



**THE IMPLEMENTATION OF THINK-TALK-WRITE
STRATEGY TO IMPROVE THE STUDENTS' MOTIVATION
IN WRITING NARRATIVE TEXTS
(A Classroom Action Research of the Tenth Grade Students of
SMA N 3 Sragen in the Academic Year of 2014/2015)**

A Final Project
Submitted as a partial fulfillment of the requirements
for degree of *Sarjana Pendidikan*
in English

by
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2015**

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This final project entitled *The Implementation of Think-Talk-Write Strategy to Improve The Students' Motivation in Writing Narrative Texts (A Classroom Action Research of the Tenth Grade Students of SMA N 3 Sragen in the Academic Year 2014/2015)* has been approved by a board of examiners and officially verified by the Dean of the Faculty of Languages and Arts on June, 24th 2015.

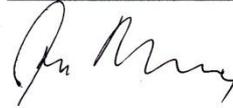
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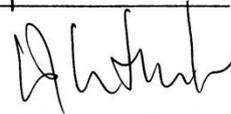
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Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memenuhi gelar Sarjana Pendidikan Bahasa Inggris ini benar-benar merupakan karya saya. Semua kutipan baik yang langsung maupun tidak langsung, atau yang diperoleh dari sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugasakhir/final project ini membubuhkan tandatangan sebagai tanda keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian terdapat pelanggaran terhadap pelanggaran konvensi penulisan ilmiah, saya bersedia menerima akibatnya dan mengadakan perbaikan. Demikian, pernyataan ini dibuat dengan sebenarnya.

Semarang, 24 Juni 2015



Nur Maila Kusumaningrum

MOTTO AND DEDICATION

“When life gives you a hundred reasons to cry, show life that you have a thousand reasons to smile. (unknown)”

“Don’t be afraid of change. You may end up losing something good, but you will probably end up gaining something better. (unknown)”

*To my beloved parents, my beloved
brother, my friends, and my “A.R”*

ACKNOWLEDGEMENTS

First and foremost, I would like to praise to the Almighty Allah SWT, for blessing, encouragement, health, inspiration, and strength leading to the completion of this final project.

I would like to give my deepest gratitude to my advisor Dr. Djoko Sutopo, M.Si for his patience in giving me guidance, motivation, and suggestions until this final project completed.

I extend my gratitude to the Rector of Semarang State University and Dean of Languages and Arts Faculty of Semarang State University. I also extend my gratitude to the Head of English Department of Semarang State University.

I would like to give my gratitude to Dr Januarius Mujiyanto, M.Hum as the first examiner and Fatma Hetami, SS., M.Hum as the second examiner. I would like to express my gratitude to the lecturers of English Department who has taught, educated, and motivated me during the lectures.

I also thank for the Headmaster of SMA N 3 Sragen who has given me the permission to conduct research in SMA N 3 Sragen and the English teacher Mrs. Sugiyati, S.Pd who has helped me during the research was held. My special thank is also for my students of X IPA 3 of SMA N 3 Sragen who has cooperated during teaching and learning process.

I would like to give my sincere gratitude to my beloved parents (Wagino and Sri Suparti) for their endless love, supports, prays, guidance and help me for my success. For my little brother (Dika), I thank for make me cheerful and feel the togetherness. I thank for all of my family for their attention and helps.

I thank to my beloved friends, Desi, Dewi, Lina, Liza, Tutik, Nunung, Giri, Okvia, Mas Yok, Gani, Zuli who care and give me smiles in all condition. Thanks to all my friends of English Department 2011 and the Fortuna Kos (Mb Chao, Mb Ep, Mb Nda, Tiwi, Rossi, Tyas, Sherly, Dek Ncus) for the time and the togetherness. My special thanks is also for my dearest “A.R” who gives me love and supports when I was down and teach me how to be a great woman with his patience.

Finally, I give the special thanks to everyone who has helped me in completing my final project. The last but not least, there is nothing perfect in the world and this final project is no exception. Therefore, the criticisms and suggestions are needed for the improvement. I also hope that this final project will be useful for its readers.

Nur Maila Kusumaningrum

ABSTRACT

Kusumaningrum, Nur Maila. 2015. *The Implementation of Think-Talk-Write Strategy to Improve the Students' Motivation in Writing Narrative Texts (A Classroom Action Research of the Tenth Grade Students of SMA N 3 Sragen in the Academic Year 2014/2015)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Dr. Djoko Sutopo, M.Si.

Keywords: Think-Talk-Write strategy, Writing, Narrative Text, Motivation, Classroom Action Research.

This final project is based on a study which was conducted to describe the effect of the Think-Talk-Write strategy to improve the students' motivation in writing narrative texts. The object of this study was the students of X IPA 3 of SMA N 3 Sragen in the academic year of 2014/2015. There were 32 students, consisting of 21 female students and 11 male students.

The writer conducted two cycles in the classroom action research. Each cycle consisted of three meetings. She used three methods to collect data. There were test, questionnaire, and observation checklist. Before the students was given treatment, the writer measured students' skill in writing narrative text by giving pre-test. After pre-test, the writer applied Think-Talk-Write strategy in cycle I and II. In learning process, the writer observed students' attitude by using observation checklist. It was used to measure students' motivation. In the end of cycle II, the writer gave post-test and questionnaire. Based on the data analysis, the writer found the improvement of students' motivation and students' writing skill after applying Think-Talk-Write strategy in the classroom. The mean of pre-test score is 47.5 and the mean of post-test is 82.5. The increasing is 35 points. It means that the students' writing skill and the students' motivation improved significantly.

From the result of the study, it could be concluded that Think-Talk-Write Strategy improved students' motivation in writing narrative texts. This result is based on the analysis of the observation checklist. The writer used five aspects of behaviour in line with the motivation. Those are enthusiasm, attention, activeness, participation, and responsibility. Think-Talk-Write is the innovative strategy to apply in teaching writing. This strategy is implemented in the classroom successfully. The students had the positive behaviour after Think-Talk-Write was applied. The students became more enthusiastic during the study. The students' writing skill is also improved. The improvement of the students' writing skill could be seen from the analysis of pre-test and post-test. The students' writing is measured from five components of writing, such as organization, content, grammar, punctuation, spelling, and style. The writer has succeeded in applying Think-Talk-Write during the teaching and learning process. Think-Talk-Write strategy is recommended for English teacher to be used as teaching strategy in the classroom.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, reasons for choosing the topic, research problems, the purpose of the study, the significance of the study, the definition of terms, and the outline of the report.

1.1 Background of the Study

English language as a foreign language has been taught in Indonesia education system. In this system, English is the important subject in all grades of Senior High School. It has four skills that should be acquired. Those skills are listening, speaking, reading, and writing. Students should master writing after mastering listening, speaking, and reading skills in English. Writing is a skill to show ideas. According to Orr (1999: 72) writing is the developing steps that are generally parallel to skill of oral language in English. Students write the continuous sentences to arrange paragraphs then students arrange them to a text. They show their ideas within a written text.

Writing is the last skill of four skills in English language. Writing skill is not only a simple skill to write own ideas in a text. Writer should pay a lot of attention to the components of writing. They are content, language structure, punctuation, and vocabulary. Every sentence should

have the continuous of meaning, so that the readers could understand the written texts easily.

Writing is a skill in English language that should be trained continually. This skill should be done through processes. The processes of writing are going to determine the quality of writing. Therefore, students should be trained to write for showing ideas.

According to some students, writing is the difficult skill especially in writing English text. In fact, many students can write but they are still confused in understanding vocabulary they have used in their writing. In using vocabulary in writing, the students should choose them appropriately to avoid misunderstanding.

The researcher found a problem faced by the students in writing when the researcher taught the students. When the researcher had the free time, the researcher tried to discuss with the students what their difficulties in learning English. Most of them said that their difficulties are to write texts. The students have the problem in writing texts. They are hard to find vocabulary because they don't want to search for words in dictionaries.

When the researcher observed the problem of the students in one of senior high school in Sragen, the researcher found students' problem in writing texts. The researcher asked their teacher to tell what problem they have. The teacher said that they are confused in using tenses in writing. The teacher told that they sometimes still use the old teaching technique to motivate the students in learning English. The teacher still asked the students to note several important materials.

The researcher found another problem from the private student of tenth grade of Senior High School. When the researcher taught her, the researcher asked to write simple sentences. The student confused in using finite “is” and “are”. She wrote “is” for plural subject whereas finite “is” is for singular subject. Referring to the findings, the researcher initiated to help them through teaching strategy when the students write English texts in the classroom. What makes it worse, English is the subject of National Exam they have to take.

For the present curriculum, the government has applied Curriculum 2013. In this curriculum, it is expected that the students are able to discuss and learn together in the classroom. There are five activities in Curriculum 2013. They are observing, questioning, experimenting, associating, and communicating that should be done by the teacher in the classroom. The teacher should observe the students’ progress of learning. Teacher would assess her students on three aspects. They are cognitive, affective, and skill. These three aspects are going to be accumulated to obtain the scores.

Many ways can be applied to encourage students’ ability in learning English. One of them is teaching English using strategy in learning process. A strategy of teaching English could give a better condition for students. This is one of the attractiveness of a strategy to improve students’ motivation in learning English. If students’ motivation improve, students’ achievement will be better, too.

Considering the assumption, the researcher would like to try using a strategy of teaching and learning namely *Think-Talk-Write*. In general, *Think-Talk-Write* is

a group work. This strategy trains the students to work together in group. The students make group consisting of four or five students. Applying the strategy in classroom it is expected to make the students more interested in writing narrative text.

1.2 Reasons for Choosing the Topic

Writing is one of skills needed in the process of learning language. Writing also helps the students to remember many things. It is the process of transferring ideas to show information. In the learning and teaching process, the students should not only give information orally, but also they are demanded to give information in written text. If the students only can listen and speak, but they don't write words, how can the students transfer information?

In this case, the students should be given the training of writing, especially writing English texts. The training is going to make the students easier to write acceptable English texts. Then, it can show how the development of the writing skill. In this way, writing is needed skill when learners study language.

Many strategies can be used to teach writing, especially in English subject. One strategy can be applied by the teacher is *Think-Talk-Write*. *Think-Talk-Write* is introduced by Hunker. This strategy asks the students learn cooperatively with their friends in a group. After they discuss in the group, they are able to write texts of their own. It is expected to encourage the students' motivation in writing narrative texts. Using this strategy in a classroom is hoped that the students enjoy learning with others. It makes learning English easier.

1.3 Research Problems

The research problems of this study can be formulated as follows:

1. How is *think-talk-write* strategy implemented to teach narrative texts writing?
2. How is the improvement of the students' motivation after being taught *think-talk-write* strategy?

1.4 Purposes of the Study

The objectives of the study are as follows:

1. To describe the implementation of *think-talk-write* in narrative texts writing.
2. To describe the improvement of the students' motivation after being taught *think-talk-write* strategy.

1.5 Significance of the Study

This study will give advantages for the students, the teachers, the readers, and also the writer.

First for the students, they have a new way to learn English, especially in writing narrative texts. They can apply the strategy to write text well. They also are going to have the good writing when they are usually trained to write. They are going to have better motivation to learn English.

Second for the teachers, it gives insight how to teach writing through another strategy. Teachers use *Think, Talk, Write* as the teaching strategy to give attractive learning. It could make their learning in the classroom is more enjoyable and interesting.

Third, the advantage for the readers is that they could get knowledge after reading this study.

Fourth, the advantages for the researcher are that she could get the special experience when she is supposed to teach the students in Senior High School. The researcher can apply a better teaching skill for the students.

1.6 Definition of Terms

This part discusses the definition of *Think-Talk-Write*, the definition of motivation, the definition of writing, the definition of narrative text, and the definition of action research in general. It is used to avoid misunderstanding about the main problems.

1.6.1 Think-Talk-Write

According to Huinker and Laughin in Zulkarnaini (2011) in (Maulidah: 2013), “the *think, talk, write* strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from students engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing”.

1.6.2 Motivation

Based on Dornyei (2001: 73), “motivation is as cyclic, going up and down (the atmosphere of feelings), affecting language achievement and being affected by it”.

1.6.3 Writing

According to Harmer (1991: 53), writing is “When teaching writing, therefore, there are special considerations to be taken into account which include the organising of sentences into paragraphs, how paragraphs are joined together, and the general organization of ideas into a coherent piece of discourse”.

1.6.4 Narrative Text

Based on Gerot and Wignell (1994: 204), “Narrative text is to amuse, entertain, and to deal with actual or vicarious experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution”.

1.6.5 Action Research

According to Burns (2010: 2), “Action Research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice and ‘the teacher as researcher’. Action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts”.

1.7 Outline of the Report

The final project is divided into five chapters.

Chapter I contains the background of study, reasons for choosing the topic, research problem, the purpose of the study, the significance of the study, the definition of terms, and the outline of the report.

Chapter II explains about the theoretical of study. The review of previous study is related to the studies which have been conducted before by another researcher. The review of theoretical studies is such as: writing, *Think-Talk-Write* strategy, narrative text, and action research. The last part in this chapter is the theoretical framework.

Chapter III contains the methods of investigation. They are research design, the subject of the study, the role of the researcher, the type of data,

methods for collecting the data, methods for analyzing the data, instruments for collecting data, and the procedures of collecting the data.

Chapter IV contains finding and discussion. It is including pre-test, cycle 1, cycle 2, and comparison between pre-test, cycle 1 test, cycle 2 test, and post-test.

Chapter V contains the conclusion and suggestion of the research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses the review of the studies, theoretical review, and theoretical framework. Theoretical review presents some theories that support this topic of study.

2.1 Reviews of the Studies

This part contains the previous studies from some researchers who have conducted teaching or research.

The first researcher that I found was Khairina (2014). The study is entitled “The Use of Sentence Race Game to Improve Students’ Skill in Writing Recount Text”. In her research, she used Sentence Race Game and the game could improve students’ skill in writing in her English class.

In her research, the design she used was action research. The finding showed that the mean of pre-test was 63.9 and post-test was 76.2, so the difference was 12.3 points. These scores showed that there was any improvement of students’ skill in writing recount text.

The result of this study indicated that the post-test score was higher than the pre-test score. She did the technique clearly for her study, so the students’ skill of writing has improved. She said that the students felt interested in the lesson by using Sentence Race Game. She concluded that Sentence Race Game could help the students while write recount text.

Furthermore, the students gave more attention to the teacher. The teacher explained how to play Sentence Race Game. The students accepted the information well, so they knew what they should do in this game.

According to the researcher's opinion, Sentence Race Game is an effective technique to improve students' skill in writing recount text. The effectiveness of Sentence Race Game can be seen from the result of study in classroom. Khairina did and taught her students in the classroom with the correct instruction. Sentence Race Game makes the students' motivation improve in writing texts.

In relation to the use of research design, the present study also used the classroom action research and focused on writing skill. To conduct the research, the researcher can get the information of action research design that has been held by Khairina.

The second study was conducted by Rachmawati (2013). The study is entitled "The Use of Think-Talk-Write Strategy to Improve Students' Ability in Writing Recount Text (*A Classroom Action Research of the Eight Grade Students of SMP N 3 Cilacap in the Academic Year 2013/2014*)". She used the action research. She gave *Think-Talk-Write* strategy for her students in the classroom.

From her study, the result showed that post-test score was better than pre-test score. It could be seen from the pre-test score was 47.03 and the post-test score was 81.13. The difference between pre-test and post-test was 34.11. There was a significant increasing of the score result.

From the result above, it could be concluded that there was any improvement in students' ability in writing recount text after the students got

Think-Talk-Write strategy. She also said that *Think-Talk-Write* was the effective way to improve students' ability. In her research, the students were more active in the learning process. The students' activeness increased from low to high category.

The strategy could be implemented easily in writing recount text. *Think-Talk-Write* was an effective technique for teacher to teach English in classroom. It can be seen from the improvement of pre-test score and post-test score.

Based on the previous study above, it is clear that the students writing recount text can be well improved by applying *Think-Talk-Write* strategy. However, improving students' motivation in writing narrative texts by using *Think-Talk-Write* has not been conducted so far the researcher looked for in the literature and internet. Therefore, the researcher chose this strategy in teaching writing narrative texts.

The third study was conducted by Maharani (2014). This study is entitled "Improving Students' Skill in Writing Descriptive Text by Using *Four Square Writing Method* (A Classroom Action Research at Grade VIII Students of SMP Negeri 1 Alian in the Academic Year of 2014/2015)".

She used the *Four Square Writing Method* which is a simplified graphic organizer as the alternative technique to teach writing. In her research, Maharani told *Four Square Writing Method* was the method to drill up the grammatical and organize their ideas. By using *Four Square Writing Method*, she wanted to improve students' skill in writing.

This method could be implemented to improve students' skill in writing descriptive texts. It was shown from the average of pre cycle test was 68.75, the average of formative test was 72.30 and the average of post cycle test was 82.21. The improvement could be seen from the score.

In the researcher's opinion, *Four Square Writing Method* is one of effective way to make students' skill in writing improve. Maharani could motivate the students in learning descriptive texts. The students had the positive behavior in the learning process. *Four Square Writing Method* helped the students to be active, creative, independent, and responsible in learning. The difference between this study and the present study are Maharani focused on descriptive texts by using *Four Square Writing Method*, whereas the researcher focused on students' motivation in writing narrative text through *Think-Talk-Write* strategy.

The similarity between the Maharani's study with the present study is the use of the classroom action research. The researcher chose action research as the research design to know the process of students' learning in writing. Then, the present study used the innovative strategy to improve students' motivation. In this case, the researcher hopes that using *Think-Talk-Write* is going to improve students' motivation in writing narrative texts. Therefore, the researcher would like to use *Think-Talk-Write* as the strategy to improve students' motivation in writing narrative texts.

The fourth study was conducted by Sofiyati (2012). The study is entitled "The Writing Ability in Narrative text for The Eighth Grade Students of SMP 1

Kalinyamatan Jepara in The Academic Year 2011/2012 Taught by Using Think, Talk, and Write Strategy”.

She used *Think-Talk-Write* as a learning strategy to develop writing and practicing the language before the students write a text especially in narrative texts. There were three steps that were done well in her classroom. The steps were *Think-Talk-Write*.

In her research, she used Quasi-Experimental research as the design. The students were given pre-test before treatment was held then she gave post-test after the students got treatment (*Think-Talk-Write*).

According to researcher's opinion, this strategy is good strategy for the students and the teachers. It showed the significant improvement of students' ability in writing narrative texts. The result of this research before being taught was the mean: 45.94 and the standard deviation: 10.28. After *Think-Talk-Write* was applied in writing narrative texts, the result was the mean: 67.72 and the standard deviation: 15.02.

The relation of her research with the present study is her research used *Think-Talk-Write* to improve students' ability in writing narrative texts, whereas the present study used *Think-Talk-Write* to improve the students' motivation in writing narrative texts in Senior High School. The difference of this research with the previous study relies on its concerns of improving the students' motivation.

2.2 Theoretical Review

This section consists of some theories related to the present study. There are theories of *Think-Talk-Write*, theories of writing, theories of motivation, theories of narrative text, and theories of action research.

2.2.1 Think-Talk-Write

This part discusses the definition of *Think-Talk-Write* and the steps of *Think-Talk-Write*.

2.2.1.1 Definition of Think-Talk-Write

Think-Talk-Write is a group work for discussion in the classroom. Based on Zulkarnaeni (2011: 149) *Think-Talk-Write* is one of teaching strategies consist of some members in one group. The members are responsible for the mastery of learning material and can teach to another members in a group. Huinker and Laughlin (2015: 82) state that the think-talk-write strategy develops the organization of ideas and for the testing those ideas before the students are expected to write. Think-Talk-Write is the teaching strategy to develop, organize and create ideas by thinking, talking, and writing.

2.2.1.2 Steps of Think-Talk-Write

Think-Talk-Write is an innovative strategy that should be applied in teaching and learning process. Based on Gazden in Huinker and Laughlin (2015: 82):

The Think-talk-write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. when assigned a writing task, students are often expected to begin writing immediately. The talk phase of the think-talk-write strategy allows for exploratory talk-“the process of learning without the answers fully intact”. The flow of communication progresses from students engaging in

thought or reflective dialogue with themselves, to talking, and sharing ideas with one another, to writing.

This strategy seems to be particularly effective when students, working in heterogenous groups of two to six students, are asked to explain, summarize, or reflect.

From the definition above, there are three steps of Think-Talk-Write as follows:

1) Think

The first step of this strategy is Think. In Think, students are given the topics related with the basic competence in the lesson plan. Students are asked to think their ideas about the topics given.

2) Talk

In the Talk, students are divided into groups. After they join in group, they share their ideas based on what they think before. Another students listen and respond the ideas. After finished, students conclude the result of the discussion in group.

3) Write

After the students get the conclusion, they come back in their own seats. They continue to the last step, Write. In the Write, the students are asked to write by using their own words. The ideas and the conclusion from the previous steps just help them to complete sentences into text.

2.2.2 Motivation

This part discusses the related theories about definition of motivation, source of motivation, and strategies for increasing and creating motivation.

2.2.2.1 Definition of Motivation

Motivation is a way to make someone enthusiastic for doing something. In this case, someone is students. They need motivation to enhance the teaching and learning process. It is supported by Brophy (2004: 4) who states that, “Student motivation is rooted in students’ subjective experiences, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so”. He also stated that motivation can be derived from the students’ interest while they are learning. The willingness which makes them understand the text is the desire from the students. Without the motivation, there is no will to learn for students. Giving motivation can be done by the teacher in the classroom.

Harmer (2015: 51) argued that motivation is the wishes of people have the best outcome for their achievement. There are two types of motivation, extrinsic and intrinsic. The extrinsic motivation is influenced by some outside factors like: the need to pass an exam, the hope of financial reward, or the future travel. Furthermore, the intrinsic motivation is affected by the desire of the students. The examples of the intrinsic motivation are the students feel enjoy the learning process, the students want to learn seriously to get the high score, etc.

The teacher must have the different strategies to improve the students’ motivation. It is expected to make students’ achievement in writing better texts. Motivation is important for them to write the texts.

2.2.2.2 Source of Motivation

Motivation can be possessed wherever students are. Harmer said that the students acquire motivation with the some condition. They can be from:

- 1) The society we live in: the condition of school environment brings students motivation, is there good or bad? It determines students' motivation continues or not.
- 2) Significant others: it looks from the culture around students' life. The students' attitude also can be influenced for their success.
- 3) The teacher: the factor has the important role of students' motivation. Enthusiasm of learning English is dependent with the teacher atmosphere in classroom.
- 4) The method: the effective method affect for students' motivation in learning English. Every student wants to learn enjoy and interesting. How teacher apply the appropriate method to make their students have the enjoyment condition of learning English. If students have the positive motivation, it will influence for students' achievement.

2.2.2.3 Strategies for Increasing Motivation

Motivation is the enthusiasm by students for doing something to get their desire. They totally do activity for reaching the highest result. If the students have high motivation, it will affect their achievement in teaching and learning. Therefore, the students should have motivation to improve their achievement in learning.

Motivation can be possessed in students' environment. Environment is one of the conditions that can support students to improve motivation. Allwright

(1977) in Harmer (2015: 52) stated that teacher has the responsibilities for increasing and directing the motivation of the students. Teacher should have the innovative teaching method for the students. Teacher can make the enjoyable condition for the students to stimulate students' motivation in learning English.

Many strategies can increase the motivation of the students. According to Allwright (1977) in Harmer (2015: 52), there are three areas to influence students' motivation:

1) Goals and Goal Setting

Goal is purpose of people to reach target. There are two types goals, long term and short term goal. For learning English, teacher needs to explain for the students about the long term goal and the short term goal. The long term goals of learning English are the students should master four skills of English, the students pass English exam, the possibility of getting better job in the future if mastering English, etc.

On the other hand, the short term goals of learning English are the students have ability to partake discussion, the students can succeed to write an essay, the students learn foreign language, the students have progress of test at the end of week, etc. For the short term goals, the teacher needs to help the students, so the students are going to have motivation significantly.

2) Learning Environment

The physical appearance and emotional atmosphere should be made in an actual classroom for learning English. The teacher can design an attractive classroom with a visual material. To create the classroom atmosphere, the

teacher can use music to make it. Both of them are going to help the students get their motivation of learning English.

3) Interesting Classes

The topics and the activities taught in the classroom will be interesting for the students. Both of them are going to improve the motivation of students.

From the explanation of motivation, source of motivation, and strategies for increasing motivation, the researcher used those theories to improve students' motivation. Motivation can be possessed from students around. The source of motivation is from the society students live in, significant other, teacher, and method that sustain English learning. All of sources give influence of students' interest, especially in writing. To improve motivation, the teacher should have strategies. The teacher should explain the goal of learning English. The teacher makes learning atmosphere and interesting classes enjoyable for studying. The facilities are going to create the students' writing well. Those conditions above make the students' motivation improve in writing narrative texts.

2.2.3 Writing

This part dicusses the related theories; the definition of writing, the purpose of writing, the elements of writing, the process of writing, and the characteristics of good writing.

2.2.3.1 Definition of Writing

Writing is not an instant skill in English. According to Meyers (2005: 2) "Writing is partly a talent, but it mostly a skill, and like any skill, it improves with practice". This skill is going to be better if it is practiced continually. This talent is

possessed by everyone through a process. Pennebaker (p.2B) in Palmer, Hafner, and Sharp (1994: 4) argued “Writing is a powerful tool to organize overwhelming events and make them manageable”. Writing is to show experience in a text and how to organize it. The management of writing is also important.

Writing is a process of transferring idea. Giasson (2000: 131) stated writing is a means of learning, a way of ‘thinking on paper’. By writing, the students can gather and revise their ideas; they can express their responses. Writing is sharing an idea on story (fiction or non-fiction) through paper. The students completely create and check ideas after writing.

Based on the related theories above, the researcher concludes that writing is the process of transferring ideas on paper, it is done continually through practice. Writing is organizable and manageable of events. Writing is important skill in the context of education.

2.2.3.2 Purpose of Writing

In writing, writers have to know well about their work that will be shared. Delivering meaning in writing is the relationship between the writers and readers to understand what the meaning of text is. Reid (2000: 8) states three purposes of writing in his book:

- (1) To explain: It means that writers inform and educate for readers about what his or her writing.
- (2) To entertain: It means that writers amuse reader through a story he or she writes.

(3) To persuade: It means that writers try to convince readers through his or her writing. Writers try to change reader's mind, from close mind to open mind.

These purposes of writing are dominant in writing. The writer should pay more attention to the writing before publishing. It will create good relationship between writer and reader.

2.2.3.3 Process of Writing

Based on Harmer (2004: 4) writing process is the stages to produce something.

There are four as the following:

(1) Planning

In this stage, the writer considers three aspects of planning. First aspect is purpose. The writer gives attention of information that he or she selects. Second, the writer has to know for whom he or she writes. The writing influences for thinking of audience. Third, the writer pays attention on the content structure while writing. He or she has to design the organization well including facts, ideas, or opinions.

(2) Drafting

In this stage, the writer should have final writing before it is going to be edited. Correcting is done in the next stages after drafting.

(3) Editing

In this stage, the writer reflects and revises the final writing after it was edited. This stage is helped by editor (reader) who gives opinions and suggestions of final writing.

(4) Final draft

Final draft is the last process of writing. It is the result of writing process through three previous stages.

Harmer presents these stages like the following figure:

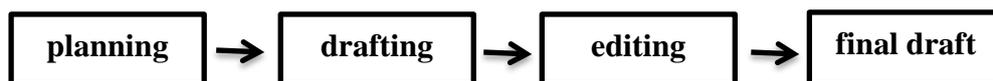


Figure 2.1 Process of Writing by Harmer (2004)

The other theory is from Meyer (2005: 10). He divides writing steps into six steps. They are:

(1) Explore ideas

In this step, the writer has to consider the points. There are subject, purpose, and audience.

(2) Pre-write

The writer makes simple sentence or note words which are going to write. The writer uses some methods here. They are brainstorming, clustering, or freewriting.

(3) Organize

The writer selects the points of pre-write. Then the writer makes the outline.

(4) Write a first draft

The writer writes sentences into paragraphs. The writer puts ideas in first sentences as usual. The next sentences are the supporting sentences.

(5) Revise the draft

After the writer makes first draft, the writer reads the writing aloud. The writer corrects the error grammatical, punctuation, or vocabulary.

(6) Produce the final copy

The writer checks the corrections and edits them. After finishing, the final copy is ready to print out or publish.

The explanation is represented by the figure 2.2:

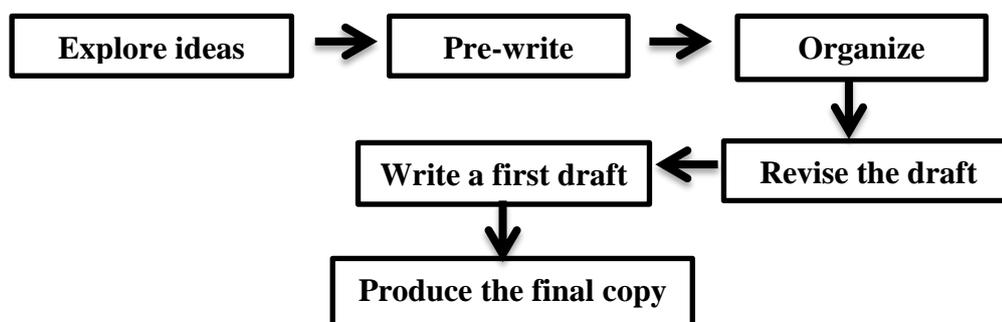


Figure 2.2 Process of Writing by Meyers (2005)

2.2.3.4 Characteristics of Good Writing

Writing has characteristic to be a reference if writing has good quality. There are five characteristics of good writing according to Harmer (2014: 19) in Maharani (2014). They are:

1. Organization

This characteristic is about the reasonable topic with the sentences. It contains ideas, and it is supported by supporting sentences. Main sentences and supporting sentences should be organized well to make readers easy understanding text.

2. Content

The sentences are easy for readers. Readers can understand the meaning of writing.

3. Grammar

Grammar is to connect words into good sentences. Writer uses the appropriate tenses to appear meaning clearly.

4. Punctuation

Punctuation is symbol to sign sentences. Placing of punctuation is important for us to read text.

5. Style

Style of writing is the selection of vocabulary before combining sentences into paragraphs. Vocabulary is foundation that should be used students while writing process. To have good writing, students have to have enough vocabulary to support their writing.

According to Graham and Perin (2015: 14) “Writing quality served as the sole outcome measure because the authors were interested in identifying treatments that had a broad impact on writing performance. The only exceptions involved studies examining the teaching of summarization, in which completeness and accuracy of summaries were assessed, and writing-to-learn studies, in which content learning was the outcome measure.” The author should extend the meaning of text by combining sentences into paragraph to the readers.

2.2.4 Narrative Text

This part discusses four points of narrative text. There are three elements of narrative text: social function, generic structure, and lexicogrammatical features.

2.2.4.1 Definition of Narrative Text

Narrative text is type of text that tells about legend, fable, myth, and folktale to entertain readers. According to Gerot and Wignell (1995: 208) narrative text amuses reader with actual experience. Narrative is an event which tells a crisis first and finds resolution in the last story. There are five structures in narrative text. They are orientation, evaluation, complication, resolution, and re-orientation. The orientation introduces the participants of story and tells the setting of story. The evaluation retells the previous condition. The evaluation is optional for writer, you can write or not. The complication shows the problem arises. The resolution explains how the problem is solved. The re-orientation is optional part for writer.

2.2.4.2 Social Function

Gerot and Wignell (1994: 204) said that the social function of narrative text is to entertain readers with the fiction story like: fable, legend, myth, and folktale.

2.2.4.3 Generic Structures

Based on Gerot and Wignell (1994: 204) narrative text has five parts of generic structures. They are:

- 1) Orientation: to introduce the participants and the setting (place and time).
- 2) Evaluation: to evaluate the before condition of story. It is optional.
- 3) Complication: to show the problem arises.

4) Resolution: to show the problem is solved.

5) Re-orientation: it is optional.

2.2.4.4 Lexicogrammatical Features

Narrative text uses some lexicogrammatical features as the sign. The lexicogrammatical features used in narrative text are described by Gerot and Wignell (1994: 208) as follows:

- 1) Focus on specific participants and individualised participants.
- 2) Use of *Material, Behavioral, and Verbal Processes*.
- 3) Use of *Relational Processes and Mental Processes*.
- 4) Use of temporal conjunctions and temporal Circumstances.
- 5) Use of simple past tense.

2.2.5 Action Research

This part discusses the related theories. There are definition of action research, purposes of action research, and process of action research.

2.2.5.1 Definition of Action Research

Action research is one of research designs conducted in a classroom by researcher. Burns (2010: 2) states action research is the process of movement in learning that the researcher as teacher and subject of research is students. Action research is used to know the increasing of learning process by applying some teaching technique. Action research is done to see whether teaching techniques are effective to use for students in learning English or not.

According to Wallace (1998: 4) action research is the structured way to improve achievement with strategy of language teaching. This design practices in classroom then analyze the data to get the progress of learning.

From those theories above, the researcher concludes that the action research is the strategy of teaching in English class to know the progress of the students. The researcher should give the technique in the classroom action research. The researcher takes the accurate data every day then the researcher analyzes the data to get the result of development.

2.2.5.2 Process of Action Research

Wallace (1998: 4) stated action research is the strategy to accelerate to enhance a kind of development, with special reference to language teaching. This is the way for teacher to reflect and manage a classroom systematically to collect data on practice every day, so the researcher can analyze and get some decisions. Furthermore, the teachers practice teaching methods to teach their students. They develop the cooperation between the teacher and the students to solve problem. This reflection can also help the teacher improves the way of teaching.

According to Burns (2010: 8) there are four steps in action research that should be done by the researcher. The first step is planning. In this step, the researcher as a teacher should prepare materials she or he needs. Second step is acting. The researcher does the teaching strategy that has been chosen. The third step is observing. After doing teaching strategy, the researcher collects the information from the instruments that are used. The researcher observes students' attendance, students' enthusiasm, students' response and students' confidence. The fourth step is reflecting. In this step, the researcher reflects what he or she has done in the previous steps whether there are any improvements of students' motivation in writing text or not.

The cycles of action research can be drawn like figure proposed by Kemmis and McTaggart (1998) as figure 2.3:

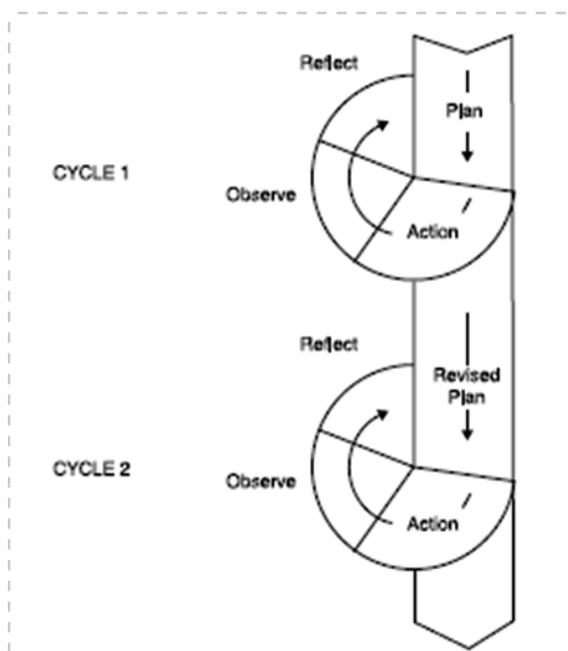


Figure 2.3 Cyclical Action Research Model Based on Kemmis and McTaggart (1998)

2.3 Theoretical Framework

Writing is one of skills to transfer information or ideas to a written text. Learning writing can be applied in the classroom using many teaching strategies. One of the teaching strategies is by using cooperative learning in teaching process. The previous studies above also show that by applying the cooperative learning can make the students and the teacher work cooperatively. In this study, it is expected that the students can solve their problems of writing of narrative text. There are many kinds of cooperative learning for the teacher, but the researcher uses *Think-Talk-Write* as the strategy in teaching writing in the classroom. This technique can

be used to improve students' motivation of writing narrative texts. There are three steps that should be done in this technique.

The purpose of choosing narrative text is to develop students' motivation in writing a text. The students are expected to have learning motivation significantly. In this study, they write a text with full of attention to the organization, content, grammar, punctuation, and style. They hopefully can compare the verb in the past and in the present because the meaning of words will change if they are in the different tenses.

Considering variables related to the theories above, this research can be illustrated in Figure 2.4. The researcher will apply this cycle research for the tenth grade of senior high school.

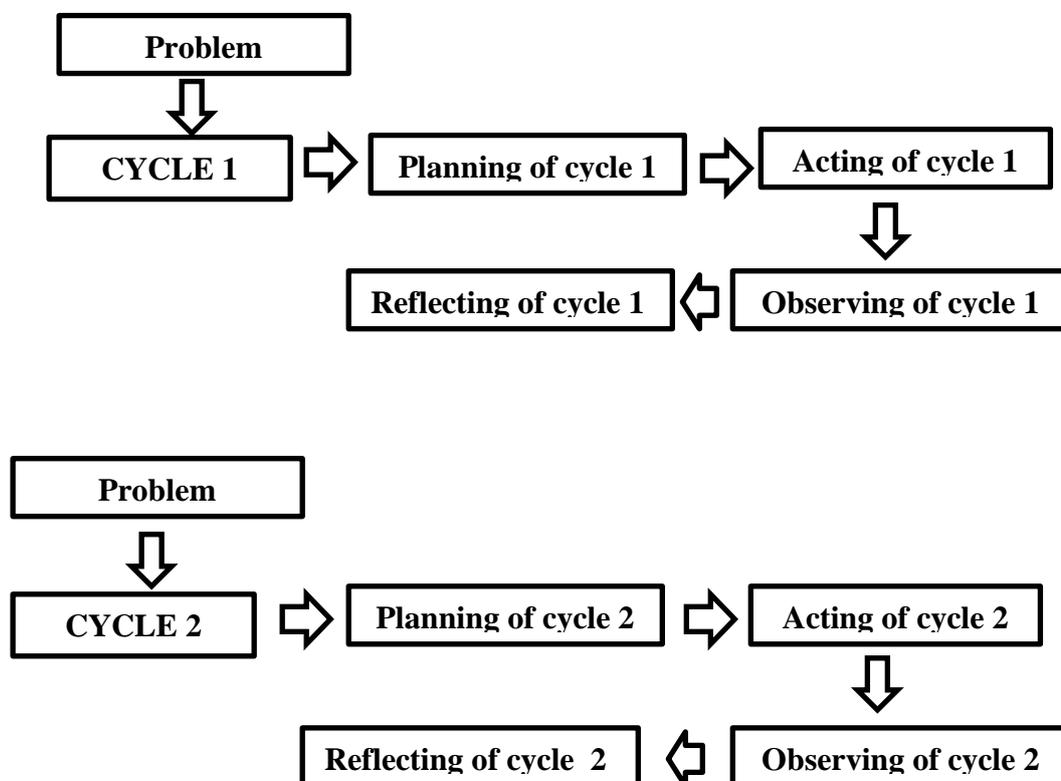


Figure 2.4 Cycle Steps of Action Research in This Research

CHAPTER III

METHODS OF INVESTIGATION

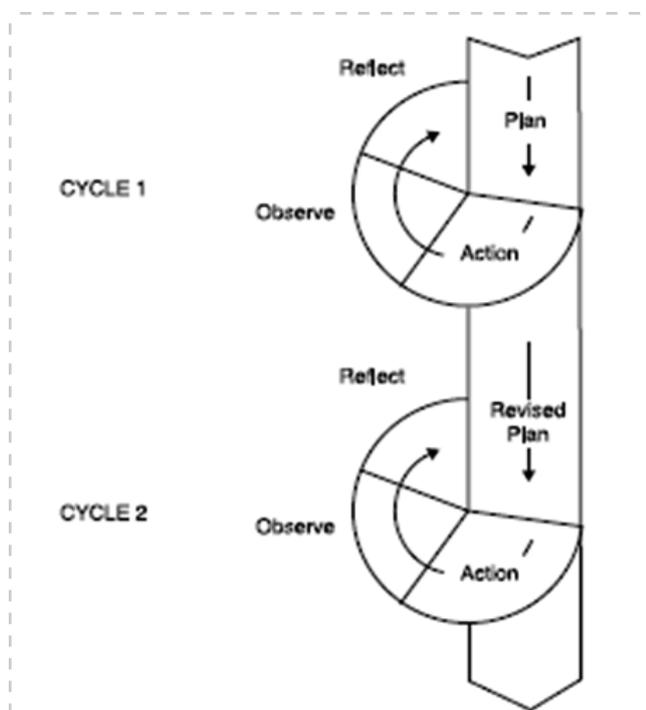
This chapter discusses the methods of investigation. It is divided into eight subsections. They are research design, the subject of the study, the role of the researcher, the types of data, methods for collecting data, methods for analysing data, instruments for collecting data, and the procedures of collecting data.

3.1 Research Design

The purpose of this research is to measure the improvement of students' motivation in writing narrative text. Then, the researcher chooses action research as a research design.

Based on Wallace (1998: 4) action research is the strategy to accelerate to enhance a kind of development, with special reference to language teaching. This is the way for the teacher to reflect and manage a classroom systematically to collect data on everyday practice to analyze it in order to come some decisions. Furthermore, teachers practice teaching methods to teach their students. They develop the collaboration of teacher and students to solve problem. This action helps continuing for the practicing teacher's in a process.

Figure 3.1 The Concept of Action Research



Adapted from Kemmis and McTaggart (1988:278)

From the figure above, there are four steps in action research that should be done by the researcher. The first step is planning. In this step, the researcher as the teacher should prepare all things she or he needs. The second step is acting. The researcher does the teaching strategy have been chosen. The third step is observing. After doing teaching strategy, the researcher collects the information from the instruments is used. The researcher observes students' enthusiasm, students' activeness, students' attention, students' participation and students' responsibility. The fourth step is reflecting. In this step, the researcher reflects what he or she has done in the previous steps whether there are any improvements of students' motivation in writing or not.

3.2 Subject of the Study

The researcher conducts the research by using *Think-Talk-Write* to improve students' motivation in writing narrative texts. The researcher establishes the students of X IPA 3 in SMA N 3 SRAGEN as the subject of the research.

3.3 Role of the Researcher

In the study, the researcher observed, collected, organized, analyzed, and interpreted data for getting the result. The researcher implemented the teaching strategy in the teaching and learning activities in X IPA 3. In analysing data, the researcher calculated the averages of test score in the end of classroom cycle.

While doing the research, the researcher interacted and motivated students in order to be interested in writing narrative texts. The researcher taught and organized them in the learning activities while teaching strategy is conducted. The researcher asked students to be responsive.

3.4 Types of Data

This study consists of qualitative and quantitative data. The researcher analyses qualitative data that was taken from students' questionnaires, observation checklist and students' response in each cycle while doing research. The quantitative data was gotten from pre-test, cycle test, and post-test score. The scores of average were calculated from the certain formula.

3.5 Methods for Collecting Data

To collect data, the researcher uses three methods to support this research. There were test, questionnaires, and observation checklist for students.

3.5.1 Test

The researcher got data by giving test for students. Test are series of questions examined for students to measure their skill and knowledge. Harmer (2015: 322) states that good test has two criterion that can be called if test is good. They are validity and reliability. Validity is to measure what thing should be measured. Reliability is good test that always shows the result. The reliability of the test could be seen if it is given for many times and it has the same result.

To measure skill, the researcher used writing test in doing research. The writing test was given in the pre cycle, cycle I, cycle II and post cycle.

1) The writing test of pre test

In the first meeting, the researcher gave writing test to find out the students' skill in writing. It was also to know whether the students are interested in writing narrative texts or not.

2) The writing test of cycle I

The writing test was given in the end of cycle I. It was used to measure the progress of students in writing narrative texts after the teaching strategy was given.

3) The writing test of cycle II

This writing test was given at the end of cycle II. The writing test was conducted to measure students' ability in writing.

4) The writing test of post-test

The result of post-test was compared with the result of pre-test. Then the result of them was analyzed to know whether *Think-Talk-Write* strategy was effective to improve the students' motivation in writing narrative texts.

3.5.2 Questionnaires

Burns (2010: 81) states that questionnaire is also well-known with a survey, checklist, or schedule. Dornyei (2003, pp. 8-9) in Burns (2010: 81) mentions that there are three types of information that can be gotten. Questionnaire consists of factual or demographic, behavioural, and attitudinal. In this research, the students' attitude was observed by giving *Yes No* questionnaires. From questionnaires, the researcher could see how the implementation of *Think-Talk-Write* strategy in writing narrative texts is.

3.5.3 Observation Checklist

The researcher used checklist to get the information about students' attitude in the classroom. There five indicators of the students' attitude introduced by (Phillips and Carr, 2010: 193) are about:

- 1) The students' enthusiasm during teaching and learning process.
- 2) The students' activeness during teaching and learning process.
- 3) The students' attention to the materials given.
- 4) The students' participation in the discussion.
- 5) The students' responsibility towards the assignment.

3.6 Methods for Analysing Data

After collecting the data, the researcher analyzed data. Analysing data in action research was an important step. This step is to determine the result of this research. The effectiveness of teaching strategy '*Think-Talk-Write*' could be seen from the result of data.

3.6.1 Test

In analysing the writing test, the researcher used five categories for the students' writing. The following rubric was used to measure students' skill in writing narrative text.

Table 3.1 The Rubric of Writing Assesment

No.	Indicator	Score	Weight	Max.Score
1.	Organization: a. Appropriate title; the orientation sets the scene (introduces the participants, time and place); the events in a chronological order. b. Appropriate title; adequate orientation, but still misses some information; the events in a chronological order. c. Inappropriate title; adequate orientation, but still misses some information; the events in a chronological order. d. No title; adequate orientation, but still misses some information; the events in a chronological order. e. No title; the orientation does not set the scene; the events not in a chronological order.	5 4 3 2 1	4	20
2.	Content: a. Text addresses the assigned topic; the ideas are developed; text reflects thought, paragraphs are divided exactly right.	5 4	4	20

	<ul style="list-style-type: none"> b. Text addresses the topic but misses some points; ideas could be more fully developed; paragraphs are divided right. c. Development of ideas not complete or the text is somewhat off the topic; paragraphs aren't divided exactly right. d. Ideas incomplete; text does not reflect careful thinking or was hurriedly written; inadequate effort in area of content. e. Text is completely inadequate; no apparent effort to consider the topic carefully. 	<p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>		
3.	<p>Grammar:</p> <ul style="list-style-type: none"> a. No mistake in grammar. b. Only 1-3 mistakes in grammar. c. There are 4-7 mistakes in grammar. d. There are 8-10 mistakes in grammar. e. There are more than 10 mistakes in grammar. 	<p style="text-align: center;">5</p> <p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>	4	20
4.	<p>Punctuation and spelling:</p> <ul style="list-style-type: none"> a. No mistake in punctuation and spelling. b. Only 1-3 mistakes in punctuation and spelling c. There are 4-7 mistakes in punctuation and spelling. d. There are 8-10 mistakes in punctuation and spelling. e. There are more than 10 mistakes in punctuation and spelling. 	<p style="text-align: center;">5</p> <p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>	4	20
5.	<p>Style and quality of expression:</p> <ul style="list-style-type: none"> a. Precise vocabulary usage; attempts variety; use personal expressions and feelings. b. Appropriate use of vocabulary, attempts variety; no personal expressions and feelings. c. Some vocabulary misused; attempts variety; use personal expressions and feelings. d. Inappropriate vocabulary usage; no variety; use personal expressions and feelings. 	<p style="text-align: center;">5</p> <p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>	4	20

	e. Inappropriate vocabulary; no variety; no personal expressions and feelings.			
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Adapted from Brown and Bailey (2004: 244-255)

Every component has the highest score; 20, so the maximum score is 100. After scoring the students' writing, the researcher calculated the mean of the students' achievement in writing narrative texts with the following formula.

$$\text{Mean} = \frac{\text{The total score}}{\text{The number of the students}} \times 100$$

3.6.2 Questionnaires

In analysing questionnaires, the researcher divided the questionnaires into two parts. There were pre questionnaire and post questionnaire. The type of questionnaire was close ended type; *yes no* questions. The students gave a checklist in one of column *yes* or *no*. The point of students answer was one point. Then, the researcher calculated the points of *yes no* answer from all students.

The writer calculated the percentage with the formula below:

$$\text{Percentage} = \frac{\text{Total answer}}{\text{The number of the students}} \times 100\%$$

3.6.3 Observation Checklist

The researcher observed the students' attitude while doing research by using observation checklist. The observation checklist was calculated with the rating scales. There are four scales: always, occasionally, seldom, never. Each scale was given score from range 1 to 4. The range score of scale is drawn like the following table:

Table 3.2 Grade of Scoring Observation Checklist

Scale	Score
Always	4
Occasionally	3
Seldom	2
Never	1

After calculating score of all aspects, the researcher counted the percentage with the formula as follows:

$$\text{Percentage} = \frac{\text{Total score}}{\text{Maximum score}} \times 100\%$$

The following step was matching the percentage with the criteria in the following table.

Table 3.3 Criteria of the Students' Attitude

No.	Percentage Interval	Criteria
1.	76% - 100%	High
2.	51% - 75%	Adequate
3.	25% - 50%	Low

3.7 Instruments for Collecting Data

Instruments were important thing for collecting data. While doing classroom action research, the researcher used three instruments. There are test, questionnaires, and observation checklist.

3.7.1 Test

To measure students' skill, the researcher prepared test that were given for the students. Tests were given to measure the students' writing narrative texts. Tests consist of pre-test, the test of cycle I, the test of cycle II and post-test.

3.7.1.1 Pre-Test

In the first step for collecting data, the students did pre-test before the teaching strategy and learning materials were given. This pre-test was used to analyse the students' motivation in writing narrative texts before the researcher gave *Think-Talk-Write*. The researcher as the teacher in this research asked them to write narrative texts. The teacher gave question and answer sheet to write text. The questions are given for students as follows:

Read the following instruction carefully

1. Write the narrative text on the sheet given.
2. You may open your dictionaries.
3. You have 45 minutes to write narrative text
4. Your writing will be scored based on the following criteria:
 - a. Organization
 - b. Content
 - c. Grammar
 - d. Punctuation and spelling
 - e. Style

3.7.1.2 Test of Cycle I

In the end of cycle I, the students were given the test related to the topics to know the progress of students' motivation in writing after treatment was given. The test of cycle I would be analyzed to get the score. Then, the topics and questions given for students could be seen as follows:

Topics of Cycle I Test:

1. Toba Lake
2. Sangkuriang
3. Roro Jonggrang
4. Nawang Wulan

Read the following instruction carefully.

1. Write your final draft “narrative text” on the sheet given.
2. You may open your dictionaries.
3. You have 45 minutes to write your final draft “narrative text”.
4. Your final draft “narrative text” will be scored based on the following criteria:
 - a. Organization
 - b. Content
 - c. Grammar
 - d. Punctuation and spelling
 - e. Style

3.7.1.3 Test of Cycle II

The test of cycle II was given to find out whether there were any improvements of students’ motivation in writing narrative texts. It was last test of this research. It was also used to compare pre-test with post-test. The students were given the pictures and the different topics as follows:

Topics of Cycle II Test:

1. Legend of Situ Bagendit
2. Lutung Kasarung
3. Legend of “Telaga Warna”
4. Legend of “Batu Menangis”
5. Legend of “Rawa Pening”
6. Legend of “Keong Mas”

Read the following instruction carefully

1. Write your final draft “narrative text” on the sheet given.
2. You may open your dictionaries.
3. You have 45 minutes to write your final draft “narrative text”.
4. Your final draft “narrative text” will be scored based on the following criteria:
 - a. Organization
 - b. Content
 - c. Grammar
 - d. Punctuation and spelling
 - e. Style

3.7.1.4 Post-Test

Post-test were given in the end of cycle. To know the improvement of students' skill in writing, the researcher compared the result of pre-test and post-test.

3.7.2 Questionnaires

The questionnaires were given to obtain data by giving *Yes No* questions. The students checked in the available column according to their condition.

Table 3.4 Questionnaire

No	Questions	Yes	No
1.	Do you like English?		
2.	Do you write narrative text happier?		
3.	Does list of vocabularies help you to write a text?		
4.	Do you prefer to discuss with your friends?		
5.	Do you always respond to teacher's question?		
6.	Does discuss make you writing a text easily?		
7.	Do you answer teacher's question confidently?		
8.	Do you ever get punishment if your answer is wrong?		
9.	Do you feel happy with <i>Think, Talk, Write</i> technique in English?		
10.	Do you ever get <i>Think, Talk, Write</i> before?		
11.	Does <i>Think, Talk, Write</i> technique motivate you in writing text?		
12.	Does your writing ability improve after getting this technique?		
13.	Do you make narrative text by your own words after discussing?		
14.	Are you enthusiastic to learn English with <i>Think, Talk, Write</i> ?		
15.	Is <i>Think, Talk, Write</i> technique useful for you in learning English?		

3.8 Procedures of Collecting Data

This research was conducted through two cycles. Each cycle consists of four phases. The procedures of this research were described as follow:

3.8.1 Cycle I

This cycle consists of four phases. They are planning, acting, observing, and reflecting.

3.8.1.1 Planning

The planning phase of cycle I included the process of preparing the questionnaire and observation result and designing lesson plan using *Think-Talk-Write* strategy in order to improve students' motivation in writing narrative texts.

3.8.1.2 Acting

In the acting phase, the researcher applied the lesson plan that was design in the previous phase.

3.8.1.2.1 Observing

- 1) The researcher as the teacher stimulated students by showing the text.
- 2) The students responded the teacher's stimulation.

3.8.1.2.2 Questioning

- 1) The students asked the teacher what text is about.
- 2) The teacher responded to the students' question.

3.8.1.2.3 Experimenting

- 1) The teacher explained *Think-Talk-Write* strategy
- 2) The teacher gave the topics related to narrative text.

- 3) The teacher asked the students to observe and make a note about the topics individually. It is *Think* stage.

3.8.1.2.4 Associating

- 1) The teacher divided the students into a group consisted of four or five students.
- 2) In this group, the *Talk* stage was begun. The students shared ideas with members in group.

3.8.1.2.5 Communicating

- 1) After sharing in the group, the students continued the next stage. It was the *Write* stage. In this stage, the students combined ideas with their friends in the group discussion to write narrative texts. After that, the students wrote the final narrative texts by their own words, no copying their friend words.
- 2) The teacher observed the students' attitude using the observation checklist consisted of students' enthusiasm, activeness, attention, participation, and responsibility. The observation was emphasized in the cycle I to know how the students' motivation in teaching and learning process.

3.8.1.3 Observing

The observation phase was done during the treatment implemented. The researcher observed the students' attitude during the learning activity. The motivation observation was delivered after evaluating the students' writing.

3.8.1.4 Reflecting

The reflection of cycle I was done by the researcher and it was helped by the observer. The reflection included on the researcher's notes, the students' writing,

and photo documentations. This reflection was used to know mistakes in the learning activity of cycle I. After the correction was gotten, the researcher improved the learning activity of cycle II. It has used to get better result.

3.8.2 Cycle II

After cycle I was conducted, the researcher did cycle II. The purpose of this cycle was to correct mistakes that had happened in the cycle I. The procedure of this cycle was similar to the cycle I.

3.8.2.1 Planning

The planning of cycle II was same as the planning phase in the cycle I.

3.8.2.2 Acting

In this phase, the action of the researcher was the same as the previous cycle. The difference was on the way of the researcher motivating the students who got low score. The researcher was more interactive in the teaching activity. The researcher also gave the pictures and the different topics. The researcher changed the member of the students' group.

3.8.2.2.1 Observing

- 1) The researcher as the teacher stimulated students by giving the questions.
- 2) The students responded the teacher's stimulation.

3.8.2.2.2 Questioning

- 1) The students asked the teacher what the tenses is used.
- 2) The teacher responded the students' question.

3.8.2.2.3 Experimenting

- 1) The teacher explained *Think-Talk-Write* strategy

- 2) The teacher gave the pictures and the different topics related to narrative text.
- 3) The teacher asked the students to observe and make a note about the topics individually. It is *Think* stage.

3.8.2.2.4 Associating

- 1) The teacher divided the students into a group consisted of four or five students.
- 2) In this group, the *Talk* stage was begun. The students shared ideas with members in group.

3.8.2.2.5 Communicating

- 1) After sharing in the group, the students continued the next stage. It was the *Write* stage. In this stage, the students combined ideas with their friends in the group discussion to write narrative texts. After that, the students wrote the final narrative texts by their own words, no copying their friend words.
- 2) The teacher observed the students' attitude using the observation checklist consisted of students' enthusiasm, activeness, attention, participation, and responsibility. The observation was emphasized in the cycle II to know how the students' motivation in teaching and learning process.

3.8.2.3 Observing

This phase was same as the observing phase in cycle I. The researcher more focused on the students who got low score, but the researcher also paid attention to the students who got high score.

3.8.2.4 Reflecting

In this phase, the researcher evaluated the data collected from the writing test in the end of cycle II, observation checklist, and questionnaire. The researcher analyzed the data to reflect the improvement of students' motivation in writing narrative texts. Furthermore, it is also to whether the classroom action research by using *Think-Talk-Write* strategy was effective or not. The effectiveness can be seen through comparing of pre-test, cycle I test and cycle II test result.

Table 3.6 The Procedures of Classroom Action Research

No.	Meeting	Week					
		1	2	3	4	5	6
1.	Writing test in Pre test						
2.	Explanation about narrative text						
3.	Use Think-Talk-Write strategy for teaching writing narrative text						
4.	Do the writing test in cycle I						
5.	Explain the material about narrative text and give the students' activity						
6.	Use Think-Talk-Write strategy for teaching writing narrative text						
7.	At the end of the meeting, the students did the writing test in cycle II and questionnaire						

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter explains about the result of the study in three subsections. They are general description, the result of the study, and the discussion of the research findings.

4.1 Realization of Teaching Learning Process

This study was conducted in SMA N 3 Sragen. The subjects selected in this research were the students of X IPA 3 in the academic year 2014/2015. This study consists of four kinds of description. Those are pre-test, cycle I, cycle II, and post-test. There were sixth meetings to collect data from February 25th, 2015 until April 22nd, 2015.

4.1.1 Description of Pre-Test

The first step done to collect data was giving the writing test as the pre-test before giving treatment. As stated in previous chapter, the purpose of the writing test was to find out students' competence in writing narrative text.

The pre-test was held on Wednesday, February 25th, 2015. There were thirty two students who participated in the pre-test. The students wrote narrative text about the given topic. The topic was about legend that was appropriate with the basic competence in syllabus (curriculum 2013).

The researcher gave the answer sheet for the students to write the narrative texts. The students were given 45 minutes to write the narrative texts using their own ideas. Their writing was scored by using the rubric of writing assessment with the categories: organization, content, grammar, punctuation and spelling, and style. Each category had the maximum score, 20 points.

4.1.2 Description of Cycle I

After giving the pre-test, the researcher continued her research to cycle I. There were three meetings. The first meeting was held on February 25th, 2015, the second meeting was held on March 4th, 2015 and the third meeting was on March 11th, 2015.

In the first meeting, there were thirty two students who joined in the class. The researcher who acted as the teacher gave the students' identity number before giving explanation. It was used to make the observer easier in observing the students. They used the students' identity number in every meeting. Then, the researcher taught the material that was appropriate with the lesson plan about narrative text. The researcher explained social function, generic structure, and lexicogrammatical slowly until the students understood.

The researcher always checked the students' understanding before explaining the next activity. When the students learned about social function and generic structure, they didn't have difficulty of them. However, they found some problems in lexicogrammatical of narrative text, especially simple past tense. It was seen from their pre-test result. Most of the students were confused to use the

verb past in sentence. It was very important when the students wrote narrative texts.

To overcome the situation above, the researcher showed the formula of simple past tense then giving example of positive, negative, and affirmative form. The simple past was the tense that is used in the narrative text. The researcher asked the students to make the sentence of the simple past in front of class. It was used to check the students' understanding about the simple past tense. After checking the students' understanding, the students were given a narrative text. They were asked to analyze the generic structure of that text. They were given activity sheet. The researcher asked to the students who wanted to answer the questions with raising their hand. In this activity, the researcher observed the students who were enthusiastic. After correcting the students' answer together, they gave the activity sheet to the researcher. Then, the first meeting had already finished.

The second meeting was held on Wednesday, March 4th, 2015. Thirty two students attended the meeting. In this meeting, *Think-Talk-Write* was used. Before explaining how the procedure of this strategy, the researcher checked the students who didn't bring students' number identity. In fact, all of students brought students' identity number. It really helped the researcher to observe them. After that, the researcher explained the procedures of *Think-Talk-Write*.

The first stage in *Think-Talk-Write* was *Think*. In this stage, the students were given topics. There were four topics. Before they got topics, the researcher asked them to count number one until six. They got topics which was appropriate

with the number that they said. The topics that they got were presented in the following table:

Table 4.1 List of Students' Topic in Cycle I

Number	Topic
1	Toba Lake
2	Sangkuriang
3	Roro Jonggrang
4	Nawang Wulan
5	Sangkuriang
6	Nawang Wulan

After all of the students knew the topic, they were directed to the next stage, *Think*. In *Think* stage, the students made a note about the ideas from the topics they got. After they wrote their ideas in the paper, the activity was continued to the next stage.

The next stage was *Talk*. The researcher checked the students who was number 1,2,3,4,5, and 6. The students were set to sit in the group based on the number they got. All of the students who got number one joined in group one, so did another students who got the same numbers. The table below showed the group in cycle I:

Table 4.2 The Grouping of the Talk Stage in Cycle I

Group Name	Students' Identity Number
1	1, 7, 13, 19, 25, 31
2	2,8,14, 20, 26, 32
3	3, 9, 15, 21, 27
4	4, 10, 16, 22, 28
5	5, 11, 17, 23, 29
6	6, 12, 18, 24, 30

In the *Talk* stage, the students shared their ideas with the group members. When the student talked, another students listened to the ideas. After all of students shared their ideas, they discussed and gave comment the ideas. Then one of them concluded what they have discussed in the group.

After the *Talk* stage, the last stage was *Write*. In this stage, the students came back at their own seats. The students completed their ideas into paragraphs. They wrote individually. The result of this stage was the writing test in cycle I.

4.1.2.1 Description of Classroom Observation

Classroom observation as instrument was used to assess the students' motivation in the learning process. The researcher scored their attitude in the learning process. When the students had good attitude in learning, it meant that they had high motivation to learn. It would give effect on their result of the study. There were five categories to measure students' attitude in form of observation checklist.

In observing students, the researcher was helped by Miss OP as the other observer. The observers checked the students' attitude by using the students' identity number that they had. The observers scored in the paper of observation checklist. The result of observation checklist in each meeting was presented as follows:

Table 4.3 The Result of Observation Checklist Meeting I in Cycle I

Cycle I Meeting I						Total Score	Max Score	%
No	Aspect	Never	Seldom	Occasionally	Always			
1	Enthusiasm	14	32	26	0	72	128	56,25
2	Activeness	14	30	9	0	53	128	41,41
3	Attention to the materials	6	38	21	0	65	128	50,78

4	Participation in the discussion	7	32	21	0	60	128	46,87
5	Responsibility towards the assignment	7	30	30	0	67	128	52,34

Table 4.4 The Result of Observation Checklist Meeting II in Cycle I

Cycle I Meeting II						Total Score	Max Score	%
No	Aspect	Never	Seldom	Occasionally	Always			
1	Enthusiasm	6	26	42	0	74	128	57,81
2	Activeness	5	38	24	0	67	128	52,34
3	Attention to the materials	3	42	24	0	69	128	53,91
4	Participation in the discussion	6	28	36	0	70	128	54,69
5	Responsibility towards the assignment	5	28	49	0	82	128	64,06

Table 4.5 The Result of Observation Checklist Meeting III in Cycle I

Cycle I Meeting III						Total Score	Max Score	%
No	Aspect	Never	Seldom	Occasionally	Always			
1	Enthusiasm	0	32	42	8	82	128	64,06
2	Activeness	0	26	51	8	85	128	66,41
3	Attention to the materials	0	30	48	4	82	128	64,06
4	Participation in the discussion	0	28	51	4	83	128	64,84
5	Responsibility towards the assignment	0	26	54	4	84	128	65,62

In cycle I, the students were not enthusiastic to listen the researcher's explanation. Some of them gave good response from the researcher's questions.

They answered them confidently. Many of them did not have confidence with their ability, so they didn't respond to the researcher's questions.

4.1.3 Description of Cycle II

Cycle II was also conducted in three meetings. The first meeting was held on Wednesday, March 25th, 2015, the second meeting was held on Wednesday, April 1st, 2015 and third meeting was held on Wednesday, April 8th, 2015. In this cycle, the researcher more emphasized the students' writing in grammar and style. The researcher found those weaknesses from cycle I test.

All students attended the first meeting in cycle II. They were given another example of narrative text firstly. They had to complete word in the blank sentence. It was meant to encourage the students in understanding grammar. The researcher also asked them to make the conclusion from the text given using their own words. This activity was scored to know the students' ability in grammar and style. The process of this activity was scored to check students' motivation.

The second meeting was conducted on Wednesday, April 1st, 2015. There were thirty two students who joined in the class. In this meeting, the researcher used *Think-Talk-Write* again. The procedure of this technique was the same as in the previous cycle. The students counted one until six.

The difference between cycle I and cycle II was the topics and pictures given. In the previous cycle, the students didn't get pictures, they only got topics. The pictures were given related to the topics. In *Think* stage, the students wrote the ideas on the papers. All of students wrote completely their ideas at the end.

The next stage was *Talk*. In this stage, the researcher divided the students into as many as in the cycle I. After it was finished, they moved and joined with the other student who got the same number. One group consisted of five students. The table below showed the group in cycle II:

Table 4.6 The Grouping of Talk Stage in Cycle II

Group Name	Students' Identity Number
1	2, 7, 13, 24, 26, 28,
2	4, 10, 17, 21, 29, 30
3	1, 8, 15, 23, 31
4	5, 12, 18, 20, 25,
5	3, 11, 16, 22, 19
6	6, 9, 14, 27, 32

The researcher set the position of the group. The students discussed and shared their ideas in a group. Every member had to do that in *Talk*. They were given 25 minutes to discuss.

Write was the last stage in this strategy. The procedure in this stage was the same as the cycle I. The students returned in their seats then they wrote the final ideas into text. All of the students were successful to write narrative texts more than fifteen sentences. After finishing, they collected their final writing. Before the meeting ended, the researcher gave them questionnaire. The students were requested to give checklist in the available column.

4.1.3.1 Description of Classroom Observation

In the cycle II, the researcher used the same observation checklist in the cycle I. There were five aspects to observe the students' attitude that influenced the students' motivation. There were enthusiasm, activeness, attention, participation,

and responsibility. The result of observation checklist was presented in each meeting in the following table:

Table 4.7 The Result of Observation Checklist Meeting I in Cycle II

Cycle II Meeting I						Total Score	Max Score	%
No	Aspect	Never	Seldom	Occasionally	Always			
1	Enthusiasm	0	10	60	28	98	128	76,56
2	Activeness	0	10	51	40	101	128	78,91
3	Attention to the materials	0	8	57	36	101	128	78,91
4	Participation in the discussion	0	6	78	12	96	128	75
5	Responsibility towards the assignment	0	8	66	24	98	128	76,56

Table 4.8 The Result of Observation Checklist Meeting II in Cycle II

Cycle II Meeting II						Total Score	Max Score	%
No	Aspect	Never	Seldom	Occasionally	Always			
1	Enthusiasm	0	8	51	44	103	128	80,47
2	Activeness	0	6	51	48	105	128	82,03
3	Attention to the materials	0	6	57	40	103	128	80,47
4	Participation in the discussion	0	6	57	40	103	128	80,47
5	Responsibility towards the assignment	0	6	57	40	103	128	80,47

Table 4.9 The Result of Observation Checklist Meeting III in Cycle II

Cycle II Meeting III						Total Score	Max Score	%
No	Aspect	Never	Seldom	Occasionally	Always			
1	Enthusiasm	0	4	45	60	109	128	85,16
2	Activeness	0	2	48	60	110	128	85,94
3	Attention to the materials	0	2	54	52	108	128	84,37

4	Participation in the discussion	0	0	48	64	112	128	87,5
5	Responsibility towards the assignment	0	4	48	56	108	128	84,37

In the learning process of cycle II, the students were more enthusiastic to respond to the researcher's question. Almost all of them raised their hands and struggled to answer. When the researcher assigned students randomly, they answered confidently.

4.1.4 Description of Post-Test

After giving treatment in cycle I and cycle II, researcher conducted post-test. It was held on Wednesday, April 22nd, 2015. The students were asked to write the different topic with the pre-test. They were given 45 minutes to write narrative texts. The purpose of the post-test was to measure the students' ability in writing narrative text and also to check whether there was any improvement after the students were given treatment. The improvement could indicate how students' motivation was.

4.2 Result of the Study

In this sub chapter, the researcher discusses two points. They are analysis of test-result and analysis of questionnaire.

4.2.1 Analysis of Test Result

After the research had been conducted in the pre-test, cycle I, cycle II, and post-test, the researcher scored the students' test to find out students' skill in writing

narrative text. The researcher calculated the score then the researcher counted the mean (average) of pre-test score and post-test score.

4.2.1.1 Result of Pre-Test

After the researcher got the students' pre-test, the researcher scored their pre-test. The researcher got data to be analyzed. The table of the students' pre-test result would be presented on the next page. The result of pre-test showed the highest score was 80 and the lowest score was 32. Meanwhile, the mean of the students' pre-test score was **47.5** which acquired from the formula below:

$$\text{Mean} = \frac{\text{total score}}{\text{total students}}$$

The mean of each category was presented as follows:

Table 4.10 The Writing Scores of X IPA 3 Students of SMA N 3 Sragen
in Pre-Test

Categories of Assessment	Maximum Score	Average Score
Organization	20	10.12
Logical Development of Ideas/Content	20	9.18
Grammar	20	8.62
Punctuation/Spelling/Mechanics	20	10
Style/Quality of expression	20	9.62
Writing	100	47.5

Consequently, it meant that the mean was lower than the Criteria Minimum Score of SMA N 3 Sragen which was 75 for English. Therefore, the researcher concluded that the students' pre-test achievement of writing narrative texts was under the Criteria Minimum Score of SMA N 3 Sragen. The mean of the students'

pre-test score showed **47.5**. The result of pre-test indicated that the students were very low in writing narrative texts.

4.2.1.2 Result of Cycle I Test

In the cycle I, after giving treatment, the researcher gave cycle I test for the students. The test was used to know the development of students' writing narrative texts. It was to check the weaknesses of the students in writing narrative texts. It also was to correct the cycle I before going on the cycle II. The researcher could address the weaknesses of cycle I in cycle II. The result of cycle I test was presented below.

$$\text{Mean} = \frac{\text{total score}}{\text{total students}}$$

Table 4.11 The Writing Scores of X IPA 3 Students of SMA N 3 Sragen
in Cycle I Test

Categories of Assessment	Maximum Score	Average Score
Organization	20	15.88
Logical Development of Ideas/Content	20	15.37
Grammar	20	15.25
Punctuation/Spelling/Mechanics	20	15.5
Style/Quality of expression	20	15.25
Writing	100	77.25

So, the result of cycle I test showed that there was only slightly improvement at the class average score. The students' participation in the discussion was weak too, whether it was in the group discussion or the class discussion. Not all of the group members gave comments or corrections to their friends' experience. Some of them were talked by themselves while one of their

group members told his/her experience. The next cycle was conducted to overcome these problems and made a better result in improving students' ability in writing narrative texts.

4.2.1.3 Result of Cycle II Test

After doing activity in the cycle II, the researcher gave the test. The test was used to measure the students' improvement in writing narrative texts. It was to know whether their skill in writing developed. The table below described the result of cycle II test.

$$\text{Mean} = \frac{\text{total score}}{\text{total students}}$$

Table 4.12 The Writing Scores of X IPA 3 Students of SMA N 3 Sragen
in Cycle II Test

Categories of Assessment	Maximum Score	Average Score
Organization	20	16.44
Logical Development of Ideas/Content	20	15.75
Grammar	20	15.62
Punctuation/Spelling/Mechanics	20	16.12
Style/Quality of expression	20	15.44
Writing	100	79.37

Therefore, the result of cycle II test showed the improvement from the cycle I test. Based on the table above, the average score of organization was 16.44, logical development of ideas/content was 15.75, grammar was 15.62, punctuation/spelling/mechanics was 16.12, style/quality of expression is 15.44, and the class average score of writing test in cycle II was 79.37. Whereas the passing grade for English subject is 75.00.

4.2.1.4 Result of Post-Test

After the researcher scored the students' post-test, the researcher got data to be analyzed. The result of students post-test is **82.5**. The table below described the result of students' post-test score.

Table 4.13 The Writing Scores of X IPA 3 Students of SMA N 3 Sragen in Post-Test

Categories of Assessment	Maximum Score	Average Score
Organization	20	18.75
Logical Development of Ideas/Content	20	15.87
Grammar	20	15.75
Punctuation/Spelling/Mechanics	20	16.44
Style/Quality of expression	20	15.69
Writing	100	82.5

So, the result above indicated that there was significantly improvement. The result of students' post-test showed that the highest score was 88 and the lowest score was 76. In addition, the average of students' post-test score was **82.5** gained from the following formula:

$$\text{Mean} = \frac{\text{total score}}{\text{total students}}$$

The mean of students' pre-test was **47.5** and the mean of students' post-test was **82.5**. It showed that the mean of post-test was higher than the mean of pre-test. The increasing point was **35**. So, the students' skill improved significantly in line with the students' motivation after *Think-Talk-Write* was applied.

4.2.1.5 Students' Score Improvement

The aim of using *Think-Talk-Write* was to improve students' motivation in writing narrative texts. The improvement of students' motivation could be seen from the students' writing test and the students' attitude in the observation checklist. During the research, the students showed the positive attitude in the classroom of X IPA 3. They were enthusiastic when English was started. They also responded to the researcher's questions. In addition, they also kept silent when the researcher explained the materials. They participated in the group and they completed their task on time.

The researcher compared the students' pre-test with the students' post-test and the students' attitude to know the development of their students' writing skill and their motivation. The comparison of them was presented in the following chart.

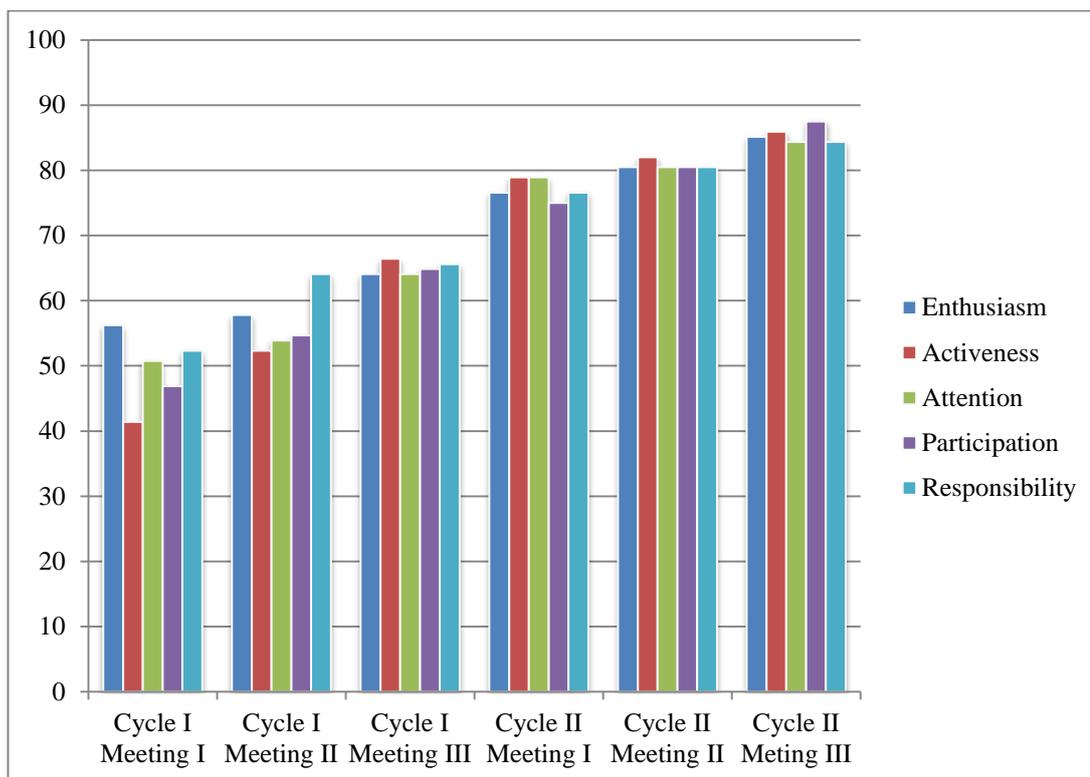


Chart 4.1 The Result of Observation Checklist

Therefore, the result of observation checklist above showed that the improvement of each aspect was presented. Starting from the enthusiasm aspect, it showed that most of the students were enthusiastic towards the English teaching and learning process. In every meetings of each cycle, the students also acted and paid attention to the materials given. The students participated in the discussion actively. The students' responsibility towards the assignments improved in every meetings.

4.2.2 Analysis of Questionnaire

At the end of the research, the researcher gave the questionnaire. All of the students were asked to fill the questionnaire by giving checklist "yes" or "no". They were given on Wednesday, April 22nd, 2015 after doing the post-test. There

were thirty two students responded the questionnaire. The questionnaire was given to know the effectiveness of using *Think-Talk-Write* in improving their motivation to write narrative texts. There were fifteen questions in the questionnaire. The result of questionnaire was described in Table 4.14. Meanwhile, the analysis of each items were discussed as follows:

1) *Do you like English?*

Most of the students answered “yes”. The percentage of students who gave checklist in “yes” column was 97% and students who gave checklist in “no” column was 3%. It showed that almost of them liked English.

2) *Do you write narrative text happier?*

Almost all of students wrote narrative text happier. It could be seen from the percentage. 93% students answered “yes” and 7% students answered “no”.

3) *Does list of vocabularies help you to write a text?*

When the students were in *Think* stage, they were asked to think and make vocabulary list that was appropriate with the topic. 93% students said that they were helped in making vocabulary to write text.

4) *Do you prefer to discuss with your friends?*

All of students answered “yes” in their questionnaire. It meant that the students preferred discussing with friends than they studied alone. The percentage of students who liked discussion was 100%.

5) *Do you always respond to teacher’s question?*

When the researcher conducted the research, the researcher gave some questions to motivate the students whether the students responded the

questions or not. Most all of students responded to the researcher's questions. It could be seen from the percentage. 93% students answered "yes" and 7% answered "no" in the questionnaire.

6) *Does discussion make you write a text easily?*

90% students answered "yes" in the questionnaire. It meant that they agreed that discussion make them easier to write text.

7) *Do you answer teacher's question confidently?*

The percentage of students who answered "yes" were 87%. It could be analyzed that the students answered the researcher's questions confidently.

8) *Do you ever get punishment if your answer is wrong?*

In this item, all of students answered "no" in their questionnaire. It showed that the students didn't get punishment if they answered the researcher's question wrong. The percentage of students who gave checklist in "no" column was 100%.

9) *Do you feel happy with the using of Think-Talk-Write technique in English?*

In this question, 93% students were happy when using *Think-Talk-Write* in the learning English. 7% students answered "no" in the questionnaire. It meant that the students who answered "no" weren't happy with using *Think-Talk-Write* in learning English.

10) *Do you ever get Think-Talk-Write before?*

All of students gave checklist in "no" column for this item. It indicated that they didn't get *Think-Talk-Write* before. It was the first time for them to get *Think-Talk-Write*.

11) *Does Think-Talk-Write strategy motivate you in writing text?*

The percentage was 97% students who answered “yes” in this question. It showed that *Think-Talk-Write* greatly gave motivation to the students in writing text whereas, only 3% students who answered “no” in the questionnaire.

12) *Does your writing ability improve after getting this strategy?*

The students’ skill in writing improved after students got *Think-Talk-Write* in the learning process. It was proved from their answers in this question. 97% students answered “yes” and 3% students answered “no” in the questionnaire.

13) *Do you make narrative text by your own words after discussing?*

97% students gave “yes” in the questionnaire. They said that they made narrative texts with their own words after discussing with their friends. It was done in the *Write* stage.

14) *Are you enthusiastic to learn English with Think-Talk-Write?*

97% students were enthusiasm to learn English. *Think-Talk-Write* made them learning English enthusiastically. It was obtained from their answer “yes” in the questionnaire.

15) *Is Think-Talk-Write strategy useful for you in learning English?*

All of students gave “yes” for this question. It showed that *Think-Talk-Write* was useful for the students in learning English. The percentage was 100%.

So, the students’ skill in writing narrative texts improved. All of the students responded to the question based on the students’ ability.

The result of questionnaire was showed in the table below.

Table 4.14 The Result of Questionnaire

No	Questions	Students' Response		%
		Yes	No	
1.	Do you like English?	31	1	97
2.	Do you write narrative text happier?	30	2	93
3.	Does list of vocabularies help you to write a text?	30	2	93
4.	Do you prefer to discuss with your friends?	32	0	100
5.	Do you always respond to teacher's question?	30	2	93
6.	Does discuss make you writing a text easily?	29	3	90
7.	Do you answer teacher's question confidently?	28	4	87
8.	Do you ever get punishment if your answer is wrong?	0	32	100
9.	Do you feel happy with <i>Think, Talk, Write</i> technique in English?	30	2	93
10.	Do you ever get <i>Think, Talk, Write</i> before?	0	32	100
11.	Does <i>Think, Talk, Write</i> technique motivate you in writing text?	31	1	93
12.	Does your writing ability improve after getting this technique?	31	1	93
13.	Do you make narrative text by your own words after discussing?	31	1	93
14.	Are you enthusiastic to learn English with <i>Think, Talk, Write</i> ?	31	1	93
15.	Is <i>Think, Talk, Write</i> technique useful for you in learning English?	32	0	100

As a result, the researcher concluded that the students agreed *Think-Talk-Write* strategy could improved their motivation in line with their skill in writing narrative texts. *Think-Talk-Write* strategy helped them to be more active in learning activity in the classroom.

4.3 Discussion

In this sub chapter, the researcher discusses three points. They are the students' improvement, the advantages of using *Think-Talk-Write* in teaching writing, and discussion of the research findings. They are presented below.

4.3.1 The Students' Improvement

The researcher conducted the classroom action research using *Think-Talk-Write* as the strategy in the teaching writing narrative text. There were two cycles, cycle I and II. The researcher observed the students' writing and the students' attitude from pre-test to post-test. During two cycles in the research by using *Think-Talk-Write*, the students' ability in writing and students' attitude increased in each cycle. The criteria to assess the improvement in writing narrative texts were organization, content, grammar, punctuation and spelling, and style. Meanwhile, the criteria of assessing the improvement of the students' attitude were enthusiasm, activeness, attention to the material, participation in the discussion, and responsibility towards the assignment.

The final result of test from the students' total score was obtained before and after conducting *Think-Talk-Write*. The result of pretest showed that the students had the difficulties almost every aspect in writing narrative text, especially in content, grammar, punctuation and spelling, and style. The students' mistakes were mostly in mastery of grammar. The another mistakes that the researcher found in their writing were punctuation and spelling and style of writing. Almost of them wrote text without checking the accuracy of word. They were still wrong to write words that caused misunderstanding and they used the same vocabulary in paragraph.

After conducting the cycle, the result of post-test increased. After the students got *Think-Talk-Write*, the students' writing skill narrative text improved in each aspect.

4.3.2 The Advantages of Using *Think-Talk-Write* in Teaching Writing

The use of *Think-Talk-Write* gave several advantages for the students in writing narrative texts. First, *Think-Talk-Write* made the students think first before they wrote texts. They noted ideas to have a good plot of the story. The students became familiar with *Think-Talk-Write* after they did in the cycle I and II.

Second, *Think-Talk-Write* helped the students to verify their ideas after discussing with their friends in the group. The students learned to respect other when the another students shared their ideas in the group. They started to enjoy discussion with their friends. It was showed in chart 4.1. *Think-Talk-Write* also helped the students to write narrative texts completely after verifying their ideas. The students' skill and students' motivation improved after using *Think-Talk-Write* in learning English, especially in writing narrative texts.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions based on the result of the research and the suggestions related to teaching English writing.

5.1 Conclusions

Based on the result of the research presented in the previous chapter, the conclusion is summarized as follows:

The students of class X IPA 3 in SMA N 3 Sragen had difficulties in writing narrative texts. It had been known when the researcher observed the students and the teacher in the classroom. In fact, the students had low motivation in learning English, especially in writing narrative texts. The students were less enthusiastic and less active to respond to teacher's questions. They also found it difficult in organizationing texts, relating the texts to context, applying grammar, and also in using vocabulary. Those difficulties were indicated in the result of students' pre-test.

The students became more active in learning English. They paid more attention when the teacher gave explanation for the materials. When the students were asked to discuss in the group, they were greatly enthusiastic. They were also responsible to the activity and assignments given by the teacher. The students' attitude improved in line with the students' motivation. *Think-Talk-Write* also improved the students' writing skill. It is proved by the improvement of pre-test to

post-test. The mean of pre-test is **47.5** and the mean of post-test is **82.5**. The increasing is **35** points. The mean of post-test is higher than the criteria minimum score.

From the questionnaire, the students enjoyed in learning narrative texts by using *Think-Talk-Write* strategy. Most of students agreed that *Think-Talk-Write* improved the students' motivation in writing narrative texts. As a result, the students' motivation and the students' skill in writing narrative texts improved significantly.

5.2 Suggestions

From the conclusion above, the researcher would like to present some suggestions to improve students' motivation in writing narrative text.

To solve the students' difficulties, teachers can consider the use of strategy in teaching and learning process. Many strategies that can be used in classroom. One of them is *Think-Talk-Write*. This strategy is recommended to apply in teaching English. It is the innovative strategy to motivate the students in the classroom activity.

Think-Talk-Write can improve students' writing skill. The students do not write narrative text instantly. By using *Think-Talk-Write*, the students go through some stages to get final draft of writing narrative texts. This strategy also supports the students to be more active. Finally, the researcher hopes that this research is useful for the readers.

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Appendix 1

Permission Letter from Dekanat



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
 Gedung B0, Kampus Sekaran, Gunungpati, Semarang 50229
 Telp./Fax (024) 8508010, Email: fbs@unnes.ac.id
 Laman: <http://fbs.unnes.ac.id>

Nomor : 652/UN37.1.2/LT/2015
 Lamp. : -
 Hal. : **Permohonan Izin Penelitian**

Yth. Kepala Dinas Pendidikan dan Kebudayaan Sragen
 di tempat

Dengan hormat kami beritahukan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama	: Nur Maila Kusumaningrum
nim	: 2201411020
jurusan	: Bahasa dan Sastra Inggris
program studi	: Pendidikan Bahasa Inggris, S1
jenjang	: S1
tahun akademik	: 2014/2015
judul	: The Use of Think,Talk,Write to Improve Students Motivation in Reading Descriptive Text.

akan mengadakan penelitian di **SMA Negeri 3 Sragen**, waktu pelaksanaan **Maret 2015 s.d. April 2015**. Untuk itu kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan tersebut.

Atas perhatian dan kerja sama Saudara, kami sampaikan terima kasih.

Semarang, 24 Februari 2015



Prof. Dr. Agus Nuryatin, M.Hum.
NIP. 196008031989011001

Tembusan:

1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Peringgal

FM-05-AKD-24

Appendix 2

Permission Letter from SMA N 3 Sragen



PEMERINTAH KABUPATEN SRAGEN
DINAS PENDIDIKAN
SMA NEGERI 3 SRAGEN
Alamat Jln. dr. Sutomo 2 Sragen 57212.
Telp. /Fax. (0271) 891021 website: sman3Sragen.sch.id
e-mail : sman3_sragen@yahoo.co.id



Certificate NO.:
ISO-09-37-1251151

SURAT KETERANGAN

No. : 421 ~~2015~~ / 270 / 2015

Yang bertanda tangan di bawah ini :

N a m a : Dra. Beti Marga Sulistyawati, M.Pd.
N I P : 19670121 199203 2 007
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 3 Sragen

Dengan ini menyatakan bahwa :

N a m a : Nur Maila Kusumaningrum
NIM : 2201411020
Jurusan : Bahasa dan Sastra Inggris
Program Studi : Pendidikan Bahasa Inggris, S1
Perguruan Tinggi : Universitas Negeri Semarang (UNNES)

Telah melakukan penelitian di SMA Negeri 3 Sragen pada tanggal 23 Februari – 22 April 2015 guna penyusunan Skripsi dengan judul : “ *The Use of Think, Talk, Write to Improve Students Motivation in Writing Narrative Text*”.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Sragen, 23 April 2015

Kepala Sekolah,



Banswah
Dra. Beti Marga Sulistyawati, M.Pd.
NIP. 19670121 199203 2 007

Appendix 3

List of Students

X IPA 3

No	Students' Code	Name	Gender
1	S.1	Achmad Rizky Kurniawan	M
2	S.2	Adinda Nur Kartikasari	F
3	S.3	Adnan Giyan Alauddin Wahid	M
4	S.4	Aisyah Rahmawati	F
5	S.5	Al Agias Bayuasa	M
6	S.6	Alan Ardiaprestoga	M
7	S.7	Anggita Nur Khasanah	F
8	S.8	Annisa Rahayu Oktavia	F
9	S.9	Ayu Lestari	F
10	S.10	Delima Indah Detatama	F
11	S.11	Dwi Ayu Komsiatun	F
12	S.12	Gilang Wahyu Hidayat	M
13	S.13	Gusti Iksan Mahfut	M
14	S.14	Luthfi Puji Ningtyas	F
15	S.15	Melinda Kusuma Ningrum	F
16	S.16	Miftah Izza Faturrohman	M
17	S.17	Mualim Rohmadi	M
18	S.18	Nabila Nur Habibah	F
19	S.19	Nofita Aryani	F
20	S.20	Riki Zuli Saputro	M
21	S.21	Risa Pertiwi	F
22	S.22	Rohman Deni Nur Fajri	M
23	S.23	Tabitha Angelicha	F
24	S.24	Uli Shifa	F
25	S.25	Velliana Yunike Ardhini	F
26	S.26	Veni Oktaviani	F
27	S.27	Vida Candra Puspita Dewi	F
28	S.28	Winda Widya Wati	F
29	S.29	Yusuf Islamudin	M
30	S.30	Zahra Fridani	F
31	S.31	Zhella Ley Kharismatara	F
32	S.32	Zhellyna Ayu Rochally	F

Appendix 4

Lesson Plan Cycle I

LESSON PLAN

Subject : English
Grade/Semester : X/2
Topic : Narrative Text
Meeting : 2
Time Allocation : 45 minutes

A. Main Competence

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

B. Basic Competence and Indicator

Basic Competence	Indicator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1. Students pray together before they start to learn English 2. Students learn <i>narrative text</i> enthusiastically. 3. Students work in group cooperatively.
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	4. Students responds teacher's questions 5. Pronouncing the words that are used in the classroom. 6. Students know social function, generic structure, and lexicogrammatical
3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	7. Students think and discuss in a group. 8. Students write narrative text using their own words.
4.13 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana	

C. Learning Objectives

1. Students learn *narrative text* enthusiastically.
2. Students work in group cooperatively.

3. Students are able to respond teacher's question.
4. Students are able to pronounce the words that are used in the classroom.
5. Students are able to know social function, generic structure, and grammatical features is used in *narrative text*.
6. Students are able to think and discuss with their friends.
7. Students are able to write narrative text using their own words.

D. Learning Material

Narrative Text

Example of narrative text

Title	Sacrifice of Raden Kusuma Story
Orientation	There was a couple who lived on the foot of Mount Bromo, Roro Anteng and Joko Seger. After eight years of marriage, they had not had any children. For six years they prayed, pleaded with God to give them children. Finally, their prayer was compiled on one condition: they would have to sacrifice their youngest son to the Bromo crater.
Evaluation (optional)	After some time, Roro Anteng gave birth to a child. And it happened every year until they had 25 children. They lived happily and ignored the agreement. The Mount Bromo erupted signaling that the Gods asked the couple to fulfill their promise. But, they didn't want to let their youngest son, Raden Kusuma, be sacrificed to the crater.
Complication	Raden Kusuma learned about the deal his parents had made. Meanwhile, the lava from the crater had made the people living near the mountain suffered. Raden Kusuma was a kind and noble man. He did

	not want his siblings and the people suffered because of him. Therefore, he went to Mount Bromo and sacrificed himself to the crater. The eruption suddenly stopped.
Resolution	Since that day, every Kasodo 14th in the Tenggerese calendar, the Tengger people (descendant of Roro Anteng and Joko Seger) give offerings to the crater, as raden Kusuma had asked before the sacrifice.

Definition of Narrative Text

The social function of narrative text: a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. The stories are fiction, for example: legend, myth, and fabel.

Generic structure of narrative text:

- **Orientation** : The Orientation is about the opening paragraph where the characters, times, places of the story are introduced.
- **Evaluation** : The Evaluation is the paragraph shows crisis arise. (optional)
- **Complication** : The Complication is the paragraph that shows the problems in the story developed.
- **Resolution** : The Resolution is Paragraph where the problems in the story are solved.
- **Reorientation** : The Reorientation is the paragraph for the conclusion of the whole story. (optional)

Lexicogrammatical Features:

- Focus on specific Participants (the king, the queen, snow white, etc)
- Use of Action Verbs (killed, dug, walked, etc)
- Use of Linking and Mental verbs
- Use of Time Conjunctions (then, before, after, soon, etc)
- Use of Past Tenses (killed, drunk, ate, etc)

Simple Past Tense

Formula

(+) **S + V2 + O + Ket.**

(-) **S + did not + V1 + O + Ket.**

(?) **Did + S + V1 + O + Ket.?**

Example

(+) He went to Mount Bromo and sacrificed himself to the carater.

(-) He didn't go to Mount Bromo and sacrificed himself to the carater.

(?) Did he go to Mount Bromo and sacrificed himself to the carater?

Bank of Vocabularies

Bank of Vocabularies		
Sacrifice	/ˈsæk.rɪ.faɪs/	Pengorbanan
Birth	/bɜːθ/	Kelahiran
Erupted	/ɪˈrʌptɪd/	Meletus
Crater	/ˈkreɪ.tə r /	Kawah
Suffered	/ˈsʌf.ə r /	Menderita
Compiled	/kəmˈpaɪld/	Menggabung

E. Learning Method

1. Scientific Approach
2. Project Based Learning
3. Think-Talk-Write

F. Learning Media and Sources

1. Learning Media
 - a. Handout

- b. Paper
- 2. Learning Sources
 - a. English book
 - b. Internet

G. Learning Activity

Activity	Description of activity		Time allocation
Opening	Teacher	Students	10'
	<ul style="list-style-type: none"> a. Teacher comes in the class and say “<i>Good morning students. How’re you today?</i>” b. Teacher responds “<i>I feel great, thank you.</i>” Teacher check the students’ attendance. c. Teacher gives question to review the last material. 	<ul style="list-style-type: none"> a. Students respond the teacher’s greeting “<i>Good morning ma’am. I’m fine, thank and you?</i>”. b. Students respond teacher’s checking. c. Students respond the teacher’s questions. 	10'
Main Activity	Observing		10'
	Teacher	Students	

	<p>a. Teacher shows the bank of vocabularies.</p> <p>b. Teacher pronounces the list of words.</p> <p>c. Teacher shows a text.</p> <p>d. Teacher ask “<i>What is this text about ?</i>”</p> <p>e. Teacher explains narrative text.</p>	<p>a. Students watch and listen carefully.</p> <p>b. Students repeat the teacher’s pronounce.</p> <p>c. Students watch and read the text.</p> <p>d. Students respond the teacher’s question.</p> <p>e. Students listen teacher’s explanation.</p>	
	Questioning		10’
	Teacher	Student	
	<p>a. Teacher motivates students to ask question related to the text or narrative text.</p>	<p>a. Students asks question related to the text or narrative text.</p>	
	Experimenting		15’
	Teacher	Student	
	<p>a. Teacher gives question about narrative text.</p>	<p>a. Students respond teacher’s</p>	

	<p>b. Teacher asks students to discuss in pair.</p> <p>c. Teacher asks students to submit their works.</p>	<p>question.</p> <p>b. Students respond teacher's asking.</p> <p>c. Students submit their works.</p>	
	Associating		15'
	Teacher	Student	
	<p>a. Teacher gives topics related to narrative text.</p> <p>b. Teacher gives some pictures related to the topics.</p> <p>c. Teacher asks students to <i>think</i> some ideas individually according to the topic. (<i>THINK</i>)</p> <p>d. Teacher ask students to make a group consist of 4 students.</p>	<p>a. Students listen teacher.</p> <p>b. Students receive topics and pictures.</p> <p>c. Students <i>think</i> individually according to the topic. (<i>THINK</i>)</p> <p>d. Students make a group consist of 4 students.</p> <p>e. Students listen the teacher's explanation.</p> <p>f. Students share their ideas in group. (<i>TALK</i>)</p>	

	<p>e. Teacher explain what students do in group.</p> <p>f. Teacher asks students to share their ideas about the topic with their group member. <i>(TALK)</i></p> <p>g. Teacher moves around and checks students' discussion.</p>		
	Communicating		20'
	Teacher	Student	
	<p><i>After discuss in group</i></p> <p>a. Teacher asks students to collect and arrange their final idea into a complete text.</p> <p>b. Teacher asks students to write narrative text with their final idea using</p>	<p><i>After discuss in group</i></p> <p>a. Students collect and arrange final idea.</p> <p>b. Students write narrative text with their final idea using their own words. <i>(WRITE)</i></p> <p>c. Students submit their work to</p>	

	<p>their own words. (<i>WRITE</i>)</p> <p>c. Teacher moves around to check students.</p> <p>d. Teacher asks students to submit their work.</p>	teacher.	
Closing	Teacher	Students	10'
	<p>a. Teacher gives the review of narrative text.</p> <p>b. Teacher asks students to learn the next material.</p> <p>c. Teacher close the meeting and say "<i>See you next week, bye bye</i>".</p>	<p>a. Students respond the teacher's review.</p> <p>b. Students listen teacher.</p> <p>c. Students respond and say "<i>Bye ma'am and see you</i>".</p>	

H. Assignment Evaluation

a. Instrument

a) Pair Instrument

Discuss in pairs the narrative text below. Fill in the blank the verbs with the appropriate simple past form.

The Legend of Aji Saka

In the Kingdom of Medang Kamulan, in Java, ... (come) a young when man, by the name of Aji Saka to fight Dewata Cengkar, the cruel King of The Country who ... (have) a habit to eat human flesh of his own people. Aji Saka himself he ... (come) from Bumi Majeti.

One day he told his two servants, by the name of Dara and Sembodo, that he was going to java. He ... (tell) them that while he ... (be) away, both of them have to guards his Heirloom / Pusoko. No one except Aji Saka himself not allowed to take the Pusoko. In the big battle, Aji Saka could successfully push Dewata Cengkar to fall to the South Sea. Dewata Cengkar ... (not die), he ... (become) a Bajul Putih (White Crocodile). Aji Saka ... (become) a ruler of Medangkamulan.

Meanwhile a woman of the village of Dadapan, ... (find) an egg. She ... (put) the egg in her Lumbung (Rice Barn). After a certain period the egg ... (vanish), instead a snake ... (find) in the rice barn. The villagers would like to kill the snake, but the snake said : "I'm the son Aji Saka, bring me to him".

Aji Saka ... (tell) the snake, that he would be recognized as his son, if he ... (can) kill the Bajul Putih in the South Sea. After a long stormy battle which both sides demonstrating physical strength and showing skillfull ability of fighting, the snake ... (can) kill Bajul Putih.

As had been ... (promise) the snake was recognized as Aji Saka's son and he was given a name Jaka Linglung (a stupid boy).

In the palace Jaka Linglung greedily ate domestic pets of the palace. He was punished by the King, expelling him to live in the Jungle of Pesanga. He was tightly ... (rope) until he ... (cannot) move his head. He was instructed only to eat things which fall to his mouth.

One day, a group of 9 (nine) village boys ... (be) playing around in that Jungle. Suddenly it ... (be) raining heavily. They ... (have to) find a shelter, luckily there ... (be) a cave. Only 8 boys ... (go) inside the cave,

the other one who ... (be) suffering from very bad skin disease, sting and dirty, he ... (have to) stay out of the cave. All of a sudden, the cave ... (be) falling apart. The 8 (eight) boys vanished. Only the one who ... (stay) outside was safe. The cave in fact was the mouth of Jaka Linglung.

b) Group and Individual Instrument

Make a narrative text by choosing one of title below:

1. Toba Lake
2. Sangkuriang
3. Roro Jonggrang
4. Nawang Wulan

You have to discuss with your friends in a group then write with your own words

b. Rubric

1. Knowledge Assesment (Cognitive)

Note:

Right answer (R.A) : **one point**

Formula of Scoring:

$$(R.A. + 3) : 3 = \text{Score}$$

2. Cooperation Assesment (Affective)

S.N.	Aspect of Students' Attitude																			
	Enthusiasm				Activeness				Attention				Participation				Responsibility			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1																				
2																				

3																				
4																				
5																				
6																				
7																				
...																				
etc.																				

Note

- 1 : Never
- 2 : Seldom
- 3 : Occasionally
- 4 : Always

Formula of scoring:

$$\frac{\text{total score}}{\text{high score}} \times 5 = \text{score}$$

3. Skill Assesment (Writing)

Formula of scoring:

Maximum score for each indicator : 20

There are five indicators, so the total score : 5 x 20 = 100

No.	Indicator	Score	Weight	Max. Score
1.	Organization: a. Appropriate title; the orientation sets the scene (introduces the participants, time and place); the events in	5	4	20

	<p>a chronological order.</p> <p>b. Appropriate title; adequate orientation, but still misses some information; the events in a chronological order.</p> <p>c. Inappropriate title; adequate orientation, but still misses some information; the events in a chronological order.</p> <p>d. No title; adequate orientation, but still misses some information; the events in a chronological order.</p> <p>e. No title; the orientation does not set the scene; the events not in a chronological order.</p>	4		
		3		
		2		
		1		
2.	<p>Content:</p> <p>a. Text addresses the assigned topic; the ideas are developed; text reflects thought, paragraphs are divided exactly right.</p> <p>b. Text addresses the topic but misses some points; ideas could be more fully developed; paragraphs are divided right.</p> <p>c. Development of ideas not complete or the text is somewhat off the topic; paragraphs aren't divided exactly right.</p> <p>d. Ideas incomplete; text does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.</p> <p>e. Text is completely inadequate; no apparent effort to consider the topic carefully.</p>	5		
		4		
		3	4	20
		2		
		1		
3.	<p>Grammar:</p> <p>a. No mistake in grammar.</p> <p>b. Only 1-3 mistakes in grammar.</p> <p>c. There are 4-7 mistakes in grammar.</p>	5		
		4	4	20
		3		

	d. There are 8-10 mistakes in grammar.	2		
	e. There are more than 10 mistakes in grammar.	1		
4.	Punctuation and spelling: a. No mistake in punctuation and spelling. b. Only 1-3 mistakes in punctuation and spelling c. There are 4-7 mistakes in punctuation and spelling. d. There are 8-10 mistakes in punctuation and spelling. e. There are more than 10 mistakes in punctuation and spelling.	5 4 3 2 1	4	20
5.	Style and quality of expression: a. Precise vocabulary usage; attempts variety; use personal expressions and feelings. b. Appropriate use of vocabulary, attempts variety; no personal expressions and feelings. c. Some vocabulary misused; attempts variety; use personal expressions and feelings. d. Inappropriate vocabulary usage; no variety; use personal expressions and feelings. e. Inappropriate vocabulary; no variety; no personal expressions and feelings.	5 4 3 2 1	4	20

Sragen, 2015

Teacher**Researcher**

Sugiyati, S.Pd

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Appendix 5

Lesson Plan Cycle II

LESSON PLAN

Subject : English
Grade/Semester : X/2
Topic : Narrative Text
Meeting : 2
Time Allocation : 90 minutes

A. Main Competence

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

B. Basic Competence and Indicator

Basic Competence	Indicator
1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	9. Students pray together before they start to learn English 10. Students learn <i>narrative text</i> enthusiastically. 11. Students work in group cooperatively.
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	12. Students responds teacher's questions 13. Pronouncing the words that are used in the classroom. 14. Students know social function, generic structure, and lexicogrammatical
3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	15. Students think and discuss in a group. 16. Students write narrative text using their own words.
4.14 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana	

C. Learning Objectives

1. Students learn *narrative text* enthusiastically.
2. Students work in group cooperatively.

3. Students are able to respond teacher's question.
4. Students are able to pronounce the words that are used in the classroom.
5. Students are able to know social function, generic structure, and grammatical features is used in *narrative text*.
6. Students are able to think and discuss with their friends.
7. Students are able to write narrative text using their own words.

D. Learning Material

Narrative Text

Example of narrative text

Title	Sacrifice of Raden Kusuma Story
Orientation	There was a couple who lived on the foot of Mount Bromo, Roro Anteng and Joko Seger. After eight years of marriage, they had not had any children. For six years they prayed, pleaded with God to give them children. Finally, their prayer was compiled on one condition: they would have to sacrifice their youngest son to the Bromo crater.
Evaluation (optional)	After some time, Roro Anteng gave birth to a child. And it happened every year until they had 25 children. They lived happily and ignored the agreement. The Mount Bromo erupted signaling that the Gods asked the couple to fulfill their promise. But, they didn't want to let their youngest son, Raden Kusuma, be sacrificed to the crater.
Complication	Raden Kusuma learned about the deal his parents had made. Meanwhile, the lava from the crater had made the people living near the mountain suffered. Raden Kusuma was a kind and noble man. He did

	not want his siblings and the people suffered because of him. Therefore, he went to Mount Bromo and sacrificed himself to the crater. The eruption suddenly stopped.
Resolution	Since that day, every Kasodo 14th in the Tenggerese calendar, the Tengger people (descendant of Roro Anteng and Joko Seger) give offerings to the crater, as raden Kusuma had asked before the sacrifice.

Definition of Narrative Text

The social function of narrative text: a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. The stories are finction, for example: legend, myth, and fabel.

Generic structure of narrative text:

- **Orientation** : The Orientation is about the opening paragraph where the characters, times, places of the story are introduced.
- **Evaluation** : The Evaluation is the paragraph shows crisis arise. (optional)
- **Complication** : The Complication is the paragraph that shows the problems in the story developed.
- **Resolution** : The Resolution is Paragraph where the problems in the story are solved.
- **Reorientation** : The Reorientation is the paragraph for the conclusion of the whole story. (optional)

Lexicogrammatical Features:

- Focus on specific Participants (the king, the queen, snow white, etc)
- Use of Action Verbs (killed, dug, walked, etc)
- Use of Linking and Mental verbs
- Use of Time Conjunctions (then, before, after, soon, etc)
- Use of Past Tenses (killed, drunk, ate, etc)

Simple Past Tense

Formula

(+) S + V2 + O + Ket.

(-) S + did not + V1 + O + Ket.

(?) Did + S + V1 + O + Ket.?

Example

(+) He went to Mount Bromo and sacrificed himself to the carater.

(-) He didn't go to Mount Bromo and sacrificed himself to the carater.

(?) Did he go to Mount Bromo and sacrificed himself to the carater?

E. Learning Method

1. Scientific Approach
2. Project Based Learning
3. Think-Talk-Write

F. Learning Media and Sources

1. Learning Media
 - a. Handout
 - c. Paper
2. Learning Sources
 - a. English book
 - b. Internet

G. Learning Activity

Activity	Description of activity		Time allocation
Opening	Teacher	Students	10'

	<p>a. Teacher comes in the class and say “<i>Good morning students. How’re you today?</i>”</p> <p>b. Teacher responds “<i>I feel great, thank you.</i>” Teacher check the students’ attendance.</p> <p>c. Teacher gives question to review the last material.</p>	<p>a. Students respond the teacher’s greeting “<i>Good morning ma’am. I’m fine, thank and you?</i>”.</p> <p>b. Students respond teacher’s checking.</p> <p>c. Students respond the teacher’s questions.</p>	
Main Activity	Observing		10’
	Teacher	Students	
	<p>a. Teacher shows the bank of vocabularies.</p> <p>b. Teacher pronounces the list of words.</p> <p>c. Teacher shows a text.</p> <p>d. Teacher ask “<i>What is this</i></p>	<p>a. Students watch and listen carefully.</p> <p>b. Students repeat the teacher’s pronounce.</p> <p>c. Students watch and read the text.</p> <p>d. Students</p>	

	<p><i>text about ?”</i></p> <p>e. Teacher explains narrative text.</p>	<p>respond the teacher’s question.</p> <p>e. Students listen teacher’s explanation.</p>	
	Questioning		10’
	Teacher	Student	
	<p>b. Teacher motivates students to ask question related to the text or narrative text.</p>	<p>c. Students asks question related to the text or narrative text.</p>	
	Experimenting		15’
	Teacher	Student	
	<p>a. Teacher gives question about narrative text.</p> <p>b. Teacher asks students to discuss in pair.</p> <p>c. Teacher asks students to submit their works.</p>	<p>a. Students respond teacher’s question.</p> <p>b. Students respond teacher’s asking.</p> <p>c. Students submit their works.</p>	
	Associating		15’
	Teacher	Student	

	<ul style="list-style-type: none"> a. Teacher gives topics related to narrative text. b. Teacher gives some pictures related to the topics. c. Teacher asks students to <i>think</i> some ideas individually according to the topic. (<i>THINK</i>) d. Teacher ask students to make a group consist of 4 students. e. Teacher explain what students do in group. f. Teacher asks students to share their ideas about the topic with their group member. 	<ul style="list-style-type: none"> a. Students listen teacher. b. Students receive topics and pictures. c. Students <i>think</i> individually according to the topic. (<i>THINK</i>) d. Students make a group consist of 4 students. e. Students listen the teacher's explanation. f. Students share their ideas in group. (<i>TALK</i>) 	
--	---	--	--

	<p><i>(TALK)</i></p> <p>g. Teacher moves around and checks students' discussion.</p>		
	Communicating		20'
	Teacher	Student	
	<p><i>After discuss in group</i></p> <p>a. Teacher asks students to collect and arrange their final idea into a complete text.</p> <p>b. Teacher asks students to write narrative text with their final idea using their own words.</p> <p><i>(WRITE)</i></p> <p>c. Teacher moves around to check students.</p> <p>d. Teacher asks students to submit their</p>	<p><i>After discuss in group</i></p> <p>a. Students collect and arrange final idea.</p> <p>b. Students write narrative text with their final idea using their own words.</p> <p><i>(WRITE)</i></p> <p>c. Students submit their work to teacher.</p>	

	work.		
Closing	Teacher	Students	10'
	<p>a. Teacher gives the review of narrative text.</p> <p>b. Teacher asks students to learn the next material.</p> <p>c. Teacher close the meeting and say “<i>See you next week, bye bye</i>”.</p>	<p>a. Students respond the teacher’s review.</p> <p>b. Students listen teacher.</p> <p>c. Students respond and say “<i>Bye ma’am and see you</i>”.</p>	

H. Assignment Evaluation

a. Instrument

a) Pair Instrument

Make ten sentences using simple past tense

b) Group and Individual Instrument

Group and Individual Test (*Think, Talk, Write*)

Make a narrative text by choosing one of title below:

1. Legend of Situ Bagendit



- 2. Lutung Kasarung
- 3. Legend of “Telaga Warna”



- 4. Legend of “Batu Menangis”



- 5. Legend of “Rawa Pening”



- 6. Legend of “Keong Mas”



You have to discuss with your friends in a group then write your final draft with your own words.

c. Rubric

1. Knowledge Assesment (Cognitive)

Note:

Right answer (R.A) : **one point**

Formula of Scoring:

$$\text{R.A.} \times 10 = \text{Score}$$

2. Cooperation Assesment (Affective)

S.N.	Aspect of Students' Attitude																			
	Enthusiasm				Activeness				Attention				Participation				Responsibility			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1																				
2																				
3																				
4																				
5																				
6																				
7																				
...																				
etc.																				

Note

1 : Never

2 : Seldom

3 : Occasionally

4 : Always

Formula of scoring:

$$\frac{\text{total score}}{\text{high score}} \times 5 = \text{score}$$

3. Skill Assesment (Writing)

Formula of scoring:

Maximum score for each indicator : 20

There are five indicators, so the total score : 5 x 20 =

No.	Indicator	Score	Weight	Max. Score
1.	<p>Organization:</p> <p>b. Appropriate title; the orientation sets the scene (introduces the participants, time and place); the events in a chronological order.</p> <p>c. Appropriate title; adequate orientation, but still misses some information; the events in a chronological order.</p> <p>d. Inappropriate title; adequate orientation, but still misses some information; the events in a chronological order.</p> <p>e. No title; adequate orientation, but still misses some information; the events in a chronological order.</p> <p>f. No title; the orientation does not set the scene; the events not in a chronological order.</p>	5 4 3 2 1	4	20
2.	<p>Content:</p> <p>g. Text addresses the</p>		4	20

	<p>assigned topic; the ideas are developed; text reflects thought, paragraphs are divided exactly right.</p> <p>h. Text addresses the topic but misses some points; ideas could be more fully developed; paragraphs are divided right.</p> <p>i. Development of ideas not complete or the text is somewhat off the topic; paragraphs aren't divided exactly right.</p> <p>j. Ideas incomplete; text does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.</p> <p>k. Text is completely inadequate; no apparent effort to consider the topic carefully.</p>	5		
		4		
		3		
		2		
		1		
3.	<p>Grammar:</p> <p>l. No mistake in grammar.</p> <p>m. Only 1-3 mistakes in grammar.</p> <p>n. There are 4-7 mistakes in grammar.</p> <p>o. There are 8-10 mistakes in grammar.</p> <p>p. There are more than 10 mistakes in grammar.</p>	5	4	20
		4		
		3		
		2		
		1		
4.	<p>Punctuation and spelling:</p> <p>q. No mistake in punctuation and spelling.</p> <p>r. Only 1-3 mistakes in punctuation and spelling</p> <p>s. There are 4-7 mistakes in punctuation and spelling.</p> <p>t. There are 8-10 mistakes in punctuation and spelling.</p> <p>u. There are more than 10 mistakes in punctuation and spelling.</p>	5	4	20
		4		
		3		
		2		
		1		
5.	Style and quality of expression:			

	v. Precise vocabulary usage; attempts variety; use personal expressions and feelings.	5	4	20
	w. Appropriate use of vocabulary, attempts variety; no personal expressions and feelings.	4		
	x. Some vocabulary misused; attempts variety; use personal expressions and feelings.	3		
	y. Inappropriate vocabulary usage; no variety; use personal expressions and feelings.	2		
	z. Inappropriate vocabulary; no variety; no personal expressions and feelings.	1		

Sragen, 2015

Teacher

Researcher

Sugiyati, S.Pd

Nur Maila Kusuma

NIP.

NIM. 2201411020

Appendix 6

Questionnaire

Nama/ No :

Jawab pertanyaan ini sesuai dengan kondisimu. Beri tanda [√] pada kolom 'Ya' atau 'Tidak'

No	Pertanyaan	Ya	Tidak
1.	Apakah Anda suka bahasa Inggris?		
2.	Apakah Anda merasa lebih senang menulis teks naratif?		
3.	Apakah daftar kosakata membantu anda memahami text?		
4.	Apakah Anda lebih suka diskusi dengan teman Anda?		
5.	Apakah Anda selalu merespon pertanyaan dari guru?		
6.	Apakah diskusi membuat Anda menulis teks dengan mudah?		
7.	Apakah Anda menjawab pertanyaan guru dengan percaya diri?		
8.	Apakah Anda pernah mendapat hukuman jika jawaban anda salah?		
9.	Apakah Anda senang dengan penggunaan teknik <i>Think, Talk, Write</i> dalam bahasa Inggris?		
10.	Apakah Anda pernah mendapat teknik <i>Think, Talk, Write</i> sebelumnya?		
11.	Apakah teknik <i>Think, Talk, Write</i> memotivasi anda dalam menulis teks?		
12.	Apakah kemampuan menulis Anda meningkat setelah mendapat teknik ini?		
13.	Apakah Anda membuat teks naratif dengan kata-kata anda sendiri setelah berdiskusi?		
14.	Apakah Anda antusias untuk belajar bahasa Inggris dengan <i>Think, Talk, Write</i> ?		
15.	Apakah teknik <i>Think, Talk, Write</i> berguna untuk anda dalam pembelajaran bahasa Inggris.		

24																			
25																			
26																			
27																			
28																			
29																			
30																			
31																			
32																			

Sragen, 2015
Observer

Teacher

Sugiyati

Nur Maila

Checklist Assessment

No.	Aspects	Students' Attitude	Assessment	
			Scale	Score
1.	Enthusiasm	The students are enthusiastic during the teaching and learning process.	Always	4
			Occasionally	3
			Seldom	2
			Never	1
2.	Activeness	The students are actively asking, answering, and giving comments about the materials.	Always	4
			Occasionally	3
			Seldom	2
			Never	1
3.	Attentions to the materials	The students are paying attention and taking notes about the materials given seriously and diligently.	Always	4
			Occasionally	3
			Seldom	2
			Never	1
4.	Participation in the discussion	The students are active in the group and class discussion.	Always	4
			Occasionally	3
			Seldom	2
			Never	1
5.	Responsibility towards the assignment	The students are finished the assignment seriously in the given time.	Always	4
			Occasionally	3
			Seldom	2
			Never	1

Appendix 8**Writing Test in Pre Test and Post Test**

Read the following instruction carefully

1. Write the narrative text on the sheet given.
2. You may open your dictionaries.
3. You have 45 minutes to write narrative text
4. Your writing will be scored based on the following criteria:
 - a. Organization
 - b. Content
 - c. Grammar
 - d. Punctuation and spelling
 - e. Style

Appendix 9**Writing Test in Cycle I and Cycle II**

Read the following instruction carefully

1. Write your final draft “narrative text” on the sheet given.
2. You may open your dictionaries.
3. You have 45 minutes to write your final draft “narrative text”.
4. Your final draft “narrative text” will be scored based on the following criteria:
 - a. Organization
 - b. Content
 - c. Grammar
 - d. Punctuation and spelling
 - e. Style

Appendix 10

Data of Questionnaires

Students' code	Questions														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
2	Y	Y	Y	Y	Y	Y	N	N	Y	N	Y	Y	Y	Y	Y
3	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
4	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
5	Y	Y	N	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
6	Y	Y	Y	Y	Y	N	Y	N	Y	N	Y	Y	Y	Y	Y
7	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
8	Y	Y	Y	Y	N	Y	Y	N	Y	N	Y	Y	Y	Y	Y
9	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
10	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
11	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
12	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
13	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
14	Y	Y	Y	Y	N	Y	N	N	Y	N	Y	Y	Y	Y	Y
15	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
16	Y	Y	Y	Y	Y	N	Y	N	N	N	Y	Y	Y	Y	Y
17	Y	N	Y	Y	Y	Y	Y	N	Y	N	N	Y	Y	Y	Y
18	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
19	Y	Y	Y	Y	Y	Y	N	N	Y	N	Y	Y	Y	Y	Y
20	N	N	Y	Y	Y	Y	Y	N	N	N	Y	N	N	N	Y
21	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
22	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
23	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
24	Y	Y	N	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
25	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
26	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
27	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
28	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
29	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
30	Y	Y	Y	Y	Y	Y	N	N	Y	N	Y	Y	Y	Y	Y
31	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
32	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
Total "Y"	31	30	29	32	30	29	28	0	32	0	31	31	31	31	32
Total "N"	1	2	3	0	2	3	4	32	2	32	1	1	1	1	0
Percentage	97	93	93	100	93	90	87	100	93	100	97	97	97	97	100

Y: Yes, N: No

Appendix 11

Data of Observation Checklist

Meeting I Cycle I

S.N.	Aspect of Students' Attitude																			
	Enthusiasm				Activeness				Attention				Participation				Responsibility			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	√				√					√					√			√		
2	√				√						√				√				√	
3		√				√					√				√				√	
4	√					√				√				√				√		
5	√				√					√				√				√		
6		√				√				√				√					√	
7	√				√						√			√					√	
8	√				√					√				√				√		
9		√				√				√				√					√	
10	√				√					√					√				√	
11		√				√				√					√				√	
12	√				√				√					√				√		
13		√				√				√				√				√		
14		√				√				√				√				√		
15		√				√				√				√				√		
16		√				√				√					√				√	
17	√					√				√			√				√			
18		√			√				√				√				√			
19		√				√					√		√				√			
20	√				√				√				√				√			
21		√			√					√			√				√			
22		√			√				√					√				√		

S.N.	Aspect of Students' Attitude																			
	Enthusiasm				Activeness				Attention				Participation				Responsibility			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
23		√			√					√				√				√		
24	√				√					√			√				√			
25	√				√				√				√				√			
26		√				√					√			√			√			
27		√				√				√				√				√		
28			√				√			√					√				√	
29			√				√			√				√				√		
30		√					√				√			√					√	
31	√					√			√				√					√		
32	√					√				√				√				√		

Appendix 12

Data of Observation Checklist

Meeting II Cycle I

S.N.	Aspect of Students' Attitude																			
	Enthusiasm				Activeness				Attention				Participation				Responsibility			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1		√				√					√				√				√	
2		√					√				√				√				√	
3			√				√				√				√				√	
4	√					√				√					√			√		
5		√				√				√				√					√	
6			√				√			√				√					√	
7	√					√					√			√					√	
8		√			√					√					√			√		
9		√				√					√				√				√	
10	√				√					√					√				√	
11		√					√			√					√				√	
12		√				√			√					√				√		
13			√			√				√					√			√		
14		√					√			√				√				√		
15		√				√				√				√				√		
16			√			√				√					√				√	
17	√					√				√			√					√		
18		√			√				√				√				√			
19		√				√					√			√				√		
20	√					√				√			√					√		
21		√			√					√			√				√			
22		√				√				√				√				√		

S.N.	Aspect of Students' Attitude																			
	Enthusiasm				Activeness				Attention				Participation				Responsibility			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
23		√				√				√				√				√		
24	√					√				√				√				√		
25	√				√					√			√				√			
26		√				√					√			√			√			
27		√				√				√				√				√		
28			√				√			√					√				√	
29			√				√			√				√					√	
30		√					√				√			√					√	
31	√					√			√				√					√		
32	√					√				√				√				√		

Appendix 13

Data of Observation Checklist

Meeting III Cycle I

S.N.	Aspect of Students' Attitude																			
	Enthusiasm				Activeness				Attention				Participation				Responsibility			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1		√					√				√				√				√	
2		√						√			√				√					√
3				√				√			√				√					√
4		√				√				√					√			√		
5		√					√			√				√						√
6			√				√				√			√						√
7		√				√						√		√						√
8		√				√					√				√			√		
9			√			√					√				√					√
10		√				√						√			√					√
11			√				√				√				√					√
12		√				√				√				√				√		
13				√			√				√					√				√
14			√				√				√				√					√
15			√				√			√				√				√		
16			√				√				√				√					√
17		√				√				√				√				√		
18		√				√				√				√				√		
19			√				√				√			√						√
20		√				√				√				√						√
21		√				√				√				√				√		
22			√				√			√					√					√

S.N.	Aspect of Students' Attitude																			
	Enthusiasm				Activeness				Attention				Participation				Responsibility			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
23			√				√			√				√				√		
24		√					√			√					√			√		
25		√				√				√				√				√		
26			√				√				√				√			√		
27			√				√			√					√			√		
28			√				√				√				√				√	
29			√				√				√			√					√	
30			√				√				√				√				√	
31		√				√				√				√				√		
32		√				√				√					√			√		

Appendix 14

Data of Observation Checklist

Meeting I Cycle II

S.N.	Aspect of Students' Attitude																			
	Enthusiasm				Activeness				Attention				Participation				Responsibility			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1			√				√				√				√				√	
2		√						√			√				√					√
3				√				√			√				√				√	
4		√				√					√				√				√	
5			√				√			√					√				√	
6			√				√				√				√				√	
7			√			√					√				√				√	
8			√			√					√				√				√	
9			√				√				√				√				√	
10		√				√					√				√				√	
11			√				√				√				√				√	
12		√				√					√			√				√		
13				√			√				√				√				√	
14			√				√				√				√				√	
15			√				√				√			√				√		
16			√				√				√				√				√	
17		√					√			√					√				√	
18			√				√			√				√				√		
19			√				√				√				√				√	
20			√				√				√				√				√	
21			√				√				√				√			√		
22				√			√				√				√				√	

S.N.	Aspect of Students' Attitude																			
	Enthusiasm				Activeness				Attention				Participation				Responsibility			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
23			√				√				√				√				√	
24			√				√			√					√				√	
25			√				√				√				√				√	
26				√				√			√					√			√	
27			√				√				√				√				√	
28				√				√				√			√					√
29				√				√				√			√					√
30				√				√				√			√					√
31			√				√				√				√				√	
32			√				√				√				√				√	

Appendix 15

Data of Observation Checklist

Meeting II Cycle II

S.N.	Aspect of Students' Attitude																			
	Enthusiasm				Activeness				Attention				Participation				Responsibility			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1			√				√				√				√				√	
2			√				√				√				√					√
3				√				√				√				√				√
4			√				√					√				√				√
5				√				√				√				√				√
6				√				√				√				√				√
7				√				√				√				√				√
8			√					√				√				√				√
9				√				√				√				√				√
10			√					√				√				√				√
11				√				√				√				√				√
12			√					√				√				√				√
13				√				√				√				√				√
14			√					√				√				√				√
15				√				√				√				√				√
16			√					√				√				√				√
17			√					√				√				√				√
18			√					√				√				√				√
19				√				√				√				√				√
20				√				√				√				√				√
21			√					√				√				√				√
22				√				√				√				√				√

S.N.	Aspect of Students' Attitude																			
	Enthusiasm				Activeness				Attention				Participation				Responsibility			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
23			√				√				√				√				√	
24			√				√				√				√				√	
25			√				√				√				√				√	
26				√				√			√					√				√
27				√				√			√					√				√
28				√				√				√				√				√
29				√				√				√				√				√
30				√				√				√				√				√
31			√				√				√				√				√	
32			√				√				√				√				√	

Appendix 16

Data of Observation Checklist

Meeting III Cycle II

S.N.	Aspect of Students' Attitude																			
	Enthusiasm				Activeness				Attention				Participation				Responsibility			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1				√				√				√				√				√
2				√				√			√				√					√
3				√				√			√				√					√
4				√				√			√				√				√	
5				√				√			√				√					√
6				√				√			√				√					√
7				√				√			√				√					√
8			√				√				√				√				√	
9				√				√			√				√					√
10			√				√				√				√				√	
11				√				√			√				√					√
12				√				√			√				√				√	
13				√				√			√				√					√
14			√				√				√				√				√	
15				√				√			√				√					√
16				√				√			√				√					√
17			√				√				√				√				√	
18				√				√			√				√					√
19				√				√			√				√					√
20				√				√			√				√					√
21				√				√			√				√				√	
22				√				√			√				√					√

S.N.	Aspect of Students' Attitude																			
	Enthusiasm				Activeness				Attention				Participation				Responsibility			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
23			√				√				√				√				√	
24				√				√				√				√				√
25				√				√				√				√				√
26				√				√				√				√				√
27				√				√				√				√				√
28				√				√				√				√				√
29				√				√				√				√				√
30				√				√				√				√				√
31				√				√			√				√				√	
32				√				√				√				√				√

Appendix 17

Data of Writing Test Score in Pre-Test

No.	Students' Code	The Components of Writing Scoring					Score
		O	C	G	P	S	
1	S.1	16	12	8	12	12	60
2	S.2	8	8	4	12	8	48
3	S.3	12	12	12	12	12	60
4	S.4	12	12	12	12	12	60
5	S.5	12	12	12	16	16	60
6	S.6	12	12	16	16	12	68
7	S.7	12	12	8	12	16	56
8	S.8	8	8	8	4	8	36
9	S.9	4	8	4	8	8	32
10	S.10	4	4	4	8	4	32
11	S.11	16	16	12	16	16	76
12	S.12	0	0	0	0	0	0
13	S.13	16	16	12	16	12	72
14	S.14	8	8	4	8	8	36
15	S.15	12	16	12	12	12	64
16	S.16	16	16	16	16	16	80
17	S.17	0	0	0	0	0	0
18	S.18	12	12	16	16	12	68
19	S.19	12	12	8	8	12	52
20	S.20	0	0	0	0	0	0
21	S.21	0	0	0	0	0	0
22	S.22	16	12	16	12	16	72
23	S.23	12	12	8	8	12	52
24	S.24	8	4	8	12	8	40
25	S.25	8	8	8	8	8	40
26	S.26	0	0	0	0	0	0
27	S.27	12	8	8	12	4	44
28	S.28	12	12	16	16	12	68
29	S.29	16	12	16	16	16	76
30	S.30	8	8	4	8	8	36
31	S.31	16	16	12	16	16	76
32	S.32	16	12	12	12	12	56
Total	32	324	294	276	320	308	1520
	Mean	10.12	9.8	8.62	10	9.62	47.5

Appendix 18

The Result of Pre-test

Pre-test		
No.	Students' Code	Score
1	S-01	60
2	S-02	48
3	S-03	60
4	S-04	60
5	S-05	60
6	S-06	68
7	S-07	56
8	S-08	36
9	S-09	32
10	S-10	32
11	S-11	76
12	S-12	0
13	S-13	72
14	S-14	36
15	S-15	64
16	S-16	80
17	S-17	0
18	S-18	68
19	S-19	52
20	S-20	0
21	S-21	0
22	S-22	72
23	S-23	52
24	S-24	40
25	S-25	40
26	S-26	0
27	S-27	44
28	S-28	68
29	S-29	76
30	S-30	36
31	S-31	76
32	S-32	56
Total: 1520		
Mean: 47.5		

Appendix 19

Data of Writing Test Score in Cycle I

No.	Students' Code	The Components of Writing Scoring					Score
		O	C	G	P	S	
1	S.1	20	16	16	16	16	84
2	S.2	12	12	16	16	12	72
3	S.3	16	16	16	16	16	80
4	S.4	16	16	16	16	16	80
5	S.5	16	12	12	12	16	76
6	S.6	12	12	16	16	12	72
7	S.7	12	12	16	16	16	72
8	S.8	16	16	12	12	16	76
9	S.9	20	16	12	16	16	80
10	S.10	16	16	16	16	12	76
11	S.11	20	20	16	16	16	84
12	S.12	20	16	12	12	16	76
13	S.13	16	16	16	16	16	84
14	S.14	16	16	12	16	16	76
15	S.15	20	16	16	16	16	84
16	S.16	16	12	16	16	16	80
17	S.17	12	12	12	8	12	68
18	S.18	16	16	16	16	16	80
19	S.19	16	12	16	16	12	80
20	S.20	8	8	8	8	8	56
21	S.21	16	16	16	16	16	80
22	S.22	12	12	12	16	16	76
23	S.23	16	16	16	16	16	80
24	S.24	20	16	12	12	16	76
25	S.25	16	16	16	16	16	80
26	S.26	12	12	12	16	16	76
27	S.27	16	16	16	16	16	80
28	S.28	20	20	16	16	20	84
29	S.29	16	16	16	16	16	72
30	S.30	16	20	16	16	16	80
31	S.31	16	16	16	16	16	80
32	S.32	16	12	12	16	16	72
Total	32	508	492	488	496	488	2472
Mean		15.88	15.37	15.25	15.5	15.25	77.25

Appendix 20

The Result of Cycle I Test

Test Cycle One		
No.	Students' Code	Score
1	S-01	84
2	S-02	72
3	S-03	80
4	S-04	80
5	S-05	76
6	S-06	72
7	S-07	72
8	S-08	76
9	S-09	80
10	S-10	76
11	S-11	84
12	S-12	76
13	S-13	84
14	S-14	76
15	S-15	84
16	S-16	80
17	S-17	68
18	S-18	80
19	S-19	80
20	S-20	56
21	S-21	80
22	S-22	76
23	S-23	80
24	S-24	76
25	S-25	80
26	S-26	76
27	S-27	80
28	S-28	84
29	S-29	72
30	S-30	80
31	S-31	80
32	S-32	72
Total: 2472		
Mean: 77.25		

Appendix 21

Data of Writing Test Score in Cycle II

No.	Students' Code	The Components of Writing Scoring					Score
		O	C	G	P	S	
1	S.1	16	12	16	16	16	88
2	S.2	16	16	16	16	12	80
3	S.3	16	16	16	16	16	84
4	S.4	16	12	16	16	12	76
5	S.5	16	16	16	16	16	80
6	S.6	16	16	16	16	16	80
7	S.7	16	16	16	16	12	72
8	S.8	16	16	16	16	16	76
9	S.9	16	16	16	16	16	80
10	S.10	16	16	16	16	16	80
11	S.11	20	16	16	16	16	84
12	S.12	16	16	16	16	16	72
13	S.13	16	16	16	16	16	80
14	S.14	16	16	16	16	16	72
15	S.15	20	16	16	16	16	80
16	S.16	16	16	12	16	16	80
17	S.17	16	16	12	16	16	72
18	S.18	16	16	16	16	16	84
19	S.19	16	16	16	16	16	84
20	S.20	16	16	12	12	16	76
21	S.21	16	16	16	16	16	76
22	S.22	16	16	16	20	16	84
23	S.23	20	16	16	16	16	80
24	S.24	16	16	16	16	16	76
25	S.25	16	16	16	16	16	76
26	S.26	16	16	16	16	16	84
27	S.27	16	16	16	16	16	80
28	S.28	16	16	16	16	16	88
29	S.29	16	16	16	16	16	80
30	S.30	16	16	16	16	16	80
31	S.31	16	16	16	16	16	76
32	S.32	16	16	16	16	16	80
Total	32	526	504	500	516	494	2549
Mean		16.44	15.75	15.62	16.12	15.44	79.37

Appendix 22

The Result of Cycle II Test

Test Cycle Two		
No.	Students' Code	Score
1	S-01	88
2	S-02	80
3	S-03	84
4	S-04	76
5	S-05	80
6	S-06	80
7	S-07	72
8	S-08	76
9	S-09	80
10	S-10	80
11	S-11	84
12	S-12	72
13	S-13	80
14	S-14	72
15	S-15	80
16	S-16	80
17	S-17	72
18	S-18	84
19	S-19	84
20	S-20	76
21	S-21	76
22	S-22	84
23	S-23	80
24	S-24	76
25	S-25	76
26	S-26	84
27	S-27	80
28	S-28	88
29	S-29	80
30	S-30	80
31	S-31	76
32	S-32	80
Total: 2549		
Mean: 79.37		

Appendix 23

Data of Writing Test Score in Post-Test

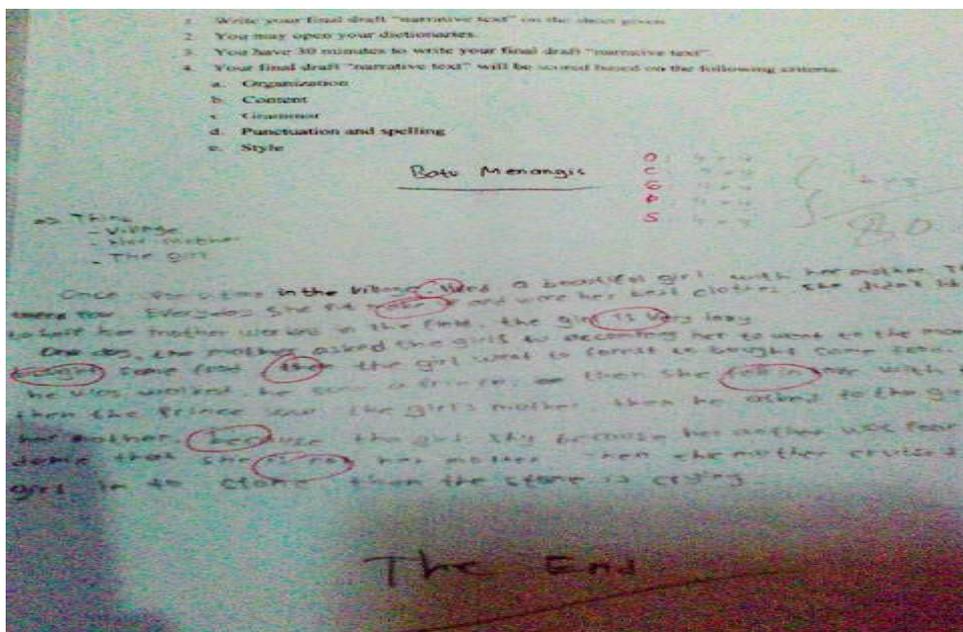
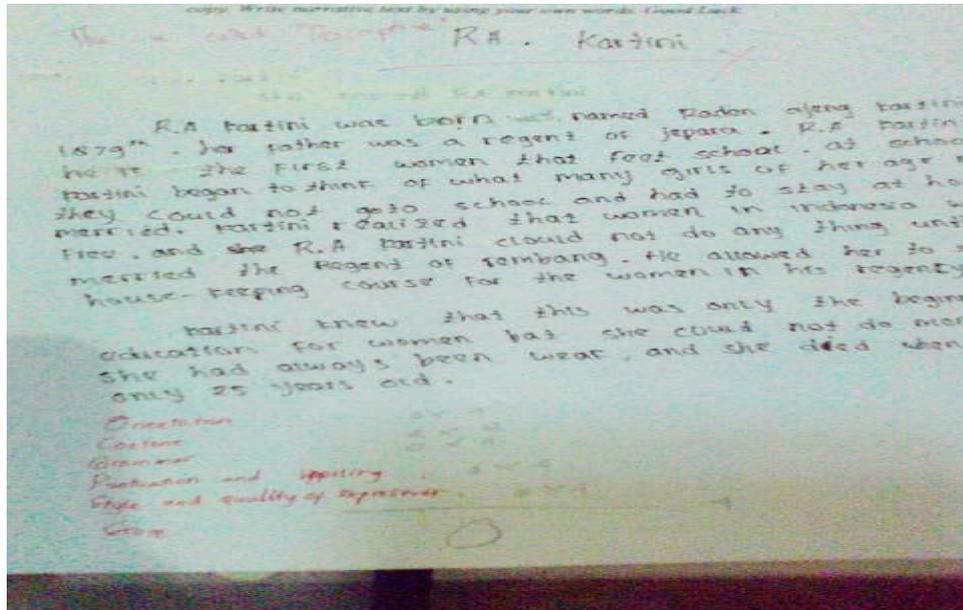
No.	Students' Code	The Components of Writing Scoring					Score
		O	C	G	P	S	
1	S.1	20	16	16	16	16	84
2	S.2	20	16	16	16	12	80
3	S.3	20	16	16	16	16	84
4	S.4	20	12	16	16	12	76
5	S.5	16	16	16	16	16	80
6	S.6	20	16	16	16	16	84
7	S.7	20	16	16	16	16	84
8	S.8	16	16	16	16	16	80
9	S.9	20	16	16	16	16	84
10	S.10	20	16	16	16	16	84
11	S.11	20	16	16	16	16	84
12	S.12	16	16	16	16	16	80
13	S.13	16	16	16	20	16	84
14	S.14	20	16	16	20	16	88
15	S.15	20	16	16	16	16	84
16	S.16	20	16	16	16	16	84
17	S.17	20	16	12	16	16	76
18	S.18	20	16	16	16	16	84
19	S.19	16	16	16	20	16	84
20	S.20	20	16	12	12	16	76
21	S.21	16	16	16	16	16	80
22	S.22	20	16	16	20	16	88
23	S.23	20	16	16	20	16	88
24	S.24	16	16	16	20	16	84
25	S.25	20	16	16	16	16	84
26	S.26	16	16	16	16	16	80
27	S.27	16	16	16	16	16	80
28	S.28	20	16	16	16	16	84
29	S.29	20	16	16	20	16	80
30	S.30	20	16	16	16	16	84
31	S.31	20	16	16	16	16	84
32	S.32	16	16	16	16	16	80
Total	32	600	508	504	526	502	2640
Mean		18.75	15.87	15.75	16.44	15.69	82.5

Appendix 24**The Result of Post-Test**

Post-Test		
No.	Students' Code	Score
1	S-01	84
2	S-02	80
3	S-03	84
4	S-04	76
5	S-05	80
6	S-06	84
7	S-07	84
8	S-08	80
9	S-09	84
10	S-10	84
11	S-11	84
12	S-12	80
13	S-13	84
14	S-14	88
15	S-15	84
16	S-16	84
17	S-17	76
18	S-18	84
19	S-19	84
20	S-20	76
21	S-21	80
22	S-22	88
23	S-23	88
24	S-24	84
25	S-25	84
26	S-26	80
27	S-27	80
28	S-28	84
29	S-29	80
30	S-30	84
31	S-31	84
32	S-32	80
Total: 2640		
Mean: 82.5		

Appendix 25

Documentation of Students' Writing



1. Write your first draft "storyline first" on the sheet given.
 2. You may edit your storylines.
 3. You have 30 minutes to write your final draft "storyline first".
 4. Your final draft "storyline first" will be marked based on the following criteria:

- Organization
- Content
- Language
- Mechanics and spelling
- Style

The Legend of "Tears of Wonders"

Task:

- King
- Kingdom
- Queen
- Old woman
- Princess

Place:

- West Java
- Colorful lake

O	- 1 - 10	10
0	- 2 - 10	20
0	- 3 - 10	30
0	- 4 - 10	40
0	- 5 - 10	50
		82

long time in west java in the kingdom lived a king and a queen. They were had just one a princess. The princess is very beautiful but the princess had a bad characteristic, the princess very spoiled and didn't obedient to her parents.

One day princess parents and the people celebrated a princess birthday. Because of the king is so donor to the people and so lovely to his princess, the king gave a diamond necklace to his princess as the present birthday. But the princess didn't like her father gift and to throw the diamond necklace to land.

The people very sad to saw a princess action and the people until to compose a lake in named "Tears of Wonders".

Task:

- King
- Kingdom
- Queen
- Old woman
- Princess

Place:

- West Java
- Colorful lake

O	- 1 - 10	10
0	- 2 - 10	20
0	- 3 - 10	30
0	- 4 - 10	40
0	- 5 - 10	50
		80

One day princess parents and the people celebrated a princess birthday. Because of the king is so donor to the people and so lovely to his princess, the king gave a diamond necklace to his princess as the present birthday. But the princess didn't like her father gift and to throw the diamond necklace to land.

The people very sad to saw a princess action and the people until to compose a lake in named "Tears of Wonders".

Appendix 26

Documentation of Classroom Action Research



