"BUILD YOUR STORY" AS MEDIA TO IMPROVE STUDENTS' PROFICIENCY AND MOTIVATION IN WRITING NARRATIVE TEXTS

(The Case of the Eight Graders of States Junior High School 1 Jati Kudus

in Academic Year of 2013/2014)

a final project
submitted in partial fulfillment of the requirements
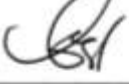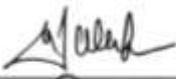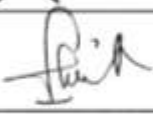for the degree of Sarjana Pendidikan in English

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PERNYATAAN

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Menyatakan dengan sesungguhnya bahwa skripsi / final project yang berjudul:

Build Your Story" as Media to Improve Students' Proficiency and Motivation in Writing Narrative Texts

(The Case of Eight Graders of State Junior High School 1 Jati Kudus in the Academic Year of 2013/2014)

Saya tulis dalam rangka memenuhi salah satu syarat memperoleh gelar sarjana ini benar-benar merupakan karya saya, yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi dan ujian/pemaparan. Semua kutipan, baik yang langsung maupun tidak langsung, atau yang diperoleh dari sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/ final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggungjawab saya sendiri. Jika kemudian terhadap ketidakbenaran, saya bersedia menerima akibatnya dan mengadakan perbaikan.

Demikian, surat pernyataan ini semoga dapat dipergunakan sebagaimana mestinya.

Semarang,   2015

Yang membuat pernyataan

Alimatun Nikmah

If you can dream it, you can do it (Walt Disney).

To Ibu Khayati, Bapak Suroto, the researcher's family and friends.

ABSTRACT

Nikmah, Alimatun. 2015. A final project. *"Build Your Story" as Media to Improve Students' Proficiency and Motivation in Writing Narrative Texts (the Case of Eight Graders of State Junior High School 1 Jati Kudus in Academic Year of 2013/2014).* Final Project. English Department. Semarang State University. Advisor: Dr. Dwi Anggani L. B., M. Pd.

Key Words: *"Build Your Story"*, media, narrative text.

This study is about the use of "Build Your Story" toward the students' proficiency and motivation in writing narrative texts. The aim of the study is to improve the students' proficiency and motivation by using this teaching medium.

The participants of the study were the eight graders of State Junior High School 1 Jati Kudus in the academic year of 2013/2014. Based on English teacher's recommendation, the researcher took VIII D as the class research. This study used an action research design which was done through two cycles. The action cylce begin with Pre-test, followed by cycles and ended with Post-test. These tests were used to gather the quantitative data. In addition, observation sheet and questionnaire were used to gather the qualitative data. The observation checklist and questionnaire recorded the students' attitude during the teaching and learning process. The results of Pre-test and Pot-test were compared to measure the students' proficiency. The observation checklists and questionnaire were compared to know the improvement of the students' motivation during the teaching and learning process.

The result of the narrative writing test showed the improvement of the students' proficiency in writing narrative texts. The average of the students' scores in pre-test was 59.51 and in the post-test was 75.03. The result of observation sheets shows that there was a significant improvement of students' motivation from cycle 1 to the cycle 2. There are four indicators to measure the students' motivation. The improvement occured in all the four indicators.

Based on the findings, it can be concluded that the use of "Build Your Story" in writing narrative texts was very beneficial for the students in order to facilitate them in composing a good text. Therefore, a teacher should always create a good situation and use media in teaching-learning process to make the students enjoy learning English more.

ACKNOWLEDGEMENT

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CHAPTER I

INTRODUCTION

This chapter is divided into seven parts. They are background of the study, reasons for choosing the topic, statements of the study, objectives of the study, significance of the study and the outline of the report.

1.1 Background of the Study

As stated by Kurbanov (2013) "the goal of learning language based on current curriculum *(Kurikulum Tingkat Satuan Pendidikan)* that issued by The Department of National Education (Depdiknas) in 2006, is to develop and to improve the communication skill or genre competence." Therefore, students are highly expected to have good ability of language skills in case of communicating with others.

Basically, there are four skills that should be mastered by student who wants master English. They are listening, speaking, reading and writing. Writing may be the most complicated one. In order to get a good product from writing process, a student should masters some elements such as grammar, vocabularies, mechanic, relevance, and fluency.

When the researcher did the observation at *Praktek Pengalaman Lapangan (PPL)* program at State Junior School 1 Mungkid, she found that the English teacher there taught writing conventionally. He explained the material of narrative text to his students orally. At the end of the lesson, he asked the students to write a simple narrative text based on his explanation. Most of the students

found the difficulty to create the story. They did not know how to start and construct a narrative text. Finally, they just copied out the text from their text book.

Actually, there was an LCD in every classroom of the school but, the teacher used it just to deliver the material instead of use it as a teaching media. Therefore, the students were easily to get bored. Teaching using media is effective and interesting. This is proved by the fact the researcher found when she did the teaching practice. Most of the students were more interested when they were taught using media than when they were taught conventionally.

Unfortunately, the problem of writing narrative text is also faced by the students in State Junior High School 1 Jati Kudus. From the teachers' interview in preliminary observation, the researcher found that the students had difficulty in creating and constructing paragraph. Another result of the interviewing, almost all of the teachers stated that they used conventional way in teaching writing. They explained the material orally before they asked their students to write a narrative text.

After the researcher knew the students' problem, she tried to find a good medium to solve the problem. "Build Your Story" by Andrew Wright on his book *Creating Story with Children* (2002) is considered as a medium to solve the problem. It is expected that this medium is effective for the teaching of writing narrative text. However, this expectation need to be proved in this study.

1.2   Reasons for Choosing the Topic

The researcher chose the topic based on the following reasons:

(1) As stated in the curriculum, writing is one of the four basic skills that has to be mastered by students in the second year of Junior High School and narrative text is one of the genres that has to be mastered by them. There are some students' difficulties in writing narrative texts. As a students' of English education, the researcher wants to find the solution of the problems which are faced by the students.

(2) Teaching writing, especially narrative text, is not an easy job for English teachers. Hence, teachers should choose an interesting and enjoyable medium as an alternative way of teaching written narrative. Using media is important in teaching and learning process but unfortunately it is rarely practiced by them. Therefore, the researcher wants to show them the advantage of using media in teaching and learning process.

(3) Using "Build Your Story" as media to improve students' proficiency and motivation is something new and has never done before in a research. "Build Your Story" media is hoped to be a good media in helping the students in writing narrative texts easily.

1.3 Statements of the Problem

Based on the background of the study, research problem of the research are as follows:

(1) Do the students of the eight graders of State Junior High School 1 Jati Kudus in the Academic Year of 2013/2014 have problems in writing narrative texts?

(2) To what extent can "Build Your Story" be used as the medium to improve students' proficiency in writing narrative texts at the eight graders of State Junior High School 1 Jati Kudus in the Academic Year of 2013/2014?

(3) To what extent can "Build Your Story" be used as the medium to improve students' motivation in writing narrative texts at the eight graders of State Junior High School 1 Jati Kudus in the Academic Year of 2013/2014?

1.4 Objectives of the Study

Based on the problems stated above, the objectives of this study are:

(1) to find out whether or not students of the eight graders of State Junior High School 1 Jati Kudus in the academic year of 2013/2014 have problems in narrative text writing,

(2) to discuss to what extent can "Build Your Story" be used as the medium to improve students' proficiency in writing narrative texts at the eight graders of State Junior High School 1 Jati Kudus in the Academic Year of 2013/2014,

(3) to discuss to what extent "Build Your Story" can be used to improve the students' motivation in writing narrative text of the eight graders of State Junior High School 1 Jati Kudus in the academic year of 2013/2014.

1.5 Significances of the Study

Based on the objectives of the study, the researcher hopes that the result of this study will be useful for the students of State Junior High School 1 Jati Kudus, English teachers of State Junior High School 1 Jati Kudus, and the researcher. For the students, hopefully, the result of this study will give beneficial effect in motivating them to study English so that they can improve their writing ability. For the teachers, they can use the "Build Your Story" as an alternative medium to teach writing narrative text. For the researcher, hopefully, this study will be useful for her professional development as a teacher-to-be.

1.6 Outline of the Report

The outline of the report is as follows,

Chapter I consists of background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significances of the study, and the outline of the study.

Chapter II presents review of related literature. This chapter concerns with review of previous studies related to the topic, review of related literature, and the figure of theoretical framework.

Chapter III discusses method of investigation. It includes subject of the study, data of the study, procedures of data collection, procedure of data analysis, and research design.

Chapter IV presents results of the study. It includes data analysis and reflection of research findings.

Chapter V contains conclusions and suggestions. This chapter concludes the study and provides suggestions.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter concerns with review of previous studies related to the topic, review of related literature and the figure of theoretical framework.

2.1 Review of the Previous Studies

For years, there are many studies that have been conducted to solve the problems faced by students in writing narrative texts. There are many techniques, methods and media.

The researcher found some media used to improve students' motivation and writing ability. One of them is wall magazine as a medium in motivating students' writing skill. The research was conducted in 2009 by Amaliana. The objective of this study was to find out the effectiveness of using the wall magazine to motivate the students in writing in the second year of Junior High School. The result of the study showed that most of the students (74%) were motivated by wall magazine to make a good writing.

The other researcher is Permana (2010), with question-word question as guidelines in writing narrative texts. The objective of the study was to improve students' writing skill especially in narrative texts. At first, the result of the pre-test was 59.96. After the question-word question were applied as guideline to write narrative texts, the post-test increased to 71.72. It can be concluded that the

use of question-word question as guideline in writing narrative text was effective to improve students' skill in writing narrative texts.

In addition, Indriani's study (2010), entitled *"Peter Pan" Film as Media to Improve the Students' Ability in Writing Narrative Texts*. The objective of this study was to find out the effectiveness of a film to increase the ability of students in writing a narrative text. At the end of research, students showed their progress in writing narratives. It could be seen from their writing scores. The result showed that the average of students' scores in pre-test was 56.61 and in the post-test was 75.33. It means that there was an improvement of the students' ability in writing narrative texts. Based on the study, it is found that the use of English film in writing narrative text is very beneficial for the students in order to facilitate them in learning English writing especially in writing of a narrative text.

Based on the previous studies which have been explained before, it can be concluded that there have been some researchers who have conducted studies about the use of media in writing narrative texts. However, a study using "Build Your Story" has never been conducted before. Therefore, in this study, "Build Your Story" is chosen as the medium to improve students' motivation and writing ability.

2.2   Review of Related Literature

In this sub-chapter, some theories which support the present study are explained as follows:

2.2.1 General Concept of Media

The word 'media' literally means centre or messenger. It is the plural form of the Latin word 'medium'. According to Gerlach and Elly (1980:241) about media in learning process, "media are any persons, materials, or events that establish conditions which enable learners to acquire knowledge, skill and attitudes."

Hamalik (1993:18) stated that "media are used to motivate students in learning." By using media, the students will more enthusiastic about the lesson. Besides, media also help the teacher to explain the material clearly and deeply.

Specifically in teaching and learning process, media means the tools, graphics, photographic etc. It can be used to get, to process and to rearrange the information that students got. Teaching and learning process needs media to facilitate teachers and students to reach the goals of study. In some cases, the teacher might get some difficulties or problems that might interfere the teaching learning process and media is expected to solve the problems.

According to Gerlach and Elly (1980:254), "to select appropriate media, the teacher must consider the characteristics of the students which directly relate to the learning process such as verbal abilities, visual and audio perception skills, experience, intelligence, motivation, personality, and social skills." The most appropriate media will give a good result to the students. Therefore, the teacher and students will reach the goal of learning process easier.

2.2.2 Types of Media

According to Houston (2001:1), there are some types of media that can be used for teaching in the classroom:

(1) Print-based Media

It is related to textbook. It has some workbooks, activity sheets, and assessments. It is used and designed for instructional purposes. Print media also includes newspapers, periodicals, and other types of text materials.

(2) Web-based Media

It includes information available from the internet that can be used in the classroom. The internet provides teaching resources such as lesson plans, video and audio clips, and interactive learning activities for the students and the teachers.

(3) Software

It is used on personal computers and tablets. There are many kinds of educational software from a website or available on disks and CD-ROMs that can be downloaded and installed.

(4) Audio-visual Media

It represents a wide variety of materials. This type of media can be seen and touched, for example maps, globes, games, etc. Audio-visual media also include videotapes, videodisks, digital videodisks (DVD), and audio recordings such as cassette tapes and compact disks.

In short, teaching using media is very useful to improve the teaching learning process. Media can provide students flexibility for instruction and assessment activities. A teacher needs to consider selecting appropriate media that

should be used. The consideration of choosing the media should be based on characteristics of the students which directly relate to the learning process, for example verbal abilities, visual and audio perception skills, experience, intelligence, motivation, personality and social skill.

In this study, the researcher decides to use the print media as the medium in teaching-learning English in order to make the students become more motivated. The print media will be easier and cheaper to be used. Basically, teachers do not need any sophisticated stuff in learning process.

2.2.3 "Build Your Story" as the Media

"Build Your Story" was created by Andrew Wright on his book *Creating Stories with Children* (2002). This medium designs for elementary and above level students. The impact for students is they are able to use English more actively and they are able to make both of simple and complex sentences. They also will have a wider range of vocabulary.

Teacher should prepare all the materials before starts with "Build Your Story". The materials are sheets of sequences of events in sentences, paper and pen. In class, the students have to read all the sequences of events and then make a story based on the sentences they choose. They can change the sentences and take more than one sentence from each set if they wish. Here, there is an example of "Build Your Story" media of sequences of events sheet.

Table 2.1

The Example of "Build Your Story" sheet

It is a dark night. It is raining. It is snowing. It is sunny.
The wind is blowing, it is raining, and it is dark. The little boy ran down the street. The little old woman slept in front of the fire The king cried
Suddenly he saw a big dog. Suddenly a crocodile came. Suddenly a big, black bird flies in front of the moon.
He was very happy! She said, "Oh, no!" He was frightened.
She said, "Goodbye!" He said, "See you later." It said, "You are not eating me!"

Wright (2002:75) says that "you and the children can brainstorm other sentences of your own". It is true because a teacher could help the students to create their own story. Students can get more excitement and provide more language development in arranging a unique story. Therefore, it is possible for students to increase their imagination in writing narrative text. In short, they can

write a special story not always just about *'Cinderella', 'Snow White'* or *'Bawang Merah and Bawang Putih'*.

2.2.4 General Concept of Students' Proficiency

Based on http://edglossary.org/proficiency/ , in education, the term proficiency is used in a variety of ways, most commonly in reference to (1) proficiency levels, scales, and cut-off scores on standardized tests and other forms of assessment, (2) students achieving or failing to achieve proficiency levels determined by tests and assessments, (3) students demonstrating or failing to demonstrate proficiency in relation to learning standards; and (4) teachers being deemed proficient or non-proficient on job-performance evaluations.

To find out the students proficiency in a lesson a teacher uses an achievement or a proficiency test. It is used to indicate the students' progress toward the instructional objectives of a specific study. It also indicates the extent to which a student has mastered the specific skills.

2.2.5 General Concept of Motivation

Bloom, et al. (1956) classified the educational goals into three domains, there are cognitive, affective, and psychomotor. Based on http://www.nwlink.com/~donclark/hrd/bloom.html, the cognitive domain involves knowledge and the development of intellectual skills. The affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. Whereas, the

psychomotor domain includes physical movement, coordination, and use of the motor-skill areas.

The students expect to could reach the three of them. Thus, teaching and learning process should not focus on students' cognition with score of assessment as the indicator only, but on affective and psychomotor domain also. Harmer (2001:74) stated that "Theorist who concerned with humanism say that the learner's feelings are as important as their mental or cognitive abilities. If students feel hostile towards the subject of study, the materials, or the teaching methods they will be unlikely to achieve much success."

As stated by Tuan, et al. (2005) "Within the affective components, motivation is important because students' motivation plays an important role in their conceptual change processes, critical thinking, learning strategies and science learning achievement."

From the online of Encyclopedia Britannica, the researcher finds that the word motivation derived from the Latin motivus, which means "to move." Harmer (2001:51) said that "At its most basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something."

Based on the statements above, the researcher concludes that motivation is something that makes someone do certain thing to get what she/he wants. Students might be motivated by material rewards, desire to increase their ability and prestige, interesting work, enriched environments, recognition, or being respected as an individual.

Williams and Williams (2011:2) identifies that motivation is probably the most important factor that educators can target in order to improve learning. William also mentioned five key ingredients impacting students' motivation, there are: student, teacher, content, method/process, and environment.

Teachers need to know when their students are motivated in learning. Palmer (2007) mentioned four indicators to grade the motivation level of the students. There are; students pay attention, they begin working on tasks immediately, they ask questions and voluntarily answers, and they look happy and eager. These indicators will be used to grade the students' motivation in the next chapter.

2.2.6 General Concept of Writing

According to Harmer (2001:79) writing is a form of communication to deliver or to express feeling through written form. Someone can use written language to express his ideas, even sometimes someone can speak more freely with 'written language' than with 'oral language'. But, in that process of transferring ideas, someone has to able to deliver the ideas well to avoid misunderstanding. Misunderstanding may be caused by wrong spelling, punctuation, capitalization and grammar. If someone uses the elements of writing well, there is a little chance to face misunderstanding and finally communication will be going well.

Humans and animals can communicate with their own society. They have their own language. But, humans are more special. Every human community has its own way to express their ideas beside by oral language, such as by picture or

alphabetical symbol. Human is different from animals in communication because human can read and write but animals do not.

From the characteristics about writing above, researcher can conclude that writing is an activity in teaching learning process in which the students are able to express their ideas, opinions and feelings. They should organize them in simple sentences or in short paragraphs. Writing can be used as means to express the writer's ideas based on his/her experience and knowledge for a specific purpose.

Writing is considered to be the most difficult skill compared with others language skills. Therefore, to make a good writing someone needs more and more practices. Heaton (1974:138) considered that the writing skill is complex and difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgmental elements. There are four areas that necessary to be applied to produce a good prose or writing:

(1)   Grammatical skills: the ability to write correct sentences.

(2)   Stylistic skills: the ability to manipulate sentences and use language effectively.

(3)   Mechanical skills: the ability to use correctly those conventions peculiar to the written language- e.g. punctuation, spelling.

(4)   Judgment skills: the ability to write in an appropriate manner for particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

2.2.7 Components of Writing

In order to produce a good text, a writer could follow the components of writing. According to Brown (2004), there are five components of writing:

(1)   Organization: how a writer organizes his writing. The content should be well organized from the introduction, body and the last is conclusion.

(2)   Content: logical development of ideas. In other words, a writer is expected to express and develop his/her ideas into writing logically. The logical development ideas of writing will make the readers easy in getting the substances of a writing.

(3)   Grammar: a writer has to employ the grammatical forms and syntactic patterns.

(4)   Mechanics: it is the use of the graphic conventions of the language. it includes the correct use of punctuation and spelling.

(5)   Style: it means the use of vocabulary, quality of expression and register.

2.2.8 Steps in Writing

There are some steps in producing a good text according to Meyers (2005: 3). Those are:

(1)   Explore ideas**:** writing first involves discovering one's idea. It considers three points; they are subject, purpose, and audience.

(2)   Pre Write**:** it involves writing the thoughts on paper or on computer.

(3)   Organize**:** this process involves selecting, sub acting, and adding ideas then outlining them.

(4)   Write a first draft**:** one have done the pre writing, selected the best ideas, expanded on them, and arranged them in some reasonable order.

(5)   Revise the draft**:** return to the draft later and revise it several times, perhaps after getting the reactions of other people, add new ideas and try to improve the organization.

2.2.9 General Concept of Genre

Based on Wikipedia, the word genre comes from Latin *genus* and Greek *genos*. It means any category of literature or other forms of art or entertainment, e.g. music, whether written or spoken, audio or visual, based on some set of stylistic criteria.

In reading writing products, usually we can categorize them into some types. The types of the text can be called genre. As stated by Gerot and Wignell (1994:17) "a genre can be defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something".

Students need to study certain texts in the genres they are going to write before they start their own writings, in order to have a clear idea of what paragraph they will make. Based on the curriculum, the eighth grade junior high school students should master three types of genres (text types). These genres have their own structures because of the social purposes they fill in the culture. The genres for eighth grade junior high school level include: recount, descriptive and narrative texts.

2.2.10 Writing at Year Eight of Junior High School

Actually teaching writing for Junior High School students is not an easy job. It needs teachers' skill and strategies to make the students are able to create good composition of texts. In this study, the researcher focuses on narrative text writing for Junior High School especially for eight graders students.

In the year eight, it consists of four text types that students should achieve in two semesters. In the first semester, the students will be taught descriptive and recount texts. While in the second semester, the students get recount and narrative texts.

The standard competence of School Based Curriculum (KTSP) number 12 (to express the meaning of simple functional written text and short essay in the form of recount and narrative to interact with others), expects students to be able to produce good narrative and recount texts.

In Junior High School, narrative text is usually introduced through amusing story like tale, legend, fable or myth. At first the students are introduced to an amusing story that can make them interested in the genre. Later the students are introduced to the characteristics of narrative that is different from other text types. After that students will be asked by the teacher to write simple narrative texts.

2.2.11 General Concept of Narrative Texts

Maibodi (2008:47) says "Narrative text is known for having a literary or an aesthetic purpose. They tell about sequence of events in a chronological order". Thus the purpose of narration is story telling." In addition, Gerot and Wignell

(1994:204) state that "social function of narrative is to amuse, entertain, and to deal with actual or vicarious experience in deferent ways; narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution".

The generic structure of narrative text basically is orientation, complication, and resolution. The orientation is to introduce the participants or the characters of the story with the time and place set. In this story, the first paragraph is clearly seen to introduce the participants of the story. The complication is the problem of the story. In a long story, the complication appears in several situations. The last is the resolution. It is a final series of the events which happen in the story. The resolution can be good or bad.

The narrative structure is known as Freitag triangle as stated by Neo (2005: 2-3):

> The Freitag triangle consists of (1) the exposition: it establishes the characters and situations; (2) rising action: it refers to a series of complications which leads to the climax; (3) the climax: it is critical moment when problems or conflicts demand something to be done about them; (4) falling action: it is the movement away from the highest peak of excitement; (5) the resolution: it consist of the result or outcome.

Figure 2.1

Freitag Triangle
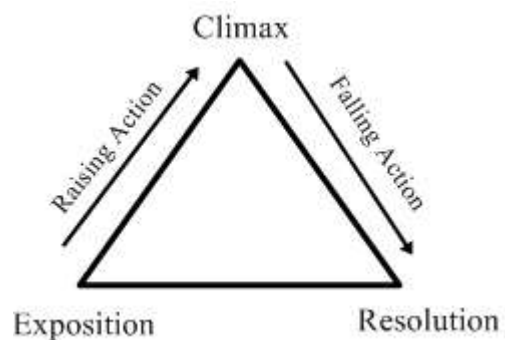
According to Gerot and Wignell (1994:204), there are five the generic structures of narrative texts. "It consists of orientation: sets the scene and introduce the participants; evaluation: is a stepping back to evaluate the plight; compilation: is a crisis arise; resolution: is the crisis, for better or for worse; re-orientation: is an optional."

As Hartono (2005) stated that "the social function of narrative is to amuse, entertain and to deal with actual or various experience in different ways. Narrative has several language features, which focus on specific participants, use of past tense, use of temporal conjunctions and temporal circumstance, use of material (or action) processes, use of relation and metal processes."

Based on these explanations above, the researcher focuses on narrative text in this study because its kinds of story genre that will make people interested in writing and most of children or students love fiction story.

2.2.12 General Concept of Action Research

This research is a kind of action research. From the observation, the researcher found that most of the students have low motivation in writing especially in narrative text writing. Here, the researcher tried to solve the students' problem and to improve the students' mastery in writing a narrative text by applying "Build Your Story" as media.

Kemmis and Mc Taggart (in Subyantoro, 2012: 9) say that "action research is a group activity. It is a piece of descriptive research carried out by a teacher in his or

her own classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation".

Meyer (2000:178) maintains that action research's strength lies in its focus on generating solutions to practical problems and its ability to empower practitioners, by getting them to engage with research and the subsequent development or implementation activities. The essential impetus of action research is to improving the quality of education or the teaching process, so teachers and students could aim the goals of teaching-learning process easily.

2.2.13 Characteristics of Action Research

Every research has its own characteristics. Here, the researcher gives some characteristics of action research according to Priyono (1999:3-5). The characteristics of action research are:

(1) On-the job problem orientation: the problems to be solved in action research are the daily problems faced in everyday life. In doing this research, the researcher investigates the problems that derive from daily teaching learning process.

(2) Problem solving orientation: solving the problem is the orientation of the action research. While the position of the teacher or the researcher is as the agent of change.

(3) Improvement orientation: action research is conducted to make changes and improvements. This is based on the principle of critical research "research has to construct product oriented."

(4)   Multiple data collection: action uses several methods of collecting data to fulfill the principle of critical approaches, such as: observation, test, interview and questionnaire.

(5)   Cycles: there are four cycles that should be done in conducting action research. They are planning, action, observing and reflecting.

(6)   Collaboration: a researcher collaborates with other people to do an action research. This collaboration is needed to make good improvement.

The characteristics above indicate that action research has some certain characteristics which can easily differentiate this research from others. Action research also particularly suited to identify problems in educational practice and to develop potential solutions in order to improve the teaching-learning process.

2.2.14 Action Research Design

Action research is a kind of research that has cycles in its implementation. Each cycle consists of four phases; they are planning, action, observation, and reflection. The process of the action research can be seen in the figure 2.2 below.

Figure 2.2
Action Research Phases
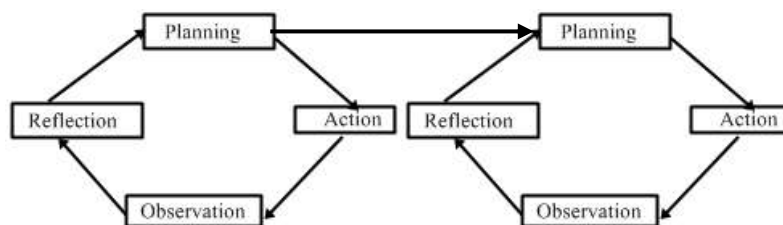
In detail, the cycles of action research consists of:

(1)   Designing Planned Action

The first cycle begins with a series of planning actions. Every plan should be well prepared before conduct treatments. This plan is used during the research in every cycle and revised based on the improvement of the students. Planning process is done to give solution for the identified problems.

(2)   Implementation of the Action

The implementation of the action is done to solve the problem. It means that the researcher implemented the plan, which is made in the previous step in the action research. In this case, the implementation is in the form of treatment which is given to the students in every cycle.

(3)   Observation

The observation is a process of collecting data from the previous steps to get a vision, how far the action achieves the goal of this research. There are two kinds of data; qualitative and quantitative data. In short, in this step, the researcher identifies the data, the way to collect the data and the instrument of collecting the data.

(4)   Reflection

The next step is assessing the result of the treatment. If the first cycle is failed, the researcher should conduct the next cycle.

2.3 Theoretical Framework

In this study, the researcher indentifies that the study's problem is about the students' lack of interest in writing narrative text. It is very important to find the solution and improve their motivation in writing by conducting this action research. The use of "Build Your Story" will motivate the students, therefore the material given will be easier to be learned by them. This study also supported by the theories and empirical research studies as well as some related research. The theoretical framework of the study can be diagrammed as follows:

Figure 2.3
The Theoretical Framework of the Study

```
                    ┌─────────────────┐
                    │ Classroom Action│
                    │    Research     │
                    └─────────────────┘
                             │
        ┌────────────────────┼────────────────────┐
        ▼                    ▼                    ▼
   ┌──────────┐        ┌──────────┐        ┌──────────────┐
   │  Media   │        │ Writing  │        │  Motivation  │
   └──────────┘        └──────────┘        └──────────────┘
        │                    │                    │
        ▼                    ▼                    ▼
┌────────────────┐    ┌──────────┐        ┌──────────────┐
│"Build Your     │    │ Narrative│        │ Proficiency  │
│     Story"     │    └──────────┘        └──────────────┘
└────────────────┘         │                    │
        │                  ▼                    │
        └──────────►┌──────────────┐◄───────────┘
                    │  Activities  │
                    └──────────────┘
                           │
                           ▼
                    ┌──────────────┐
                    │   Students   │
                    └──────────────┘
```
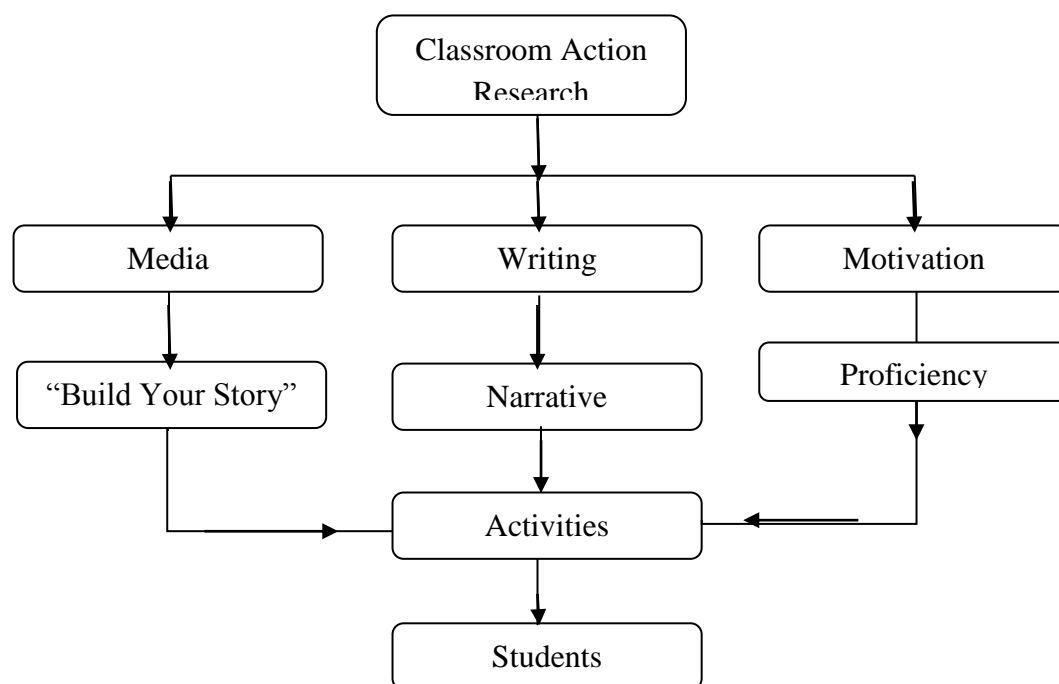
"Build Your Story" is assumed to have good contribution to develop students' motivation to write a narrative text. It also can be a suitable media to help the students to improve their proficiency in writing narrative texts.

CHAPTER III

METHOD OF INVESTIGATION

This chapter presents the subject of the study, object of the study, data of the study, procedures of data collection, procedure of data analysis, and research design.

3.1 Subject of the Study

The subjects of this study were the students of class VIII-D of State Junior High School 1 Jati Kudus in the Academic Year of 2013/2014. Class VIII-D is one of the eight eight grade classes in State Junior High School 1 Jati Kudus. There are 33 students in this class. The students of class VIII-D were selected as the subject of the study based on the recommendation from English teacher in the school. They were chosen because of the considerations below:

3. 1.1 Location and Condition of the School

This study was held in State Junior High School 1 Jati Kudus which is located on Jalan Getaspejaten, Kudus Regency. The location of the school is on the side the main street of a rural area, the noise from the main street does not bother the teaching and learning process. To support the teaching and learning process, the school provides LCD and loud speakers in all classrooms.

3.1.2 Location and Condition of the Class

Class VIII-D is located on the right side of the school and not far from the teachers' office. It is on the second floor of the building. The location makes the class have good condition for students to be more concentrate on the lesson.

3.1.3 Characteristic of the Subject

The students of VIII-D were creative and easy to get engaged in the teaching and learning process. Class VIII-D was one of the most active classrooms. The students' English knowledge in this class was mostly equal. Their English knowledge was in medium level. Some students were good in English and some others had low knowledge in learning English.

3.1.4 English Schedule

English subject was taught two times a week. It was taught on Thursday and Saturday. On Thursday, English was taught as first subject. The lesson was started from 07:00 a.m. until 08.20 a.m. On Saturday, the English lesson was taught as third subject in that day. It started after the students had the break time. It was on 10:15 a.m. until 11.45 a.m. Therefore, it can be concluded that the English subject was taught for about 80 minutes in every Thursday and Saturday.

3.2 Data of the Study

This study used two types of data. They were quantitative and qualitative data. Both were described as follows:

3.2.1 Qualitative Data

The qualitative data of this study comprised of the students' attitude during the teaching and learning process. The students' attitude during the teaching and

learning process from the first cycle to the second cycle was obtained by using observation sheets. It was the primary data of the research. There were four indicators in the observation sheet. Each indicator would be given score range 1 until 4. The observation sheet could be seen in Appendix 7.

The students' feeling and opinion toward the use of "Build Your Story" media in writing narrative texts were analyzed through a questionnaire. The questionnaire was in Bahasa Indonesia so that the students could understand the questions easier. The questionnaire could be seen in Appendix 9.

3.2.2 Quantitative Data

The quantitative data of this study was the students' ability in writing narrative texts. It was obtained by giving an initial pre-test, cycle one test, cycle two test, and a final post-test to measure students' ability before and after the treatments. Then, the results of pre-test and post-test would be compared to find out any improvement in the students' ability in writing narrative texts. The result of the tests was a supporting data of the primary data of the research.

3.3 Procedures of Data Collection

In this study, some steps were done to collect the two data; qualitative and quantitative data. Those steps were as follows:

3.3.1 Method of Collecting the Qualitative Data

There were some steps in collecting the qualitative data**.** Those steps were as follows:

3.3.1.1 Observation Sheets

The students' behavioral changes from the first cycle to the next cycle were recorded through the observation sheets which consisted of four indicators.

3.3.1.2 Questionnaire

A "YES or No" questionnaire consisted of 5 items was given to the students in last activity right after they were doing the final posttest. The students were asked to answer the items with "Ya" and "Tidak" for each question. All of the items in the questionnaire were in Bahasa Indonesia so that the students could understand the items easier.

3.3.2 Method of Collecting the Quantitative Data

In this research, the quantitative data was the result of tests which measured students' ability in writing narrative texts. The researcher applies four kinds of tests. They are initial pre-test, cycle 1 test, cycle 2 test and post-test. All of them are in the form of written test. The descriptions of the tests were elaborated as follows:

3.3.2.1 Initial Pre-test

The initial pre-test was given before starting any cycle. It was aimed to measure the initial knowledge of the students of writing narrative texts. The researcher asked the students to write a simple narrative text.

3.3.2.2 Cycle-1 Test

Cycle-1 test was done in first cycle. It was administered after the treatment had given. The purpose of the test was to measure the students' ability in writing narrative text after the treatment given. It was a written test. The results of the

Cycle-1 test were analyzed to find out whether or not it reached the established criteria that the researcher have decided, which was 73.

3.3.2.3 Cycle-2 Test

Cycle-2 test was given after the second treatment had given. It was also a written test. If the result of cycle-2 test showed that all of the students could reach the objective of the treatment, another cycle was not needed and l Post-test would be conducted.

3.3.2.4 Post-test

The post-test was conducted in the last meeting. The result of Post-test would be compared with that of Pre-test to see the significance of the students' improvement after the treatments were conducted.

3.4   Procedures of Data Analysis

This research used both qualitative and quantitative data. The qualitative data were obtained through the observation sheet and questionnaire. Meanwhile, the quantitative data were taken from the written tests. The procedures of analyzing the data were described below:

3.4.1 Observation Sheets

The students' behavior was scored based on the rubric of evaluation below:

(1) scoring students' attitude using the table below:

Table 3.1
Students' Attitude Scoring Table

Students' Code	Indicators			
	A	B	C	D
S-1				
S-2				
…				
S-33				
Total Point				

(2) finding the percentage of each indicator using the following formula:

$$P = \frac{\Sigma}{n} \times 100\%;$$

where,

P   = percentage

Σ = total point,

n   = number of the students;

(3) matching the percentage of each indicator to the criteria below:

Table 3.2

Criteria of Indicators

Range of Mean	Indicator
1.00-2.00	Poor
2.01-2.50	Average
2.51-3.00	Good
3.01-4.00	Excellent

(4) finding the mean of the percentage of all indicators using the following formula:

$$M = \frac{m}{n}$$

where,

M   = mean

m   = total point

N   = numbers of indicators;

(5) comparing the mean of the percentage of all indicators in cycle-1 observation sheets and cycle-2 observation sheets.

3.4.2 Tests

In analyzing the data from the written tests, the following steps were taken:

(1)   correcting the test based on Heaton's scoring guidance (1974:19). It can be

seen at the table below:

Table 3.3
The Analytic Writing Scoring Guidance taken from Heaton (1974:19)

No.	Elements	Score	Definition
1.	Grammar	5	Mastery of grammar taught on course, only 1 or a minor mistake.
		4	A few minor mistakes only (preposition, article, etc)
		3	Only one major mistake but a few minor mistakes.
		2	Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.
		1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
2	Vocabulary	5	Use of wide range of vocabulary taught

			previously.
		4	Good use of new words acquired, fairly acquired synonyms, circumlocutions.
		3	Attempts to use words acquired, fairly appropriate vocabulary on the whole but sometimes restricted, has resort to use synonym, circumlocution, etc. on a few occasions.
		2	Restricted vocabulary, use of synonym (but not always appropriate).
		1	Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
3	Mechanic	5	No errors.
		4	1 or 2 minor errors only. (e.g ie or ei)
		3	Several errors, do not interfere significantly with communication, not too hard to understand.
		2	Several errors, some interfere with communication, some words very hard to

		1	recognize.
			Numerous errors, hard to recognize several words, communication made very difficult.
4	Relevance	5	All sentences support the topic, highly organized, clear progression of idea, well-linked, like educated native speaker.
		4	Ideas well organized, links could occasionally be clearer but communication not impaired.
		3	Some lacks of organization, re-reading required for classification ideas.
		2	Little or no attempt at connectivity, readers can deduce some organization, individuals' ideas may be clear but very difficult connection between them.
			Lack of organization so severe that communication is seriously impaired.
		1	
5	Fluency	5	Flowing style, very easy to understand, most complex sentences, very effective.

		4	Quite flowing style, mostly easy to understand, a few complex sentences, very effective.
		3	Style reasonably smooth, not too hard to understand and enjoy complex sentences, fairly effective.
		2	Jerky style, an effort needed to understand, complex sentences confusing, mostly simple sentences or compound sentences.
		1	Very jerky, hard to understand, cannot enjoy reading, almost all simple sentences.

(2) giving score to each students based on the following formula:

S (student's score) = total score from each element x 4

(3) finding the mean of the test using the following formula:

The mean of class score = $\dfrac{\text{the total score of the students}}{\text{the number of the students}}$

(4) After the mean scores of tests were calculated, those scores were compared in order to measure the improvement of the students' writing before and after the treatments.

3.4.3 Questionnaire

The students' answers of the questionnaire were analyzed by the following procedure:

(1) the students' answers were listed;

(2) the number of the students' answer of *ya* or *tidak* per item were counted;

(3) the percentage of the students who answered *ya* or *tidak* was calculated by using the following formula:

$$P = \frac{\Sigma}{n} \times 100\%;$$

where,

      P   = percentage,

      Σ = sum of the students who answered 'ya' or 'tidak'

      n = number of the students;

(4) the result of the calculation analyzed in table and graphic to make a clear analysis

(5) the result of calculation was explained.

3.5 Research Design

This study was classroom action research which focused on the improvement of the students' motivation and writing ability based on the collected data. The diagram of the study was illustrated as follows:

Figure 3.4

Reserach Design

```
                    ┌─────────────────────┐
                    │      PROBLEM         │
                    └─────────────────────┘
                              ⇓
                    ┌─────────────────────┐
                    │      SOLUTION        │
                    └─────────────────────┘
                              ⇓
                    ┌─────────────────────┐
                    │   INITIAL PRE-TEST   │
                    └─────────────────────┘
```

CYCLE 1
- Planning
- Acting
- Observing
- Reflecting

CYCLE 2
- Planning
- Acting
- Observing
- Reflecting

Compare

FINAL POST-TEST

RESULT
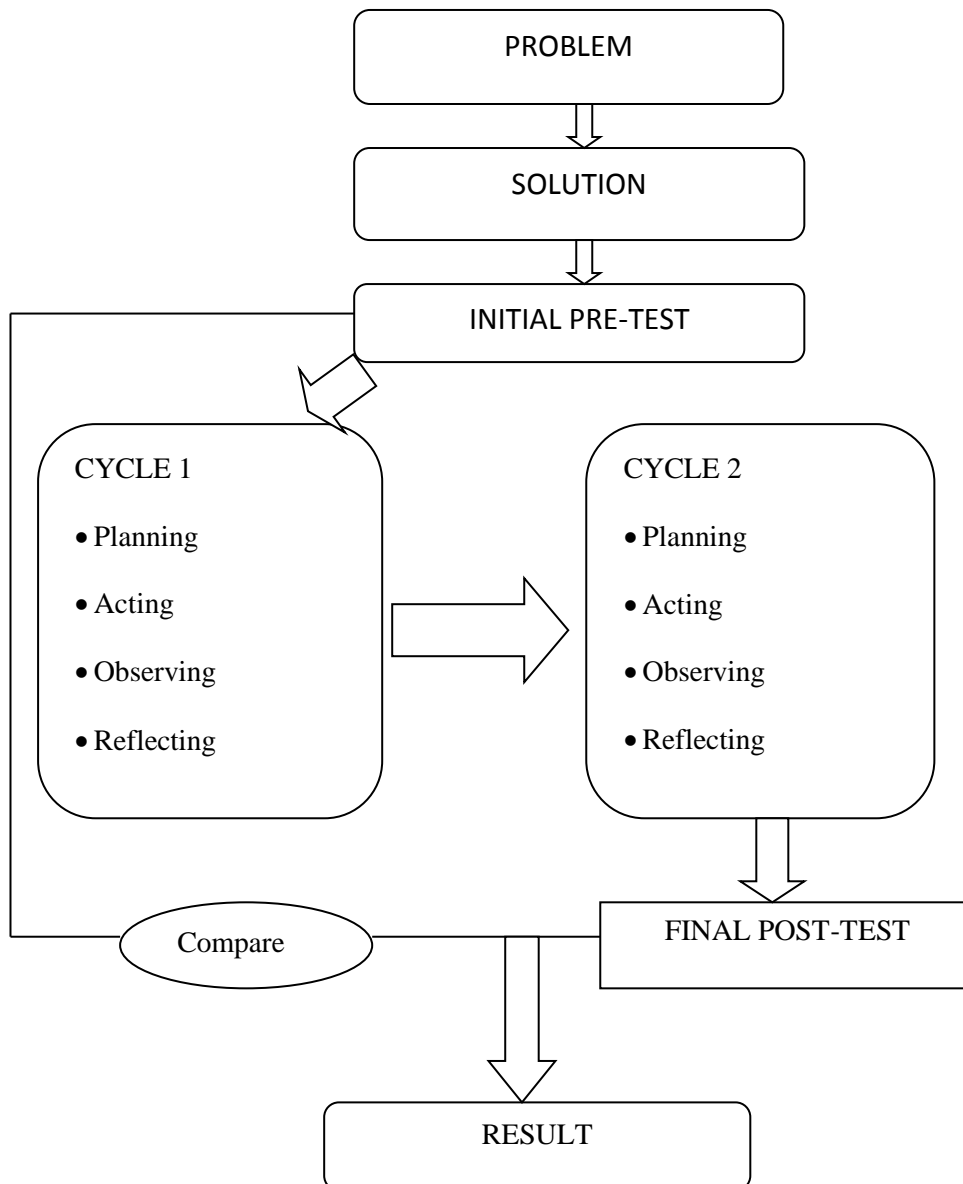
Based on the figure above, the first step before conducting a research was identifying a problem. The problem of the study was the low motivation of the students in writing narrative texts. The factor caused the problem was no much variation in way of teaching writing. Most of the students were more interested

when they were taught using media than when they were taught conventionally. Unluckily, most of teacher taught writing, especially narrative texts conventionally. However, some students could not master the material by this way. Some students needed more treatments and something 'new' to successfully aim the goals of teaching-learning process.

This research tried to solve the problem by "Build Your Story" to improve the students' motivation in writing. After determining the problem of the research, the next step was collecting the data using some instruments. The instruments were in the form of written tests, observation sheet, and questionnaire.

There were four main activities which were conducted in this study; initial pre-test, cycle 1, cycle 2, and final post-test. Those activities are explained as follows:

3.5.1   Initial Pre-Test

The first activity in this action research was giving the initial pre-test. It was conducted before starting any cycle. In this initial pre-test, the students were asked to write a simple narrative text.

3.5.2   Cycle 1

There are four stages in this cycle 1 as described as the following:

3.5.2.1 Planning

At this first stage, the preparation of teaching activities, such as organizing the material and making the lesson plan, were arranged. The lesson plan could be seen in Appendix 9.

3.5.2.2 Acting

The second stage of the cycle 1 was acting. First, the students did a simple discussion about narrative text. Then, the researcher gave the treatment using "Build Your Story" in writing narrative texts. Finally, the researcher asked the students to do the cycle-1 test.

3.5.2.3 Observing

In this phase, students' attitudes during the teaching and learning process were observed by filling the prepared observation sheet. Then, the researcher analyzed and collected the results of the action stage.

3.5.2.4 Reflecting

At this stage, the students' achievement after the teaching and learning process was analyzed. The results of observation during the acting step were evaluated and revised to continue to the next activity. Reflecting was the last stage in cycle 1.

3.5.3 Cycle 2

The activities in this cycle were actually similar with the previous one. It also consisted of four phases; planning, acting, observing, and reflecting. The difference was the students were given different "Build Your Story" sheet with more sentences. At the end of this cycle, the students' responses to the teaching and learning process were collected by giving the questionnaire to them.

3.5.4 Post-test

The post-test was given after cycle 1 and 2 were done. It was used to measure the students' improvement in motivation and ability in writing narrative texts after the cycle 1 and cycle 2 were conducted.

Pre-test and post-test were compared in order to observe students' progress in writing ability. Then, the results observation of the students' behavior became a general evaluation of the research, and the results of questionnaire and the comparison result of the tests became the supporting data.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher is going to present the conclusions and suggestions of the research.

5.1 Conclusions

After conducting this research and passing some phases, the research concludes that:

(1) Based on the result of the observation and the students' pretest, it can be concluded that there was a problem faced by the subject of the study in learning writing narrative texts. They have problem in lacking of motivation, as a result they faced the difficulty in composing paragraph of narrative texts.

(2) "Build Your Story" could help the students of eight graders of State Junior High School 1 Jati Kudus in the academic year of 2013/2014 to solve their problem in writing narrative texts. It proved by the following evidences:

  a) There was significant improvement of students' motivation from the first cycle to the second cycle. There are four indicators to measure the students' motivation. The improvement occured in all the four indicators.

  b) There was significant improvement of students' proficiency in writing narrative texts. The difference of mean of students' writing score between the first cycle to the next cycle is 8.64.

c) Based on the the questionnaire distributed in after cycle 2, it can be concluded that the students agreed that that "Build Your Story" media make them to be more active and motivated in writing narrative text.

5.2 Suggestions

Based on the conclusion of this study, the researcher would like to give suggestions as follows:

(1) For the students, they should have enough knowledge about narrative before trying to compose a narrative text. They should not be lazy to use the dictionary to find out the meaning of English words to make a text. The researcher suggests them to practice more in conveying their idea and imagination trough writing narrative texts.

(2) For the teachers, they should able to create good situation in order to make their students enjoy the lesson. They could use some media to teach their students. Practically, this research is useful as a consideration for English teachers to improve their teaching process and to be more creative in teaching English, especially in writing narrative texts. Actually, there are a lot of teaching media that can be used by them from the internet or books.

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Appendix 1

LIST OF STUDENTS

VIII D of State Junior High School 1 Jati Kudus

(2013/2014)

No	Name
1.	Andika Dwi Febrianto
2.	Achmad Prasetyo
3.	Akbar Maulana Santoso
4.	Andre Lukman Bahar
5.	Anisa Haura Salsabila
6.	Arum Afdhalishani Jannati
7.	Choirul Najib
8.	Della Nayunda Putri
9.	Diana Safitri
10.	Edwin Tio
11.	Endang Jayanti
12.	Erlinna
13.	Faurezza Chafifah
14.	Hasanal Mahardika Amrullah
15.	Inka Aprilia Sari
16.	Intan Fitriani
17.	Jendra Taqiyuddin
18.	Lintang Nawa Putra
19.	Meisa Silvia Ayu Ningtyas

20.	M. Ardaffa Ariq Syah
21.	M. Habib Syafa Arif
22.	M. Jihad Aniq Hanif
23.	M. Tegar Sirri Arrafi
24.	M. Tyan Arrafi
25.	Nike Yunita
26.	Niken Arina Sani R
27.	Oky Cahyo Saputro
28.	Ranita Wahyu Utami
29.	Rr Herdian Nur Ayu
30.	Sekar Arum Pradnya P
31.	Sela Dwi Rahayuningsih
32.	Sonia Navratilova Bazzar
33.	Vilda Olivia

Appendix 2

<div align="center">

LESSON PLAN

CYCLE 1

</div>

        School   : SMP Negeri 1 Jati Kudus

        Subject   : English

        Class/Semester   : VIII / 2

        Duration   : 4 X 40' (2 meetings)

        Activity   : Narrative text writing

Standard Competence:

12. Menulis

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

Basic Competence:

12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

Indicator:

1. Students are able to identify the meaning of words in the narrative text.

2. Students are able to identify events / content of the narrative text.

3. Students are able to identify the generic structures of narrative text.

4. Students are able to identify the language features of narrative text.

5. Students are able to make sentences using past tense.

6. Students are able to create a narrative text using their own words and imagination.

Objectives:

1. 90% of the students are able to identify the meaning of words in the narrative text.

2. 80% of the students are able to identify events / content of the narrative text.

3. 90% of the students are able to identify the generic structures of narrative text.

4. 80% of the students are able to identify language features of narrative text.

5. 80% of the students are able to make sentences using past tense.

6. 80% of the students are able to create a narrative text using their own words and imagination.

Material: Contextual Teaching and Learning (CTL)

1. Narrative text.

2. Short question related to the narrative text.

3. Grammar : Simple Past Tense

4. Generic Structures of narrative text. (Orientation, Complication, Resolution, Reorientation or Coda).

5. Language Features of narrative text.

Methods:

1. Number Head Together.

2. Discussion.

3. Individual assignment; creating narrative text.

Learning and Teaching Activities:

1. Opening (5 minutes)

   1.1 The class begins with greeting between the teacher and the students.

   1.2 The teacher checks the attendance list.

   1.3 The teacher states the purpose of the lesson, the material will be given to the students and focuses on the main activity.

   1.4 The students pay attention to the purpose / learning objectives of the lesson.

2. Main Activities

    2.1 Exploration (20 minutes).

        2.1.1 Students pay attention to the teacher explanation about the purpose of the material given.

        2.1.2 The teacher gives question related to narrative text.

        2.1.3 The teacher do the number head together method.

        2.1.4 The teacher should use positive reinforcement to the students in order to motivate the students about the lesson that will be studying.

        2.1.4 The students read the narrative text given by the teacher (to show the example of narrative text).

        2.1.6 The students pay attention to the vocabularies in the narrative text.

        2.1.7 The students pay attention to the teacher's explanation about narrative text.

        2.1.8 The students pay attention to the teacher's explanation about generic structures of narrative text.

        2.1.9 The students pay attention to the teacher's explanation about language features of narrative text (the use of simple past tense).

    2.2 Elaboration (45 minutes)

        2.2.1 The students identify the meaning of difficult words.

        2.2.2 The students answer in chorus the question given by the

teacher related to the content of the narrative text.

2.2.3 The students answer in chorus the question given by the teacher related to the generic structures of the narrative text.

2.2.4 The students answer in chorus the question given by the teacher related to the language features (grammatically) of the narrative text - drilling.

2.2.5 The students try to create narrative text use the "Build Your Story" media given by the teacher.

2.3 Confirmation (5 minutes)

2.3.1 Teacher gives questions to students as a guide for making conclusion.

1. What is the meaning of ….(some difficult words – random). 2. What is social function of narrative?

3. What are the generic structures of narrative?

4. Teacher and students together compose the conclusion.

3. Closing (5 minutes)

3.1 The teacher asks the material which is not clear to the students.

3.2 The teacher gives attention to the conclusion of the material.

3.3 The teacher evaluates the students to know the students' competence or the students' ability of the material by giving a writing small test.

Sources and Media:

1. Narrative text.

2. "Build Your Story" media.

3. LCD and Laptop (if available).

Assessment:

a. Type : Narrative Text

b. Technique : Written Test

c. Instrument :

Indicator (s)	Evaluation	
	Type	**Test Item**
1. Identify the functional and rhetoric language in narrative texts.	Written test	Written
2. Use the correct grammatical system in written narrative texts.	Written test	Written
	Written test	Written
3. Make a short text in the form of narrative.		

Rubric of Evaluation

No.	Elements	Score	Definition
1.	Grammar	5	Mastery of grammar taught on course, only 1 or

			a minor mistake.
		4	A few minor mistakes only (preposition, article, etc)
		3	Only one major mistake but a few minor mistakes.
		2	Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.
		1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
2	Vocabulary	5	Use of wide range of vocabulary taught previously.
		4	Good use of new words acquired, fairly acquired synonyms, circumlocutions.
		3	Attempts to use words acquired, fairly appropriate vocabulary on the whole but sometimes restricted, has resort to use
		2	synonym, circumlocution, etc. on a few occasions.
			Restricted vocabulary, use of synonym (but not
		1	always appropriate).
			Very restricted vocabulary, inappropriate use of

			synonyms, seriously hinders communication.
3	Mechanic	5	No errors.
		4	1 or 2 minor errors only. (e.g ie or ei)
		3	Several errors, do not interfere significantly with communication, not too hard to understand.
		2	Several errors, some interfere with communication, some words very hard to recognize.
		1	Numerous errors, hard to recognize several words, communication made very difficult.
4	Relevance	5	All sentences support the topic, highly organized, clear progression of idea, well-linked, like educated native speaker.
		4	Ideas well organized, links could occasionally be clearer but communication not impaired.
		3	Some lacks of organization, re-reading required for classification ideas.
		2	Little or no attempt at connectivity, readers can deduce some organization, individuals' ideas may be clear but very difficult connection between them.
		1	Lack of organization so severe that

			communication is seriously impaired.
5	Fluency	5	Flowing style, very easy to understand, most complex sentences, very effective.
		4	Quite flowing style, mostly easy to understand, a few complex sentences, very effective.
		3	Style reasonably smooth, not too hard to understand and enjoy complex sentences, fairly effective.
		2	Jerky style, an effort needed to understand, complex sentences confusing, mostly simple sentences or compound sentences.
		1	Very jerky, hard to understand, cannot enjoy reading, almost all simple sentences.

The formula:

(score a + score b + score c + score d + score e) x 4

In which:

Score a : score of grammar

Score b : score of vocabulary

Score c : score of mechanic

Score d : score of relevance

Score e : score of fluency

Example: Rama gets 5, 4, 4, 3, 3

So Rama's score: $(5 + 4 + 4 + 3 + 3) \times 4 = 76$

Teacher   Researcher

<u>Nuri Wardani, SP.d</u>   **<u>Alimatun Nikmah</u>**

NIP. 19760121 200801 2007   NIM. 2201410020

LESSON PLAN

CYCLE 2

School   : SMP Negeri 1 Jati Kudus

Subject   : English

Class/Semester   : VIII / 2

Duration   : 4 X 40' (2 meetings)

Activity   : Narrative text writing

Standard Competence:

12. Menulis

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

Basic Competence:

12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

Indicator:

1. Students are able to identify the meaning of words in the narrative text.

2. Students are able to identify events / content of the narrative text.

3. Students are able to identify the generic structures of narrative text.

4. Students are able to identify the language features of narrative text.

5. Students are able to make sentences using past tense.

6. Students are able to create a narrative text using their own words and imagination.

Objectives:

1. 90% of the students are able to identify the meaning of words in the narrative text.

2. 80% of the students are able to identify events / content of the narrative text.

3. 90% of the students are able to identify the generic structures of narrative text.

4. 85% of the students are able to identify language features of narrative text

5. 85% Students are able to make sentences using past tense.

6. 85% of the students are able to create a narrative text using their own words and imagination.

Material: Contextual Teaching and Learning (CTL)

1. Narrative text.

2. Short question related to the narrative text.

3. Grammar : Simple Past Tense

4. Generic Structures of narrative text. (Orientation, Complication, Resolution, Reorientation or Coda).

5. Language Features of narrative text.

Methods:

1. Discussion.

2. Individual assignment; creating narrative text.

Learning and Teaching Activities:

1. Opening (5 minutes)

    1.1 The class begins with greeting between the teacher and the students.

    1.2 The teacher checks the attendance list.

    1.3 The teacher states the purpose of the lesson, the material will be given to the students and focuses on the main activity.

    1.4 The students pay attention to the purpose / learning objectives of the lesson.

    1.5 The teacher reviews the previous material.

2. Main Activities

    2.1 Exploration (20 minutes).

        2.1.1 Students pay attention to the teacher explanation about the previous material.

        2.1.2 The teacher gives feed back to the students composition result in previous meeting.

        2.1.3 The teacher should use positive reinforcement to the students in order to motivate the students about the lesson that will be studying.

        2.1.4 The teacher explains briefly about narrative text.

        2.1.5 The students read the narrative text given by the teacher.

        2.1.6 The students pay attention to the vocabularies in the narrative text.

        2.1.7 The students pay attention to the teacher's explanation about generic structures of narrative text.

        2.1.8 The students pay attention to the teacher's explanation about language features of narrative text (the use of simple past tense, etc).

    2.2 Elaboration (25 minutes)

        2.2.1 The students try to compose narrative text using an outline given by the teacher.

    2.3 Confirmation (15 minutes)

        2.3.1 Teacher gives questions to students as a guide for making

conclusion.

1. What is the meaning of ….(some difficult words – randomly).

2. What is social function of narrative?

3. What are the generic structures of narrative?

2.3.2 Teacher and students together composes the conclusion.

3. Closing (5 minutes)

3.1 The teacher asks the material which is not clear to the students.

3.2 The teacher gives attention to the conclusion of the material.

3.3 The teacher evaluates the students' composition result to know the student's competence or the students' ability of the material by giving a writing small test.

Sources and Media:

1. "Build Your Story" media.

2. Laptop and LCD

3. Text books which are relevant to the material

Assessment:

d. Type   : Narrative Text

e. Technique   : Written Test

f. Instrument :

Indicator (s)	Evaluation	
	Type	**Test Item**
4. Identify the functional and rhetoric language in narrative texts.	Written test	Written
5. Use the correct grammatical system in written narrative texts.	Written test	Written
	Written test	Written
6. Make a short text in the form of narrative.		

Rubric of Evaluation

No.	Elements	Score	Definition
1.	Grammar	5	Mastery of grammar taught on course, only 1 or a minor mistake.
		4	A few minor mistakes only (preposition, article, etc)
		3	Only one major mistake but a few minor mistakes.
		2	Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.
		1	Numerous serious mistakes, no mastery of

			sentence construction, almost intelligible.
2	Vocabulary	5	Use of wide range of vocabulary taught previously.
		4	Good use of new words acquired, fairly acquired synonyms, circumlocutions.
		3	Attempts to use words acquired, fairly appropriate vocabulary on the whole but sometimes restricted, has resort to use
		2	synonym, circumlocution, etc. on a few occasions.
			Restricted vocabulary, use of synonym (but
		1	not always appropriate).
			Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
3	Mechanic	5	No errors.
		4	1 or 2 minor errors only. (e.g ie or ei)
		3	Several errors, do not interfere significantly with communication, not too hard to understand.
		2	Several errors, some interfere with communication, some words very hard to recognize.

		1	Numerous errors, hard to recognize several words, communication made very difficult.
4	Relevance	5	All sentences support the topic, highly organized, clear progression of idea, well-linked, like educated native speaker.
		4	Ideas well organized, links could occasionally be clearer but communication not impaired.
		3	Some lacks of organization, re-reading required for classification ideas.
		2	Little or no attempt at connectivity, readers can deduce some organization, individuals' ideas may be clear but very difficult connection between them.
		1	Lack of organization so severe that communication is seriously impaired.
5	Fluency	5	Flowing style, very easy to understand, most complex sentences, very effective.
		4	Quite flowing style, mostly easy to understand, a few complex sentences, very effective.
		3	Style reasonably smooth, not too hard to understand and enjoy complex sentences,
		2	fairly effective.

		1	Jerky style, an effort needed to understand, complex sentences confusing, mostly simple sentences or compound sentences. Very jerky, hard to understand, cannot enjoy reading, almost all simple sentences.

The formula:

(score a + score b + score c + score d + score e) x 4

In which:

Score a : score of grammar

Score b : score of vocabulary

Score c : score of mechanic

Score d : score of relevance

Score e : score of fluency

Example: Rama gets 5, 4, 4, 3, 3

So Rama's score: (5 + 4 + 4 + 3 + 3) x 4= 76

Teacher   Researcher

Nuri Wardani, SP.d   **Alimatun Nikmah**

NIP. 19760121 200801 2007   NIM. 2201410020

Appendix 3

Pre-Test

Writing Narrative Test

Subject   : English

Grade   : VIII

Skill   : writing

Topic   : narrative text

Time   : 60 minutes

1. Write down your name, your number, and your class on the answer sheet.

2. Please make a narrative text based on your favorite story/movie that you have ever read/watched or based on your own imagination.

3. Write it not more than 200 words and pay attention to the use of past tense.

4. Do it by yourself!

Appendix 4

Cycle 1 Test

Subject   : English

Grade   : VIII

Skill   : writing

Topic   : narrative text

Time   : 60 minutes

1. Write down your name, your number, and your class on the answer sheet.

2. Please make a narrative text based on your favorite story/movie that you have ever read/watched or based on your own imagination.

3. Write it not more than 200 words and pay attention to the use of past tense.

4. Do it by yourself!

Appendix 5

Cycle 2 Test

Subject   : English

Grade   : VIII

Skill   : writing

Topic   : narrative text

Time   : 60 minutes

1. Write down your name, your number, and your class on the answer sheet.

2. Please make a narrative text based on your favorite story/movie that you have ever read/watched or based on your own imagination.

3. Write it not more than 200 words and pay attention to the use of past tense.

4. Do it by yourself!

Appendix 6

Post Test

Subject   : English

Grade   : VIII

Skill   : writing

Topic   : narrative text

Time   : 60 minutes

1. Write down your name, your number, and your class on the answer sheet.

2. Please make a narrative text based on your favorite story/movie that you have ever read/watched or based on your own imagination.

3. Write it not more than 200 words and pay attention to the use of past tense.

4. Do it by yourself!

Appendix 7

MOTIVATION OBSERVATION SHEET

No.	Name	Indicators				Total
		A	B	C	D	
1.	Andika Dwi Febrianto					
2.	Achmad Prasetyo					
3.	Akbar Maulana Santoso					
4.	Andre Lukan Bahar					
5.	Anisa Haura Salsabila					
6.	Arum Afdhalishani Jannati					
7.	Choirul Najib					
8.	Della Nayunda Putri					
9.	Diana Safitri					
10.	Edwin Tio					
11.	Endang Jayanti					
12.	Erlinna					
13.	Faurezza Chafifah					
14.	Hasanal Mahardika Amrullah					
15.	Inka Aprilia Sari					
16.	Intan Fitriani					

No.	Name					
17.	Jendra Taqiyuddin					
18.	Lintang Nawa Putra					
19.	Meisa Silvia Ayu Ningtyas					
20.	M. Ardaffa Ariq Syah					
21.	M. Habib Syafa Arif					
22.	M. Jihad Aniq Hanif					
23.	M. Tegar Sirri Arrafi					
24.	M. Tyan Arrafi					
25.	Nike Yunita					
26.	Niken Arina Sani R					
27.	Oky Cahyo Saputro					
28.	Ranita Wahyu Utami					
29.	Rr Herdian Nur Ayu W					
30.	Sekar Arum Pradnya P					
31.	Sela Dwi Rahayumingsih					
32.	Sonia Navratilova Bazzar					
33.	Vilda Olivia					

Notes:

- The indicators:
  A = Students pay attention,
  B = Students begin working on tasks immediately,
  C = Students ask question and voluntarily answer, and

D = Students look happy and eager.

- In the motivation observation sheet, every indicator will be given a score in range of 1 until 4.

Range	Category
1	Very low
2	Low
3	High
4	Very High

Appendix 8

QUESTIONNAIRE

Jawablah pertanyaan berikut dengan memberi tanda centang/check (v) pada kolom yang telah disediakan!

NO	Pertanyaan	Jawaban	
		Y	T
1.	Apakah kamu menyukai pelajaran Bahasa Inggris?		
2.	Apakah menurut kamu menulis narrative text itu sulit?		
3.	Apakah pembelajaran menulis teks narrative selama ini membuat Anda termotivasi dalam pengajaran menulis teks narrative?		
4.	Apakah "Build Your Story" membuat kamu lebih termotivasi dalam menulis narrative text?		
5.	Apakah kamu "Build Your Story" memudahkan kamu dalam menulis narrative text?		

Appendix 9

WRITING NARRATIVE TEXT

ANSWER SHEET

Name :

Class :

Number:

....

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Appendix 10

Result of Students' Motivation Sheet Pre Test

No	Name	Indicators				Total
		A	B	C	D	
1	Andika Dwi Febrianto	1	1	1	1	4
2	Achmad Prasetyo	1	1	1	2	5
3	Akbar Maulana Santoso	1	1	1	1	4
4	Andre Lukman Bahar	2	1	1	2	6
5	Anisa Haura Salsabila	2	3	2	3	10
6	Arum Afdhalishani Jannati	1	2	1	3	7
7	Choirul Najib	1	2	1	2	6
8	Della Nayunda Putri	2	2	1	2	7
9	Diana Safitri	2	2	1	3	8
10	Edwin Tio	1	2	2	2	7
11	Endang Jayanti	2	2	1	3	8
12	Erlinna	1	1	1	1	4
13	Faurezza Chafifah	2	2	2	3	9
14	Hasanal Mahardika Amrullah	2	1	1	2	6
15	Inka Aprilia Sari	2	3	2	3	10
16	Intan Fitriani	2	2	2	2	8
17	Jendra Taqiyuddin	1	1	1	3	6
18	Lintang Nawa Putra	1	1	2	2	6
19	Meisa Silvia Ayu Ningtyas	1	1	1	2	5
20	M. Ardaffa Ariq Syah	2	2	1	2	7
21	M. Habib Syafa Arif	1	1	1	2	5
22	M. Jihad Aniq Hanif	1	1	1	2	5
23	M. Tegar Sirri Arrafi	1	1	1	2	5
24	M. Tyan Arrafi	1	2	1	2	6
25	Nike Yunita	2	1	3	3	9
26	Niken Arina Sani R	2	2	2	3	9
27	Oky Cahyo Saputro	2	2	3	3	10
28	Ranita Wahyu Utami	2	3	2	3	10
29	Rr Herdian Nur Ayu	2	3	2	3	10
30	Sekar Arum Pradnya P	1	2	2	3	8
31	Sela Dwi Rahayuningsih	1	2	1	2	6
32	Sonia Navratilova Bazzar	2	2	1	3	8
33	Vilda Olivia	3	3	3	4	13
	Total	51	58	49	79	237

Appendix 11

MOTIVATION OBSERVATION SHEET (CYCLE 1)

No	Name	Indicators				Total
		A	B	C	D	
1	Andika Dwi Febrianto	2	3	2	3	10
2	Achmad Prasetyo	2	2	2	2	8
3	Akbar Maulana Santoso	3	3	1	3	10
4	Andre Lukman Bahar	3	3	2	3	11
5	Anisa Haura Salsabila	3	4	3	3	13
6	Arum Afdhalishani Jannati	3	3	3	3	12
7	Choirul Najib	1	1	1	1	4
8	Della Nayunda Putri	2	3	2	3	10
9	Diana Safitri	2	2	2	2	8
10	Edwin Tio	3	3	2	2	10
11	Endang Jayanti	3	4	2	4	13
12	Erlinna	3	2	3	3	11
13	Faurezza Chafifah	3	2	2	3	10
14	Hasanal Mahardika Amrullah	2	2	1	3	8
15	Inka Aprilia Sari	3	2	2	3	10
16	Intan Fitriani	3	1	2	2	8
17	Jendra Taqiyuddin	2	1	1	3	7
18	Lintang Nawa Putra	3	1	1	2	7
19	Meisa Silvia Ayu Ningtyas	2	2	1	3	8
20	M. Ardaffa Ariq Syah	2	2	1	2	7
21	M. Habib Syafa Arif	3	1	1	2	7
22	M. Jihad Aniq Hanif	1	1	1	2	5
23	M. Tegar Sirri Arrafi	1	1	1	1	4
24	M. Tyan Arrafi	3	3	4	3	13
25	Nike Yunita	2	1	3	3	9
26	Niken Arina Sani R	3	2	2	3	10
27	Oky Cahyo Saputro	4	2	3	3	12
28	Ranita Wahyu Utami	2	2	2	2	8
29	Rr Herdian Nur Ayu	2	3	2	3	10
30	Sekar Arum Pradnya P	2	2	2	3	9
31	Sela Dwi Rahayuningsih	2	2	2	2	8
32	Sonia Navratilova Bazzar	4	3	3	4	14
33	Vilda Olivia	3	3	3	3	12
	Total	82	72	65	87	306

Appendix 12

MOTIVATION OBSERVATION SHEET (CYCLE 2)

No	Name	Indicators				Total
		A	B	C	D	
1	Andika Dwi Febrianto	3	2	3	3	11
2	Achmad Prasetyo	2	2	2	2	8
3	Akbar Maulana Santoso	3	3	3	4	13
4	Andre Lukman Bahar	2	2	2	2	8
5	Anisa Haura Salsabila	3	4	4	4	15
6	Arum Afdhalishani Jannati	3	3	4	3	13
7	Choirul Najib	1	1	1	1	4
8	Della Nayunda Putri	3	2	2	3	10
9	Diana Safitri	3	4	3	4	14
10	Edwin Tio	2	3	3	4	12
11	Endang Jayanti	4	3	4	4	15
12	Erlinna	4	3	3	4	14
13	Faurezza Chafifah	3	3	4	4	14
14	Hasanal Mahardika Amrullah	3	3	3	3	12
15	Inka Aprilia Sari	3	1	3	4	11
16	Intan Fitriani	4	4	3	3	14
17	Jendra Taqiyuddin	2	2	2	2	8
18	Lintang Nawa Putra	4	3	3	4	14
19	Meisa Silvia Ayu Ningtyas	3	2	3	4	12
20	M. Ardaffa Ariq Syah	3	4	3	4	14
21	M. Habib Syafa Arif	3	2	2	3	10
22	M. Jihad Aniq Hanif	2	2	2	2	8
23	M. Tegar Sirri Arrafi	4	3	3	4	14
24	M. Tyan Arrafi	3	4	3	4	14
25	Nike Yunita	3	4	4	3	14
26	Niken Arina Sani R	3	3	3	3	12
27	Oky Cahyo Saputro	3	4	3	4	14
28	Ranita Wahyu Utami	4	3	4	4	15
29	Rr Herdian Nur Ayu	3	3	3	3	12
30	Sekar Arum Pradnya P	3	3	3	4	13
31	Sela Dwi Rahayuningsih	4	4	4	3	15
32	Sonia Navratilova Bazzar	3	2	3	4	12
33	Vilda Olivia	3	4	3	4	14
Total		99	95	98	111	403

Appendix 13

RESULT OF PRE TEST

No	Name	Student's Score					Total	Mark
		G	V	M	R	F		
1	Andika Dwi Febrianto	2	3	3	3	3	13	52
2	Achmad Prasetyo	2	2	3	3	2	12	48
3	Akbar Maulana Santoso	2	3	4	2	3	14	56
4	Andre Lukman Bahar	2	3	3	3	2	13	52
5	Anisa Haura Salsabila	2	3	4	4	2	15	60
6	Arum Afdhalishani Jannati	2	3	4	3	4	16	64
7	Choirul Najib	1	3	4	4	3	15	60
8	Della Nayunda Putri	2	2	3	3	3	13	52
9	Diana Safitri	3	4	4	3	3	17	68
10	Edwin Tio	2	2	3	3	4	14	56
11	Endang Jayanti	4	4	4	4	3	19	76
12	Erlinna	3	3	4	3	3	16	64
13	Faurezza Chafifah	2	3	2	3	3	13	52
14	Hasanal Mahardika A	2	2	3	2	4	13	52
15	Inka Aprilia Sari	3	3	2	3	3	14	56
16	Intan Fitriani	3	3	4	4	3	17	68
17	Jendra Taqiyuddin	2	3	2	3	3	13	52
18	Lintang Nawa Putra	2	3	4	4	3	16	64
19	Meisa Silvia Ayu Ningtyas	2	3	4	3	3	15	60
20	M. Ardaffa Ariq Syah	2	3	3	3	4	15	60
21	M. Habib Syafa Arif	2	2	3	3	3	13	52
22	M. Jihad Aniq Hanif	2	3	3	3	3	14	56
23	M. Tegar Sirri Arrafi	2	3	2	3	3	13	52
24	M. Tyan Arrafi	3	3	3	4	3	16	64
25	Nike Yunita	2	3	3	4	3	15	60
26	Niken Arina Sani R	2	3	4	3	2	14	56
27	Oky Cahyo Saputro	2	2	3	3	4	14	56
28	Ranita Wahyu Utami	2	3	4	3	4	16	64
29	Rr Herdian Nur Ayu	2	3	3	3	3	14	56
30	Sekar Arum Pradnya P	3	3	3	4	4	17	68
31	Sela Dwi Rahayuningsih	2	3	4	3	4	16	64
32	Sonia Navratilova Bazzar	3	4	4	4	4	19	76
33	Vilda Olivia	3	3	4	3	4	17	68
		TOTAL						1964
		AVERAGE						59,51515

Appendix 14

RESULT OF CYCLE 1 TEST

No	Name	Student's Score					Total	Mark
		G	V	M	R	F		
1	Andika Dwi Febrianto	3	3	4	4	3	17	68
2	Achmad Prasetyo	2	3	4	3	3	15	60
3	Akbar Maulana S	3	4	4	4	3	18	72
4	Andre Lukman Bahar	2	3	4	3	2	14	56
5	Anisa Haura Salsabila	3	3	4	4	3	17	68
6	Arum Afdhalishani Jannati	2	3	4	3	3	15	60
7	Choirul Najib	2	3	4	3	2	14	56
8	Della Nayunda Putri	3	3	4	4	3	17	68
9	Diana Safitri	2	3	4	3	2	14	56
10	Edwin Tio	3	2	4	3	3	15	60
11	Endang Jayanti	2	3	4	3	2	14	56
12	Erlinna	3	4	4	4	3	18	72
13	Faurezza Chafifah	3	2	4	3	3	15	60
14	Hasanal Mahardika A	3	4	4	4	3	18	72
15	Inka Aprilia Sari	4	4	4	4	4	20	80
16	Intan Fitriani	3	3	4	4	3	17	68
17	Jendra Taqiyuddin	3	3	4	4	3	17	68
18	Lintang Nawa Putra	3	2	4	3	3	15	60
19	Meisa Silvia Ayu	2	3	4	3	3	15	60
20	M. Ardaffa Ariq Syah	2	3	4	3	2	14	56
21	M. Habib Syafa Arif	4	4	4	4	4	20	80
22	M. Jihad Aniq Hanif	2	3	4	3	2	14	56
23	M. Tegar Sirri Arrafi	2	3	4	3	2	14	56
24	M. Tyan Arrafi	2	3	4	3	3	15	60
25	Nike Yunita	2	3	4	3	2	14	56
26	Niken Arina Sani R	2	3	4	3	2	14	56
27	Oky Cahyo Saputro	3	3	4	4	3	17	68
28	Ranita Wahyu Utami	3	2	4	3	3	15	60
29	Rr Herdian Nur Ayu	3	3	4	4	3	17	68
30	Sekar Arum Pradnya P	4	4	4	4	4	20	80
31	Sela Dwi Rahayuningsih	2	3	4	3	2	14	56
32	Sonia Navratilova Bazzar	3	4	4	4	3	18	72
33	Vilda Olivia	4	4	4	4	4	20	80
		TOTAL						2124
		AVERAGE						64,36

Appendix 15

RESULT OF CYCLE 2 TEST

No	Name	Student's Score					Total	Mark
		G	V	M	R	F		
1	Andika Dwi Febrianto	3	3	5	3	4	18	72
2	Achmad Prasetyo	3	4	3	4	3	17	68
3	Akbar Maulana Santoso	3	3	5	3	4	18	72
4	Andre Lukman Bahar	3	3	4	3	4	17	68
5	Anisa Haura Salsabila	3	4	3	4	4	18	72
6	Arum Afdhalishani Jannati	3	3	4	5	5	20	80
7	Choirul Najib	2	3	3	4	4	16	64
8	Della Nayunda Putri	3	4	4	3	4	18	72
9	Diana Safitri	3	3	4	3	5	18	72
10	Edwin Tio	3	4	4	3	5	19	76
11	Endang Jayanti	3	4	5	4	4	20	80
12	Erlinna	3	3	4	4	3	17	68
13	Faurezza Chafifah	3	3	4	4	4	18	72
14	Hasanal Mahardika Amrullah	3	4	3	4	3	17	68
15	Inka Aprilia Sari	4	4	5	4	4	21	84
16	Intan Fitriani	4	3	4	4	3	18	72
17	Jendra Taqiyuddin	3	4	3	4	3	17	68
18	Lintang Nawa Putra	3	4	4	3	5	19	76
19	Meisa Silvia Ayu Ningtyas	3	4	5	3	4	19	76
20	M. Ardaffa Ariq Syah	3	4	3	4	3	17	68
21	M. Habib Syafa Arif	3	3	3	4	4	17	68
22	M. Jihad Aniq Hanif	3	3	4	4	4	18	72
23	M. Tegar Sirri Arrafi	3	3	4	4	4	18	72
24	M. Tyan Arrafi	3	3	3	4	5	18	72
25	Nike Yunita	3	4	3	4	4	18	72
26	Niken Arina Sani R	3	4	5	4	4	20	80
27	Oky Cahyo Saputro	3	3	4	4	5	19	76
28	Ranita Wahyu Utami	3	3	4	4	4	18	72
29	Rr Herdian Nur Ayu	3	4	5	3	4	19	76
30	Sekar Arum Pradnya P	3	3	4	4	4	18	72
31	Sela Dwi Rahayuningsih	3	4	3	4	4	18	72
32	Sonia Navratilova Bazzar	4	4	5	4	4	21	84
33	Vilda Olivia	4	4	5	4	5	22	88
							TOTAL	2424
							AVERAGE	73

Appendix 16

RESULT OF POST TEST

No	Name	Student's Score					Total	Mark
		G	V	M	R	F		
1	Andika Dwi Febrianto	3	4	5	3	4	19	76
2	Achmad Prasetyo	3	4	4	4	3	18	72
3	Akbar Maulana Santoso	3	4	5	3	4	19	76
4	Andre Lukman Bahar	3	4	4	3	4	18	72
5	Anisa Haura Salsabila	3	4	4	4	4	19	76
6	Arum Afdhalishani Jannati	3	4	4	5	5	21	84
7	Choirul Najib	2	3	3	4	4	16	64
8	Della Nayunda Putri	3	4	5	3	4	19	76
9	Diana Safitri	3	3	4	4	5	19	76
10	Edwin Tio	3	4	4	3	5	19	76
11	Endang Jayanti	3	4	5	4	5	21	84
12	Erlinna	3	3	4	4	3	17	68
13	Faurezza Chafifah	3	3	4	4	4	18	72
14	Hasanal Mahardika Amrullah	3	4	3	4	3	17	68
15	Inka Aprilia Sari	4	4	5	4	4	21	84
16	Intan Fitriani	4	3	4	4	3	18	72
17	Jendra Taqiyuddin	3	4	3	4	3	17	68
18	Lintang Nawa Putra	3	4	4	3	5	19	76
19	Meisa Silvia Ayu Ningtyas	3	4	5	3	4	19	76
20	M. Ardaffa Ariq Syah	3	4	3	4	3	17	68
21	M. Habib Syafa Arif	3	3	3	4	4	17	68
22	M. Jihad Aniq Hanif	3	3	4	4	4	18	72
23	M. Tegar Sirri Arrafi	3	3	4	4	4	18	72
24	M. Tyan Arrafi	3	3	3	4	5	18	72
25	Nike Yunita	3	4	4	4	4	19	76
26	Niken Arina Sani R	3	4	5	4	5	21	84
27	Oky Cahyo Saputro	3	3	4	4	5	19	76
28	Ranita Wahyu Utami	3	3	4	4	4	18	72
29	Rr Herdian Nur Ayu	3	4	5	4	4	20	80
30	Sekar Arum Pradnya P	3	3	4	4	4	18	72
31	Sela Dwi Rahayuningsih	3	4	4	4	4	19	76
32	Sonia Navratilova Bazzar	4	4	5	4	4	21	84
33	Vilda Olivia	4	4	5	4	5	22	88
							TOTAL	2476
							AVERAGE	75

Appendix 17

Build Your Story for Cycle 1

It is a dark night. It is raining. It is snowing. It is sunny.
The wind is blowing, it is raining, and it is dark. The little boy ran down the street. The little old woman slept in front of the fire The king cried
Suddenly he saw a big dog. Suddenly a crocodile came. Suddenly a big, black bird flies in front of the moon.
He was very happy! She said, "Oh, no!" He was frightened.
She said, "Goodbye!" He said, "See you later." It said, "You are not eating me!"

Appendix 18

Build Your Story for Cycle 2

It is a dark night.
It was raining.
It was snowing.
It was sunny.
It was a hot night.
It was a cold morning.
The wind was blowing, it was raining, and it was dark.
The little boy ran down the street.
The little old woman slept in front of the fire.
The king cried.
The queen saw the rabbit.
The little girl sang a song.
The old man ate porridge.
The queen was sick.
The servant was happy.
Suddenly he saw a big dog.
Suddenly a crocodile came.
Suddenly a big, black bird flew in front of the moon.
In fact, the rat is a princess.
In fact, she was a witch.
Actually, the king was a bird.
The frog wrote a song.

The queen was sad.

He was very happy!

She said, "Oh, no!"

She said "I am your child"

He was surprised.

He said, "I will eat you."

She shouted, "Go with me!"

He said, "Ssst..listen to me!"

He was frightened.

She said, "Goodbye!"

He said, "See you later."

It said, "You are not eating me!"

He said, "Okay, fine."

She said, "Good job."

Appendix 19

ACTION RESEARCH ACTIVITY