THE IMPLEMENTATION OF THINK-PAIR-SHARE TECHNIQUE TO ENHANCE THE TENTH GRADE STUDENTS' ACHIEVEMENT IN WRITING A NARRATIVE TEXT

THESIS

By

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THE LANGUAGE AND ARTS EDUCATION DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
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the Faculty of Teacher Training and Education, Jember University
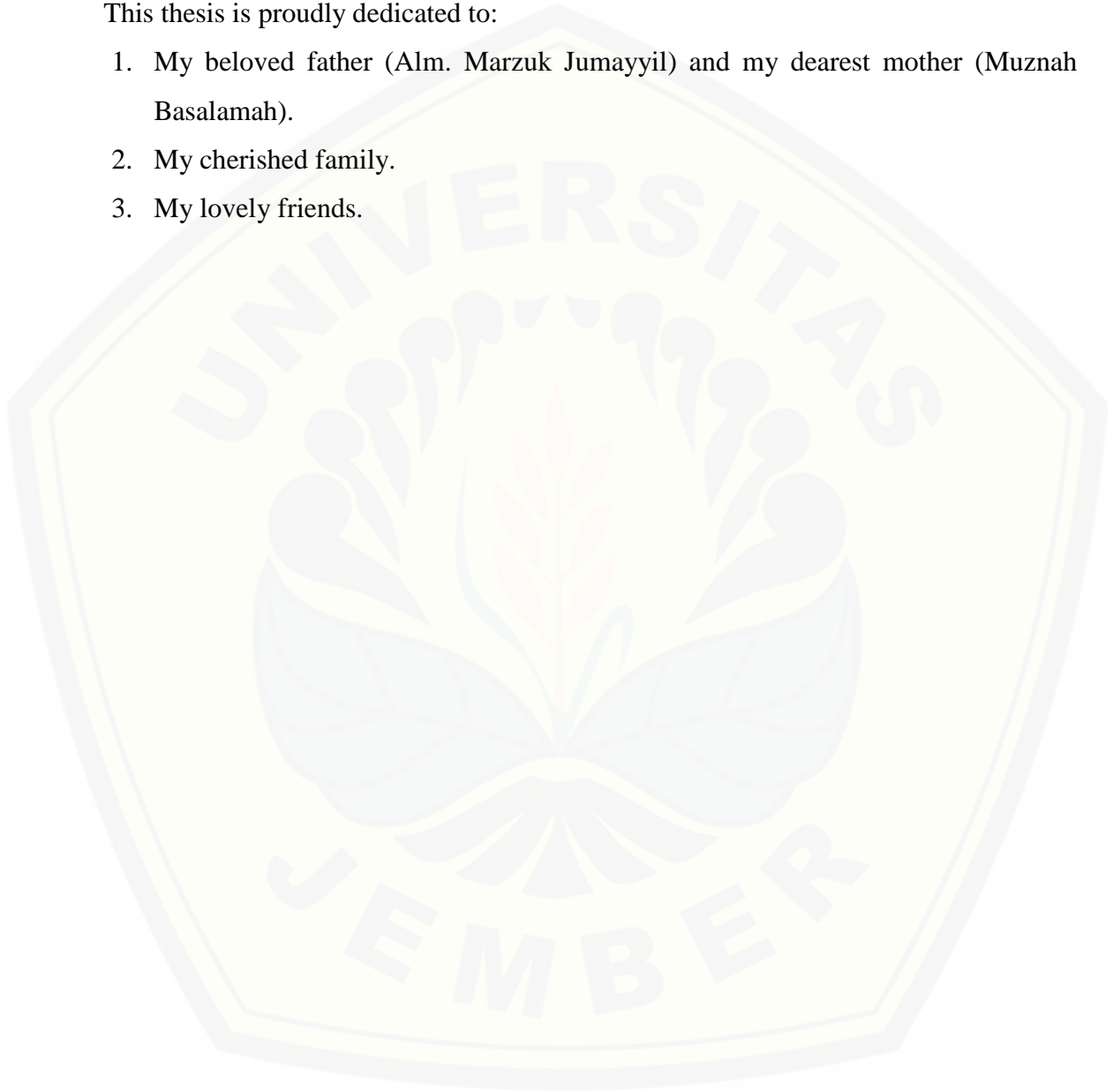
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DEDICATION

This thesis is proudly dedicated to:

1. My beloved father (Alm. Marzuk Jumayyil) and my dearest mother (Muznah Basalamah).
2. My cherished family.
3. My lovely friends.

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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CONSULTANTS' APPROVAL

THE IMPLEMENTATION OF THINK-PAIR-SHARE TECHNIQUE TO ENHANCE THE TENTH GRADE STUDENTS' ACHIEVEMENT IN WRITING A NARRATIVE TEXT

THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English Education Program of the Language and Arts Education Department Faculty of Teacher Training and Education Jember University

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Finally, I hope this thesis is useful for the readers. Any constructive suggestions and criticism would be appreciated and respectfully welcomed to make this thesis better.
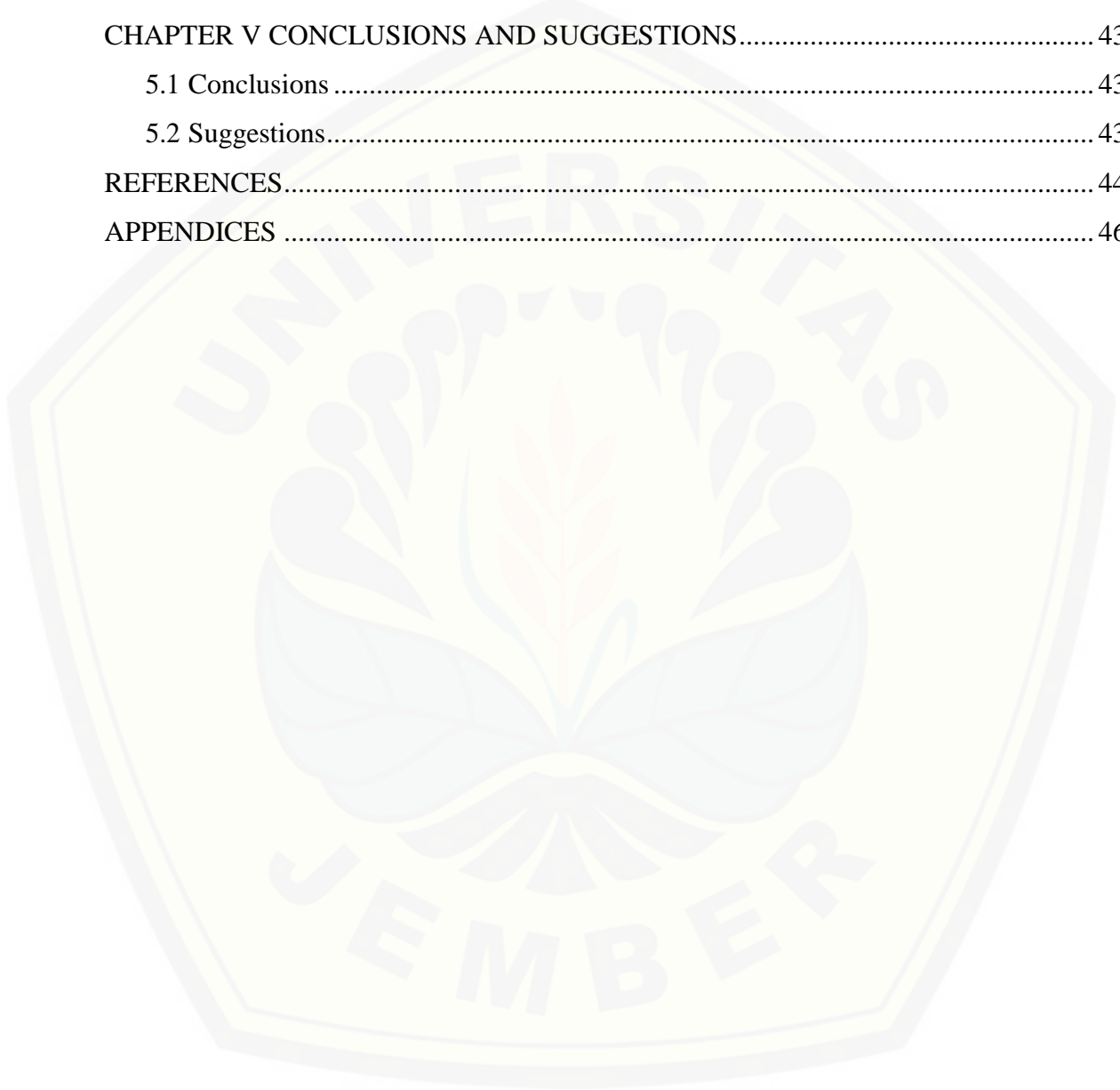
Jember, July 13th, 2018

The Writer

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SUMMARY

The Implementation of Think-Pair-Share Technique to Enhance the Tenth Grade Students' Achievement in Writing a Narrative Text; Nur Seha, 140210401009; 2018; 43 pages; English Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to enhance the tenth grade science 1 students' writing achievement of narrative text and their participation at SMAN 1 Asembagus. The preliminary study was conducted by interviewing the English teacher of SMAN 1 Asembagus. The interview was done on August, 7th 2017. It was known that the tenth grade students of SMAN 1 Asembagus, especially X Science 1 still had difficulties in writing a narrative text. They had problems in finding, exploring, organizing, and developing their ideas in the written form of a narrative text into a correct form; writing grammatically correct sentences; choosing the appropriate vocabulary; and applying mechanics of writing correctly. The students' previous writing score from the English teacher showed that most of the students in X Science 1 class got scores below the standard score of 75. There were only 50% or 18 students of 36 students who got scores ≥ 75. The teacher further said that the active participation of X Science 1 students was also low in which there were only 40% of the students were active in the teaching and learning process. Thus, the researcher tried to overcome the problems by using TPS technique in teaching writing a narrative text. In this research, the researcher collected the data using the observation checklist and the writing tests. The data were analyzed quantitatively to know the results of the students' writing achievement and their participation after conducting the research. The action was implemented in two cycles in order to achieve the criteria of success. In each cycle, there were 2 meetings and a test.

The result of the students' participation in each meeting in cycle 1 showed

improvement. In the first meeting of cycle 1, there were 61.11% or 22 students of 36 students who participated actively in the teaching and learning process. In the second meeting of cycle 1, there were 72.22% or 26 students of 36 students who actively participated during teaching and learning process of writing. The average results of the students' participation in meeting 1 and meeting 2 of cycle 1 was 66.66%. Thus, it could be concluded that the results of students' active participation in cycle 1 did not fulfill the target percentage of the research, that was 75% of the students involved actively in the class. In addition, the results of the writing test in cycle 1 showed that there were 72.22% or 26 students of 36 students achieved the target scores $\geq$ 75 and 27.78% or 10 students of 36 students got scores $\leq$ 75. It means that the result of the writing test in cycle 1 had achieved the target percentage of the research, that was 70% of the students got scores $\geq$ 75 in the writing test.

Based on the results in cycle 1, the researcher did the reflection to revise some weaknesses found in cycle 1; therefore, cycle 2 was needed to be conducted. The data showed that there was better improvement in the students' participation and also the use of TPS technique proved that it consistently improved the students' achievement in the writing test of cycle 2. The average percentage of the students' participation in the first meeting and the second meeting of cycle 2 increased from 66.66% in cycle 1 to 83.33% in cycle 2. Thus, it can be said that the results of the students' participation had achieved the target percentage of the research. Furthermore, the results of the students' writing test in cycle 2 also showed the consistency of improvement. There were 80.55% or 29 students of 36 students achieved the target scores $\geq$ 75 and 19.44% or 7 students of 36 students got scores $\leq$ 75. The results of the students writing test increased from 72.22% in cycle 1 to 80.55% in cycle 2. It can be concluded that the results of the students' participation and the writing test in cycle 2 had achieved the research objectives so the research was successful.

Based on the results of the research, it can be said that the implementation of TPS technique could improve the X Science 1 students' achievement in writing a narrative text and their participation in teaching and learning process. By considering

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the results of the research, it is suggested for the English teacher to use Think-Pair-Share technique to enhance the students' writing achievement and their active participation. The results of this research could also be used as a source of information for the future researchers who want to conduct a further research by applying the same research design to increase the students' writing skill or the other language skills with different participants and different schools.

CHAPTER I. INTRODUCTION

This chapter consists of some aspects related to the topic. They are background of the research, problems of the research, objectives of the research, and significance of the research.

1.1 Research Background

One of the most important language skills that should be mastered by senior high school students in learning English is writing. Writing is a continuous process of thinking, discovering, generating, organizing, rethinking, and reorganizing ideas to turn them into a readable and understandable writing which can be used as a way to communicate and give new information to the readers (Woottipong, 2013). Based on curriculum 2013 about writing, the tenth grade students are required to be able to produce various kinds of writing coherently, such as descriptive text, recount text, and narrative text.

Based on the result of interview with the English teacher of the tenth grade at SMAN 1 Asembagus as the preliminary study, it was found out that not all the tenth grade students were able to produce a piece of writing coherently and in accordance with the existing elements. Among ten classes, it was revealed that X science 1 students had the lowest score dealing with the writing text achievement. Only 50% of the X science 1 students got score ≥ 75 in their writing. The mean of their writing score was 67.88. They had problems in exploring and expressing their ideas in the written form. They were still confused in constructing and organizing their ideas into a good generic structure. Most of them still lacked vocabulary and also had many mistakes in writing their ideas into a correct grammatically structure. Hence, most of them still could not reach the standard score. According to the English teacher, there was only 40% of the students in X science 1 who participated actively in the teaching and learning process. The way the teacher taught writing to the students also affected the students' writing achievement. The teacher's way in teaching writing was too

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monotonous, in which she taught the materials conventionally, instructed the students to do the writing task individually, and then submitted it. The teacher stuck to the traditional teaching method and rarely applied any appropriate teaching technique. The traditional teaching that was adopted by the teacher did not fit anymore in this present day because it reduced the interest and the activeness of the students in the learning process which made them feel unmotivated in writing. As a matter of fact, by implementing a suitable teaching technique, e.g. cooperative learning technique, the students can work together in asking questions, organizing ideas, deciding the best choice or concept in order to write an effective composition, helping each other to learn, and increasing their motivation.

To overcome the problems mentioned above, the researcher offered "Think-Pair-Share" (TPS) technique, as a part of cooperative learning and as an alternative technique in teaching writing. TPS is defined as "a multi-mode discussion cycle in which students listen to a question or a presentation, have time to think individually, talk to each other in pairs, and finally share responses with the larger group" (Lyman, 1988). This technique would guide the students to explore their thoughts because they had the opportunity to discuss their ideas with their friends, to help them develop conceptual understanding of a topic, and to develop the ability to filter information and draw conclusions.

For the past seven years, based on the previous studies, a number of researchers implemented Think-Pair-Share technique in writing classes. Those researchers tended to conduct the research by using the experimental design on college students, such as Suwantarathip and Wichadee (2010), Khabiri and Firooz (2012), Ahmadi, Motallebzade, and Fatemi (2014), and Xiao (2016). Most studies were carried out at the university level. There was only one research examined specifically the senior high school students, such as an experimental research which was conducted by Nudee, Chatupote, and Teo (2010). This could be said that the senior high school students' context was still underexplored. Thus, this research was an attempt to fill in the study gap due to the unavailability of previous researches

focusing on senior high school context with the classroom action research as the research design in the writing classroom by implementing Think-Pair-Share.

Based on the descriptions above, the researcher was interested in conducting a classroom action research entitled, "The Implementation of Think-Pair-Share Technique to Enhance the Tenth Grade Students' Achievement in Writing a Narrative Text."

1.2 Research Problems

Based on the research background above, the research problems were formulated as follows:

1. How can the implementation of Think-Pair-Share technique enhance the tenth grade science 1 students' achievement in writing a narrative text at SMAN 1 Asembagus?
2. How can the implementation of Think-Pair-Share technique enhance the tenth grade science 1 students' participation in the teaching and learning process of writing at SMAN 1 Asembagus?

1.3 Research Objectives

Based on the research problems above, the research objectives were as follows:

1. The implementation of Think-Pair-Share technique can enhance the tenth grade science 1 students' achievement in writing a narrative text at SMAN 1 Asembagus.
2. The implementation of Think-Pair-Share technique can enhance the tenth grade science 1 students' participation in the teaching and learning process of writing at SMAN 1 Asembagus.

1.4 Research Contributions

1. Empirical Contribution

The result of this research could be used as a reference for the future

researchers who would like to conduct a further research dealing with the implementation of TPS technique in teaching the writing skill, or any other English skills or components with the same or different research design.

2. Practical Contribution

a. For the English teacher

The result of this research could be used as a consideration for the English teacher to implement TPS technique in teaching writing to solve the problems faced by the students.

b. For the students (as the research participants)

The result of this research could give the students a new learning experience of writing by using TPS technique to enhance their writing achievement.

3. Theoretical Contribution

The result of this research aimed at contributing to the literature in the field of teaching writing by implementing TPS technique.

CHAPTER II. RELATED LITERATURE REVIEW

The review of related literature in this chapter concerns with the theories related to the research problems. It covers the theoretical framework, the conceptual review, and the previous research review.

2.1   Theoretical Framework

The researcher discusses some aspects dealing with the research in this theoretical framework covering Think-Pair-Share technique: definitions, principles, and steps, the definitions of writing skill, the aspects of writing, the discussion of a narrative text, the contributions of TPS technique on the learners' writing skill, and the procedures of teaching writing by implementing TPS technique. Each topic will be discussed in details in the following sections.

2.1.1   Think-Pair-Share Technique: Definitions, Principles, and Steps

Think-Pair-Share technique is one of the branches of cooperative learning. In order to know the definition of Think-Pair-Share technique, the researcher will explain what cooperative learning is. Cooperative learning is an instructional teaching method in which learners work together in pairs, small or heterogonous groups, each with learners with different levels of ability, to complete a problem, a project, or other instructional goals, while the teacher acts as a guide or a facilitator (Kagan, 2009). There are four basic principles that each principle contributes to the success of cooperative learning in a different way: positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan, 2009).

Within the framework of its basic principles, several cooperative learning techniques have been developed (Kagan, 2009). One of them is Think-Pair-Share (TPS) technique which was proposed by Lyman (Kagan, 2009). The basic foundation of this model is to make the students more active, feel fun, and enjoy the teaching-learning process by discussing with a partner (Kagan, 2009). TPS is defined as "a

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multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk to each other in pairs, and finally share responses with the larger group" (Lyman, 1988). TPS integrates wait-time, verbal rehearsal, discussion, and cooperative learning (Lyman, 1988). Baumeister (1992) stated that TPS gives a way for active participation by giving opportunities for the students to contribute their ideas and fine-tune their thinking. The stages of TPS could be used in generating the students' ideas in writing and also revising the students' works (Kagan, 2009). This technique is effective and simple that can be used from early childhood through all subsequent phases of education to tertiary and beyond. According to Lyman (1988), TPS is divided into three steps:

a. Think: The students think independently and silently about the topic that has been posed by the teacher and they have to form ideas of their own. This gives the students a chance to start to formulate answers by retrieving information from long-term memory.

b. Pair: The students are grouped in pairs to share their thinking with their partner, discuss ideas, and get feedback. This step allows the students to consider their partner's ideas, suggestions or comments, and to revise their work.

c. Share: The students share their final work with the larger group, such as the whole class. Additionally, the students' ideas will become more refined through this three-step process.

2.1.2 The Definitions of Writing Skill

There are some definitions of writing stated by the experts. Writing is "an important part of language; it is a tool of thinking, reasoning, discovering, creating, and sharing of ideas" (Epsey and Angela, 1998). Writing can be considered as a creative process of meaning making and of reaching out for one's thoughts and discovers them (Baliya, 2013). Writing enhances people's thought processes, compels them to organize ideas, and develop their ability to summarize and criticize (Rao, 2007). Furthermore, writing is a continuous process of thinking, discovering,

generating, organizing, rethinking, and reorganizing ideas to turn them into a readable and understandable writing which can be used as a way to communicate and to give new information to the readers (Woottipong, 2013). From these definitions about writing, it can be concluded that writing is a way of conveying and putting our ideas, messages, thoughts, or feelings into words in the written form as a means of communicating to the readers.

2.1.3 The Aspects of Writing

A good writing not only restates the messages or the ideas using sentences or expressions that are grammatically correct, but also has to organize the messages or the ideas in a form which is easy to understand. In writing a good text, a writer should follow five aspects: content, organization, grammar, vocabulary, and mechanics (Heaton, 1989:146). The five aspects of writing can be explained as follows: (1) Content is related to the process of generating ideas and providing supporting details in the text covering knowledge of subject, thorough development of thesis, and relevant to the assigned topic; (2) Organization is about arranging or presenting the ideas effectively to make a unified paragraph. The ideas should be stated clearly, well-organized in logical sequence and cohesive; (3) Grammar refers to the rules of constructing sentences to make sense covering correct agreement, tense, number, word order/function, articles, pronouns, and prepositions; (4) Vocabulary refers to the use of effective and correct choice of word/idioms, word form mastery, and appropriate register; (5) Mechanics refers to a convention in writing that relates to spelling, punctuation, and capitalization.

2.1.4 A Narrative Text: Definition, Social Function, and Language Features

A narrative text is a text focusing on specific participants which deals with the problematic events that leads to a crisis or turning point of some problematic events which in turn finds a resolution (Darini & Daryanto, 2012). The social function of a narrative text is to entertain or amuse and teach the readers about the moral value of

the story (Widodo, 2013). As stated by Mulyono & Widayanti (2010), there are five language features of a narrative text: (1) Using noun phrase; (2) Using adverbial of time and place; (3) Using simple past tense; (4) Using action verbs; (5) Using adjective phrases. A narrative text starts with orientation, followed with complication, and ends with a resolution (Darini & Daryanto, 2012). They explained about each part of the generic structure of a narrative text: (a) Orientation: it is the opening of the story which tells about who the characters involved in the story, where and when the events happened; (b) Complication: it sets off a chain of events that influences what will happen in the story; (c) Resolution: it constitutes ending of the story in which the characters finally solve the complication and the problematic events end.

2.1.5   The Contributions of TPS Technique on the Learners' Writing Skill

Based on the theories of writing skill and TPS technique, it can be known that they can be related one to another. TPS technique has major contributions on learners' writing skill according to a number of researchers in their studies.

The students' performance in writing is significantly better when TPS is incorporated in the classroom as students work together in asking questions, organizing ideas, deciding the best choice or concept in order to write an effective composition and help each other to learn (Kagan, 2009). The incorporation of peer interaction into learning writing help the students to produce more concrete, accurate, and creative pieces of writing (Ismail & Maasum, 2009). This statement was supported by Nudee, Chatupote, and Teo (2010) which they stated that by discussing with their partner, the result of the students' writing can effectively address the topic; be well organized and well-developed; use clearly appropriate explanations and word choice; display unity, progression, and coherence; display consistent facility in the use of language; and demonstrate syntactic variety.

TPS builds a good environment and a positive atmosphere that causes students to become active in the process of writing and to focus their mind to the teacher's explanation (Sumarsih and Sanjaya, 2013). In pairs, the students have more

opportunities to talk and to share ideas in which they can see how their peers think and create new ideas; can provide a less anxiety-producing context; and make them to feel more comfortable to try out new ideas in such an atmosphere (Suwantarathip & Wichadee, 2010). A positive interdependence is built in TPS where the students can complement each other's strengths and weaknesses in their writing, for instance, one student could have a strong vocabulary that can supply their partner with a solid background in grammar (Suwantarathip and Wichadee, 2010). This is supported by Duin (1986) who claimed that elements like individual accountability and positive interdependence are continuously implemented when writing cooperatively because each student has his or her own responsibility about making a positive contribution in order to reach the proposed goal. Therefore, TPS creates the perfect environment for learning under agreed parameters, receiving useful and friendly feedback, and sharing ideas respectfully.

2.1.6   The Procedures of Teaching Writing by Implementing TPS Technique

In this research, the activities in teaching writing by implementing Think-Pair-Share technique that were done by the researcher which adapted from Kagan (2009) can be explained in the following.

STEP 1: THINK

1. Posing the topic and the guiding questions: the researcher posed a topic and the guiding questions related to the topic to make the students' writing keep in line based on the generic structure.

2. Giving time to the students to think: the researcher gave the students a few minutes to **THINK** of the topic and the answers of the guiding questions given before. During this think time, the students had to write down their own ideas and then wrote a rough draft of a narrative text individually on their own worksheet and prohibited to talk to their friends.

STEP 2: PAIR

1. Organizing students into pairs: the researcher divided the students into pairs based on the teacher's selection.

2. Asking the students to discuss their work with their partner: the researcher asked the students to **PAIR** up with the chosen partner to share their thinking and ideas, and might wish to revise or alter their original ideas. The students had to discuss and revise their drafts by considering 5 aspects of writing.

3. Writing the final copy: the researcher distributed a cardboard and a marker to each student. Each student wrote a final copy of good narrative text based on their discussion result on the cardboard.

STEP 3: SHARE

1. Calling a few students randomly: the researcher asked the students randomly to come to the front of the class to put their cardboard on the whiteboard to **SHARE** their work with the rest of the class. This step expanded the sharing into a whole-class discussion. During this sharing time, the other students had to give comments or suggestions.

2. Giving feedback: the researcher gave feedback on the students' works and concludes the lesson with the students.

2.2   Conceptual Review

The researcher discusses some aspects dealing with the research in this conceptual review covering the use of TPS technique in teaching narrative text writing, the tenth grade students' achievement in writing a narrative text, and the advantages and the disadvantages of implementing TPS technique in writing a narrative text. Each topic will be discussed in details in the following sections.

2.2.1 The Use of TPS Technique in Teaching Narrative Text Writing

Writing is one of the required language skills that the senior high school students should master. The students must have the ability in writing different kinds

of texts, precisely narrative texts. A narrative text is an imaginative story to entertain people. The students must have been familiar with spoken or written narrative text through watching, listening, or maybe telling a story since their childhood. In fact, although the students have known the story, they still have difficulties in constructing it. Dealing with this problem, the teacher's role is important. The teacher should use an effective teaching technique in order to overcome the students' problem. The use of TPS technique could be the best solution to help the students to write a narrative text coherently according to the five aspects of writing.

2.2.2 The Tenth Grade Students' Achievement in Writing a Narrative Text

The tenth grade students' writing achievement deals with the students' ability or knowledge of the result of narrative text writing test. This is supported by Cunningham (2012) who asserted that students' achievement generally refers to their performance in academic areas as measured by an achievement test. In this research, the students' writing achievement meant the students' ability in writing a narrative text after the students were taught writing by implementing TPS technique. Their writing achievement was indicated by their scores of the writing test evaluated from five aspects of writing, namely vocabulary, grammar, mechanics, organization, and content.

2.2.3 The Advantages and the Disadvantages of Implementing TPS Technique in Writing a Narrative Text

According to Kagan (2009), there are several advantages of TPS, such as the quality of the students' responses improves when they have the appropriate "think time; many students find it easier or safer to have a discussion with another classmate rather than with a large group; a positive interdependence is built between the student and their partner since they are able to learn from each other; and the individual accountability is established which means that the students are accountable to each other for sharing ideas.

Besides the advantages, this technique also has its disadvantages. The first disadvantage of implementing this technique is the odd numbers. If the class has an odd number of students, one student will feel left out. Therefore, the solution is the teacher may form one group with three students. The second disadvantage of implementing this technique is the loud noise the students make during the discussion. It can be very noisy when the students talk to their partners and discuss the topic during the pair step.

2.3 Previous Studies of Cooperative Learning in Teaching Writing Skill

Most of the previous research findings reviewed in latest years tend to support the application of TPS technique in EFL writing classes to be used to older learners; however, this technique for senior high school students are minimally applied in writing classrooms. The findings of previous studies chronologically are reported in the following.

Two studies which specifically utilized TPS technique were done in 2013. First, Siburian (2013) who conducted a CAR in North Sumatera, Indonesia to solve the eighth grade students' problem in writing a descriptive text by using TPS technique. The results showed that the students gave their good attitudes and responses and the students also agreed that the application of TPS technique helped them in writing a descriptive text. Second, Indonesian and Malaysian researchers, Sumarsih and Sanjaya (2013), conducted a similar study in one of junior high schools. The results indicated that the eighth grade students' writing achievement improved after they were taught writing by TPS technique and they showed positive attitudes and responses in the teaching learning process of writing.

There was a study conducted in 2016 which applied TPS technique as one of the teaching techniques in teaching writing. That was a study by Xiao (2016) that was carried out on Chinese college students and the result of the research showed that students significantly boosted their English writing self-efficacy since they were engaged in cooperative learning. Furthermore, other two studies that employed TPS

technique as one of the alternative teaching methods of writing were conducted in 2010 and 2012. In the research of two researchers from Thailand, it was found that 4 out of 6 students liked TPS technique because they could work with more relaxation and fun in pair work. The overall outcomes revealed that the university students obtained higher language proficiency scores after learning through this TPS technique (Suwantarathip and Wichadee, 2010). In the following two years, another relevant study was conducted in Iran which compared the effect of practicing cooperative learning and critical thinking skills on EFL learners' writing which involved 60 Iranian university students (Khabiri and Firooz, 2012). The next study by Ahmadi, Motallebzade, and Fatemi (2014) investigated the effect of cooperative learning on Iranian intermediate university students' writing achievement. The findings revealed the experimental cooperative group performed better than the traditional teaching group.

Based on the previous studies above, for the past seven years, the application of TPS technique has become a hot topic in Asian contexts that has been discussed by a number of researchers in international journals in education. The results of the previous studies revealed that the implementation of TPS technique in teaching writing was effective for EFL learners. The findings of the implementation of TPS in Indonesia are crucial to be discussed since the discussion is hoped to be beneficial for teachers, educators, and policy makers. The studies of the employment of TPS technique in EFL writing classes had been conducted in the field of junior high school and college students. However, the senior high school students' context by using classroom action research as the research design was still underexplored; thus, this present study was an attempt to fill in the study gap.

CHAPTER III. RESEARCH METHODOLOGY

This chapter presents some research methods which were applied in this research. They are research design, research context, research participants, data collection methods, and research procedures.

3.1 Research Design

This present study was intended to know how TPS technique could enhance the tenth grade science 1 students' participation and their writing achievement. The researcher; therefore, used the Classroom Action Research (CAR) with the cycle model since it is the most appropriate research design in conducting this research that aims to solve the students' problems in writing. The use of classroom action research is appropriate in the educational field with a view to improve the quality of the action (Elliot, 1991).

This research was done collaboratively with the English teacher of the tenth grade science 1 students at SMAN 1 Asembagus in the academic year of 2017/2018. The researcher applied the design of classroom action research by Kemmis & McTaggart (2005). There were four stages in each cycle, namely planning, acting, observing, and reflecting. The cycle of the classroom action research is illustrated as follows:
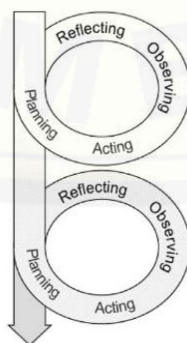
Figure 3.1 The Cycle Model of CAR (Adopted from Kemmis & McTaggart, 2005)

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Based on the research design above, the activities were described as follows:

1. Interviewing the English teacher of the tenth grade to find the students' problems in writing, and the strategy and the media used in teaching writing, and the students' previous writing scores.

2. Analyzing the students' problems of writing skill.

3. Gathering the documents needed in the research (the research participants' names and their previous writing scores from the English teacher).

4. Constructing the lesson plans for cycle 1 collaboratively with the English teacher and preparing the research instruments, namely the writing test, the scoring guide, and the observation guide.

5. Implementing the action in cycle 1 (teaching narrative text writing by applying TPS technique in the meeting 1 and the meeting 2).

6. Observing the teaching and learning process of narrative text writing in the classroom. The English teacher observed the students' participation while the researcher was implementing the action in cycle 1.

7. Giving the narrative text writing test to the participants in the third meeting.

8. Scoring the results of the writing test in cycle 1, done by the researcher (the first scorer) and the English teacher (the second scorer).

9. Analyzing the results of the narrative text writing test and the observation in cycle 1 quantitatively.

10. Reflecting the results of the classroom observation and the narrative text writing achievement test.

11. Drawing a conclusion to answer the research problems based on the results of observation and the students' writing test in cycle 1.

12. Since the results of the action in cycle 1 had not achieved the research objective, both the researcher and the English teacher decided to continue the action in cycle 2.

13. Designing and preparing cycle 2 together with the English teacher.

14. Constructing plans in cycle 2 (constructing the lesson plans, the research instruments namely the writing test, the scoring guide, and the observation guide). This was done collaboratively with the English teacher by doing some revisions based on the problems faced in cycle 1.

15. Implementing the action in cycle 2 (teaching narrative text writing by applying TPS technique in the meeting 1 and the meeting 2).

16. Observing the teaching and learning process of narrative text writing in the classroom. The English teacher observed the students' participation while the researcher was implementing the action in cycle 2.

17. Giving the narrative text writing test to the participants in the sixth meeting.

18. Scoring the results of the writing test in cycle 2, done by the researcher (the first scorer) and the English teacher (the second scorer).

19. Analyzing the results of the narrative text writing test and the observation in cycle 2 quantitatively.

20. Reflecting the results of the classroom observation and the narrative text writing achievement test.

21. Drawing a conclusion to answer the research problems based on the results of observation and the students' writing test in cycle 2.

3.2 Research Context

This research was conducted at SMAN 1 Asembagus. The school has currently implemented the 2013 curriculum. There were three reasons of choosing SMAN 1 Asembagus as the research area. First, the tenth grade science 1 students still experienced difficulties in writing a narrative text. Second, based on the result of the interview, it was revealed that the English teacher had never implemented TPS technique in the writing class before. She told the researcher that she applied the traditional teaching method, in which she taught the materials conventionally, instructed the students to do the writing task individually, and then submitted it. Third, the school principal and the English teacher gave permission to the researcher

to conduct the classroom action research at the school.

3.3 Research Participants

      The researcher applied the purposive method in determining the research participants. The participants of the research were the X science 1 students of SMAN 1 Asembagus in the academic year of 2017/2018. The class had 36 students that consisted of 16 male students and 20 female students. After having the interview with the English teacher, the X science 1 was the class that needed the improvement because this class had the lowest scores of the writing test among the other classes. The English teacher agreed to have a collaboration with the researcher to solve the students' writing problems. The students experienced difficulties in organizing ideas, writing grammatically correct sentences, choosing the appropriate vocabulary, and applying mechanics of writing correctly. Moreover, only a few students participated actively in the teaching and learning process of writing and most of them paid little attention to the teacher.

      Based on the collected data, it was revealed that only 50% of the X science 1 students got scores ≥ 75 in their writing test. The mean of their writing test score was 67.88. Moreover, there was only 40% of the X science 1 students who participated actively in the writing teaching and learning process.

3.4 Research Procedures

      This research was done in the cycle model. Each cycle consisted of 4 stages of activities. They were planning, acting, observing, and reflecting. Each stage will be explained in the following parts.

1. **Planning**

    Planning was the activities that were done before implementing the actions. The activities that were done before implementing the action were as follows:

a. Planning cycle 1

    1. Choosing the narrative text writing materials based on curriculum 13.

2. Constructing the lesson plans for cycle 1 (lesson plan 1 for the meeting I and lesson plan 2 for the meeting II).

3. Constructing the students' narrative text writing test for cycle 1.

4. Constructing the guide of observation in the form of checklist containing the five indicators of the students' participation.

5. Constructing the scoring guide of the students' narrative text writing.

6. Preparing the students' worksheets.

b. Planning cycle 2

1. Choosing the narrative text writing materials based on curriculum 2013.

2. Designing the lesson plans for cycle 2 (lesson plan 1 for the meeting I and lesson plan 2 for the meeting II) through revising some weak points found in cycle 1.

3. Constructing the students' narrative text writing test for cycle 2.

4. Constructing the guide of observation in the form of checklist containing the five indicators of the students' participation.

5. Constructing the scoring guide of the students' narrative text writing.

6. Preparing the students' worksheets.

2. Acting

In this research, the action was teaching the narrative text writing by applying TPS technique. It was given to the tenth grade science 1 students in the second semester in the academic year of 2017/2018. The teaching and learning process of narrative text writing was done during the school hours. The action in cycle 1 was based on the lesson plan 1 for the first meeting and the lesson plan 2 for the second meeting. The time to do the action was 90 minutes in each meeting. Then, the narrative text writing test was done in the third meeting. Since the results in cycle 1 had not achieved the research objective, the researcher did the cycle 2 by revising the actions. In cycle 2, the action was done in the fourth and fifth meeting based on the lesson plan 3 and 4. The writing test for cycle 2 was given in the sixth meeting. The action was stopped in cycle 2 because the results of the research had achieved the

research objectives.

3. **Observing**

The observation was done during the teaching and learning process in each cycle with the help of the English teacher to observe the students' participation in the narrative text writing process by using TPS technique. The observer used the observation checklist as the instrument to gather the data about the indicators to be observed. The indicators of the students' participation to be measured were as follows: (1) listening to the teacher's explanation, (2) asking questions about the material they do not understand, (3) answering the teacher's oral questions, (4) writing a narrative text by implementing TPS, (5) discussing the task in pairs. The students were considered as active participants in the classroom if at least 3 of 5 indicators were fulfilled and the students were considered as passive participants if they only did 1 or 2 indicators.

In cycle 1, the English teacher observed the students' active participation, while the researcher was implementing the action. At the end of cycle 1, both the researcher and the English teacher evaluated the observation results. Since the results of observation in cycle 1 had not achieved the research objective, both the researcher and the English teacher decided to do the cycle 2 by revising some actions. In cycle 2, the English teacher still became the observer and the researcher became the doer. The results of observation in cycle 2 had achieved the target of the research, so the research was stopped in cycle 2.

4. **Reflecting**

The reflection was conducted to reflect the results of the action in cycle 1, that was the results of the observation and the results of the writing test. This was intended to know whether the actions given could achieve the research objectives and to know whether there were problems in cycle 1. If the results of the action in cycle 1 had not achieved the research objectives, the action would be continued to cycle 2. The results of the reflection was used as a guide to plan the action for cycle 2 by revising the teaching technique in cycle 1.

In the reflection step, both the researcher and the English teacher evaluated the results of the observation and the students' narrative text writing scores in cycle 1. After having the evalution, both the researcher and the English teacher decided to continue to do the actions in cycle 2. The researcher and the English teacher discussed together to find the solution to solve the problems and made some revisions to increase the results in cycle 2.

There were two ways of evaluation that were applied in this research, namely the process of evaluation and the product of evaluation. The process of evaluation was done by conducting an observation of the tenth grade science 1 students' participation, while the product of evaluation was carried out at the end of each cycle in the form of narrative text writing test. The criteria which were used to evaluate the success of the action were as follows:

a. The process of evaluation

The implementation of Think-Pair-Share technique could enhance the tenth grade science 1 students' participation if at least 70% of the students actively participated in the teaching and learning process of writing.

b. The product of evaluation

The implementation of Think-Pair-Share technique could enhance the tenth grade science 1 students' narrative text writing achievement if at least 70% of the students got scores $\geq$ 75 in the narrative text writing test.

3.5 Data Collection Methods

In this research, the methods that were used to collect the main data were the writing test and the observation, while interview and documentation were used to get the supporting data. The data were collected by the researcher with the help of the English teacher.

a. **The Documentation**

In this research, the researcher collected some documents, namely the list of the students' names of X science 1 of SMAN 1 Asembagus in the academic year of

2017/2018 and the students' previous scores of writing text from the English teacher.

b. The Writing Test

The researcher conducted the writing test at the end of each cycle after the actions given to know whether or not the tenth grade students' writing achievement could improve after they were taught writing by applying TPS technique. The test form which was used in this research was an essay writing text of a narrative text that consisted of at least 100 words in 3 paragraphs. Dealing with this method, analytical method was applied in this research. There were 5 aspects of writing scored analytically: content, organization, vocabulary, grammar, and mechanics.

c. Observation

The observation was done collaboratively with the English teacher of X science 1 of SMAN 1 Asembagus. The observation guide was in the form of a checklist containing some indicators that were used to observe the students' participation.

3.6 Data Analysis Method

Data analysis method was used to analyze the data which was gathered during the teaching and learning process. There were two kinds of data analysis methods in this research, namely product evaluation analysis and process evaluation analysis.

1. Product Evaluation Analysis

The product evaluation was carried out at the end of each cycle in the form of narrative text writing test. The results of the writing test were analyzed by using the formula below.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E: the percentage of the students who got score $\geq$ 75 in the narrative text writing test.

n: the number of the students who got score $\geq$ 75 in the narrative text writing test.

N: the total number of the students as the research participants.

2. **Process Evaluation Analysis**

The process of evaluation was done by conducting the observation of the tenth grade students' participation. Here is the formula used to analyze the results of observation.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E: the percentage of the students who actively participated in the teaching and learning process of narrative text writing by using TPS.

n: the number of the students who actively participated in the teaching and learning process of narrative text writing by using TPS.

N: the total number of the students as the research participants.

(Adopted from Ali, 1993:39)

CHAPTER V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the research and some suggestions for the English teacher, the students, and the future researchers.

5.1 Conclusions

Based on the results of the data analysis and discussion, it could be concluded as follows.

1. The implementation of TPS technique could enhance the tenth grade science 1 students' achievement in writing a narrative text at SMAN 1 Asembagus. This could be seen from the improvement of the percentage of the students who achieved the target score in writing tests, from 72.22% in cycle 1 to 80.55% in cycle 2.

2. The implementation of TPS technique could enhance the tenth grade science 1 students' participation in the teaching and learning process of writing at SMAN 1 Asembagus. This could be seen from the improvement of the percentage of the students' participation, from 66.66% in cycle 1 to 83.33% in cycle 2.

5.2 Suggestions

Based on the results of the action research, some suggestions are proposed to the English teacher, the students, and the future researchers.

1. The English Teacher: the English teacher is suggested to use TPS technique as the alternative way in teaching narrative text writing.

2. The Students: the students as the research participants are suggested to be more active and have high motivation in the writing class to enhance their writing achievement through the use of TPS technique.

3. The Future Researchers: the future researchers are suggested to conduct the same research design to increase the students' writing skill or any other language skills with different participants and different schools.

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APPENDIX A

TITLE	RESEARCH PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	RESEARCH HYPHOTESES
The Implementation of Think-Pair-Share Technique to Enhance the Tenth Grade Students' Achievement in Writing a Narrative Text	1. How can the implementation of Think-Pair-Share technique enhance the tenth grade science 1 students' achievement in writing a narrative text at SMAN 1 Asembagus? 2. How can the implementation of Think-Pair-Share technique enhance the tenth grade science 1 students' participation in the teaching and learning process of writing at SMAN 1 Asembagus?	1. Independent: The implementation of Think-Pair-Share technique in teaching a narrative text writing 2. Dependent: a. The tenth grade students' achievement in writing a narrative text b. The tenth grade students' participation in the teaching and learning process of writing	1. The procedures in teaching a narrative text writing by implementing TPS: a. Posing the topic and the guiding questions b. Giving time to the students to think c. Organizing the students into pairs d. Asking the students to discuss their work with their partner e. Writing the final copy f. Calling a few students randomly to share their work g. Giving feedback 2. The criteria of the success of the action a. Product evaluation: the implementation of	1. The research participants: the tenth grade science 1 students of SMAN 1 Asembagus in the academic year of 2017/2018. 2. The informant: the English teacher of the tenth grade science 1 students of SMAN 1 Asembagus 3. School documents: a. The names of the research participants b. The tenth grade students' previous text writing scores	1. Research design: Classroom action research with the cycle model that consists of four steps: a. Planning b. Acting c. Observing d. Reflecting 2. Research context: The purposive method 3. Research participants: The purposive method 4. Data collection methods: a. Main data: narrative text writing tests & observation b. Supporting data: interview and documentation 5. Data analysis method: a. Product evaluation analysis: The results of the writing test were analyzed by using the formula below. $E = \frac{n}{N} \times 100\%$ Note:	1. The implementation of Think-Pair Share technique could enhance the tenth grade science 1 students' achievement in writing a narrative text 2. The implementation of Think-Pair-Share technique could enhance the tenth grade science 1 students' participation in the teaching and learning process of writing

			Think-Pair-Share technique can enhance the tenth grade students' narrative text writing achievement if at least 70% of the students get score $\geq$ 75 in the writing test. b. Process evaluation: the implementation of Think-Pair-Share technique can enhance the tenth grade students' participation if at least 70% of the tenth grade students actively participate in the teaching and learning process of narrative text writing.		E = the percentage of the students who get score $\geq$ 75 in the writing test. n = the number of the students who get score $\geq$ 75 in the writing test. N = the number of the students as the research participants. b. Process evaluation analysis: The results of the observation were be analyzed by using the formula below. $E = \frac{n}{N}$ x 100% Note: E = the percentage of the students who actively participate in the teaching learning process of writing by implementing TPS. n = the number of the students who actively participate in the teaching learning process of writing by implementing TPS. N = the number of the students as the research participants.	

APPENDIX B

The Guide of Supporting Data Instruments

1. The Interview Guide

No	The Questions	The Answers
1	What curriculum is used in this school?	The curriculum 2013.
2	What is the minimum requirement score of English?	It is 75.
3	What English book do you use in teaching English to the students?	I use the English textbook curriculum 2013 of Ministry of Education and Culture of Republic Indonesia, the revision edition of 2017 Grade X.
4	How often do you teach English in a week?	I teach English once a week.
5	Do the students have difficulties in learning English, especially in writing?	Yes, they do.
6	What difficulties do the students have in writing?	Most of the students still get difficulties in expressing and organizing their ideas, then developing the text. They lack vocabulary and have less understanding in the grammatical context.
7	What do you usually do to overcome the students' difficulties in writing?	I usually try to give more explanation and tell them about their mistakes in their writing.
8	What technique do you use in teaching writing?	I usually use the lecturing and assignment method during

		teaching and learning process.
9	Have you ever applied Think-Pair-Share technique in teaching writing a narrative text?	No, I have not.
10	What do you think about the students' participation during the teaching and learning process of writing?	The students' participation was still low because there were only few students who participated actively in the writing class.
11	What was the percentage of the students who participated in the teaching and learning process of writing?	It was only 40% of students who participated actively in teaching learning process of writing.
12	Which class had the lowest score in writing a narrative text?	X Science 1 had the lowest score of writing. The average score of the class was below the standard score of the school.
13	What was the percentage of students who could reach the standard score of writing?	It was only 50% of the students who could reach the standard score of writing.

2. The Documentation Guide

No.	The Supporting Data Required	The Data Resources
1.	The students' previous scores of writing test	The school documents
2.	The names of the research subjects	

LESSON PLAN CYCLE 1

First Meeting

School : SMAN 1 Asembagus

Class/Semester : X/2

Genre : Narrative

Theme : Indonesian Folklores

Language Skill : Writing

Time : 2 x 45 minutes

I. **Standard Competence**

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukan 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, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya 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, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

II. Basic Competence and Indicators

Basic Competence	Indicators
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1 Identifying the social function of narrative text 3.8.2 Identifying the generic structures of narrative text 3.8.3 Identifying the language features of narrative text
4.8 Menyusun teks naratif, lisan dan tulis, pendek dan sederhana, terkait legenda rakyat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.8.1 Writing a narrative text about an Indonesian folklore by considering the social function, the generic structures, and the language features correctly

III. Learning Objectives

3.8.1   The students are able to identify the social function of narrative text

3.8.2   The students are able to identify the generic structures of narrative text

3.8.3   The students are able to identify the language features of narrative text

4.8.1   The students are able to write a narrative text about an Indonesian folklore by considering the social function, the generic structures, and the language features correctly

IV. Materials (enclosed)

V. Teaching Learning Technique

Method   : Discussion, Questions & Answers

Technique   : Think-Pair-Share

VI. Media/Learning Source

Media   : Laptop, LCD, Whiteboard, PPT, Students' Worksheets, Cardboards

Source : Widiati, U., Rohmah, Z., & Furaidah. (2017). Bahasa Inggris Kurikulum 2013. Jakarta: Kementerian Pendidikan dan Kebudayaan

VII. Teaching Learning Activities

No	The Teacher's Activities	The Students' Activities	Time
1	**Set Induction Activities**		
	1.1 Greeting the students	Greeting to the teacher	1'
	1.2 Asking the students to pray together	Praying together	1'
	1.3 Singing along the national anthem	Singing along the national anthem	2'
	1.4 Checking the roll	Responding to the teacher	2'
	1.5 Showing a single picture and asking some leading questions related to the picture	Answering the questions	2'
	1.6 Stating the learning objectives	Making notes	1'
2	**Main Activities**		
	Observing		
	2.1 Giving the example of a narrative text and asking the students to observe it	Receiving the example of a narrative text and observing it	2'
	Questioning		
	2.2 Giving questions to the students about the generic structure, the language features, and the social function of the narrative text given as the example	Answering the teacher's questions and making notes	5'
	2.3 Discussing about the materials of a narrative text with the students	Discussing the materials of a narrative text and making notes	8'
	Exploring		
	Thinking		
	2.4 Giving an instruction about the students' tasks by explaining how to work cooperatively through TPS in writing a narrative text	Paying attention to the teacher's explanation and making notes	2'
	2.5 Distributing one sheet of paper to each student	Receiving one sheet of paper	1'
	2.6 Posing the topic and the guided questions related to the topic. Then, the students are given time to think of their own answers	Making notes dealing with the guiding questions, and thinking of their own answer and writing them down on their book	2'
	2.7 Asking the students to write down their ideas in the form of sentences and to write a rough draft of a narrative text individually	Writing down their ideas in the form of sentences and writing a rough draft of a narrative text individually	10'
	Associating		
	Pairing		
	2.8 Dividing the students into pairs	Finding their partner	2'
	2.9 Asking the students to pair up with the chosen partner to share ideas,	Sharing ideas, discussing with their partner about their rough draft, and	15'

	discuss and revise their rough draft by swapping their work	revising it by swapping their work	
	2.10 Distributing a cardboard and a marker to each student	Receiving a cardboard and a marker	1'
	2.11 Asking the students to write a good narrative text based on their discussion result on the cardboard. Each student writes the final copy	Writing a final copy of good narrative text based on their discussion result on the cardboard	15'
	Communicating		
	<u>**Sharing**</u>		
	2.12 Calling one student to come to the front of the class randomly	Coming to the front of the class	1'
	2.13 Asking the chosen student to put their cardboard on the whiteboard	Putting the cardboard on the whiteboard	1'
	2.14 Asking the chosen student to present and share their writing work with the class	Presenting and sharing their writing work with the class	2'
	2.15 Asking the other students to pay attention to their friend's presentation and to give suggestions/comments about their friend's work	Paying attention to their friend's presentation and giving suggestions/comments about their friend's work	2'
	2.16 Calling another student to come to the front of the class randomly	Coming to the front of the class	1'
	2.17 Asking the chosen student to put their cardboard on the whiteboard	Putting the cardboard on the whiteboard	1'
	2.18 Asking the chosen student to present and share their writing work with the class	Presenting and sharing their writing work with the class	2'
	2.19 Asking the other students to pay attention to their friend's presentation and to give suggestions/comments about their friend's work	Paying attention to their friend's presentation and giving suggestions/comments about their friend's work	2'
	2.20 Asking the students to submit their writing work	Submitting their writing work	1'
	NOTE: In this "sharing" phase, the teacher only asks two students to present their writing works due to time constraints		
3	**Closing Activities**		
	3.1 Giving feedback on the students' work	Paying attention	2'
	3.2 Drawing a conclusion about today's lesson by giving questions and answers	Drawing a conclusion about today's lesson	2'
	3.3 Parting	Responding the parting	1'

VIII. Evaluation

Process Evaluation

1. Instrument: the observation checklist of the students' participation

No	Name	Indicators					Active	Passive	Score
		1	2	3	4	5			

Indicators:

1. The students' participation in listening to the teacher's explanation
2. The students' participation in asking questions about the material they do not understand
3. The students' participation in answering the teacher's oral questions
4. The students' participation in writing a narrative text by implementing TPS
5. The students' participation in discussing the task in pairs

Note:

A = The students will be considered as active participants if at least 3 indicators are fulfilled.

P = The students will be considered as passive participants if less than 3 indicators are fulfilled.

S = The score of the students' participation

Product Evaluation

1. Instrument : the writing test

The Scoring Rubric of the Students' Narrative Writing Test

No	Criteria	Score
1	Grammar	
	• Few (if any) errors of agreement, tense, number, word order or function, articles, pronouns, prepositions	5
	• Some errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but do not interfere comprehension	4

	• Errors of agreement, tense, number, word order or function, articles, pronouns, prepositions frequent; re-reading is necessary for full comprehension		3
	• Errors of agreement, tense, number, word order, articles, pronouns, prepositions very frequent; readers own interpretation is needed		2
	• Errors of agreement, tense, number, word order, articles, pronouns, prepositions so severe as to make comprehension		1
2	Vocabulary		
	• Use few (if any) inappropriate words		5
	• Use some inappropriate words but do not interfere comprehension		4
	• Use wrong or inappropriate words frequent; expressing of ideas limited		3
	• Use wrong or inappropriate words very frequent; readers own interpretation is needed		2
	• Vocabulary so limited as to make comprehension impossible.		1
3	Mechanics		
	• Few (if any) misspelling, wrong punctuation, and capitalization		5
	• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension		4
	• Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension		3
	• Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed		2
	• Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible		1
4	Content		
	• Main idea stated clearly and accurately, all ideas are relevant to the topic, change of opinion very clear		5
	• Main ideas stated fairly clearly and accurately, most of ideas are relevant to the topic, change of opinion relatively clear		4
	• Main ideas somewhat unclear and inaccurate, some ideas are relevant to the topic, change of opinions statement somewhat weak		3
	• Main ideas not clear and accurate, limited number of ideas are relevant to the topic, change of opinion statement weak		2
	• Main ideas not all clear and accurate, all ideas are not relevant to the topic, change of opinion statement very weak		1
5	Organization		
	• Few (if any) lack of organization and link to ideas		5
	• Some lack of organization and link of ideas but do not impair communication		4
	• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas		3
	• Lack of organization and link of ideas very frequent; readers own interpretation is needed		2

56

	• Lack of organization and link of ideas so serve as to make communication impaired	1
	Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization) Writing score: <u>total score</u> x 100 = ………….. 25	

(Adopted from: Hughes, 2003: 101-102)

Asembagus, January 2, 2018

Mengetahui,

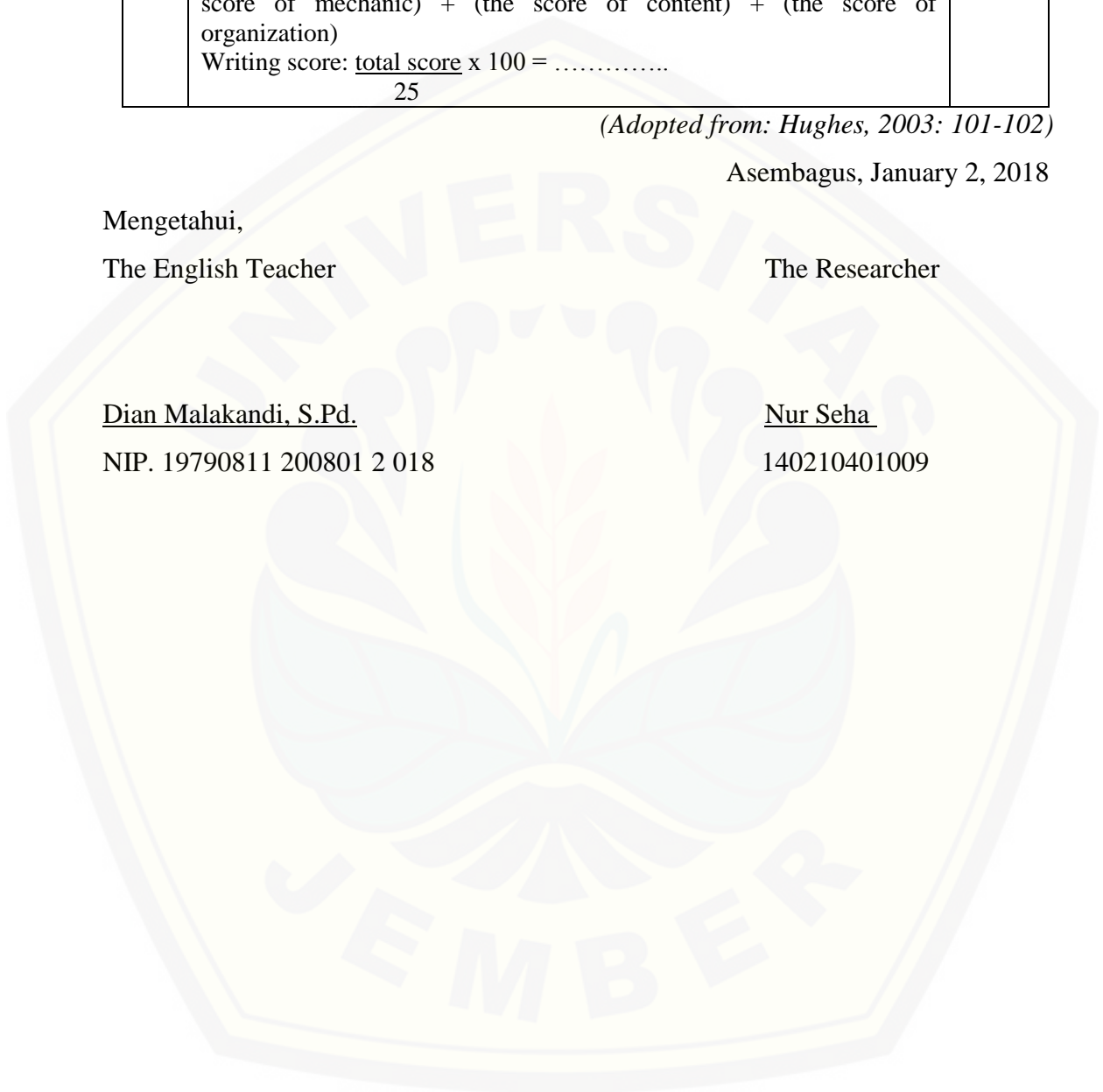The English Teacher   The Researcher

<u>Dian Malakandi, S.Pd.</u>   <u>Nur Seha</u>

NIP. 19790811 200801 2 018   140210401009

TEACHING MATERIALS

<div align="center">

First Meeting

</div>

Pre-instructional Activities

Set induction

Leading Questions

1. Look at the picture! Are you familiar with the story?

2. Do you know who they are?

3. Do you know what the story is about?

4. What kind of story is it?

5. Have you ever read or watched other Indonesian folklores?

6. What are the Indonesian folklores you have read or watched?

7. What do you think we are going to study today?

Main Activities

Learning Materials

I. The Definition of a Narrative Text

A narrative text is a text focusing on specific participants which deals with the problematic events that leads to a crisis or turning point of some problematic events which in turn finds a resolution.

II. The Social Function of a Narrative Text

The social function of a narrative text is to entertain or amuse and teach the readers about the moral value of the story.

III. The Language Features of a Narrative Text

a. Using noun phrase: (e.g. her diligent son, a beautiful woman, etc.)

b. Using adverbial of time and place: (to give the explanation about when and where the story happened, e.g. one day, in a small village, etc.)

c. Using simple past tense: (to tell the events that happened in the past, e.g. Malin Kundang and his mother had to live hard.)

d. Using action verbs: (to tell about the activities or the actions of the characters in the story, e.g. helped, saw, left, etc.)

e. Using adjective phrases: (to describe or explain the character, the situation, and the object of the story, e.g. huge ship, small village, etc.)

IV. **The Generic Structures of a Narrative Text**

a. Orientation: it is the opening of the story. It tells about who are the characters involved in the story, where and when the events happened.

b. Complication: it sets off a chain of events that influences what will happen in the story. It tells the problematic events of the story.

c. Resolution: It is ending of the story in which the characters finally solve the complication and the problematic events end.

V. **The Example of a Narrative Text**

The Legend of Malin Kundang	
A long time ago, there lived a woman and her diligent son named Malin Kundang in West Sumatra. Malin Kundang and his mother had to live hard because his father had passed away.	**Orientation**
One day, he saw a merchant's ship being raided by a band of pirates. With his bravery, he helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone. Many years later, Malin Kundang became wealthy and married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang. Malin Kundang's mother ran to the beach to meet him; however, he didn't admit that she was his mother.	**Complication**
Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone. On his journey back, Malin Kundang's ship began to shake and soon he turned into a stone.	**Resolution**

(Bahasa Inggris Kurikulum 2013 Edisi Revisi 2017 Kemendikbud)

THE STUDENTS' TASKS

<div align="center">

TASK 1

</div>

THINK

a. Think of the topic "The Legend of Jaka Tarub" and the guiding questions given by the teacher. Here are the guiding questions:

    1. Who was he?

    2. When did the story happen?

    3. Where did he live?

    4. With whom did he live?

    5. Who were the characters in the story?

    6. What was the problem in the story?

    7. How did the story end?

b. Write a narrative text (a rough draft) based on the topic given on your own worksheet individually. Use the questions to guide you in writing the narrative text and brainstorm your general ideas into sentences.

<div align="center">

TASK 2

</div>

PAIR

a. Work in pairs to share ideas, discuss about your draft with your partner, and revise it by considering the content, the grammar, the use of words, the mechanics (spelling, punctuation, and capitalization), and the organization.

b. Write a final copy of good narrative text on your own cardboard individually based on your discussion result approximately consisting of at least 100 words covering the orientation in the first paragraph, complication in the second paragraph, and the resolution in the last paragraph.

<div align="center">

TASK 3

</div>

SHARE

a. Share your work to the class!

b. Give comments or suggestions after your friend has presented their work!

The Model Answer

The Legend of Jaka Tarub

Once upon a time, there lived a handsome man in a small hut near the forest, named Jaka Tarub. Every day, he cultivated his rice field and looked for fire woods in the forest.

One day, when Jaka Tarub went to the forest, he heard a noise from a river. He slowly came closer and hid behind the tree to see seven beautiful women taking a bath. He stole one of the shawls of the fairies. The fairy named Nawangwulan soon realized that she lost her shawl and the other six fairies flew up to the paradise, leaving her alone on the earth. Then, Jaka Tarub appeared and offered her to come home with him. She agreed and after staying for over a month, Jaka Tarub married her and had a daughter named Kumalasari. One day, Nawangwulan was very surprised to find the loosing shawl in the barn.

Jaka Tarub felt very sorry but it was too late. Nawangwulan flew to the paradise with her shawl leaving Jaka Tarub and Kumalasari behind.

LESSON PLAN CYCLE 1

Second Meeting

School	: SMAN 1 Asembagus
Class/Semester	: X/2
Genre	: Narrative
Theme	: Indonesian Folklores
Language Skill	: Writing
Time	: 2 x 45 minutes

I. Standard Competence

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukan 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, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya 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, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

II. Basic Competence and Indicators

Basic Competence	Indicators
3.9 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.9.1 Identifying the social function of narrative text 3.9.2 Identifying the generic structures of narrative text 3.9.3 Identifying the language features of narrative text
4.8 Menyusun teks naratif, lisan dan tulis, pendek dan sederhana, terkait legenda rakyat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.8.1 Writing a narrative text about an Indonesian folklore by considering the social function, the generic structures, and the language features correctly

III. Learning Objectives

3.8.1 The students are able to identify the social function of narrative text

3.8.2 The students are able to identify the generic structures of narrative text

3.8.3 The students are able to identify the language features of narrative text

4.8.1 The students are able to write a narrative text about an Indonesian folklore by considering the social function, the generic structures, and the language features correctly.

IV. Materials (enclosed)

V. Teaching Learning Technique

Method   : Discussion, Questions & Answers

Technique   : Think-Pair-Share

VI. Media/Learning Source

Media : Laptop, LCD, Whiteboard, PPT, Students' Worksheets, Cardboards

Source : Widiati, U., Rohmah, Z., & Furaidah. (2017). Bahasa Inggris Kurikulum 2013. Jakarta: Kementerian Pendidikan dan Kebudayaan

VII. Teaching Learning Activities

No	The Teacher's Activities	The Students' Activities	Time
1	**Set Induction Activities**		
	1.1 Greeting the students	Greeting to the teacher	1'
	1.2 Asking the students to pray together	Praying together	1'
	1.3 Singing along the national anthem	Singing along the national anthem	2'
	1.4 Checking the roll	Responding to the teacher	2'
	1.5 Showing a single picture and asking some leading questions related to the picture	Answering the questions	2'
	1.6 Stating the learning objectives	Making notes	1'
2	**Main Activities**		
	Observing		
	2.1 Giving the example of a narrative text and asking the students to observe it	Receiving the example of a narrative text and observing it	2'
	Questioning		
	2.2 Reviewing the materials about a narrative text by giving oral questions	Making notes, asking and responding to the teacher's questions	7'
	2.3 Displaying the students' work in the previous meeting, then discussing and giving feedback on it	Making notes and answering the teacher's questions	5'
	Exploring		
	Thinking		
	2.4 Giving an instruction about the students' tasks by explaining how to work cooperatively through TPS in writing a narrative text	Paying attention to the teacher's explanation and making notes	1'
	2.5 Distributing one sheet of paper to each student	Receiving one sheet of paper	1'
	2.6 Posing the topic and the guided questions related to the topic. Then, the students are given time to think of their own answers	Making notes dealing with the guiding questions, and thinking of their own answer and writing them down on their book	2'
	2.7 Asking the students to write down their ideas in the form of sentences and write a rough draft of a narrative text individually	Writing down their ideas in the form of sentences and writing a rough draft of a narrative text individually	12'
	Associating		
	Pairing		
	2.8 Dividing the students into pairs	Finding their partner	2'
	2.9 Asking the students to pair up with the chosen partner to share ideas, discuss and revise their rough draft	Sharing ideas, discussing with their partner about their draft, and revising it by swapping their work	15'

	by swapping their work.		
	2.10 Distributing a cardboard and a marker to each student	Receiving a cardboard and a marker	1'
	2.11 Asking the students to write a good narrative text based on their discussion result on the cardboard. Each student writes the final copy	Writing a final copy of good narrative text based on their discussion result on the cardboard	15'
	Communicating		
	<u>**Sharing**</u>		
	2.12 Calling one student to come to the front of the class randomly	Coming to the front of the class	1'
	2.13 Asking the chosen student to put their cardboard on the whiteboard	Putting the cardboard on the whiteboard	1'
	2.14 Asking the chosen student to present and share their writing work with the class	Presenting and sharing their writing work with the class	2'
	2.15 Asking the other students to pay attention to their friend's presentation and to give suggestions/comments about their friend's work	Paying attention to their friend's presentation and giving suggestions/comments about their friend's work	2'
	2.16 Calling another student to come to the front of the class randomly	Coming to the front of the class	1'
	2.17 Asking the chosen student to put their cardboard on the whiteboard	Putting the cardboard on the whiteboard	1'
	2.18 Asking the chosen student to present and share their writing work with the class	Presenting and sharing their writing work with the class	2'
	2.19 Asking the other students to pay attention to their friend's presentation and to give suggestions/comments about their friend's work	Paying attention to their friend's presentation and giving suggestions/comments about their friend's work	2'
	2.20 Asking the students to submit their writing work	Submitting their writing work	1'
	NOTE: In this "sharing" phase, the teacher only asks two students to present their writing works due to time constraints		
3	**Closing Activities**		
	3.1 Giving feedback on the students' work	Paying attention	2'
	3.2 Drawing a conclusion about today's lesson by giving questions and answers	Drawing a conclusion about today's lesson	2'
	3.3 Parting	Parting	1'

VIII. Evaluation

Process Evaluation

1. Instrument: the observation checklist of the students' participation

No	Name	Indicators					Active	Passive	Score
		1	2	3	4	5			

Indicators:

1. The students' participation in listening to the teacher's explanation
2. The students' participation in asking questions about the material they do not understand
3. The students' participation in answering the teacher's oral questions
4. The students' participation in writing a narrative text by implementing TPS
5. The students' participation in discussing the task in pairs

Note:

A = The students will be considered as active participants if at least 3 indicators are fulfilled.

P = The students will be considered as passive participants if less than 3 indicators are fulfilled.

S = The score of the students' participation

Product Evaluation

1. Instrument : the writing test

The Scoring Rubric of the Students' Narrative Writing Test

No	Criteria	Score
1	Grammar	
	• Few (if any) errors of agreement, tense, number, word order or function, articles, pronouns, prepositions	5
	• Some errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but do not interfere comprehension	4

	• Errors of agreement, tense, number, word order or function, articles, pronouns, prepositions frequent; re-reading is necessary for full comprehension	3
	• Errors of agreement, tense, number, word order, articles, pronouns, prepositions very frequent; readers own interpretation is needed	2
	• Errors of agreement, tense, number, word order, articles, pronouns, prepositions so severe as to make comprehension	1
2	Vocabulary	
	• Use few (if any) inappropriate words	5
	• Use some inappropriate words but do not interfere comprehension	4
	• Use wrong or inappropriate words frequent; expressing of ideas limited	3
	• Use wrong or inappropriate words very frequent; readers own interpretation is needed	2
	• Vocabulary so limited as to make comprehension impossible.	1
3	Mechanics	
	• Few (if any) misspelling, wrong punctuation, and capitalization	5
	• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension	4
	• Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension	3
	• Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed	2
	• Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible	1
4	Content	
	• Main idea stated clearly and accurately, all ideas are relevant to the topic, change of opinion very clear	5
	• Main ideas stated fairly clearly and accurately, most of ideas are relevant to the topic, change of opinion relatively clear	4
	• Main ideas somewhat unclear and inaccurate, some ideas are relevant to the topic, change of opinions statement somewhat weak	3
	• Main ideas not clear and accurate, limited number of ideas are relevant to the topic, change of opinion statement weak	2
	• Main ideas not all clear and accurate, all ideas are not relevant to the topic, change of opinion statement very weak	1
5	Organization	
	• Few (if any) lack of organization and link to ideas	5
	• Some lack of organization and link of ideas but do not impair communication	4
	• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas	3
	• Lack of organization and link of ideas very frequent; readers own interpretation is needed	2
	• Lack of organization and link of ideas so serve as to make	1

	communication impaired	
	Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization) Writing score: <u>total score</u> x 100 = ………….. 25	

(Adopted from: Hughes, 2003: 101-102)

Asembagus, January 4, 2018

Mengetahui,

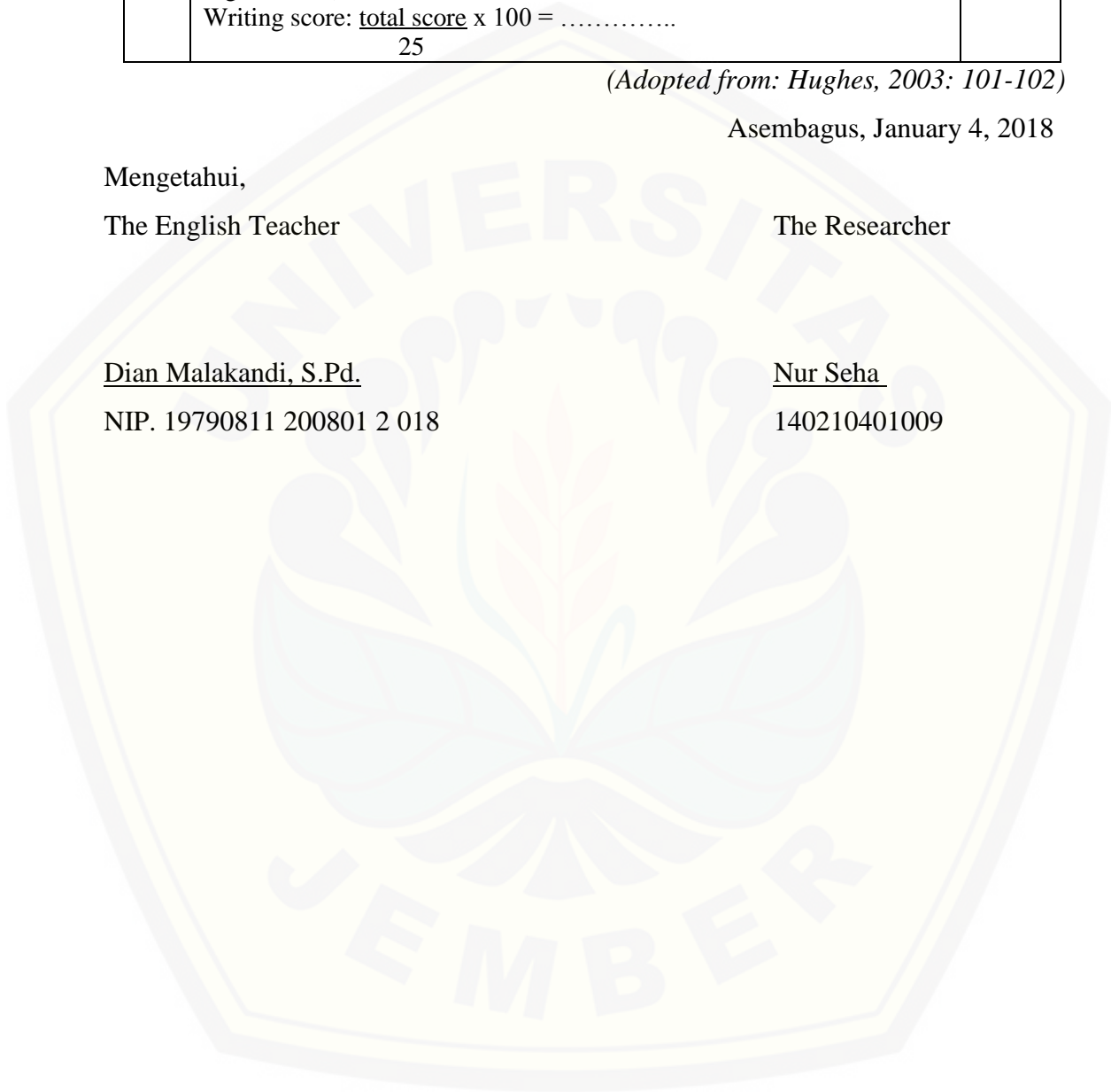The English Teacher   The Researcher

<u>Dian Malakandi, S.Pd.</u>   <u>Nur Seha</u>

NIP. 19790811 200801 2 018   140210401009

TEACHING MATERIALS

<div align="center">

Second Meeting

</div>

Pre-instructional Activities

Set induction

Leading questions

1. What picture is it?

2. Have you ever heard the story?

3. Where is the story from?

4. Do you know what the story is about?

5. What do you think we are going to study today?

Main Activities

I.   The Example of a Narrative Text

The Legend of Rawa Pening	
Once upon a time, there was a little poor boy who came to a village. He was very hungry and weak. He knocked at every door and asked for some food but nobody cared about him.	**Orientation**
A generous woman helped him and gave him a meal. When the boy wanted to leave, the old woman gave him a big wooden mortar. She reminded him to use it as a boat if there was a flood. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried but nobody succeeded. The boy wanted to try it out but the crowd laughed mockingly.	**Complication**
Finally, the boy stepped forward and pulled out the stick. Suddenly, from the hole left by the stick, water spouted out. The whole village became a huge lake but the little boy and the generous old woman who gave him the meal were saved.	**Resolution**

(http://britishcourse.com/the-legend-of-rawa-pening-legend-narrative-text.php)

II. **Reviewing the materials about a narrative text by giving oral questions**

1. Do you still remember what a narrative text is?

2. What is the social function of a narrative text?

3. What are the language features of a narrative text?

4. What tense do we use in writing a narrative text?

5. Why do we use simple past tense in writing a narrative text?

6. What are the generic structures of a narrative text?

7. Can you explain each generic structure of a narrative text?
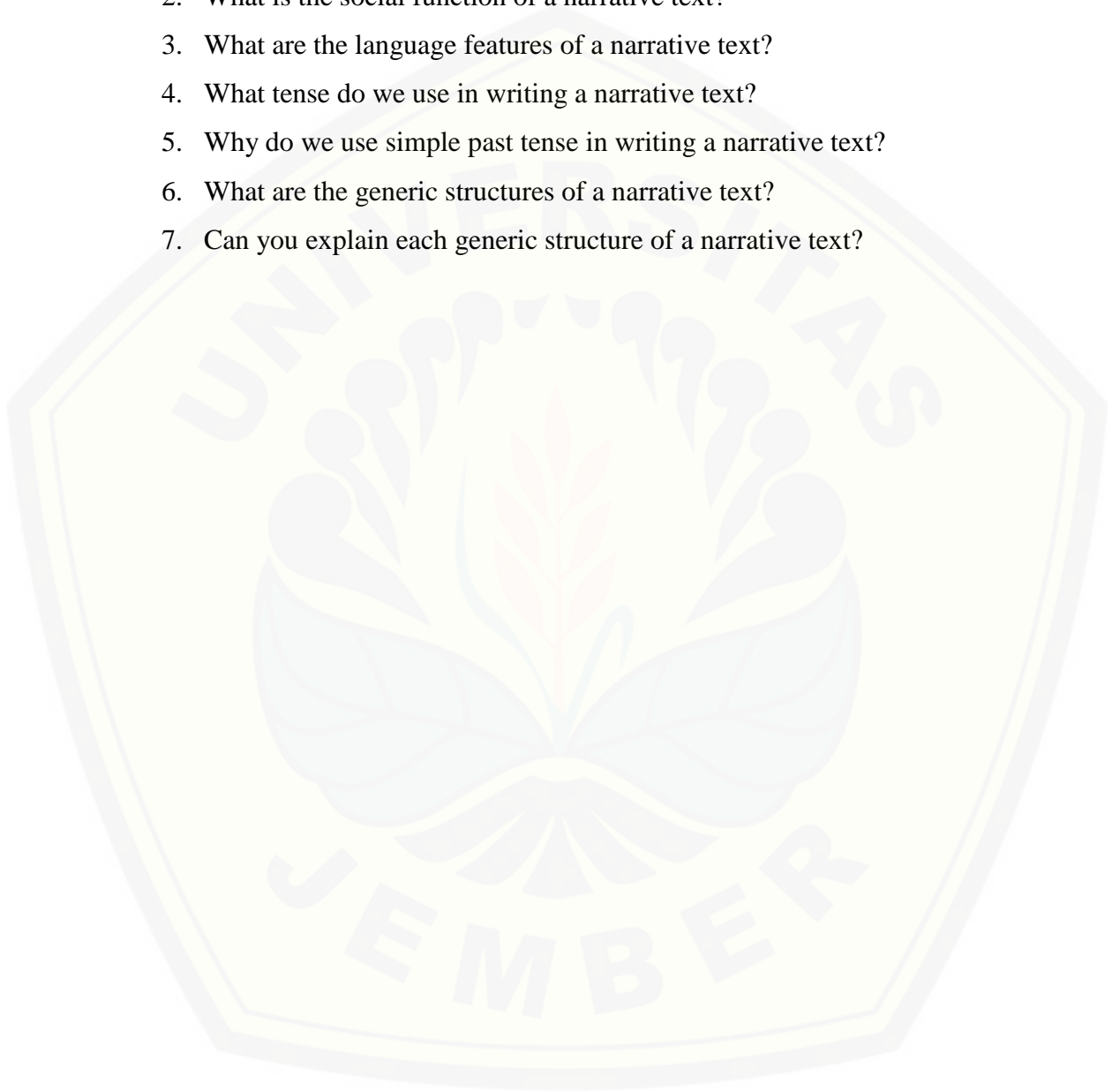
THE STUDENTS' TASKS

<div align="center">TASK 1</div>

THINK

a. Think of the topic "The Legend of Tangkuban Perahu" and the guiding questions given by the teacher. Here are the guiding questions:

   1. Who was he?

   2. When did the story happen?

   3. Where did he live?

   4. With whom did he live?

   5. Who were the characters in the story?

   6. What was the problem in the story?

   7. How did the story end?

b. Write a narrative text (a rough draft) based on the topic given on your own worksheet individually. Use the questions to guide you in writing the narrative text and brainstorm your general ideas into sentences.

<div align="center">TASK 2</div>

PAIR

a. Work in pairs to share ideas, discuss about your draft with your partner, and revise it by considering the content, the grammar, the use of words, the mechanics (spelling, punctuation, and capitalization), and the organization.

b. Write a final copy of good narrative text on your own cardboard individually based on your discussion result approximately consisting of at least 100 words covering the orientation in the first paragraph, complication in the second paragraph, and the resolution in the last paragraph.

<div align="center">TASK 3</div>

SHARE

a. Share your work to the class!

b. Give comments or suggestions after your friend has presented their work!

The Model Answer

The Legend of Tangkuban Perahu

A long time ago, there lived a woman in West Java named Dayang Sumbi. She had a son named Sangkuriang.

Because of disobedience, Dayang Sumbi cast away Sangkuriang. Many years later, Sangkuriang met a beautiful woman and wanted to marry her. He didn't know that the woman was Dayang Sumbi but she realized that he was Sangkuriang. To prevent the marriage, she asked Sangkuriang to build a vast boat before sunrise. To fool Sangkuriang, she asked her workers to make fake lights in the east.

Sangkuriang was angry. Upon believing that he had failed, he kicked the unfinished boat. The boat turned into a mountain called Tangkuban Perahu.

APPENDIX E

Writing Test of Cycle 1

Subject   : English
Class/Semester   : X/2
Genre   : Narrative
Theme   : Indonesian Folklores
Time Allocation   : 90'
Name   :

Read the following instructions carefully:

Write a narrative text individually about an Indonesian folklore approximately consisting of at least 100 words covering the orientation in the first paragraph, complication in the second paragraph, and the resolution in the last paragraph. Choose one of the following topics or another topic that you want or familiar with as long as it is about an Indonesian legend.

1. The Legend of Timun Mas
2. The Legend of Banyuwangi
3. The Legend of Prambanan Temple
4. The Legend of the Lake of Colors
5. The Legend of Mount Bromo
6. The Legend of the Bali Strait
7. The Legend of the Crying Stone
8. The Legend of Aji Saka

LESSON PLAN CYCLE 2

First Meeting

School   : SMAN 1 Asembagus

Class/Semester   : X/2

Genre   : Narrative

Theme   : Indonesian Folklores

Language Skill   : Writing

Time   : 2 x 45 minutes

Standard Competence

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukan 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, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya 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, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

II. Basic Competence and Indicators

Basic Competence	Indicators
3.10 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.10.1 Identifying the social function of narrative text 3.10.2 Identifying the generic structures of narrative text 3.10.3 Identifying the language features of narrative text
4.8 Menyusun teks naratif, lisan dan tulis, pendek dan sederhana, terkait legenda rakyat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.8.1 Writing a narrative text about an Indonesian folklore by considering the social function, the generic structures, and the language features correctly

III. Learning Objectives

3.8.1 The students are able to identify the social function of narrative text

3.8.2 The students are able to identify the generic structures of narrative text

3.8.3 The students are able to identify the language features of narrative text

4.8.1 The students are able to write a narrative text about an Indonesian folklore by considering the social function, the generic structures, and the language features correctly

IV. Materials (enclosed)

V. Teaching Learning Technique

Method : Discussion, Questions & Answers

Technique : Think-Pair-Share

VI. Media/Learning Source

Media : Laptop, LCD, Whiteboard, PPT, Students' Worksheets, Cardboards

Source : Widiati, U., Rohmah, Z., & Furaidah. (2017). Bahasa Inggris Kurikulum 2013. Jakarta: Kementerian Pendidikan dan Kebudayaan

VII. Teaching Learning Activities

No	The Teacher's Activities	The Students' Activities	Time
1	**Set Induction Activities**		
	1.1 Greeting the students	Greeting to the teacher	1'
	1.2 Asking the students to pray together	Praying together	1'
	1.3 Singing along the national anthem	Singing along the national anthem	2'
	1.4 Checking the roll	Responding to the teacher	2'
	1.5 Showing the stars reward chart on the whiteboard and telling the students what it was for	Paying attention to the teacher's explanation	2'
	1.6 Showing a single picture and asking some leading questions related to the picture	Answering the questions	2'
	1.7 Stating the learning objectives	Making notes	1'
2	**Main Activities**		
	Observing		
	2.1 Giving the example of a narrative text and asking the students to observe it	Receiving the example of a narrative text and observing it	2'
	Questioning		
	2.2 Reviewing the materials about a narrative text by giving oral questions	Making notes, asking and responding to the teacher's questions	7'
	2.3 Giving the students the chance to ask questions about the material they do not understand and trying to be as friendly as possible	Asking questions about the material they do not understand	3'
	Exploring		
	Thinking		
	2.4 Giving an instruction about the students' tasks by explaining more clearly on how to work cooperatively through TPS in writing a narrative text	Paying attention to the teacher's explanation and making notes	1'
	2.5 Distributing one sheet of paper to each student	Receiving one sheet of paper	1'
	2.6 Posing the topic and the guided questions related to the topic. Then, the students are given time to think of their own answers	Making notes dealing with the guiding questions, and thinking of their own answer and writing them down on their book	2'
	2.7 Asking the students to write down their ideas in the form of sentences and write a rough draft of a narrative text individually	Writing down their ideas in the form of sentences and writing a rough draft of a narrative text individually	12'
	Associating		
	Pairing		
	2.8 Dividing the students into pairs	Finding their partner	2'

2.9 Asking the students to pair up with the chosen partner to share ideas, discuss and revise their rough draft by swapping their work.	Sharing ideas, discussing with their partner about their draft, and revising it by swapping their work	15'
2.10 Distributing a cardboard and a marker to each student	Receiving a cardboard and a marker	1'
2.11 Asking the students to write a good narrative text based on their discussion result on the cardboard. Each student writes the final copy	Writing a final copy of good narrative text based on their discussion result on the cardboard	15'
Communicating		
<u>**Sharing**</u>		
2.12 Calling one student to come to the front of the class randomly	Coming to the front of the class	1'
2.13 Asking the chosen student to put their cardboard on the whiteboard	Putting the cardboard on the whiteboard	1'
2.14 Asking the chosen student to present and share their writing work with the class	Presenting and sharing their writing work with the class	2'
2.15 Asking the other students to pay attention to their friend's presentation and to give suggestions/comments about their friend's work	Paying attention to their friend's presentation and giving suggestions/comments about their friend's work	2'
2.16 Calling another student to come to the front of the class randomly	Coming to the front of the class	1'
2.17 Asking the chosen student to put their cardboard on the whiteboard	Putting the cardboard on the whiteboard	1'
2.18 Asking the chosen student to present and share their writing work with the class	Presenting and sharing their writing work with the class	2'
2.19 Asking the other students to pay attention to their friend's presentation and to give suggestions/comments about their friend's work	Paying attention to their friend's presentation and giving suggestions/comments about their friend's work	2'
2.20 Asking the students to submit their writing work	Submitting their writing work	1'
NOTE: In this "sharing" phase, the teacher only asks two students to present their writing works due to time constraints		
3 **Closing Activities**		
3.1 Giving feedback on the students' work	Paying attention	2'
3.2 Drawing a conclusion about today's lesson by giving questions and answers	Drawing a conclusion about today's lesson	2'
3.3 Parting	Responding the parting	1'

VIII. Evaluation

Process Evaluation

1. Instrument: the observation checklist of the students' participation

No	Name	Indicators					Active	Passive	Score
		1	2	3	4	5			

Indicators:

1. The students' participation in listening to the teacher's explanation
2. The students' participation in asking questions about the material they do not understand
3. The students' participation in answering the teacher's oral questions
4. The students' participation in writing a narrative text by implementing TPS
5. The students' participation in discussing the task in pairs

Note:

A = The students will be considered as active participants if at least 3 indicators are fulfilled.

P = The students will be considered as passive participants if less than 3 indicators are fulfilled.

S = The score of the students' participation

Product Evaluation

2. Instrument   : the writing test

The Scoring Rubric of the Students' Narrative Writing Test

No	Criteria	Score
1	Grammar	
	• Few (if any) errors of agreement, tense, number, word order or function, articles, pronouns, prepositions	5
	• Some errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but do not interfere comprehension	4

	• Errors of agreement, tense, number, word order or function, articles, pronouns, prepositions frequent; re-reading is necessary for full comprehension	3	
	• Errors of agreement, tense, number, word order, articles, pronouns, prepositions very frequent; readers own interpretation is needed	2	
	• Errors of agreement, tense, number, word order, articles, pronouns, prepositions so severe as to make comprehension	1	
2	Vocabulary		
	• Use few (if any) inappropriate words	5	
	• Use some inappropriate words but do not interfere comprehension	4	
	• Use wrong or inappropriate words frequent; expressing of ideas limited	3	
	• Use wrong or inappropriate words very frequent; readers own interpretation is needed	2	
	• Vocabulary so limited as to make comprehension impossible.	1	
3	Mechanics		
	• Few (if any) misspelling, wrong punctuation, and capitalization	5	
	• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension	4	
	• Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension	3	
	• Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed	2	
	• Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible	1	
4	Content		
	• Main idea stated clearly and accurately, all ideas are relevant to the topic, change of opinion very clear	5	
	• Main ideas stated fairly clearly and accurately, most of ideas are relevant to the topic, change of opinion relatively clear	4	
	• Main ideas somewhat unclear and inaccurate, some ideas are relevant to the topic, change of opinions statement somewhat weak	3	
	• Main ideas not clear and accurate, limited number of ideas are relevant to the topic, change of opinion statement weak	2	
	• Main ideas not all clear and accurate, all ideas are not relevant to the topic, change of opinion statement very weak	1	
5	Organization		
	• Few (if any) lack of organization and link to ideas	5	
	• Some lack of organization and link of ideas but do not impair communication	4	
	• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas	3	
	• Lack of organization and link of ideas very frequent; readers own interpretation is needed	2	
	• Lack of organization and link of ideas so serve as to make	1	

	communication impaired	
	Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization) Writing score: <u>total score</u> x 100 = ………….. 25	

(Adopted from: Hughes, 2003: 101-102)

Asembagus, January 9, 2018

Mengetahui,

The English Teacher   The Researcher

<u>Dian Malakandi, S.Pd.</u>   <u>Nur Seha</u>

NIP. 19790811 200801 2 018   140210401009

TEACHING MATERIALS

<div align="center">

First Meeting

</div>
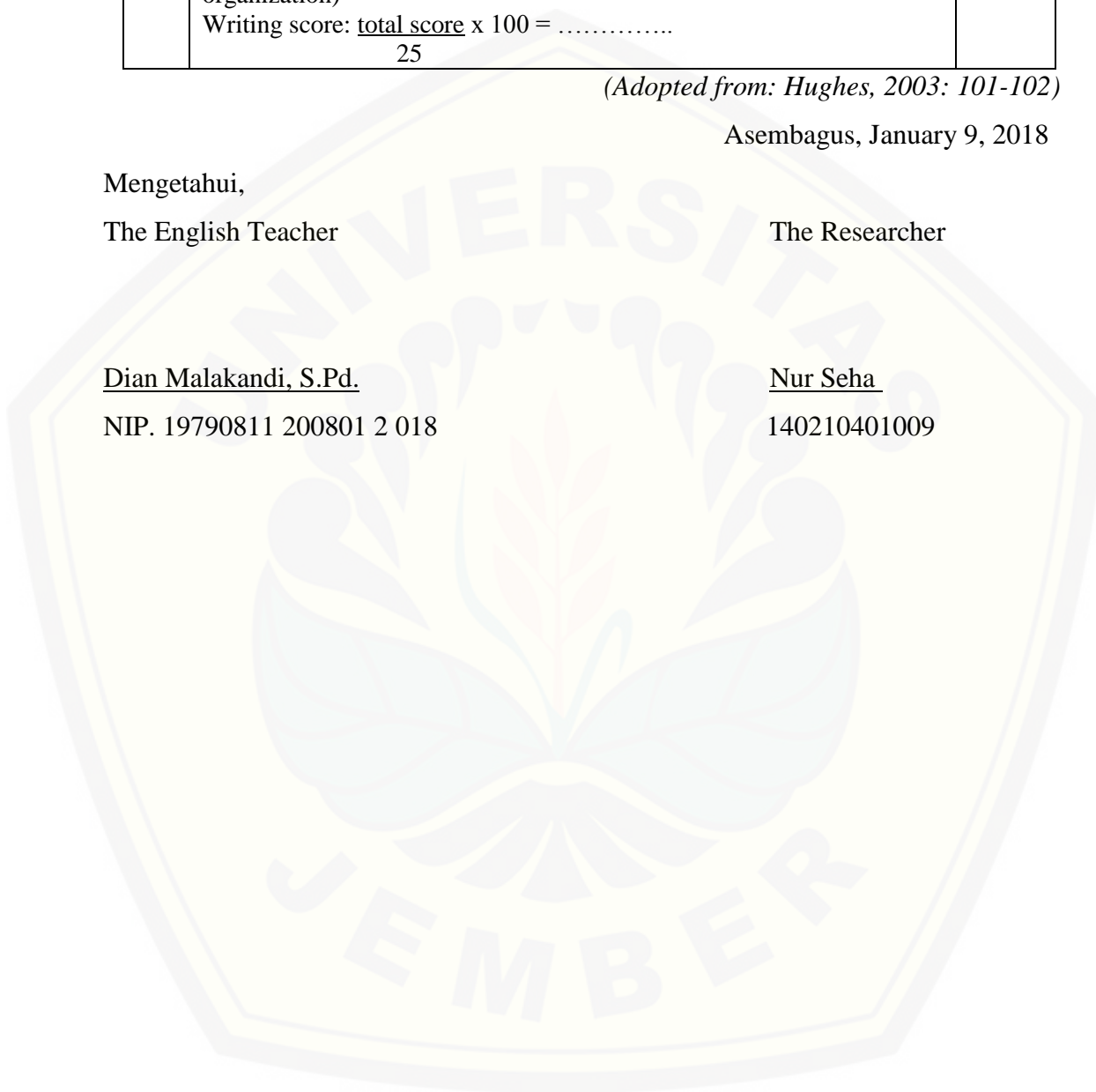
Pre-instructional Activities

Set induction

Leading questions

1. What picture is it?

2. Have you ever heard the story?

3. Where is the story from?

4. Do you know what the story is about?

5. What do you think we are going to study today?

Main Activities

I.   The Example of a Narrative Text

The Legend of Lutung Kasarung	
A long time ago in West Java, there was a kingdom which was ruled by Prabu Tapa Agung. He had two daughters, Purbararang and Purbasari. The old king wanted to retire.	**Orientation**
He chose Purbasari to be the leader of the kingdom. Purbararang was very angry and set a bad plan with her fiance named Indrajaya. Later on, there were black dots all over Purbasari's body. Purbasari had to move out of the palace and stayed in the jungle. Every day, she played with the animals and a monkey named Lutung Kasarung which always cheered her up. Lutung Kasarung made a small lake and asked Purbasari to take a bath there. Magically, Purbasari's bad skin was cured.	**Complication**
Finally, Purbasari went to the palace with Lutung Kasarung. Purbararang said that Purbasari could be the queen if her fiance was more handsome than Indrajaya. Then, Purbasari introduced Lutung Kasarung to her and the others as her fiance. Purbararang mocked and laughed at her. Suddenly, Lutung Kasarung changed into a handsome man and Purbasari became the queen.	**Resolution**

(http://britishcourse.com/contoh-narrative-text-lutung-kasarung-beserta-terjemahannya.php)

II. Reviewing the materials about a narrative text by giving oral questions

1. Do you still remember what a narrative text is?

2. What is the social function of a narrative text?

3. What are the language features of a narrative text?

4. Can you mention the examples of adverbial of time used in a narrative text?

5. What tense do we use in writing a narrative text?

6. Why do we use simple past tense in writing a narrative text?

7. What are the generic structures of a narrative text?

8. Can you explain each generic structure of a narrative text?

9. In which paragraph can we find orientation?

10. What are the things we should write in the orientation paragraph?

11. In which paragraph can we find complication?

12. What are the things we should write in the complication paragraph?

13. In which paragraph can we find resolution?

14. What are the things we should write in the resolution paragraph?

THE STUDENTS' TASKS

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TASK 1

</div>

THINK

a. Think of the topic "The Legend of Toba Lake" and the guiding questions given by the teacher. Here are the guiding questions:

   1. Who was he?

   2. When did the story happen?

   3. Where did he live?

   4. With whom did he live?

   5. Who were the characters in the story?

   6. What was the problem in the story?

   7. How did the story end?

b. Write a narrative text (a rough draft) based on the topic given on your own worksheet individually. Use the questions to guide you in writing the narrative text and brainstorm your general ideas into sentences.

<div align="center">

TASK 2

</div>

PAIR

a. Work in pairs to share ideas, discuss about your draft with your partner, and revise it by considering the content, the grammar, the use of words, the mechanics (spelling, punctuation, and capitalization), and the organization.

b. Write a final copy of good narrative text on your own cardboard individually based on your discussion result approximately consisting of at least 100 words covering the orientation in the first paragraph, complication in the second paragraph, and the resolution in the last paragraph.

<div align="center">

TASK 3

</div>

SHARE

a. Share your work to the class!

b. Give comments or suggestions after your friend has presented their work!

The Model Answer

The Legend of Toba Lake

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

One day, while the man was 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 fell in love with her and proposed her to be his wife. She agreed but he had to promise not to tell anyone about the secret that she was once a fish. The man made the deal and they got married, lived happily and had a son. A few years later, their son always brought lunch to his father in the field. One day, their son was so hungry and he ate his father's lunch. Unfortunately, he found out and got furious and told him that he was a son of a fish. He ran home and asked his mother. The mother started crying, felt sad that her husband didn't keep his promise.

Finally, she told her son to run up the hills because a huge disaster was about to come. Soon, there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake.

LESSON PLAN CYCLE 2

Second Meeting

School   : SMAN 1 Asembagus

Class/Semester : X/2

Genre   : Narrative

Theme   : Indonesian Folklores

Language Skill : Writing

Time   : 2 x 45 minutes

I. **Standard Competence**

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukan 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, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya 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, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

II. Basic Competence and Indicators

Basic Competence	Indicators
3.11 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.11.1 Identifying the social function of narrative text 3.11.2 Identifying the generic structures of narrative text 3.11.3 Identifying the language features of narrative text
4.8 Menyusun teks naratif, lisan dan tulis, pendek dan sederhana, terkait legenda rakyat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.8.1 Writing a narrative text about an Indonesian folklore by considering the social function, the generic structures, and the language features correctly

III. Learning Objectives

3.8.4   The students are able to identify the social function of narrative text

3.8.5   The students are able to identify the generic structures of narrative text

3.8.6   The students are able to identify the language features of narrative text

4.8.1   The students are able to write a narrative text about an Indonesian folklore by considering the social function, the generic structures, and the language features correctly.

IV. Materials (enclosed)

V. Teaching Learning Technique

Method   : Discussion, Questions & Answers

Technique   : Think-Pair-Share

VI. Media/Learning Source

Media : Laptop, LCD, Whiteboard, PPT, Students' Worksheets, Cardboards

Source : Widiati, U., Rohmah, Z., & Furaidah. (2017). Bahasa Inggris Kurikulum 2013. Jakarta: Kementerian Pendidikan dan Kebudayaan

VII. Teaching Learning Activities

No	The Teacher's Activities	The Students' Activities	Time
1	**Set Induction Activities**		
	1.1 Greeting the students	Greeting to the teacher	1'
	1.2 Asking the students to pray together	Praying together	1'
	1.3 Singing along the national anthem	Singing along the national anthem	2'
	1.4 Checking the roll	Responding to the teacher	2'
	1.5 Showing the stars reward chart on the whiteboard and telling the students what it was for	Paying attention to the teacher's explanation	2'
	1.6 Showing a single picture and asking some leading questions related to the picture	Answering the questions	2'
	1.7 Stating the learning objectives	Making notes	1'
2	**Main Activities**		
	Observing		
	2.1 Giving the example of a narrative text and asking the students to observe it	Receiving the example of a narrative text and observing it	2'
	Questioning		
	2.2 Reviewing the materials about a narrative text by giving oral questions	Making notes, asking and responding to the teacher's questions	7'
	2.3 Giving the students the chance to ask questions about the material they do not understand and trying to be as friendly as possible	Asking questions about the material they do not understand	3'
	2.4 Discussing and giving feedback of the students' works of the previous meeting by showing the mistakes that most of them have in their writing	Making notes and answering the teacher's questions	2'
	Exploring		
	Thinking		
	2.5 Giving an instruction about the students' tasks by explaining more clearly on how to work cooperatively through TPS in writing a narrative text	Paying attention to the teacher's explanation and making notes	1'
	2.6 Distributing one sheet of paper to each student	Receiving one sheet of paper	1'
	2.7 Posing the topic and the guided questions related to the topic. Then, the students are given time to think of their own answers	Making notes dealing with the guiding questions, and thinking of their own answer and writing them down on their book	2'
	2.8 Asking the students to write down their ideas in the form of sentences	Writing down their ideas in the form of sentences and writing a	12'

	and write a rough draft of a narrative text individually	rough draft of a narrative text individually	
	Associating		
	<u>**Pairing**</u>		
	2.9 Dividing the students into pairs	Finding their partner	2'
	2.10 Asking the students to pair up with the chosen partner to share ideas, discuss and revise their rough draft by swapping their work.	Sharing ideas, discussing with their partner about their draft, and revising it by swapping their work	15'
	2.11 Distributing a cardboard and a marker to each student	Receiving a cardboard and a marker	1'
	2.12 Asking the students to write a good narrative text based on their discussion result on the cardboard. Each student writes the final copy	Writing a final copy of good narrative text based on their discussion result on the cardboard	15'
	Communicating		
	<u>**Sharing**</u>		
	2.13 Calling one student to come to the front of the class randomly	Coming to the front of the class	1'
	2.14 Asking the chosen student to put their cardboard on the whiteboard	Putting the cardboard on the whiteboard	1'
	2.15 Asking the chosen student to present and share their writing work with the class	Presenting and sharing their writing work with the class	2'
	2.16 Asking the other students to pay attention to their friend's presentation and to give suggestions/comments about their friend's work	Paying attention to their friend's presentation and giving suggestions/comments about their friend's work	2'
	2.17 Calling another student to come to the front of the class randomly	Coming to the front of the class	1'
	2.18 Asking the chosen student to put their cardboard on the whiteboard	Putting the cardboard on the whiteboard	1'
	2.19 Asking the chosen student to present and share their writing work with the class	Presenting and sharing their writing work with the class	2'
	2.20 Asking the other students to pay attention to their friend's presentation and to give suggestions/comments about their friend's work	Paying attention to their friend's presentation and giving suggestions/comments about their friend's work	2'
	2.21 Asking the students to submit their writing work	Submitting their writing work	1'
	NOTE: In this "sharing" phase, the teacher only asks two students to present their writing works due to time constraints		
3	**Closing Activities**		
	3.1 Giving feedback on the students'	Paying attention	2'

		work		
	3.2	Drawing a conclusion about today's lesson by giving questions and answers	Drawing a conclusion about today's lesson	2'
	3.3	Parting	Parting	1'

VIII. Evaluation

Process Evaluation

1. Instrument: the observation checklist of the students' participation

No	Name	Indicators					Active	Passive	Score
		1	2	3	4	5			

Indicators:

1. The students' participation in listening to the teacher's explanation
2. The students' participation in asking questions about the material they do not understand
3. The students' participation in answering the teacher's oral questions
4. The students' participation in writing a narrative text by implementing TPS
5. The students' participation in discussing the task in pairs

Note:

A = The students will be considered as active participants if at least 3 indicators are fulfilled.

P = The students will be considered as passive participants if less than 3 indicators are fulfilled.

S = The score of the students' participation

Product Evaluation

2. Instrument : the writing test

The Scoring Rubric of the Students' Narrative Writing Test

No	Criteria	Score
1	Grammar	
	• Few (if any) errors of agreement, tense, number, word order or function, articles, pronouns, prepositions	5
	• Some errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but do not interfere comprehension	4
	• Errors of agreement, tense, number, word order or function, articles, pronouns, prepositions frequent; re-reading is necessary for full comprehension	3
	• Errors of agreement, tense, number, word order, articles, pronouns, prepositions very frequent; readers own interpretation is needed	2
	• Errors of agreement, tense, number, word order, articles, pronouns, prepositions so severe as to make comprehension	1
2	Vocabulary	
	• Use few (if any) inappropriate words	5
	• Use some inappropriate words but do not interfere comprehension	4
	• Use wrong or inappropriate words frequent; expressing of ideas limited	3
	• Use wrong or inappropriate words very frequent; readers own interpretation is needed	2
	• Vocabulary so limited as to make comprehension impossible.	1
3	Mechanics	
	• Few (if any) misspelling, wrong punctuation, and capitalization	5
	• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension	4
	• Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension	3
	• Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed	2
	• Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible	1
4	Content	
	• Main idea stated clearly and accurately, all ideas are relevant to the topic, change of opinion very clear	5
	• Main ideas stated fairly clearly and accurately, most of ideas are relevant to the topic, change of opinion relatively clear	4
	• Main ideas somewhat unclear and inaccurate, some ideas are relevant to the topic, change of opinions statement somewhat weak	3
	• Main ideas not clear and accurate, limited number of ideas are relevant to the topic, change of opinion statement weak	2
	• Main ideas not all clear and accurate, all ideas are not relevant to the topic, change of opinion statement very weak	1
5	Organization	
	• Few (if any) lack of organization and link to ideas	5
	• Some lack of organization and link of ideas but do not impair	4

	communication	
	• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas	3
	• Lack of organization and link of ideas very frequent; readers own interpretation is needed	2
	• Lack of organization and link of ideas so serve as to make communication impaired	1
	Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization) Writing score: total score x 100 = ………….. 　　　　　　25	

(Adopted from: Hughes, 2003: 101-102)

Asembagus, January 11, 2018

Mengetahui,

The English Teacher　　　　　　　　　　　　　　　　The Researcher

Dian Malakandi, S.Pd.　　　　　　　　　　　　　　Nur Seha

NIP. 19790811 200801 2 018　　　　　　　　　　140210401009

TEACHING MATERIALS

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Second Meeting

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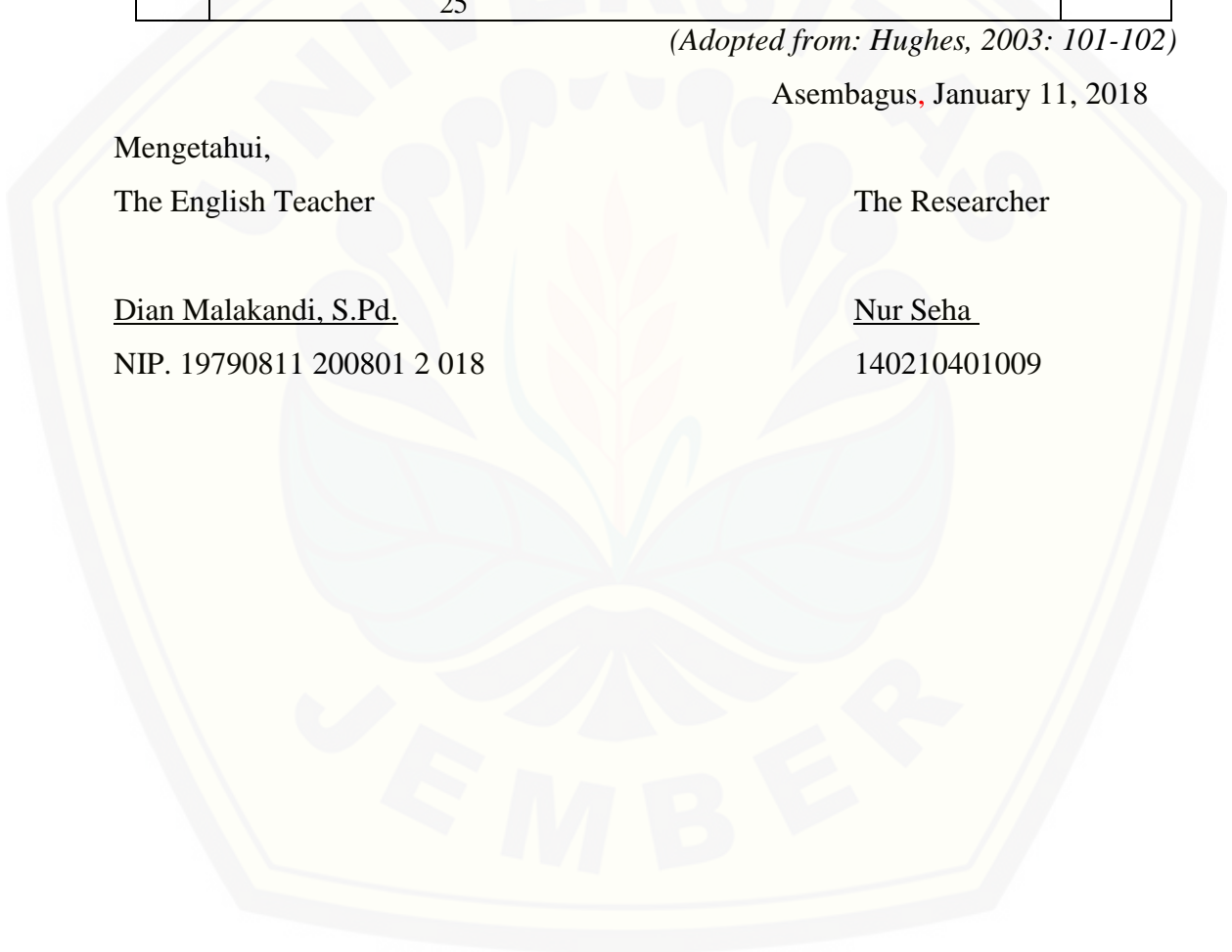
Pre-instructional Activities

Set induction

Leading questions

1. What picture is it?

2. Have you ever heard the story?

3. Where is the story from?

4. Do you know what the story is about?

5. What do you think we are going to study today?

Main Activities

I.   The Example of a Narrative Text

The Legend of the Goddess of Rice	
Once upon a time, in the heavens, the Batara Guru commanded all the gods and goddesses to contribute their power in order to build a new palace. Anybody who disobeyed this commandment would lose his or her head..	**Orientation**
Upon hearing the Batara Guru's commandment, one of the gods, Anta, was very anxious. He didn't have arms or legs and he wasn't sure how he could possibly do the job. Anta was shaped as a snake and he couldn't work. He sought an advice from one of his friends but unfortunately, his friend was also confused. Anta became very upset and cried. As he was crying, three teardrops fell to the ground. Amazingly, after touching the ground, those teardrops became three eggs. His friend advised him to offer those eggs to the Batara Guru, hoping that he would give a fair judgement. With the three eggs in his mouth, Anta went to the Batara Guru's palace. Finally, he arrived at the palace and offered his teardrop to the Batara Guru. The offer was accepted and the Batara	**Complication**

Guru asked him to nest the egg until it hatched. Miraculously, the egg hatched into a very beautiful girl. He gave the baby girl to the Batara Guru and his wife. She grew up into a beautiful princess. As her beauty grew, every man who saw her became attracted to her. Even her stepfather, the Batara Guru, started to feel an attraction toward her. Seeing the Batara Guru's new attitude toward his daughter, all the gods became so worried about the situation that they conspired to separate her and the Batara Guru.	
To keep the peace in the heavens and to maintain Dewi Sri's good name, all the gods planned for her death. She was poisoned and her body buried on earth in a hidden place. But the graveyard was to hold a strange sign, for at the time of her burial, grew up a very useful plant that would forever benefit all human beings. From her eyes, it grew the plant that is called padi (rice paddy).	**Resolution**

(https://www.baliblog.com/travel-tips/bali-daily/the-legend-of-dewi-sri.html)

II. Reviewing the materials about a narrative text by giving oral questions

1. Do you still remember what a narrative text is?
2. What is the social function of a narrative text?
3. What are the language features of a narrative text?
4. Can you mention the examples of adverbial of time used in a narrative text?
5. What tense do we use in writing a narrative text?
6. Why do we use simple past tense in writing a narrative text?
7. What are the generic structures of a narrative text?
8. Can you explain each generic structure of a narrative text?
9. In which paragraph can we find orientation?
10. What are the things we should write in the orientation paragraph?
11. In which paragraph can we find complication?
12. What are the things we should write in the complication paragraph?
13. In which paragraph can we find resolution?
14. What are the things we should write in the resolution paragraph?

THE STUDENTS' TASKS

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TASK 1

</div>

THINK

a. Think of the topic "The Legend of Surabaya" and the guiding questions given by the teacher. Here are the guiding questions:

1. Who were they?
2. When did the story happen?
3. Where did they live?
4. With whom did they live?
5. What was the problem in the story?
6. How did the story end?

b. Write a narrative text (a rough draft) based on the topic given on your own worksheet individually. Use the questions to guide you in writing the narrative text and brainstorm your general ideas into sentences.

<div align="center">

TASK 2

</div>

PAIR

a. Work in pairs to share ideas, discuss about your draft with your partner, and revise it by considering the content, the grammar, the use of words, the mechanics (spelling, punctuation, and capitalization), and the organization.

b. Write a final copy of good narrative text on your own cardboard individually based on your discussion result approximately consisting of at least 100 words covering the orientation in the first paragraph, complication in the second paragraph, and the resolution in the last paragraph.

<div align="center">

TASK 3

</div>

SHARE

a. Share your work to the class!

b. Give comments or suggestions after your friend has presented their work!

The Model Answer

The Legend of Surabaya

A long time ago, there were two strong animals in East Java, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in the sea. They were actually friends. But when they were hungry, they became very greedy and 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, Sura and Baya saw a goat. They fought for hours until they got tired. Sura had a plan to stop their bad behavior. They shared their territory, so Sura only looked for food in the sea and Baya might find food on the land. The border was the beach so they would never meet again. Then, they both lived in the different places. 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. Then, Sura and Baya fought again. They both hit each other. Sura bite Baya's tail. Baya did the same thing to Sura. He bit very hard.

Finally, Sura gave up and went back to the sea. Baya was very happy to get 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.

APPENDIX H

Writing Test of Cycle 2

Subject   : English
Class/Semester   : X/2
Genre   : Narrative
Theme   : Indonesian Folklores
Time Allocation   : 90'
Name   :

Read the following instructions carefully:

Write a narrative text individually about an Indonesian folklore approximately consisting of at least 100 words covering the orientation in the first paragraph, complication in the second paragraph, and the resolution in the last paragraph. Choose one of the following topics or another topic that you want or familiar with as long as it is about an Indonesian legend. You are not allowed to choose the same topic as you picked in the previous test.

1. The Legend of Timun Mas
2. The Legend of Banyuwangi
3. The Legend of Prambanan Temple
4. The Legend of the Lake of Colors
5. The Legend of Mount Bromo
6. The Legend of the Bali Strait
7. The Legend of the Crying Stone
8. The Legend of Aji Saka

APPENDIX I

The Students' Previous Writing Scores

Class X Science 1

No	NIS	The Student's Name	Score	A	NA
1	6384	AR	40		√
2	6385	AR	52		√
3	6399	ANF	52		√
4	6403	AMF	56		√
5	6407	ADR	76	√	
6	6420	ADK	72		√
7	6422	ACZ	76	√	
8	6426	AS	80	√	
9	6428	AW	84	√	
10	6435	BA	44		√
11	6441	CNM	76	√	
12	6447	DAAA	52		√
13	6458	DBF	52		√
14	6459	DBV	76	√	
15	6460	DA	80	√	
16	6476	ESI	64		√
17	6479	EB	60		√
18	6502	FQM	52		√
19	6506	FW	60		√
20	6507	FM	76	√	
21	6509	GZ	68		√
22	6513	H	80	√	
23	6525	IS	76	√	
24	6527	IG	68		√
25	6531	I	76	√	
26	6562	MSD	76	√	
27	6566	MJS	56		√
28	6596	NAY	76	√	
29	6629	RR	60		√
30	6635	RDE	76	√	
31	6645	RH	72		√
32	6659	SD	76	√	
33	6684	TLG	76	√	
34	6687	TSR	80	√	
35	6696	VYV	68		√
36	6703	WADP	80	√	
MEAN SCORE			**67.88**	**50%**	**50%**

APPENDIX J

The Samples of the Students' Writing Test Result in Cycle 1

The First Scorer (The Researcher)   **The Second Scorer (The English Teacher)**

The Student's Worksheet

Name : Ayu Wulandari
Class : X MIPA 1

The legend of the crying stone
Once upon a time in West Kalimantan, there lived an old widow and his beautiful daughter. The Widow's daughter was spoiled. She always spent of her times on the mirror.
One day, the daughter ordered her mother to bought (buy) cosmetic in the market. But her mother didn't know the daughter's cosmetic. Then her mother invited her to go to the market. Finally, she went to the market with her mother, but her mother had to walk behind her. When they arrived in the market, the daughter's friens asked who the woman was who walked behind her. She replied that the woman was her maid. Her mother felt very sad and was praying to God to punish the daughter.
Suddenly, the sky became dark with thunderstorm. Slowly the daughter's legs turned into stone. She was crying and begged to her mother to forgive her. But it was late. The daughter's body became a statue with tears still dripping on her face. Finally, people called the statue as a crying stone.

C = 5
G = 4
O = 5
m = 4
V = 5

92

The Student's Worksheet

Name : Ayu Wulandari
Iss : X MIPA 1

The legend of the crying stone
Once upon a time in West Kalimantan, there lived an old widow and her beautiful daughter. The Widow's daughter was spoiled. She always spent of her times on the mirror.
One day, the daughter ordered her mother to bought (buy) cosmetic in the market. But her mother didn't know the daughter's cosmetic. Then her mother invited her to go to the market. Finally, she went to the market. with her mother, but her mother had to walk behind her. When they arrived in the market, the daughter's friens asked who the woman was who walked behind her. She replied that the woman was her maid. Her mother felt very sad and was praying to God to punish the daughter.
Suddenly, the sky became dark with thunderstorm. Slowly the daughter's legs turned into stone. She was crying and begged to her mother to forgive her. But it was late. The daughter's body became a statue with tears still dripping on her face. Finally, people called the statue as a crying stone.

C = 5
O = 5
V = 5
G = 4
M = 4

92

The Samples of the Students' Writing Test Result in Cycle 1

The First Scorer (The Researcher)   **The Second Scorer (The English Teacher)**

The Student's Worksheet

Name : Dimas Bagus Firmandy
Class : x - Science 1

The Legend Of Colour Lake

Once upon a time, someone had a famous kingdom. There lived a king, a queen, and their daughter. The king and the queen love their daughter. It was not enough for the princess. One day, their daughter ask asked the king and the queen for put all jeweleries that they had in every single hair in her head. She wanted to be the most beautiful girls in the world. She is very sure they will not say no. After that, the king was very suprised to hear about her daughter's plan. And than, her father did not permit about her plain. The princess was shocked to heared that. So she ran to her room to get her jewelry box. Then, she returned to her parents. Suddenly, the floor erupted and water poured out from the crack. The palace replaced by a lake. The lake always reflected multiple colours and the local people named it "Danau Warna." the lake of colors.

C = 4
G = 2
O = 3
m = 2
V = 3

(5.6)

The Student's Worksheet

Name : Dimas Bagus Firmandy
Class : x - Science 1

The Legend Of Colour Lake

Once upon a time someone had a famous kingdom. There lived a king a queen, and their daughter. The king and the queen love their daughter. It was not enough for the princess. One day, their daughter ask asked the king and the queen for put all jeweleries that they had in every single hair in her head. She wanted to be the most beautiful girl in the world. She is very sure they will would not say no. After that, the king was very suprised to hear about her daughter's plain. And than, her father did not permit about her plain. The princess was shocked to heared that. So, she ran to her room to get her jewelry box. Then, she returned to her parents. Suddenly, the floor erupted and water pourr out from the crack. The palace replaced by a lake. The lake always reflected multiple colours and the local people named it "Danau Warna." the Lake of colors

C = 3
O = 3
V = 3
G = 2
M = 2

(52)

APPENDIX K

The Samples of the Students' Writing Test Result in Cycle 2

The First Scorer (The Researcher)   **The Second Scorer (The English Teacher)**

The Student's Worksheet

Name : Ayu Wulandari
Class : X MIPA 1

The legend of Banyuwangi ruler

Once upon a time, there was a local ruled named king Sulahuromo. The king had a the prime minister named Raden Sidopenso. The prime minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the king sent his prime minister to long mission. While the prime minister was away, the king tried to got Sri Tanjung. But he failed. He was very angry. So, when Sidopenso went back, the king told him that his wife was unfaithful to him. The prime Minister was very angry with his wife. Sri Tanjung said that it was not true. But Sidopenso said that he would killed her. He brought her to the river bank. Before he killed her and threw her into the river, she said that her Innocence would be proven. After Sidopenso killed her, he threw her dead body into the dirty river.

The river immediately became clean and began to spread a wonderful fragrance.

C = 5
G = 5
O = 4
m = 4
v = 5

92

The Student's Worksheet

Name : Ayu Wulandari
Class : X MIPA 1

The legend of Banyuwangi ruler

Once upon a time, there was a local ruled named king Sulahuromo. The king had a the prime minister named Raden Sidopenso. The prime minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the king sent his prime minister to long mission. While the prime minister was away, the king tried to got Sri Tanjung. But he failed. He was very angry. So, when Sidopenso went back, the king told him that his wife was unfaithful to him. The prime Minister was very angry with his wife. Sri Tanjung said that it was not true. But Sidopenso said that he would killed her. He brought her to the river bank. Before he killed her and threw her into the river, she said that her Innocence would be proven. After Sidopenso killed her, he threw her dead body into the dirty river.

The river immediately became clean and began to spread a wonderful fragrance.

C = 5
O = 4
V = 5
G = 5
M = 4

92

The Samples of the Students' Writing Test Result in Cycle 2

The First Scorer (The Researcher)   **The Second Scorer (The English Teacher)**

APPENDIX L

The Samples of the Students' Tasks

Think **The Answers of the Guided Questions**	**Think-Pair** **The Rough Draft and the Results of the Pair Discussion**	**Pair** **The Student's Final Copy of a Narrative Text**

APPENDIX M

Research Permission Letter from the Vice Dean 1 of the Faculty of Teacher Training

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331- 334988, 330738 Faks: 0331-332475
Laman: www.fkip.unej.ac.id

Nomor   **1 9 7 2** /UN25.1.5/LT/2018   **0 5 MAR 2018**
Lampiran   : -
Perihal   : Permohonan Izin Penelitian

Yth. Kepala SMAN 1 Asembagus
di Asembagus

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama   : Nur Seha
NIM   : 140210401009
Jurusan   : Pendidikan Bahasa dan Seni
Program Studi   : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di sekolah SMAN 1 Asembagus dengan judul: "The Implementation of Think-Pair-Share Technique to Enhance the Tenth Grade Students' Achievement in Writing a Narrative Text"
Sehubungan dengan hal tersebut, mohon pihak sekolah berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian pemberitahuan dari kami, atas izin dan kerjasamanya kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M. Si.
NIP.19670625 199203 1 003

APPENDIX N

Statement Letter of Accomplishing the Research from the

Principal of SMAN 1 Asembagus

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
**SEKOLAH MENENGAH ATAS NEGERI 1
ASEMBAGUS**
Jl. Awar-awar No. 999 Telp / Fax. (0338) 451240 Asembagus
Website:http://sman1asembagus.sch.id   Email : smaba86@gmail.com
SITUBONDO   68373

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 072 / 290 / 101.6.6.4 / 2018

Yang bertanda tangan di bawah ini :

Nama   : *Drs.* **WINARTO,** *M.Pd*
NIP   : 19641221 198902 1 002
Pangkat / Gol. Ruang : Pembina Tingkat I
Jabatan   : Kepala Sekolah

Menerangkan sebenarnya bahwa;

Nama   : **NUR SEHA**
NIM/   : 140210401009
Program studi   : Pendidikan Bahasa Inggris
Fakultas   : FKIP
Perguruan Tinggi   : Universitas Jember

Mahasiswa tersebut di atas telah melakukankan Penelitian :

Tempat   : SMA Negeri 1 Asembagus Kabupaten Situbondo Provinsi Jawa Timur
                                       Jln. Awar-awar nomor : 999 Asembagus
Judul Penelitian   : " The Implementation of Think-Pair-Share Technique to Enhance the
                                       Tenth Grade Students' Achievement in Writing a Narrative Text"

Waktu Penelitian   : 19 Maret 2018 S.d 17 April 2018

Demikian Surat Keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Asembagus, 27 April 2018
Kepala Sekolah,

Drs. **WINARTO,** *M.Pd*
Pembina Tingkat I
NIP. 19641221 198902 1 002