
16	Student 16	50	2500	66	4356
17	Student 17	35	1225	70	4900
18	Student 18	65	4225	85	7225
19	Student 19	80	6400	85	7225
20	Student 20	75	5625	75	5625
21	Student 21	35	1225	75	5625
22	Student 22	60	3600	75	5625
23	Student 23	35	1225	66	4356
24	Student 24	35	1225	70	4900
25	Student 25	40	1600	66	4356
	Total/Jumlah	1065	50150	1809	131929

1. **Mean Score of the Students' Pre-test**

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

$$= \frac{1065}{25}$$

$$= 42.6$$

2. **Mean Score of the Students' Post-test**

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

$$= \frac{1809}{25}$$

$$= 72.36$$

1. **The Rate Percentage of score Experimental Class in Pre-Test**

   a. **Very Poor**

   $F = 20, N = 25$ $\qquad$ $P = \frac{F}{N} \times 100\%$

   $$P = \frac{20}{25} \times 100\% = 80\%$$

   b. **Poor**

   $F = 1, N = 25$ $\qquad$ $P = \frac{F}{N} \times 100\%$

   $$P = \frac{1}{25} \times 100\% = 4\%$$

   c. **Fair**

   $F = 2, N = 25$ $\qquad$ $P = \frac{F}{N} \times 100\%$

   $$P = \frac{2}{25} \times 100\% = 8\%$$

   d. **Fairly Good**

   $F = 1, N = 25$ $\qquad$ $P = \frac{F}{N} \times 100\%$

$$P = \frac{1}{25} \times 100\% = 4\%$$

e. **Good**

F = 1, N = 25 $\qquad P = \frac{F}{N} \times 100\%$

$$P = \frac{1}{25} \times 100\% = 4\%$$

2. **The Rate Percentage of score experimental class in Post-Test**

a. **Good**

F = 5, N = 25 $\qquad P = \frac{F}{N} \times 100\%$

$$P = \frac{5}{25} \times 100\% = 20\%$$

b. **Fairly Good**

F = 20, N = 25 $\qquad P = \frac{F}{N} \times 100\%$

$$P = \frac{20}{25} \times 100\% = 80\%$$

1. The Percentage of Students Improvement

$$P = \frac{x2 - x1}{x1} \text{ x } 100\%$$

$$P = \frac{72.36 - 42.6}{42.6} \text{ x } 100\%$$

P = 67%

2. The t-test of the Students Score

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

$$t = \frac{29.76}{\frac{25384 - \frac{(744)^2}{25}}{25 \quad 25-1}}z$$

$$t = \frac{29.76}{\frac{25384 - 221414}{25 \quad 24}}$$

$$t = \frac{29.7}{\frac{3242.56}{600}}$$

$$t = \frac{29.76}{5.40427}$$

$$t = \frac{29.76}{2.32}$$

t = 12.79

TABLE DISTRIBUTION OF T-VALUE

Df	0.20	0.10	0.05	0.02	0.01	0.001
1	3.078	6.314	12.706	31.821	63.657	63.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.924
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.869
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.408
8	1.397	1.860	2.306	2.896	3.335	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	**2.060**	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
X	**1.282**	**1.645**	**1.960**	**2.326**	**2.576**	**3.291**

NO	Aspect	Score	Criteria	Indicators
1.	Content	27-30	Very good	Complete information, substantive, complete in developing writing relevant with a problem.
		22-26	Good	Enough information, less substantives, not enough in developing writing problem.
		17-21	Fair	Limited information, there is not substantial , not enough in developing writing problem.
		13-16	Bad	There is no content and problem Substantives.
2.	Organization	18-21	Very good	Fluent in expressing, clear in expressing the idea, complete, well organization, logic and cohesive.
		14-17	Good	Less in fluently, disorganizing, but clear in the main idea, limited in supporting material, logic but incomplete.
		10-13	Fair	Not fluently, disorganizing, but clear in the main idea, limited in supporting ,material, logic but incomplete.
		7-9	Bad	Not common, unorganized, Invaluable.
3.	Vocabulary	18-20	Very good	Correct in words choice, master in word form.
		14-17	Good	Sometimes incorrect in choosing the word but it does not disturb the meaning.
		10-13	Fair	Limited in using the word, often make mistake in vocabulary, and it can make change the meaning.
		7-9	Bad	Bad in choosing the words, less in vocabulary, invaluable.
4.	Language	22-25	Very good	Effective in complex construction,

				only few in language mistake.
		18-21	Good	Simple construction but effectivew few mistakes in complex construction, there is mistake but it does not change the meaning.
		11-17	Fair	Serious mistakes in sentences construction, unclear meaning.
		5-10	Bad	Not mastery in syntactical construction, unclear meaning.
5.	Mechanic	5	Very good	Mastery in writing rule, only some spelling error.
		4	Good	Sometimes there is spelling error, but it does not change the meaning
		3	Fair	Sometimes there is spelling error, uncertain meaning.
		2	Bad	Not mastery in writing especially: Many spelling error, unreadable writing, invaluable.

In scoring writing the writer used Nurgiantoro' s (2001: 105) formula and will be simplify to score this writing in this research. The formula is as follows:

Each point of each component has different score. It can be seen at the table scoring.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP1)

Satuan Pendidikan : SMP Negeri 1 Sungguminasa

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Alokasi/Waktu : 2 x 40 menit

I. Standar Kompetensi:

12. Mengungkapkan makna dalam text lisan funsional dan monolog pendek berbentuk procedure dan narrative text untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar:

12.1. Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam text berbentuk narrative dan procedure.

III. Indicator Pembelajaran:

- Mendengarkan dan memahami cerita.
- Membuat narrative text bedasarkan cerita.

IV. Tujuan Pembelajaran:

– Siswa dapat memahami cerita dengan baik.

– Siswa dapat membuat narrative text dengan baik berdasarkan cerita.

V. Materi Ajar: Picnic

VI. Model dan Metode Pembelajaran:

   a. Model Pembelajaran : Story Circle

   b. Metode   : Storytelling

VII. Kegiatan Pembelajaran:

   Kegiatan Awal   :

- Mengucapkan salam
- Mengecek kehadiran siswa
- Melakukan arsepsi

   Kegiatan Inti   :

- Guru menyampaikan kompetensi yang akan dicapai
- Guru dan siswa mendiskusikan materi yang akan diberikan
- Guru memberikan penjelasan kepada siswa tentang metode yang akan diterapkan pada materi
- Siswa memberikan tanggapan terhadap metode dan materi
- Siswa membentuk 4 grup
- Siswa becerita berdasarkan materi
- Siswa menulis satu hasil cerita dari grupnya dalam bentuk narrative text.

Kegiatan Akhir   :

- Guru menyimpulkan hasil kerja siswa

- Guru mengevaluasi siswa untuk mengukur peningkatan hasil menulis siswa

- Guru menutup pembelajaran.

VIII. Sumber dan Media Pembelajaran:

- Sumber   : Bukun lain yang relevan dan internet.

- Media   : Spidol, penghapus, whiteboard.

IX. Penilaian:

Nilai Siswa   : $\frac{Skor\ Perolehan}{Skor\ Maksimal} \times 100$

2016

Mengetahui,

Guru Mata Pelajaran   Mahasiswa Peneliti

Alfin Fathil Difan
10535518312

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP2)

Satuan Pendidikan   : SMP Negeri 1 Sungguminasa

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/Ganjil

Alokasi/Waktu   : 2 x 40 menit

X. Standar Kompetensi:

13. Mengungkapkan makna dalam text lisan funsional dan monolog pendek berbentuk procedure dan narrative text untuk berinteraksi dengan lingkungan sekitar.

XI. Kompetensi Dasar:

12.2. Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam text berbentuk narrative dan procedure.

XII. Indicator Pembelajaran:

- Mendengarkan dan memahami cerita.
- Membuat narrative text bedasarkan cerita.

XIII. Tujuan Pembelajaran:

– Siswa dapat memahami cerita dengan baik.

– Siswa dapat membuat narrative text dengan baik berdasarkan cerita.

XIV. Materi Ajar: The Worst Experience

XV. Model dan Metode Pembelajaran:

c. Model Pembelajaran : Story Circle

d. Metode   : Storytelling

XVI. Kegiatan Pembelajaran:

Kegiatan Awal

- Mengucapkan salam

- Mengecek kehadiran siswa

- Melakukan arsepsi

Kegiatan Inti

- Guru menyampaikan kompetensi yang akan dicapai

- Guru dan siswa mendiskusikan materi yang akan diberikan

- Guru memberikan penjelasan kepada siswa tentang metode yang akan diterapkan pada materi

- Siswa memberikan tanggapan terhadap metode dan materi

- Siswa membentuk 4 grup

- Siswa becerita berdasarkan materi

- Siswa menulis satu hasil cerita dari grupnya dalam bentuk narrative text.

Kegiatan Akhir

- Guru menyimpulkan hasil kerja siswa

- Guru mengevaluasi siswa untuk mengukur peningkatan hasil menulis siswa

- Guru menutup pembelajaran.

XVII. Sumber dan Media Pembelajaran:

- Sumber   : Bukun lain yang relevan dan internet.

- Media   : Spidol, penghapus, whiteboard.

XVIII. Penilaian:

Nilai Siswa   : *Skor Perolehan* x 100
                      Skor Maksimal

2016

Mengetahui,

Guru Mata Pelajaran   Mahasiswa Peneliti

Alfin Fathil Difan
10535518312

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP3)

Satuan Pendidikan   : SMP Negeri 1 Sungguminasa

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/Ganjil

Alokasi/Waktu   : 2 x 40 menit

XIX. Standar Kompetensi:

14. Mengungkapkan makna dalam text lisan funsional dan monolog pendek berbentuk procedure dan narrative text untuk berinteraksi dengan lingkungan sekitar.

XX. Kompetensi Dasar:

12.3. Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam text berbentuk narrative dan procedure.

XXI. Indicator Pembelajaran:

- Mendengarkan dan memahami cerita.
- Membuat narrative text bedasarkan cerita.

XXII. Tujuan Pembelajaran:

- Siswa dapat memahami cerita dengan baik.
- Siswa dapat membuat narrative text dengan baik berdasarkan cerita.

XXIII. Materi Ajar: The Best Experience

XXIV. Model dan Metode Pembelajaran:

e. Model Pembelajaran : Story Circle

f. Metode   : Storytelling

XXV. Kegiatan Pembelajaran:

Kegiatan Awal

– Mengucapkan salam

– Mengecek kehadiran siswa

– Melakukan arsepsi

Kegiatan Inti

– Guru menyampaikan kompetensi yang akan dicapai

– Guru dan siswa mendiskusikan materi yang akan diberikan

– Guru memberikan penjelasan kepada siswa tentang metode yang akan diterapkan pada materi

– Siswa memberikan tanggapan terhadap metode dan materi

– Siswa membentuk 4 grup

– Siswa becerita berdasarkan materi

– Siswa menulis satu hasil cerita dari grupnya dalam bentuk narrative text.

Kegiatan Akhir

    – Guru menyimpulkan hasil kerja siswa

    – Guru mengevaluasi siswa untuk mengukur peningkatan hasil menulis siswa

    – Guru menutup pembelajaran.

XXVI. Sumber dan Media Pembelajaran:

    – Sumber   : Bukun lain yang relevan dan internet.

    – Media   : Spidol, penghapus, whiteboard.

XXVII. Penilaian:

Nilai Siswa   : $\dfrac{\textit{Skor Perolehan}}{\textit{Skor Maksimal}} \times 100$

2016

Mengetahui,

Guru Mata Pelajaran   Mahasiswa Peneliti

                                            <u>Alfin Fathil Difan</u>
                                            10535518312

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP4)

Satuan Pendidikan : SMP Negeri 1 Sungguminasa

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Alokasi/Waktu : 2 x 40 menit

XXVIII. Standar Kompetensi:

15. Mengungkapkan makna dalam text lisan funsional dan monolog pendek berbentuk procedure dan narrative text untuk berinteraksi dengan lingkungan sekitar.

XXIX. Kompetensi Dasar:

12.4. Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam text berbentuk narrative dan procedure.

XXX. Indicator Pembelajaran:

- Mendengarkan dan memahami cerita.
- Membuat narrative text bedasarkan cerita.

XXXI. Tujuan Pembelajaran:

- Siswa dapat memahami cerita dengan baik.
- Siswa dapat membuat narrative text dengan baik berdasarkan cerita.

XXXII. Materi Ajar : The First Day in Junior High School

XXXIII. Model dan Metode Pembelajaran:

g. Model Pembelajaran : Story Circle

h. Metode : Storytelling

XXXIV. Kegiatan Pembelajaran:

Kegiatan Awal

- Mengucapkan salam

- Mengecek kehadiran siswa

- Melakukan arsepsi

Kegiatan Inti

- Guru menyampaikan kompetensi yang akan dicapai

- Guru dan siswa mendiskusikan materi yang akan diberikan

- Guru memberikan penjelasan kepada siswa tentang metode yang akan diterapkan pada materi

- Siswa memberikan tanggapan terhadap metode dan materi

- Siswa membentuk 4 grup

- Siswa becerita berdasarkan materi

- Siswa menulis satu hasil cerita dari grupnya dalam bentuk narrative text.

Kegiatan Akhir

- Guru menyimpulkan hasil kerja siswa

- Guru mengevaluasi siswa untuk mengukur peningkatan hasil menulis siswa

- Guru menutup pembelajaran.

XXXV. Sumber dan Media Pembelajaran

- Sumber   : Bukun lain yang relevan dan internet.

- Media   : Spidol, penghapus, whiteboard.

XXXVI. Penilaian

Nilai Siswa   : $\underline{Skor\ Perolehan}$ x 100
                            $\underline{Skor\ Maksimal}$

2016

Mengetahui,

Guru Mata Pelajaran   Mahasiswa Peneliti

<u>Alfin Fathil Difan</u>
10535518312

TREATMENT (Day 1)

NARRATIVE

1. The researcher presented and introduced the material to the class.

2. The reseracher explained the procedure how to make a narrative and showed how to apply it.

TREATMENT (Day 2)

The Worst Experience

1. The researcher explained about story circle

2. The researcher guided to make some groups with circle form of the students.

3. Make some group of the students.

4. Do a storytrelling about the worst experience in your life to the group.

5. Make a narrative text based on the story of your friend.

TREATMENT (Day 3)

The Best Experience

1. make some group of the students.

2. Do a storytelling about the best experience in your life to the group.

3. Make a narrative text based on the story of your friend.

TREATMENT (Day 4)

The first day in the Junior High Shool

1. Make some group of the students.

2. Do a storytelling about your first day in the Junior High Shool to the group.

3. Make a narrative text based on the story of your friend.

PRE TEST

Make a narrative text about your favorite day in your life !

POST TEST

Make a narrative tex about your favorite day in your life !

DOCUMENTATION

Picture 1: The researcher presented the material to the students

Picture 2: The students did the treatment

Picture 3: The students has done the Post-test

CURRICULUM VITAE

The writer, Alfin Fathil Difan was born on September 09th, 1994 in Sungguminasa Gowa. He is the second son of Chaerul Hamzah and Mukrimah Sartono. He finished his study at Elementary School at SDI Bonto-bontoa 2006. He then continued his study to Junior High School at SMPN 3 Sunguminasa and he graduated his study in 2009. Continued his study to Senior High School at SMKN 2 Makassar and finished it in 2012. In the same time, he continued his study of English Department in Muhammadiyah University of Makassar.