

**IMPROVING STUDENTS' WRITING SKILL IN NARRATIVE TEXT
THROUGH ROUNDTABLE TECHNIQUE AT TENTH GRADE OF
SMAN 3 CILEGON**

(A CLASSROOM ACTION RESEARCH)

UNDERGRADUATE THESIS

Arranged as one of the partial fulfillment of the requirement to obtain a S-1 Degree in
English Education



By:

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2018

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CURRICULUM VITAE



The researcher's full name is Julia Mitha Rinardi. She was born in Serang on July, 23th 1996. She is the first daughter of Mr. Sunardi and Mrs. Asmarina. She lives at Perumnas, Cibeber, Cilegon-Banten 42423.

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MENINGKATKAN KEMAMPUAN MENULIS SISWA DALAM TEKSNARATIF MELALUI TEKNIK MEJA BUNDER DI KELAS SEPULUH DI SMAN 3 CILEGON

Oleh

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis siswa. Penelitian dilakukan di kelas X SMAN 3 Cilegon yang terdiri dari 31 siswa. Masalahnya adalah mereka memiliki kemampuan menulis yang rendah. Desain penelitian yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas yang terdiri dari empat langkah utama: perencanaan, tindakan, pengamatan dan refleksi. Tindakan dilaksanakan dalam dua siklus berdasarkan jadwal kelas. Dokumentasi, lembar observasi, pre-test dan pot-test digunakan sebagai instrumen untuk mengumpulkan data. Data penelitian ini adalah kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa penggunaan teknik Roundtable meningkatkan kemampuan menulis siswa dalam teks naratif. Hal ini dapat dilihat pada hasil mereka dalam siklus 1, rata-rata skor siswa dalam siklus ini adalah 72,52. Implementasi media dan teknik dilanjutkan pada siklus berikutnya. Pada siklus 2, peningkatan siswa dapat dilihat melalui skor mereka dalam tes akhir. Rata-rata siswa 'skor dalam tes akhir adalah 77,97. Hal ini membuktikan bahwa penerapan teknik Roundtable meningkatkan kemampuan menulis siswa dalam teks narasi. Skor rata-rata meningkat dari 72,52 menjadi 77,97. Dua puluh tujuh siswa dari tiga puluh satu siswa mencapai nilai minimal bahasa Inggris. Dengan kata lain, sebagian besar siswa mencapai kriteria keberhasilan penelitian ini. Dapat disimpulkan bahwa teknik Roundtable dapat meningkatkan keterampilan menulis siswa dalam teks narasi di kelas sepuluh SMAN 3 Cilegon.

Kata Kunci: Teks Naratif, Teknik Roundtable, Penulisan.

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IMPROVING STUDENTS' WRITING SKILL IN NARRATIVE TEXT THROUGH ROUNDTABLE TECHNIQUE AT TENTH GRADE OF SMAN 3 CILEGON

By

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ABSTRACT

This research was aimed at improving students' writing skill. The research was conducted at tenth grade of SMAN 3 Cilegon which consisted of 31 students. The problem was that they had low writing skill. The research design employed in this research was Classroom Action Research which consisted of four main steps: planning, acting, observing and reflecting. The actions were implemented in two cycles based on the class schedule. Documentation, observation sheet, pre-test and pot-test were used as instruments to collect the data. The data of this research was quantitative and qualitative. The result of this research showed that the use of Roundtable technique improved students' writing skill in narrative text. It can be seen in their result in cycle 1, the average of the students' score in this cycle was 72.52. The implementation of the media and technique were continued in the next cycle. In cycle 2, the students' improvement can be seen through their scores in final test. The average of students' score in final test was 77.97. It proved that the implementation of Roundtable technique improved students' writing skill in narrative text. The average score increased from 72.52 to 77.97. Twenty seven students out of thirty one students achieved the minimal score of English. In other words, most of students achieved the criteria of success of this research. It can be concluded that Roundtable technique can improve students' writing skill in narrative text at tenth grade of SMAN 3 Cilegon.

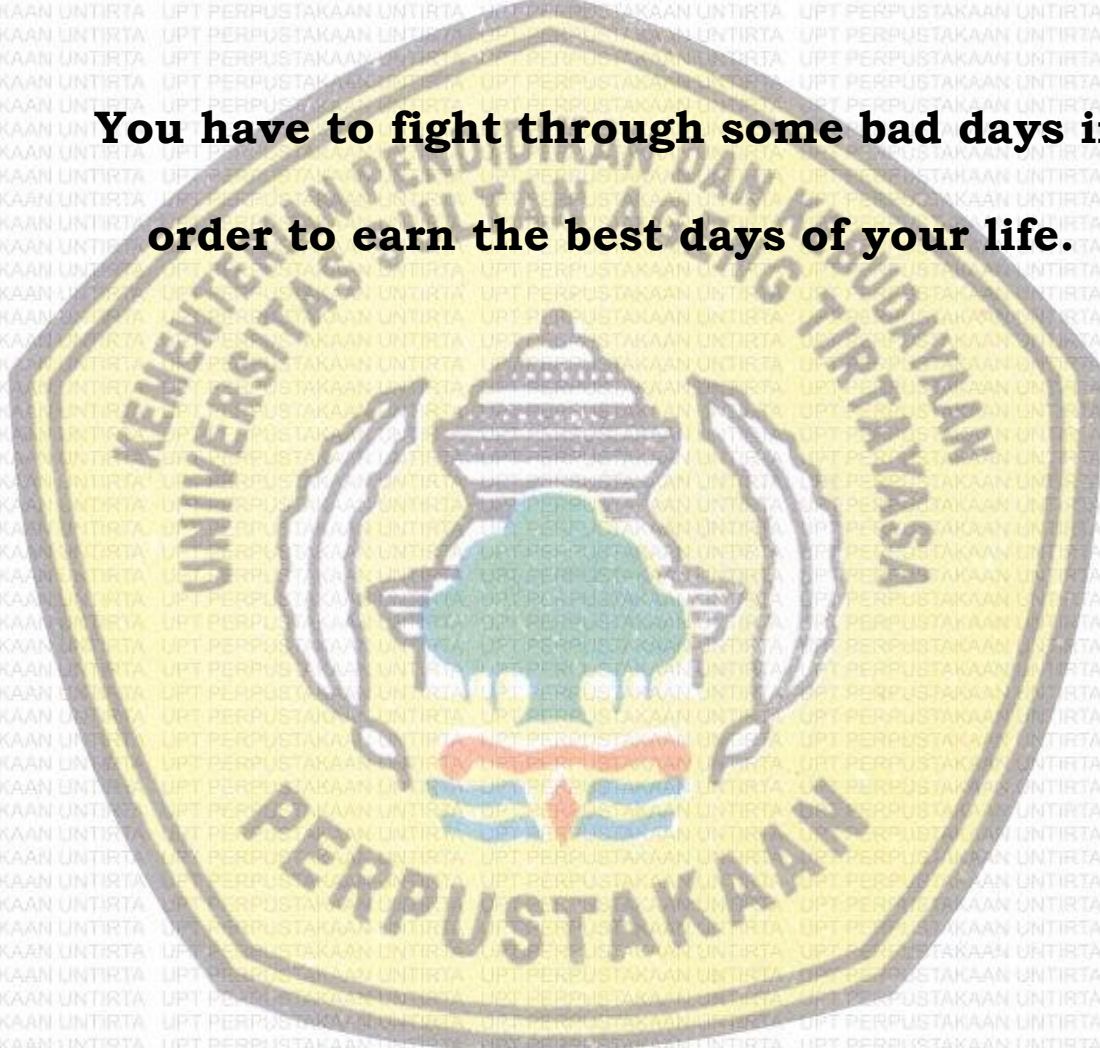
Keyword: Narrative Text, Roundtable Technique, Writing.

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MOTTO

You have to fight through some bad days in order to earn the best days of your life.



THE RESEARCHER

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DEDICATION



From the deepest of my heart, this research paper is dedicated to:

- Beloved parents, mother (Asmarina) and father (Sunardi) who have taught about patience, giving and hard working. Which always pray and motivation. Thank you for everything. Love you so much.
- To my dearest sister (Murti Amelia Rinardi, Novia Asta Rinardi, Michola Hilmy Rinardi) who have play, support and pray for me. Thank you.

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11. All people who have helped and activated in finishing this research paper well that cannot state one by one.

Finally, the researcher realizes that my research paper is still less far from perfect, but the researcher hopes this research paper will be useful for others, especially for English Department.

Serang, 20 July 2018

Julia Mitha Rinardi



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TABLE OF CONTENTS

APPROVAL SHEET	
PRONOUNCEMENT	i
CURRICULUM VITAE	ii
ABSTRACT	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	xi
LIST OF PICTURE	xii
LIST OF TABLE	xiii
LIST OF CHART	xiv
LIST OF APPENDICES	xv
Table of Contents	
CHAPTER I: INTRODUCTION	
1.1 Background of the Research.....	1
1.2 Identification of the Problem.....	3
1.3 Limitation of the Research.....	3
1.4 Formulation of the Problem.....	3
1.5 Objective of the Research.....	4
1.6 Significance of the Research.....	4
1.7 Operational Definition.....	5
1.8 Organization of the Paper.....	6

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CHAPTER II: THEORETICAL FRAMEWORK

2.1 Concept of Writing

2.1.1 The Definition of Writing.....	7
--------------------------------------	---

2.1.2 Steps of Writing.....	8
-----------------------------	---

2.1.3 Teaching Writing for Senior High School Student.....	9
------------------------------------------------------------	---

2.2 Concept of Narrative Text

2.2.1 Definition of Narrative Text.....	10
-----------------------------------------	----

2.2.2 Types of Narrative Text.....	10
------------------------------------	----

2.2.3 Generic Structure of Narrative Text.....	12
------------------------------------------------	----

2.2.4 Language Features of Narrative Text.....	13
------------------------------------------------	----

2.3 Concept of Roundtable as Cooperative Learning

2.3.1 Definition of Cooperative Learning.....	14
-----------------------------------------------	----

2.3.2 Definition of Roundtable Technique.....	15
-----------------------------------------------	----

2.3.3 The Steps of Roundtable Technique.....	16
----------------------------------------------	----

2.3.4 The Benefit of Using Roundtable Technique.....	17
------------------------------------------------------	----

2.4 Previous Study.....	18
-------------------------	----

CHAPTER III: METHODOLOGY OF THE RESEARCH

3.1 Research Design.....	20
--------------------------	----

3.2 The Research Subject.....	22
-------------------------------	----

3.3 The Research Instrument.....	22
----------------------------------	----

3.3.1 Documentation.....	22
--------------------------	----

3.3.2 Observation.....	23
------------------------	----

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3.3.3 Writing Test.....	23
3.4 Research Procedure.....	29
3.4.1 Cycle I.....	30
3.4.2 Cycle II.....	32
3.5 Technique of Collecting The Data.....	34
3.6 Technique of Analyzing The Data.....	36
3.6.1 Qualitative Data Analysis.....	36
3.6.2 Quantitative Data Analysis.....	37
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION	
4.1 The Description of the Research.....	39
4.1.1 The Result of Pre-Test.....	39
4.1.2 The Result of Cycle I.....	41
4.1.3 The Result of Cycle II.....	46
4.2 The Result of Observation.....	50
4.3 Discussion of the Research.....	51

CHAPTER V: CONCLUSION AND SUGGESTION

5.1 Conclusion.....	57
5.2 Suggestion.....	58

References

Appendices

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LIST OF APPENDICES

Appendix I : Syllabus

Appendix II : Lesson Plan

Appendix III : Material Instrument of the Research

Appendix IV : Data of Pre-Test, Post-Test I, Post-Test II

Appendix V : Students' Writing

Appendix VI : Research Administration

Appendix VII : Observation Sheet

Appendix VIII : Documentation



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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Writing is one of important skills in English. However, writing is one of the four skills which is very difficult. According to Paul (2003:96), writing is generally as the most difficult of the four skills. It means that it is not easy for teacher to teach writing to the students.

According to Rief (2006:57) writing is a skill to generate ideas and organize appropriate content for writing also needs some measure of creativity and imagination. Likely, Ur (1996:1) said that the purpose of writing is to convey ideas and messages. Similarly, Robert (2009:8) said that writing is an efficient learning process which is utilized to communicate information, clarify thinking, and learn new concept and information.

From the definition above, the researcher can be concluded that writing is a skill to share information, ideas and feeling to someone form written. In the process of writing, writing is not only an activity to do in the classroom but a writer should explore her mind to find new ideas that made her or his writing meaningful.

Based on the researcher observation, the researcher found there were so many problems that faced by the students. In term of writing, the researcher found these following mistakes such as: The students still had the difficulties to express their ideas clearly and they still had low ability in using grammar, vocabulary and language features of the text. In addition, students' motivation in writing is poor. They were not really interested in writing lesson and felt difficult to express their

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ideas because they were afraid of making mistakes. Some facts showed that even the students had low self confidence in writing.

In this study, the researcher tried to apply cooperative learning method in order that the students can be studied writing easily. The used of cooperative learning in teaching can be motivated the student to be more active during the teaching and learning process. According to Siegel (2005:6), cooperative learning is an educational situation where learning occurred while two or more students were working together to complete a common task. In cooperative learning, the students can be shared the information and knowledge to each other. Besides that, they also learned how to work together in team and tried to give their contribution for the success of their team. Then, cooperative learning more positive in peers relationships, social support, and academic achievement.

There were many techniques in cooperative learning that can be used by the teacher in teaching and learning process, especially in writing. One of them is roundtable technique. According to Lou (2005:2) roundtable technique is a useful activity for brainstorming, writing, reviewing concepts and vocabulary learning. It means that this technique can be helped the students to brainstorm their ideas and be creative in writing and reviewing the draft of the texts. In this research, the researcher would use roundtable technique for brainstorming the ideas in writing skill in narrative text.

Narrative text is a kind of text that tells about a story. According to Martin (1985:129) narrative text is a story that tells a story based on some experience or events. So, the students should re-write a narrative text. The students should discover their new ideas to make the story became interesting. Therefore, in roundtable technique, the students worked in a group. The students were

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brainstorming their ideas in their group. They were helping each other to find the ideas. It made them easier to get more creative ideas. Furthermore, the students can be helped each other in solving some difficulties in writing.

Based on the problem above, the researcher conducted a classroom action research entitled “Improving Students Writing Skill Through Roundtable Technique at Tenth Grade of SMAN 3 Cilegon”.

1.2 Identification of the Problem

Based on the background of the problem, the researcher found some students' problems in writing, such as:

1. The students' motivation in writing is poor.
2. The students were not interested and felt difficult to express their ideas.
3. The students were afraid to make mistakes in writing.

1.3 Limitation of the Problem

Based on the identification of the problem, the researcher only focused on solving students' problem in brainstorming the ideas in writing skill through roundtable technique. The researcher only focused the study in narrative text because narrative text is one of the texts that should be mastered at Tenth Grade Students of SMAN 3 Cilegon based on syllabus.

1.4 The Formulation of the Problem

Based on the limitation of problem above, the researcher formulated of the problems on the improving students' writing skill in narrative text through roundtable technique. The research questions as follows:

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1. How is the process of students' writing skill in narrative text through roundtable technique?
2. How is the result of improving students' writing skill in narrative text through roundtable technique?

1.5 Objective of the Research

Based on the research question, the purposes of the research are:

1. To describe the process of students' writing skill in narrative text through roundtable technique.
2. To find out the result of improving students' writing skill in narrative text through roundtable technique.

1.6 Significance of the Study

There were significances of this research; theoretical and practical. The expected benefits of this research both theoretical and practical are:

1. Theoretical significance:
 - a. For the teachers

The result of this research can be used to enrich the theory of teaching writing skill through roundtable technique.

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b. For the students

The result of this research can be used as the input of information about the use of roundtable technique to improve students writing skill in narrative text.

2. Practical significance:

a. For the teachers

The result of this research can be used as a consideration technique in teaching writing skill.

b. For the students

The technique of this research hopefully can be helped students to improve their writing skill.

1.7 Operational of the Definitions

Avoiding misunderstanding, the key terms of research are defined as follows:

1. According to Paul (2003:96), writing is generally as the most difficult of the four skills.
2. According to Martin (1985:129) narrative text is a story that tells a story based on some experience or events.
3. According to Siegel (2005) cooperative learning is an educational situation where learning occurs while two or more students are working together to complete a common task.

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4. According to Lou (2005), roundtable technique is a useful activity for brainstorming, writing, reviewing concepts and vocabulary learning.

1.8 Organization of Paper

In order to make this research easy to follow, the researcher will organize it as follows:

Chapter I is introduction. It consisted of background of the research, identification of problem, limitation of the research, formulation of the problem, formulation of the research, objective of the research, significant of the study, the scope of the research, limitation of the problem, scope of the research, definition of key terms, organization of the paper.

Chapter II is research theories, in this chapter, the researcher presented about many theoretical frameworks of this study. It was aimed to give relevant knowledge underlined the study. Therefore, this chapter described some information involving: it consisted of the general concept of writing, general concept of narrative, general concept of roundtable, previous study.

Chapter III is methodology of the research, consisted of type of the research design, the research subject, the research instrument, the research procedure, technique of collecting the data, technique of analyzing the data.

Chapter IV is research findings and discussion, consisted of the description of the research, the result of pretest and posttest, the result of observation, discussion of the research.

Chapter V presents the conclusions and the suggestions.

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CHAPTER II

THEORETICAL FRAMEWORK

2.1. Concept of Writing

2.1.1 The Definition of Writing

There were some definitions of writing from experts. They had different opinions to define writing. According to Barnett (1990:4) writing is an active process to put the writer feelings and ideas into written words. Similarly, Leo (2007:1) defines writing is a process of expressing ideas or thoughts in words, that should be done at our leisure. It means that writing can be very enjoyable as long as we had the ideas and the means to achieve it. Students can be started writing without feeling afraid if we knew what we were going to write. Usually, people felt it is not easy to write if they did not have any idea or thought in their minds.

Writing is the way of communicating to express the ideas between the writer and readers. It made the readers understood the information or message clearly. Oshima and Hogue (2006:2) have the opinion writing is a progressive activity. It means that the students or the researcher knew that the whole idea about what they were going to say and how they were going to say it. Writing is a process of communicating a writer's idea to the readers in written form.

From the above definition, the researcher concluded that writing is a skill to transfer information and communication to other humans. It means that writing can be helped to share ideas communicatively. However, writing is not an easy activity. In writing activities, we had to stimulate our brain with something that can

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be improved our ideas and developed our creativity to make a good writing. Writing is the way of communicating by using the series of sentences, paragraphs in a text and we had to do getting idea or topic and we can be explored the ideas into words which were communicated in meaningful way. It means that if we had enough ideas to write, it made easy to start writing without any difficult about run out an idea.

2.1.2 Steps of Writing

There were some steps in writing (Harmer 2004:9): They are planning, drafting, editing and final draft.

The first is planning. The planning is a very important step. In this step, the researcher had to plan what they were going to write and decided the topic. The topic was selected depending on the purposes of the writer itself. In this step, the researcher brainstorms their ideas about all things that were related to the topic and took notes about the ideas. The last, the researcher made outlining of their writing. The researcher, wrote the main points and sub points in the order in which they planed wrote about them.

The second is drafting. The researcher began to write. The outline would guide for the researcher to write in the writing process. The researcher should develop their ideas in the paragraph. The paragraph should coherent between one with another paragraph.

The third is editing. The researcher edited their draft to improve the content and the style of their writing to make it more interesting and readable. In the editing process, the researcher should check their writing to know if there were

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some mistakes or not. When the researcher edited their draft, they would make some changes. They often added a whole paragraph or more, take out one or more paragraphs, changed the order of paragraph, added or take out whole sentences, re-write the sentences, changed the vocabularies and so on.

The last is final draft. This step was very important in the writing process. In this step, the researcher should re-write their draft. The researcher should take attention to detail of all words, sentences and paragraphs. It was the final paper of the writer writing and the result of the writing process.

2.1.3 Teaching Writing for Senior High School Student

Writing as one of the four skill has always form part in the syllabus of teaching English at school. Akmal (2011:22) said that teaching writing for Senior High School is not an easy job, there is another factor that makes writing is the most difficult subject. It means that teaching writing is not simple teaching other language especially English. When writing English, the students needed more time to think because the students had difficult to share ideas and limited words of vocabulary. The other reason, there were many kinds of text in English. For example: narrative, descriptive, recount and many more.

In teaching writing, the teacher focused on how the students can be delivered their ideas. And one of the difficulties in teaching writing is about the lowed motivation of students in teaching writing.

In this research, the researcher wanted to know how to teach writing English enjoyably and made the students more excited and interested in learning writing, actually in narrative text. And the alternative way to teach writing narrative text, in

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this study the researcher chose roundtable technique. This technique hopefully can be helped the students easier to brainstorm their ideas, wrote the text and reviewed the draft of the texts.

2.2 Concept of Narrative Text

2.2.1 Definition of Narrative Text

Narrative text is some kinds of text that tell about a story that is based on experience and events. According to Grace and Sudarwati (2007:17) narrative text has a social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Meanwhile, Schweiker (2002:2) defined that narrative writing relates a series of events of an actual occurrence or a proposed occurrence at a particular time and in a particular place. It means that narrative is a text which contained about story and related with the story based on the journey, experience and events.

According to Graves, et all (2007:259) narrative is story grammar includes a setting with a character who has a problem or a goal to achieve, the character's attempts to solve the problem or achieve the goal, the result of these attempts, and a conclusion. Likely, Gunning (2010:358) said that narrative focuses on the goals of the main characters. The reader comprehends the story in terms of the main character's attempts to resolve a problem or conflict. It means that narrative is story text introduced problem and how to solve them and narrative text always had a chronological of event or problem.

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2.2.2 Type of Narrative Text

According to Purnawati cited in Widiyanti (2015:26) there were many types of narrative. They are:

1. Legend

A legend is a narrative of human actions that are perceived both by teller and listener to take place within human his story. Typically a legend is a short, traditional and historicized narrative performed in a conversational mode. Example: The Legend of Toba Lake, Sangkuriang and Malin Kundang.

2. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who act like human beings. Example: The Golden Eggs, The Rabbit, The Smart Parrot, etc.

3. Fairy Tale

A fairy tale typically features like folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantments.

Example: Snow White, Cinderella and the story of Rapunzel.

4. Science Fictions.

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know.

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Some examples of science fiction are: *To the Moon from Earth* by Jules Verne and *Space Odyssey* by Arthur C. Clarke.

2.2.3 Generic Structure of Narrative Text

There were generic structures of narrative text. According to Cavanagh cited in Larasati (2016:16) there were some steps to construct a narrative text, they are:

a. Orientation

Orientation (or introduction) in which at least one major participant was introduced the story theme may also be presented here, along with information such as the time, place in which the story takes place and the purpose of orientation is to inform the reader about the who, what, where or when of the story.

b. Complication

The complication is the crisis of the story. It is the main body of the story. This part included an event that leads the characters into a complication when the normal events were upset by some forms of conflict. There may be more than one complication and this serves to frustrate the characters in their attempts to achieve what they wish. This built also tension and anticipation for the reader.

c. Resolution

Resolution is the stage of narrative in which the problems of the complication are resolved. This part contained the ending of the characters problem and conflict.

There were three possible resolutions. First, the story will be ended with the happy

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ending. Second, the story would end by sad ending. The last, the writer allowed the reader to guess the end of the story.

The definition above can be assumed that the definition related to with the definition of narrative text in senior high school, such as generic structure: there were orientation, complication, resolution and coda.

2.2.4 Language Features of Narrative

Narrative text also had a specific of language features to give a little clue of narrative text which differences it with other text.

1. It had order chronological and can be presented in oral or written form.
2. It had tell/write in first or third person.
3. Usually used past tense.
4. The participant was human or animal with contrasting qualities.
5. It used typical characters, setting and events.
6. It used connective the signal time, *e.g. early that morning, later on, once*, connectives used to shift attention, *e.g. meanwhile, at that very moment*, connective used to inject suspense, *e.g. suddenly, without warning*, connectives to move the setting for episodes, *e.g. on the other side of the forest, back at home*.
7. It used verbs to describe actions, thought and feelings.

Narrative text used past tense because it told about some events in the past.

There were three kinds of past tense. The first is the simple past tense. This tense was used for events which will be completed in the past. For example, *Malin went to the sea*. The second is past perfect tense. This tense is used for an event that had happened, but still had relation with the past. For example, *they had gone when I arrived*. The last is past continuous tense. It told about events which happened at the same time in the past. For example, *Anne was cooking when he arrived at the door, but at the same time I was watching TV*.

2.3 Concept of Roundtable as Cooperative Learning

2.3.1 Definition of Cooperative Learning

There were some strategies in teaching writing skill. One of way strategy to improving students' writing skill used cooperative learning. Cooperative learning is a teaching technique by using discussing in small teams to improve the students' understanding of a subject. According to Gillies (2007:4) cooperative learning involves students working together in small groups to accomplish shared goals.

Another opinion is proposed by (Cottell & Millis, 1994:6) cooperative learning is a structured form of small group learning. It is based on two key assumptions, positive interdependence and individual accountability. Furthermore, Slavin (1991:8) said that cooperative learning is a technique in which small groups work together to achieve a common goal.

Based on the theories above can be concluded, Cooperative learning is working together of small group are used the students' work together to accomplish individual and shared goals. On the other hand, cooperative learning is a

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successful teaching strategy in which small groups or teams, each with the students of different levels of skill, used a variety of learning activities to improve their understanding subject and can be helped the students to share the idea of working together to learn and to be responsible for their teammates' learning as well as their own as team success of learning. And then, cooperative learning can be improved the students' communication skills and their skill to be successful in the world of worked and to live in the society. So, one of cooperative learning to improve student's writing skill is roundtable technique.

2.3.2 Definition of Roundtable Technique

Roundtable technique is a learning technique used for learning process where students would be more easily determine comprehensively the difficult concepts if they discuss with other students. According to Lou (2005:14), the roundtable technique is useful for brainstorming, writing, and reviewing concepts and vocabularies learned. According to Alberta (2008:14), roundtable technique is a technique to provide students with an opportunity to share ideas, express opinions and create written text in quick and efficient fashion.

In addition, from the roundtable activity, the students can be explored their ideas as much as possible in their group (Maureen and Lee, 2002:15). In writing, the students needed the ideas to write. Through roundtable technique, they got many ideas and it would help them in writing.

Based on Barkley, Cross and Major (2005:241) roundtable technique is a technique where the students took turn responding to a prompt by writing one or two words or phrases before passing the paper along to others who do the same.

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From definition above, the researcher can be concluded roundtable technique is one of the group work made the students easier to improve writing skill and effective technique in the cooperative learning. The students not only learned and accepted what is presented by the teacher in learning, but can be learned and to be active and had the opportunity to teach other students. It made the writing process becoming easier and building team spirit of the students. This technique can be used for brainstorming, reviewing, practicing, and serving as a team builder. Students were divided into four or five members of each group.

2.3.2 The Steps of Roundtable Technique

In writing, the students needed the ideas to write through roundtable technique. The students can be explored their ideas and got many ideas and it will be helped them in writing in their group. Before implementing the roundtable technique, the teacher should make a group of four students and let the students sit in their group's desk. The teacher should also prepare a blank paper for the students to write.

Set-up: papers, pencil per team.

Steps :

1. Teacher gave a topic to the students.
2. All students in team respond simultaneously. They though individually of what are they going to write.

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3. Teacher gave signals time, or students place thumbs up when done with the writing. When time is up, one student had to pass her/his paper to the next student beside him/her clockwise.
4. Students continued writing, adding to what was already on the paper.
5. Continue, starting at step 3.

Every student in their group had different answer about the topic. It made many variations answers about one topic. The answers can be used as a guide for the students in their writing. So, it made the student being able to write easily.

2.3.4 Benefit of Using Roundtable Technique

Roundtable technique is a useful way to use in writing. Because of the roundtable technique, the students can be easily brainstorming their ideas or their thoughts about the topic. Then, they reviewed it in a group. It made them can be improved their skill in the language. Roundtable technique is also an active learning strategy. It means that the students' role is bigger than the teacher in the classroom. It was good for the students to be active in the classroom, because in the language class the students should be active to follow the lesson. They were not just waiting the teacher's explanation or just becoming a good listener. Roundtable technique helped students to focus their attention, gave students quiet time to think about their responses, and provided an accumulative record. In Roundtable technique could build upon each other's contributions. It encourages students to adjust their writing (in areas like content, conventions, style, and vocabulary) as they respond and react to the comment of the researcher that preceded them (Barkley, et. al., 2005: 75).

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2.4 Previous Study

There were two previous studies that related with writing by using roundtable technique. The first Etik Indriani (2015) which entitled Improving Students' Writing Narrative Text by Using the Combination of Story sequencing Cards and Round Table Technique of Eight Grade of Junior High School 19 Semarang. The result of the study showed that the use of story sequencing cards and round table technique improved students' ability in writing narrative text. It can be seen in their result in cycle 1, the average of the students score in this cycle was 75.21. The implementation of the media and technique were continued in the next cycle. In cycle 2, the students' improvement could be seen through their scores in final test. The average of students' score in final test was 81.03; it increased around 5.82. It proved that the implementation of story sequencing cards and round table technique improved students' ability in writing narrative text. The average score increased from 75.21 to 81.03. Thirty one students out of thirty three students achieved the minimal score of English. In other words, most of students achieved the criteria of success of the study.

The last research was done by Nurhasanah (2014) which entitled Improving Students' Ability in Writing A Narrative Text by Using Roundtable Strategy at Grade VIII C of SMP Negeri11 Kota Bengkulu. The result of this research shows that Roundtable Strategy could improve 70% students of total students in writing narrative text at grade VIII C of SMPN 11 Kota Bengkulu. There was an improvement of subjects who were be able to pass the standard score (≥ 75) from 27% in baseline data into 50% of students in the test in cycle 1 and finally became 70% in cycle 2. In addition, the factors that influence the improvement of student's ability in writing were

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teachers' factor (classroom management and teacher's explanation) and student's factor (students' attention, participation and interest).

Based on the research above, the similarity between previous studied were both of research used roundtable as a technique to improve students' writing skill and the difference happened on the level of students. The previous one was conducted at 1st grade of Senior High School. And then, the difference is on location the research.



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CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 Research Design

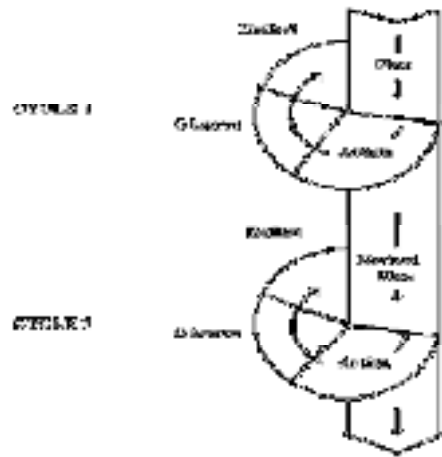
There were some definitions of action research stated by some experts. In this research, the researcher used classroom action research (CAR). According to Reason and Bradbury (2001:2) action research as the production of practical knowledge that is useful to people in the everyday context of their lives. According to Watts in Ferrance (2000:1) action research is a process in which participants examine their own educational practice systematically and carefully. In this research, the researcher used classroom action research as a research methodology. And in this action research, the researcher used a technique of teaching learning process in writing.

As Burns (2010:1) said that action research can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students. It means that, from in this research the researcher to know how to get the way in teaching leaning a particular situation to improve students' writing skills in narrative text.

From the explanation above, the researcher can be concluded that classroom action research is a research based on the classroom's fact and focused on particular problems in a particular group of students in a certain classroom to improve teaching and learning process to enhance the understanding of the students' lesson.

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Action Research model by Kemmis and McTaggart in O'Brien (1998).

From the diagram above, it consisted of two cycles, for each stage had some steps. According to Mills (2000:35) a cycle consisted of four phases. They were "planning, acting, observing, and reflecting". The activities can be elaborated as followed:

1. Planning

Planning is the first step of classroom action research. Plan meant to identify the problem area. It would conduct before the researcher started her action research.

This plan would use during the research in every cycle and revised based on the improvement of the students.

2. Acting

In this step, this phase is the implementation of the planning. It means that the research would implement the plan that he/she made to solve the problems. In this case, the implementation is in the form of treatment, which would give to the students in every cycle.

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3. Observing

The observation did during the research in purpose of got any data to show students' condition while researcher would conduct to analyze whether the solution would success or not.

4. Reflecting

The next step is assessing the result of the action (treatment and observation) for the purpose of revising and implementing it in the next cycle.

3.2 The Research Subject

The subject of this research is 10th grade students of SMAN 3 Cilegon in academic years of 2017/2018. This school is located at Jalan Lebakayang-Bulakan, Kecamatan Cibeber, Kota Cilegon, Provinsi Banten. This class consisted of 31 students.

3.3 The Research Instrument

The instrument in this research used documentation, observation and writing test.

3.3.1 Documentation

It refers to archival data that can be helped the researcher collect the data. The researcher used this method to get document which related with this research. This method used to know documentation of teaching and learning process in English subject, the list of the students name, lesson plan, and the score of the test that related to research paper and other documents at SMAN 3 Cilegon.

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3.3.2 Observation

In this research, the researcher used observation to provide the qualitative data of the research that would conduct. The researcher used this instrument in order to get some information about the situation of the classroom activities. The observation consisted of the result of students about attendance, interest, and motivation student's activities during teaching learning process.

The observation used during the research. It was showed to understand the student's progress because it would help to decide the next step of the research and did correction for the teaching learning process.

In this research, the researcher asked an English teacher of X class of SMAN 3 Cilegon to fill up the observation during the lesson in each meeting. This observation used by the researcher as a reference to revise next cycle.

3.3.3 Writing Test

The test is a way to know the students understanding about the lesson. Riduwan (2007) defined a test is the questions or exercises that used to measure skills, intelligence or talent. In this research, the test focused on the narrative text material. This test would design based on the curriculum and the syllabus of SMA Grade X semester II about narrative text. In the test, the researcher would ask the students to write a narrative text. The aimed of test to know how the result the students' writing skill in narrative text. The test would give at the end of the cycle.

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To get the writing score, the researcher used the table of scoring writing:

Table 3.1

**Table Scoring Technique of Writing Skills
Based on Brown (2004: 244)**

Component	Score	Criteria
Content	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
	11-6	Ideas complete; essay doesn't reflect careful thinking or was hurried written; in adequate effort in area of content.
	5-1	Essay is completely in adequate and doesn't reflect college level work; no apparent effort to consider the topic

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		carefully.
Organization	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transactional expression may be absent or misused.
	14-12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely

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			be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	5-1		Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outline by reader).
Vocabulary	20-18		Precise vocabulary usage; use of parallel structures; concise; register well.
	17-15		Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	14-12		Some vocabulary misused; lack awareness off register; maybe too wordy.
	11-6		Poor expression of ideas; problems in vocabulary; lack variety of structure.
	5-1		Inappropriate use of vocabulary; no concepts of register or sentence variety

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Grammar	20-18	Native –like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences.
	17-15	Advanced proficiency in English grammar; some grammar problems don't influence communication; although the reader is aware of them; no fragments or run-on sentences.
	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present.
	11-6	Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed.
	5-1	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.

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Mechanic	20-18	Correct use of English writing convention; left and write margins, all needed capital, paragraphs intended, punctuation and spelling; very neat.
	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	14-12	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	11-6	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.
	5-1	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems

In addition, to characterize the level of the students' writing skills, the researcher used the scoring guidance from Harris (1969: 134) in the next page.

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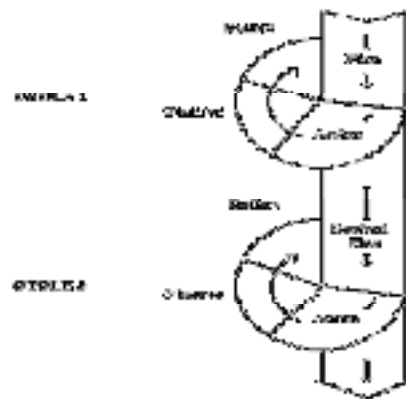
Table 3.2 Writing criteria Mastery

No	Score	Criteria
1	90-100	Excellent
2	75-89	Good
3	66-74	Fair
4	30-59	Poor
5	5-29	Very Poor

3.4 Research Procedure

This research applied Kemmis and Mc Taggart’s model of classroom action research’s method. Arikunto (2010: 137) informed that the principle concept of CAR according to both of those experts consisted of four stage, they were planning, acting, observing, and reflecting. The researcher used two cycles in this research, and started with pre cycle. These stages can be draw as follow:

The Classroom Action Research Concept by Kemmis and Taggart



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The whole action, which were applied in CAR as picture above through the stages follow:

3.4.1 Cycle I

Before the cycle, the researcher decided the school as an object of the research to do observation to know the teaching method and the condition of students' skill in composing writing narrative text. The researcher did treatment in the class to get the information about student's condition and to know their problem in learning writing. In this activity, the researcher taught the students using technique. After that, the researcher gave writing test to check the student's skill in composing narrative text. After that, the researcher got the data form observation and test, the researcher tried to analyze the problem of the students. After the researcher analyzed the problem of the students, the next step which did by the researcher designed a plan to continue the next step (cycle 1) to solve problem in the previous cycle.

The steps of the first cycle were explained bellow:

The Steps of the cycle

Planning	
	<ol style="list-style-type: none"> 1. Made some agreement with the teacher from SMAN 3 Cilegon and the researcher as a teacher. Here both, teacher and observer made some collaboration in teaching learning 2. Prepared the material for teaching process, and preparing the lesson plan in learning process. 3. Prepared the roundtable technique will be used by the students in teaching learning process.

1. Made some agreement with the teacher from SMAN 3 Cilegon and the researcher as a teacher. Here both, teacher and observer made some collaboration in teaching learning
2. Prepared the material for teaching process, and preparing the lesson plan in learning process.
3. Prepared the roundtable technique will be used by the students in teaching learning process.

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	<ol style="list-style-type: none"> 4. Prepared some instrument needed such as observation and test work sheet. 5. Prepared sheet for classroom observation (to know the student's motivation of teaching process when the strategy is applied) 6. Prepared pre-test and post-test (to know whether student's writing ability improved or not) 7. Did the stimulation to examine the research plan.
<p>Acting</p>	<ol style="list-style-type: none"> 1. The teacher explained about narrative text and the generic structure. 2. Teacher divided students into small group that consist 4-5 people 3. Teacher gave a narrative text and asks the students to identify the elements. 4. Teacher explained about roundtable technique. 5. Teacher asked the students wrote to develop or built sentences based on their opinion for the first student got the paper to the next student and every student in their group had different opinion or answer about the topic.
<p>Observing</p>	<ol style="list-style-type: none"> 1. Observed the activities of teaching and learning process which showed their understanding of the lesson. 2. Evaluated the students writing test in cycle 1.
<p>Reflecting</p>	<ol style="list-style-type: none"> 1. The researcher analyzed the data of the cycle

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	<ol style="list-style-type: none"> 2. The researcher identified the result of the cycle. 3. The researcher made a conclusion after comparing the students score in the cycle I to find out the improvement of students writing skill in narrative text after used roundtable technique. 4. The researcher discussed the teaching learning process that do in order to know the weakness found in the previous activities and to plan the better activities in cycle II. 5. The standardized score of the passing grade is 75.
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3.4.2 Cycle II

After conducting the first cycle, the researcher would conduct cycle II.

The second cycle did based on the result of the first cycle, if the result from cycle I showed that the students' scores were still low or minimum, it needed to continue to the next cycle to fix the previous weakness.

<p>Planning</p>	<ol style="list-style-type: none"> 1. Prepared the material for teaching process, and made the lesson plan in learning process. 2. Prepared the roundtable technique as activity will be used by the students in teaching learning process. 3. Prepared some instrument needed such as observation and test work sheet. 4. Prepared sheet for classroom observation (to know the student's motivation of teaching process when the technique
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	<p>is applied)</p> <p>5. Prepared a post- test (to know whether student's writing ability improved or not).</p>
Acting	<p>1. The teacher re-explains about narrative text and the generic structures.</p> <p>2. The teacher asked the students about their problem on the previous lesson.</p> <p>3. Teacher divided students into small group that consist 4-5 people use roundtable technique.</p> <p>4. Teacher gave a narrative text and asked the students to identify the elements.</p> <p>5. Teacher asked the students wrote to develop or built sentences based on their opinion for the first student got the paper to the next student and every student in their group had different opinion or answer about the topic.</p>
Observing	<p>1. Observed the activities of teaching and learning process which showed the students understanding of the lesson.</p> <p>2. Evaluated the students writing test in cycle II.</p>
Reflecting	<p>1. The researcher analyzed the data of the cycle</p> <p>2. The researcher identified the result of the cycle.</p> <p>3. The researcher made a conclusion after comparing the students score between cycle I and cycle II to find out the improvement of students writing skill in narrative text after</p>

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used roundtable technique.

4. The researcher discussed the teaching learning process that do in order to know the result of cycle II.

5. The standardized score of the passing grade is 75.

3.5 Technique of Collecting the Data

For the data collection, the researcher used any technique, they were:

1. Observation

Observation is a tool to observe the students activities and response when they were learning. According to Sari (2011:25) observation is the activity of observing the data collected in other to know what extent the action activities had reached the objectives of the study.

Meanwhile, Erichah (2011:27) observation is applied to monitor the students' activities and development during teaching and learning process.

It means that, observation used in this research to observe student activities during teaching and learning process got data. To collected data through observation be more systematic, contained a list of activities and student responses or events that could happen.

2. Test

In this research, the researcher used writing narrative text test to find out students' result. The researcher used the test to assess and measured the students' understanding about the text, knowledge and achievement. It is in the line with Arikunto (2010:93), who said that test technique is the test which used to measure skill, intelligence, capability, or talent of individual group. In this research, the

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researcher gave two type of the test. They were pre-test and post-test. Pre-test did before teaching and learning process and post-test did after the teaching and learning process. Pre-test and post-test used to measure the students' writing skill and it was relevant to get a data from students'. Test consisted of:

a. Pre-test

Pre-test would give before going treatment. The purpose is to know the students' skill in writing skill and the students' result in writing narrative text before the implementation of the technique of cycle. In pre-test, the researcher provided the material of narrative text for the students. And the students should write the narrative story.

b. Post-test

Post-test would give after treatment. The purpose is to know the students' result in writing narrative text after doing treatment of implementation of the strategy cycle. In post-test, the researcher asked the students to write narrative text form Indonesia English. And then, the students chose the title before their wrote the text, and the students used roundtable as a technique to write a narrative text with other friend in work group. The last step, they wrote a narrative text.

3. Documentation

In this activity, the researcher took some pictures when doing the research as documentation of the research. The researcher took some picture that can be showed the activities of teaching and learning process in teaching writing of narrative text by using roundtable technique. The researcher not only took some picture but also lesson plan, students' worksheet, material and teaching as a toll documentation to support in this research. It was also strengthened by Arikunto (2010:201). Who stated the documentation is to find out the data about variable in

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the form of notes, book, transcripts, magazines, agenda and etc. it can be read by humans and had permanence characteristic.

3.6 Technique of Analyzing The Data

In this study, the researcher used qualitative and quantitative data analysis technique. Both of data analysis techniques were to analyze the data during teaching and learning process of writing narrative text by using roundtable technique at tenth grade of SMAN 3 Cilegon.

3.6.1 Qualitative Data Analysis Technique

In this research, the researcher would apply qualitative data analysis technique from Miles and Huberman cited in Nurhasanah (2014:36). It consisted of three activities. They were data reduction, data display, and conclusion drawing.

1. Data Reduction

The first activity, the researcher collected as many as possible by research technique would note and recheck accurately and carefully. From these data, the researcher reduced and chose data and focused on the problem. By characterizing and grouping the data, the researcher found the outlined data.

2. Data Display

The second activity is display. In this activity, after having data reduction, the researcher chose important data for the writer.

3. Conclusion

The third activity, the researcher made the conclusion of the data to easier to understand. The researcher assumed that all of the activities made the data more organized. It made the researcher easier to get and understood the result of the researcher.

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3.6.2 Quantitative Data Analysis Technique

For quantitative data analysis, the researcher applied formula to find out the students' result in writing narrative text by using roundtable technique. The total number of score of pre-test and post-test can be calculated by using mean. In scoring the test, the researcher calculated the student's score by using the formula:

1. To know the average of students' achievement uses the formula :

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

Where:

M = mean score of students' achievement.

$\sum x$ = the total score of students' achievement.

N = the number of students' sample.

2. The researcher knew how far the improvement from analyzing the mean score of text cycle 1 and test cycle 2. The mean of both tests was also compared by the researcher used the standard minimum score. Then, the researcher found how many students passed and failed from the standard minimum score. The researcher made the percentages improvement of the students writing score that can be calculated by using formula as follow:

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

P = Percentages of students score improvement.

X = Number of students improves.

N = The sum all of students.

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Based on the formula score improvement, the researcher made a conclusion whether the roundtable technique can be improved the students' writing skill. The researcher knew the differences between the students' achievement before and after the research. Finally, by analyzing the result of the tests, it can be concluded that roundtable technique can be improved writing skill or not.



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BAB IV

RESEARCH FINDINGS AND DISCUSSION

4.1 The Description of The Research

In this chapter, the discussion would describe some findings which were found on Classroom Action Research of implementing roundtable technique on teaching narrative text at tenth grade of SMAN 3 Cilegon. It was located at Jalan Lebakayang-Bulakan, Kecamatan Cibeber, Kota Cilegon, Provinsi Banten. The researcher did a research in class X-IPS 2 which consisted of 31 students. The researcher used two cycles. It was aimed to know whether the students' score got improvement before and after applying roundtable technique in teaching narrative text. The discussion of each activity was presented.

The researcher found that the students' had problems in learning writing narrative text and writing skill generally. They could not brainstorm their ideas, low in using grammar and the students could not recognize and developing paragraph. It was happened because of the students were only used conventional ways to learn writing narrative text. They only knew that learning writing is all about description, generic structure and language features. So, that why they did not use any technique.

4.1.1 The Result of Pre-Test

This research was started on Monday, April 24th, 2018. There were 31 students as participants. In this section, the researcher did pre-test to make sure that the problem above was happened to the students' score in English writing. This pre-test conducted to know the students basic knowledge in writing skill.

In the beginning of the first meeting, the researcher introduced herself who conducted an action research in the class. I checked the students' attendance by

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calling them one by one. Then, I gave explanation to the students about the purpose of study.

In the pre-test, it was followed by 31 students and the researcher gave 35 minutes for the test. The topic that given was “Sangkuriang” and they began writing the text.

The result of pre-test showed in the table below:

Then from the result above the researcher calculated the achievement of study used the formula:

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

$$= \frac{2080}{31}$$

$$= 67.10$$

Where:

M = mean score of students’ achievement.

Σ x: = the total score of students’ achievement.

N = the number of students’ sample.

On the other side, to know the class percentage who passed the KKM using the formula as:

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

$$= \frac{4}{31} \times 100\%$$

$$= 13\%$$

P = Percentages of students score improvement.

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X = Number of students improves.

N = The sum all of students.

From the result above, the mean of students were comprehend of narrative text was low. The result of the average score was 67.10. The average score pre-test was still low from the criteria minimum score (KKM) that was 75. Some of the students had poor ability in writing. It happened because the students had difficulties in learning writing. The students could not recognize and brainstorm their ideas well. Therefore, the students' skill needed to be improved. In this research, the researcher used roundtable technique for brainstorming the ideas in writing a narrative text. The implementation of roundtable technique was expected to be able to improve the students' skill in writing narrative text.

4.1.2 The Result of Cycle I

The researcher did the cycle I on Friday, April 27th until May 7th 2018.

1. Planning

Before the researcher did the cycle, the researcher prepared all things that related to the lesson, such as the syllabus, the lesson plan about narrative text by using roundtable technique, the material, students' writing test, worksheet for students in writing and test (post-test I) during teaching and learning process. The learning materials and the lesson plan of this research were designed based on the syllabus, the curriculum of the school.

2. Acting

The action of this research consisted of four meetings. Each meeting was 80 minutes.

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2.1 First Meeting

The first meeting was done on Tuesday, April 27th at 8.00-09.45 am. In this class there were 31 students and the students consisted of 6 male students and 25 female students.

In first meeting I started with pre-activity, the researcher began the class with greeting and checking the students attendance list, there were not students who absent. And then, the researcher led the praying and explained the aims of learning. After that, the researcher asked them to pay attention and they were excited to pay attention for during teaching and learning process. Then in whilst-activity, the researcher as teacher gave explanation about narrative text. The teacher delivered the material through roundtable technique as a technique in the class and delivered the material briefly, especially for the generic structure and language feature. After that, the researcher gave the students a worksheets for the students to write a narrative text individually and the topic about “Roro Jonggrang” of narrative text and asked them to make group consists 4-5 people. Then, they had to write and determined the text such as generic structure and used language feature. In addition, the researcher explained about roundtable technique in writing a narrative text how it worked. After that, the researcher asked them to collect the work sheet. The teaching and learning process in this meeting was done. And it will be continued in second meeting.

2.2 Second Meeting

Second meeting of cycle I was done on Friday, May 4th 2018 at 9.30 until 11.00 am. In this step, the researcher re-explained the material about the narrative text to the students. Then, the researcher asked the students to sit with their group consists of 4-5 people. The researcher gave the students topic about “Mount Bromo” in writing narrative text. Then, the researcher asked the students to brainstorm their ideas about

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the topic by using some questions to help the students in writing their text. After that, the researcher asked the students to write a narrative text by using roundtable technique. The researcher guided the students in the steps of roundtable technique and re-explained to the group that did not yet clear about roundtable technique. At the end of the meeting, the researcher reviewed the material asked the students to tell about their difficulties in writing narrative text by using roundtable technique. After that, the researcher gave the students a work sheet for the students to write a narrative text individually.

On Monday, May 7th 2018 to make sure that the explanation about writing narrative text through roundtable technique can be improved the students writing skill so the researcher gave them post test I.

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

$$= \frac{2248}{31}$$

$$= 72.52$$

Where:

M = mean score of students' achievement.

Σx : = the total score of students' achievement.

N = the number of students' sample

On the other side, to know the class percentage who passed the KKM used the formula as:

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$$P = \frac{x}{y} \times 100\%$$

$$P = \frac{12}{31} \times 100\%$$

31

$$P = 39\%$$

P = Percentages of students score improvement.

X = Number of students improves.

N = The sum all of students.

From the data above the researcher concluded that students' writing skill needed to be improved. It was proven by only 12 students or 39% passed the KKM score which is 75 and other 19 or 61% students still got score under 75. This means that the target of success was not achieved yet.

Almost all of the students understand about the material that they learned because they were familiar with narrative text. The students also paid attention and took notes when the teacher explained about the material. And also, there were some students did not understand about past tense. In the writing process, some of the students were enthusiast writing narrative text by using roundtable technique. Some of them were not serious in the writing narrative text. They just asked the other students to make the narrative text. It made them still had difficulties in writing narrative text. Then, the researcher helped students to found vocabularies and explained again the materials.

3. Observing

In this process of observation cycle I, the writer got the data from the collaborator teacher. She wrote an observation that the researcher had given. The data during cycle

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I was collected through observation, test and documentation. In this cycle, the researcher shared duties with the collaborators in conducting the teaching and learning process of writing. While the implemented the action, the English teacher observed the teaching and learning process at the back and the collaborator took photographs in learning activities in the classroom.

The learning process was good. It could see that they were enthusiastic. There were interaction between the researcher and students. Although they getting noisy, but it was related to the material especially at the moment of explanation about roundtable technique.

4. Reflecting

The result of the cycle 1 from the students indicated how well the students in teaching learning process. The researcher analyzed students' achievement and progress based on their test score got. From the result of students' score, it showed that the students' got better score in writing test. Even though there were an improved score of students who passed the standard score, the indicator of succeed had not been achieved yet. It means that the research had not been successful yet.

It was necessary to conduct a better program to handle weakness in first cycle that would implement in the next cycle. Based on the result of cycle 1 which took from the data and observation there were two problems happened. First, most students understood about the material but there were some students who did not clear about the material especially in the verb of past tense. Second, in the writing process, some of them were not participate in writing narrative text.

Based on the result of previous cycle, the research continued to the next cycle (Cycle 2) with doing some improvements, not only about the student activities but also everything that supported the teaching learning process. The researcher gave the

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more explanation about the material and motivation to the students in order to be more serious on writing narrative text.

4.1.3 The Result of Cycle II

The researcher started implementing cycle II on Tuesday, May 8th, 2018 and ended on Monday, May 14th, 2018 the process of teaching writing narrative text in this cycle as follows:

1. Planning

In the planning of cycle II, the result of cycle I was good but not satisfactory. There were still problem for students to write narrative text because the students' skill of writing narrative text has not been maximal yet. The researcher prepared all the instruments for teaching such as lesson plan, material, media and also observation sheet. In this phase, the researcher taught different topic but it was still writing narrative text through roundtable technique. The researcher only strengthened students' knowledge especially for students' who got a score under criteria minimums score (KKM).

The researcher provided an update topic to be taught in order to make students easier in understanding the material and got all their attention. In the classroom, the researcher repeated the material to strengthened students' knowledge.

2. Acting

2.1 First Meeting

The first meeting was done on Tuesday, May 8nd 2018 at 8.45 until 10.00 am. There searcher asked some questions to remind the students about the lesson in the first cycle. Then, the researcher explains about the generic structure of narrative, simple past tense and gave some vocabularies of verb past tense. After that, the researcher divided the students into groups. In this meeting, the researcher gave some

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newest theme “Banyuwangi”. Same like cycle I, they had to make group consists of 4-5 students. The students had to write a narrative text individually.

In addition, the researcher explained about roundtable technique in brief and what the students had to do. At the end of the meeting, the researcher reviewed the material and asked the students to tell about their difficulties in writing narrative text by using roundtable technique. Then, the researcher gave feedback for students about their difficulties in writing narrative text by using roundtable technique. After that, the researcher gave the students a work sheet and they had to write and determined the text such as generic structure and used language feature. After that, the researcher asked them to collect the work sheet.

2.2 Second Meeting

The last meeting of cycle II was held on Friday, May 11th 2018 at 9.30 until 11.00 am. The researcher as teacher gave the work sheet for the students to write a narrative text and the topic “Surabaya”. The researcher focused on technique and narrative writing test 2. Then, the researcher asked the students to brainstorm their ideas about the topic by using roundtable technique. The researcher asked some questions to help the students in writing their ideas in narrative text. The researcher guided the students in the steps of roundtable technique and monitors each group. Then, the researcher asked student wrote paragraph independently. After that, the researcher asked all students to collect their writing. Finally, the researcher gave the comment and gave conclusion about all material.

On Monday, May 14th2018. The researcher did a post-test II to know the result of cycle II process. The result faced on the table:

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

$$= \frac{2417}{31}$$

$$= 77.97$$

Where:

M = mean score of students' achievement.

$\sum x$: = the total score of students' achievement.

N = the number of students' sample

On the other side, to know the class percentage who passed the KKM used the formula as:

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

$$P = \frac{27}{31} \times 100\%$$

$$P = 87\%$$

P = Percentages of students score improvement.

X = Number of students improves.

N = The sum all of students.

Based on the table above, it showed that there was an improvement between cycle I and cycle II in class average score. The score of students on cycle II can be seen. From the score of the students in post-test II, there were 27 students or 87% got score 75 who passed criteria minimum and 4 students or 13% who got score less than

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75. Thus, by this result the researcher found that the criteria of success 75% were passed. It means the researcher was successful.

Based on the result of the post-test II, the technique helped the students to solve the English writing problem. Roundtable technique made the students brainstorming ideas. The students felt enjoy and they liked to participate in learning English writing through roundtable technique. In additional, the students thought that learning English through roundtable technique interested and improved their motivation in studying writing.

3. Observing

In this stage, the English teacher was conducted the observation during the teaching learning process. The English teacher was observed during the action of cycle 2 using the instrument and observation sheet. The researcher also compared the score of writing test on cycle 1 and cycle 2. The researcher found the improvement of the students, these were:

- The students got better score
- The students asked actively to the materials that they did not understand.
- All members of the group contributed their brainstorming ideas in writing a narrative text.
- Most of students used correct verb form that used in narrative text.
- The students showed more enthusiasm in writing narrative text.

4. Reflecting

The researcher compared the result of the test on cycle 2. There were 87% or 27 students that passed test and 13% or 4 who fail test. Based on the result above, the researcher concluded that the result in the cycle 2 was successful. It means that the

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students' skill in writing narrative text improved and the result of the test could reach the criteria of success. So, the researcher stopped the cycle on cycle 2.

4.2 The Result of Observation

4.2.1 Students' Activity

The researcher conducted the classroom action research for four times of two cycles. It was described in the observation sheet. The learning process in the first meeting there was not absents in the class. It was also happened until the end of cycle.

In the cycle I, most of students were active because the researcher was young teacher so they called me as a friend. The first meeting of the first cycle was started after pre-test. They looked attention when the teacher explained the material and introduced writing narrative through roundtable technique. But, in the learning process of cycle I did not run well. They were paid attention and took notes when the teacher explained about the material. And also, there were some students did not understand about past tense. Some of them were not serious in the writing narrative text. It made them still had difficulties in writing narrative text. Then, the researcher helped students to find vocabularies and explained again the materials.

In the cycle II, The students felt enjoy and they liked to participate in learning English writing through roundtable technique. In additional, the students were thought that learning English through roundtable technique was interested and improved their motivation in studying writing. This technique was helped the students to solve the English writing problem. Roundtable technique was made the students brainstorming ideas.

4.2.2 Teachers' Activity

In the cycle I, the first meeting the researcher began by explaining all about narrative text and gave the topic about "Roro Jonggrang". Some students gave good

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pay attention to the teachers' explanation. In the second meeting, the researcher gave the topic about "Mount Bromo" and the researcher divided the students into to group and then the researcher started to explain writing narrative text through roundtable technique and asked them to write narrative text based on the topic.

In the cycle II, the researcher gave the newest material about "Banyuwangi". In this meeting the students' response was better than before and they looked enthusiastic to follow teachers' explanation. The students more active and enjoy. The last meeting in cycle II, the researcher gave the material about "Surabaya". The students more enthusiastic in delivering material and the students were active asked the teacher about the lesson, they more active in teaching activity. Finally, the researcher can be controlled the class and manage the students to participate well. Moreover, the situation can be run fluently because the students felt enjoy learning writing through roundtable technique.

4.3 Discussion of the Research

This stage discussed about the summary of the finding from the research and theory related to the research. The result of the implementation of roundtable technique in improving students' skill in writing narrative text could reach the criteria of success.

By observing the students' skill in writing narrative text from preliminary, improving their skill on the cycle 1 and cycle 2. There was significant development of the students' skill.

Table 4.1

Averages of Students' Writing Improvement in Pre-Test, Cycle I and Cycle II

Test	Score	Percentage	Improvement
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Pre-test	67	13%	-
Post-test I	73	39%	9%
Post-test II	78	87%	16%

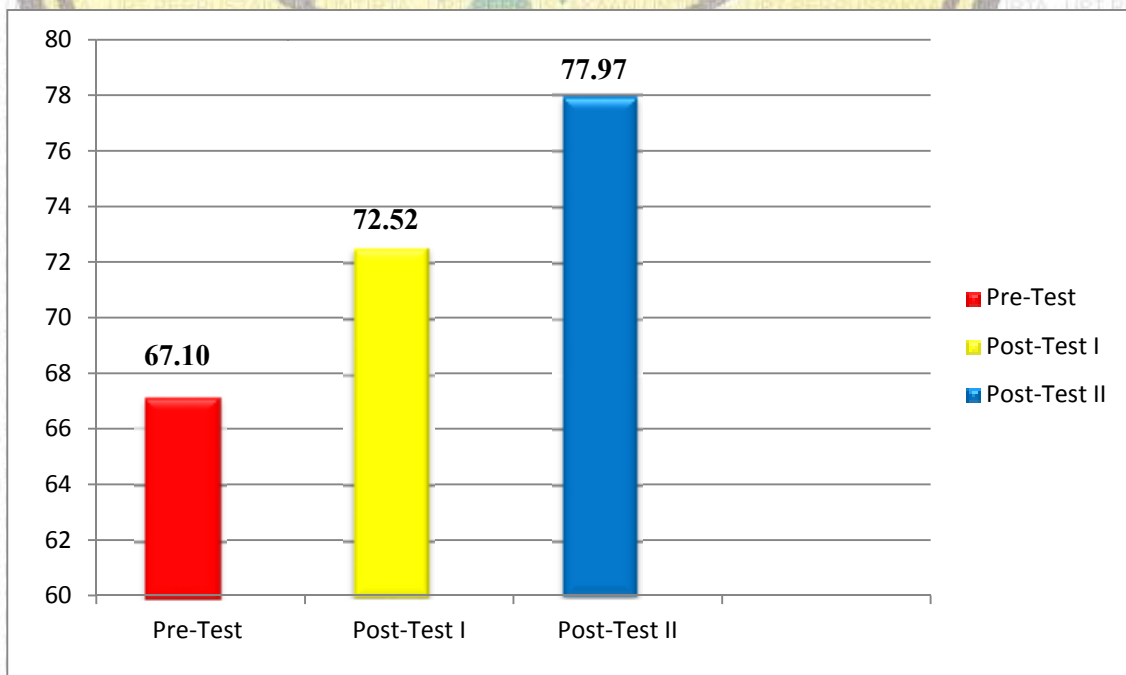
Table 4.2

Comparison of Students' Number Achievement Score

No	Explanation	Succeed Criteria	Number of Students		
			Pre-Test	Post-Test I	Post-Test II
1	Score above succeed criteria	75	4	12	27
2	Score below succeed criteria	75	27	19	4

Diagram 4.1

Students' Writing Improvement in Pre-Test, Cycle I, and Cycle II



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Diagram 4.2 Students Score Percentage

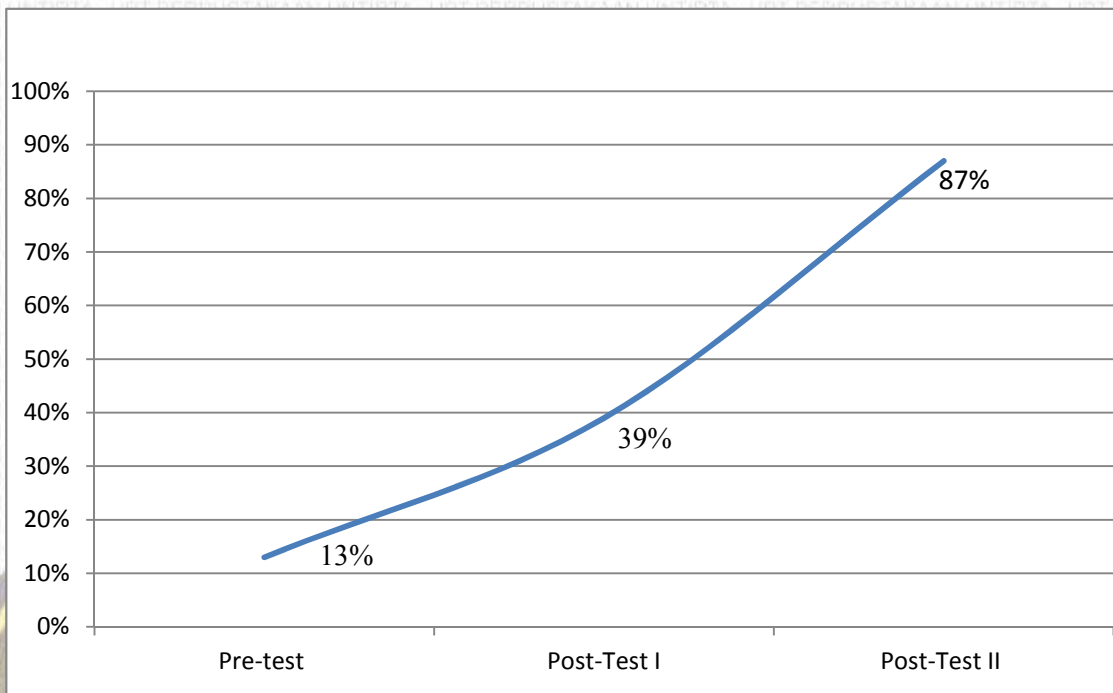
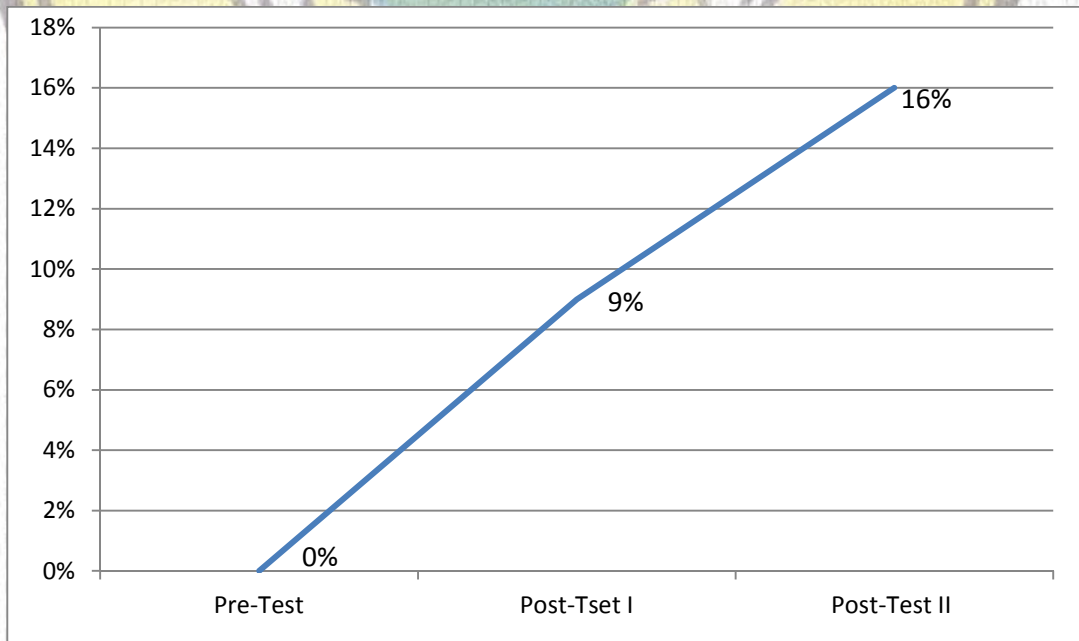


Diagram 4.3 Students Score Improvement Percentage



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4.4 The Result of Students Score

No	Students Code	Score		
		Pre-Test	Post Test I	Post Test II
1	Alfi Putri Liana	75	75	82
2	Alfina Berliana	75	75	82
3	Alvina Ghea Alayda Sari	70	76	80
4	Andi Luqman Martino Wibawa	66	74	75
5	Chaidar Ibnu Mahardika	66	69	73
6	Dananta Zulino Brussman	59	66	75
7	DeriIrfan	64	66	74
8	Deviana Assita Almaidah	66	76	81
9	Devina Kusumawati	67	76	80
10	Dewi Rohmawati	65	67	73
11	Gartina Fitri Andini	72	73	75
12	Gendis Chandra Prasasti	77	79	86
13	Haikal Muhammad	71	75	82
14	Hilda Maria Ulfah	71	71	77
15	Holiah	62	70	74
16	Maulida Fitria	68	70	78
17	Mawadah	61	73	77
18	Melly Kurniati	66	76	79
19	Puspita	66	68	75
20	Qurotulain	64	70	83
21	Rai Taufik Distira	70	70	75
22	Ratu Pradya Pradisya	64	69	75
23	Rina Karunia	73	73	77
24	Risnawati	60	76	76

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25	Selviana	55	75	79
26	Seruni Puja Anjani	68	73	79
27	Setya Raja Pratama	65	75	78
28	Shelbry Herlangga Prastama P	67	73	75
29	Shevy ArlaSagita	75	75	83
30	Wirda Nurmatub Putri	67	72	79
31	Yeni Aulia	65	72	80
	Total	2080	2248	2417
	Mean	67	73	78

Based on the diagram above, it can be seen that there was an improvement of students' writing skill before implemented roundtable technique in writing narrative text and after implemented the roundtable technique of narrative text. It was clear that there was improvement of the students' skill from the preliminary, cycle 1 and the cycle 2. On preliminary study, there were 4 students passed the minimal standard score. It means that 13% from 31 students had low skill on writing. Then on cycle 1, there were 12 students were successful on writing test, 72.52% of all students passed the writing test and 61% students were failed. From the result of cycle 1 it has not reached the criteria of success that 75% should passed the test. So, the researcher conducted the next cycle. On the cycle 2, there were 27 students passed the standard score. It can be concluded that 77.97% of all students passed the test and 13% students were failed. It was achieved the indicator of success.

Based on the result of the cycle, there was an improvement of students' skill in writing a narrative text after implementing the roundtable technique. The improvement of the students' skill in writing by using roundtable technique was supported the previous research by Nurhasanah (2014:59). The result showed that the

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roundtable technique could solve the students' difficulties writing their ideas in narrative text. And also, the students' score in writing narrative text was significantly affected by applying of roundtable technique.

This research implementation of roundtable technique was made the students brainstorming ideas and exploring their ideas. In line with the finding it showed that roundtable technique could provide students with an opportunity to share ideas, express opinions and create written text. The students who were taught by using roundtable technique could explore their ideas well. The students were interesting and improving their motivation in studying writing.

In the cycle 2, the researcher explained again the material and added the materials which needed. It made the students easier to understand the materials and it were make students more active. In additional, the researcher explained the roundtable technique more clearly. It made the students having a better understanding about the steps on roundtable technique and what they had to do. All of the students were contributed in writing in their group and were active in the discussion to write their ideas about the text. The students were more interested in writing.

Based on the result of data above, it showed that the roundtable technique could improve the students' skill in writing narrative text. The students got better score in writing narrative text. The students actively participated in the group discussion to brainstorm, explore their ideas and confirm their understanding among each other. The students showed more enthusiasm and more interested in writing narrative text. Thus, it can be concluded that the applying of roundtable technique in writing skill is able to improve students' writing skill at the tenth grade of SMAN 3 Cilegon.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented conclusion and suggestion based on the result of the research and discussion.

5.1 Conclusion

The conclusion of this research can be concluded that the applying roundtable in teaching writing skill especially in teaching narrative paragraph writing can be improved students' writing skill. By using roundtable in teaching writing, the students can be more interesting, understanding and exploring their idea. In the other hand, they can be shared their idea with the other students in their group and helped their friend in express the idea.

Teaching writing is important to the students because with writing they can be expressed their idea. In the other hand, more practice in writing would make the students more mature as a writer and they can be explained what they write. With using roundtable, they can be shared the information and idea with the other. They can be helped their friends to understand about the material and felt enjoy in writing.

Moreover, the students' writing performance had also improved from the pre-test to post-test I, and from post-test I to post-test II. In the preliminary study, less than half of students can be achieved the score above minimum passing score (KKM) which was 75. In post-test I, there were 12 the students who passed the writing narrative text on cycle 1 was 72.52% and 61% failed the test. It was found that the students performed better in writing narrative text. In post-test II there were 77.97% or 27 students that passed test and 13% or 4 who fail test. It means that there was an improvement of the students' achievement in writing narrative paragraph. Each cycle had different achievement. The achievement of the post-test II was higher than the

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post-test I and the achievement of the post-test I was higher than pre-test. It means that writing a narrative paragraph by using roundtable was better than without using roundtable. And the roundtable technique can be helped students got better scores in writing narrative text. It can be concluded that teaching narrative text by using roundtable technique, the students' writing of narrative text can be effectively improved.

Thus, it can be concluded that there was improvement in the students' writing skill at tenth grade students of SMAN 3 Cilegon in academic year 2017/2018 after taught writing a narrative paragraph by using roundtable technique.

5.2 Suggestion

One of the problems that the teacher was faced in the class was how to make students interested and enjoyed in teaching learning process. If the students felt interest and enjoy in the class, it would be not difficult to teach the students and made them understand about the study. Based on the result of the research, the researcher had some suggestions as follows:

1. For English Teacher

The English teacher should apply this technique as a way to improve students writing skill in writing narrative paragraph. Using roundtable to teach writing is a good technique. It can be stimulated the students' interested in writing. This is because the concepts of this technique made students involved to help their friends in writing so that it made them more active and think more. Thus, the students would not find difficult in getting idea in writing. The teacher should match the roundtable with the suitable material for Senior High students, so that the goal of the study can be fulfilled. Before teaching and learning process, the teacher should prepare the

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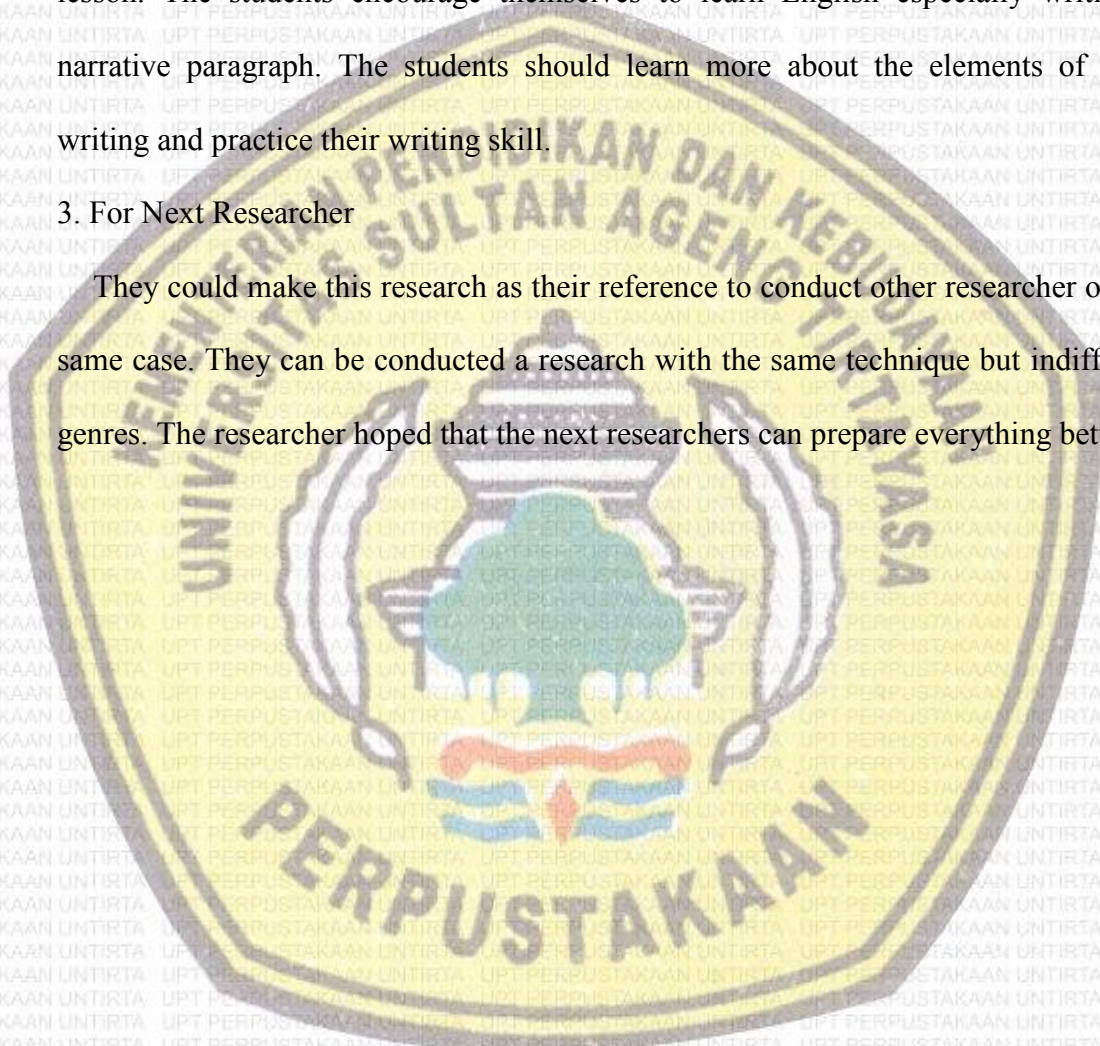
technique well. It means that before using the roundtable as a technique in teaching writing, the teacher should know it is appropriate to teach the materiel or not.

2. For Students

The students should pay attention to the teacher when he or she gave the English lesson. The students encourage themselves to learn English especially writing a narrative paragraph. The students should learn more about the elements of good writing and practice their writing skill.

3. For Next Researcher

They could make this research as their reference to conduct other researcher on the same case. They can be conducted a research with the same technique but indifferent genres. The researcher hoped that the next researchers can prepare everything better.



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PERINGATAN !!!

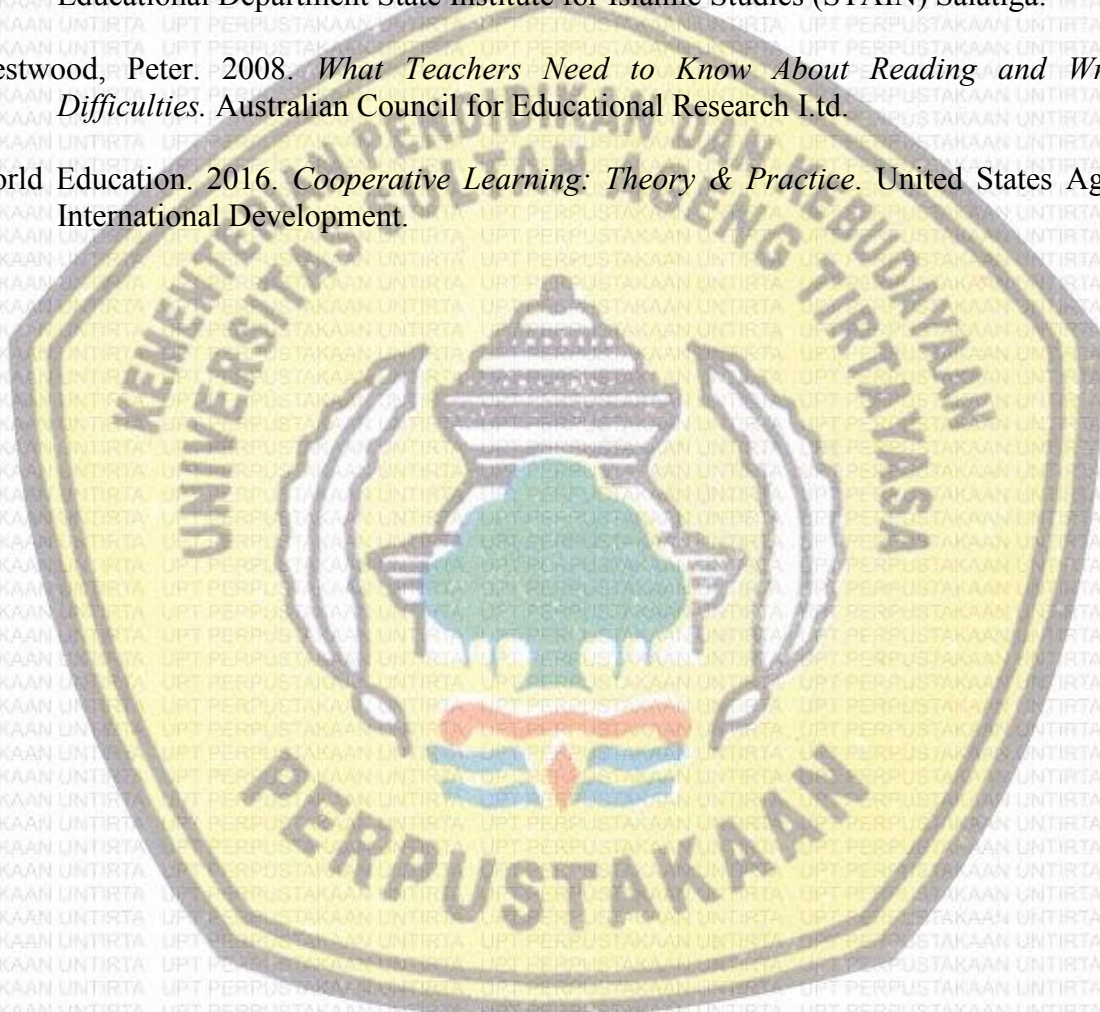
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APPENDICES

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APPENDIX I

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APPENDIX II



PERINGATAN !!!

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LESSON PLAN

CYCLE I

School : SMAN 3 Cilegon
Subject : English
Class/Semester : X/2
Skill : Writing
Time : 4x45 minute

A. Core Competence (KI)

KI 1 and KI 2:

Learning spiritual attitudes and social attitudes performed indirectly (Indirect Teaching) through exemplary, related to honest, responsibility, discipline and courteous through the process of learning knowledge and skills. Furthermore, the teacher conducts the attitude assessment throughout the learning process takes place, and serves as the teacher's consideration in developing the character of the students further.

KI 3:

Understand, apply, and analyze factual, conceptual, procedural and metacognitive knowledge based on their curiosity about science, technology, art, culture and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and apply procedural knowledge to specific field of study according to his or her talents and interests to solve problems.

KI 4.

Cultivate, reason, and create in the realm of concrete and abstract realms associated with self-development that is learned in school independently and effectively and rejectively, and able to use methods according to scientific rules.

B. Basic Competencies and Indicators

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	Basic competencies	Indicators
	<p>3.8 Distinguish the social function of the structure of the text, and the linguistic elements of some oral and written narrative texts with members and request information related to popular legend, simple, in accordance with the context of its use.</p>	<p>3.8.1 Identify social functions related to some oral and written narrative texts by giving and soliciting information related to simple folk legends.</p> <p>3.8.2 Orally explain the function of the text structure of the language related to some oral narrative text and write by giving and asking for information related to simple folk legend.</p>
	<p>4.8 Capturing contextually meaning related to social function, text structure, and language substance of narrative, oral and simple text related to people's legend.</p>	<p>4.8.1 Demonstrate examples of some oral and written narrative texts by giving and soliciting information related to simple folk legends.</p> <p>4.8.2 Creating narrative text with text structure and language elements related to some oral and written narrative texts by giving and asking information related to simple folk legend.</p> <p>4.8.3 Concludes the structure of the text and linguistic elements</p>

PERINGATAN !!!

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				associated with some oral and written narrative texts by giving and soliciting information related to simple folk legends.
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C. Learning Objectives

Through the process of reading / listening, questioning, exploring, associating and communicating, learners are able to:

1. Identify social functions related to some oral and written narrative texts by giving and asking information related to simple folk legend.
2. Explain verbally the function of the linguistic text structure associated with some oral and written narrative texts by giving and asking for information related to simple folk legend.
3. Demonstrate examples of some oral and written narrative texts by giving and soliciting information related to simple folk legends.
4. Creating narrative text with text structure and language elements related to some oral and written narrative texts by giving and asking for information related to simple folk legend.
5. Concludes the structure of text and language elements related to some oral and written narrative texts by giving and asking information related to simple folk legend.

D. Learning Materials

Text Structure

Narrative text is a kind of text in the form of a fantasy story, a true story that is engineered, or a fairy tale. Narrative text tells a story that has a series of chronological events that are connected. The purpose of narrative text is to entertain the reader.

Social function

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Get entertainment, entertain, teach noble values, take the example.

Text structure (generic structure)

May include:

Orientation : Usually this section contains the introduction of the character setting place / background, time.

Complication : Contains the beginning of the problem and the conflicts experienced by the main character.

Resolution : Contains the problem solving of the conflict.

Language Features

Noun

Generally nouns (nouns) are used as animal pronouns, or objects in the story, such as stepmother, the dwarfs, carriage, and others.

Past tense

Narrative text uses verbs of past tense (verb 2), eg went, ate, met, and others.

Time connective

is a conjunctive time to sort events, such as after, before, after that, and so forth.

Action verbs

verbs that show events or activities, such as stayed, climbed, wrote, and others.

Saying and thinking verb

verbs that show reporting or speech, such as said, told, thought, and so forth.

E. Learning Method

1. Approach : Cooperative Learning
2. Model : Roundtable Technique
3. Technique : Listening, group discussions, conveying the results of the discussion.

PERINGATAN !!!

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F. Learning Resources

1. Tools : Paper story narrative text, hand out, and student worksheets on narrative text based on topic.

2. Learning Resources:

- Internet / Website / Newspaper / Magazine

<http://britishcourse.com/ro-ro-jonggranglegend-narrative-text.php>

- Th. M. Sudarwati & Eudia Grace, Pathway to English for Senior High School Grade XII, General Program, Erlangga, 2013 and materials from various other sources.

Topic:

Narrative Text in Legend of Roro Jonggrang.

Example of Narrative Paragraph

The Story of Roro Jonggrang

Orientation

Roro Jonggrang was the daughter of King Prabu Baka, who ruled over the ancient Javanese kingdom of Prambanan. The king was killed in a fierce battle by the minister of the King of Pengging, who fought with a magic weapon called 'Bandung'. For this reason, he was known as 'Bandung Bandawasa'.

Complication

Not long afterwards, Bandung Bandawasa decided to marry Princess Roro Jonggrang., the daughter of his victim. But she had no desire to marry the murderer of her father, so she sought the advice of the Patih.

The Patih made a wise suggestion. Bandung would have to build a thousand temples and two deep weels. If he managed to complete all this in the course of one night, he could marry the princess. Bandung knew two people possessing magic powers who promised to help him. one was his father, "Damarmaya", and the other was mighty King of Pengging. A date was fixed and in the evening, Bandung's followers began their giant construction job. Five hundred temples were completed by midnight.

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Roro Jonggrang sent a man to watch the progress of Bandung's work and by four o'clock in the morning he saw that nine hundred and ninety five temples were already built and to deep wells nearly finished. The whole palace was filled with sadness, because the Princess would have to marry the man who had murdered her father.

Again the Patih had an idea. He woke up all the young girls and ordered them to pound rice at once. When the workers heard the pounding of rice and smelt the flowers, which were the signs of dawn they stopped their work. Bandung Bandawasa was glad to see the temples before him and counted them himself. But to his surprise, there were only 999 temples.

Resolution

He soon learned the reason of his failure and became very angry. Roro Jonggrang herself was changed into a statue, which stands in the great inner hall of the largest temple and is now known as, "The Temple of Roro Jonggrang."

G. Learning Activities

First meeting (2 JP)

Introduction (15 minutes)

Pre-Activities

- Greeting the students.
- Teacher checks students' attendance.
- Teacher asks questions between prior knowledge and materials to be learned or brainstorming.
- Teacher delivers material coverage and description of activities.

Whilst Activities (60 minutes)

Observe

- Teacher gives one example of a narrative text.
- Teacher guides learners to identify narrative text examples.

Questioning

- Teachers asks learners, which parts include orientation, complication and resolution.

Exploring

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- Teacher assigns students or learners the task of writing a narrative text "Roro Jonggrang" consisting of 3 paragraphs and each paragraph consisting of 5-12 sentences using their own language and asking students to determine the generic structure.
- Teacher asks student to create group consisting of 4/5 students (apply round table).

Communicate

- Learners get feedback from teachers and friends about narrative text learning.

Post Activities (15 minutes)

- Discuss the conclusions of the lesson discussed.
- Deliver a learning plan at the next meeting.
- Learners and teachers deliver their farewells.

Second Meeting (2 JP)

Introduction (15 minutes)

Pre-Activities

- Greeting the students.
- Teacher checks students' attendance.
- Teacher asks questions between prior knowledge and materials to be learned or brainstorming.
- Teacher delivers material coverage and description of activities.

Whilst Activities (60 minutes)

Observe

- Learners read one example of a given narrative text.
- Teacher guides learners to identify narrative text examples.

Questioning

- Teacher asks learners, which parts include orientation, complication and resolution.

Exploring

- Teachers assign students or learners the task of writing a narrative text "Mount Bromo" which consists of 3 paragraphs and each paragraph consists of 5-12 sentences using their own language and asks students to determine the generic

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structure.

- Using their own language and asking students to define generic structures.
- Teacher asks student to create group consisting of 4/5 students (apply round table).

Communicate

- Learners get feedback from teachers and friends about narrative text learning.

Post Activities (15 minutes)

- Discuss the conclusions of the lesson discussed.
- Deliver a learning plan at the next meeting.
- Learners and teachers deliver their farewells.

H. Assessment

1. Social Attitude

1. Type / Assessment Technique : Self-assessment

1. Self-Assessment Instrument Form : Self-assessment sheet

Assessment of Social Attitude

No	The observed attitudes are assessed	Score			
		4	3	2	1
1	Courteous in accepting lessons				
2	Responsible and caring in carrying out the task				
3	Polite to the teacher (appreciate)				
4	Polite to friends				
5	Responsive and pro-active participate in the KBM process				
6	Using expressions offer services in everyday life				

4: Very Good 3: Good 2: Enough 1: Less

I. Instrument Rating Assessment

No.	Name	Aspects of Assessment				Score	Students' Mark
		Grammar (1-20)	Vocabulary (1-20)	Content (1-20)	Structure (1-20)		
1.							

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2.									
3.									

English Teacher

Researcher

Joko Purnomo, S.Pd

NIP. 197405072006041021

Julia Mitha Rinardi

NIM. 2223140781



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LESSON PLAN

CYCLE 2

School : SMAN 3 Cilegon

Subject : English

Class/Semester : X/2

Skill : Writing

Time : 4x45 minute

A. Core Competence (KI)

KI 1 and KI 2:

Learning spiritual attitudes and social attitudes performed indirectly (Indirect Teaching) through exemplary, related to honest, responsibility, discipline and courteous through the process of learning knowledge and skills. Furthermore, the teacher conducts the attitude assessment throughout the learning process takes place, and serves as the teacher's consideration in developing the character of the students further.

KI 3:

Understand, apply, and analyze factual, conceptual, procedural and metacognitive knowledge based on their curiosity about science, technology, art, culture and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and apply procedural knowledge to specific field of study according to his or her talents and interests to solve problems.

KI 4.

Cultivate, reason, and create in the realm of concrete and abstract realms associated with self-development that is learned in school independently and effectively and rejectively, and able to use methods according to scientific rules.

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B. Basic Competencies and Indicators

	Basic competencies	Indicators
	<p>3.8 Distinguish the social function of the structure of the text, and the linguistic elements of some oral and written narrative texts with members and request information related to popular legend, simple, in accordance with the context of its use.</p>	<p>3.8.1 Identify social functions related to some oral and written narrative texts by giving and soliciting information related to simple folk legends.</p> <p>3.8.2 Orally explain the function of the text structure of the language related to some oral narrative text and write by giving and asking for information related to simple folk legend.</p>
	<p>4.8 Capturing contextually meaning related to social function, text structure, and language substance of narrative, oral and simple text related to people's legend.</p>	<p>4.8.4 Demonstrate examples of some oral and written narrative texts by giving and soliciting information related to simple folk legends.</p> <p>4.8.5 Creating narrative text with text structure and language elements related to some oral and written narrative texts by giving and asking information related to simple folk legend.</p> <p>4.8.6 Concludes the structure of the</p>

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C. Learning Objectives

Through the process of reading / listening, questioning, exploring, associating and communicating, learners are able to:

1. Identify social functions related to some oral and written narrative texts by giving and asking information related to simple folk legend.
2. Explain verbally the function of the linguistic text structure associated with some oral and written narrative texts by giving and asking for information related to simple folk legend.
3. Demonstrate examples of some oral and written narrative texts by giving and soliciting information related to simple folk legends.
4. Creating narrative text with text structure and language elements related to some oral and written narrative texts by giving and asking for information related to simple folk legend.
5. Concludes the structure of text and language elements related to some oral and written narrative texts by giving and asking information related to simple folk legend.

D. Learning Materials

Text Structure

Narrative text is a kind of text in the form of a fantasy story, a true story that is engineered, or a fairy tale. Narrative text tells a story that has a series of chronological events that are connected. The purpose of narrative text is to entertain the reader.

Social function

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Get entertainment, entertain, teach noble values, take the example.

Text structure (generic structure)

May include:

Orientation : Usually this section contains the introduction of the character setting place / background, time.

Complication : Contains the beginning of the problem and the conflicts experienced by the main character.

Resolution : Contains the problem solving of the conflict.

Language Features

Noun

Generally nouns (nouns) are used as animal pronouns, or objects in the story, such as stepmother, the dwarfs, carriage, and others.

Past tense

Narrative text uses verbs of past tense (verb 2), eg went, ate, met, and others.

Time connective

is a conjunctive time to sort events, such as after, before, after that, and so forth.

Action verbs

verbs that show events or activities, such as stayed, climbed, wrote, and others.

Saying and thinking verb

verbs that show reporting or speech, such as said, told, thought, and so forth.

E. Learning Method

1. Approach : Cooperative Learning
2. Model : Roundtable Technique
3. Technique : Listening, group discussions, conveying the results of the discussion.

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F. Learning Resources

1. Tools : Paper story narrative text, hand out, and student worksheets on narrative text based on topic.

2. Learning Resources:

- Internet / Website / Newspaper / Magazine

<http://britishcourse.com/suarabayalegend-narrative-text.php>

- Th. M. Sudarwati & Eudia Grace, Pathway to English for Senior High School Grade XII, General Program, Erlangga, 2013 and materials from various other sources.

Topic:

Narrative Text in Legend of Surabaya.

Example of Narrative Paragraph

The Legend of Surabaya

Orientation :

A long time ago in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in the sea. Actually, they were friends.

Complication :

But when they were hungry, they were very greedy. They did not want to share their food. They would fight for it and never stop fighting until one of them gave up.

It was a very hot day. Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

“Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy! I had not eaten for two days!” said Sura. Then Sura and Baya fought again. But one day, Sura went to the land and looked for some food in the river. He was very

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hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

“Hey, what are you doing here? This is my place. Your place is in the sea!”.

“But, there is water in the river, right? So, this is also my place!” said Sura.

Then Sura and Baya fought again. They both hit each other. Sura bite Baya's tail. Baya did the same thing to Sura.

Resolution:

After several hours, they were very tired. Sura had a plan to stop their bad behavior

“I’m tired of fighting, Baya,” said Sura. “Me too. What should we do to stop fighting? Do you have any idea?” asked Baya. “Yes, I do. Let’s share our territory. I live in the water, so I look for food in the sea. And you live on the land, right? So, you look for the food also on the land. The border is the beach, so we will never meet again. Do you agree?” asked Sura.

“Hmm... let me think about it. Ok, I agree. From today, I will never go to the sea again. My place is on the land,” said Baya.

Then they both lived in the different places. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again.

The place where they were fighting was a mess. Blood was everywhere. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya, it’s from Sura the shark and Baya the crocodile. People also put their war as the symbol of Surabaya city.

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G. Learning Activities

First meeting (2 JP)

Introduction (15 minutes)

Pre-Activities

- Greeting the students.
- Teacher checks students' attendance.
- Teacher asks questions between prior knowledge and materials to be learned or brainstorming.
- Teacher delivers material coverage and description of activities.

Whilst Activities (60 minutes)

Observe

- Teacher gives one example of a narrative text.
- Teacher guides learners to identify narrative text examples.

Questioning

- Teachers asks learners, which parts include orientation, complication and resolution.

Exploring

- Teachers assign students or learners the task of writing a narrative text "Surabaya" consisting of 3 paragraphs and each paragraph consisting of 5-12 sentences using their own language and asking students to determine the generic structure.
- Teacher asks student to create group consisting of 4/5 students (apply round table).

Communicate

- Learners get feedback from teachers and friends about narrative text learning.

Post Activities (15 minutes)

- Discuss the conclusions of the lesson discussed.
- Deliver a learning plan at the next meeting.
- Learners and teachers deliver their farewells.

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Second Meeting (2 JP)

Introduction (15 minutes)

Pre-Activities

- Greeting the students.
- Teacher checks students' attendance.
- Teacher asks questions between prior knowledge and materials to be learned or brainstorming.
- Teacher delivers material coverage and description of activities.

Whilst Activities (60 minutes)

Observe

- Learners read one example of a given narrative text.
- Teacher guides learners to identify narrative text examples.

Questioning

- Teacher asks learners, which parts include orientation, complication and resolution.

Exploring

- Teachers assign students or learners the task of writing a narrative text "Banyuwangi" which consists of 3 paragraphs and each paragraph consists of 5-12 sentences using their own language and asks students to determine the generic structure.
- Using their own language and asking students to define generic structures.
- Teacher asks student to create group consisting of 4/5 students (apply round table).

Communicate

- Learners get feedback from teachers and friends about narrative text learning.

Post Activities (15 minutes)

- Discuss the conclusions of the lesson discussed.
- Deliver a learning plan at the next meeting.
- Learners and teachers deliver their farewells.

PERINGATAN !!!

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H. Assessment

1. Social Attitude

1. Type / Assessment Technique : Self-assessment
2. Self-Assessment Instrument Form : Self-assessment sheet

Assessment of Social Attitude

No	The observed attitudes are assessed	Score			
		4	3	2	1
1	Courteous in accepting lessons				
2	Responsible and caring in carrying out the task				
3	Polite to the teacher (appreciate)				
4	Polite to friends				
5	Responsive and pro-active participate in the KBM process				
6	Using expressions offer services in everyday life				

4: Very Good 3: Good 2: Enough 1: Less

II. Instrument Rating Assessment

No.	Name	Aspects of Assessment				Score	Students' Mark
		Grammar (1-20)	Vocabulary (1-20)	Content (1-20)	Structure (1-20)		
1.							
2.							
3.							

English Teacher



Joko Purnomo, S.Pd

NIP. 197405072006041021

Researcher

Julia Mitha Rinardi

NIM. 2223140781

PERINGATAN !!!

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APPENDIX III

PERINGATAN !!!

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

APPENDIXES

INSTRUMENT OF THE RESEARCH: PRE-TEST WRITING TEST

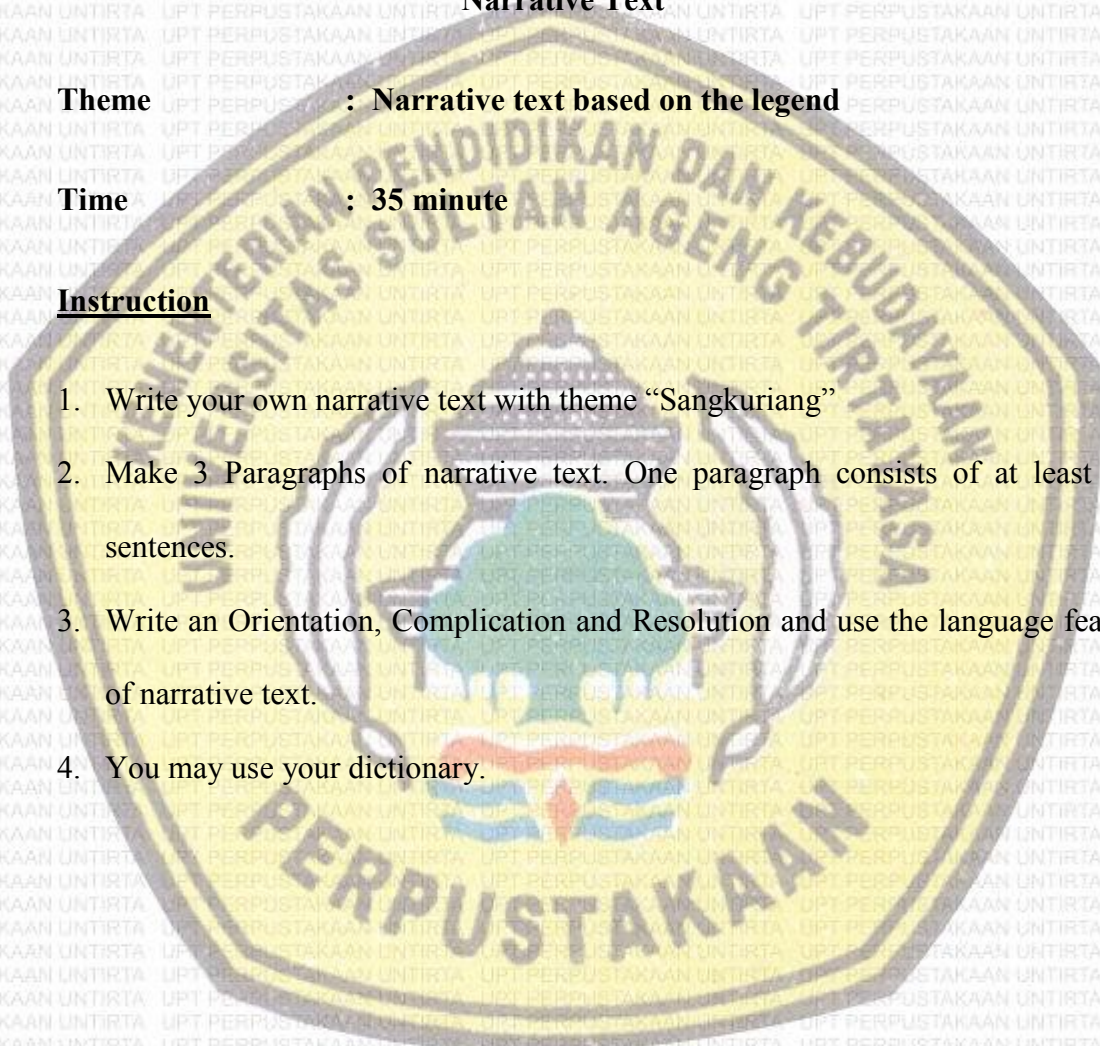
Narrative Text

Theme : Narrative text based on the legend

Time : 35 minute

Instruction

1. Write your own narrative text with theme “Sangkuriang”
2. Make 3 Paragraphs of narrative text. One paragraph consists of at least 5-12 sentences.
3. Write an Orientation, Complication and Resolution and use the language features of narrative text.
4. You may use your dictionary.



PERINGATAN !!!

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Total score

Name :

Class/No. absen :

Date :

ANSWER
For pre test cycle 1

Blank writing area with horizontal lines for student answers.

- Score :**
- 1. Contents =
 - 2. Organization =
 - 3. vocabulary =
 - 4. Grammar =
 - 5. Mechanic =

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

ANSWER KEY

(For Pre Test cycle 1)

SANGKURIANG

Orientation

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

Complication

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.

Soon Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years go away, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left severall years earlier. Soon she realized that she felt in love with her own son. She couldn't marry him but how to say it.

Resolution

Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

INSTRUMENT OF THE RESEARCH: POST-TEST 2 WRITING TEST

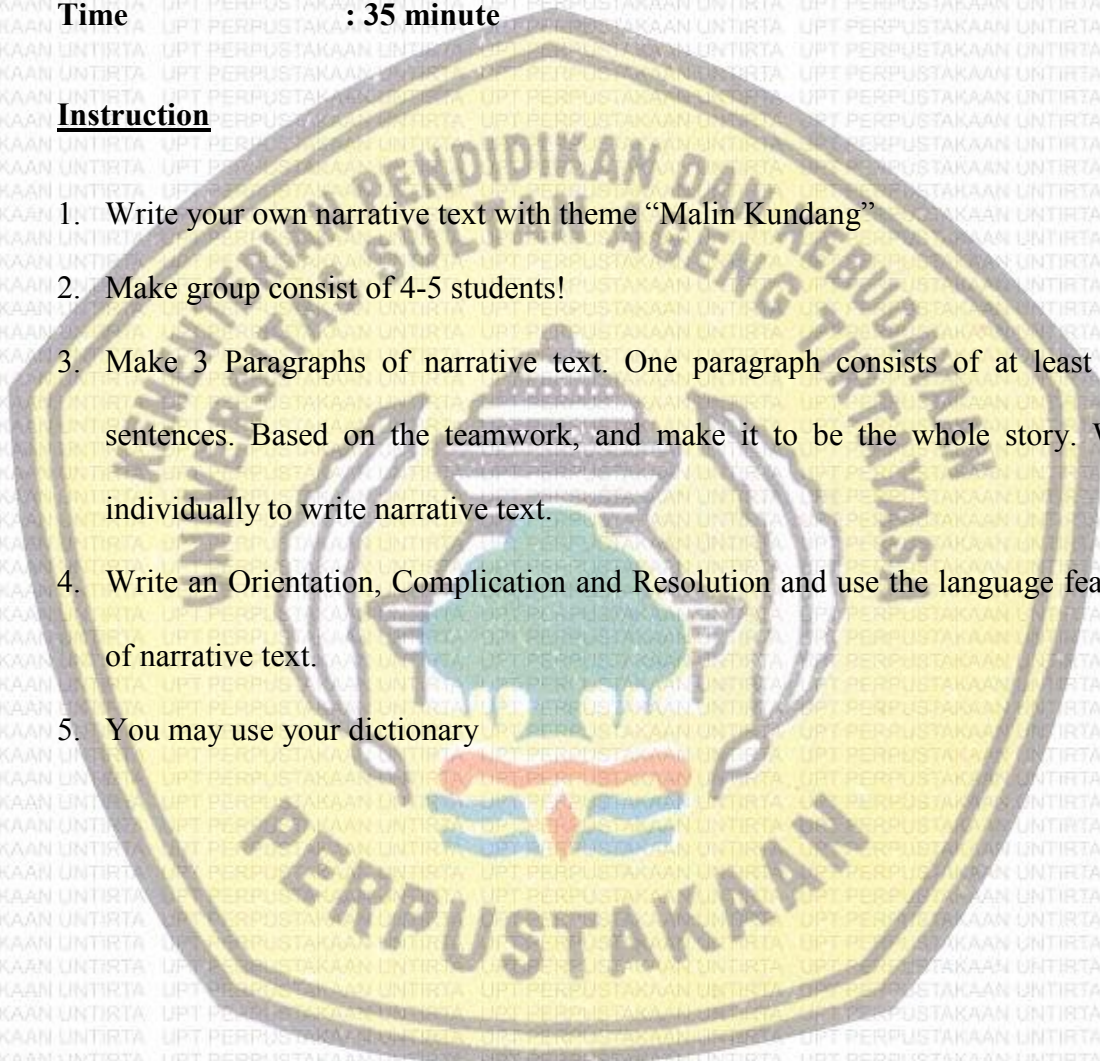
Narrative Text

Theme : Narrative text based on the legend

Time : 35 minute

Instruction

1. Write your own narrative text with theme “Malin Kundang”
2. Make group consist of 4-5 students!
3. Make 3 Paragraphs of narrative text. One paragraph consists of at least 5-12 sentences. Based on the teamwork, and make it to be the whole story. Work individually to write narrative text.
4. Write an Orientation, Complication and Resolution and use the language features of narrative text.
5. You may use your dictionary



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Total score

Name :

Class/No. absen :

Date :

ANSWER

For post test cycle 1

Large empty rectangular box for writing the answer.

Score : 1. Contents = 4. Grammar =

2. Organization = 5. Mechanic =

3. Vocabulary =

PERINGATAN !!!

- 1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

ANSWER KEY

(For Post Test cycle 2)

MALIN KUNDANG

Orientation

Once upon the time, there lived a family in the beach of west Sumatra. That family had a son named malin kundang. Because, the condition of their family was very terrible. So the malin's father decided to go away to across country.

Malin and his mother had a big expectation that one day his father came home with a lot of money that can be used to buy daily needs. After months, the father never came back. And finally their expectation was fade.

Complication

After Malin Kundang grew up, he thought to find money in across country with expectation when he came back to his village, he became a rich man. Finally, Malin Kundang joined to sail with perch of the merchant ship that was success in his village.

During on the ship, Malin Kundang learned much about sailing science from the experienced crew of the ship. Malin learned engrossed about shipping from his friends who had a lot of experiences. And finally, he was the master of shipping.

Many islands have been visited, up to a day on the way, suddenly Malin Kundang's ship attacked by pirates. Most of the crew and people on the ship were killed by the pirates. Malin Kundang very lucky, he was not killed by the pirates, because when it happened, Malin Kundang hid under a small space which enclosed by the timber.

Malin Kundang floated in the ocean until finally the host ship stranded on a beach. With the remaining staff, Malin Kundang walked to closest village to the beach. Arriving in the village master Kundang helped by people in the village. He told the incident that happened to him. Malin Kundang marooned villages where the village was very fertile. With tenacity and perseverance in working, Malin Kundang gradually became a wealthy man. He had many fruit merchant ships with the children of more than 100 people. After becoming wealthy master Kundang married a girl to become his wife.

PERINGATAN !!!

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Resolution

After some time married, Malin and his wife make the voyage with a large and beautiful ship with the crew and a lot of bodyguards. Malin Kundang's mother that every day waiting for his son, saw a very beautiful ship, went to the harbor. He saw two people who were standing on the deck of a ship. He believed that it was her son standing with his wife.

Malin Kundang stepped down from the ship. He was greeted by his mother. Once close enough, his mother saw at the right arm dozen injured person, to more convince his mother, she was approached Malin Kundang. "Malin Kundang, my son, why did you go so long without news?" he said, then hugging Malin Kundang. But Kundang immediately release her mother's arms and pushed him up to fall. "Women who do not know me, confessing as my mother said carelessly," said Malin Kundang at his mother. Malin Kundang pretended not to recognize her mother, because of shame with her mother who is old and wearing tattered clothes. "She was your mother?" the wife of Malin Kundang asked. "No, he was just a beggar who pretended to be admitted as a mom to get my property," Malin said to his wife. Hearing statement and treated arbitrarily by his son, the mother of Malin Kundang very angry. He did not expect him to be rebellious child. Because of mounting anger, Malin's mother tipped his hand, saying "Oh God, if he is really my son, I oath he became a stone." Not long after the wind storm roared loud and came to destroy the Malin's ship. After that, Malin Kundang body slowly becomes rigid and in time they finally shaped into a rock.

PERINGATAN !!!

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INSTRUMENT OF THE RESEARCH: POST-TEST 1 WRITING TEST

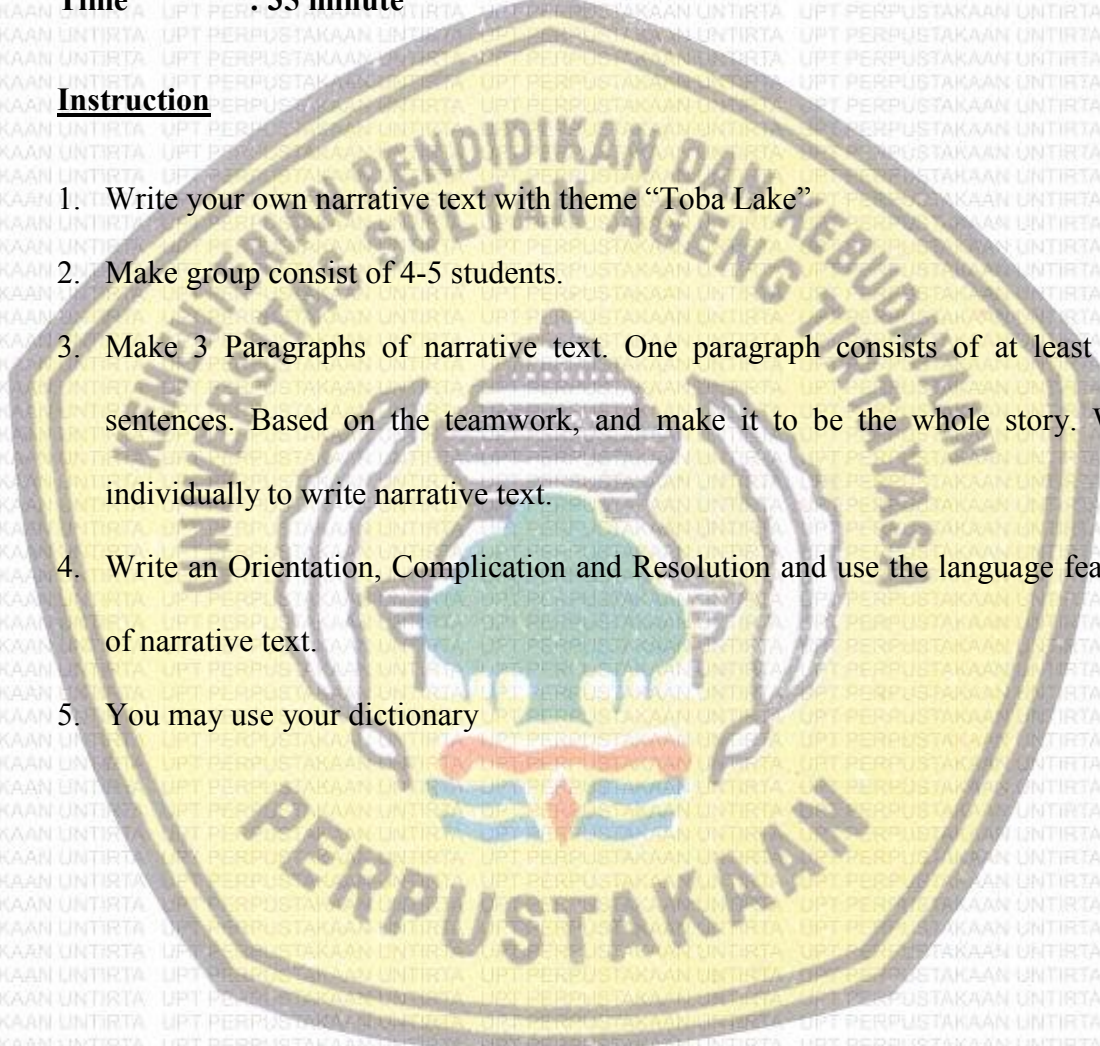
Narrative Text

Theme : Narrative text based on the legend

Time : 35 minute

Instruction

1. Write your own narrative text with theme “Toba Lake”
2. Make group consist of 4-5 students.
3. Make 3 Paragraphs of narrative text. One paragraph consists of at least 5-12 sentences. Based on the teamwork, and make it to be the whole story. Work individually to write narrative text.
4. Write an Orientation, Complication and Resolution and use the language features of narrative text.
5. You may use your dictionary



PERINGATAN !!!

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Total score

Name :

Class/No. absen :

Date :

ANSWER

For post test cycle 1

Large empty rectangular box for writing the answer.

Score : 1. Contents = 4. Grammar =

2. Organization = 5. Mechanic =

3. Vocabulary =

PERINGATAN !!!

- 1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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ANSWER KEY

(For Post Test cycle 1)

THE STORY OF TOBA LAKE

Orientation

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

Complication

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a son.

Resolution

Few years later, this son would help bringing lunch to his father out in the fields. One day, his son was so hungry and he ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned son of a fish". The son ran home and asked his mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her son to run up the hills because a huge disaster was about to come. When her son left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again. People believed that the big hole became a lake. Then this lake is known as Toba Lake.

PERINGATAN !!!

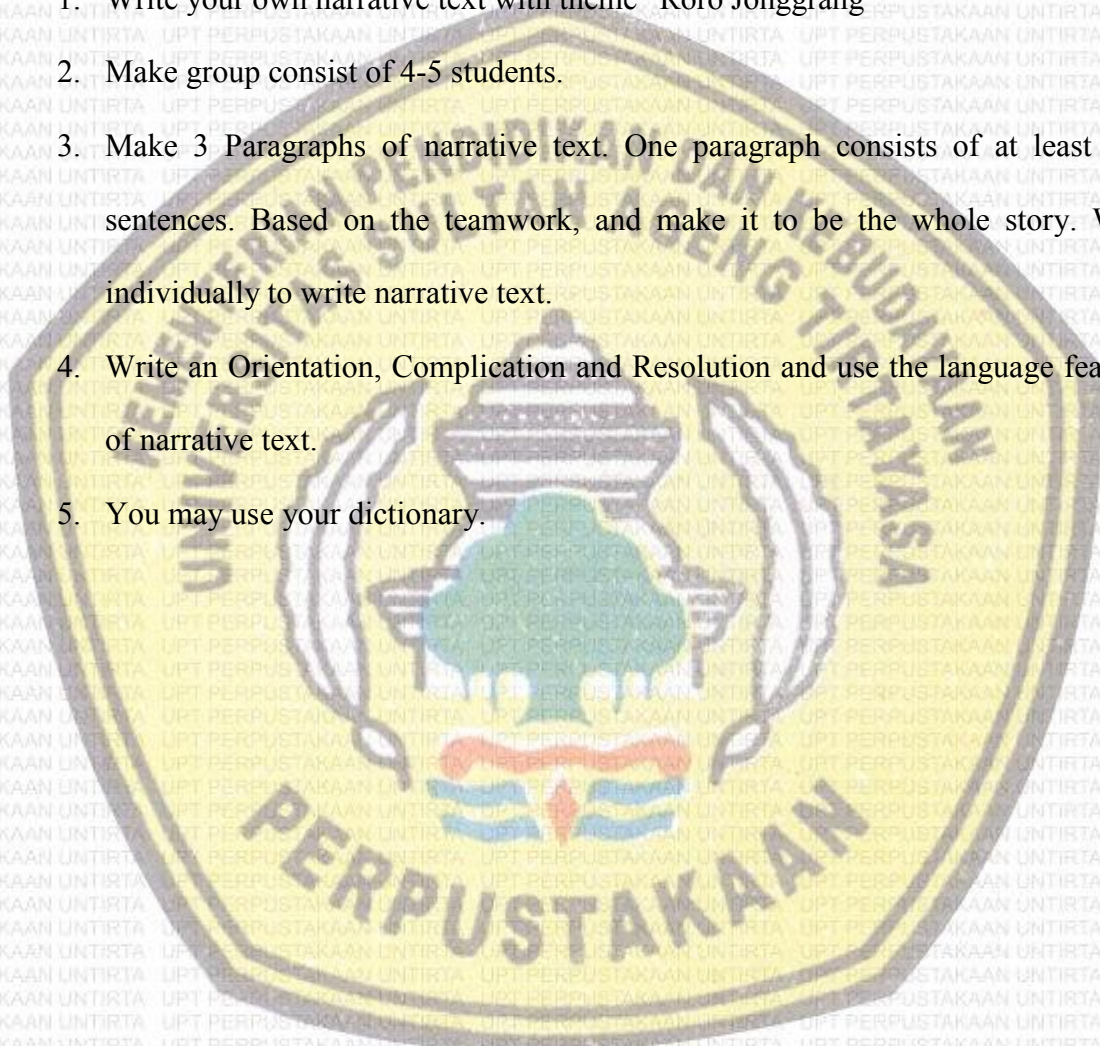
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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Narrative Text

Theme : Narrative text based on the legend

Instruction

1. Write your own narrative text with theme “Roro Jonggrang”
2. Make group consist of 4-5 students.
3. Make 3 Paragraphs of narrative text. One paragraph consists of at least 5-12 sentences. Based on the teamwork, and make it to be the whole story. Work individually to write narrative text.
4. Write an Orientation, Complication and Resolution and use the language features of narrative text.
5. You may use your dictionary.



PERINGATAN !!!

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Total score

Name :

Class/No. absen :

Date :

ANSWER

For Treatment cycle 1

Large empty rectangular box for writing the answer.

Score : 1. Contents = 4. Grammar =

2. Organization = 5. Mechanic =

3. Vocabulary =

PERINGATAN !!!

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

ANSWER KEY

(For treatment cycle 1)

The Story of Roro Jonggrang

Orientation

Roro Jonggrang was the daughter of King Prabu Baka, who ruled over the ancient Javanese kingdom of Prambanan. The king was killed in a fierce battle by the minister of the King of Pengging, who fought with a magic weapon called 'Bandung'. For this reason, he was known as 'Bandung Bandawasa'.

Complication

Not long afterwards, Bandung Bandawasa decided to marry Princess Roro Jonggrang, the daughter of his victim. But she had no desire to marry the murderer of her father, so she sought the advice of the Patih.

The Patih made a wise suggestion. Bandung would have to build a thousand temples and two deep wells. If he managed to complete all this in the course of one night, he could marry the princess. Bandung knew two people possessing magic powers who promised to help him. One was his father, "Damarmaya", and the other was mighty King of Pengging. A date was fixed and in the evening, Bandung's followers began their giant construction job. Five hundred temples were completed by midnight.

Roro Jonggrang sent a man to watch the progress of Bandung's work and by four o'clock in the morning he saw that nine hundred and ninety five temples were already built and two deep wells nearly finished. The whole palace was filled with sadness, because the Princess would have to marry the man who had murdered her father.

Again the Patih had an idea. He woke up all the young girls and ordered them to pound rice at once. When the workers heard the pounding of rice and smelt the flowers, which were the signs of dawn they stopped their work. Bandung Bandawasa was glad to see the temples before him and counted them himself. But to his surprise, there were only 999 temples.

PERINGATAN !!!

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Resolution

He soon learned the reason of his failure and became very angry. Roro Jonggrang herself was changed into a statue, which stands in the great inner hall of the largest temple and is now know as, “The Temple of Roro Jonggrang.



PERINGATAN !!!

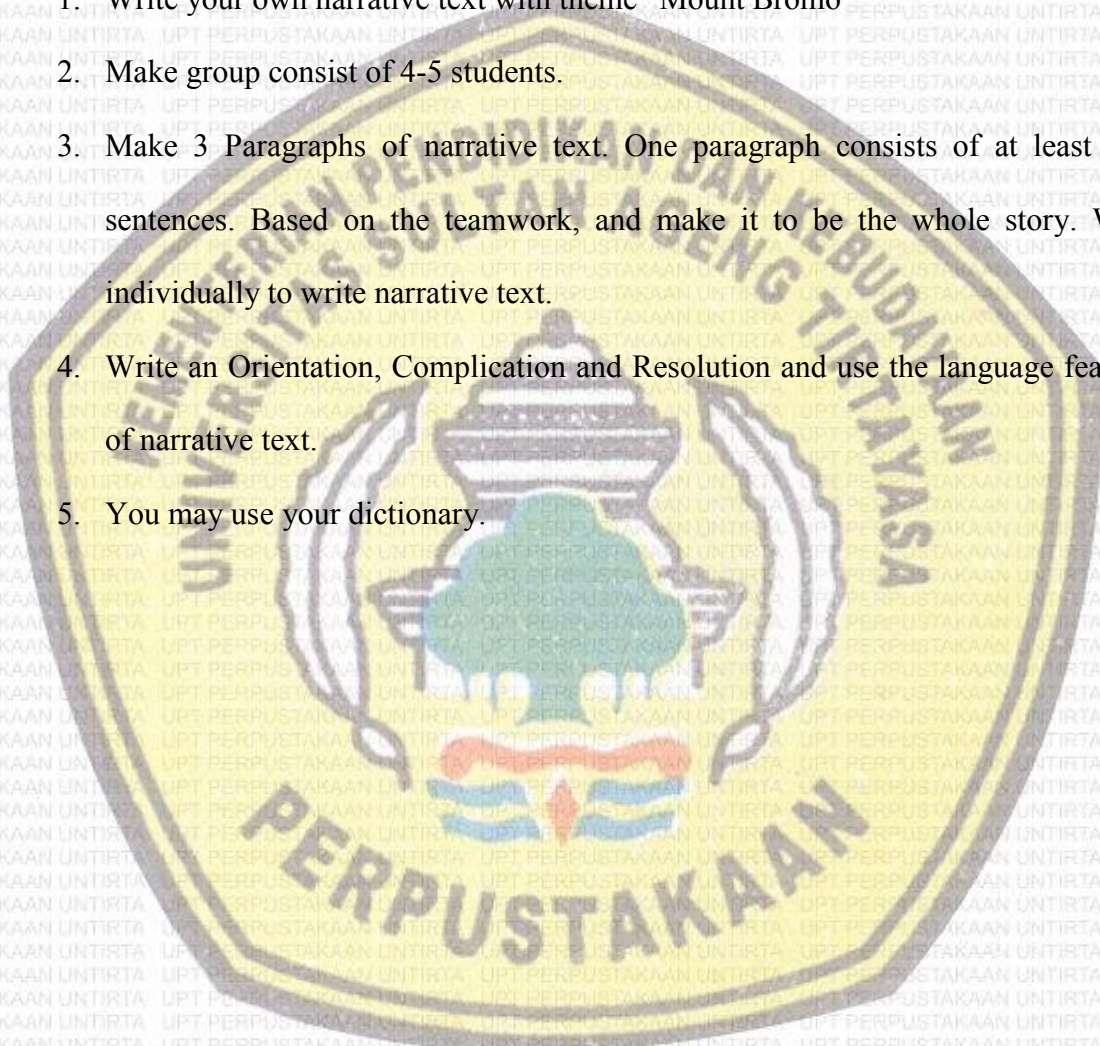
1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Narrative Text

Theme : Narrative text based on the legend

Instruction

1. Write your own narrative text with theme “Mount Bromo”
2. Make group consist of 4-5 students.
3. Make 3 Paragraphs of narrative text. One paragraph consists of at least 5-12 sentences. Based on the teamwork, and make it to be the whole story. Work individually to write narrative text.
4. Write an Orientation, Complication and Resolution and use the language features of narrative text.
5. You may use your dictionary.



PERINGATAN !!!

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Total score

Name :

Class/No. absen :

Date :

ANSWER

For Treatment cycle 1

Blank writing area with horizontal lines for the answer.

Score : 1. Contents = 4. Grammar =

2. Organization = 5. Mechanic =

3. Vocabulary =

PERINGATAN !!!

- 1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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- 3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

ANSWER KEY

(For Treatment cycle 1)

A LEGEND OF MOUNT BROMO

Orientation

Once upon a time, in the east Java, there was born a baby named Joko Seger. In the same time, a cute baby that was named Roro Anteng was born. Joko Seger grew up became a good-looking boy and Roro Anteng also became a beautiful girl. Roro Anteng was falling in love with Joko Seger, so did Joko Seger.

Complication

Until one day there was a man who came to propose Roro Anteng. Roro Anteng couldn't refuse him because he was known as a man who had big magic power.

So, Roro Anteng decided to give him a challenge. He had to make a lake in the peak of mount Bromo and he must finish it before dawn.

He accepted it. Then, with his great magic power, he became a giant and used batok (piece of coconut shell) to dredge the land.

Resolution

While he was doing his project, Roro Anteng made the midnight situation like as dawn. With her servants, she burned grass and hit the kentongan so the roosters were crowing. The giant knew that he was pretended by Roro Anteng. He was angry. Then, he threw away the batok until it became big and being mount. This mount was called Mount Batok.

Roro Anteng and Joko Seger then lived happily. Their descents were called tengger from named Roro Anteng and Joko Seger. Then the lake had not finished was called Wedhi (sands) lake.

PERINGATAN !!!

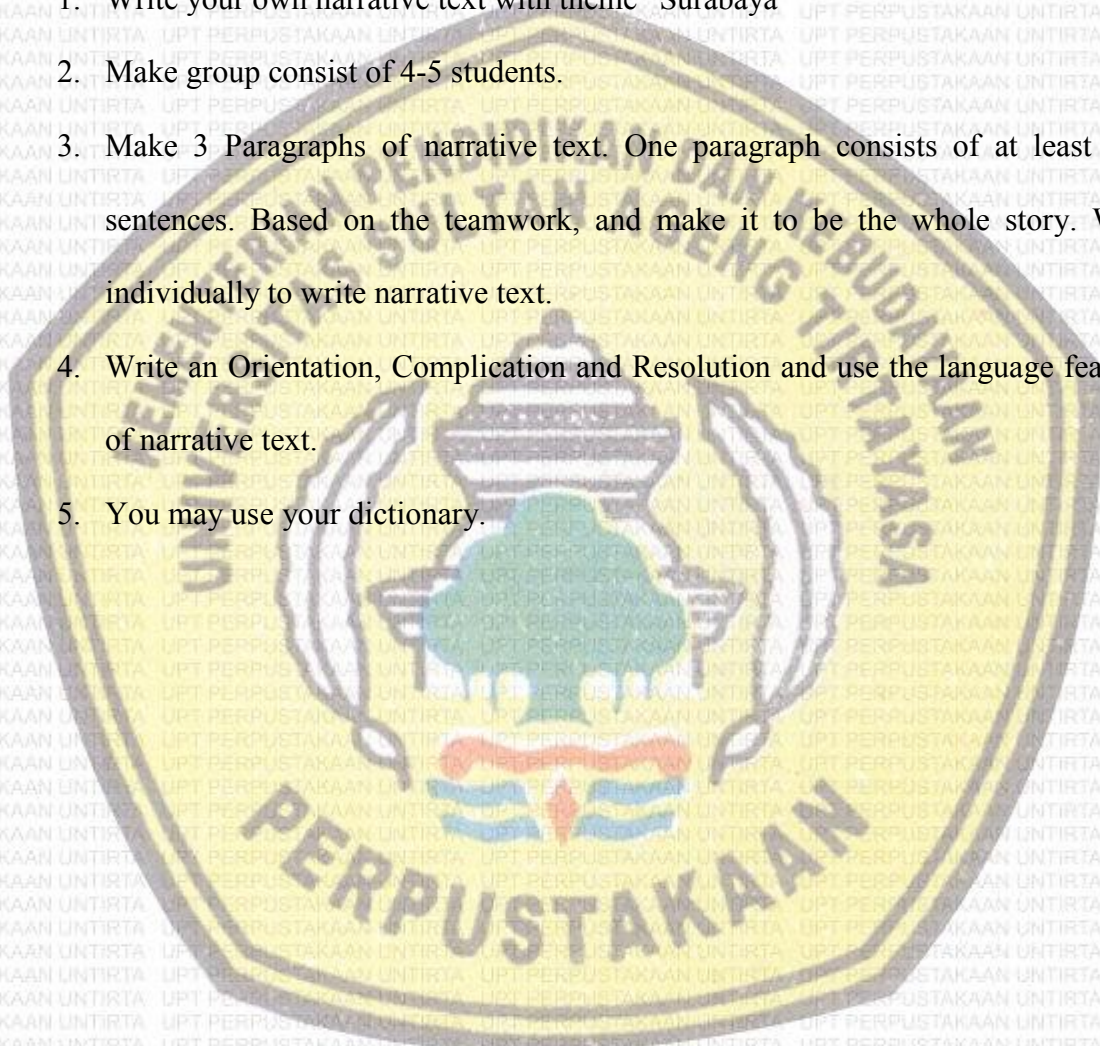
1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Narrative Text

Theme : Narrative text based on the legend

Instruction

1. Write your own narrative text with theme “Surabaya”
2. Make group consist of 4-5 students.
3. Make 3 Paragraphs of narrative text. One paragraph consists of at least 5-12 sentences. Based on the teamwork, and make it to be the whole story. Work individually to write narrative text.
4. Write an Orientation, Complication and Resolution and use the language features of narrative text.
5. You may use your dictionary.



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Total score

Name :

Class/No. absen :

Date :

ANSWER

For Treatment cycle 2

Blank writing area with horizontal lines for the answer.

Score : 1. Contents = 4. Grammar =

2. Organization = 5. Mechanic =

3. Vocabulary =

PERINGATAN !!!

- 1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
- 2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
- 3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

ANSWER KEY

(For Treatment cycle 2)

THE LEGEND OF BANYUWANGI

Orientation

Once upon a time, there was a king reigned in East Java named Sindureja. He had a prime minister named Sidapaksa. Sidapaksa had a very beautiful wife.

Sidapaksa loved his wife deeply. They lived in complete happiness. However, Sidapaksa's mother didn't like her daughter in law. Each day she tried to think a way to separate Sidapaksa from his wife.

Complication

One day, King Sindureja asked Sidapaksa to search for a bud of a magic flower on Mount Ijen. It was a long journey. The assignment from the king was so important and urgent. Sidapaksa had to leave his pregnant wife.

Not long afterwards, a son was born. The baby's birth gave much happiness to the young mother.

However, one day, while young mother was bathing, her evil mother-in-law threw the baby into the river. Knowing that her baby had disappeared, the young mother was very sad. She could neither eat nor sleep. She became very ill.

Two years passed and Sidapaksa returned from his journey. He succeeded in doing his duty. Just as he was about to enter his house, her mother told him that his wife had thrown their baby into the river. Sidapaksa believed her mother's story. He was too angry to use his common sense. He drew his keris and approached her wife who was lying weak on her bed.

"Ah, Wicked woman. Tell me why you threw our new-born child into the river. Tell me!" he said in a rough and angry voice.

"Oh my dearest husband, I am innocent. I love you, and our baby. I didn't kill our child. If you don't believe me, carry me to the river. I will prove that I didn't do it" replied his wife calmly.

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Sidapaksa took her wife to the edge of the river. Suddenly, his wife leaped up and threw herself into the river.

“Oh my God! How will I know who killed my child?” moaned Sidupaksa.

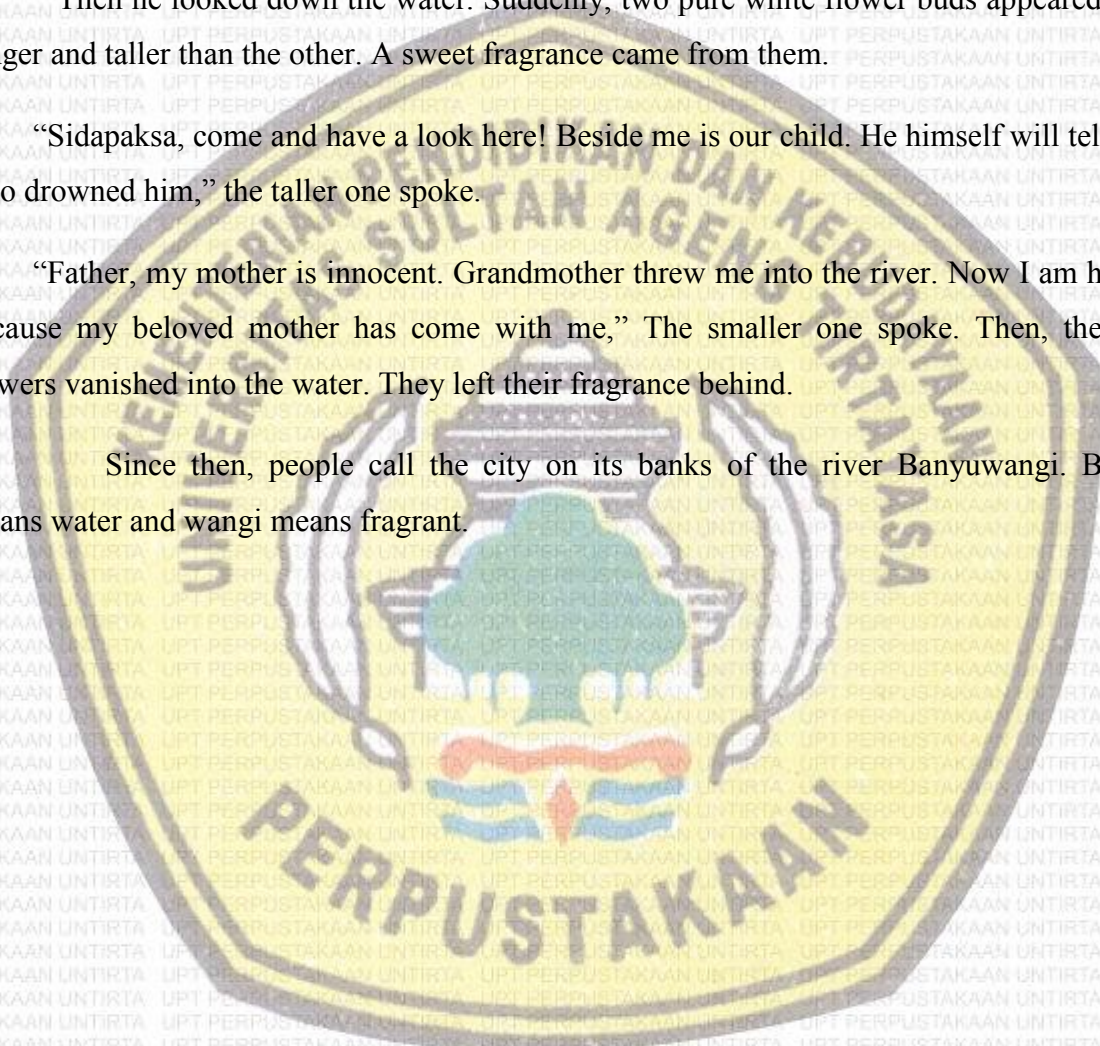
Resolution

Then he looked down the water. Suddenly, two pure white flower buds appeared, one longer and taller than the other. A sweet fragrance came from them.

“Sidapaksa, come and have a look here! Beside me is our child. He himself will tell you who drowned him,” the taller one spoke.

“Father, my mother is innocent. Grandmother threw me into the river. Now I am happy because my beloved mother has come with me,” The smaller one spoke. Then, the two flowers vanished into the water. They left their fragrance behind.

Since then, people call the city on its banks of the river Banyuwangi. Banyu means water and wangi means fragrant.



PERINGATAN !!!

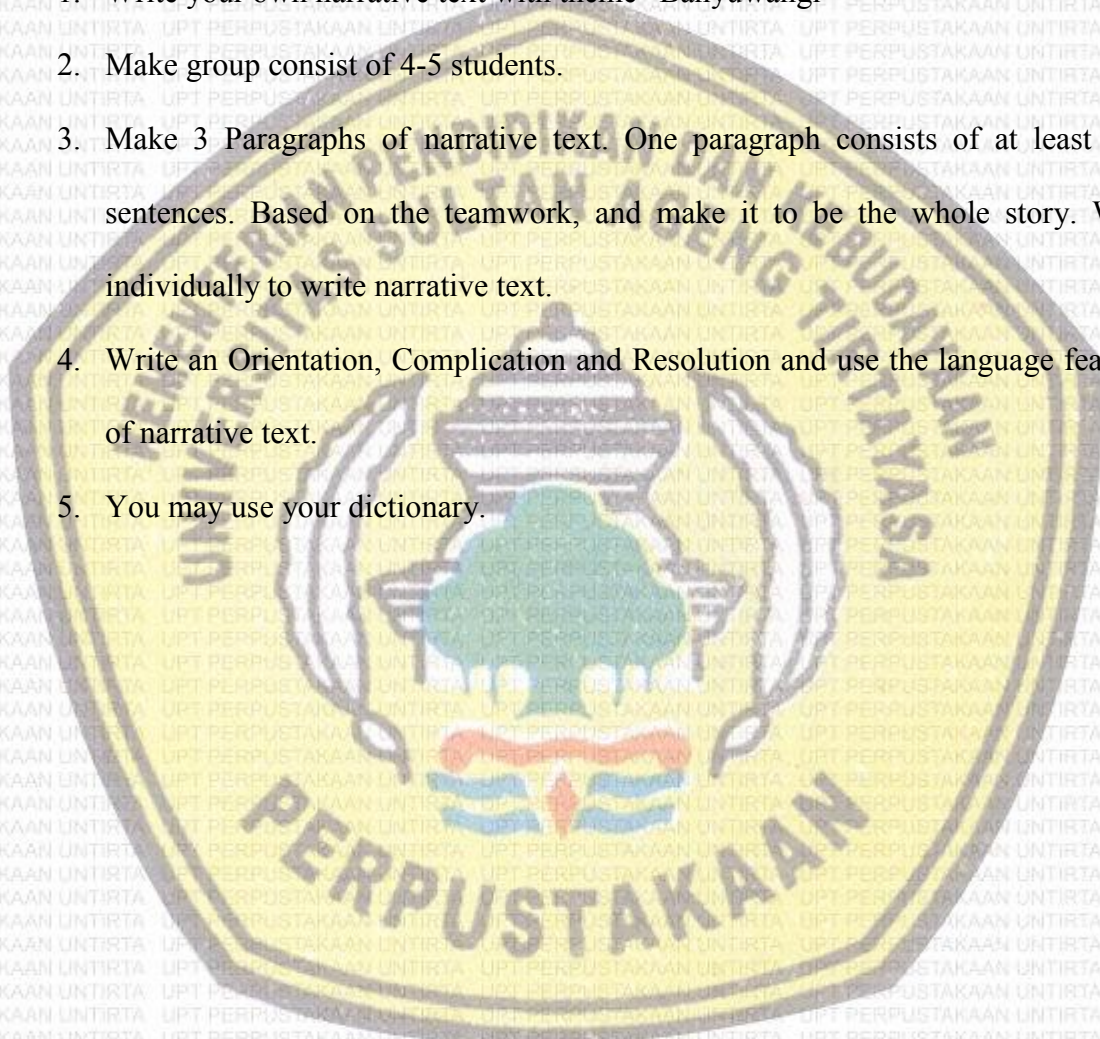
1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Narrative Text

Theme : Narrative text based on the legend

Instruction

1. Write your own narrative text with theme “Banyuwangi”
2. Make group consist of 4-5 students.
3. Make 3 Paragraphs of narrative text. One paragraph consists of at least 5-12 sentences. Based on the teamwork, and make it to be the whole story. Work individually to write narrative text.
4. Write an Orientation, Complication and Resolution and use the language features of narrative text.
5. You may use your dictionary.



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Total score

Name :

Class/No. absen :

Date :

ANSWER

For Treatment cycle 2

Large empty rectangular box for writing the answer.

Score : 1. Contents = 4. Grammar =

2. Organization = 5. Mechanic =

3. Vocabulary =

PERINGATAN !!!

- 1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

ANSWER KEY

(For Treatment cycle 2)

The Legend of Surabaya

Orientation :

A long time ago in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in the sea. Actually, they were friends.

Complication :

But when they were hungry, they were very greedy. They did not want to share their food. They would fight for it and never stop fighting until one of them gave up.

It was a very hot day. Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

“Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy! I had not eaten for two days!” said Sura. Then Sura and Baya fought again. But one day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

“Hey, what are you doing here? This is my place. Your place is in the sea!”. “But, there is water in the river, right? So, this is also my place!” said Sura.

Then Sura and Baya fought again. They both hit each other. Sura bite Baya's tail. Baya did the same thing to Sura.

Resolution:

After several hours, they were very tired. Sura had a plan to stop their bad behavior

“I’m tired of fighting, Baya,” said Sura. “Me too. What should we do to stop fighting? Do you have any idea?” asked Baya. “Yes, I do. Let’s share our territory. I live in the water, so I look for food in the sea. And you live on the land, right? So, you look for the

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

food also on the land. The border is the beach, so we will never meet again. Do you agree?" asked Sura.

"Hmm... let me think about it. Ok, I agree. From today, I will never go to the sea again. My place is on the land," said Baya.

Then they both lived in the different places. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again.

The place where they were fighting was a mess. Blood was everywhere. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya, it's from Sura the shark and Baya the crocodile. People also put their war as the symbol of Surabaya city.



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.



APPENDIX IV

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

STUDENTS' PRELIMINARY TEST RESULT

NO	NAME	COMPONENTS OF WRITING SCORE					TOTAL SCORE
		C	O	V	G	M	
1	Alfi Putri Liana	16	16	15	13	15	75
2	Alfina Berliana	17	16	15	13	14	75
3	Alvina Ghea Alayda Sari	16	14	13	14	13	70
4	Andi Luqman Martino Wibawa	14	15	12	11	14	66
5	Chaidar Ibnu Mahardika	15	14	13	11	13	66
6	Dananta Zulino Brussman	12	13	12	10	12	59
7	Deri Irfan	13	14	13	12	12	64
8	Deviana Assita Almaidah	13	15	13	11	14	66
9	Devina Kusumawati	14	13	14	11	15	67
10	Dewi Rohmawati	15	15	13	10	12	65
11	Gartina Fitri Andini	15	16	14	13	14	72
12	Gendis Chandra Prasasti	16	16	15	15	15	77
13	Haikal Muhammad	16	15	14	12	14	71
14	Hilda Maria Ulfah	16	16	14	10	15	71
15	Holiah	13	13	13	11	12	62
16	Maulida Fitria	14	14	15	13	12	68
17	Mawadah	14	14	12	9	12	61
18	Melly Kurniati	15	15	15	8	13	66
19	Puspita	14	13	14	11	14	66
20	Qurotulain	15	14	14	8	13	64
21	Rai Taufik Distira	16	15	14	13	12	70
22	Ratu Pradya Pradisya	14	14	13	11	12	64
23	Rina Karunia	16	15	15	12	15	73

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

24	Risnawati	15	14	12	8	11	60
25	Selviana	12	11	11	9	12	55
26	Seruni Puja Anjani	15	14	14	11	14	68
27	Setya Raja Pratama	13	14	15	10	13	65
28	Shelbry Herlangga Prastama P	15	13	14	12	13	67
29	Shevy Arla Sagita	17	16	15	13	15	75
30	Wirda Nurmatub Putri	15	15	13	11	13	67
31	Yeni Aulia	14	13	13	11	14	65
	TOTAL SCORE	455	445	422	347	412	2080
	AVERAGE	14.68	14.35	13.61	11.19	13.29	67.10



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

STUDENTS' MIDDLE TEST RESULT

NO	NAME	COMPONENTS OF WRITING SCORE					TOTAL SCORE
		C	O	V	G	M	
1	Alfi Putri Liana	16	16	15	13	15	75
2	Alfina Berliana	16	15	15	15	14	75
3	Alvina Ghea Alayda Sari	15	16	14	16	15	76
4	Andi Luqman Martino Wibawa	16	15	15	14	14	74
5	Chaidar Ibnu Mahardika	15	14	15	11	14	69
6	Dananta Zulino Brussman	15	14	13	11	13	66
7	Deri Irfan	14	14	14	12	12	66
8	Deviana Assita Almaidah	17	16	15	13	15	76
9	Devina Kusumawati	15	15	15	16	15	76
10	Dewi Rohmawati	16	15	13	11	12	67
11	Gartina Fitri Andini	16	15	15	12	15	73
12	Gendis Chandra Prasasti	17	16	16	15	15	79
13	Haikal Muhammad	17	16	14	13	15	75
14	Hilda Maria Ulfah	16	16	14	10	15	71
15	Holiah	15	15	14	13	13	70
16	Maulida Fitria	15	14	15	13	13	70
17	Mawadah	15	15	15	14	14	73
18	Melly Kurniati	15	15	16	15	15	76
19	Puspita	14	14	14	12	14	68
20	Qurotulain	15	16	14	11	14	70
21	Rai Taufik Distira	16	15	14	13	12	70
22	Ratu Pradya Pradisya	15	14	15	11	14	69

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

23	Rina Karunia	16	15	15	12	15	73
24	Risnawati	15	16	15	16	14	76
25	Selviana	16	15	15	14	15	75
26	Seruni Puja Anjani	16	15	15	13	14	73
27	Setya Raja Pratama	16	16	15	13	15	75
28	Shelbry Herlangga Prastama P	16	15	16	13	13	73
29	Shevy Arla Sagita	17	16	15	13	15	75
30	Wirda Nurmatub Putri	16	16	14	12	14	72
31	Yeni Aulia	16	15	15	12	14	72
	TOTAL SCORE	485	470	455	402	437	2248
	AVERAGE	15.645	15.16	14.68	12.97	14.10	72.52



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

STUDENTS' FINAL TEST RESULT

NO	NAME	COMPONENTS OF WRITING SCORE					TOTAL SCORE
		C	O	V	G	M	
1	Alfi Putri Liana	17	17	16	16	16	82
2	Alfina Berliana	17	16	16	17	16	82
3	Alvina Ghea Alayda Sari	16	17	16	16	15	80
4	Andi Luqman Martino Wibawa	16	16	15	14	14	75
5	Chaidar Ibnu Mahardika	15	15	14	14	15	73
6	Dananta Zulino Brussman	15	15	15	15	15	75
7	Deri Irfan	16	15	15	14	14	74
8	Deviana Assita Almaidah	17	16	16	16	16	81
9	Devina Kusumawati	17	16	16	15	16	80
10	Dewi Rohmawati	15	15	15	14	14	73
11	Gartina Fitri Andini	16	15	14	15	15	75
12	Gendis Chandra Prasasti	18	17	16	17	18	86
13	Haikal Muhammad	17	17	15	16	17	82
14	Hilda Maria Ulfah	15	16	16	15	15	77
15	Holiah	16	15	15	14	14	74
16	Maulida Fitria	16	16	15	15	16	78
17	Mawadah	15	16	16	15	15	77
18	Melly Kurniati	15	16	16	16	16	79
19	Puspita	16	15	15	15	14	75
20	Qurotulain	17	16	16	16	18	83
21	Rai Taufik Distira	16	15	16	14	14	75
22	Ratu Pradya Pradisya	16	15	15	14	15	75
23	Rina Karunia	16	16	15	15	15	77
24	Risnawati	17	16	15	14	15	76

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

25	Selviana	17	16	15	15	16	79
26	Seruni Puja Anjani	17	16	16	15	15	79
27	Setya Raja Pratama	16	16	15	16	15	78
28	Shelbry Herlangga Prastama P	16	15	15	15	14	75
29	Shevy Arla Sagita	17	17	16	16	17	83
30	Wirda Nurmatub Putri	16	16	16	15	16	79
31	Yeni Aulia	17	16	16	15	16	80
	TOTAL SCORE	503	491	478	469	477	2417
	AVERAGE	16.23	15.84	15.42	15.13	15.39	77.97



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.



APPENDIX V

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.



APPENDIXE VI

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.



**PEMERINTAH PROVINSI BANTEN
DINAS PENDIDIKAN DAN KEBUDAYAAN
UNIT PELAKSANA TEKNIS
SMA NEGERI 3 CILEGON**

Jl. Lebakayang Bulakan Kecamatan Cibeber Kota Cilegon
Website: www.sman3cilegon.sch.id e-mail : smantpn3cilegon@yahoo.co.id

SURAT KETERANGAN

Nomor : 596 / - /JU

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Negeri 3 Cilegon :

Nama : H. ASEP MANSUR, M.Pd
NIP : 19620101 198512 1 004
Pangkat / Gol : Pembina Tk I / IV b
Jabatan : Kepala Sekolah

Menyatakan dengan sesungguhnya bahwa :

Nama : Julia Mitha Rizaldi
NIM : 2223140781
Fakultas : FKIP / Pendidikan Bahasa Inggris

Mahasiswa tersebut telah melaksanakan Penelitian Tugas Akhir / Skripsi di SMA Negeri 3 Cilegon pada tanggal 23 April s.d 14 Mei 2018.

Demikian keterangan ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.

Cilegon, 14 Mei 2018
Kepala,

H. ASEP MANSUR, M.Pd
Pembina Tk I
NIP. 19620101 198512 1 004

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.



DEPARTMENT OF ENGLISH EDUCATION
 FACULTY OF TEACHER TRAINING AND EDUCATION
 UNIVERSITY OF SULTAN AGENG TIRTAYASA

Certificate

Number : 2151/UN43.2/TU/2017

awarded to

Julia Mitha Rinardi

as a PARTICIPANT at

Annual International Seminar on English Language Teaching (AISFLT) 2017
"ELT in the Global Era: Transforming Perspectives on Teaching & Learning"

September 9, 2017



Dr. Aceeng Hasani, M.Pd.
 Dean of Teacher Training and Education Faculty

Dr. Siti Hikmah, M.Pd.
 Head of English Education Department

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.



APPENDIXE VII

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

"SANGKURIANG"

Name : Qurotulain
Class/No. absen : X IPS 2 / 20.
Date :

Total score

64

ANSWER

For pre test cycle 1

Orientation
Once, there is a kingdom in Priangan Land. Live a happy family. They were a father in form of dog, his name is Tumang, a mother which is call is Dayang Sumbi, and a child which is call Sangkuriang.

Complication
one day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and Worriy because he hunted no deer. Then he thought to shot his own dog. Then, he took the dog liver and carry home soon Dayang Sumbi find out that it has not deer lever but Tumang's, his own dog. So, she is very angry and hit Sangkuriang's head.

Resolution
Then, she found the way. She need a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat is almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flash of light. It made the cock crowed for a new day. Sangkuriang Varied to marry her. She is very angry and kick the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

Score : 1. Contents = 15 4. Grammar = 8
2. Organization = 14 5. Mechanic = 13
3. vocabulary = 14

Name : MELLY KURNIATI
Class/No. absen : XII S 2 / 18
Date :

Total score

66

SANGKURIANG ANSWER

For pre test cycle 1

Orientation : A long time ago, there is Princess in west Java name Dayang Sumbi, she has a son name Sangkuriang. Sangkuriang is a boy who liked to hunt and went hunting. He always accompany by his dog named Tumang, Although a dog, Tumang actually an incarnation of the god and the father of Sangkuriang.

complication : one day Dayang Sumbi is so angry and hit his head Sangkuriang then disappoint and he decided to wander one day, he meet a girl who was so beautiful. The girl is actually a Sun bi Dayang h s own mother. Dayang Sumbi surprise that her future husband have a head injury. After those happenings, she has plan, she ask Sangkuriang to make a big canoe to cross the river, those conditions must finish before sunrise.

Resolution : Sangkuriang asked for help to spirit creatures to complete all the work. once the work is almost complete Dayang Sumbi ordered is his forces to hold a very long red carpet to the east of the city. He stop his work and was very upset because all could not meet the requirements posed by Dayang Sumbi. Using his strength, Sangkuriang broken the dam and the city became flooding his big canoe then crashe upside down and

Score : 1. Contents = 15 4. Grammar = 8
2. Organization = 15 5. Mechanic = 13
3. vocabulary = 15

change into a mountain name Tangkuban Perahu.

Name : Gendis Chandra Prasasti
Class/No. absen : X IPS 2 / 11
Date :

Total score

79

ANSWER

For post test cycle 1

entation
Once upon a time, there was a man who was living in north Sumatera. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life. His name was Batara Guru Sahata. He was a handsome man. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

ification
Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted "You damned daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

lution
Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir. Before this, mother was shouting angry. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole.

Score : 1. Contents = 17

4. Grammar = 15

2. Organization = 16

5. Mechanic = 15

3. Vocabulary = 16

Name : Bartina Fitri A
Class/No. absen : X IPS 2 / 11
Date : 10 May '18
Toba Lake
ANSWER

Total score

72

For post test cycle 1

Once upon a time, there was a man who live in North Sumatra, his name is Samosir. He did some gardening and fishing for his daily life. One day, while he is fishing, he get some big fish. But surprisingly the fish change to a beautiful princess. He fall in love with her and want her to be his wife - but with one deal and the woman agree with the deal and he get married, lived happily and had a daughter.

Few years later, his daughter will bringing lunch for her father, but one day, she was so hungry and ate her father's lunch. Unfortunately, her father see her while he was eating and get angry, he shouted: "down you a daughter of a fish." The daughter ran home and ask her mother. Her mother was crying because he felt so sad because her husband was broke his promise.

Then she told her daughter to ran the hills because the huge disaster was come. When her daughter left, she pray that soon there was a big bear that like with the man. stop rain to come. The whole area was flooded and became a Toba Lake. She turned a fish and her husband became the island of Samosir.

Score : 1. Contents = 17

4. Grammar = 10

2. Organization = 15

5. Mechanic = 10

3. Vocabulary = 15

Name : Devina Kusumawati
Class/No. absen : X IPS 2 / 09
Date : "Main Kundang"

Total score

30

ANSWER

For post test cycle 2

Once upon a time, there lived a fisherman with his family in the coastal area of West Sumatra. That little family consist of the fisherman, his wife and his son. The name of his son was Main Kundang. They have lived in poverty for a long time.

One day, a big ship closed to the beach near their village. They asked people to join work in their ship and went to the cross island. Main Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to main. Main still kept his argument, and finally he sailed with the bigship. Several years later Main Kundang succeed and he became rich trader. Then, he came to his native village with his beautiful wife, but his wife didn't know Main's real descent. His happy mother quickly approached main's and brought

His mother very broken heart because main rebellious to her, who had growth him. Then, his mother cursed main became stone. Suddenly, the bigship which main's had was vacillated by a big storm and all of his crewman tossed aside out. Main realized that was his fault that rebellious his mother. He bowed down and became a stone.

Score : 1. Contents = 17

4. Grammar = 15

2. Organization = 16

5. Mechanic = 16

3. Vocabulary = 16

a plate of village cake, main's favorite.

Name : Wirda Nurmatun Putri
 Class/No. absen : X IIS - 2 (30)
 Date :

Total score
78

ANSWER

For post test cycle 2

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish, he will bring it to his mother, and sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. He left his mother alone. Many years later, Malin Kundang became wealthy. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town. "Malin Kundang has become rich and now he is here." An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. He would leave the old mother alone but in that time she was full of sadness and anger.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

- | | | | |
|---------------------|------|-------------|------|
| Score : 1. Contents | = 16 | 4. Grammar | = 15 |
| 2. Organization | = 16 | 5. Mechanic | = 15 |
| 3. Vocabulary | = 16 | | |



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS SULTAN AGENG TIRTAYASA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat: Kampus I Jalan Raya Jakarta Km. 04 Pakupatan Kota Serang
Kampus II Jalan Raya Ciwaru No. 25 Kota Serang
Tlp. (0254) 280330, Ext. 111, 7910005/7910008 Fax. (0254) 281254
Website: www.fkip.untirta.ac.id email: surat.fkip@untirta.ac.id

Nomor : 2475 /UN.43.2/KK/ 2018 24 April 2018
Lampiran : —
Hal : Permohonan Penelitian Tugas Akhir / Skripsi

Kepada Yth,
Kepala SMAN 3 Cilegon

Di
Cilegon

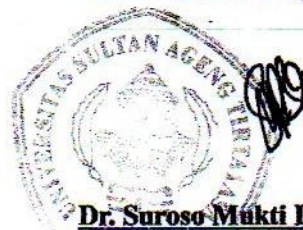
Sehubungan dengan rencana Penyusunan Tugas Akhir/Skripsi bagi mahasiswa kami, dengan ini mengajukan permohonan tempat penelitian di Perusahaan/Lembaga yang Bapak/Ibu pimpin.

Adapun data mahasiswa yang bersangkutan adalah sebagai berikut.

Nama : JULIA MITHA RINARDI
NIM : 2223140781
Fakultas : FKIP
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Semester : Genap
Telepon / HP : 089691066183
Durasi (Lama Penelitian) : 1 Bulan
Rencana Topik : "IMPROVING STUDENTS' WRITING SKILL IN
NARRATIVE TEXT THROUGH ROUNTABLE
TECHNIQUE AT TENTH GRADE OF SMAN 3
CILEGON"

Demikian permohonan kami sampaikan atas kerjasamanya dan perhatian Bapak/Ibu kami ucapkan terima kasih.

Wakil Dekan Bidang Akademik



Dr. Suroso Mukti Leksono, M.Si.
NIP. 197202262005011002

Tembusan :

- Ketua Program Studi Pendidikan Bahasa Inggris



PEMERINTAH PROVINSI BANTEN
DINAS PENDIDIKAN DAN KEBUDAYAAN
UNIT PELAKSANA TEKNIS
SMA NEGERI 3 CILEGON

Jl. Lebakayang Bulakan Kecamatan Cibeber Kota Cilegon
Website: www.sman3cilegon.sch.id e-mail : smantigacilegon@yahoo.co.id

SURAT KETERANGAN

Nomor : 896/ - TU

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Negeri 3 Cilegon :

Nama : H. ASEP MANSUR, M.Pd
NIP : 19620101 198512 1 004
Pangkat / Gol : Pembina Tk I / IV b
Jabatan : Kepala Sekolah

Menerangkan dengan sesungguhnya bahwa :

Nama : Julia Miitha Rinardi
NIM : 2223140781
Fakultas : FKIP / Pendidikan Bahasa Inggris

Mahasiswa tersebut telah melaksanakan Penelitian Tugas Akhir / Skripsi di SMA Negeri 3 Cilegon pada tanggal 23 April s.d 14 Mei 2018.

Demikian keterangan ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.

Cilegon, 15 Mei 2018
Kepala,

ASEP MANSUR, M.Pd
Pembina Tk I
NIP. 19620101 198512 1 004



DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF SULTAN AGENG TIRTAYASA

Certificate

Number : 2151/UN43.2/TU/2017

awarded to

Julia Mitha Rinardi

as a PARTICIPANT at

Annual International Seminar on English Language Teaching (AISELT) 2017
"ELT in the Global Era: Transforming Perspectives on Teaching & Learning"

September 9, 2017

Dr. Aceng Hasani, M.Pd.
Dean of Teacher Training and Education Faculty

Dr. Siti Hikmah, M.Pd.
Head of English Education Department



**BUKU
BIMBINGAN SKRIPSI**

**JURUSAN
PENDIDIKAN BAHASA INGGRIS**

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SULTAN AGENG TIRTAYASA**

Tanggal	Catatan Pembimbing	Paraf Pembimbing I	Paraf Pembimbing II
8/17 11/12	Focus on Independent Variable (Cooperative method strategy)	Jmh	
12/2018 11/12	- brief case sample part for proposal - car refers to KKM, not comparison		

10

2/2018	Revisi the identify cause of the problem		
1/2017	- Judul		
3/2017	- Revisi chapter I - scope of the research - operational definition		
21/11/2019	Revisi chapter I		

11

Tanggal	Catatan Pembimbing	Paraf Pembimbing I	Paraf Pembimbing II
5/2-2018	- Revise the technique of writing references	T. A	
5/2-2018	- Improve the title - Use term 'The Researcher' - Include Cooperative Learning method - Use or Independent Variable and are dependent variable	finnyh	

12

9/2-2018	ke for sempro		MN
13/2-2018	Use good variation way: According to... or Report (and that)	RN	
19/18	Teacher operation sheet - Synthesis the definition - Spelling, Alvetra	Rh	

13

Tanggal	Catatan Pembimbing	Paraf Pembimbing I	Paraf Pembimbing II
5/2/2018	Lesson plan, rearrange the story, revise reference	Finly	
12/1/18	Ace for proposal Seminar	Finly	
8/6-2018	Ace for final exam - Revise abstract - References		MZ

14

27/2/2018	Revise observation sheet, it should be hand written and signed by + his English teacher	Finly	
10/1/18	Abstract should be alphabetical (key words)		
10/1/17	Ace for script exam	Finly	

15



KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SULTAN AGENG TIRTAYASA

Nomor 0106 /UN43.2/PP/SK/2018

Tentang

PENGANGKATAN PEMBIMBING PENYUSUNAN SKRIPSI
JURUSAN PENDIDIKAN BAHASA INGGRIS

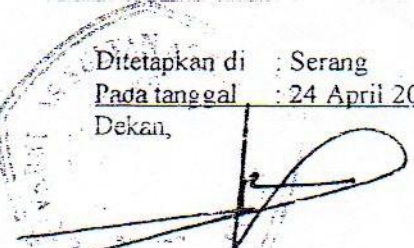
Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sultan Ageng Tirtayasa,

- Menimbang :
- a. Bahwa untuk pelayanan Bimbingan Penyusunan Skripsi mahasiswa, dipandang perlu diangkat Pembimbing Penyusunan Skripsi;
 - b. Bahwa pengangkatan Pembimbing Penyusunan Skripsi tersebut perlu ditetapkan dalam keputusan Dekan
- Mengingat :
- a. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 - b. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 - c. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - d. Keputusan Presiden RI Nomor 32 Tahun 2001 tentang Penegerian Universitas Sultan Ageng Tirtayasa;
 - e. Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi Republik Indonesia Nomor: 17 tahun 2015 tentang Statuta Universitas Sultan Ageng Tirtayasa;
 - f. Keputusan Menteri Riset, Teknologi dan Pendidikan Tinggi RI Nomor 291/M/KP/VIII/2015 tentang Pengangkatan Prof. Dr. H. Sholeh Hidayat, M.Pd. sebagai Rektor Universitas Sultan Ageng Tirtayasa Periode 2015-2019;
 - g. SK Rektor Untirta Nomor: 818/UN43/KP/SK/2015 tentang pengangkatan Dekan FKIP Untirta;
 - h. Keputusan Rektor Universitas Sultan Ageng Tirtayasa Nomor: 325/UN43/AK/SK/2017 tentang Pedoman Akademik Universitas Sultan Ageng Tirtayasa Tahun Akademik 2017-2020.
- Memperhatikan :
- Surat usulan Ketua Jurusan Pendidikan Bahasa Inggris Nomor : 157/UN43.2.03/PP/2018 tanggal 23 April 2018 tentang Permohonan SK Dosen Pembimbing Skripsi

MEMUTUSKAN

- Menetapkan :
- Pertama : Mengangkat saudara yang tercantum dalam lampiran Surat Keputusan ini sebagai Pembimbing Skripsi.
- Kedua : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan apabila di kemudian hari terdapat kekeliruan, akan diadakan perubahan dan perbaikan sebagaimana mestinya.

Ditetapkan di : Serang
Pada tanggal : 24 April 2018
Dekan,


Dr. H. Aceng Hasani, M. Pd.
NIP 19670820 199802 1 003

Tembusan disampaikan kepada Yth :

1. Rektor Untirta
2. Wakil Dekan di lingkungan FKIP Untirta
3. Ketua Jurusan Pendidikan Bahasa Inggris
4. Yang bersangkutan

Surat Keputusan Dekan

0106/UN43.2/PP/SK/2018

Tanggal 24 April 2018

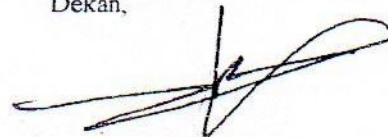
Tentang Daftar mahasiswa dan Dosen Pembimbing TA/Skripsi
Jurusan Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Semester Genap Tahun Akademik 2017/2018

DAFTAR MAHASISWA DAN DOSEN PEMBIMBING TA/SKRIPSI
Semester : Genap Tahun Akademik 2017/2018

No	NIM	Nama	Judul	Dosen Pembimbing
1	2223121645	Citra Delonix Regia	The Influence of Using Hannah Montana Movie Toward Vocabulary Mastery at The Seventh Grade of SMPN 15 Kota Serang	Pembimbing 1: Sutrisno Sadji Evendy, M.Pd Pembimbing 2: Delsa Miranty, M.Pd
2	2223131227	Alvin Nur Al Fath	The Correlation of Reading Strategies and Reading Comprehension at Eleventh Grade of SMA Muhammadiyah Cilegon	Pembimbing 1: Dr. R. Alpha Amirrachman, M.Phil.Ed Pembimbing 2: Delsa Miranty, M.Pd.
3	2223131307	Dwi Jadmoko	The Correlation between Students Critical Thinking and Argumentative Writing Skill at First Semester Students Department of English Education, University of Sultan Ageng Tirtayasa	Pembimbing 1: Dr. R. Alpha Amirrachman, M.Phil.Ed Pembimbing 2: Delsa Miranty, M.Pd.
4	2223140781	Julia Mitha Rinardi	Improving Students' Writing Skill through Roundtable Technique at Tenth Grade of SMAN 4 Kota Serang	Pembimbing 1: Ledy Nurlely, S.Pd., M.Pd. Pembimbing 2: Drs. Pupun Sampurna, M.Pd.
5	2223140874	Yuliana Setyorini	The Influence of Using Porpe (Predict, Organize, Rehearse, Practice, Evaluate) Method toward Students' Reading Comprehension on Narrative Text at the Tenth Grade in SMAN 1 Ciruas	Pembimbing 1. Dr. Yudi Juniardi, M.Pd. Pembimbing 2: Rosmania Rima, M.Pd.
6	2223140932	Lionny Ansi Arivasari	The Influence of Using Finger Puppet in Teaching Selective Listening Skill in Narrative Text at Eighth Grade of SMPN PGRI Kota Cilegon	Pembimbing 1: Delsa Miranty, M.Pd. Pembimbing 2: Welian Hamer, S.Pd., M.Pd.
7	2223141007	Desi Keraton Ningsih	The Effectiveness of Youtube Video as Media in Teaching Writing Procedural Text at the Seventh Grade of SM Negeri 2 Ciruas	Pembimbing 1: Rahman Hakim, M.Pd. Pembimbing 2: Wieka Barathayomi, M.Hum

No	NIM	Nama	Judul	Dosen Pembimbing
8	2223141621	Eka Oktafiani R	An Analysis of Interlingual and Intralingual Interference in Narrative Text Translation by Sixth Semester Students of English Education Department University of Sultan Ageng Tirtayasa	Pembimbing 1: Dr. Syaifulzal, M Pd. Pembimbing 2: Wieka Barathayomi, M Hum
	2223141626	Fitri Nur Asysyifa	The Influence of Blog Wordpress towards Students' Writing Ability on Recount Text at Tenth Grade Students of SMK Pasundan 1 Kota Serang in Year Academic 2017/2018	Pembimbing 1: Dr. Yudi Junardi, M Pd. Pembimbing 2: Delsa Miranty, M Pd.
10	2223141629	Annisa Nur Fitria	The Implementation of Socio-Affective Strategies to Improve Students' Speaking Skill at Eleventh Grade of SMAN 1 Ciruas	Pembimbing 1: Drs. Pupun Sampurna, M Pd Pembimbing 2: Weliam Hamer, M Pd.

Ditetapkan di Serang
 Pada tanggal 24 April 2018
 Dekan,



Dr. H. Aceng Hasani, M.Pd.
 NIP.196708201998021003

Observation Sheet of Teacher Activities in Teaching Learning Process

OBSERVATION SHEET

For assessment the researcher during teaches in learning process through the observer

Research Title : Improving Students' Writing Skill In Narrative Text Through Roundtable Technique At Tenth Grade Of SMPN 3 Ciligon

Meeting : Cycle I/ Meeting 1

Date/Day : 27 April 2018/Tuesday

Time : 08.45-10.00

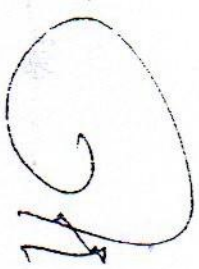
Topic : Narrative Text

No	Activity	Note
1. Introduction	<ul style="list-style-type: none"> a. Greeting Students b. Check the attendance list c. Asking to the chief of class to lead pray together 	<p><i>The researcher gave greeting and checked the students' attendance but she forgot to ask the students who do not join the class.</i></p>
2. Main Activity	<ul style="list-style-type: none"> a. Delivering the material about narrative text b. Giving the example of story narrative text c. Applying roundtable technique d. Asking students to make narrative text based on story their own. 	<p><i>Students kept silent when the researcher delivered the material in teaching learning process and students do the exercise given by the researcher.</i></p>

<p>3. Closing</p>	<p>a. Asking the students difficulties b. Reviewing students material c. Closing the class</p>	<p><i>In the end process teaching and learning, the researcher asked the students difficulties when they write. The researcher reviewed the material.</i></p>
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Cilegon, 27 April 2018

Observer



Joko Purnomo, S.Pd
NIP. 197405072006041021

Observation Sheet of Teacher Activities in Teaching Learning Process
OBSERVATION SHEET

For assessment the researcher during teaches in learning process through the observer


Research Title : Improving Students' Writing Skill In Narrative Text Through Roundtable Technique At 7th Grade Of SMAN 3 Cilegon
 Meeting : Cycle I/ Meeting 2
 Date/Day : 4 May 2018/Friday
 Time : 09.30-11.00
 Topic : Narrative Text

No	Activity	Note
1. Introduction	a. Greeting Students b. Check the attendance list c. Asking to the chief of class to lead pray together	<i>The researcher is good in checking students' attendance list and the students give active response.</i>
2. Main Activity	a. Delivering the material about narrative text b. Giving the example of story narrative text c. Applying roundtable technique d. Asking students to make narrative text based on story their own.	<i>The researcher was good in giving instruction before the group began to write narrative text through Roundtable technique. And the implementation of Roundtable technique was good. The students looked more enthusiastic then before.</i>

3. Closing	a. Asking the students difficulties b. Reviewing students material c. Closing the class	<i>Students active when the teacher and students concluded the material.</i>
-------------------	-----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------

Cilegon, 4 May 2018

Observer



Joko Purnomo, S.Pd
NIP. 197405072006041021

Observation Sheet of Teacher Activities in Teaching Learning Process
OBSERVATION SHEET

For assessment the researcher during teaches in learning process through the observer

Research Title : Improving Students' Writing Skill In Narrative Text Through Roundtable Technique At Tenth Grade Of SMIAN 3 Ciligon
 Meeting : Cycle II/ Meeting 1
 Date/Day : 8 May 2018/Tuesday
 Time : 08.45-10.00
 Topic : Narrative Text

No	Activity	Note
1. Introduction	<ul style="list-style-type: none"> a. Greeting Students b. Check the attendance list c. Asking to the chief of class to lead pray together 	<i>The researcher did appreciation and checked students' attendance.</i>
2. Main Activity	<ul style="list-style-type: none"> a. Delivering the material about narrative text b. Giving the example of story narrative text c. Applying roundtable technique d. Asking students to make narrative text based on story their own. 	<i>The researcher explained the material is good but she explained too fast. The instruction of the teacher was good. The students looked more enthusiastic and the students pay attention.</i>

Observation Sheet of Teacher Activities in Teaching Learning Process

OBSERVATION SHEET

For assessment the researcher during teaches in learning process through the observer

Research Title : Improving Students' Writing Skill In Narrative Text Through Roundtable Technique At Tenth Grade Of SMAN 3 Cilegon
 Meeting : Cycle II/ Meeting 2
 Date/Day : 11 May 2018/Friday
 Time : 08.45-10.00
 Topic : Narrative Text

No	Activity	Note
1. Introduction	a. Greeting Students b. Check the attendance list c. Asking to the chief of class to lead pray together	<i>The researcher greets and gave spirit to the students.</i>
2. Main Activity	a. Delivering the material about narrative text b. Giving the example of story narrative text c. Applying roundtable technique d. Asking students to make narrative text based on story their own.	<i>The researcher gave brainstorming about narrative text and explained the material clearly. All of the students looked more interactive and the researcher monitoring and guiding the students' during the exercise.</i>

<p>3. Closing</p>	<ul style="list-style-type: none"> a. Asking the students difficulties b. Reviewing students material c. Closing the class 	<p><i>The researcher reviewed the material and the students goi giving feedback in the end of the elais and the students gave active response.</i></p>
-------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

Ujepon, 8 May 2018

Observer



Joko Purnomo, S.Pd
NIP. 197405072006041021

3. Closing	<ul style="list-style-type: none"> a. Asking the students difficulties b. Reviewing students material c. Closing the class 	<p><i>The researcher reviewed the material and the students got giving feedback in the end of the class and the students gave good response. And the teacher can create good atmosphere in the class.</i></p>
------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Cilegon, 11 May 2018

Observer


Joko Perdomo, S.Pd
 NIP. 197405072006041021

SILABUS SMAN 3 CILEGON TAHUN PELAJARAN 2017/2018

Mata Pelajaran : BAHASA INGGRIS

Kelas : X

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.8 Membedakan fungsi social struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan member dan meminta informasi terkait legenda rakyat,	<ul style="list-style-type: none"> • <i>Fungsi sosial</i> Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan. • <i>Struktur Teks</i> Dapat mencakup: 	<ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil di libatkan dalam Tanya jawab tentang isinya. - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait 	Kriteria penilaian: <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks naratif 	3 x 2 JP	<ul style="list-style-type: none"> • Pathway to English for SMA/MA Grade X

<p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.</p>	<ul style="list-style-type: none"> - Orientation - Komplikasi - Resolusi - Orientasi Ulang • <i>Unsur Kebahasaan</i> <ul style="list-style-type: none"> - Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan. - Kosa kata: terkait karakter, watak, dan setting dalam legenda. - Adverbia penghubung dan penunjuk waktu. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulis tangan. • <i>Topik</i> 	<p>fungsi sosial, struktur teks, dan unsur kebahasaan yang ada.</p> <ul style="list-style-type: none"> - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi. - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan. - Melakukan refleksi tentang proses dan hasil belajar. 	<ul style="list-style-type: none"> • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas • Menggunakan 		
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Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI.

struktur teks dan unsur kebahasaan dalam teks naratif


Pengamatan (observations):

Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.

Sasaran penilaian:

- Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi



	<ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan strategi dalam membaca • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Ketetapan dan kesesuaian menggunakan strategi dalam membaca. 	<p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks 	
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			<p>naratif</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian diri dan penilaian sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, 		
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					jurnal, format khusus, komentar, atau bentuk penilaian lain.	
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