



**IMPROVING STUDENTS' WRITING NARRATIVE TEXTS BY
USING THE COMBINATION OF *STORY SEQUENCING*
CARDS AND ROUND TABLE TECHNIQUE
(The Case of Eighth Grade of Junior High School 19 Semarang in the
Academic Year of 2014/2015)**

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

by

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STATE UNIVERSITY OF SEMARANG
2015**

APPROVAL

This final project entitled Improving Students' Writing Narrative Texts by Using the Combination of *Story Sequencing Cards* and *Round Table Technique* (The Case of Eighth Graders of Junior High School 19 Semarang in the Academic Year of 2014/2015) has been approved by the board of examiners and officially verified by Dean of the Faculty of languages Arts of Semarang State University on September 2015.

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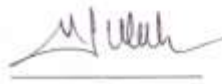
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DECLARATION OF ORIGINALITY

I Etik Indriani hereby declare that this final project entitled *Improving Students' Writing Narrative Texts by using the Combination of Story Sequencing Cards and Round Table Technique to the Eighth Grade Students of Junior High School of 19 Semarang* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references is given in the bibliography.

Semarang, September 2015

A handwritten signature in black ink, appearing to read 'Etik Indriani', with a stylized flourish at the end.

Etik Indriani

Motto

Don't lose hope nor be sad. You'll surely be victorious if you are true in faith,
(Surah Ali-Imran: 139).

When times are difficult, remind yourself that no pain comes to you without
purposes.

Dedications:

This final project is dedicated to:

1. my beloved mother and father (Mrs. Dwiyati and Mr. Amiri).
2. my beloved sisters and brother.
3. my English Education 2011 friends, Semarang State University

ACKNOWLEDMENT

Alhamdulillahirobil‘alamin. First and foremost, I would like to express my greatest gratitude to the Lord of the universe, Allah SWT. Thank for the blessing.. So, I can pass every second of my life nicely. I can be nothing without Him. He has given me everything through the people surrounds me. Without His blessing I would never have overcome all the difficulties in finishing my final project. By this final project, I could feel the most pleasant moment, so I can learn how to be thankful to Allah.

I also would like to address my sincere thanks to the several people who put concern to my final project:

1. My beloved mother and father, Mrs. Dwiyati and Mr. Amiri and my family for their prayers and true love which always strengthened me every time I felt down and hopeless. Thank you so much for making times getting easier and supporting me in any condition. I am nothing without them.
2. Prof. Dr. Agus Nuryatin, M. Hum as the Dean of the Faculty of Languages and Arts, Semarang State University.
3. Dr. Issy Yuliasri, M.Pd the Head of the English Department of the Faculty of Languages and Arts, Semarang State University.
4. Prof. Dr. Dwi Rukmini, M. Pd, as my first advisor who always makes her time to help and guide me anytime I need her advices in finishing this final project. The greatest thanks to her for giving me many valuable advices,

bright ideas to this final project. So that I can finish this final project nicely.

5. Dra. Rahayu Puji Haryanti, M. Hum, as my second advisor who always helps me and guides me. Thank you very much for her patience in guiding me up. Without her, I might get many problems.
6. Dra. Cicilia sri Maryuni, MM, as the Headmaster of SMP N19 Semarang, for giving permission to do the research in that school.
7. Ani Kusmaryuni, S.Pd, M.Pd as the English teacher of SMP N 19 Semarang for her kindness, support and participation during the research.
8. The students of VIII-A of SMP N19 Semarang in the Academic year of 2014/2015, for their huge cooperation and participation.
9. All the lecturers of the English Department of the Faculty of Languages and Arts, Semarang State University who had given me precious lesson and knowledge as I have never had before. It was the great time for me to have those experiences. It was amazing that I can learn English with them.
10. I would like to thank to my friends in English Department 2011, especially to my lovable friends of Rombel 1 (I can't mention one by one) who have been accompanying me for about 4 years, for coloring my life with many things I could not imagine before and thank you for your existence in my life.
11. The loveable friends in my boarding house who always cheer me up and listen to me really well when times get hard, thank you so much to have you in all situation.

12. My little sister who helped me out. Thank you for always provide me a place to lean on. Thank you for giving such happy times when it gets hard and help me up when times were difficult.
13. My friend of PPL SMK Hidayah 2014 (SUFAMILY), big thanks for you all, for giving me such happy times, for coming into my life, I am grateful for it.
14. Everybody that I cannot mention one by one, for their supports, helps and participation. Because, without all of them this final project could not have been completed.

The last, there is nothing perfect in this world. I realize that there are many weaknesses and imperfection in this final project. Therefore, suggestions and criticism are always needed for betterment. I hope this final project will be useful for all the readers both of English teachers and English students.

Semarang, September 2015

Etik Indriani

ABSTRACT

Indriani, Etik. 2015. *Improving Students' Writing Narrative Texts by Using the Combination of Story Sequencing Cards and Round Table Technique. The case of Eighth Grade students of Junior High School 19 Semarang in the Academic Year of 2014/2015*. Final Project. English Department. Semarang State University. Advisors: Prof. Dr. Dwi Rukmini, M.Pd. Dra Rahayu Puji Haryanti, M.Hum.

Keywords: *Story Sequencing Cards, Round Table*, writing, narrative, text

This study was conducted to solve the problem of the eighth grade students in writing narrative text. It was an action research which involved 33 students of VIIIA of Junior High School 19 Semarang in the second semester in the academic year of 2014/2015 as the subject. It consisted of 16 males and 17 females students.

The objective of this study is to find out whether the use of story sequencing cards and round table technique can improve students' writing ability or not and explain how it worked. It was carried out in two cycles involving the stage of planning, action, observation, and reflection. There were five meetings in this study, the first meeting was used for preliminary test, and the second and third meetings were for cycle 1 where the middle test was held, while the cycle 2 was held for two meetings. At the end of cycle 2, the final test was conducted as an additional support of data collection. The data were collected by using some instruments, they were: tests which consisted of Preliminary test, middle test, and final test, observation checklist, and questionnaire.

The result of the study showed that the use of story sequencing cards and round table technique improved students' ability in writing narrative text. It can be seen in their result in cycle 1, the average of the students' score in this cycle was 75.21. The implementation of the media and technique were continued in the next cycle. In cycle 2, the students' improvement could be seen through their scores in final test. The average of students' score in final test was 81.03; it increased around 5.82. It proved that the implementation of story sequencing cards and round table technique improved students' ability in writing narrative text. The average score increased from 75.21 to 81.03. Thirty one students out of thirty three students achieved the minimal score of English. In other words, most of students achieved the criteria of success of the study.

The Combination of story sequencing cards and round table technique can be interesting and appropriate media and technique in teaching learning writing narrative texts for Junior High School students. It suggested being an interesting and effective media and technique which can be applied in a classroom. It can also be a reference for other researchers to conduct another similar research.

TABLE OF CONTENTS

	Page
Approval.....	ii
Declaration of Originality	iii
Motto and Dedication.....	iv
Acknowledgements	v
Abstract	viii
Table of Contents	ix
List of Tables.....	xiv
List of Figures	xv
List of Appendices	xvi

Chapter

I INTRODUCTION

1.1 Background of the Study.....	1
1.2 Reasons for choosing the Topic	4
1.3 Statement of the Problem	5
1.4 Objective of the Study.....	6
1.5 Significance of the Study	6
1.6 Limitation of the Study	7
1.7 Outline of the Study	7

II REVIEW OF RELATED LITERATURE

2.1 Review of Previous Studies	9
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2.2 Review of Theoretical Study.....	13
2.2.1 Writing	13
2.2.2 The Importance of Writing.....	15
2.2.3 Teaching Writing in Junior High School	16
2.2.4 Eleven Elements of Effective Adolescent Writing Instruction.....	19
2.2.5 Four Elements of Writing Process	21
2.2.6 Genre	22
2.2.6.1 Narrative text as a Genre.....	23
2.2.6.2 General Concept of Narrative	23
2.2.7 The Characteristics of Junior High School Students	27
2.2.8 General Concept of Media	28
2.2.8.1 General Concept of Pictures	29
2.2.8.2 Story Sequencing Cards	30
2.2.8.3 Reasons for choosing the Pictures.....	31
2.2.9 Cooperative Learning.....	34
2.2.9.1 Definition of Cooperative Learning.....	34
2.2.9.2 Types of Cooperative Learning.....	36
2.2.9.3 Round Table Technique	36
2.2.10 Action Research	38
2.2.9.1 Steps conducting Action Research.....	39
2.2.9.2 Aim of Action Research.....	41
2.3 Theoretical Framework	42

III METHOD OF INVESTIGATION

3.1 Research Design.....	45
3.2 Research Procedures	48
3.3 Subject of the Study	53
3.4 Role of the Researcher	54
3.5 Technique of the Data Collection	54
3.5.1 Observation Checklist	54
3.5.2 Test.....	55
3.5.3 Questionnaire	55
3.6 Instrument of the Research.....	55
3.6.1 Test.....	56
3.6.2 Questionnaire	56
3.6.3 Observation Checklist	57
3.7 Procedures of the Data Collection.....	57
3.8 Method of the Data Analysis.....	59
3.8.1 Preliminary, middle, final test.....	60
3.8.2 Observation	64
3.8.3 Questionnaire	65

IV RESULT OF THE STUDY

4.1 General Description	66
4.2 Detail Results	72
4.2.1 Preliminary Test.....	72
4.2.1.1 Analysis of Preliminary Test.....	73

4.2.1.2 Preliminary Test Problem analysis.....	79
4.2.2 Cycle 1	80
4.2.2.1 First Meeting	81
4.2.2.2 Second Meeting.....	85
4.2.2.3 Analysis of Middle Test Result.....	88
4.2.3 Cycle 2	93
4.2.3.1 First Meeting	94
4.2.3.2 Second Meeting.....	98
4.2.3.3 Analysis of Final Test Result	100
4.2.4 Analysis of the Results of Observation Sheets	106
4.2.5 Analysis of the Result of Questionnaires	112
4.3 Discussion	116
4.3.1 Analysis of Students Writing in Preliminary Test	120
4.3.1.1 The Problem in Organization Aspect.....	121
4.3.1.2 The Problem in Content Aspect	121
4.3.1.3 The Problem in Grammar Aspect	122
4.3.1.4 The Problem in Punctuation, Spelling, and Mechanics	122
4.3.1.5 The Problems in Style	123
4.3.2 Analysis of Students' Writing Final Test.....	123
4.3.2.1 The Improvement in Organization Aspect.....	123
4.3.2.2 The Improvement in Content Aspect	124
4.3.2.3 The Improvement in Grammar Aspect	124
4.3.2.4 The Improvement in Punctuation, Spelling, and Mechanics Aspect ...	124

4.3.2.5 The Improvement in Style Aspect.....	124
4.3.3 Analysis of the Observation Checklist.....	125
4.4 Advantages and Disadvantages of using Story Sequencing Cards and Round table Technique	126

V CONCLUSIONS AND SUGGESTION

5.1 Conclusions	130
5.2 Suggestions	131
BIBLIOGRAPHY	133
APPENDICES	137

LIST OF TABLES

Table

3.1 Scoring Technique of Writing Skills by Brown (2004:244).....	60
3.2 Writing Criteria Mastery	64
4.1 Schedule of the Research	67
4.2 The Outline of the Research.....	68
4.3 The Result of Students Preliminary Test	74
4.4 English minimum Score of SMP N 19 Semarang.....	75
4.5 Writing Criteria Mastery	75
4.6 Results of the Middle Tests.....	89
4.7 English minimum Score of SMP N 19 Semarang.....	90
4.8 Results of the Final Tests	101
4.9 English Minimum Score of SMP 19 Semarang	102
4.10 Observation Sheet during Cycle 1.....	107
4.11 Observation Sheet of Cycle 2.....	109
4.12 Questionnaires.....	112

LIST OF FIGURES

Figures

2.1 Stages of Writing.....	22
2.2 Steps of Action Research	39
2.3 Theoretical Framework of the Research	44
3.1 Kemmis and Taggard Diagram	46
3.2 The Diagram of Cycles	49
4.1 Criteria Writing Mastery in Preliminary Test	76
4.2 Criteria Writing Mastery in Middle Test	90
4.3 Criteria Writing Mastery in Final Test.....	103
4.4 The Overall Results of Students' Tests.....	105
4.5 The Overall Results of Students' Improvement.....	106

LIST OF APPENDICES

Appendix

1. Students' code	137
2. Lesson plan cycle 1	138
3. Lesson plan cycle 2	145
4. Students Handout	153
5. English Syllabic	161
6. The Evaluation Rubric by Brown and Balley	164
7. Pre Test Instrument	168
8. Middle Test Instrument	169
9. Final Test Instrument	175
10. Result of Questionnaire	179
11. Students' Attendance list	180
12. Students' Preliminary Test Result	182
13. Students' Middle Test Result	184
14. Students' Final Test Result	186
15. Students' writing score improvement of each aspect	188
16. Observation checklist for students in cycle 1	189
17. Observation checklist for students in cycle 2	192
18. Students' results in preliminary test	195
19. Students' result in middle test	198
20. Students' result in final test	200
21. Documentations	203
22. Letter (Surat keterangan selesai penelitian)	205

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, reasons for choosing the topic, statement of the problems, objective of the study, significance of the study, limitation of the study, and the outline of the study.

1.1 Background of the Study

Learning a second language is not an easy matter to discuss, it does not require just learning its vocabulary or its grammar, but also its culture, and a new way of thinking and acting. Nowadays, most people are required to be able to master English language, both for communication and for other matters. In formal case, English is used for business communication and public relations. While in informal case, language has function as a tool for communication to the other foreigners in order to build a relationship. Moreover, English language has become a subject in Indonesian schools, whether in Elementary School, Junior High School, Senior High School, and even Vocational School.

Indonesian may find some difficulties in mastering English language because it is not our native language. There are many words that we do not know the exact meaning. In completing English skill, there are four skills which have to be mastered. Each skill plays an important role of our English development. Based on Harmer (2004: 31) writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of

English. Teaching English in schools should be based on the curriculum. Since 2006, Indonesian educational system uses School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) and for the time being, most Indonesian school back to use School-Based Curriculum after using Curriculum 2013 for about a year.

One of the goals of the curriculum is to prepare students in mastering listening, speaking, reading and writing skills. Based on my observation at the school, most students are not really interested in writing lesson. It becomes a problem when we are demanded to fulfill this skill as part of the subject. Based on four skills, writing skill is the most difficult and complicated skill. In writing we have to pay attention on the grammar, diction, punctuations, structures, cohesion and coherence to make sure that the sentences we make are right and appropriate with the contexts. There are twelve kinds of genre of texts, such as recount, report, procedures, narrative, news item, descriptive, hortatory etc.

Building students' writing habit needs more efforts, especially in catching their interest. Building confidence and enthusiasm are also needed to grow students' proclivity in writing. Harmer (2004:61) says that although some students are always happy to have gone at writing in English, others can be less keen. The students' unwillingness in terms of writing may be caused by anxiety of their writing. They are afraid of making mistakes. Some facts show that even in their own language, they are still unwilling to write something. In condition which the students have low self-confidence in writing, building writing habit is needed. To build students' writing habit, we can start with something pleased and convenient way to attract students' attention in writing.

Other than that, some factors may cause students' interest in writing. Bambang and Shirly (2011) say that there are a number of factors that affect the success of English Language Teaching (ELT). One of these factors is teacher. English teachers have an important role in ELT as they can determine whether or not other factors can work well. Also the role of teacher is very important to build students' motivation. In short, writing is an important skill to be taught to the students, especially in level of Junior High School. However, there are some constraints to be responded, they are; the first is the awareness of writing skill is still low. Second was about the students' self-confidence and motivation. Third, the technique and the media which used in teaching-learning process as well.

The problems above may be resolved by using a media which can attract students' attention. Besides the media, the use of technique is also important. Therefore, to make a good teaching-learning, the writer will use media of pictures that covered by technique that is able to make the writing activity feels good, easy, and convenient. Wright (2002:48) says that a sequence of pictures which prompt their memory or which they have to arrange into the right order. It can prompt students' creativity and make the events of the story pretty clear to be told in term of written story. Moreover, I assume cooperative learning will be very useful technique.

Based on Slavin (1990) in Jacobs (1997:16) all cooperative Learning methods share the idea that students work together to learn and are responsible for their teammates' learning as well as their own. There are some kinds of cooperative learning, they are; jigsaw, three steps interview, group grid, round

table or write round, team pair solo, think-pair-share, numbered-head together, round robin brainstorming etc. Out of kinds of cooperative learning, round table or write round is the technique which suitable in writing activity beside team pair solo. In round table technique, students simultaneously generate responses then pass their list or product (paper) clockwise to the next students.

By doing the combination of sequence pictures or story sequencing cards through round table or write round technique students may write narrative texts in different way. Through this research, the writer expects for the media and technique can be a combination to teach narrative text.

1.2 Reason for choosing the Topic

Several reasons have become the writer's points of consideration in choosing this topic:

There are some reasons why writer choose this topic.

1. The writer chose SMP N 19 Semarang because some students in SMP N 19 Semarang are still having problem with writing skill, especially in writing narrative texts.
2. Writing skill is one of four skills that has the highest level of difficulties. In writing, there are several rules which have to follow. It may cause the students do not like this activity. Narrative text is one text which tells imaginary stories (fairy tales, legends, etc). In other words, it is a quite simple text which is easy to understand because some students may read and know this kind of stories since childhood.

For some students or learners, it is an interesting text because they can play with their imagination in constructing this text. There no need to use the difficult terms to arrange the text. Narrative text is one of the texts which is taught in Junior High School and Senior High School. However, some students are still confused to distinguish between narrative and recount text.

3. The implementation of the media is expected to be able to stimulate students' creativity and imagination in writing narrative texts. Story sequencing cards or pictures provide some sequenced events which can catch more attention and motivation for students to write in a different way.
4. To build students' confidence and participation in writing activity, teacher may use media or technique to support the teaching-learning process in a classroom. In this study, the writer will use round table or write round because it is a technique which suitable for writing activity. Through this technique, students also can learn how to be responsible for their group. In other words, round table builds students' self-confidence and responsibility.

1.3 Statement of the Problems

The basic problems which I will discuss are:

1. What is the problem faced by students in writing skill?

2. How is the proposed combination of story sequencing cards and round table technique implemented?
3. How does the combination of story sequencing cards and round table technique improve students' writing narrative texts skill?

1.4 Objective of the Study

The purposes of the study are:

1. to know the problems faced by the students in writing skill, especially in writing narrative texts.
2. to explain the combination of story sequencing cards and round table technique to improve students' narrative texts implemented.
3. to find out the combination story sequencing cards and round table technique as a media and technique to improve students' narrative texts.

1.5 Significance of the Study

The study is expected to be able to give some advantages for teacher, students and other researchers:

1. For the Teachers

This study is expected to be used as a consideration for the teachers to choose the media or technique to teach and improve students' writing ability, especially in writing narrative texts. It seems simple to choose the techniques or medium to teach students, but in practical, they give a big deal for the success of teaching learning process in a classroom.

2. For the students

This study is expected to increase the students' knowledge, interest and scores in learning English especially in writing narrative texts. Hopefully, the students can improve their writing ability in narrative texts through the combination of story sequencing cards and round table technique. This study will build students' motivation and team work.

3. For other researchers

This study is expected to be an useful additional information to enrich the reference related to the improving the students' writing skill in narrative texts. I hope they can find another media and techniques that can be implemented to improve students' narrative texts. They are able to combine other topics with another methods and techniques.

1.6 Limitation of the Study

I would like to limit the study as the subject and the object of the study. The subject of the study is limited to the eighth grade students of SMP N 19 Semarang. The object is limited to the use of story sequencing cards and round table technique.

1.7 Outline of the Study

This study consists of five chapters which can be elaborated as follows:

Chapter I talks about the introduction that consists of background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, limitation of the study and outline of the study.

Chapter II deals with the review of related literature which contains three main subjects. They are review of previous studies, review of theoretical study, and theoretical framework.

Chapter III deals with method of investigation which consists of research design, research procedures, subject of the study, role of the researcher, technique of the data collection, research instruments, procedures of data collection, and method of data analysis.

Chapter IV presents the general description, detail results, data analysis and discussions of the reflection findings.

Chapter V presents the conclusions and the suggestions on the basis of the Research findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three parts. The first part is review of previous studies related to the topic. The second part is review of theoretical study. The third part is theoretical framework. Each part will be elaborated as follows:

2.1 Review of Previous Studies

This part will show some of the previous studies which were already conducted by some researchers. There are some researchers who conducted the same topics related to the improving students' writing skill.

The first study was entitled "*The Use of Digital Storytelling to Improve Students' Mastery in Writing Narrative text*" (Anugrah:2013) (An Experimental Study on the second grade at SMP Negeri 1 Grobogan in the Academic Year of 2011/2012). This experimental study was to find out the differences between the students' achievement writing skill was taught by digital storytelling and conventional technique. The researcher chose the eighth graders of SMPN 1 Grobogan as the population of his study. The experimental group was VIII-1 and the control group was VIII-2. The experimental group was taught using digital storytelling and the control group was taught using conventional technique. The result of this study gave the differences in students' achievement which was taught by using digital storytelling and using conventional technique. It can be concluded that the use of digital storytelling as visual aid can improve students'

mastery in writing narrative text. There were improvements in students' scores of writing after taught by using digital storytelling. It showed how digital storytelling gave good contribution in teaching learning process. Because it contain both audio and visual which can be easily accepted by students.

The second study was entitled "*The use 3D Animation Film in Teaching Writing Narrative Text*" (Pratiwi:2013) (A Case Study of the Eight Grade of SMP Negeri 1 Mranggen in the Academic Year of 2011/2012). In this classroom action research, she pointed out that using 3D film animation in teaching writing narrative text can attract students' attention very well. Because it provides pictures and audio (sound) all at once. In practical, catching students' attention and enthusiasm give the different result of the study. In the common condition, when teacher has to explain more about the materials and students only have to follow and being passive along the lesson. Some students may lose their concentration and attention. The researcher wants to show and prove the effectiveness of using 3D film animation in teaching narrative text. The result of this study showed that the students' writing achievement was improved because the result of the post test was better than the passing grade recommended by the Department of Education and Culture, which is 65 %. The mean of the students' result in the pre-test was 32, 15 %, the cycle 1 result was 52, 47 %, and in the cycle 2 tests were 69, 05 %.

The third study was conducted by Rahma (2012) which was entitled "*The Use of Pictures as a Media to Improve Students' Guided Writing Ability*" (An Action Research to the Sixth Graders of SD N Cawitali 01 Tegal in the Academic Year of 2011/2012). She used media of pictures to improve students' skill of

Elementary school students. She pointed out that the use of pictures in teaching writing in Elementary School can help the students' understanding in writing skill. Pictures help students in giving clues for students to write, so that, students can be motivated to involve to the lesson pretty well. This media was simple, interesting and can be acceptable. Students' score also proved that the contribution of this media really helpful for teaching writing. The research findings show the difference in students' achievement of writing before and after being treated by using pictures as media. From the data, the writer found that the average of post test (71.80) was higher than the pre test(58.50). It could be concluded that the students had a progress in learning guided writing. The analysis of the non-test instruments showed that most of the students gave positive response to the way of teaching learning process that had been conducted.

The fourth study was conducted by Firman Zulfarianto which was entitled "*Improving Students' Writing Skill of Recount Text through Mind Mapping and Team Pair Solo Technique*". It was an Action Research of the eight grade students of SMP N 3 Banjarnegara in the Academic Year of 2013/2014. The result of the study showed that the students' responses in learning writing were good. They enjoyed the activity using Mind Mapping and Team Pair Solo Technique in class by having group discussion and individual work. The students' improvement was proved by the increase of their writing result. In pre-test, the mean of students' score was 58.95 and the mean of students' score in post-test was 71.05. Based on the result above, Mind Mapping and Team Pair Solo technique are effective and

can be used as an alternative teaching technique to improve students' writing skill in classroom.

The research was entitled "*Improving Students' Writing Skill of Recount Text through Mind Mapping and Team Pair Solo Technique*" tried to improve the students' achievement in writing recount text by combining mind mapping and team pair solo. Team pair solo (one of cooperative learning) is a technique or strategy which begins with the group discussion, so that the students have to discuss together in group after receiving a topic or questions from the teacher and continue with pair discussion and the last is to work individually. The final result of their writing was individual works.

From those studies, we know that there are several studies related to the improving students' writing skill have been conducted. However, improving students' narrative text by using the combination of story sequencing cards and round table technique has not been working out. So, it makes me curious and enthusiastic to find out the use of both story sequencing cards and round table technique in teaching writing narrative texts in classroom.

My study is different from those researches because I introduce one way to improve the students' writing skill of narrative texts by combining story sequencing cards and round table technique. The study which uses sequencing pictures may seem common. However, in my study I combine the use of story sequencing cards with round table technique. The media of story sequencing cards is expected to get students' attention, while round table technique is a kind of cooperative learning is used for building students activeness, responsibility.

Through this study, I am going to show a way of achieving students' writing narrative text by applying the combination media and technique.

2.2 Review of Theoretical Study

This section will discuss several theories which related to the topic that including writing, narrative text, media, Cooperative Learning, and Action Research.

2.2.1 Writing

According to Meyers (2004:1) writing is a way to produce a language which you do naturally when you speak. Writing is not much different; except that you take more time to think about your subject, the person, or people we will be discussing it with ...” Writing is one way of conveying something to the others through texts or writing. It becomes complicated because we need to pay attention on the rules, different from speaking skill.

In his book of *Principle of Language Learning and Teaching*, Brown (2000:335) also states that writing needs a process of thinking, drafting, and revising that requires specialized skills, skills that not every speaker develop naturally. It means that students need a lot of practices to master writing skill in order to produce a good text. Writing cannot be done in short times; it needs some stages in the process of writing. It is different from other skills which can be done in short times.

While Troia (2003) said that writing is one of the most complex literate activities in which children and adults engage. Composing text entails dissemination and coordination of multiple cognitive and linguistic in order to

complete goals associated with genre-specific conventions, audience needs, communicative purposes. Because writing is one of the skills which have high level difficulties than others, it needs more time and also strategies to develop it, especially for students in the lower level of education, such as in Elementary school and Junior High School.

Haynes and Zacarian (2010:90) also stated that writing is particularly a challenging language domain for ELLs (English Language Learners) to master, perhaps due to the lack of intensity and intentionality that we devote to it. In addition, learning to write involves being able to communicate and convey ideas meaningfully. In other words, someone learns how to combine both presenting ideas and communicating through writing or texts.

It also stated in Al-Jumaily (p.29) that:

Writing is the process of using symbols to communicate ideas. It's a system/method of representing language in visual or tactile form. Writing is the 4th language skill that learners need to work hard on to master. It's the mirror that reflects/shows one's knowledge about a language.

Bello (1997) in Al-Jumaily (p.29) believes that writing enhances language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and reinforce the grammar and vocabulary they are learning in class.

From some definition of writing, we can conclude that writing is the way of communicating by using the series of sentences, paragraphs in a text. Writing is focused on the importance of how people arrange their ideas in a text. In delivering purpose or aim in the form of written text, the writer should use the proper and appropriate words to avoid misunderstanding with the readers.

2.2.2 The Importance of Writing

Steffens and Dickerson, editors of the book *Writer's Guide to History* (a valuable resource!) in Pitart (2011:2) stated that “the process of writing is as critical to the study of history as reading...” specifically,

- a) Writing is a fundamental intellectual activity. It means that it does not communicate what one has learned, but it causes someone to learn. When someone tries to write something, it is not only about one's knowledge, but also through writing someone can learn something new. It promotes discovery problem solving and organization.
- b) Writing helps you to learn history. We learn as an active participant, not as passive recipients through lecture and textbooks. It gives more meaning for learners.

Graham and Perin (2007:3) stated that writing well is not just an option for young people—it is a necessity. Along with reading comprehension, writing skill is a predictor and indicator of one's academic success and a basic requirement for one's participation in civic life and in the global economy. It mentions in Graham and Perin in the same page that:

In addition, every school day 7,000 young people drop out of high school (Alliance for Excellent Education, 2006), many of them because they lack the basic literacy skills to meet the growing demands of the high school curriculum (Kamil, 2003; Snow & Biancarosa, 2003).

Poor writing skills also can be identified as a part of National literacy crisis. In United States of America, a large of number students graduates from High school with low-writing proficiency. They cannot write the basic level inquire by colleges and employers. It can impact their next carrier if they cannot

fulfill the writing level. In addition, every school day 7,000 young people drop out of high school (Alliance for Excellent Education, 2006 in Graham and Perin (2007)). It makes writing becomes important. It is not only as regard individual skills but also the developing of the country. The quality or proficiency of one's writing gives a big impact to the country. It may seem unpretentious, but in practical, many people are failed in fulfilling the writing subject and it impact to the next level of their education and career.

From that statement, I infer that writing is very important in our life, not only to fulfill the assessment in school but also for the progression of the country. It makes writing important in any aspect of life. Building up the students' awareness of the importance of writing should be taught in early ages or stages. For some students, writing problems often affect other subjects and affect overall academic success. Students' writing skills determine their success in school and in their career.

2.2.3 Teaching Writing for Junior High School

Teaching writing from a textual perspective also involves raising students' awareness of the relevant rhetorical. Teaching is a process of interaction between teachers and students which commonly happen in a classroom. Richards and Rodgers (1986:8) say that Vietor, Sweet, and other reformers in the late nineteenth century share many beliefs about the principles of new approach to teach foreign languages should be based, although the often differed considerably in the specific procedures they advocated for teaching language in the general the reformers believed that:

- a. The spoken language is primary and that this should be reflected in an oral-based methodology;
- b. The findings of phonetics should be applied to teaching and to teacher training.
- c. Learners should hear the language before seeing it in written form;
- d. Words should be presented in sentences, and sentences should be practice in meaningful contexts and not be taught as isolated, disconnected elements;
- e. The rules of grammar should be taught only after the students have practiced the grammar points in context.
- f. Translation should be avoided.

Haynes and Zacarrian (2010:16) stated that learning activities must be based on deliberate and explicit instruction that allows multiple opportunities for:

1. Students' understanding of the lesson's key content goals and activities;
2. Teacher modeling of activities before students engage in them.
3. Frequent opportunities for students to practice activities comfortably.
4. Multiply and repeated connections to students' personal, cultural, linguistic, social, and academic experiences.

In other pages Haynes and Zacarrian (2010:89-90) say that learning to write in English is a developmental process that involves being able to:

1. Communicate meaningfully through writing
2. Write for a range of purposes
3. Use culturally appropriate terms, and

4. Use correct form and grammar.

Communication is not always about verbal through mouth and the other organs of speech. Communication can be also done by writing. As a teacher, it is our duty to teach students any skill. However, teaching writing is hard work to do. As the writer discussed before, writing skill is a complex and difficult skill to teach because it does not mean only draw or creates a graphic on a piece of paper or computer screen.

Haris (1969:68-69) stated in his book *Testing English as a Second Language*. At least, there are 5 components of writing that should be followed as well. Those components are: the first is content, it consists of the substance of writing and the ideas expressed. Second is the form used, it is about the organization of the content. Third was the grammar, the employment of grammatical form and syntactic pattern. Fourth is style. It is about the choice of the structures and lexical items to give a particular tone or flavor to writing. It includes the diction uses to construct sentences by sentences to be a good paragraph. Fifth is mechanic, the use of the graphic convention of the language.

Brown (2004:244-245) mentions the scoring or writing aspect criteria that should be measured in writing skill, they are organization (introduction, body and conclusion), content (logical development ideas), grammar, punctuation (spelling and mechanics), and style and quality of expression. Those aspects should be measured to know the students' progression in writing. So the teachers can identify the students' weaknesses in order to define the right action to solve this problem.

For those reasons above, most of the Junior High School students may find writing confusing and making them give up since writing has a rule has to follow. In order to motivate and encourage them in writing, an English teacher plays an important role to improve their ability and explore their ideas. The teacher should be patient to support, motivate and teach them. He or she has to give them a lot of trainings and practices about how to express their ideas into words. Teachers have to try to find a way of composing writing that is easy for them. By doing so, students will not consider writing frustrating.

2.2.4 Eleven Elements of Effective Adolescent Writing Instruction

In Graham and Perin's report (2007:4-5) identifies 11 elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning. It is important to note that all of the elements are supported by rigorous researcher, but that even when used together, they do not constitute a full writing curriculum. They are:

1. Writing strategies. It involves teaching students strategies for planning, revising, and editing their compositions.
2. Summarization. It involves teaching students how to summarize a text with their own words. After students learn something, they should know how to summarize in their own words explicitly and systematically.
3. Collaborative writing that uses instructional arrangements in which learners work together to plan, draft, revise, and edit their compositions.
4. Specific product Goals which assigns students specific, reachable goals for the writing they are to complete.

5. Word processing, computers and word processors as instructional supports for writing assignments.
6. Sentence Combining. It involves teaching students to construct more complex, sophisticated sentences. Not only about writing in one sentence but also writing in a complex way. The sentences that they write uses forms or pattern which more sophisticated.
7. Prewriting, in prewriting students should be followed some steps for their composition. It engages students in activities which help them generate or organize ideas for their composition.
8. Inquiry Activities which engage students in developing ideas and content for a writing task through analyzing immediate and concrete data.
9. Process Writing Approach which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.
10. Study of Models which provides students with opportunities to read, analyze, and emulate models of good writing.
11. Writing for Content Learning which uses writing as a tool for learning content material.

Using writing tasks to learn content offers students opportunities to expand their knowledge of vocabulary; to strengthen the planning, evaluating, and revising process, and to practice grammar, spelling, punctuation, modes of argumentation, and technical writing (Yore, 2003).

2.2.5 Four elements of writing process

As a suggested Harmer (2004:4-5) says that writing process has four main elements, they are:

a. Planning

Before starting to write, they try and decide what will they are going to write in their writing. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing. Second, the writers should think about the audience. And the last is content structure. Before writing a text, we should make a plan in order to ensure which point or main issue we are going to focused. Some people may find difficulties in generating and exploring their ideas at the beginning, so that, having plan before writing is needed to define the first action before writing.

b. Drafting

It is the first version of a piece of writing. As the writing process proceeds into editing, a number of drafts may be produced on the way before the final version. It is the first writing or sometimes called by 'crude product' of writing because in this writing we may find many mistakes, such as grammar, punctuation, and spelling. Because of that, we need other actions for the betterment.

c. Editing (reflecting and revising)

When a writer reread her or his writing and find mistakes such an ambiguous. Then, the writer tries to edit their writing into a good sentence.

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revision of the writing. It makes the writer's product becomes better because it has been corrected by other people or readers.

d. Final version

This is the last stage of writing, after doing three actions (planning, drafting, editing which includes reflecting and revising). When the writers have edited their draft, making the changes they consider to be necessary, they produce the final version. After doing some revisions and corrections of the inappropriate spelling, words and sentences, the writer produces the last or final writing which also means the best version of writing has been done. After passing through three steps, finally the best writing is created with appropriate spelling, words, and diction.

We represent these stages in the following way:

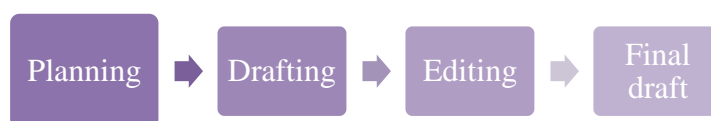


Figure 2.1 Stages of writing

2.2.6 Genre

According to Wikipedia, the free encyclopedia genre began as an absolute classification system for ancient Greek literature, poetry, prose and performances

had a specific and calculate style that related to the theme of the story. Hyland in his book (2002:17) stated that teaching genres involves increasing learners' awareness of the conventions of writing to help them produce texts which well-formed and appropriate to readers. Knowing the genre can help learners to define the kind of term will be used in their writing, so that, their writing will not be out of the context and it still in line.

2.2.6.1 Narrative Text as a Genre

Hyland (2002:61) stated that Genre theorists assume that the organization of a text can be described in relation to others like it, and the choices and constraints acting on the writer in a particular social context. Texts are seen to display inter textual activity in that they anticipate or respond to other texts, and this allows us both to identify them as belonging to a certain genre and to describe differences and similarities between genre.

2.2.6.2 General Concept of Narrative

According to Martin (1985:129) Narrative is a story. Thus, narrative writing is writing that tells a story. Narratives in English may be written in the first person, using "I" in the singular and "we" in the plural. In some stories, they may also be written in the third person, using "he" or "she" in the singular and "they" in the plural. Most of narrative text uses the personal pronoun to show the character of the story. It makes the story alive, so the readers can feel the sense of the story.

Moreover, Gerot and Wignell (1994:204) say that the social function of narrative texts is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead

to a crisis or turning point of some kind finds a resolution and can be adding by re-orientation at the end of story. However, it is optional to use. Narrative texts are told to entertain the readers or listeners about the story (fairy tales, legends, fables etc) and take some moral values on it. Most narrative writing has the following characteristic:

- a. It tells the story of an event or events.
- b. The events are usually arranged in chronological order.
- c. The writer has a purpose in mind telling the story. The writer wants to show the impression to convey to the readers. The details of the narrative are carefully selected for the purpose.

Gerot and Wignell (1995) mention the generic structure of the narrative text are:

1. Orientation: sets the scene and introduces the participants.
2. Evaluation: stepping back to evaluate the plight.
3. Complication: a crisis arises. The problems arise or occur.
4. Resolution: the crisis is resolved, for better or for worse. The characters of the story find a way to solve his/her problems.
5. Re-orientation: optional.

However, some of the generic structure of narrative text is not always the same with the generic structure mention above. In different level of grade, it may not the same, for instance, in grade of Junior High School, it simply has only orientation, complication and resolution.

While, Anderson and Anderson (1997:8) say that there are some steps to construct a narrative text, they are:

- a. An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about *who is* in the story, *when* the story is taking place and *where* the action is happening. It simply introduces the characters of the story, how the story begins and where the story takes place. It is very important to attract the readers' attention at the first paragraph. It will show the quality of the story itself.
- b. A complication that sets off a chain of events that influences react what will happen in the story. A complication is one of the important part in narrative text. Without complication, narrative text cannot be an interesting story to be read, it just a story without sense or taste. Problem makes the story more interesting.
- c. A sequence of events where the characters react to the complication or problem from the story. It consists of some events in the story which the characters react and face the problems occur. Detail of each event will show in this part, every detail of events make the story alive.
- d. A resolution in which the characters finally sort out the complication. It shows how the main character or other characters solve the complication and problems. It shows how the writer ends the story.

- e. A coda that provides a comment or moral based on what has been learnt from the story (an optional step). Some writers do not include coda because it optional, so that, it sometimes occurs.

Anderson and Anderson (1997:8) also mention the language features usually found in narrative text are:

1. Specific characters.
2. Time words, that connects events to tell when they occur.
3. Verbs to show the actions that occur in the story.
4. Descriptive words to portray the characters and settings.

Mostly, some of us know that the type of narrative text is only about fairy tales which tell princesses and kingdoms. In fact, there are several types of narrative texts. Annandale (1990:16) says that a class list of story types which can be alternative in writing narrative texts might include the following:

Type of narrative texts:

- a. Adventure : a story that tell about something exciting and dangerous, such an adventure or journey in order to solve the problems occur; e.g. junior detective stories, stories about journeys, spies.
- b. Horror story: a story which tells something scary with frightening events but usually ends happily; e.g. 'Dracula', 'The Missing Mummy' etc.
- c. Romance: a story which deals with romantic love. There are often some obstacles but 'True love' usually wins out in the end.

- d. Fairy tales: a well-known story from folklore for children which often involves fairies or other magical characters. Sometimes, it tells about kingdom, princess etc.
- e. Epic: a story which deals with big themes and heroic achievements and events by characters that is 'larger than real life e.g. Homer's "Iliad", or "Star Wars".

2.2.7 The Characteristics of Junior High School Students

Junior high school is the transition from the period up to the more frequent play and tend to be very indifferent to the learning environment to the period in which the students were need to be able to have responsibilities for their academic achievement for their future.

In practice, there are many students who are still carried away elementary school time into junior high school. It will impact the results of their own learning outcomes, especially in learning English language which is actually "strange" to them. It is not the daily language they use to communicate. Naturally, if the students are reluctant to learn English, they had already been to judge that English is the difficult and tedious language.

Harmer (2007:14) mentions that learner differences; age, he stated that learners are always as children, young learners, adolescents, young adults or adults. One of level of ages is children. Children don't just focus of what being taught, they seem learn other things in the same time. Most of them respond well the activities which focused on their live and experience. However, children' attention and willingness of doing activities is often fairly short.

Students have different characteristics; the way to teach them will differ too. For teaching students in younger ages, we need some variety of games, songs, and puzzles than other older learners do. Because, in this age, students are curious what thing really is, but they may lose their concentration for a half hour later. In other page, Harmer also mentions that a variety of factors can cause students' motivation and desire. If students have strong enough motivation, it can provoke some a decision to act. The role of teacher is important to help students to sustain their motivation. Some kind of activities which make students involve or excite their curiosity and participation will be working out.

2.2.8 General Concept of Media

According to Van Els et al. (1984), media are all aids which may be used by teachers and learners to attain certain educational objectives. In line with the ideas of stated previously, Richards in Kasbolah(1993:10) defines the instructional media as a media which are used within the instructional design and are determined by the requirements of the objective content and instructional method.

While Heinich in Kimtafsirah (1998:2) said that the term of media refers to anything that carries information between a source and receiver. It can be film, television, radio, audio recording, photographs, printed materials, and the like are media of communication.

In conclusion, media can be described as a tool for helping someone in delivering some information to the readers or listeners. Media can be visual, audio-visual, but in my study, I will use the media of picture to support teaching learning process writing narrative texts.

2.2.8.1 General Concept of Pictures

Brown (2000:1) emphasizes that using variety of media will increase the probability that the students will learn more, retain better what they learn and improve their performance of the skills they are expected to develop. While Horny (2007:953) states that the media is the main ways that large numbers of people receive information and entertainment, such as television, radio, newspaper, and the internet; the news/broadcasting or national media. The use of media is very important for teaching-learning process in classroom. It gives advantages for both teachers and students. For teachers, it is very useful tools to provide an interesting material to attract students' attention and enthusiasm in classroom. It also helps teachers to deliver the materials which need model or visual aid. While, for students the existence of media (it can be audio, pictures, audio-visual or videos, songs, games etc) is very important because they can learn in easy and interesting way. It also can be found and prepared easily.

Furthermore, Hornby (2007:1138) stated that picture is a description that gives you an idea in your mind of what something is like. It was mentioned that pictures is one of the visual aids that can be used in writing. It makes something clearer and easier. Pictures can help the students to know the sequences events of something in well-organized, especially the narrative texts. We can use any series of pictures to prompt children's memory.

It also mentions in Wright (2002: 48) that a sequence of pictures which prompt their memory or which they have to arrange into the right order. The pictures can be copied from a book, drawn by you as sketches on the board, or

drawn by the children. Because it is important to pay attention students' interested on them to make sure if the lesson can be received well. Harmer in his book *How to Teach English* (2007:118) also mentions that music and pictures are excellent stimuli for both writing and speaking. In some cases, pictures offer a wealth of possibilities. We can use pictures to stimuli and prompt students' memory.

2.2.8.2 Story Sequencing Cards

The other name of jumbled pictures is story sequencing cards. Based on DLTk's Craft for Kids' page which can be accessed in their website, it is a set of collection of cards containing some cards or pictures about the events of the story. Arrange a series of picture cards into the logical order to create the story from beginning to end. This gives the children the chance to demonstrate and reinforce their recollection of the story. It is a media that provides some picture cards which help students to know the sequences of the events, so they can arrange the story in well-organized.

The steps of doing this activity:

1. Teacher distributes the story sequencing cards or jumbled pictures to the students for each group.
2. Students in group identify and discuss of how to arrange that cards or pictures to be a good story. They can start with simple sentences and elaborate then.
3. And last, based on the pictures given, they make a story. By using pictures or cards, they are demanded to know what the pictures would tell, then arrange the stage of events to be a good story.

Hyland (2003:10) states that "...the process approach to writing teaching to address the issue of what teachers should do to help learners perform a writing task" As stated in Hyland above in process of teaching writing in classroom, teacher should help the students to perform their writing in order to make the process of teaching-learning succeed. So that, in this study, the researcher who acts as the teacher tries to help students perform their writing in the classroom.

2.2.8.3 Reasons for choosing the Pictures

There are some reasons in choosing pictures or in this study we call it story sequencing cards. Pictures are often used to present situations for grammar and vocabulary work. However, their ability to transport students to different worlds means that they can also be used to incite students to creative flights of fancy. Same as music, you don't need to speak the language of pictures in order to be stimulated by them. It works well when students are prompted by something easy and pleasant.

Pictures are really useful ways to prompt students' memory. The students will be given a series of pictures in sequences which tell a story. They have to write what the pictures tell. Wright (1989:2) says that pictures contribute to:

- a. Interest and motivation;
- b. A sense of the context of the language;
- c. A specific reference point or stimulus.

Based on statements above, pictures are useful media to prompt students' willingness to write. Like Wright (1989:201) mentions in his book that cartoon strips and instructions strips of pictures are potentially useful. In one hand, a

series of pictures will show how the story or events happen. The stages or events in the story can be shown through series of pictures which can be represented clearly as visual image. In the other hand, the use of story sequencing cards or pictures give students the general description of what suppose to be written. It can be an interesting media for students to write narrative text in different and amusing way.

In the stage of Junior High School students, pictures are very useful media to attract students' attention and motivation. The use of picture is also mentioned by Harmer (2002:135), they are; First, understanding, one of the most appropriate uses for pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the word "bike" is by looking pictures. How the picture show the appearance of something in more clearly. For instance, the picture shows that it has two tires. Sometimes, teachers use pictures for creative writing. They might tell students to invent a story using at least three or four of the images in front of them (cue cards, for example).

Second was prediction. Pictures are useful for getting students to predict what is coming next in lesson. Thus, students might look at a picture and try to guess what the pictures show (for example: the Prince stood handsomely or the princess sat on the gold bench etc). They predict what happen in the pictures based on the visual image from those pictures.

As we know that picture plays an important role in teaching-learning process, Wright (1989:17) shows the role of pictures in speaking and writing, they are:

1. Pictures can motivate students and make them want to pay attention and take part in lesson. The use of pictures may catch their attention better than use the conventional method. Pictures make students want to take part the lesson or activity in classroom.
2. Pictures contribute to the context in which the language is being used. It simply means that they bring the world into classroom. When a picture shows a girl sits in a bench with a thousand of birds around her, it shows how pictures bring a real situation drew in paper, so that, students are given the real image of something just like in reality.
3. The pictures can be described in an objective way. Just by looking at the pictures, students can describe every single part drew on the pictures. It is clear, through picture students can describe what events happen in the pictures, and at least they can say some component in the pictures. They may identify every single thing shows in the pictures.
4. Pictures can cue responses to questions or cue substitutions through controlled practice. It can lead the appropriate answer based on question given.
5. Pictures can simulate and provides information to be referred to in conversation, discussion, and storytelling. In storytelling, it helps students to remember the stage of events and give information.

2.2.9 Cooperative Learning

Richards and Rodgers (2001:192) say that cooperative Language Teaching (CLL) is part of a more general instructional approach also known as Collaborative Learning (CL). Cooperative Learning is an approach which use the maximum of grouping activities which involving pairs and group of learners in classroom.

2.2.9.1 Definition of Cooperative Learning

Robert Slavin in Jacobs (1997:16) offers the following definition and discuss the specific nature of the approach that he and his colleagues use. All Cooperative Learning methods share the idea of working together as a team to learn and be responsible for their teammates' learning as well as their own in classroom. The idea of cooperative work, student team learning methods emphasize the use of team goals and team success, which can be achieved only if all members of the team learn the objectives being taught. In other words, the students' tasks are not to do something as a team, but to learn something as a team.

Cooperative learning is a method which uses students' interaction to achieve the goal of learning. Based on Freeman (2000:164) stated that cooperative learning essentially involves students learning from each other group. The main point of cooperative learning is teamwork. Students learn their learning material. They find and solve the problem of learning material in group.

Some of the cooperative learning models can be used for teaching writing. Two examples of learning in teaching writing are team pair solo and round table or write round. Cooperative learning has been taught in some subjects in school. It

gives us benefit to teach students how to be a good teamwork and responsibilities for their group.

Harmer (2002:260) also states that cooperative writing works well both process and genre-based approaches. Writing in groups, whether as part of a long process or as part of a short game-like communicative activity, can be greatly motivating for students, including as it does, not only writing, but research, discussion, peer evaluation and group pride in a group accomplishment. It is clear that writing in groups give more motivation for the students rather than they learn by their own.

Felder and Brent (2004) stated the several benefits of cooperative learning in teaching-learning in classroom. It can improve students-faculty interaction, student-student interaction, information retention, higher-level thinking skills, and attitudes toward subject, motivation to learn it and team work. The most important is it can increase both interpersonal and communication skill through team or group learning. Cooperative learning provides some techniques which demand students to think and speak individually and share to the other students. It shows their ability in delivering their purpose through both verbal and non-verbal communication.

Johnson, Johnson, and Holubec in Richards and Rodgers (2001:192) mention that Cooperative learning sought to do the following:

1. Raise the students' achievement.
2. Help teacher to build students' positive relationships among students through group discussion.

3. Give students the experiences for cognitive development, healthy social, and psychological.
4. Change competitive organizational structure with a team-based and high-performance organizational structure.

2.2.9.2 Types of Cooperative Learning

Based on Anthony (1963:67) in Richards and Rodgers (1986:15) a technique is implementation which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well. A technique in teaching learning process gives the contribution to make a good condition in classroom.

There are several kinds of Cooperative Learning, they are; Jigsaw , Numbered-Heads Together, Round Robin Brainstorming, Round Table, Talking Chips, Team Pair Solo, Think-Pair-Share, Silent Cards Shuffle, Group Grid, and Three-Step Interview. Some of them are suitable with the writing activities. They are team-pair-solo and round table or write round.

2.2.9.3 Round Table Technique

Based on Barkley, Cross and Major (2005:241) round table is a technique where the students take turn responding to a prompt by writing one or two words or phrases before passing the paper along to others who do the same. It is a written version of Round Robin Brainstorming. It can lead students to be active and

responsible in their group. So, each member of the group is responsible for instruction given.

Round table Strategy is a useful technique to use in writing activity. It can be a strategy which helps students to brainstorm their ideas or their thoughts about the topic and review it in a group. Students have to be active and follow the rules of this activity. It is also can be an active learning strategy. This means that the students' role is bigger than the teacher in the classroom. In this technique, students do not listen the teacher's explanation all the time; they also have to explore their ideas and participation to their group. It expected to give different atmosphere in teaching-learning can motivate students to follow the lesson well.

Procedures of doing this activity (Round Table):

- In teams, students simultaneously generate responses, in this activity the students will be asked to write the general idea of the story given based on pictures for each group (for example teacher will mention the title and distribute the story sequencing cards or pictures first) then pass their list or products clockwise, so each teammates can add to the prior responses.
- Set-up: papers, pencil per team.
- Steps :
 1. Teacher assigns a topic (the title and story sequencing cards first) to the students.
 2. All students in team respond simultaneously. They think individually of what are they going to write.

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

2.2.10 Action Research

Research is a systematic attempt to provide answer to questions. Such answer may be abstract and general as is often the case in basic research, or they may be highly concrete and specific as is often the case in demonstration or applied research. As Burns (2010:1) said that action research can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students.

There are several definitions of Action Research taken from Costello (2003:3) in his book *Action Research*, they are:

1. Action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice' (Frost, 2002, p. 25).
2. Action research is a term used to describe professionals studying their own practice in order to improve it' (GTCW, 2002a, p. 15).
3. Educational action research is an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve some educational practice' (Bassey, 1998, p. 93).

According to Watts in Ferrance (2000:1) action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. In action research, the researcher uses a specific technique of teaching in learning process.

Whereas Kemmis and McTaggart in Nunan (1992: 18)

Action research 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. The essential impetus for carrying out action research is to change the system.

Some definition of action research were bringing out by some experts so that I infer that action research is done by the teacher to solve several problems faced by the students in the classroom through some actions or treatments. Hopefully by doing this research, it can give some beneficial for students to improve their achievement in English.

2.2.9.1 Steps conducting Action Research

In general, an action research was conducted based on the cycles. The cycles of action research could be seen in the figure below:

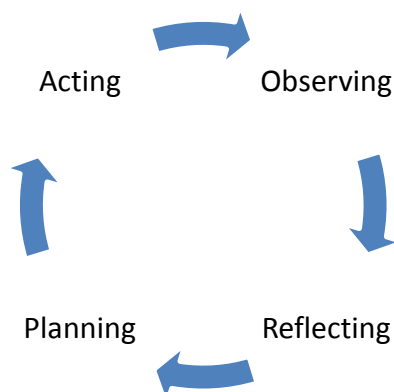


Figure 2.2 Steps of Action Research Kemmis Taggart model

The relationships of the four stages are drawn briefly as follows:

1. Planning

This is the first step of doing research. This step is trying to get some students' problems in learning writing a narrative text and some information about the students' initial condition. Then, the writer is trying to make a plan as problem solving. It has always been the first step before doing research. It is very important to do because in this stage the problems are occur and the researcher or observer has to identify and interpret the problems thoroughly.

2. Acting

Acting is implementation of the planning, which is already made. It consists of both giving material and treatment. The implementation is proposed by the researcher to solve the problems. After identifying the problems, the researcher or observer is doing treatment to solve them.

3. Observing

A researcher has to observe all events or activities during the research. It is about trying to get the students' achievement after giving treatment. If during acting found something wrong or inappropriate, that is researchers' duty to observe, change or add the treatment will be given.

4. Reflecting

The last step is about trying to analyze the students' result whether or not the teaching and learning process is successful. The result of reflection is used to establish the next steps of research. In other words,

a reflection is an investigation to know the result of the research whether a research was success or failure.

From the brief explanation above, it can be concluded that planning always becomes the first step in doing any activities. Planning is the reference in doing the action. While action is the second step which realizes the planning that has made by a researcher. The observation is needed to know the quality of the action. Based on the observation, a researcher can determine whether it is necessary to do a revision after doing an action or not in order to reach the purpose in doing an action research.

2.2.9.2 Aim of Action Research

In term of teaching-learning process, the contribution media, techniques and methods are significant. They are implemented to gain the objective of the lesson. To know how successful media, methods or techniques is by doing research. One of research design is action research.

The purpose of the action research is to change the learning process done by teachers or another related person in education at the future. Ferrance (2000:1) says that action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future.

Actually, action research brings several benefits in teaching-learning process. The role of teacher is as a person who measures students' capacity, while students are as participants in action research. Here the list of benefits of doing action research, they are:

1. Benefits for teachers:
 - a. Teachers have self correction to improve their quality of teaching in classroom.
 - b. Improve teachers' self-confidence because they have solved problems by doing such action.
 - c. Teacher can work professionally.
 - d. Help teachers to identify problems and issues systematically
2. Benefits for the students:
 - a. Students' skill can be improved.
 - b. They have a good model from their teacher.
3. Benefits for the school:
 - a. Developing curriculum;
 - b. Improving research tradition among teachers, so it can influence school's development.

At the end of this research, I hope it can give some beneficial not only for teacher and students but also for the school.

2.3 Theoretical Framework

As a matter of fact, most students have already judged that English is the difficult subject to learn. It influences students' desire and motivation in learning English in order to improve their ability. It is totally wrong mind set, indeed. Our challenge as a teacher is to change their mind set about English language. In this study, I want to change their point of view in learning English. In fact, it is not as

difficult as they think, yet it is easy, fun, and interesting to be learned if they want to try to love English. The first way which must be taken is change their mind and point of view, little by little and persuade them that they can master English well if they believe in themselves.

Another way is by increasing their motivation in the learning process. I will use the combination of story sequencing cards or we also called it jumbled pictures and round table technique (cooperative learning) to improve students' achievement in writing narrative text. Story sequencing cards help students in giving clues about sequenced events which happen in the story. It also helps them to write in well-organize and meaningful writing product. I also use round table technique to help students to learn English in different and interesting way. Creating new atmosphere in learning English and responsibilities for their group can be done in one action. It grows students' responsibilities. Moreover, the learning process will be more pleased and interesting for the students. In this study, I use Kemmis and McTaggart's action research model. The theoretical framework of my study is drawn below. I illustrate it by using a diagram. The diagram is presented in the next page:

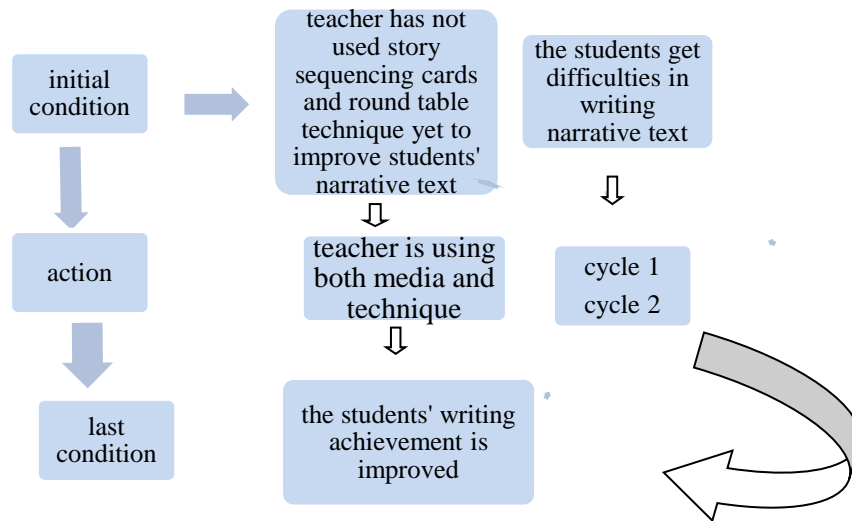


Figure 2.3 Theoretical Framework of the Research

CHAPTER III

METHOD OF INVESTIGATION

This chapter deals with research methodologies which consists of the research design, research procedure, the subject of the study, role of researcher, technique of data collection, instruments of the research, procedure of the data collection, the method of data analysis.

3.1 Research Design

Research design is how the researcher conducted the research. This study was an action research which concerned with the implementation of combination of story sequencing cards and round table technique. Based on Wallace (1998:13) action research is kind of research which is done systematically in collecting the data on the lesson plan and analyzing it in order to come to some decisions about what the future should be. As mention in Elliot (1998:49) that the fundamental aid of action research is to improve practice rather than to produce knowledge, so that, in this research, it has purpose to improve students' writing skill in narrative texts.

Kemmis and McTaggart in Nunan (1992: 18) make statement that:

Action research 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. The essential impetus for carrying out action research is to change the system.

Research also means that it conducted to identify students' problem in teaching learning process and also to solve those problems in order to make the teaching learning process in certain procedures.

The method of conducting this final project was an action research which took place in the classroom. It focused on the application of the combination of story sequencing cards and round table technique. Action research was a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

There are some models of Action Research which carried out by Stephen Kemmis, Jean McNiff, etc. As what has been mentioned in the previous chapter, Kemmis and Mc Taggart's action research model was chosen in this study. As I mention before, I use Kemmis and Mc Taggart's action research model. Here the diagram of Kemmis and Mc Taggart's action research model.

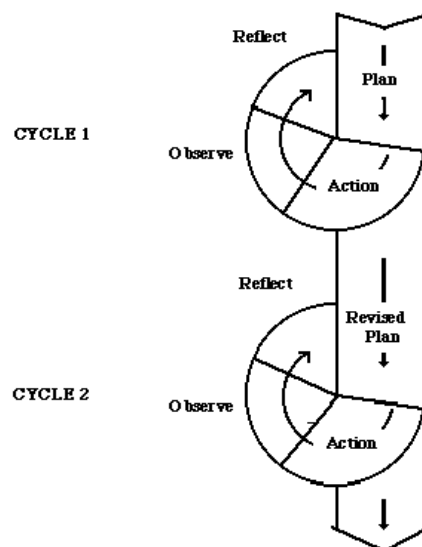


Figure 3.1 Kemmis and Taggart Diagram

From the diagram above, it consisted of two cycles, for each stage has some steps. There are four stages which must be conducted in order to achieve the goal; they are planning, acting, observing, and reflecting. The activities can be elaborated as follows:

1. Planning

Planning is the first step of classroom action research. Based on Kernan in Howden (2005) there are three questions should be concerned in planning section. These questions are: What is happening in my class? In what sense is it problematic? What can I do about it? The questions lead the researcher to be aware and answer them based on what really happened in the classroom or school. After answering all the questions, the researcher begins to do the action in the classroom. The first thing had done by the researcher was conducted the pre-test. Pre test is as a measurement test for the basic knowledge of students.

2. Acting

In action section, after making a plan for the research, the researcher did the plan application in the classroom for real. From the answers of those three questions before, the researcher tries to make some treatment and give it to the class so that there will be a change for the students' achievement, especially in writing skill in narrative text.

3. Observing

It is held with the action together in the classroom. While the learning process was held, there was someone who observed it based on some

questions related to the teaching learning process written on the papers. When observation was done, the researcher would reflect the learning process based on that observation.

4. Reflecting

The last step done by the researcher was reflecting the whole learning process by using the result of the observation. The function of the reflecting was to know whether it needed a re-plan for the next treatment or not. It needed as a measurement of students' response of learning process. I found out the progress of the students' observation result. I tried to analyze students' behavior and enthusiastic toward teaching learning process through combination story sequencing cards and round table technique. It was used to define the next action. The aim of analysis was to know the difficulties faced by students in writing narrative text, so that, this analysis is needed to determine the appropriate media and technique for teaching narrative text.

3.2 Research Procedures

There were two cycles, each cycle consisted of four steps, they were plan, action, observe and reflect. Moreover, look at the diagram on the next page of this cycle to make it clear.

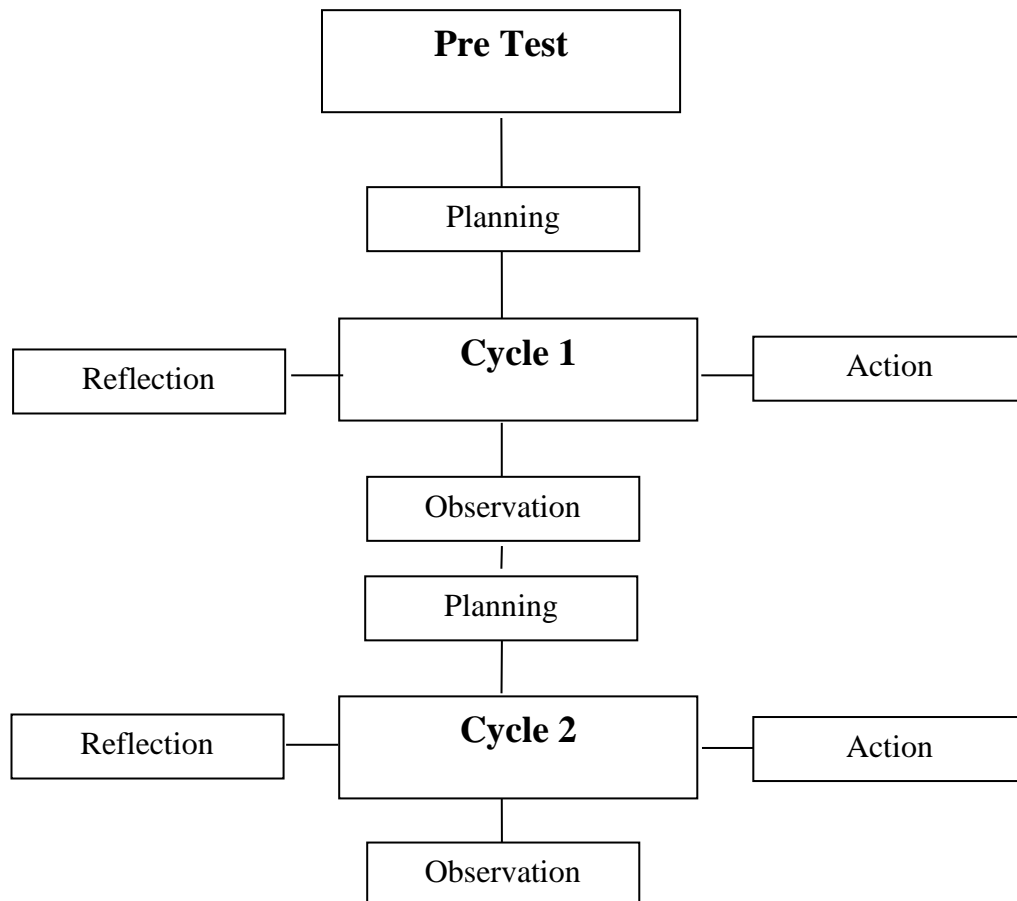


Figure 3.2 the Diagram of Cycles

I would like to explain each stage of cycles:

1) Plan

The study was conducted in two cycles to know the students' improvement in writing narrative text. The cycle one was conducted for treatment and middle test, while the cycle two was conducted for treatments and final test. To know the students' ability in producing a

narrative text, the researcher asked the students to produce narrative text in form of written text in the first meeting.

2) Action

After planning section, the researcher did the second section. It was the action in the class. The researcher began from pre-test on first meeting. Then, explaining about narrative text and how to write narrative text by using the combination of story sequencing cards and round table technique. After the cycle one was done, the researcher observed and reflected the whole teaching learning process, so that, the researcher could find the weaknesses of teaching and learning process. After finding the students weaknesses, the researcher did the cycle two began from the treatment and the last was final test.

3) Observe

The learning processes, there was a person who would observe the students' response and behavior based on the learning process. The observation sheet would be used to gain the information about the whole learning process in the classroom. There were two main points which would be observed in observation sheet; they were; the students' behavior during teaching and learning process in the classroom and students' responses toward learning process by using the combination of story sequencing cards and round table technique. At the end of cycle two, the researcher conducted final test. The students were asked to make a narrative text. They were asked to filling the questionnaires. It

was used to collect the students' opinion about the teaching learning process in the classroom and their feeling during the learning process by using the media and technique used.

4) Reflect

The last step was reflecting. The researcher evaluated all the learning process to know whether there was improvement in students' writing skill or not. The researcher used the data from observation sheet and questionnaire to reflect about the whole learning process.

As I mention before, this research consisted of 2 cycles which included four stages were applied in each cycle. Besides that, there were some steps which must be carried out in doing this research, they were: select a focus, collect data, analyze and interpret data, take action, reflect, and continue or modify. Here the brief explanation of each step in the classroom action research which will be applied in this study:

1) Select a Focus

The first thing which has to be done was select a focus. The researcher chose State Junior High School 19 Semarang in the academic year 2014/2015 were observed as subject of the study.

2) Collect Data

The English teacher of the eight grade students of State Junior High School 19 Semarang was interviewed and asked about the students' score lists to know the students' ability in writing narrative texts.

3) Analyze and Interpret Data

After collecting data, the information about the students' achievement was analyzed in order to determine how the treatment would be given. It also helped the researcher to do the preparation before giving treatment to the students.

4) Take Action

The treatment of using the combination of story sequencing cards and round table techniques were implemented in teaching writing narrative texts to the eighth grade students of Junior High School of 19 Semarang.

5) The treatments

Then a reflection must be drawn. Begin with the analyzing of the students' behavior during the teaching learning process through observation sheets. The students' result of the observation were compared to know the students' behavior changing. The analysis was done in order to know whether there was any improvement or not in the students' behavior after getting the treatment. The evaluation of the strengths and weaknesses were needed to apply the technique. It was also made in order to know what should be added and what should be omitted to support the teaching learning process in the classroom.

6) The researcher makes such a modification of the treatments based on the evaluation. The researcher analyzed students' behavior during the learning process. These kinds of modifications were aimed for the

betterment of the students' behavior. By doing such modification, it expected to change the students' behavior.

3.3 Subject of the Study

One of the most important things in the research was subject of the study. The researcher conducted the research for Junior High School of 19 Semarang in the academic year 2014/2015. After discussing with the English teacher and considering some aspects she recommends choosing VIII-A which have 33 students to become the subject of this study. The students of VIII-A is one of the classes which still lacked in writing activity although some of them were good at writing. It was manageable class.

Actually, the teacher said that the eighth graders had learnt narrative texts in previous semester. The information from the teacher showed that the students were not good enough in writing a narrative text. However, there were also some problems which were faced by the students in composing a narrative text. The main problem for some students was they have difficulty in developing their ideas and also about how to compose a story in well-organized events. They might be confused of what should be written. It was difficult to find a main topic or idea and develop it into a good composition. The students of the eighth grade still lack of vocabulary. Another problem was the use of past tense form. From this aspect, the students mostly made mistakes in the grammar structure of past tense. They missed to change the present form of verbs into the past form. After analyzing the

problems, the researcher started the research which based on research procedures that I stated before.

3.4 Role of the Researcher

The roles of the researcher were observer, collector, analyzer, and interpreter of the data. I also have a role as a teacher who teaches the students in the classroom. As my main job, I gave a contribution to the school where the research was held. It expected that that the result of the research influenced the progression of the teaching learning process, especially in teaching writing narrative text. In addition, I also collected, analyzed, and interpreted the students' changing attitudes towards the lesson in the classroom.

3.5 Techniques of Data Collection

In this study, there are three techniques which are carried out to collect the data. They are:

3.5.1 Observation Checklist

Observation technique is based on the direct experiences of the subject observed. Observation showed some facts based on observation in the classroom to see students' behavior changing from my point of view. It also helped the reliable data. The classroom activities were observed by University student who observed the students' behavior changing based on some points which written on the observation sheets. The result of interviewing the English teacher about the students' behavior in following the lesson of writing narrative texts, was also help.

It helped the researcher to know about the students' behavior so that the researcher could define the next modification of treatment.

3.5.2 Test

There were three kinds of test which were used to get the data. They were preliminary test, middle test and final test. The purpose of these tests was to know and measure the improvement of the students' achievement from the beginning until the end of the observation (before and after giving the treatments). Preliminary test was held before giving treatments while the final test was given at the end of research.

3.5.3 Questionnaire

The questionnaire was used to get the description of teaching learning process and to know to what extent *Story sequencing cards and round table technique* improves the students' writing narrative texts ability which had been applied by the teacher as the data analysis. The questionnaire consisted of eight questions and distributed to the students after the final test finished. It was in form of closed items with format number response. Students would answer each question based on their opinion during the teaching learning process in the classroom.

3.6 Instruments of the Research

After knowing exactly what would be observed from the data that had been gotten, the next step was to decide the instrument of the research. Arikunto (2006:149) states that it is any device the researcher uses to collect data in this

action research. Then, instrument of the research becomes very important part of the research because it gathered all the data which the researcher needed to analyze and interpret. The researcher used three kind of instruments, they were; the tests, questionnaires, and observation checklist.

3.6.1 Test

There were three kinds of tests which were used in this research, they were; preliminary test, middle test and final test.

- a) In preliminary test, the students were asked to create their own narrative texts individually based on the theme given. Preliminary test result showed the students' ability in writing narrative texts. It showed the students' achievement in writing ability before they were given treatments.
- b) The second test was middle test, the theme which was used in this test was "Frozen", and there was media of *Story sequencing cards* applied. The Middle test result showed the improvement of the students' ability in writing narrative texts after getting the treatments.
- c) Final test was using theme "Cinderella" to know and measure students' improvement in writing narrative texts.

3.6.2 Questionnaire

Questionnaires are a way of getting information a person or data by asking them written questions. The form of this questionnaire is close items. This approach makes it possible to measure what a person knows (knowledge or information),

what a person like and dislike (values and preferences), and what a person thinks (attitudes and beliefs). The questionnaire would distribute after the research was done. The researcher distributed the questionnaire to know the students' opinion about the learning process. The students will be asked to fill a written question about the media, technique and the learning process. The students would give the answer of each question based on their opinion and point of view about teachinglearning process they have received or during the research.

There were some points of the questionnaire, they were about the students' opinion of English lesson, their' opinion about writing in English, their opinion of narrative text andthe students' opinion about story sequencing cards and round table technique.

3.6.3 Observation Checklist

Itwill assess the students' behavior changing during the research. It contained students' participation, behavior, interest, improvement, and difficulties. It will be used to provide qualitative information. Moreover, it has been make in order to obtain the data about the situation of the classroom activities during the learning process.

3.7 Procedure of the Data Collection

This section presents the procedure in collecting the data. These procedures were based on model of action research procedure. The explanation of the plans is as follows:

1. Observation as stated above, the observation will be done by observing the students' behaviors while they were taught by the teacher. Moreover, interviewing the teachers in order to gather the information about the students' behaviors was also carried out. It was used to determine how the treatments would be given.
2. Before giving any treatment to the students, a preliminary test would be conducted first. The students were asked to create a narrative text based on the theme given without any treatments applied. This must be done in order to know the background knowledge of the students because they came from many different background knowledge of English language. By conducting this test, the students' ability in writing narrative texts can be measured. It helped the researcher to plan the appropriate treatments for the next activities.
3. Cycle 1 is Referring to the initial condition, I tried to conduct the appropriate treatments to solve the students' difficulties in writing a narrative text, especially in arranging the sequence of events in the story and developing their thought and ideas. To solve the identified problems, first of all the details of narrative texts was explained and the students were given some real illustrations of narrative text. Then, the preparation for *story sequencing cards* was made. These activities were done by asking the students to identify and describe the pictures given. It can be as guidelines to organize the texts for the students.

4. Cycle 2 was conducted after having the first cycle, such kind of evaluation was carried out. This evaluation was done to find out whether there was an improvement or not, whether the students still faced difficulties in writing narrative texts or not. Then, some evaluations or modifications in the treatment were made, what should be added and what should be omitted. After analyzing the strengths and weaknesses and made some modification, the treatment were continued. By giving this treatment in second cycle, the students were expected to show the better achievement or knowledge because they have better understanding how to write sequenced events in the narrative texts.
5. Final test was the last step of action research. The students did the final test which had the different theme from the previous tests. The test was carried out in order to measure the students' ability after having treatments. As what has been stated in the previous chapter, the focus of my study was the improvement of the students' achievement in writing narrative texts. However, I considered that the final test was needed since writing narrative texts is ability and a test is definitely the appropriate instrument to measure it.

3.8 Method of Data Analysis

The method of data analysis is about describing and analyzing the data taken during the teaching learning process. The data were gathered through tests, questionnaire, observation checklist and worksheets during teaching learning

process. The tests and worksheets contained of the process of the students' achievement to improving their quality of writing ability. The students' quality of writing have to be scored, counted the cumulative scores and the total average or the mean score of the cycle so that we can know the progression of the students' achievement in writing narrative text.

3.8.1 Preliminary test, middle test, and final test

To find out the degree of the students' score in preliminary test, middle test, and final test, the researcher used the scoring technique from Balleyquoted by Brown (2004: 244-245) which measured the organization, content, grammar, punctuation, and style and quality of expression. The rate of each aspect was started from 1 up to 20. Here is the scoring table based on Brown (2004: 244).

**Table 3.1 Scoring Technique of Writing Skills
Based on Brown (2004: 244)**

ASPECTS	SCORE	EXPLANATION
Organization : Introduction, body, and conclusion.	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence
	14-12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.

	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Logical development of ideas: Content	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought
	17-15	Easy address the issues but misses some points; ideas could be more fully developed; some
	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right
	11-6	Ideas complete; essay doesn't reflect careful thinking or was hurried written; in adequate effort in area of content
	5-1	Essay is completely in adequate and doesn't reflect college level work; no apparent effort to consider the topic carefully

Grammar	20-18	Native –like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences.
	17-15	Advanced proficiency in English grammar; some grammar problems don't influence communication; although the reader is aware of them; no fragments or run-on sentences
	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present
	11-6	Numerous serious grammar problems interfere
	5-1	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
Punctuation, Spelling, Mechanics	and 20-18	Correct use of English writing convention; left and write margins, all needed capital, paragraphs intended, punctuation and spelling; very neat
	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible
	14-12	Uses general writing convention but

		has errors; spelling problems distract reader; punctuation errors interfere with ideas
	11-6	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers
	5-1	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems
Style and quality of expression	20-18	Precise vocabulary usage; use of parallel structures; concise; register well
	17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise
	14-12	Some vocabulary misused; lack awareness off register; maybe too wordy
	11-6	Poor expression of ideas; problems in vocabulary; lack variety of structure
	5-1	Inappropriate use of vocabulary; no concepts of register or sentence variety

The calculation of the total score is as follows:

Organization	: 0 - 20
Content	: 0 - 20
Grammar	: 0 - 20
Punctuation, spelling, and mechanics	: 0 - 20

Style and quality of expression : 0 - 20

Total Score: 100

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

Criteria of mastery	Grade
90 – 100	Excellent
75 – 89	Good
60 – 74	Fair
30 – 59	Unacceptable
5 – 29	Not college-level work

A formula of mean score is proposed by Arikunto (2006: 189). The formula of the mean score of the cycles test can be calculated with the formulas as follows:

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

Which: M: mean score
 $\sum x$: the total score
 N: the number of sample

3.8.2 Observation

After getting some important information about the whole learning process through observation, the researcher would use the result of the observation as another primary data about how Story Sequencing cards and round table Technique improve students' writing skill of narrative text. The observation checklists were analyzed by the result of the criteria and point stated. The result described that the students' interest and students' response towards use of the combination of story sequencing cards and round table technique in the class, as well as teaching process.

3.8.3 Questionnaire

The questionnaire included students' opinion about the material of narrative texts taught by using the combination of story sequencing cards and round table technique. It would use as the supporting data to conclude the effectiveness of the media and technique had been used during teaching-learning process. Moreover, in analyzing the data from the result of the questionnaire, the researcher gathered the data from the students before. Then, the researcher analyzed them. From the result of the questionnaire, the researcher get the students' response on English subject, writing skill, difficulties in writing activity, and the teaching learning process using combination of story sequencing cards and round table technique.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the result of the research and the discussion in the previous chapters, this chapter presents the conclusions and suggestions.

5.1 Conclusions

The conclusions of this study can be drawn based on the research questions, the result of the study and the interpretation in previous chapters. Story sequencing cards and round table technique were used in teaching narrative text for Junior High School collaborated with group discussion in delivering materials and giving explanation and examples. Combining both media and technique gave a big contribution. In one hand, media of story sequencing cards successfully gained students' attention, interest and concentration. In the other hand, Round Table technique which uses the principal of collaborative learning built students' motivation and responsibilities during the teaching learning process in classroom. Therefore, by using combination these media and technique helped teacher to improve students' writing ability in narrative text.

Based on the observation checklist, most of students showed positive behavior towards the lesson after being taught by Story sequencing Cards and Round Table technique. In cycle 1, the percentage of positive behavior was 75.75% and it becomes 81.81% in cycle 2. The results of observation showed that the students were active. They were being immersed and followed the lesson

enthusiastically. The questionnaire also proved that most of them enjoyed learning narrative texts by using Story sequencing cards and round table technique. Their behavior and perception about the use of this kind of learning media were mostly positive.

Their scores increased gradually in cycle 1 and cycle 2. It can be seen in their average of preliminary test score was 66.03. Their basic knowledge of writing was very poor. They could not pass the minimum score of English. Their scores were increased gradually. The average score was increased 9.18 point from the preliminary test, it becomes 75.21. It can be concluded that students' achievement was improved in all aspects in writing. As a result, at the end of cycle 2, final test was conducted in order to measure students' improvement in writing narrative text. The averages of all aspects were increased. The average score become 81.03.

Both result of the tests which had been held and the results of non-test instruments prove that the application of Story Sequencing Cards and Round Table technique improves students' writing skill, especially in writing narrative texts. Not only improves their writing skill, but their positive attitudes and behavior toward writing of narrative text also developed.

5.2 Suggestions

Based on the result of the study, the writer proposes some suggestions concerning the research findings. For the teachers, they should know the students' difficulty in writing in order to define the appropriate treatments for the students.

Introducing some potential medium, techniques and strategies can make the students interest in and make them want to involve to the lesson. In addition, the teachers need to give students some exercises. It needs to enforce their skill in writing. In short, teachers should create and facilitate an interesting activity in the classroom, so that students want to involve to the lesson as well.

For the students, they should pay attention to the teacher when she or he delivers the materials related to the story sequencing cards. Besides it, memorize some new vocabularies is needed to enrich their vocabulary mastery, so that, they can use various words to arrange astory. More practicing using Story Sequencing Cards can improve their language skill.

For the Researchers, this research can be a reference for the next researchers to conduct other similar study in writing which can be used for betterment in the teaching learning in classroom. Therefore, they can use this final project as a literature to guide them when they want to do the similar research. Although, I acknowledge this study still has several weaknesses, but I hope it will be improvement for the next study.

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APPENDIX 1

STUDENTS' CODE

CODE	NAME
1	Aisyah Febrina Widyaningtyas
2	Aldito Rafinanda Ardani
3	Ardito Mahestra Putra
4	Azarya Paska Saputra
5	Bagus Satria Kusuma
6	Choirul Rofiq Afrizal
7	Dandi Akbar Mahatma
8	Deo Alfa Elsado
9	Devi Amaylia
10	Devi Eka Rohyani
11	Dhijas Ayuning Febriana Kemala Dewi
12	Diva Bayu Dwi Irawan
13	Donna Yulinda Putri
14	Dwi Sekar Afianti
15	Eka Setyorini
16	Elvira Agnes Hanna Soindemi
17	Fitri Bestari
18	Hesti Sekar Wati
19	Ima Diana Febriani
20	Jennifer Grand Patricia Radjawane
21	Kevinindo Jordan Aldiola

22	Muhammad Haedar Afif
23	Nabella Nur Fitria
24	Namira Salsabila Putri Ardha Almadhea
25	Novika Rahayu Ningtyas
26	Ryan Widiatma
27	Steven Theo Chandra Wijaya
28	Taufan Ihza Mahendra
29	Vivanni FripprilkaTrisianto
30	Yahya Aprian Yoga Perdana
31	Yahya Humaam
32	Yusuf Kurniawan
33	Zulvanya Anissa Putri

APPENDIX 2

LESSON PLAN OF CYCLE 1**(Cycle 1)**

SMA : SMP N 19 Semarang

Mata Pelajaran : English

Kelas/ Semester : VIII/2

Waktu : 2x40 menit

Standar Kompetensi:

Menulis

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

Kompetensi Dasar:

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

Objectives:

In the end of the study, 78% all of students are able to:

- a. Understand the social function and generic structure of narrative text.
- b. Make a narrative text in the right way.

I. Learning Material

Narrative Text

The following is an example of a narrative text.

Snow White and the Seven Dwarfs

Orientation

Once upon a time, there lived a little girl named Snow White. She lived with her Aunt and uncle because her parents were dead. She ran away from her uncle's house because she had heard that her uncle wanted to leave her in the castle and went to the America.

Complication

After hearing that, Snow White ran away to the woods. She was very hungry. Then she saw this little cottage. She knocked the door but no one answered, so she went inside and fell asleep.

Meanwhile, he seven dwarfs were coming home from work. They went inside. There they found Snow White was sleeping, then snow white woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, 'My name is Snow White.'

Resolution

One of the dwarfs said, 'if you wish, you may live here with us.' Snow White said, 'Oh could I? thank you very much.'

Then Snow White told the dwarfs the whole story about herself.

Re-orientation

Finally, Snow White and the seven dwarfs lived happily ever after.

Social function	Generic Structure	Significant Lexicogrammatical Feature
To retell events for the purpose of entertaining of amusing the readers	<ul style="list-style-type: none"> ✓ Orientation: provides the setting and introduces the participants ✓ Complication : tell when a crisis arise ✓ Resolution :<i>the crisis is resolved, for better or worse.</i> ✓ Re-orientation: optional-closure of events 	<ul style="list-style-type: none"> ✓ Focus on specific participants and usually individualized participants. ✓ Use of material processes ✓ Circumstances of time and place ✓ Use of past tense ✓ Focus on temporal sequence

Simple Past Tense

- Formula:

(+) **Subject + V2/ -ed or was/were + Object**

(-) **Subject + did not + V1 or was/were not + object**

(?) **Did or was/were + Subject + V1 + object**

Regular verbs		Irregular verbs			
Receive	received	Go	went	is	was
Like	liked	run	ran	am	was
Serve	served	Leave	left	are	were
Arrive	arrived	Take	took		

Examples:

1. A long time ago, there lived King named King Midas.
2. Princess Mandalika was very beautiful princess.
3. One day, Snow White ran away to the woods.
4. Cinderella really wanted to go to the party
5. It was very big kingdom.

Adverb of time:

Once upon a time, a long time ago, one day, the next day, the next morning

II. Method of the Study

1. Questions and answers
2. Explanation
3. Story sequencing cards
4. Cooperative learning (round table technique)
5. Exercises

III. Learning Activity

a. Exploration

Student :

- a. Respond teacher's question such as greeting in order to become more friendly and comfortable with the condition
- b. Respond teacher's question about students' attending.
- c. Pay attention the purpose of study which teacher says to reach the objective of the study.

b. Elaborating

- a. The teacher shows an example of narrative text with the explanation.
- b. The students read the passage silently.
- d. The teacher read the passage for students.
- e. The teacher describes the function of narrative text.
- f. The teacher describes the generic structure of narrative text.
- g. The teacher describes about the language feature that is used in the text.

- h. The teacher asks the students to make a recount text using story sequencing cards and round table technique.

c. Confirming

- a. Pay attention to the summary and the conclusion about what was the teacher thought.
- b. Give some comments all about what they had been studied although they understand or not.
- c. Listen to the teacher's advice.

IV. Sources and Media of Study

- 1. Text book that is relevant with the material
- 2. Story sequencing cards or sequenced pictures
- 3. Laptop

V. Indicator

- 1. Students are able to write down narrative text with correct capital letters, punctuation, and spelling.
- 2. Students are able to give identification about the text.

VI. Structure of Assignment

30 minutes last: Students work individually to make a narrative text about goldilock and three bears.

VII. Evaluation

Organization: Introduction, body and conclusion	Logical development of ideas: content	Grammar	Punctuation, spelling, and mechanics	Style and quality of expression
--	--	---------	--	---------------------------------------

A	B	C	D	E
(1 – 20)	(1 – 20)	(1 – 20)	(1 – 20)	(1 – 20)

GRADE : $A + B + C + D + E = 100$

Criteria of mastery

Grade

90 – 100

Excellent

75 – 89

Good

60 – 74

Fair

30 – 59

Unacceptable

5 – 29

Not college-level work

Semarang, April 2015

Mengetahui,

Guru Pamong Bahasa Inggris

Researcher

Ani Kusmayuni, S.Pd.

Etik Indriani

NIP.196710101990032014

NIM.22014111017

APPENDIX 3

LESSON PLAN OF CYCLE 2

SMA : SMP N 19 Semarang

Mata Pelajaran : English

Kelas/ Semester : VIII/2

Waktu : 2x40 menit

Standar Kompetensi:

Menulis

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

Kompetensi Dasar:

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

Objectives:

In the end of the study, 78% all of students are able to:

- a. Understand the social function and generic structure of narrative text.
- b. Make a narrative text in the right way.

I. Learning Material

Narrative Text

The following is an example of a narrative text.

Social function	Generic Structure	Significant Lexicogrammatical Feature
To retell events for the purpose of entertaining of amusing the readers	<ul style="list-style-type: none"> ✓ Orientation: provides the setting and introduces the participants ✓ Complication : tell when a crisis arise ✓ Resolution :the crisis is resolved, for better or worse. ✓ Re-orientation: optional-closure of events 	<ul style="list-style-type: none"> ✓ Focus on specific participants and usually individualized participants. ✓ Use of material processes ✓ Circumstances of time and place ✓ Use of past tense ✓ Focus on temporal sequence
Social function	Generic Structure	Significant Lexicogrammatical Feature

To retell events for the purpose of amusing or entertaining	<ul style="list-style-type: none"> ✓ Orientation: provides the setting and introduces the participants ✓ Events : tell what happened, in what sequence ✓ Re-orientation: optional-closure of events 	<ul style="list-style-type: none"> ✓ Focus on specific participants ✓ Use of material processes ✓ Circumstances of time and place ✓ Use of past tense ✓ Focus on temporal sequence
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The example of Narrative text

Sincere Will Get a Great Return

Once upon a time, there was a kingdom named Aurette, all people lived peacefully there. One of them was Charlita, the king's daughter who was assumed as the most beautiful and kindest Princess of Aurette.

One day, Charlita looked blue. Because of that her father got confused. "What's the matter my beautiful daughter? Why are you so sad?" asked King Fernando. Charlita was just silent. She did not say anything.

Then, King Fernando decided to make a competition to cheer Charlita again. After that, the palace representative announce: "I will make a competition. The aim is to make my daughter, Princess Charlita to be happy and laugh again. Everyone who can do it, will get a prize. It will be held tomorrow when the sun rises. Sign: King Fernando."

The following morning, everybody came to the palace, tried to give their best performance. They seemed happy and laugh, but not for Princess Charlita. She was just silent and still looked sad.

King Fernando started to give up. No one amused his daughter. Then, there came a young handsome man. “Excuse me King Fernando. I would like to join your competition. But, would you mind if I took Princess Charlita for a walk?” said the young man gently. “As long as you make my daughter be happy again, it will totally alright.” said King Fernando. The young handsome man took Princess Charlita for a walk in a beautiful blue lake with a green forest around it. Princess Charlita smiled and looked happy after that. Every body looked happy, too. “I know why are you so my beautiful daughter. Now, I promise I will environment green. I regret for always destroying it. Finally, the environment around the kingdom became so beautiful and green, full of plants. Then, the young handsome man got a prize from the king. “I will marry you off my daughter.” said him. “That is the prize I promise for you. Thanks for keeping our environment well. Thanks for making my daughter happy again.

Simple Past Tense

- Formula:

(+) Subject + V2/ -ed or was/were + Object

(-) Subject + did not + V1 or was/were not + object

(?) Did or was/were + Subject + V1 + object

Regular verbs	Irregular verbs	
Play played	Have Had	is was

Look Looked	MakeMade	am	was
open opened	See Saw	are	were
close closed	StandStood		

Examples:

1. A long time ago, there live King named King Midas.
2. Princess Mandalika was very beautiful princess.
3. One day, snow white ran away to the woods.
4. Cinderella really wanted to go to the party
5. It was very big kingdom.

Adverb of time: Once upon a time, a long time ago, one day, the next day, the next morning.

II Method of the Study

1. Questions and answers
2. Explanation
3. Story sequencing cards
4. Cooperative learning (round table)
5. Discussion
6. Exercises

III Learning Activity

a. Exploration

Students :

1. Respond teacher's question such as greeting in order to become more friendly and comfortable with the condition
2. Respond teacher's question about students' attending.
3. Pay attention the purpose of study which teacher says to reach the goal.

b. Elaborating

1. The teacher shows an example of narrative text with the sequencing pictures.
2. The teacher explains about Simple Past Tense
3. The students do a vocabulary exercise.
4. The teacher read the passage for students.
5. The teacher describes the function of narrative text.
6. The teacher describes the generic structure of narrative text.
7. The teacher describes about the language feature that is used in the text.
8. The teacher asks to the students to make a recount text using *story sequencing cards and round table technique*.

c. Confirming

1. Pay attention to the summary and the conclusion about what was the teacher thought.

2. Give some comments all about what they had been studied although they understand or not.

4. Listen to the teacher's advice.

IV. Sources and Media of Study

a. Text book that is relevant with the material

b. Sequencing pictures of events

c. Laptop

V. Indicator

1. Students are able to write do own narrative text with correct capital letters, punctuation, and spelling.

2. Students are able to give identification about the text.

VI. Structure of Assignment

40 minutes: Students create a narrative text and the theme is cinderella.

VII. Evaluation

A. *WRITING EXERCISE*

Organization: Introduction, body and conclusion	Logical development of ideas: content	Grammar	Punctuation, spelling, and mechanics	Style and quality of expression
A	B	C	D	E
(1 – 20)	(1 – 20)	(1 – 20)	(1 – 20)	(1 – 20)

GRADE : A + B + C + D + E = 100

Criteria of mastery	Grade
90 – 100	Excellent
75 – 89	Good
60 – 74	Fair
30 – 59	Unacceptable
5 – 29	Not college-level work

Semarang, April 2015

Mengetahui,

Guru Pamong Bahasa Inggris

Researcher

Ani Kusmayuni, S.Pd.

NIP. 196710101990032014

Etik Indriani

NIM.2201411017

APPENDIX 4

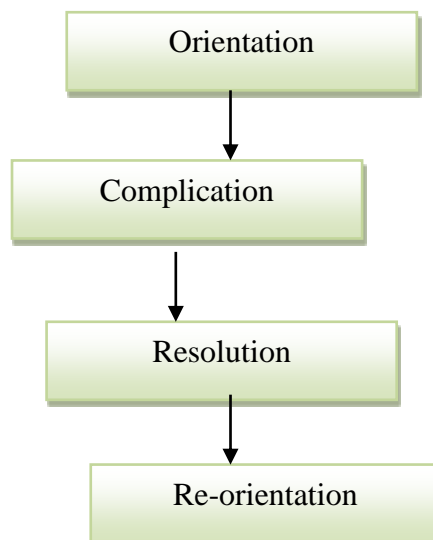
HANDOUT**WHAT IS NARRATIVE TEXT?**

Narrative text is a text that tells a story, such as fairy tales, legends, fables, etc in the form of past tense.

Narrative writing is writing that tells a story. Narratives in English may be written in the first person, using I in the singular and we in the plural; they may also be written in the third person, using he or she in the singular and they in the plural.

Social function:

To amuse, entertain and to deal with actual or vicarious experience in the different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

The generic structure:

Which :

Orientation : sets the scene and introduces the participants.

Complication : a crisis arises.

Resolution : the crisis resolved, for better or for worse.

Re-orientation : optional.

Simple Past Tense

A narrative text mainly uses Simple Past Tense :

a) (+) **S + V2 + O**

she (S)+ate(V2)+her apple (O)

b) (-) **S + did not+ V1 + O**

she(S)+**did not**+eat(V1)+her apple(O)

c) (?) **Did + S + V1 + O+?**

Did+she(S)+eat (V1)+her apple (O) ?

Typical time expression used in Narrative text :

- A long time ago
- Once upon a time
- One day
- The next day
- The next morning

Language feature of Narrative text :

1. Menggunakan Noun Phrase

Noun phrases (frasa kata benda) biasa digunakan dalam narrative text in English. Misalnya, *a beautiful princess*, *a cruel witch*, dan *a huge temple*.

2. Menggunakan Adverbial of Time and Place

Adverbial of time or place (kata keterangan waktu atau tempat) digunakan dalam *narrative text in English* untuk memberikan penjelasan tentang waktu dan tempat terjadinya cerita. Misalnya, *last year*, *two days ago*, *in the castle*, atau *in a jungle*.

3. Menggunakan Simple Past Tense

Simple past tense

merupakan pola kalimat yang digunakan untuk menyatakan suatu peristiwa yang terjadi pada masa lampau. Cerita biasanya berupa suatu peristiwa yang terjadi di masa lampau. Jadi, pola kalimat ini digunakan dalam narrative text in English. Contohnya, *A mouse was having a very bad time*.

4. Menggunakan action verbs

Actions verbs

(kata kerja yang berupa kegiatan) biasa digunakan untuk menjelaskan kegiatan yang dilakukan oleh para tokoh dalam cerita. Misalnya, **walked**, **slept**, dan **ran**.

5. Menggunakan Adjective Phrases

Adjective phrases (frasa kata sifat) merupakan frasa yang digunakan untuk menjelaskan kata benda dalam kalimat. Dalam narrative text in English, frasa ini digunakan untuk menjelaskan tokoh atau benda yang terdapat dalam cerita.

Misalnya,

long black hair, **bad time**, dan **small hole**.

Example of Narrative text :

Snow White and the Seven Dwarfs

Orientation	<p>Once upon a time, there lived a little girl named Snow White. She lived with her Aunt and uncle because her parents were dead. She ran away from her uncle's house because she had heard that her uncle wanted to leave her in the castle and went to the America.</p>
Complication	<p>After hearing that, Snow White ran away to the woods. She was very hungry. Then she saw this little cottage. She knocked the door but no one answered, so she went inside and fell asleep.</p> <p>Meanwhile, he seven dwarfs were coming home from work. They went inside. There they found Snow White was sleeping, then snow white woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, 'My name is Snow White.'</p>
Resolution	<p>One of the dwarfs said, 'if you wish, you may live here with us.' Snow White said, 'Oh could I? thank you very much.' Then Snow White told the dwarfs the whole story about herself.</p>
Re-orientation	<p>Finally, Snow White and the seven dwarfs lived happily ever after.</p>

THE EXAMPLE OF STORY SEQUENCING CARDS**LOST IN THE FOG**

1



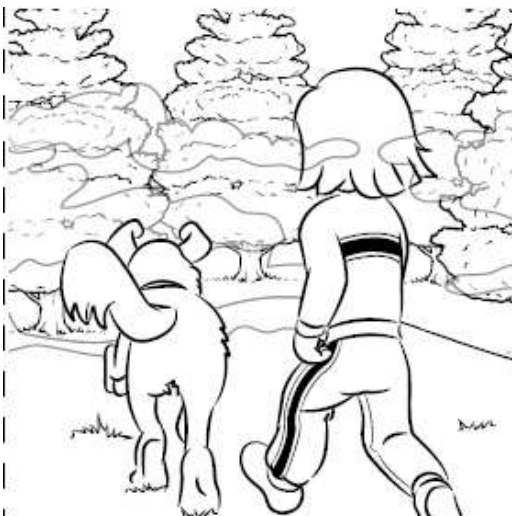
**Jan takes a walk
with Kip.**

2



**They walk to the
river and see a frog
on a rock.**

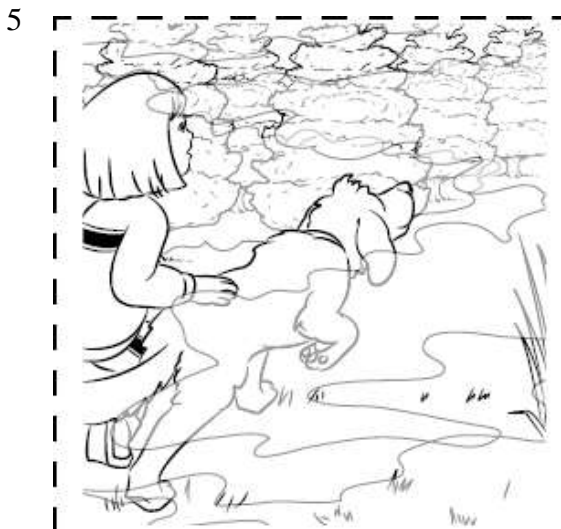
3



**Jan follows Kip
through the fog.**



**Jan and Kip
are lost!**



**Kip sniffs their
way out, and
they walk home.**

THE EXAMPLE OF STORY SEQUENCING CARDS

GOLDILOCKS AND THREE BEARS

1



Goldilocks and the Three Bears

2



Once upon a time there was a little girl called Goldilocks. She went for a walk in the woods. She was lost.

3



Suddenly, she saw a cottage. She knocked on the door but when no one answered, Goldilocks walked right in!

4



She saw a table with three bowls on it. She was very hungry so she tasted the porridge in the big bowl. "Ooh this porridge is too hot!" said Goldilocks.

5



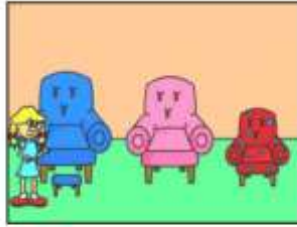
She tasted the porridge in the medium bowl. "Yuk! This porridge is too cold" said Goldilocks.

6



She tasted the porridge in the little bowl. "Mmm! This porridge is just right! It's not too hot and it's not too cold," said Goldilocks.

7



She went into the living room and she saw three chairs.

8



Goldilocks sat on the big chair. "Ouch!" she said . It was too hard.

9



Goldilocks sat on the medium sized chair. "Oops!" she said. It was too soft.

10



Goldilocks sat on the little chair. "Ahh! This chair is just right. It's not too hard and it's not too soft" said Goldilocks. But then the chair broke!

11



Goldilocks ran into the bedroom and she saw three beds.

12



Goldilocks sat on the big bed.
"Huh! This bed is too lumpy" said Goldilocks.

13



Goldilocks sat on the medium bed.
"Eek! This bed is too spongy" said Goldilocks.

14



Goldilocks sat on the little bed. "Oooh! This bed is just right. It's not too lumpy and it's not too spongy" said Goldilocks. Then she went to sleep.

15



16

The three bears went back home.

16



They found Goldilocks asleep in the little bed. Just then Goldilocks woke up and saw the three bears. "Help!" screamed Goldilocks.

17



Goldilocks ran all the way home and never went back to the house of the three bears.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	<ul style="list-style-type: none"> Teks Essai <i>narrative</i> / <i>recount</i> Ciri kebahasaan teks <i>narrative</i> / <i>recount</i> 	<ol style="list-style-type: none"> Review ciri kebahasaan teks <i>narrative</i> Membuat kalimat sederhana terkait teks <i>narrative</i> Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i> Membuat draft teks <i>recount</i> dan <i>narrative</i> Menulis teks <i>recount</i> dan <i>narrative</i> berdasarkan draft yang dibuat Memajang hasil tulisan di dinding 	Menulis teks pendek dan sederhana dalam bentuk <i>narrative</i> dengan langkah retorika yang benar	Tes tertulis	essay	<p>Write a short <i>narrative text</i> based on:</p> <ol style="list-style-type: none"> <i>The story you have ever read.</i> <i>Series of pictures given.</i> 	8 x 40 menit	<ol style="list-style-type: none"> Buku teks yang relevan Buku cerita bahasa Inggris Gambar - gambar terkait cerita

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	<ul style="list-style-type: none"> • Langkah retorika teks <i>narrative / recount</i> • Tujuan komunikatif teks <ul style="list-style-type: none"> - Nouns - Simple Past Tense - Detailed noun phrase - Action verbs - Adjectuves - Adverbials 							

APPENDIX 6

The Evaluation Rubric

by Brown & Balley (1984: 39-41) as cited in Brown (2004: 244)

ASPECTS	SCORE	EXPLANATION
Organization : Introduction, body, and conclusion.	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transactional expression may be absent or misused.
	14-12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of

		supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Logical development of ideas: Content	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought
	17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present
	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right
	11-6	Ideas complete; essay doesn't reflect careful thinking or was hurried written; in adequate effort in area of content.
	5-1	Essay is completely in adequate and doesn't reflect college level work; no apparent effort to consider the topic carefully
Grammar	20-18	Native –like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences.
	17-15	Advanced proficiency in English grammar; some grammar problems don't influence communication; although the reader is aware of them; no fragments or run-on sentences
	14-12	Ideas are getting through to the reader, but

		grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present
	11-6	Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed
	5-1	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
Punctuation, Spelling, and Mechanics	20-18	Correct use of English writing convention; left and write margins, all needed capital, paragraphs intended, punctuation and spelling; very neat
	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible
	14-12	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas
	11-6	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers
	5-1	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems
	Style and	20-18

quality of expression		structures; concise; register well
	17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise
	14-12	Some vocabulary misused; lack awareness off register; maybe too wordy
	11-6	Poor expression of ideas; problems in vocabulary; lack variety of structure
	5-1	Inappropriate use of vocabulary; no concepts of register or sentence variety

APPENDIX 7

Pre Test

Subject	: English
Kind of Text	: Narrative
Grade	: VIII
Time Allocation	: 50 minutes
Theme	: Snow White

Instructions

1. Write your own narrative text with theme “Snow White”
2. Make 2 paragraphs of narrative text. One paragraph consists of at least 5 sentences.
3. You may use your dictionary.

APPENDIX 8

Middle Test Instrument

School : SMP Negeri 19 Semarang

Class / Semester : VIII A /2

Subject : English (Narrative Text)

Write your own narrative text by following these steps:

1. You have 60 minutes to make your narrative text about “Frozen”.
2. Make group consists of 4 students!
3. Work in group to identify the story sequencing cards/pictures! Identify every picture given.
4. After finishing identify the pictures , students write narrative text based on the pictures through round table, students take turn to write general ideas based on the story sequencing cards/pictures given with the other member of the group cycle.
5. Based on the teamwork, and then make it to be the whole story. Work individually to write narrative text.

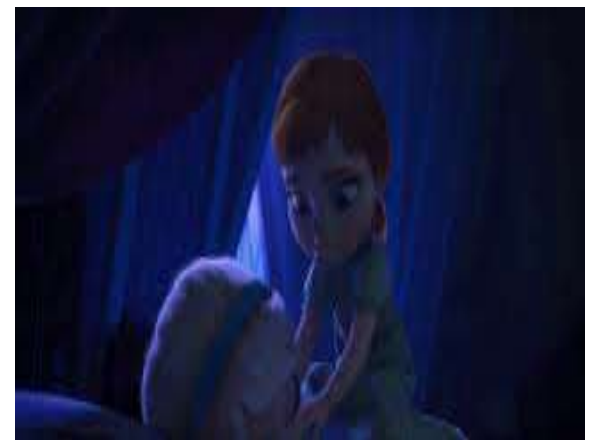
STUDENTS' WORKSHEET

Nama :

Kelas/No. Abs :

A large rounded rectangular box containing 25 horizontal dotted lines for writing.

-Good Luck ☺-







Anna: "You're not the same!"
Elsa: "I'm not. You're the one who's changed."
Anna: "That's not good!"
Elsa: "The sun is still out. If it
were the moon, we'd be
happy as usual. But
that's not good!"



APPENDIX 9

INSTRUMENT OF THE FINAL TEST

School : SMP Negeri 19 Semarang

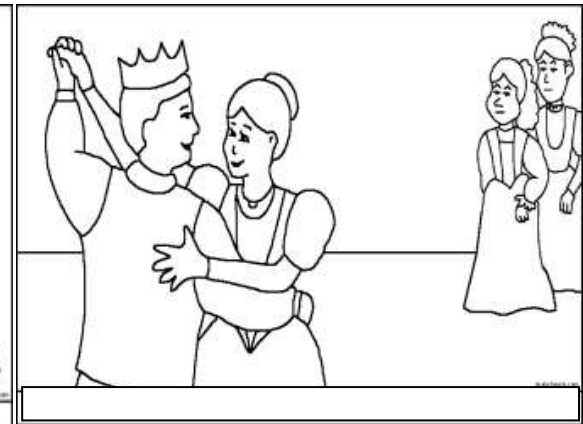
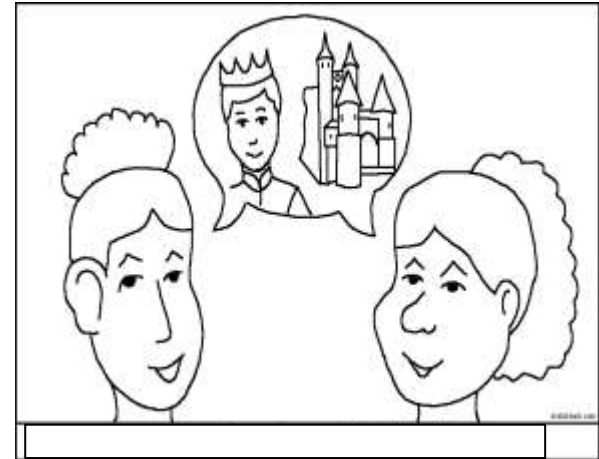
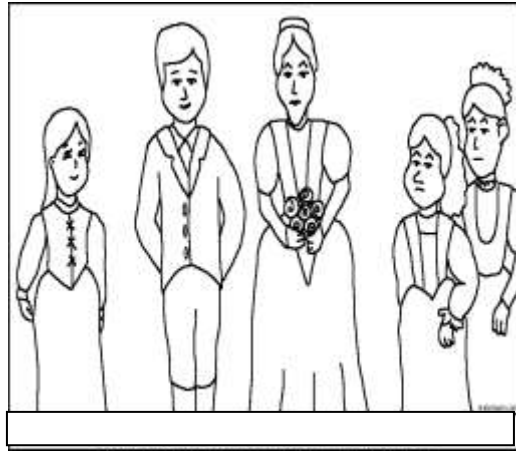
Class / Semester : VIII A /2

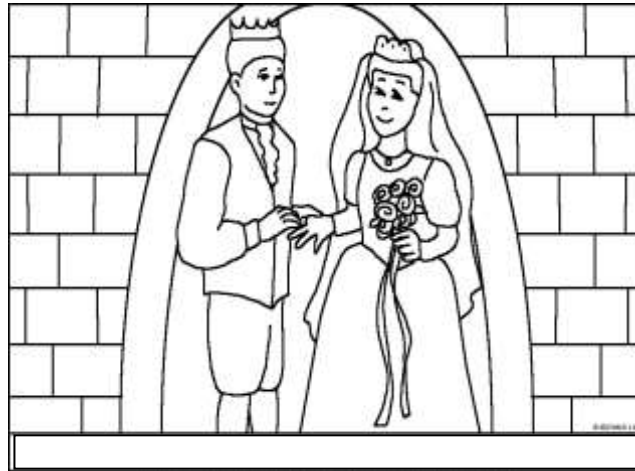
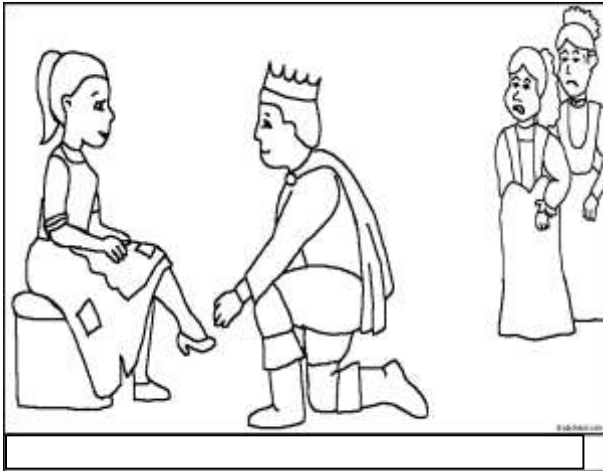
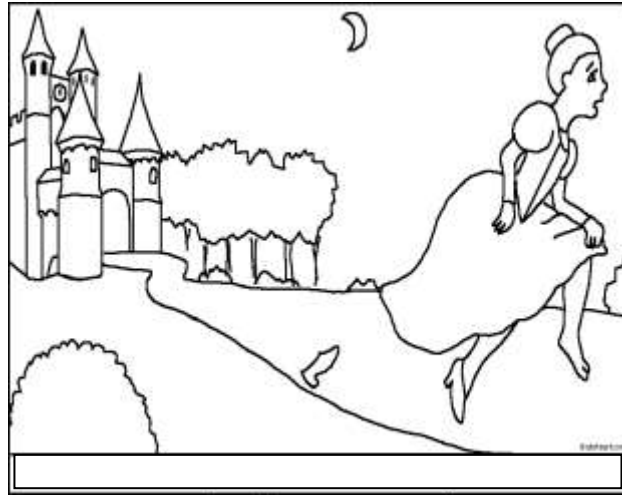
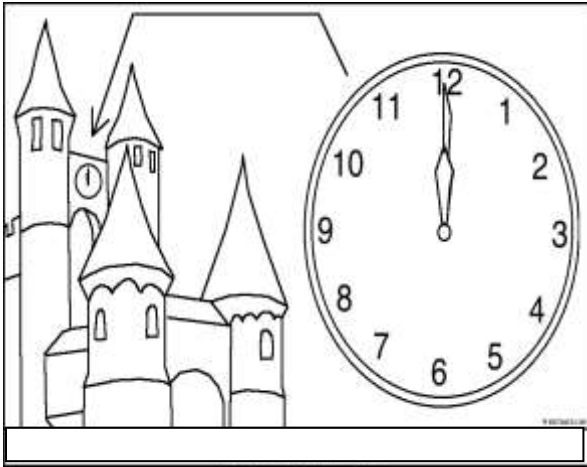
Subject : English (Narrative Text)

Write your own narrative text by following these steps:

1. You have 60 minutes to make your narrative text about “Cinderella”.
2. Make group consists of 4 students!
3. Work in group to identify the story sequencing cards/pictures! Identify every picture given.
4. After finishing identify the pictures, students write narrative text based on the pictures through round table, students take turn to write general ideas based on the story sequencing cards/pictures given with the other member of the group cycle.
5. Based on the teamwork, and then make it to be the whole story. Work individually to write narrative text.

STORY SEQUENCING CARDS OF CINDERELLA





STUDENTS' WORKSHEET

Nama :

Kelas/No. Abs :

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-Good Luck ☺-

APPENDIX 10

RESEARCH INSTRUMENT
THE QUESTIONNAIRE SHEET

Name :

Student's code :

No.	Pernyataan	Jawaban			
		1 (sgt tdk setuju)	2 (tdk setuju)	3 (setuju)	4 (sgt setuju)
1.	Saya suka pelajaran Bahasa Inggris.	2 6,06%	15 45,45%	10 30,30%	6 18,18%
2.	Saya suka pelajaran menulis Bahasa Inggris (writing skill).	2 6,06%	13 39,39%	12 36,36%	6 18,18%
3.	Dalam pelajaran menulis bahasa Inggris saya mengalami kesulitan.	0%	0%	12 36,36%	21 63,63%
4.	Media dan teknik yang digunakan oleh guru saya dalam mengajarkan menulis narrative text menyenangkan.	10 30,30%	13 39,39%	5 15,15%	5 15,15%
5.	Menulis narrative text itu sulit.	0%	2 6,06%	12 36,36%	19 57,57%
6.	Saya menyukai pembelajaran menulis narrative text dengan menggunakan story sequencing cards dan Round Table technique	0%	0%	20 60,60%	13 39,39%
7.	Story sequencing cards and round table technique membantu saya	0%	5	13	15

	dalam menulis narrative text		15.15%	39,39%	45,45%
8	Story sequencing cards and round table technique sangat tepat diterapkan untuk pembelajaran menulis khususnya dalam menulis narrative text.	0%	3	15	15
			9,09%	45,45%	45,45%

APPENDIX 11

STUDENTS' ATTENDANCE LIST

No	Kode	Attendance				
		15-April	20-April	22-April	27-April	29-April
1	S-1	V	V	V	V	V
2	S-2	V	V	V	V	V
3	S-3	V	V	V	V	V
4	S-4	V	V	V	V	V
5	S-5	V	V	V	V	V
6	S-6	V	V	V	V	V
7	S-7	V	V	V	V	V
8	S-8	V	V	V	V	V
9	S-9	V	V	V	V	V
10	S-10	V	V	V	V	V
11	S-11	V	V	V	V	V
12	S-12	V	V	V	V	V
13	S-13	V	V	V	V	V
14	S-14	V	V	V	V	V
15	S-15	V	V	V	V	V
16	S-16	V	V	V	V	V
17	S-17	V	V	V	V	V
18	S-18	V	V	V	V	V
19	S-19	V	V	V	V	V
20	S-20	V	V	V	V	V
21	S-21	V	V	V	V	V
22	S-22	V	V	V	V	V
23	S-23	V	V	V	V	V
24	S-24	V	V	V	V	V

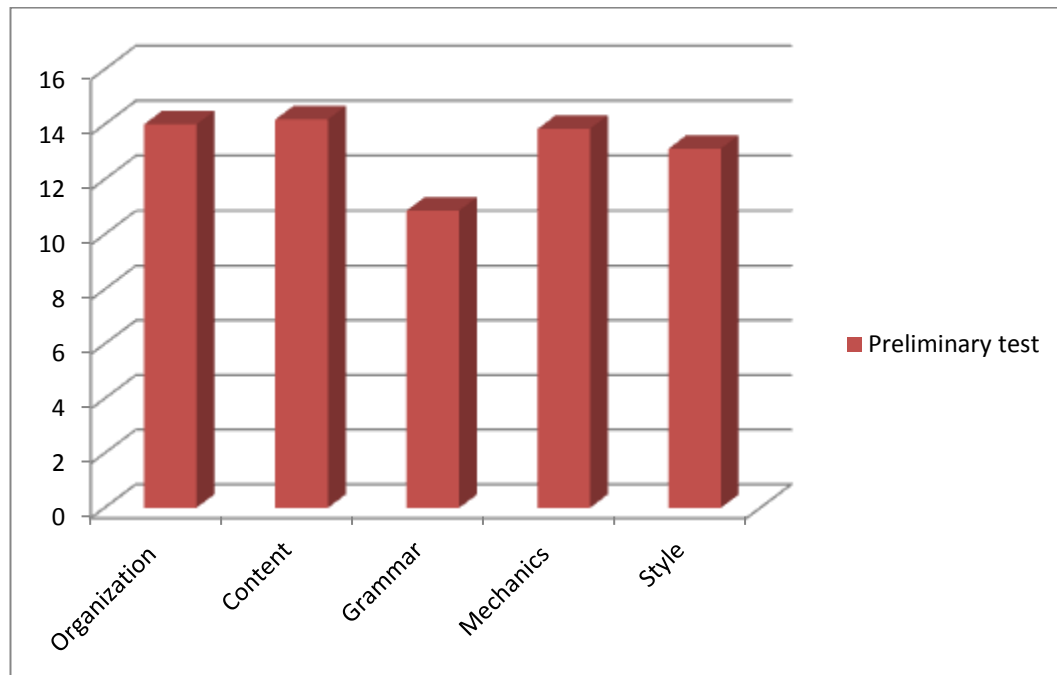
25	S-25	V	V	V	V	V
26	S-26	V	V	V	V	V
27	S-27	V	V	V	V	V
28	S-28	V	V	V	V	V
29	S-29	V	V	V	V	V
30	S-30	V	V	V	V	V
31	S-31	V	V	V	V	V
32	S-32	V	V	V	V	V
33	S-33	V	V	V	V	V

APPENDIX 12

STUDENTS' PRELIMINARY TEST RESULT

NO.	NAME	COMPONENTS OF WRITING SCORE					TOTAL SCORE
		O	L	G	P	S	
1	S1	17	16	12	15	14	74
2	S2	15	14	11	13	12	65
3	S3	16	14	12	16	13	71
4	S4	14	15	11	14	12	66
5	S5	15	14	11	13	13	66
6	S6	13	12	10	12	12	59
7	S7	14	13	11	12	13	63
8	S8	15	13	11	14	13	66
9	S9	13	14	11	16	14	67
10	S10	14	15	11	14	14	68
11	S11	16	15	13	14	14	72
12	S12	11	12	9	12	11	55
13	S13	15	16	10	14	14	69
14	S14	16	16	10	16	14	72
15	S15	14	15	11	14	14	68
16	S16	14	13	11	14	14	66
17	S17	14	14	10	13	13	64
18	S18	15	15	11	14	13	68
19	S19	13	14	11	16	14	66
20	S20	15	14	11	15	12	67
21	S21	16	15	13	16	14	74
22	S22	14	14	11	12	13	64
23	S23	14	13	11	14	14	66
24	S24	15	15	10	14	14	68
25	S25	14	14	11	13	13	65
26	S26	15	14	11	14	14	68
27	S27	13	14	9	15	13	64
28	S28	12	13	11	9	10	55
29	S29	15	14	11	12	12	64
30	S30	13	14	9	15	13	64
31	S31	14	13	11	14	13	65
32	S32	15	15	11	12	12	65
33	S33	16	16	12	16	14	74
	TOTAL SCORE	462	468	359	457	433	2179
	AVERAGE	14,00	14,18	10,87	13,84	13,12	66,03

THE AVERAGE OF PRELIMINARY TEST RESULT

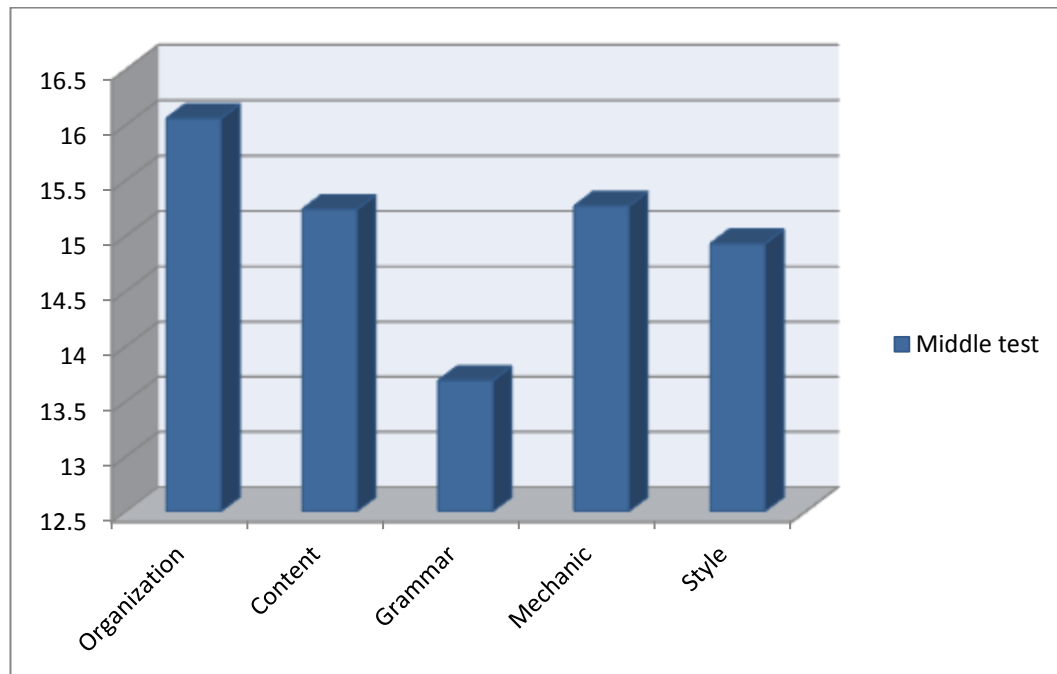


APPENDIX 13

STUDENTS' MIDDLE TEST RESULT

NO.	NAME	COMPONENTS OF WRITING SCORE					TOTAL SCORE
		O	L	G	P	S	
1	S1	16	16	13	16	14	75
2	S2	13	13	10	11	12	59
3	S3	15	16	15	16	15	77
4	S4	17	16	13	16	16	78
5	S5	15	15	14	16	14	74
6	S6	17	15	14	16	16	75
7	S7	16	15	15	16	15	77
8	S8	17	16	14	15	16	78
9	S9	17	15	12	15	15	74
10	S10	16	15	12	16	15	74
11	S11	17	16	15	16	16	80
12	S12	14	13	13	14	14	69
13	S13	16	17	13	15	15	76
14	S14	17	15	14	15	16	77
15	S15	17	15	12	15	15	74
16	S16	15	14	12	14	14	69
17	S17	15	16	16	15	15	77
18	S18	16	16	15	16	15	78
19	S19	17	15	12	15	15	74
20	S20	13	14	12	13	13	65
21	S21	16	16	14	16	15	77
22	S22	17	15	15	16	15	78
23	S23	17	16	15	16	16	80
24	S24	17	16	14	15	15	77
25	S25	16	16	15	15	15	77
26	S26	16	15	15	15	16	77
27	S27	15	14	14	15	16	74
28	S28	16	15	14	15	15	75
29	S29	17	15	16	15	15	78
30	S30	16	16	14	16	15	76
31	S31	17	16	14	15	15	77
32	S32	17	15	12	16	14	74
33	S33	17	15	14	16	15	77
	TOTAL SCORE	530	503	452	504	493	2482
	AVERAGE	16,06	15,24	13,69	15,27	14,93	75,21

THE AVERAGE OF MIDDLE TEST RESULT

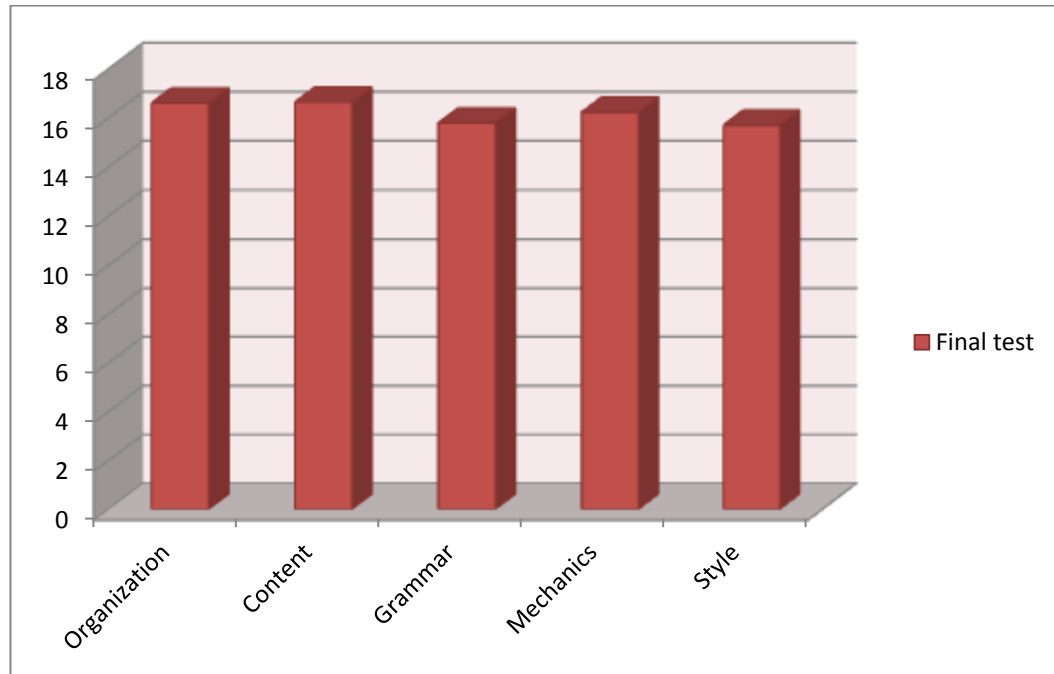


APPENDIX 14

STUDENTS' FINAL TEST RESULT

NO.	NAME	COMPONENTS OF WRITING SCORE					TOTAL SCORE
		O	L	G	P	S	
1	S1	16	16	15	17	15	78
2	S2	16	15	16	16	16	79
3	S3	17	16	16	16	16	81
4	S4	16	16	16	16	16	80
5	S5	17	17	16	17	16	83
6	S6	17	17	17	16	16	83
7	S7	16	17	16	16	16	81
8	S8	16	15	16	16	16	79
9	S9	16	17	16	17	16	82
10	S10	17	17	16	18	16	84
11	S11	18	17	16	16	16	85
12	S12	16	17	15	17	16	81
13	S13	18	17	15	18	15	83
14	S14	17	17	15	17	15	81
15	S15	18	17	16	16	16	83
16	S16	15	15	13	15	13	71
17	S17	15	16	14	15	14	74
18	S18	17	17	15	17	15	81
19	S19	17	17	16	16	16	82
20	S20	16	16	15	16	16	79
21	S21	16	17	16	16	16	81
22	S22	16	17	16	16	16	81
23	S23	17	17	16	16	16	82
24	S24	17	17	16	17	16	83
25	S25	17	17	17	16	16	83
26	S26	15	16	15	15	15	77
27	S27	17	17	17	16	17	83
28	S28	16	17	16	16	16	81
29	S29	17	17	17	16	16	83
30	S30	17	16	16	16	16	81
31	S31	17	17	17	17	15	83
32	S32	17	17	16	16	16	82
33	S33	18	18	16	16	16	84
	TOTAL SCORE	548	549	521	537	518	2674
	AVERAGE	16,60	16,64	15,79	16,23	15,70	81,03

THE AVERAGE OF FINAL TEST RESULT

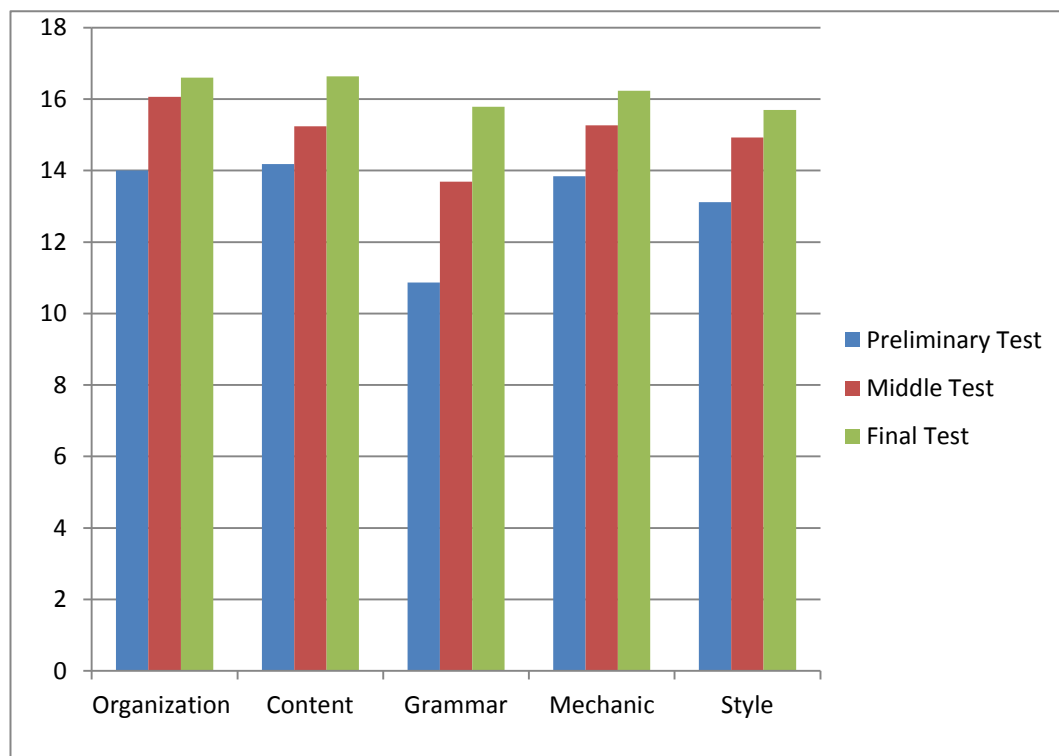


APPENDIX 15

**THE STUDENTS' WRITING SCORE IMPROVEMENT
OF EACH ASPECT**

No.	Aspects	The Average Score		
		Preliminary Test	Middle Test	Final Test
1	Organization	14.0	16.06	16.60
2	Content	14.18	15.24	16.64
3	Grammar	10.87	13.69	15.79
4	Punctuation	13.84	15.27	16.23
5	Style and quality of expression	13.12	14.93	15.70

**THE GRAPHIC OF THE OVERALL STUDENTS' WRITING
SCOREIMPROVEMENT OF EACH ASPECT DURING ACTION**



APPENDIX 16

Observation Checklist for the Students in Cycle I

School Name : SMP Negeri 19 Semarang

Class : VIII A

Subject : English

No.	Code	Students' activeness							
		A	B	C	D	E	F	G	H
1	S-1	v		v	v		v		
2	S-2			v		v	v		v
3	S-3	v		v			v		v
4	S-4	v		v	v		v		
5	S-5	v		v	v		v		
6	S-6	v		v	v		v		
7	S-7	v	v	v	v				
8	S-8	v	v	v	v				
9	S-9	v		v	v		v		
10	S-10	v		v	v		v		
11	S-11	v	v	v	v				
12	S-12	v		v			v		v
13	S-13	v	v	v	v				
14	S-14	v	v	v	v				
15	S-15	v		v	v		v		
16	S-16	v			v		v	v	
17	S-17	v			v		v	v	
18	S-18	v	v	v	v				
19	S-19	v		v	v		v		
20	S-20	v		v			v		v
21	S-21	v	v	v	v				

22	S-22		v			v		v	v
23	S-23	v	v	v	v				
24	S-24	v	v		v			v	
25	S-25	v		v	v		v		
26	S-26	v		v	v		v		
27	S-27	v	v	v	v				
28	S-28	v	v	v	v				
29	S-29	v		v	v		v		
30	S-30	v			v		v	v	
31	S-31	v	v	v	v				
32	S-32	v		v	v		v		
33	S-33	v		v	v		v		

Which:

Positive behavior

- A =Students pay attention and response teacher's explanation enthusiastically (ask, response and make a note)
- B = Students being active in group discussion
- C =Students give positive response (happy) towards the media of story sequencing cards and round table which used in teaching learning.
- D = Students can write narrative text well.

Negative Behavior

- E =Students don't pay attention on teacher's explanation and do activity which not appropriate with the instruction (cheating with friends, sleep, overactive)

F = Students being passive in group discussion

G = Students show negative response (dislike) towards media of story sequencing cards and round table technique

H = Students cannot write narrative text well.

$$\text{Students with positive behavior} = \frac{A+B+C+D}{33 \times 4} = \frac{100}{132} \times 100\% = 75.75 \%$$

$$\text{Students with negative behavior} = \frac{E+F+G+H}{33 \times 4} = \frac{32}{132} \times 100\% = 24.24 \%$$

APPENDIX 17

Observation Checklist for the Students in Cycle 2

School Name : SMP Negeri 19 Semarang

Class : VIII A

Subject : English

No.	Code	Keaktifan Siswa							
		A	B	C	D	E	F	G	H
1	S-1	V		v	v		v		
2	S-2			v	v	v	v		
3	S-3	v		v	v		v		
4	S-4	v	v	v	v		v		
5	S-5	v		v	v		v		
6	S-6	v		v	v		v		
7	S-7	v	v	v	v				
8	S-8	v	v	v	v				
9	S-9	v		v	v		v		
10	S-10	v	v	v	v				
11	S-11	v	v	v	v				
12	S-12	v	v	v	v				
13	S-13	v	v	v	v				
14	S-14	v	v	v	v				
15	S-15	v		v	v		v		
16	S-16	v		v			v		v
17	S-17	v			v		v	V	
18	S-18	v	v	v	v				
19	S-19	v		v	v		v		
20	S-20	v		v	v		v		
21	S-21	v	v	v	v				

22	S-22		v		v	v		v	
23	S-23	v	v	v	v				
24	S-24	v	v		v			v	
25	S-25	v	v	v	v				
26	S-26	v			v		v	v	
27	S-27	v	v	v	v				
28	S-28	v	v	v	v				
29	S-29	v		v	v		v		
30	S-30	v			v		v	v	
31	S-31	v	v	v	v				
32	S-32	v		v	v		v		
33	S-33	v	v	v	v				

Which:

Positive behavior

- A =Students pay attention and response teacher's explanation enthusiastically (ask, response and make a note)
- B = Students being active in group discussion
- C =Students give positive response (happy) towards the media of story sequencing cards and round table which used in teaching learning.
- D = Students can write narrative text well.

Negative Behavior

- E =Students don't pay attention on teacher's explanation and do activity which not appropriate with the instruction (cheating with friends, sleep, overactive)

F = Students being passive in group discussion

G = Students show negative response (dislike) towards media of story sequencing cards and round table technique

H = Students cannot write narrative text well.

$$\text{Students with positive behavior} = \frac{A+B+C+D}{33 \times 4} = \frac{108}{132} \times 100\% = \mathbf{81.81\%}$$

$$\text{Students with negative behavior} = \frac{E+F+G+H}{33 \times 4} = \frac{24}{132} \times 100\% = \mathbf{18.18\%}$$

APPENDIX 18

STUDENTS' RESULT IN PRELIMINARY TEST

Dandi Akbar M
8A
7

B. INGGRIS.


1. Buat cerita Narrative dgn judul "snow white and the sevant Dwarfs."

2. Buat 2 paragraf, 1 paragraf minimal 5 kalimat.

"Snow white and the sevant Dwarfs"

upon
One ~~time~~ time ^{lived} a beautiful girl. Her name ^{is} Snow white, she ^{is} the most beautiful ^{Princes}. Snow white lived with her father and ^{sleep} in bedroom. She ^{is} back to jungle and her father ^{dad}. Snow white lived with her father ^{dad}. She ^{had} ^{see} a small house, it ^{is} the seven Dwarfs house x She ^{lives} with them, ~~she~~ she is run back to home. Her stepmother ^{by} an apple seller. Snow white ^{un} consions there a prince to save snow white and they live happy. ^{with}

Experience is the best teacher



Name = Jennifer Grand Patricia Radjawan-
 Class = VIII A.
 No = 20.

"Snow White and the Seven Dwarfs"

Once upon a time, there live some body princess very beautiful her name was Snow White. She live with step mother, step mother is very evil for Snow White. And step mother have magic mirror, and magic mirror saying that step mother not beautiful Snow White. And step mother want killing Snow White. Then Snow White scape to the forest.

And snow white find small house in forest. In there is seven dwarfs, and she live in small house in forest. Step mother under cover be come

You'll never know till you have tried



Zulwanya Anissa Fitri
33 / 8A

Snow White and the Seven Dwarfs

Once upon a time, there lives snow white. She lives with her step mother. Her step mother has a magic mirror. Her step mother want kill snow white.

Once day, Snow White know step mother plan, she went to the jungle for hide, and then she find a little house. In fact the little house is Seven Dwarfs home. Then she lives with Seven Dwarfs. Her step mother undercover become a grand mother and give a poison apple to snow white.

After ~~at~~ the ~~poison~~ apple snow white died, but she will live again because she get a kiss from the prince. Finally day live together forever.

APPENDIX 19

STUDENTS' RESULT IN MIDDLE TEST

STUDENT'S WORKSHEET

Nama : Ardito Mahestira Putra *

Kelas/No. Abs : SA / 3

... * FROZEN * ...

On day in the kingdom of Arendelle there lived two daughters named Elsa and Anna. They lived happily together with both their parents. Elsa, who has the power to freeze anything she touches. Anna loved the snow. Almost everyday he invited his sister to play snow.

They were playing in a room. Anna really liked the snow so much that she slipped. Elsa intended to help Anna, but Elsa's strength made Anna's heart hurt. Anna was unconscious. So she was brought by her parents to a castle. Anna still can be saved because the ice was not hit her heart. But her memories about Elsa's magic will be removed.

Since that time, the king locked the gates, reduced the staff, limited his daughters contact with people and keep Elsa's powers hidden from everyone. During that time, until one day, their parents died the loyal throne was replaced by Elsa. Anna was very happy because finally the gates open. Many great things will come to the palace of her dreams to meet a prince will come true.

The finally dance all the night Elsa fight a. She left the where no one was there.

According to his promise, Hans keep well Arendelle. Meanwhile in the middle of the journey, Anna met a handsome man and deer.

Anna and Kristoff arrived in an ice-blasted empire. Hans sent some people to catch Elsa. Elsa locked up in a prison in the palace.

Anna and Kristoff arrived in a

-Good Luck ☺-

APPENDIX 20

STUDENTS' RESULT IN FINAL TEST

STUDENTS' WORKSHEET

Nama : Bagus Patricia Kusuma
Kelas/No. Abs : VIII A / 05

CINDERELLA

One day, there was a beautiful girl named cinderella. She lived with a wicked step mother and her two stepsister. They treated cinderella very bad and did not appreciate her. Near from her home, there was a king's palace which was so good and there would be held a big party. Her stepmother and her step sister were invited to party. Because she not come because she must work's.

And then she cry because not invited party stepmother and step sister. And then come good witch helped cinderella to come party. And then Cinderella dance together with prince. Her step sister jealous, because Cinderella dance with prince. At midnight Cinderella must go home because the magic good witch had disappear. And then she run go home. In Mid street Cinderella shoes get out of. The prince found cinderella shoes and search Cinderella. And The prince found cinderella. And then the prince and cinderella lived very happy forever.

The END

-Good Luck ☺-

STUDENTS' WORKSHEET

Nama : Hesti Sekar Wati
 Kelas/No. Abs : 8A / 18

CINDERELA

One day Cinderella's father would married with a woman and who have daughters. And then cinderella's father gone to work. Cinderella act not justed, Cinderella's stepmother order Cinderella to did all house works.

One day would be held a party in the castle. Cinderella's two stepsister would be went to the party but Cinderella didn't come. And then Cinderella would be sad because she prohibited to come in party. Because Cinderella would be sad, Cinderella arrived Fairy mother, because would be poor. After, fairy mother helped Cinderella to come to the party.

Next in the castle, Cinderella arrived with prince. And then prince invited Cinderella to dancing. Next, 12 p.m Cinderella went put of castle, because ~~12 p.m~~ in 12 p.m Cinderella's fashion would change.

And then, she out of castle, and she slipper was realised in the castle. Next, The prince found Cinderella's shoe.

~~After~~ And then ~~life~~ they are life happily ~~if~~ ever after.

STUDENTS' WORKSHEET

Nama : Quwanya Amira Fieri
 Kelas/No. Abs : BA 133

One upon a time there lived a beautiful young girl. Her name was Cinderella she lived with her father. One day Cinderella's father met a beautiful woman. Then they married. The woman had two young daughters. Now Cinderella had two older sisters. After that Cinderella's father was died.

After that Cinderella lived with her stepmother and her step sisters. Her stepmother always command her to do all work and her step older sister always make her look like a servant.

One day, they got an invitation from the kingdom to attend the dancing party, they really happy. They prepare the dress to come at dancing party, finally the day was waiting for was coming and they was really happy when they wanted to go to the dancing party. Cinderella's stepmother was not permitted Cinderella to come with them. The Cinderella's was stay at home and they (god)

After that Cinderella was come to the dancing party. Cinderella was ~~some~~ really beautiful so the prince was interested to Cinderella, when Cinderella want to go home the prince was following her.

After that, the prince was looked for Cinderella then the prince was found Cinderella and then they married and live happily ever after.

APPENDIX 21



DOCUMENTATIONS





APPENDIX 22

SURAT KETERANGAN SUDAH MELAKUKAN PENELITIAN

	<p>PEMERINTAH KOTA SEMARANG DINAS PENDIDIKAN SMP NEGERI 19 SEMARANG Jl. Abdulrahman Saleh Telp. (024) 7607932 Semarang 50147 Email : smp19_smg@yahoo.co.id</p>
<hr/>	
<p><u>SURAT KETERANGAN</u> Nomor : 070/241/VI/2015</p>	
<p>Yang bertanda tangan di bawah ini Kepala SMP Negeri 19 Semarang :</p>	
N a m a	: Dra. CILILIA SRI MARYUNI, MM.
N I P	: 19640613 198803 2 011
Pangkat / Gol	: Pembina Tk. I, IV/b
Jabatan	: Kepala SMP Negeri 19 Semarang
<p>Menerangkan dengan sesungguhnya bahwa mahasiswa :</p>	
N a m a	: ETIK INDRIANI
N I M	: 2201411017
Jurusan	: Bahasa dan Sastra Inggris
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2014/2015
<p>Benar – benar telah melaksanakan penelitian di SMP Negeri 19 Semarang pada bulan Maret - Mei 2015 dengan judul : <i>Improving Students Narrative Texts by Using Combination of Story Sequencing cards and Round Table Technique (The Case of Eighth Grade of SMP N 19 Semarang in the Academic Year of 2014/2015)</i></p>	
<p>Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.</p>	
<p>Semarang, 10 Juni 2015 Kepala Sekolah,  Dra. Cicilia Sri Maryuni, MM. NIP. 19640613 198803 2 011</p>	
