



**THE APPLICATION OF COLLABORATIVE WRITING
FOR TEACHING WRITING NARRATIVE TEXT
(A Classroom Action Research of the Eighth Grade Students
of SMPN 1 Semarang in the Academic Year 2006/2007)**

A FINAL PROJECT

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for the Degree of *Sarjana Pendidikan* in English**

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Saya menyatakan bahwa yang tertulis di dalam skripsi ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain, baik sebagian atau seluruhnya. Kutipan yang terdapat dalam skripsi ini dikutip atau dirujuk berdasarkan kode etik ilmiah.

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Motto and Dedication

“No misfortune can happen on earth or in your souls but is recorded in a decree before We bring it into existence: That is truly easy for Allah. In order that ye may not despise over matters that pass you by, nor exult over favors bestowed upon you. For Allah loved not any vainglorious boaster.”

(The Koran: Iron (57);22-23)

Successseems to be connected with action. Successful men keep moving. They make mistakes but don' t quit.” Conrad Hilton

Dedicated to,

- { My Beloved Father and Mather; MamaSukri and Ma' yem*
- { My Generous brother; Masku Padi*
- { My Brothers and Sisters; Maskus, Angdar, Samini, Krisno and Tunggal*
- { My Friends*
- { My Juniors*

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This final project is far from being perfect. The writer realizes that all the weaknesses and shortcomings of this final project are due to the writer's limited ability. Because of that reason, the writer hopes any suggestions or criticism from the readers. Consequently, this final project will become a better work.

The writer

ABSTRACT

Writing is the most complex activity that students must do. Mostly junior high school students noted that learning to write in English is such a difficult task and also bored activity. As the result, their achievement in writing still poor and very unsatisfied. Based on that case, the writer tried to apply a technique in teaching writing especially narrative text called The Application of Collaborative Writing which purpose is to improve students' ability in writing and tried to find out the problems faced in applying this method.

The subject of this study was the student of Class VIII A of SMPN 1 Semarang in the academic year 2006/2007. There were 30 students used as the data. The writer conducted an individual classroom action research for his study. The instrument that used to collect the data was tests. To obtain the expected data for this study, the procedures used were pre-test and post-test.

The data showed that mostly students for their achievement for their writing in pre-test were poor as shown in the data 53.73. Meanwhile their average of post-test was 79.13.

It can be concluded that students' ability in writing especially Class VIII A of SMPN 1 Semarang in the academic year 2006/2007 improved and there is any significant improvement for their average result. It means that applying collaborative stories for teaching writing narrative text was undoubtedly successful.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Human beings cannot fulfil their necessities of life alone. They have to cooperate with among members of the society. They need language to express their needs, feeling or others while they are having closed communication within their society. With it, the close operation among members of the society can be fulfilled.

In this world, there are thousands of languages spoken by people. One of it is English. As the dominant language of education, commerce, and government, English is the most widely studied by people in many countries, including in Indonesia. For Indonesian students, learning English is not an easy task. Ramelan (1992: 3) states that the result of teaching English in Indonesia still considered unsatisfactory.

However, many educational experts and the government do many efforts to make the teaching of English either as a Second Language better. They also consider the urgent role of English in the world's communication. Indonesian government has made a crucial step in the English teaching by renewing the Curriculum Based Competence (KBK) 2004 into KTSP 2006 (Kurikulum Tingkat Satuan Pendidikan 2006). This new curriculum enables students to have a better way and materials in studying English.

Actually, learning English as the foreign language for junior high school there are four skills and three components to consider and master. The four skills are listening, speaking, reading and writing; and three components are vocabulary, pronunciation and grammar.

Writing as one of the four skills that should be taught by English teachers is very important to learn. Although none of the skill is superior to the other, but writing is such a skill demands lot of practice continuously under guidance. As we know, Students may be able to speak English fluently but in the same time it doesn't mean they are able to express their English well in written form.

Since writing is a complex task. As the result, students are usually afraid in arranging or making text in English. As the result, the teachers should create some techniques or methods to encourage students to explore their ideas in writing. It is such a hard work, but it is possible to do. It is possible for English teachers to make a creative way in teaching writing. To achieve the objective of the study, the writer wants to propose a technique in teaching a kind of genre at junior high school called the application of collaborative writing in writing a narrative text.

1.2 Reasons for Choosing the Topic

The majority of Junior high school students in general regard that writing in English is a difficult and bored work. There is nothing fun when they do it. It is different when they learn speaking or other skill, they can practice it with many kinds of games or something not making they feel

bored. Based on the statement the writer tries to find another technique in teaching writing, especially in writing narrative text. As writer knows that, the purpose of a narrative text is to amuse or entertain the readers. In addition, by having collaborated work in writing a narrative text, the writer believes that it will be able to encourage students in writing skill and make them enjoy about what they do. It is such not a bored activity in writing a text.

1.3 Statements of the Problem

The discussion of the study has problems as follows:

1. How can the applications of collaborative writing improve students' ability in writing narrative text?
2. What are the problems faced by the teacher and the students during applying the collaborative writing in writing narrative text?
3. Is it effective to be applied for Class VIII A of SMPN 1 Semarang in the academic year 2006/2007?

1.4 Objectives of the Study

1. To explain how the application of collaborative writing can improve students' ability in writing.
2. To find out what problems are faced applying the proposed technique of collaborative writing in the writing class.
3. To find out what technique is interested enough for teaching writing especially narrative text.

1.5 Limitation of the Study

This study is limited to the application of collaborative stories in writing a narrative text. This study was applied only in the Class VIII A of SMPN 1 Semarang in the academic year 2006/2007. Hopefully, this study gives such a significant contribution to the people in education fields especially for the English Department Students as the prospective English teacher in the future. As the result, this study gives such alternative ways in teaching writing narrative text.

1.6 Outline

This final project consists of five chapters. Chapter I, Introduction show the background of study, reasons for choosing the topic, statements of the problem, objectives of the study, limitation of the study, and the outline of this final project.

Chapter II, Review of the Related Literature illustrates the general concept of writing, writing in the second language classroom, stages of writing, teaching writing, narrative text, the application of collaborative writing in teaching writing a narrative text, and action research.

Chapter III, Method of Investigation discusses setting of the study, action plans that consists of pre-test action plan I and action plan II and post-test, data collection, instrument of the study and the last one is method of the data analysis.

Chapter IV, Results and Discussions presents discussion of the treatment, discussion of pre-test, the result and discussion of action plan I and II. Furthermore, the result and discussion of post-test also explained after that overall result of discussion. Finally, some problems faced in applying this method

Chapter V, Conclusion and Suggestion consists of conclusion of the study and some suggestions offered related to the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 General Concepts of Writing

Writing is the most complex activity that students must do in the class. Because of its complexity, students sometimes confused or still faced some difficulties in writing. Writing has multiple aspects such as; organization, content, purpose, vocabulary, punctuation, spelling, and mechanics. Those aspects are some problems that usually faced by the students. In writing, students convey their ideas, though, knowledge, feelings, and experiences through jotting down in a piece of paper to inform the readers for the specific purposes of a genre.

There are a number of different ways proposed by some experts to describe the concepts of writing. In the *World's Writing Systems*, Peter T. Daniels defines writing as: a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterer.

According to Linse (2006: 98), argues that writing can be defined as the act of picking up a pencil and forming letters either by printing or writing. Furthermore, Sokolik (2003) as quoted by Linse (2006: 98) stated that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Writing is done in steps which

are as important as the steps necessary to cook something such as chickens or eggs recognize the complexity of the process.

Sokolik in Nunan (2003: 88) also defined another definition of writing. He noted that writing as a series of contrast of combination of physical and mental act which purpose is to express and impress his or her idea to the readers which needed time to process it and also the product of the writers' background knowledge or anything that he or she ever heard or think.

Meanwhile, Laver et al (1981: 1) note that writing as a systematic visible permanent representation of the auditory and transient phenomena of speech.

Gebhardt et al (1989: 11) argue that writing is the set of processes by which product come into being. Furthermore, they added that writing is both process and result.

According to Clifford in Yunilis (1996) as quoted by Herlina defines three main components involved in writing. They are, generating the messages ideas, context, and then organizing the ideas to get purpose and the use of appropriate vocabulary, syntax, morphology, and punctuation to take this desired message.

Then, she adds that writing is not a simple activity, because the students should express about something in their mind and after that write it on the paper. It is not easy because they should be able to arrange a sequence of sentences in a particular order and link them together in certain ways and

the form coherent as a whole. In short, writing involves the encoding messages that is one translates his thought into the written language.

Similar with it, Lawrence (1972: 13) as also quoted by Herlina supports that writing is an activity thinking process of students and their ability to express ideas, feelings, opinions, and intellectual participation that are demanded. It means that writing is the process of generating ideas in language and composing the ideas into a written form.

However, Martin (1963: 1) notes that when we write, we translate our experience and thought into arbitrary symbols, which we call words. To write at all, we must have had experiences and we must be able to use one or more sets of symbols. To write well, we must understand the experiences we have had and we must be able to manipulate words so that they give the readers a clear sense of the experiences.

From the various explanations above, it can be fairly concluded that writing is an activity that transferring ideas, thought or feelings in a grammatically correct patterns and sentences. It can be understood clearly by the readers.

2.2 Writing in the Second Language Classroom

Writing in the second language must be extraordinary different to writing in the students' native language. They will face some different aspects of in both languages. It believed that students may have a very complicated and may be some difficulties come out in their mind when they ask to write in English, as the second language. This cause can be predicted because of some differences

both in grammar patterns and vocabularies. As the result, most of the students become confused, or even bored in writing class. Bryne (1982: 4) supports that writing is a commonly difficult activity for most people in mother tongue and the foreign language.

According to Richards (1996: 2) learning a second language is hard work and for most people involves a considerable commitment of time and effort. The native language is inevitable students learn their native language from their environment. Meanwhile, students learn the second language through the process of learning activity in the classroom but it does not ever learn through their environment.

In order to be able to write English as the second language well, students must be master both grammatically patterns and choices of the appropriate vocabularies. They also must write it in correct words or correctly in spelling, note the right punctuation. All those aspects cannot be separated each other.

To support it, the writer quoted Volette (1977: 217) statements. He notes that when students learning a foreign language, they must follow a series of steps in developing the writing skill. The mechanics such as choices of the vocabulary, spelling, and grammar must be master before the students can aspire to precision of expression fluency.

It can be concluded that learning a second language must follow its own patterns both in structure and choices of vocabulary. It is the English teachers' duty to guide their students patiently to achieve the goal of writing

in the second language. Finally, the teachers can conduct the teaching and learning process of writing through many various methods or strategies and they can combine the methods properly in order to get the better result.

2.3 Stages of Writing

Writing is a way to explore material, a way to discover insights into subject. Many of the most important process in writing take place, invisibly and very privately, inside the writer's mind.

Gebhardt et al (1989: 25) note that writing makes use of complex, mysterious processes-mental, physical, and emotional activities that interact to allow ideas grow.

Furthermore, they (1989: 28) added that the main intentions most writers report are generating, drafting, and then revising.

a) Generating

Generating reflects the need the writer has to explore, to find information, to clarify, and to make a start on a writing project-or to restart when he stalls. It is a time for the writer to write himself in order to understand his topic and for him to do whatever focusing he needs to do. He may find a need to generate ideas at any point in his writing.

b) Drafting

Drafting means making some fuzzy plan, some kernel of meaning that the writer wants to write.

c) Revising

Revising means completed the draft in order to improve its organization, sentences, structure, and the word choices as the writer tries to make his writing more effective.

Generally, most teachers divide the process of writing into three stages: Prewriting, Writing, and Revising. In Prewriting, students think about the subject and purpose and organize those thoughts onto paper. At the end of the prewriting stages, students should know what they want to say and how they want to organize their points. During the writing stage, students put down those points. After they have finished writing, they should have some time left for Revising. In this Stage, the students read their text to see if it covered the basic points thoroughly, provided good support, gave the reader a sense of direction or organization, and avoided grammatical errors.

2.4 Teaching Writing

Teaching is teachers' duty. A concrete way of teaching writing is explicitly taught students how to write for different purposes and different task of writing. Because of that, teachers should know some principles and any others tasks that teachers must do.

According to Sokolik in Nunan (2003: 92-94) there are four principles that every teacher should consider while planning a course, whether it is a writing course, or a course in which writing will play a part.

(1) Understand your students' reason for writing

The greatest dissatisfaction with writing instruction comes when the teachers' goal do not match the students' work.

(2) Provide many opportunities for students to write

Providing students with many different types of writing as well will help them for them in writing task later on.

(3) Make feedback helpful and meaningful

Feedback gives important values for the students to look the problems faced by the students and how to solve it.

(4) Clarify for yourself, and for your students, how their writing will be evaluated

Teacher should tell the students about their scoring criteria of their writing. It can be useful to make them know the purpose of their activity or writing tasks.

Furthermore, there are also some techniques or method that teacher possibly do in teaching writing. Such as; wordmapping, quickwriting, and brainstorming.

2.5 Narrative Text

According to Derewianka (1990: 17), a text is any meaningful stretch of language-oral or written. Furthermore, he adds that each text is different in the society and in the features. Oral text is widely used in the face to face situations, easy to understand and catch the messages. Meanwhile, the written text is used in the written form, the message conveys through reading and it is

hard to understand or catch the meaning because neither the writer nor the reader must be literate.

Narrative text is a text that basic purpose is to amuse or entertain. It means that if we want to amuse other people, it can be done either in the written or in the spoken form by telling a story although it is just an imaginary one. There are some kinds of narrative text such as; myths, legends, folktales, fables, and so on. The story usually tells about events in the past. That is why; it is retelling in the form of past tense.

Follows are some features of a narrative text.

a) Purpose

The basic purpose of a narrative text is to amuse or entertain

b) Types

In fact, there are some various types of text. It can be typically imaginary or factual. It includes fairy stories, mysteries, science fictions, fables, moral tales, myths, etc.

c) Text Organization

The focus of this text is on a sequence of actions.

(Derewianka, 1990: 40)

Meanwhile, Gerot et al (1994: 204) argue that there are three features or characteristics of a narrative text.

a) Social Function

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

b) Generic Structure

Generic structure means pieces of events in the text. It includes:

- 1) Orientation : sets the scene and introduces the participants
- 2) Evaluation : a stepping back to evaluate the plight
- 3) Complication : a crisis arises
- 4) Resolution : the crisis is resolved, for better or worse
- 5) Re-orientation : optional

c) Significant of Lexicogrammatical features

- 1) Focus on specific and usually individualized participants
- 2) Use of Material Processes
- 3) Use of Relational Processes and Mental Processes
- 4) Use of Temporal Conjunctions, and Temporal Circumstances
- 5) And usually use past tense

Based on the features above, a narrative text usually begins with an orientation where the writer starts to create the role of story. Then, he introduces the main character(s) and may be some minor characters followed by developing the stories with series of events and in it, the writer

expects some sort of complications or problems arise. Next, he leads the reader to the resolution of it.

This is an example of a narrative text

A Donkey Who Wished Himself is A Horse

Orientation

Along time ago, there was a donkey that looked like a horse. He thought that he himself was a horse.

Evaluation

As he looked different from the other donkeys, he became proud and did not want to mix with them.

Complication

“When I grow up, I want to be a race horse and win a lot of races for my master. I must eat more so that I will become strong and healthy,” he said proudly. Then, he ate a lot. Soon he grew up extremely round and fat.

Resolution

One day, he tried to jump like a horse but he lost his balance. He fell down and hurt himself. The other donkeys laughed at him.

Re-orientation

Now he realized that he was a donkey and not a horse.

(Adapted from AESOP Folktales)

2.6 The Application Of Collaborative Stories in Teaching Writing

Narrative Text

When students are involved in the kind of process writing, there are stages possible to do before write. In this case, this is the teachers' duty to use an interesting approach or combine some of approaches to make them enjoy in writing.

“Learning is enhancing when it is more like a team effort than a solo race. Good learning is collaborative and social, not competitive and isolated. Sharing one's ideas and responding to others' improves thinking and deepens understanding.” (Gerdy, 1998) Based on that quotation, furthermore, the writer tried to apply collaborative stories in writing a narrative text

Collaborate means work together with other students to re-create a text. There are some experts argumentation about collaborate. Lory Curtis lowry defined collaborative writing is working in a group as small as two or large as one can imagine to create a document. The group members can work in a synchronous environment (face to face). The group collectively negotiates, coordinates, researches and monitors their writing process to accomplish their task. Another definition of collaborative is a form of writing by two or more authors who take it in turns to write a portion of the story.

In group activities, the students will learn from each other and they also can change their ideas, minds, knowledge by sharing. It can motivate them in writing. Through it, I hope the students will improve their achievement in writing a narrative text.

During doing this activity, students divided into a group. Each group consists of 4 or 5 students. They sit in a circle. Then, the teacher reads aloud some folktales. Later, the teacher lets them to discuss some interesting characters, some different settings, conflicts or resolution in it. After the discussion session, the teacher explains that the students are going to do a project that begins with working in groups to develop some possible ideas for the characters, settings, conflicts, and resolution. They are allowed to use an appropriate prewriting activity such as story map to generate story ideas. Lets them to circulate among groups orderly to ask questions about their ideas to help them expand any details, and to lend any technical needed. Finally, they have to revise after discussion.

Then, they have made a decision about their first beginning of their story and write in a piece paper with different pen colors. It makes easy for correcting each students' work.

When they have finished the prewriting and drafting processes, later they have to revise it together. The story should be written in the piece of paper. The emphasis of this activity is on revising for content but not editing for spelling errors or other language conventions. In short, revising activity is an activity that going to talk about ways to make the story better and to correct any necessary like contents and others.

2.7 Action Research

There are any possible approaches in teaching and learning of language classroom, one of it is action research. Action research is a flexible spiral process which allows action (change, improvement) and research (understanding, knowledge) to be achieved at the same time.

There are a number of definitions available in literature. Referring to Mills (2003) action research is any systems inquiry conducted by teacher researchers to gather information about the ways that their particular school operates, how they teach, and how well their students learn. The information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and in educational practices in general, and improving students outcomes(p. 4) www.infed.org/research/b-actres.htm(August 2006).

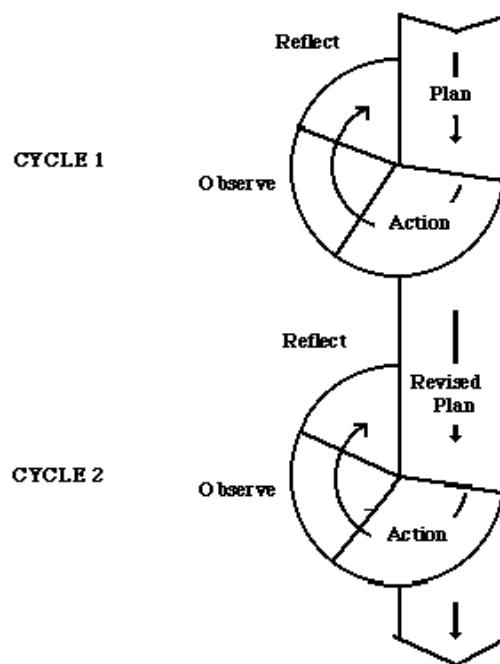
Carr and Kemmis (1986: 162) view action research as a form of self reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out www.google.co.id/action_research/ (August 2006).

Based on the definitions above, in short, action research is a form of reflective inquiry, which enables practitioners to better realize such qualities in their practice.

As the action research seeks to create knowledge, propose and implement change, and improve practice and performance, there are four steps in the research process.

According to Richards and Lockhart (1994) as quoted by Blazquez (2007: 27), the cycle of Action Research includes the following stages: initial reflection to identify an issue or problem, planning and action (to solve the problem), implementation of the action, observation of the action, and reflection on the observation. The cycle shown below

Figure 2. 2



Action Research Protocol after Kemmis (cited in Hopkins, 1985)

(Quoted from Pedoman Teknis Pelaksanaan Classroom Action Research
DEPDKNAS: 2003, 6)

Cycle of Action Research

a) Plan

Plan means identify the problem area. Here, teacher as researcher should narrow it down so that it is manageable. Then he has to investigate the problem. He thinks about what might be causing the problems and then tries to find the solution by talking to other teachers to get the idea. He also has to think about the evidence that he will collect to decide whether his action is successful or not

b) Teach / Action

Building the frame work for action research is accomplished by developing an action research plan. In fact, reality can be messy and unpredictable. In carrying out your plan, things will rarely go precisely as expected. Furthermore, in this phase the new insights are likely to arise. These can either be incorporate into your current project or recorded for future research.

c) Observe

It is the time to gather evidence, which he will analyze to decide whether his solution was successful or not.

d) Reflect

The teacher has to analyze the evidence that he has gathered. Has the problem solved or not? If not, what steps will he tries next? If yes, what problem will he tries to solve now? At the end of this period of reflection, ideas will usually arise for further cycle of action research.

If in the first cycle or in the first action plan there is no any significance improvement in the result of research, the researcher is able to renew his method by doing the second cycle to get the better result until he got the satisfied one.

CHAPTER III

METHOD OF INVESTIGATION

Method of investigation refers to the way in which a research is conducted. Since the purpose of a research is to investigate the finding of a problem, there must be rules or regulation followed by the researcher such as subject of the study, method used etc. The research design used in this study is Classroom Action Research. In this research, anything related to the research is done by the researcher himself. Consequently, the writer chose an individual Classroom Action Research and chose SMPN 1 Semarang as the object of his research.

3.1 Setting of the Study

In every single research, there must be an object to be investigate. Furthermore, the writer took the eight grade students of SMPN 1 Semarang in the academic year of 2006/2007 as the group of population. There are eight classes, since class VIII A-VIII H. However, finally the writer only chose one class as his sample of the population in his research. After having consulted with one of the English teacher there, the writer decided class VIII A as being his subject of the research. There are forty-two students in that class; twenty-five girls and seventeen boys.

The reasons why the writer took class VIII A as his subject because; 1)they are motivated enough in learning English, 2)they are having high enthusiasm and good partnership, 3)they are active enough during the process

of learning in the classroom. Nevertheless, the result of their achievement in writing the test given in the pre test of writing a narrative was unsatisfied. Therefore, the writer decided that he must find out the problem and tried to solve it with the method he used in teaching writing narrative text for that class through applying collaborative writing method. Even though the students were forty two, but at the first meeting there were only thirty one students. Due to the fact that they had to prepare for annual ceremony for every Monday, so at the pre-test there were only thirty students. Based on that reason, later on the writer only took thirty students as the data even though the rest others still join the classroom.

3.2 Action Plan

During conducting this research, the writer followed some steps in every process of each phase. As noted before that an action research is always observe, analyze or identify the problem, planning an action and then doing his act. Here, not any research or phase must be done through identify the problem. This condition in line with what Hopkins said. Hopkins (1985: 63) suggests that “All you need is a general idea that something should be improved. Your general idea may stem from a promising new idea or the recognition that existing practice falls short of aspiration.” Once the focus of the research has been decided, planning for data collection, followed by actual data collection and analysis occurs. After having finished noting his needed the writer began his phase in teaching a cycle of teaching writing narrative text since the first meeting. The first

meeting was hold on Saturday morning exactly at 18th of November 2006. At that time, the writer introduced himself to the students. After having wasted for about 5 minutes for introduction, later he gave the students a pre-test. The test was a writing test. Here, the students had to continue a text that given. The writer chose a legend from West Sumatra entitled Malin Kundang. The writer only wrote to until four sentences in the beginning of the text. Afterwards, the students had to finish the text with their own version. The time given was 85 minutes. The second meeting was building the concept of a narrative text to the students. It was at 30th of November 2006. The research itself ended at 21st of December 2006. For the last meeting the writer gave students a post-test. The test itself was to measure students' achievement after having done all the treatments given. At that test, students must choose one of the five titles given. They must write with their own version of the story. All the activities during conducting the research shown in the table below.

Table 3. 1 **The schedules of Action Plans**

Action Plan	Phase	Time and Date	Time Allotment	Goal
	Pre-test	Saturday, November, 18 th 2006. 09.15 am.	2x45'	To measure the students' ability in writing a narrative text and find out their weaknesses in writing a narrative text that would be analyzed through five points or items analyses.
Action Plan I	Stage 1 / BKOF	Thursday, November, 30 th 2006. 11.00 am	2x45'	Building students' understanding about a narrative text such as;

				orientation, settings, characters, reorientation/conflicts and the resolution of the text through having questions and answers activity
	Stage 2 / MOT	Thursday, December, 7 th 2006. 09.00am	2x45'	Giving a model of a text. Teacher gave a reading text as the example of a very simple written narrative text. The text were fully contents of; 1)orientation, introducing;characters,settings.2) reorientation contents of conflicts and 3) resolution of the story. Furthermore, the writer also explains the tense used, the generic structure of the text and purpose of the text.
Action Plan II	Stage 1 / JCOT	Saturday,December, 9 th 2006,09.15am	2x45'	Encourage students creativity through work collaboratively in group in writing a text, being critical and analytical on the others' work among the members of the group.
	ICOT / Stage 2	Saturday,December, 16 th 2006,09.15am	2x45'	Students' ability in writing their own version of a narrative text/it is also the formative test
	Post-test	Thursday,December, 21,2006, 09.15am	2x45'	Last meeting to measure the students' achievement in writing a narrative text after the writer applied his method.

3.2.1 Pre-Test

The first meeting of this action plan was given pre-test. It was held to measure students' ability in writing narrative text. During this session

students just had to write a narrative text which title was chosen by the writer. Here, the students should write a short narrative text entitled Malin Kundang. The writer just added ten vocabularies in order to help the students in writing their writing. The time given was ninety minutes. Furthermore, the writer collected the writing composition and later on used it as the data for his study. Based on the pre-test given, at least there were five categories of writing composition mostly in correct found in students' composition.

The categories are:

1) Fluency

Some of the students still doubt or writing disorderly.

2) Grammar

Most of the students wrote using simple past tense. Consequently this is the writer duty to help them to write grammatically correct for writing narrative text. Because tense used in narrative text is simple past tense.

3) Vocabulary

Lack of choices of vocabulary

4) Content

I content, mostly the students understand how to arrange a good text, but their product in writing still hard to understand.

5) Spelling

Generally correct use of punctuation and spelling, although with occasional errors.

Later on, the writer conducted his first action plan in order to solve the problem.

3.2.2 Action Plan I

The purpose of this activity was to gain students' background understanding or knowledge of a narrative text. The process of teaching and learning activity was giving questions and students answered it.

3.2.2.1 Stage 1 [Building Knowledge of the Field]

The writer firstly asked students some questions. To gain students understanding and prior knowledge or schemata about what is a narrative text, the writer asked students some stories that they have ever heard, watched or read. Some of them enthusiastically raised their hands. One of them said Malin Kundang. Another one answered Cinderella. Some boys mentioned Detective Conan. Meanwhile, some girls mentioned Snow White and Seven Dwarfs. Because of so many students answered that questions, the writer chose only one of the students' answer being discussed in that session. The writer wrote down "Snow White and Seven Dwarfs" as the topic in the board. Furthermore, the writer guided the students to know parts of a narrative text by asking first questions about what are the characters in snow white and seven dwarfs. Students mentioned some of the main characters in that story and their characteristics whether bad or good. The

writer also asked students to mention the setting such as place or anywhere related to the story. After having gained students understanding about characters, characteristics and settings, the writer went on to the conflicts and also tried to solve the conflicts together with the students. The writer also wrote the moral value in the story that they had been discussed. All the materials that had been discussed for this session was written in the form of story map, later on revised into a good written story.

3.2.2.2 Stage 2 [Modeling of the Text]

In this session, the writer did not forget to refresh students' understanding the previous lesson given by asking some questions. Furthermore, the writer distributed an example of the written story. The story was entitled "A boastful Monkey". The students and the writer read the text together. The writer read first and then followed by the students. He also asked students about difficult words found in the written text. The text was designed as clear and readable as possible to make them easy to understand it. The text was designed into form of table. There were two parts. The left side contains of generic structure of the text such as orientation, reorientation and also the resolution of the story. After have read the text together, finally the writer explained the generic structure and the purpose of a narrative text. Furthermore, the tense used explained clearly. To check whether the students understand the lesson given, the writer gave a jumble text to the students. The text was nearly same in the form as the first model. However, students had to rearrange the jumble text

in pairs. Each pair had to discuss with his or her partner. They had to rearrange into a good written form and wrote down the generic structure as modeled before.

3.2.3 Action Plan II

In order to renew his result in teaching, the writer conducted the second cycle or action. Although the students' ability in writing improved but it did mean that students' writing ability is better. To make sure about that the writer did his second action.

3.2.3.1 Stage 1 [Joint Construction of the Text]

The writer gathered students into groups of six. Students were given free choice to joint in any groups they needed. Firstly, the writer told the rule of this session. There were seven groups. After having grouped the students, the writer wrote down some sentences in the board. He wrote a story entitled Nobita. Some sentences were written in the board by the writer. Just few minutes later, the teacher asked one member of the group that has been chosen by their group members to continue the story. One by one came forwards and continued the story. If all chosen students had completed the text, later on the writer and the students discussed together; generic structure of their work, the choices of words and corrected some errors in using simple past tense. This session spent forty five minutes. For the second forty five minutes, the writer asked the students still in their group. Now, they had to write an imagination story in their own group such an activity had been done before. Furthermore Teacher distributed a piece of

paper to each student. Each group should sitting in a circle. After all the students got the paper, the teacher let all the students to write down some sentences as the orientation of their own story. They were given five minutes. For the second five minutes, each student' s work should be given to the student sat next to him or her in that group. Yet, the next student should continue the story by read the sentences first and continued. They had to make the story congruence in form and logic. The same activity was also done by the next students and it would be finished when the paper returned to the first writer. Whether their product in writing the text was good or not, the writer asked some students to read aloud in front of the class. All students should noticed and then correcting together guided by the writer for wrong sentences both grammatically and choices of vocabulary. This second session was forty five minutes.

3.2.3.2 Stage 2 [Individual Construction of the Text]

For this stage, the writer used an individual writing. Consequently, there was only individual work. The writer distributed a piece of paper for each student. The instruction was all students had to complete the story based on the sentences given. The writer write five sentences in the paper and the students had to write a complete text based on the sentences. Time given for writing individually was 75 minutes. Afterwards, the writer asked the students submitted their work. Because of the time still 25 minutes, later on the writer chose some of the students' work and asked the owner to read aloud to the class. Finally, he just gave some comments and corrections.

3.2.4 Post-Test

Post-Test was the last activity for this research. The purpose of it is to measure students' achievement after the action plan given.

3.3 Data Collection

The data taken here was achievement writing test. The test was composition writing. Consequently, the writer would follow some standard patterns in assessing composition writing. In fact, there is no standard rule or patterns used by the writer to assess the result of students' achievement in writing. Here, the writer followed Heaton's patterns in assessing students writing. Even though there is any other standard patterns, but mostly students assessment in writing can be categorize into five items. For objective writing test there are five categories. There are grammar, vocabulary, mechanics, fluency, and relevance in writings. The score was categorized into scale 1 to 5. Point 1 refers to students who got very bad in writing and point 5 is given to the students who excellent in each category. Furthermore, the writer would make it clear by giving more detail of mode scoring which is taken from Heaton as quoted by Kusumaningrum (2006: 35-36) in her thesis. In addition, the source of data was taken from students' pre-test which was done in the first meeting and for the post-test. For further information about the instrument and anything related to the instrument would be clearly explained in the following points.

3.4 Instrument of the Study

Instrument is an important device for collecting the data in a research study. It is made for meaning the students' achievement along the treatment process. In conducting an action research one always requires some ways in gaining the data.

According to Arikunto (2006: 160), instrument is a device used by the researcher while collecting data to make his work become easier and to get better result, complete and systematic in order to make the data easy to process.

In this study, the writer will apply some tests. There are two tests; pre-test and post-test. Each test was consisted of tasks and writing a narrative text. The aim of giving test was to measure the students' progress in writing narrative during this research.

3.5 Method of the Data Analysis

To make sure whether there is any achievement in the students' test result, later on the writer interpret the data statistically and none statistically. In order to make the data easier to interpret, the writer categorized students' test result based on five categories. There are fluency, grammar, vocabulary, content, and spelling. Furthermore, those categories later on scored between 1 to 5. This category taken from Heaton. The following score as quoted by Kusumaningrum (2006: 35-36) is the scheme of rating scale to measure the students' achievement in their writing product.

Table3. 1 The scoring Guidance Taken from Heaton Grid and Categories

Criteria	Score	Descriptor
Fluency	5	Excellent to Very Good: Flow style, very easy to understand-both complex and simple sentences very effective.
	4	Good: Quite flowing in style-mostly easy to understand-and a few complex sentences very effective.
	3	Fair: Style reasonably smooth-not too hard to understand mostly (but all simple sentences-fairly effective).
	2	Inadequate: Bad style-an effort need to understand and enjoy-complex sentences confusing-mostly simple sentences or compound sentences.
	1	Unacceptable: Very bad, hard to understand-cannot enjoy reading-almost all simple sentences-complex sentences-excessive use of 'and'.
Grammar	5	Excellent to Very Good: Mastery of grammar taught one course-only 1 or 2 minor mistakes.
	4	Good: A few minors mistakes only (prepositions, articles. Etc).
	3	Fair: Only 1 or major mistakes, but a few minor ones.
	2	Inadequate: Major mistakes that lead to difficult in understanding-lack of mastery of sentence construction.
	1	Unacceptable: Numerous serious in mistakes, no mastery of sentences construction-almost unintelligible.
Vocabulary	5	Excellent to Very Good: Use of wide range of vocabulary taught previously.
	4	Good: Good use of new words acquired-fairly appropriate synonyms, circumlocutions.
	3	Fair: Attempts to use words acquired-fairly appropriate vocabulary on the whole but sometimes restricted has resort to use synonyms, circumlocutions etc on a few occasions.
	2	Inadequate: Restricted in vocabulary, use of synonyms (but not always appropriate) imprecise and vague-affects meaning.
	1	Unacceptable: Very restricted vocabulary. Not inappropriate use of synonyms seriously hinders communications.
Content	5	Excellent to Very Good: All sentences support the topic-highly organized-clear progression of ideas well linked-like educated native speaker.
	4	Good: Ideas well organized-linked could occasionally be clearer but communication not impaired.
	3	Fair: Some lack of organization-re-reading required for classification of ideas.

	2	Inadequate: Little or no attempt at connectivity-thought-reader can deduce some organization-individual ideas may be clear but very difficult to deduce connection between them.
	1	Unacceptable: Lacks of organization so serve that communication is seriously impaired.
Spelling	5	Excellent to Very Good: No errors.
	4	Good: 1 or 2 minor errors only (e.g. le or el).
	3	Fair: Several errors- do not interfere significantly, with communication-not too hard to understand.
	2	Inadequate: Several errors-some interfere with communication-some words very hard to organize.
	1	Unacceptable: Numerous errors-hard to recognize several words communication made very difficult

(Heaton, 1975: 109-111)

CHAPTER IV

RESULT AND DISCUSSION

4.1 Discussion of the Treatment

The result of teaching writing narrative text for class VIII A SMPN 1 Semarang in the academic year of 2006/2007 through applying collaborative stories are reported here. Hopefully, students adjust their use of written language to communicate effectively with a kind of genre and for different purposes. As mentioned here, the data indicate an increase of students' achievement in writing a narrative text.

Test used here was achievement test. Heaton (1974: 163) states that achievement test are intended to measure achievement on a large scale. Interpretation of the test score were presented into every stage of test since pre-test, formative test until post-test for knowing students' progress. The writer calculated the data by using the formula below.

$$m = \frac{\sum fx}{N}$$

m= means

$\sum fx$ = sum of

N= the number of students

Heaton (1974: 169)

4.2 Discussion of the Pre-Test

Having measured students' achievement for writing a narrative text was done here. In this pre-test, the writers' goal was for getting the students' on equal basis in written discussion related to written cycle in KTSP. In this

case the writer gave an incomplete story and the students had to continue the story with his or her own version. The story itself contains only five or less sentences at the beginning. The writer chose a legend from West Sumatra entitled Malin Kundang as his choice because in his mind that mostly students know the story. They have schemata and prior knowledge about it. Then in this case the problem is how they retell the story in a written form. The writer just gave some words related to the story to make sure that they were helped enough.

It is important that their result in writing the story would be reported here. Based on the result of students' writing a test then the writer would analyze what steps should be done in order to make sure that the teaching writing especially for narrative text will success. Their weaknesses in their writing could be possible solved if the writer got such data.

The result of the test can be found in appendix. This stage was intended to know the students' weaknesses before having some treatments and to get score during the action research.

Table 4.1 The Result of Pre-Test

x	F	F. x
44	2	88
48	9	432
52	10	520
56	2	112
60	4	240
68	1	68
72	1	72
80	1	80
total	30	1612

$$\text{Mean} = \frac{\sum fx}{N} = \frac{1612}{30} = 53.73$$

From the table calculation above, the students' average were 53.73.

It could be said that they were really under qualification. It may be caused as the students were poor of writing narrative.

4.3 The Result and Discussion of Action Plan I

Planning

In this stage, the writers' intention were having communicate and also good work collaboration among the students in the process of teaching and learning activities. For this action plan, the writer divided the meeting into two stages. Stage 1: for building knowledge of the field. The purposes of the activities were done in stage 1 are introducing characters, settings and also resolution in a story and also improving students' ability in using simple past tense. Meanwhile in stage 2: as modeling of the text. The writer would explain an example of reading text of a narrative. Firstly, the writer read the text aloud and then the students followed him. For more detailed about it would be clearly explained in the evaluation of the cycle. Actually, the main goals of those activities were just to encourage students to be active to take part in learning. The function of the teacher here just as the guide.

Action

After having made his lesson plans for cycle I or action plan I. Furthermore, the writer did his act. The act was conducted in two meetings. The first meeting was Building knowledge of the field. Here, the students are asked

to be more active in speaking. The purpose of it just encouraged students to be more bravery in showing their ideas.

Observation

Based on the writer's observation, the writer found that the activities were success although there were some problems faced during conducting the action plan. In general, every stage in each meeting was done well.

Reflection or Evaluation

Not any single plan could be run in line with the fact. Other wise, the writer got some important points during conducting this action plan I.

- a. Asking the students to retell or tell any story that they have ever heard, watched or read was really helpful in order to be the first step for the next meeting
- b. Some problems faced during the first action plan were the student still confused when they were asked to re-arrange the model text given into the right text.

Later on, the writer continued his step for the second cycle

4.4 The Result and Discussion of Action Plan II

In this section, the writer just focused on the product of students writing. Furthermore, the writer divided the action plan into two stages same as the first one. But it was different.

Planning

During this session, the writer asked students to work in group. The purpose of the activities were to be more creative in their writing through work collaboratively with the other members of the group

Action

The action during this session nearly same as the first one, but the main intention was students' ability in writing not in speaking anymore. The writer asked the students to work in groups. Each group consists of five to six students. Then, the writer asked them to begin their own story at least five sentences. Later on, their own paper should be distributed to the students next to him/her. Consequently, the next student should continue the story and wrote as much as possible during the time given. The sentences should be congruence with the first one. It ended if the paper returned to the first writer or first student.

Observation

During the collaboration in writing the writer found that student more enthusiastic when they were asked to break up into groups based on their own choices. In fact, there were also some problems faced such as the class was too large. But in general this action plan II was also success.

Reflection

When the writer finished conducted these two sessions. Finally, the writer concluded that this action should be conducted for the small class which member of the students under 30 students. Besides that, the writer found that

if the teacher let the students enjoy their own writing class so they would be more enthusiast in writing.

4.5 The Result and Discussion of Post-Test

For the last stage of this action research, the writer ended his research by giving a post test. The result of this test was really amazed. The score was improved better rather than the previous one. The average of this post-test can be seen in the table below.

Table 4.2 **The Result of Post-Test**

X	F	F. x
68	2	136
72	2	144
76	7	532
80	11	880
84	6	506
88	2	176
Total	30	2374

$$\text{Mean} = \frac{\sum fx}{N} = \frac{2374}{30} = 79.13$$

The average of this post-test is 79.13. It is raise up to 25.40 since if it is compared with the result of pre-test. It can be concluded that the students' achievement were improved and there is any significant improvement between post-test and pre-test.

4.6 Overall Result and Discussion

The report here is reporting the whole discussion. After having calculated the result of pre-test, post test, it can be concluded that students'

competence in writing a narrative text are better since the method was applied.

For the conclusion of the overall discussion of the results the writer would like to categorize the result into two points. Firstly the writer would categorized the pre-test and the last one is post-test

Overview of Students' achievement in post-test was mentioned in the previous point. Here, the writer just going to explain the computation of pre-test and then compared with the post test. The average of pre-test was 53.73. Meanwhile the average of students' achievement in post test was 79.13. Based on the data shown the writer can concluded that there is any significant improvement. Based on that pre-test given mostly the students were still confused in writing a narrative text. After having doing some treatment for few meetings, finally most of them understood how to write a narrative text. The writer presents the overall of the whole result to gain the students' improvement for their writing competency.

Table 4. 3 Overall Test Score

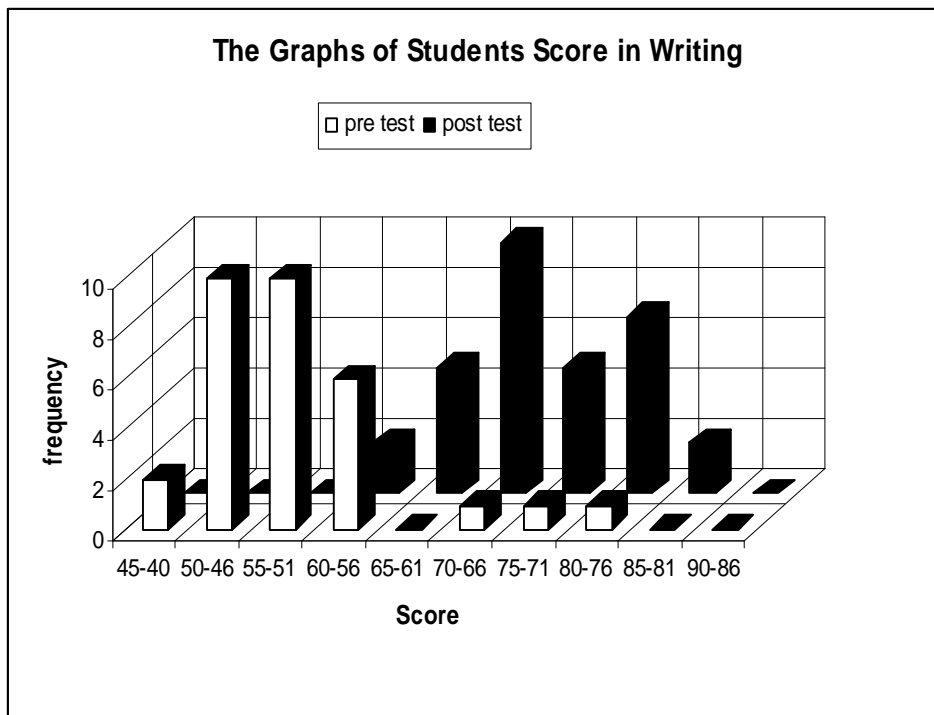
No	Students' Code	Score of Pre-Test	Score of Post-Test
01	UC-01	72	88
02	UC-02	60	84
03	UC-03	52	84
04	UC-04	52	84
05	UC-05	44	68
06	UC-06	44	84
07	UC-07	48	80
08	UC-08	52	80
09	UC-09	68	76
10	UC-10	60	88
11	UC-11	56	76
12	UC-12	48	72
13	UC-13	52	76

14	UC-14	52	76
15	UC-15	60	84
16	UC-16	60	80
17	UC-17	48	80
18	UC-18	80	84
19	UC-19	56	80
20	UC-20	48	76
21	UC-21	52	72
22	UC-22	52	76
23	UC-23	48	68
24	UC-24	52	80
25	UC-25	52	80
26	UC-26	52	80
27	UC-27	48	76
28	UC-28	48	80
29	UC-29	48	80
30	UC-30	48	80

From the summary of the calculation above, the writer concludes to the statement that the students fulfill the qualification of studying successfully after they have gotten some treatment.

Furthermore, the following graph shows the overall result of the discussion. The number 45 to 90 shows the average of students' score in writing. The average of pre-test was 53.73. Meanwhile for post-test was 79.13

Figure 4.1 The graphs of Students' improvement score in writing



4.4 Grade and Frequency of Achievement

The objective of this study was to find out the students' ability in writing narrative text after they were taught by applying two steps of action plan of collaborative writing. Below is the list of the level mastery that shows the percentage of the students' score in writing.

Table 4. 4 Frequency of Students' Score

Score	Frequency in Pre-test	Frequency in Post-Test	Level of Achievement
85-100	0	2	Excellent
70-84	2	26	Good
54-69	7	2	Adequate
Below 54	21	0	Inadequate

Frequency is the number of students in one grade. The number of students in one grade was put into score. The table shows that after conducting the Action Plan I and II the students' score in writing improved. It showed that the application of collaborative writing was successful to improve students' ability in writing.

4.7 Problems Faced in Applying Collaborative Writing

The writer found some problems during applying collaborative writing. There are:

- a. The number of the class was too large. It is hard to manage the students.
- b. There is also any problem with the interaction between students in their own group.
- c. There is also any problem with how to organize the members of the group itself.
- d. The last one is the problem about coordination among the member of the groups.

Based on the problems above, the writer tried to solve it. The steps are:

For the Teacher

- 1 Prepare the material first
- 2 Asked the students to break up into groups with their own choices. It will minimize gap between the group members because they have known each other and they have interacted each other

- 3 Let the students enjoy the teaching and learning process through work in groups. It means that let the students enjoy the environment such as let them sit in circle or chewing gum while they were discussing.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The tests results indicated that the students varied in their writing narrative achievement. Students' score in writing a narrative text in general were good but the most important work should corrected are the weakness in grammar especially using simple past tense. The writer assumed that the action research in improving the students' achievement in writing narrative text through applying collaborative stories was successful.

After 6 meetings which were classified into six phases there was a significant improvement in every stage. However, this method also must be applied in small class because of large class made the teacher unable to handle many students. On the other hand, it is possible for English teacher to combine this method by adding any possible media while asking his students to work collaboratively.

In conclusion, it can be said that English teacher should improved his/her way in teaching through applying many various methods or approaches which is reliable interesting to lead students interest in writing. It can be combined with any media that will encourage students' understanding about the narrative text both in written text and spoken, such as film and others. The writer found the activities were challenging, enriching and engaging.

5.2 Suggestion

Based on the conclusion above, the writer would like to offer some suggestions.

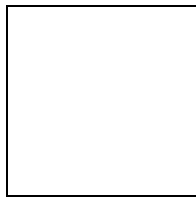
- 1 First, for teaching writing narrative text, the students should be approached by combining media preceded by giving an example of the text which also can be combined with pictures or any others media and then encourage them to be active and brave enough to apply their knowledge and understanding for their writing through work in collaboration with other students, and here is the teachers' duty to let them enjoy the writing process by letting them to find out the best way or approaches while they were writing their own imagination of the story.
- 2 Second, a good English teacher should implemented his process approaches in writing can easily be done for his/her students and think about the time being spent. However, teacher also should give opportunities and encouragement for students to jot their ideas own and share it with his group. In addition, giving a model of written text for students will improve their understanding about the form and how to write a narrative text. Finally, to get a good generalization of the result of the study, those activities should be conducted in other schools.
- 3 It is important to the teacher to be more creative in doing teaching and learning. Consequently, the students will enjoy the process of learning and the frame of it will be more attractive and enjoyable

Therefore, the writer believes that this research would give positive information and would improve our knowledge in teaching. Hopefully, the readers would get beneficial inspiration and motivation for improving our students' achievements and skills in learning writing narrative text in English.

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Appendix 1 : List of Students

No	Students	Code
01	Amalia Hani Rahmawati	UC-01
02	Aditya Risky Pratama	UC-02
03	Ahmad Pramudyanto	UC-03
04	Ajeng Sista Palupi C	UC-04
05	Alan Henry Pambuka	UC-05
06	Aprillia Indah Werdany	UC-06
07	Cetrika Permata Putri	UC-07
08	Chandra Wibisono	UC-08
09	Dian Santika	UC-09
10	Etik Ernawati	UC-10
11	Fadhila Zahidhita	UC-11
12	Fajar Bachtiar Khotib	UC-12
13	Ferdiana Dewi Kurnia Sari	UC-13
14	Hana Qodrunida L.A	UC-14
15	Harsa Andito	UC-15
16	Heri Indriana Wibowo	UC-16
17	Ida Rahmawati	UC-17
18	Ismail Rifqi Pratama	UC-18
19	Kharisma Anandya Putri	UC-19
20	Kristanto	UC-20
21	M. Hekmatyar A	UC-21
22	Nadhia Dewanti Putri	UC-22
23	Niken Ardiyani A	UC-23
24	Noviana Shinta	UC-24
25	Nurrachman Sukho M	UC-25
26	Olga Muhamad Redha	UC-26
27	Santie Kusumaningrum	UC-27
28	Septi Fanny Siallagan	UC-28
29	Yanuar Muhamad	UC-29
30	Yunani Dyah L	UC-30

Appendix 2: Score of Pre-Test

No	Student Code	Fluency	Grammar	Vocabulary	Content	Spelling	Total Score	Total Score x 4/Average
1	UC-01	3	3	4	3	5	18	72
2	UC-02	2	2	3	3	5	15	60
3	UC-03	2	2	2	2	5	13	52
4	UC-04	2	2	2	2	5	13	52
5	UC-05	2	1	2	2	4	11	44
6	UC-06	2	2	2	2	3	11	44
7	UC-07	2	2	2	2	4	12	48
8	UC-08	2	2	3	3	3	13	52
9	UC-09	3	3	3	3	5	17	68
10	UC-10	2	2	3	3	5	15	60
11	UC-11	2	2	3	3	4	14	56
12	UC-12	2	2	2	2	4	12	48
13	UC-13	2	2	3	3	3	13	52
14	UC-14	2	2	2	2	5	15	52
15	UC-15	3	2	2	3	5	15	60
16	UC-16	2	2	3	3	5	12	60
17	UC-17	2	2	2	2	4	20	48
18	UC-18	3	4	4	4	5	14	80
19	UC-19	2	2	3	3	4	12	56
20	UC-20	2	2	2	2	4	13	48
21	UC-21	2	2	3	2	4	13	52
22	UC-22	2	2	2	2	5	12	52
23	UC-23	2	2	2	2	4	13	48
24	UC-24	2	2	2	3	4	13	52
25	UC-25	2	3	2	2	4	13	52
26	UC-26	2	2	3	2	4	12	52
27	UC-27	2	2	2	2	4	12	48
28	UC-28	2	2	2	2	4	12	48
29	UC-29	2	2	2	2	4	12	48
30	UC-30	2	2	2	2	4	12	48

Appendix 3: Score of Post-Test

No	Student Code	Fluency	Grammar	Vocabulary	Content	Spelling	Total	Total Score x4/ Average
1	UC-01	4	4	4	5	5	22	88
2	UC-02	4	4	4	4	5	21	84
3	UC-03	4	4	4	4	5	21	84
4	UC-04	4	4	4	4	5	21	84
5	UC-05	3	3	3	3	5	17	68
6	UC-06	4	4	4	4	5	21	84
7	UC-07	4	3	4	4	5	20	80
8	UC-08	4	3	4	4	5	20	80
9	UC-09	3	3	4	4	5	19	76
10	UC-10	5	4	4	4	5	22	88
11	UC-11	4	3	4	4	4	19	76
12	UC-12	3	3	3	4	5	18	72
13	UC-13	4	3	4	4	4	19	76
14	UC-14	4	3	4	4	4	19	76
15	UC-15	4	4	4	4	5	21	84
16	UC-16	4	3	4	4	5	20	80
17	UC-17	4	4	4	4	4	20	80
18	UC-18	4	4	4	4	5	21	84
19	UC-19	4	3	4	4	5	20	80
20	UC-20	3	3	4	4	5	19	76
21	UC-21	3	3	4	4	4	18	72
22	UC-22	3	3	4	4	5	19	76
23	UC-23	3	3	3	3	5	17	68
24	UC-24	4	3	4	4	5	20	80
25	UC-25	3	3	4	4	5	19	76
26	UC-26	4	3	4	4	5	20	80
27	UC-27	4	3	4	4	4	19	76
28	UC-28	4	3	4	4	5	20	80
29	UC-29	4	3	4	4	5	20	80
30	UC-30	4	3	4	4	5	20	80

Appendix 4: Lesson Plans

Lesson Plan 1

Subject	: English
Class	: VIII A of SMPN 1 Semarang
Aims of the lesson	: Building concept about narrative text
Structure	: Simple Past Tense
Time Allotment	: 2x45 minutes
Skills	: Written
Cycle	: Written
Activity	: Building Knowledge of the Field [BKOF]

Overview : During this session Teacher is introducing; characters, settings, conflicts and the resolution of a story. The way that he used is by asking some titles of famous folktales or stories in Indonesia or overseas which is familiar with the students. He also helps the students to understand the tense used in it. By explaining simple past tense, hopefully the students know the general concept about a narrative text.

Purpose : This activity encourages students to be familiar with narrative text especially folktales. It is also improve students' ability in writing simple past tense.

Objectives:

§ Introduce the characters, settings, conflicts and resolution in a story

§ Students are able to apply simple past tense sentences in a simple story

Stages

A. Review

1. Teacher (T) greets Students (Ss)
2. T checks Ss' attendance
3. T reviews Ss' understanding about adjectives and verbs by asking some Ss to mime it to the class.

This session will take 15 minutes

B. Presentation

1. T asks Ss to mention about 3 famous stories whether it from Indonesia or Overseas.
2. T relates Ss' answers with some adjectives, verbs, nouns and adverbs which is probably related with the characters and the settings.
3. T writes Ss' answer in the board in the form of clustering.
4. T drills the words and Ss repeat after him

C. Assessment and Follow up

1. T breaks Ss into groups of four
2. Each Student in the group prepares a piece of paper.
3. T asks Ss to do a collaborative task.

4. Each Student is asked to make a table from which is contains of 10@verbs, nouns, adjectives, and adverbs such as the example below

No	Noun	verb		adjective	adverbs
		Verb 1	Verb 2		
1	Ship	Sail	sailed	slow	slowly
10					

5. Finally each of the students should pass the paper to the students next to his/her
6. After they are having completed the table, they have to write individually the simple past sentences by using the words in the table.
7. They have to begin the sentence by using fortunately for the first sentence and continued for the second sentence by using unfortunately. Therefore, the students will make a simple story
8. The last activity is they have to read and check with the class about what they have been doing.

This session will take 65 minutes

D. Closing

1. T asks Ss to find out a simple story and they have to underline about 10@ verbs, nouns, adjectives and adverbs
2. The Ss have to submitted it the next meeting
3. T closes the class

This will take 10 minutes

Lesson Plan 2

Subject	: English
Class	: VIII A of SMPN 1 Semarang
Aims of the lesson	: Building and explaining the Model of a narrative text
Structure	: Simple Past Tense
Time Allotment	: 2x45 minutes
Skills	: Written
Cycle	: Written
Activity	: Modeling Of the Text [MOT]

Overview : In this modeling of the text activity, T reads a folktale entitled The Boastful Monkey. T drills some difficult words in the text and finds the meaning. T also explains the generic structure of a narrative text and the tense in it.

Purpose : This activity will improve students' understanding about a narrative text.

Objective : Students are able to arrange a jumble text into a good form.

Stages

A. Review

1. T as usual greets Ss.
2. T checks Ss' presence.
3. T asks Ss to submit their homework.
4. T asks Ss to tell the problems about their homework

This activity will take 10 minutes

B. Presentation

1. T distributes a model of a narrative text to the students.
2. T reads aloud the text three times.
3. T explains some difficult words and drills it. Afterwards, Ss repeat after him.
4. T explains the text clearly. He explains about the generic structures of the text and the tense (simple past tense).

This activity will take 50 minutes

C. Assessment and Follow up

1. T asks Ss to work in pair.
2. T gives each pair a jumble text
3. T asks Ss to rewrite it into a good text and also explain the generic structure
4. Each pair should retell to the class loudly without bring the text.

This activity will take 35 minutes

D. Closing

1. T say goodbye to Ss

This activity will take 5 minutes

Lesson Plan 3

Subject	: English
Class	: VIII A of SMPN 1 Semarang
Aims of the lesson	: Students' ability in developing a narrative text
Structure	: Simple Past Tense
Time Allotment	: 2x45 minutes
Skills	: Written
Cycle	: Written
Activity	: Joint Construction of the Text [JCOT]

Overview : In this session, T conducts a group work for the students. The students are asked to work in groups of six to write beginning of their own story and creating the middle of the story and finally developing the conclusion of the story

Purpose : This activity encourages students to be creative in their own writing as well as being critical and analytical of another' s.

Objective : Students are able to write and edit a story.

Stages

A. Review

1. T as usual greets Ss.
2. T checks Ss' presence.

This activity will take 5 minutes

B. Presentation

1. T reads aloud a short folktale 2 or 3 times

This activity will take 20 minutes

C. Assessment and Follow up

1. T asks Ss to work in groups of four
2. T asks each student to take out a clean piece of paper and a pen.
3. T ordered each student in each group to write the beginning of a story. It is about 3-5 sentences. They are given 5 five minutes to write
4. T asks the student to pass the paper to the student next to him/her in their group.
5. The next student has to continue the story based on the previous story written by the first student. S/He has to read it first. They are also given 5 minutes to write as much as they can.
6. At the end of five minutes, let it run well until the paper return to the owner.
7. T let each group to read it aloud to the class before editing activity.
8. At the last, T collect a sample of each group and edit together with the class

This activity will take 60 minutes

D. Closing

1. T says goodbye to the class

This activity will take 5 minutes

Lesson Plan 4

Subject	: English
Class	: VIII A of SMPN 1 Semarang
Aims of the lesson	: Students' ability in developing a narrative text
Structure	: Simple Past Tense
Time Allotment	: 2x45 minutes
Skills	: Written
Cycle	: Written
Activity	: Individual Construction of the Text [ICOT]

Overview : In this joint construction of the text, T asks students individually to write their simple narrative story.

Purpose : This activity will improve students' ability in writing a simple story.

Objective : Students are able to write a simple story.

Stages

A. Review

1. T as usual greets Ss.
2. T checks Ss' presence.

This activity will take 5 minutes

B. Presentation

1. T distributes a model of a narrative text to the students.
2. T reads aloud the text three times.
3. T explains some difficult words and drills it. Afterwards, Ss repeat after him.
4. T explains the text clearly. He explains about the generic structures of the text and the tense (simple past tense).

This activity will take 20 minutes

C. Assessment and Follow up

1. T asks Ss to work individually.
2. T gives each student uncompleted text.
3. T asks Ss to write it into a good text and also explain the generic structure
4. Each should exchange their composition to the student next to him/her.
5. Each student has to retell to the class loudly and write the text.

This activity will take 60 minutes

D. Closing

1. T say goodbye to Ss

This activity will take 5 minutes