THE IMPLEMENTATION OF GUIDED-QUESTION TECHNIQUE IN IMPROVING STUDENTS' WRITING SKILL ON NARRATIVE TEXT
(An Experimental Study at year VIII of SMP 1 Indrapuri)

THESIS

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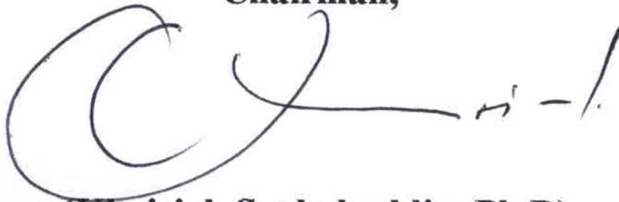the Requirements for Sarjana Degree (S-1)
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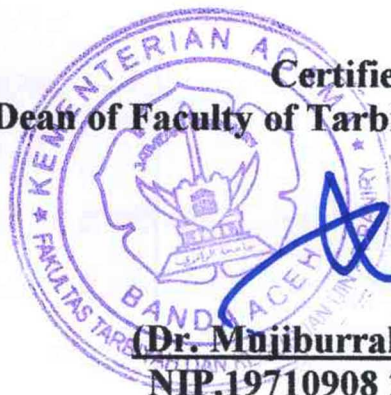
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The Writer

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ABSTRACT

This thesis is under the title "The Implementation of Guided-Question Technique in Improving Students Writing Skill on Narrative Text (An experimental study at year VIII of SMPN 1 Indrapuri)". This research was aimed to know whether guided-question technique can improve students' skill in writing and also to know the students' responses in applying guided-question technique in their writing. The writer conducted a research at SMPN 1 Indrapuri. The sample of the research was class VIII-1 (as an experimental class) and class VIII-2 (as a control class), the number of them was 40 students. The writer conducted tests and addressed questionnaire to collect the data. After collecting the data, the writer analyzed the data. Based on the result of data analysis, the students of the experimental class achieved the improvement (from 65,23 to 76,66) while the control class result only showed a slightly improvement (from 65 to 66). It could be concluded that guided-question could improve students' skill in writing. It could also motivate and make the students interested in writing. So, the teacher of the school may use this technique in improving the students' skill in writing narrative text.

CHAPTER I

INTRODUCTION

A. Background of Study

In learning a foreign language, especially English, the learner should study and integrate some basic skills in mastering the language, then they might be able to use the language well. If the ability of a person at a particular skill is high then it is probable that the ability to master the language is greater to gain, because all of four skills (listening, speaking, reading and writing) have a strong relation, such as listening skill that requires to the ability of speaking while reading skill influences someone's writing ability. Brown (2007) states that the integration of four skills or at least two or more skills is the typical approach within a communicative, and interactive framework. The four skills cannot be separated from one to another. All of those skills are quite simply two sides of the same coin; one cannot split the coin in two. To achieve the proficiency in English, the learner should integrate the four skills in their learning process, such as read some books before writing or listen to interlocutor before speaking.

Among the four skills, writing as a productive skill has a significant role for students. Writing is the ability to share and express ideas, thoughts, and knowledge in written language to make it clear, readable, and understandable to others. In pursuance of Ramelan (1994) in Maedar (2012), writing is an important part of a man's culture because it can be used to preserve thought, ideas, and also speech sounds. It is even through writing that they can communicate over long distance and period. Writing is also a process of discovering and organizing ideas

by putting them on a paper and reshaping them. The student also can revise it if there are some mistakes are found after writing. In short, writing gives many advantages, especially for academic purpose for students, such as writing a short story, journal, and so forth.

In Indonesian junior high school curriculum, the students should master some various of texts in writing, namely: descriptive, narrative, recount, and report text. Among those texts, narrative is the most important one which they need to learn because the students will use it more often than others. The students are used to writing narrative text to write a story or experience. The text also strongly contains of art values which involved the learners' imagination. It becomes a reason why the students need to learn how to write the narrative text well. Moreover, it is also included in the competency standard of School Based Curriculum 2006 page 12 for second semester of junior high school student which states: "siswa mampu mengungkapkan makna dalam teks tulis fungsional dan esai pendek, sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar" (to express the meaning of the written functional text and simple short essay in recount and narrative form to interact the immediate environment) (Depdiknas, 2006).

In writing narrative text, there are some purposes and various ways to organize the sentences. According to Wardiman (2008), narrative is a text that tells the reader about a story, action or activity. Gibbons (2002) also coveys that narrative like all text types, has a purpose, which may be to entertain or perhaps to teach (as fables do). The goal of narrative text is to entertain or inform the reader.

It can be based on the author's personal experience (not always factual) or historical event. The sentences in the narrative text are usually organized according to time order or chronological order.

As a matter of fact, writing narrative text has been one of important skills for junior high school students, yet they usually get some difficulties in writing those text. There are three obstacles in writing that students usually have, namely: organizing of the ideas, mastering of vocabulary and grammatical rules, and having a low motivation. In case of motivation, students are not likely to do the task since the writing activities are not interesting. Usually, the students are asked to write sentences and paragraphs without being given some clues so that it is difficult for them to express their ideas on the paper. In this case, the writer has a strong desire of finding a solution of these problems. Hence, the writer would like to implement a guided-question technique in the teaching of writing, especially narrative text in the classroom by using guided questions. It is hoped that the technique would solve the students' obstacles in writing narrative text as mentioned above.

Barnes (2006) states that guided-question is a technique that help students in thinking ideas, ordering, considering vocabulary and grammar, cooperatively preparing notes and draft copies through questions as an alternative to simply giving students an essay title and leaving them to get on with it. The technique helps students in generating their ideas into a paragraph. Moreover, it can be used to overcome the obstacles that students usually face in writing. They should not be worry of the sistematical ideas since the guide for their writing would stand for

them. As a result, the students can construct their ideas and knowledge during learning narrative text easily by using guided-question technique.

There are two studies conducted by researchers about the efficacy of guided-question technique in improving the students' writing ability. Nawawi (2010) conducted a research by the title "Improving Students' Writing Ability of Descriptive Text through Guided Questions". The study revealed that guided question is an effective technique to improve students' ability in writing descriptive text. The similar study also conducted by Husin, Meliyanti, and Sutapa (2014) by the title "Improving Students' Recount Text Writing Ability through Guided Question Technique". The study revealed that guided-question technique successfully helps the students in generating their ideas and writing. In reference to the studies above, the writer assumes it is necessary to conduct an experimental research to improve students' writing ability of narrative text in the class VIII of SMPN 1 Indrapuri.

B. Research Question

Based on the previous background, the researcher formulates the research questions as follow:

1. Does the guided-question improve the students' ability in writing narrative text?

2. What are the students' responses in writing narrative text through guided-question?

C. The Aim of Study

Based on the problems formulation above, the objectives of the research are:

1. To know the improvement of students' writing ability in Narrative text by using guided-question.

2. To know the students' responses in writing Narrative text through guided-question.

D. Significant of Study

The study is expected to have both academic and practical contributions.

1. Academically

It helps teacher and researcher to find out the alternative way of teaching writing and to produce the relevant and valid knowledge for the class to improve the teaching.

2. Practically

It can be used as a technique to improve the students' ability in writing narrative text, and it may guide, help and encourage students to express their ideas, opinion, and thought onto paper.

E. Operational Definition

1. Writing

   Writing is the ability to share and express ideas, thoughts, and knowledge in written language to make it clear, readable, and understandable to others. As stated in Ramelan (1994) writing is very important as a part of a man's culture because it can be used to preserve thought, ideas, and also speech sounds.

2. Narrative text

   Narrative text relates to one of text genres in teaching language in junior high school. Narrative text is a text which tells a story. It can be based on imaginary or real incident, such as the students' own experiences through a short essay. The story also has a purpose to entertain or amuse the readers. Anderson (1997) explains that a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.

3. Guided-question

   Guided-question is a technique in the teaching and learning process to stimulate the students' ideas in delivering systematical informations through questions, especially writing narrative text. Nurhadi (2008) mentions that Questioning technique is one of part in contextual teaching and learning method. It is a technique that enhance students learning and the development of problem solving and other higher order thinking skills.

CHAPTER II

LITERATURE REVIEW

A. An Overview on Writing

1. Definition of Writing

Writing skill is a communication skill that represents language through the signs and symbols because the writing is a language form.Within a language system, writing relies on many same structures as speech, such as vocabulary, grammar, and the added dependency of a system of signs or symbols, usually in the form of a formal alphabet.

According to White (1986) in Nawawi (2010), writing is more than public communication, it is a way of thinking. It means that writing is an activity to express ideas, issues, events, feelings or thoughts to the others through written form. Cohen and Riel (1989) say that writing can be defined as communicated act, a way of sharing observations, thoughts, or ideas with ourselves and others. It is a tool of thinking. By writing, we can tell about people, remember the facts and ideas. Based on the statement above, it can be concluded that writing is a way of expressing ideas, facts, feelings, experiences, and thoughts in written form.

In expressing ideas, there are some aspects included and should be considered by the writer, including: the use of vocabulary, structure of the sentence, composition of the sentence, spelling, and punctuation. These aspects are important to master in order to be able to produce a good writing.

Writing is one of the productive skills, which considered as a difficult skill to be mastered, especially writing in a foreign language. According to Axelrod and Cooper (1985), writing is a complex process and contains of mastery elements. When students want to write something, they should have a lot of information, ideas, and thought in their mind so that they will be able to express them into sentences, paragraphs, and an essay.

2. The Purpose of Writing

According to Cox (1962), there are four purposes of writing:

a. To inform. The writer may have more than one purpose in any assignments.

   he may wish primarily to inform or to convey informations.

b. To amuse. The writer has purpose to amuse or entertain, they should be funny as they can; but they also have to use the humor carefully.

c. To satirize. Satirize is often a form of humor, but it is always humor with a serious purpose to affect the reform.

d. To persuade. The writer has a desire to influence the reader's thoughts or actions.

3. The Characteristic of Good Writing

According to White (1986), there are four characteristic of a good writing. They are:

a. The appeal to a target audience. It means that a writer should know that he or her writing is wanted to read by many readers and it appropiates to the readers' desire.

b. A coherent structure. It means that writing has an organizational scheme or outline.

c. A smooth, detailed development. It means that a writer should build his idea like discussing the idea in detail.

d. An appropiateness, well–articulated style. It means that a writer should be able to choose the appropiate words to explain his idea. It is also called diction. It also means that a writer should avoid such as ambiguous sentence or unnecessary complicated word.

4. Aspect of Writing

Aspect of writing is another essential consideration in assessing students' writing ability. By knowing what aspect to be assessed, the teacher can easily evaluate the students' writing through the following aspects. According to Heaton (1998), there are some aspects of writing skill that should be detected, namely: content, organization, grammar, vocabulary, and mechanic. The description of each aspect will be elaborated below:

a. Content

Content as the aspect of writing is the thought, information, ideas which are presented by the writer in a composition. The treatment of content itself is the ability to think creatively and develop thoughts, excluding all irrevelant information.

b. Organization

Text organization refers to how a text is organized to help readers follow and understand the information presented. Understanding text organization is necessary in order to make the reader understand the meaning of such passage more fully.

c. Grammar

Another aspect in writing is grammar. It is defined as the set of language rules which are used, most of the time unconsciously the writer creates phrases and sentences in conveying the meaning. According to Richard (1985), grammar is a description of the structure of a language in which the linguistic units such as words and phrases are combined to produce sentences in the language. In other words, grammar is concerned with how sentences and utterences are formed. It is the system rules of the conventional arrangement and relationship of words in a sentence.

d. Vocabulary

Vocabulary is commonly defined as "all the word are known and used by a particular person". However, knowing a word is not as simple

as being able to recognize or use it. Moreover, vocabulary is the proper selected words which are used depent on the condition of writing or speaking. Richard (1985) states that vocabulary is a set of lexemes, including single word, compound word and idioms. A person's vocabulary is the set of words within a language that are familiar to a person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

e. Mechanics

In writing activity, mechanic is also one aspect that should be considered by the writer. Mechanics, in the theory, includes matters such as usage and spelling, capitalization, punctuation. Essentially, mechanics refers to a set of conventions about the ability to use the punctuation, spelling, capitalization correctly in written language.

5. Types of Text in Writing

Besides some explanations of characteristic of a good writing, there are some kinds of text in writing which are devided into four types. According to English Syllabus of School Unit Level Curriculum (KTSP), the teaching of writing for junior high school students involves the teaching of paragraphs or text. The texts are: narrative, recount, procedure and report.

Narrative text is kind of text that tells a story. It is developed in some steps: orientation, complication, and reorientation. Descriptive text is a kind of text that purposes to describe something, people, or objects. While recount text is a kind of text that tells the events or experiences that happen chronologically. It is usually found or presented in biography, travel report, sport report, history, etc. Procedure text is a kind of text that tells a procedure of making something. Meanwhile, report text is a kind of text to report, things in the world, animals and flora. In this study, the researcher focuses on narrative text

B. Narrative Text

1. Definition of Narrative Text

Narrative text has a purpose to entertain the reader. Anderson (1997) explains that a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Gibbon (2002) also says that narratives like all text types, have a purpose which may be to entertain or perhaps to teach (as fables do). It becomes the reasons why a narrative has a social function in entertaining, amusing, and dealing with actual or various experience in different way.

There are many kinds of narrative text, namely: legends, fables, fairy stories, ballad, and personal experience. Neo (2005) mentions that there are many different types of narrative text, among others are humor, mystery, romance, fantasy, crime, science fiction, diary, novels, theoretical fiction and adventure.

2. Generic Structure of Narrative Text

The main elements of narrative are orientation, list of events, and reorientation. In the orientation step the writer mentions people and things that are involved, time of the event, the place, and the situation. In the list of events, the writer tells the events happen chronologically. In the reorientation, the writer concludes the story by giving comments. Narrative text is a kind of text that is usually found or presented in journals, diary, personal letter, biography, travel report, police report, sport report, history, etc.

According to Rugayamanan (2012), there are more complete definitions and steps of narrative text. He says that narrative text is a text focusing specific participants which tells an interesting story. It is developed in some steps: orientation, complication, resolution, evaluation, and reorientation. In the step of orientation, the writer tells the characters in the story, their names and the place they live, their ages, their condition, and their willing. In the complication step, the writer presents the unexpected event that happens to the characters. In the resolution step, the writer tells how the complication is solved. The example of narrative text can be seen as follow:

Example of Narrative Text

Snow White

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood.

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

The generic structure analysis of the text above are: 1). Orientation; introducing specific participants; Snow White. 2). Complication; revealing a series of crisis: Snow White's aunt and uncle would leave her in a castle, Snow White run away, Snow White felt hungry in the wood. 3). Resolution; the crisis is resolve: the dwarfs permitted Snow White lived in their cottage lived happily

3. The Characteristic of Narrative Text

The characteristic of narrative text are: 1). It has a conflict and solving problem; 2). Systematic. Keraf (2001) states that the characteristic of narrative are: 1) concern to actions, 2) set in the time sequences, 3) try to answer the question, what happen? 4) It has a conflict. Semi (2005) states another characteristic of narrative is aesthetis; it should be imagery to increase the reader's interest.

4. The Different between Narrative and Recount

According to Pardiyono (2007), recount is a kind of the text that has a purpose to give the information about the activities in the past. Moreover, in the same book he also defines the different between Narrative and Recount:

1). Narrative is a kind of test about the activities that happened in the past time. It appears about problematic experiences and the resolutions, it aims to amuse and sometimes it can give the moral education to the reader. Narrative text is more general than short story, novel, legend and other that tell about the experience in the past time which has the conflict and resolution.

2). Recount is a kind of text about the activities that happened in the past time, the main purpose of the text is just to explain or give informations to the reader.

Based on the explanation above, narrative is a story about problematic human experience and resolution in the past time, but recount is a text that

tells the reader about the activities in the past time,and the purpose is just to explain or to give informations to the reader.

The Example of Recount Text

Being Late

Last morning, Dinar, my roommate woke up late and she had to go to campus. When she wanted to take her motorcycle, in fact she couldn't move it because there were some motorcycles that blocked up her motorcycle.

She tried to move all of the motorcycles, so that her motorcycle could move from the garage. But she couldn't do it. Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her. Finally, she could move her motorcycle and rode it to go to campus**.**

C. Guided-Question Technique

1. The Definition of Guided-Question

Guided-question is a technique for teaching English which some questions are given by the teacher to the students to apply a topic in teaching writing. Traver (1998) says that a guided-question is the fundamental query that directs the research for understanding. Everything in the curriculum is studied for the purpose of answering it. Students can construct their knowledge during learning narrative text easily by using guided-question technique.

2. The Characteristic of Guided-Question

In order to avoid misunderstanding about guided-question with another type of questions, it is important to state the characteristic of guided-question. There are some characteristics of guided-question that discriminated from questions. Based on Traver(1998) there are four characteristics of guided-questions, they are:

a. Open ended yet focus inquiry on a specific topic.

It is suggested for the teachers to teach writing using guided-question technique, the teachers should pay attention to the question used. Open and ended question would give opportunity for students to explain that they understand or do not understand to the question given by the teacher. So, true feeling and more accurate information would be gotten. Furthermore, the questions must organized and set the focus for the lesson or unit.

b. Non-judgment but answering them requires high level cognitive work, such as the development of a rich description, model evaluation or judgment.

The questions used by teachers should be able to direct the students' thinking in organizing their ideas in writing. In addition, the question must be delivered with relax and fun. So, it will not impress the students to answer these questions.

c. Stimulating.

The questions used in guided-question should be able to stimulate students' thinking. The teachers must be able to build students' understanding of how the ideas for writing. So that students feel that writing is not a difficult skill.

d. Succinct, they contain only a handful contain.

Succinct means that the question should be given weight and focus on themes that have been determined.

3. The Purpose of Using Guided-Question in Writing

Guided-question is a technique which can be used to help the students learn more easily and the teacher teaches easily in the writing process. The technique must be used in integrated way in teaching and learning. It can help the students to get ideas more realistic in understanding but also in constructing the ideas. Guided-question can help the students to explore their ideas onto a paper. This is in line to Raymond (1980) says that questions can be a way to help exploring topic in writing skill. Meanwhile, Langan (1942) says that student can generate ideas and details by asking questions about the subject in their writing. Such questions include *Why? When? Where? Who? and How?*. White (1986) also explains that the needs to know the topic might consider using the questions. He called this method by *5Ws and the H grid.* It works because the questions is generates (What, Where, When, Why, Who, and How) provide a wraparound understanding of the topic.

4. Effectiveness Indicators of Questioning Technique in Writing

According to Fraser (1994), Effectiveness is a measure of the match between stated goals and the achievement. It is always possible to achieve 'easy', low-standard goals. In other words, quality in higher education cannot only be a question of achievements 'outputs' but also invove judgements about the goals. In this research, the writer uses indicators as the requirement that questioning technique in teaching writing are successful. The indicators are: 1) The students can organize their ideas systematicly in a text, 2) the students can develop their writing well, 3) The students have motivation in writing narrative text.

C. Writing Narrative Text Through Guided Questions

Guided-question should be written in a sistematical way, especially in writing narrative text. Most of students think that writing is difficult thing to do. They have no idea what they want to write. Because sometimes, the topic that is given by the teacher is less interesting for them. They are also confused how to begin and organize their ideas. To overcome that problem, the author tries to use guided questions method in teaching narrative text to improve the students' writing skill.

There are some steps that can be used by the students in writing narrative text through guided-question technique. In pursuance to Axelrod and Cooper (1985), there are several steps that can be used in using guided-question. They are:

a. Think about the subject (subject means any event, person, problem, project, idea, or issue. In other words, anything that might write about).

b. Start with the first question, and move right through the list. Try to answer each question at least briefly with a word or phrase.

c. Write the responses quickly, without much planning.

CHAPTER III

RESEARCH METHODOLOGY

A. A Brief Description on The Object of Study

Based on the letter recommendation from the Dean of Tarbiyah faculty of UIN Ar-Raniry No.Un.08/TU/FTK/TL.00/4565/2015 on April 1st 2016, concerning about research work at the school, the researcher conducted the field research at SMPN 1 Indrapuri. SMPN 1 Indrapuri is one of Junior high school in Indrapuri which is under the control of the Education Department. The school is located in Jalan Tgk. Chik Ditiro Pasar Indrapuri, Indrapuri, Great Aceh. The school is led by Syamsul Bahri S.Pd

The school has 25 rooms which consist of one room for headmaster, one for the vice, one room for teachers, one room for administration affair, and the others used for studying. The school has two mushola (separated between boys and girls), one room for science laboratory, a library which provides many books that can be read and borrowed by all of school's members. It is also equipped with some facilities such as; two canteens, four toilets for students and two for teachers, and a parking lot.

1. The Teacher

Teacher is one of the important elements in teaching and learning process. The duty of the teacher is not only to teach the students in the classroom but also to motivate them in learning. The aim of education cannot be reached satisfactory without teacher's hard work. As mention in the previous chapter,

they also must choose a right technique in increasing the students' spirit and performance in learning in order to make them easier in receiving the material given. At the moment, SMPN 1 Indrapuri has 37 teachers, 6 men and 31 women. The teacher are from different educational background and graduated from different university. Five of them are English teacher. The following table shows more details about the English teacher of SMPN 1 Indrapuri.

**Table 3.1: The List of English Teachers Names and Their Educational
           Background**

No.	Name	Graduate From
1.	Rusniati	PGSLP
2.	Ainul Mardhiah S.Pd	UNSYIAH
3.	Rismayati, S.Pd	UNSYIAH
4.	Muzakkir S.Pd	Univ.Serambi Mekkah
5.	Evi Sarifiani S.Pd	Univ.Abulyatama

Source: The administration office of SMPN 1 Indrapuri

2. The Student

Based on data obtained of SMPN 1 Indrapuri, the total number of students in academic year 2015/2016 are 269 students; 144 males and 125 females.

Table 3.2: The Number of Students

No.	Class	Amount of Class	Male	Female	Total
1	I	4	45	47	92
2	II	4	52	30	82
3	III	4	47	48	95
Total					269

3. The Curriculum

Curriculum has a very important role in helping the teachers in teaching and learning process. It contains guidelines for teachers such as the allocation of time, the sequence arrangement of lesson, and the type of text. Based on the result of interview with the English teacher of SMPN 1 Indrapuri, the curriculum for the students in the Competence Based Curriculum (KTSP) which published by Education Department.

B. Research Design

The procedure used in this research is an experimental research. Wiersman (1991) states that experimental research is the situation that has at least one experiment variable which will be accured in the experimental group that the conditions in the experimental group are controlled by the researcher. It is intended to obtain the information about the improvement of students' writing ability on narrative text through guided-question technique for second year

student of SMPN 1 Indrapuri which involved class VIII-1 as the experimental group. The experimental research used in this study is true experimental research. According to Arikunto (2010), the true experimental design is a complete design which involves another class (control class) besides an experimental class in the study. By using the control class, it helps the researcher to know the effect of the treatment in the experimental class.

The design covers a quantitative research in analysing data. According to Sugiono (2010), quantitative research method is a research method used to observe specific sample or population by using numerical data in analyzing the data. Technique of sampling in quantitative research method is done by purposive sampling, the data collection uses research instrument, and analysing data in quantitative or statistic term. Quantitative approach is used for analysing the statistic data of students' pre-test and post-test score. The researcher also analyses the students' responses toward the application of guided-question technique in their writing. By that score, the researcher can analyse whether guided-question technique influences students' writing ability or not.

C. Population and Sample

1. Population

Arikunto (2010) states that population is a set (or collection) of all elements processing one or more attribute of interested. Borg and Gall (1989) convice that the large class we wish to learn is called a population, whereas the smaller class we actually do the experiment is called a sample. The target

population of the study is all of the second year students of SMPN 1 Indrapuri, Great Aceh. The school has 12 classes of the total 269 students; 82 of them are of second year.

    2. Sample

       Sample is the subjects of a research represents the population that is taken through certain technique. The sampling technique that used in this research is purposive sampling. Arikunto (2010) mentions that purposive sampling is done by taking the subject which is not based on the strata, random, or region but it is based on the existence of a particular purpose. Based on the English teacher's recommendation of that school, there are two classes which generally has the same level (in term of cognitive and their responsibilities in learning) that can be used in this study. These classes are chosen become the sample of this study. The sample is represented by class VIII-1 which consists of 21 students as an experimental class, and VIII-2 that consists of 19 students as a control class. Both of the samples are chosen based on the purpose of the study.

D. Instrument of Data Collection

       To collect the data in this study, the writer uses test and questionnaire as the instruments. The writer uses tests to find out the students' ability in writing narrative text while the questionnaire is used to know the students' general responses toward the application of guided-question technique in learning writing narrative text. The techniques of this research are as follow:

1. Test

In this study, test is the most important instrument to collect the data. Richard (1985) states that test is a procedure for measuring ability, knowledge, or performance. Test is used to find out the influence of guided-question technique on students' ability in writing. There are two kinds of test that used in the study, pre-test and post-test. Pre-test is given to the students in the first meeting, and post-test is offered at the end of the meeting after the treatment.

2. Questionnaire

The researcher uses a questionnaire as a tool to find out the students' general responses toward the use of guided-question technique in writing narrative text. Questionnaire is constructed by using likerts scale. Sugiyono (2009) states that likerts scale used to measure someone or class of people attitudes, opinions, and their perceptions related to social phenomenon. The likerts scale that used in this study is questionnaire likerts scale, where the questions are tabulated then the students mark the scale which is suitable to their answers. The data are interpreted based on the frequency of students' answers. Through this instrument, the researcher focuses on the students' responses after applying guided-question technique in writing narrative text.

E. Technique of Data Collection

Concerning to the procedure of data collection in this study, they are explained as follows:

1. Pre-test

The pre-test is given for both classes (control class and experimental class) to know the students' basic ability in writing narrative text before the implementation of guided-question technique. The pre-test for experimental class is given on Monday, April 11th 2016 while the pre-test in control class is given on Wednesday, April 13th 2016. In the pre-test, the students are asked to write a text under the title "Superhero".

2. Experimental Teaching

a. Experimental Class

1). The First Meeting (Monday, 11th April 2016)

At the first meeting, the writer conducted pre-test. She asked the students to write a narrative text under the title "Superhero". It is hoped that the students can express their ideas easier because they can relate to the superhero story that they heard or read in the past. In this technique, the researcher did not asked them to use guided-question technique yet, because she wants to see the students basic ability before using guided-question technique. After all of students did the pre-test, the writer taught a brief description about the guided-question technique that should be discussed more to the next meeting.

2). The Second Meeting (Tuesday, April 12th 2016)

In this meeting, the writer taught about the purpose and the steps how to use the questions to guide their writing. The writer wrote seven questions that should be answered by the students in the paragraph. The questions are based on the structure that need in the story.

3). The Third Meeting (Monday, April 18th 2016)

In this meeting, the writer showed the generic structure that have in the 'snow white' text. All of the students listen to the writer explanation. After explaining and giving the opportunity for asking question, the writer asked the students to write a narrative text. The students are free to choose the topic that the want to write. At the end of the class, the writer and the students discussed about the students' writing together.

4). The Fourth Meeting (Tuesday, April 19th 2016)

In the previous meeting the students wrote and answered the questions that was given without any instruction about the tenses. For the fourth meeting, the writer taught past tense to the students. So, they have to answer the questions in the past tense. Then, the narrative text might be organized well. The writer still did not give any optional topic for this meeting. The students are free to choose what they want to write because it will make them easier in trying.

5). The Fifth Meeting (Monday, April 25th 2016)

At the last meeting, the writer conducted the post-test. The procedure of the post-test was similar to the pre-test. The difference only on the topic of the writing. The writer gave the topic "Holiday" for the post-test. In addition,

she distributed questionnaire to be answered by the students. After all of the students collected the questionnaires, the writer discussed the answer of questionnaires with the students.

During the experimental teaching, the writer observed the students' response in learning writing by using guided-question technique. The students were interested in writing narrative text through guided-question technique. This was shown through their willingness to write the narrative text. None of them did not write when the writer asked them to do it. It also can be seen from their worksheet. They wrote it well. Even the technique improves little of their ability in their writing, but at least it can make the students feel more motivated and easier in expressing their ideas.

b. Control Class

1). The First Meeting (Wednesday, April 13th 2016)

At the first meeting, the writer did the same activities in the control class as in the experimental class. She also gave the same title "Superhero" to the control class students. Then the students did the pre-test well.

2). The Second Meeting (Thursday, April 14th 2016)

In this meeting, the writer taught narrative text, included the characteristic that should have in the narrative text. The technique that was used by the writer was traditional technique. She also gave an example of narrative text entitle "snow white" and showed them about the generic structure that have in the text. After explaining those materials, the writer asked them to write a narrative text.

The students are free to choose the topic that they want to write, because the writer did not provide any optional topic. At the end of the class the writer and the students discussed the students' writing together.

3). The Third Meeting (Wednesday, April 20th 2016)

In this meeting, the writer taught the students about past tense. Then, she asked them to write five sentences in the past tense. After checking those exercises, the writer asked the students to write a simple paragraph of narrative text with past tense. At the end of the class, the students submit their writing to the writer.

4). The Fourth Meeting (Thursday, April 21th 2016)

In this meeting, the writer gave the criteria that will be assessed in a narrative text. So, the students can be aware in which criterias that they have to improve. For this meeting, the students asked the students to write a narrative text with a complete criterias, and a correct tenses. The writer also did not give a specific topic for this meeting, the students are allowed to write as long as related to the narrative text.

5). The Fifth Meeting (Wednesday, April 27th 2016)

At the last meeting, the writer conducted the post-test similar to the experimental class. The writer gave the topic "Holiday" for the post-test. However, she did not distribute questionnaires to the control class students.

3. Post-test

The post-test will be given for both classes after the implementation of guided-question technique for the experimental class, and traditional technique for the control class in order to know the students' ability after the treatment. The post-test in the experimental class is given on Monday, April 25th 2016 while the post-test in the control class is given on Wednesday, April 27th 2016. For the post-test, the students in the experimental class are asked to write a narrative text through guided-question technique while the students in the contol class are asked to write a narrative text by using the traditional technique. The students are asked to write a narrative text under the title "Holiday".

At the end of experimental teaching process, the researcher administeres the post-test of the experimental class to know whether there are any improvement on students' writing ability after the application of guided-question technique. The writer also gives the post-test to the control class, although the students in this class do not receive the treatment from the researcher. The aim of post-test is to get the mean score of experimental and control class. Finally, the questionnaires will be distributed to the students at the experimental class to find out obstacles during teaching and learning process by using guided-question technique in writing narrative text.

F. The Procedure of Data Analysis

   1. Test

      After collecting the data of pre-test and post-test from the experimental class and control class, then the researcher calculates the mean score from pre-test and post-test of both classes by using the statistical calculation, with the steps below:

      a. The first step is the researcher tabulates the scores of the pre-test and post-test.

      b. Second, the researcher calculates the mean score from post-test. To calculate the mean in central tendency, the following formula is used:

$$\bar{x} = \frac{\Sigma\, X_i}{n}$$

Where:

$\bar{x}$ = mean

Σx = total of the test

N = total of students

   2. Questionnaire

      To answer the second research question, the researcher counts the percentage of the questionnaire likerts scale result. It is ranged from strongly agree, agree, strongly disagree, to disagree. Wardhani (2006) reveales that the data obtained is presented by using the table in order to determine the percentage and the frequency of each alternative answers. The questionnaire results are analyzed by finding the percentage each statement for each answer option, by using the following formula:

$$P = f/(n) \times 100\%$$

P = percentage

f = the number of respondents who choose certain option

n = the number of all respondents

CHAPTER IV

FINDINGS AND DISCUSSION

A. Data Classification

The data in this study is classified into two catagories: the data of writing test and questionnaire. The writing test is used to know the ability of the second year student of SMPN 1 Indrapuri in writing narrative text through guided-question technique. Meanwhile, the questionnaire is used to know the students' responses toward the implementation of guide-question technique on their writing.

B. The Analysis of Data

This study was conducted to find out whether there was a significant difference between the student who were taught using guided-question technique and those who were not taught by using guided-question technique. The data was collected from the students' pre-test and post-test score. The pre-test was administered before the treatment, while the post test was conducted after the treatment to the experiment class and regular teaching at control class.

1. The Analysis of Test

In the research, the data was collected from two groups (the experimental and control group). Both groups were given pre-test, which was aim to know the students' basic ability in writing before giving the treatment.

The pre-test for experimental class was conducted on Monday, April 11th 2016 while the pre-test in control group was given on Wednesday, April 13th 2016. Pretest was administered directly by the researcher. The researcher asked the students of both classes to write a narrative story which entitle "superhero". It showed the students' basic ability in writing before the treatment especially in experimental class. In addition, there are five criterias of writing assessment were used in scoring the students' writing papers, namely: content, organization, grammar, vocabulary, and mechanic. The result of tests could be seen in the following tables:

a. Analysis of Test in The Experimental Class

The result of pre-test and post-test in the experimental class can be seen as follows:

1). The score of Pre-Test and Post-Test

Table 4.1: The Score of Pre-Test and Post-Test in Experimental Class

No.	Initial of Students	Pre-Test	Post-Test
1	AB	68	75
2	AM	68	75
3	ADP	65	80
4	CVC	60	60
5	FE	65	85
6	FA	70	85
7	IH	65	65
8	KM	60	80
9	LA	60	70
10	MH	60	80
11	MN	70	85
12	MA	68	60
13	MR	70	70
14	NS	68	80
15	NB	70	85
16	NSP	70	80
17	NY	65	80
18	NM	60	80
19	RF	60	80
20	SF	68	80
21	ZS	60	75
Total		1370	1610

Source : pre-test and post-test of experimental class

2). The mean score of pre-test and post-test

Based on the data above, the mean score of pre-test can be calculated as follows:

$$\overline{x_1} = \frac{\sum x_1}{n}$$

$$\overline{x_1} = \frac{1370}{21} = 65,23$$

Based on the table 4.1 above, it also can be seen the mean score of post-test as follows:

$$\overline{x_2} = \frac{\sum x_2}{n}$$

$$\overline{x_2} = \frac{1610}{21} = 76,66$$

According to the calculation above, it could be seen that the mean score of the experimental class pre-test ($\overline{x_1}$) is 65,23 and post-test test ($\overline{x_2}$) is 76,66. The result shows that the students' post-test score of experimental class (76,66) is higher than the pre-test (65,23).

b. The Analysis of Test in The Control Class

The score of the test in the control class can be seen as follows:

1). The score of Pre-Test and Post-Test

Table 4.2: The Score of Pre-Test and Post-Test in Control Class

No.	Initial of Students	Pre-Test	Post-Test
1	AR	70	70
2	AS	60	65
3	AN	65	50
4	CVH	65	60
5	DS	60	70
6	IR	65	70
7	JS	60	65
8	JN	65	70
9	KS	65	68
10	MF	70	60
11	MS	60	60
12	MA	65	60
13	MAA	65	65
14	NFD	70	70
15	NF	60	65
16	RF	70	70
17	SN	70	70
18	SK	70	70
19	SR	60	76
Total		1235	1254

Source : pre-test and post-test of control class

2). The mean score of pre-test and post-test

Based on the data above, the mean score of pre-test in the control class can be calculated as follows:

$$\overline{x_1} = \frac{\sum x_1}{n}$$

$$\overline{x_1} = \frac{1235}{19} = 65$$

Based on the table 4.2 above, the mean score of post-test in the control class can be found as follows:

$$\overline{x_2} = \frac{\sum x_2}{n}$$

$$\overline{x_2} = \frac{1254}{19} = 66$$

According to the calculation above, it could be seen that the mean score of the control class pre-test ($\overline{x_1}$) is 65 and post-test test ($\overline{x_2}$) is 66. The result shows that the students' post-test score of control class (66) is slightly higher than the pre-test (65). The students in the control class did not show a significant improvement.

By the result of both classes, it can be concluded that the improvement of the experimental class is higher than control class. It means that the implementation of guided-question technique had influence the students' ability in writing narrative text, it answered the first research question. In addition, this finding also proved that guided-question technique enhanced the ability of students in writing narrative text

2. The Analysis of Questionnaire

In this study, questionnaire was constructed to know the students'
responses toward the implementation of guided-question technique in
experimental class. It consists of ten questions and in the form of Likert Scale. To
analyze the questionnaire data, the writer used the following formula:

$$P = \frac{f}{n} \times 100\%$$

P = percentage

f = the number of respondents who choose certain option

n = the number of all respondents

The detail of questionnaires will be elaborated in the following result
tables:

Table 4.3: The improvement of students' understanding in learning narrative text

No	Options	F	%
1	a. Strongly Agree	5	23,80
	b. Agree	16	76,19
	c. Disagree	0	0
	d. Strongly Disagree	0	0
	Total	21	100%

The table above shows that 5 of 21 students said that they strongly agree
guided-question helped them in learning narrative text. In addition, there were 16
students agree that guided-question helped them in learning, but they felt more
comfortable to use the traditional technique. It can be concluded that the students

ease to learn narrative text through guided-question technique. It can be seen that

none of the students chose disagree/strongly disagree option.

Table 4.4: Students' likeness towards writing narrative text through guided-question technique

No	Options	F	%
2	a. Strongly Agree	7	33,33
	b. Agree	13	61,90
	c. Disagree	1	4,76
	d. Strongly Disagree	0	0
	Total	21	100%

The table shows that most of the experimental students like to learn

writing by using guided-question technique. Based on the table, it can be seen that

20 out of 21 students like to use the technique and only 1 student said that he

dislike to implement guided-question technique in writing narrative text because

he like to use the previous technique.

Table 4.5: The improvement of students' focus

No	Options	F	%
3	a. Strongly Agree	8	38,09
	b. Agree	13	61,90
	c. Disagree	0	0
	d. Strongly Disagree	0	0
	Total	21	100%

The table above describes that 8 students really agreed that guided-

question could make the students had a good focused in writing and most of the

students or 13 of 21 students agreed that guided-question improved their focus in

writing but sometimes they were still confused how to move from one question to another. The conclusion of the data above, all of the students agreed that guided-question helped them in improving their focus in writing narrative text.

Table 4.6: A good organization of studets' ideas

No	Options	F	%
4	a. Strongly Agree	10	47,61
	b. Agree	10	47,61
	c. Disagree	1	4,76
	d. Strongly Disagree	0	0
	Total	21	100%

Based on table 4.6, it can be seen that half of the students strongly agree that guided-question helped them very much in organizing their ideas through the questions. It made them easier in delivering their ideas because they had guidences for their writing. Moreover, another half students also agreed that guided-question helped them in writing narrative text but they also had another technique in organizing their ideas in writing. However, there was one student who could not organize their ideas yet by using guided-question technique.

Table 4.7: The use of appropriate tenses in writing

No	Options	F	%
5	a. Strongly Agree	2	9,52
	b. Agree	17	80,95
	c. Disagree	1	4,76
	d. Strongly Disagree	1	4,76
	Total	21	100%

The table above gives information about the ability of the students in using appropriate tenses in their writing through guided-question technique. There were only 2 students strongly agreed that guided-question improved their ability in using an appropriate tenses. Most of the students (17 students) chose agree option, which mean they believed that guided-question technique ease them to use an appropiate tenses, but there were other techniques assumed could help better. Nevertheless, there were 2 students who stated their disagreement. From this result, the writer inferred that the sum of students who thought that guided-question can ease them in using appropriate tenses is higher than those who do not.

Table 4.8: The use of correct grammar in writing

No	Options	F	%
6	a. Strongly Agree	6	28,57
	b. Agree	11	52,38
	c. Disagree	2	9,52
	d. Strongly Disagree	2	9,52
	Total	21	100%

The data shows that 17 or 80,95% agreed that guided-question technique could improve their ability in using the correct grammar in writing. There were 4 students stated that guided-question could not help them in using a correct grammar in writing. However, the number of students who believed that guided-question technique could help them in using a correct grammar was higher than those who do not.

Table 4.9: The use of various vocabularies in writing

No	Options	F	%
7	a. Strongly Agree	3	14,28
	b. Agree	14	66,66
	c. Disagree	4	19,04
	d. Strongly Disagree	0	0
	Total	21	100%

The table above shows that almost all of the students agreed that guided-question improved their ability in using various vocabulary. There were 3 of them who chose strongly agree, and 14 students chose agree. It means that most of the students agreed that guided-question helped them in writing, but they assumed that there were another technique that could help them more. There were also 4 students who said disagree that the technique could help the students in using various vocabulary.

Table 4.10: Students' opinion about the use of appropiate vocabularies

No	Options	F	%
8	a. Strongly Agree	8	38,09
	b. Agree	9	42,85
	c. Disagree	4	19,04
	d. Strongly Disagree	0	0
	Total	21	100%

Based on the data above, it could be seen that 80,94% students agreed that they could use more appropriate vocabulary in writing through guide-question technique. The table also shows that 4 students or 19,04% said their

disagreement. They could   not improve their ability in using the appropriate

vocabulary through guided-question technique.

Table 4.11: The improvement of students' motivation

No	Options	F	%
9	a. Strongly Agree	6	28,57
	b. Agree	15	71,42
	c. Disagree	0	0
	d. Strongly Disagree	0	0
	Total	21	100%

From 21 students, 6 students strongly agreed that guided-question could

improve their writing ability. Moreover, 15 students agreed with the statement,

although they did not feel a significant improvement yet. None of them stated

their disagreement. Therefore, the result of questionnaires proved that guided-

question could improve their ability in writing.

Table 4.12: Students' opinion about the improvement of their creativity in writing

No	Options	F	%
10	a. Strongly Agree	6	28,57
	b. Agree	15	71,42
	c. Disagree	0	0
	d. Strongly Disagree	0	0
	Total	21	100%

The table shows that 6 students strongly agreed that guided-question is

an appropriate technique that could improve their creativity in writing.

Furthemore, 15 students agreed with it, but they assumed that there were also

another technique that made them more creative in writing. There were no

students stated their disagreement, it can be conclude that guided-question stimulated their creativity in writing.

C. Discussion

In this section the researcher discusses finding of the research in relation to the two research questions. The research question also relates to the aim of this study which purpose to investigate the influence of guided-question technique in improving students' writing ability and also to find out the students' responses in applying guided-question technique in the writing. Based on data analysis from test and questionnaire, the following section discusses about the findings of this study and answers to the research questions.

The first research question is "Does the guided-question improve the students' ability in the class VIII of SMPN 1 Indrapuri in writing the narrative text?". The test result indicates that the guided-question technique improved the students' writing ability. It can be proved from the mean score of pre-test and post-test that was given to both classes. The experimental class students improved in their writing ability (from 65,23 to 76,66), while the control class students did not show any improvement (from 65 to 66). In conclusion, the guided-question technique successfully improved the students writing ability especially in writing narrative text.

In addition, the writer also distributed questionnaires to experimental class in order to know the students' responses toward the implementation of guided-question technique. This questionnaire also had a purpose to support the data

related to the students' achievement in writing. From the questionnaire analysis, the writer found 95,23% (33,33% students' strongly agree and 61,90% agree) of students were interested in learning writing through guided-question. They also believed that guided-question was an appropriate technique to help them in developing ideas and improving their writing progress independently because they could move from one to another question systematically.

Based on questionnaire data, also the researcher can conclude that students were motivated in writing well through the application of guided-question technique. In addition, the students could focus especially on the content because they had guidances in the form of questions for their writing. Furthermore, guided-question technique made the students felt that writing was not a difficult activity. In other words, guided-question technique helped the students in understanding and organizing their ideas in writing. This is in pursuance of Langan (1942) who says that students can generate ideas and details by asking questions about the subject in their writing. In term of grammatical rules and mastering vocabulary, most of students agree that guided-question can help them in using correct grammar and varied vocabulary.

In short, the writer concludes that guided-question is an appropriate technique to be applied in the class VIII of junior high school in learning writing, especially in writing narrative text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After analyzing the result of the research in the previous chapter, the writer writes some conclusions and suggestions as follows:

A. Conclusions

From all the data analysis about applying the guided-question technique to increase the students' writing ability in VIII year at SMPN 1 Indrapuri, it can be concluded that:

1. Guided-question brings an outcome in increasing students' writing ability. The fact is proved by the post-test score of experimental class which has a sufficient improvement (from 65,23 to 76,66). However, the control class does not show any significant improvements instead (from 65 to 66). In other words, the experimental class outperforms the control class.

2. Writing narrative text by using guided-question technique delivers a positive response from students. The result of questionnaire shows that 95,23% (33,33% students' strongly agree and 61,90% agree) of students in experimental class acknowledge their motivation in developing their writing skill through guided-question technique. They also believe that guided-question is an appropriate technique to be applied in writing narrative text

B. Suggestions

Based on the finding of the research, some suggestions are addressed to the teacher and the future researchers.

1. For the teacher

   Guided-question technique can be used for the English teacher as a reference in teaching writing, because students also need guidance in organizing their ideas of writing.

2. For the next researcher

   The writer expects the next researcher to conduct the similar study related to the use of guided- question technique, in another setting involving wider respondents. Also, the next researchers can conduct similar study using other research design.

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LIST OF APPENDICES

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II. Recommendation for Research from Tarbiyah Faculty
III. The Reference of Doing Research from SMP 1 Indrapuri
IV. Test Instrument
V. Questionnaire Instrument
VI. Lesson Plan

AUTOBIOGRAPHY

Personal Identity

Name	: Naulan Millatina
Place and Date of Birth	: Banda Aceh, May 19th, 1994
Sex	: Female
Religion	: Islam
Citizenship/ Ethnic	: Indonesian / Aceh
Occupation	: Student
Address	: Jl. Rawa Sakti Timur No.7B Perumnas Jeulingke, Banda Aceh

Parents

Father's Name	: Drs. H. Musa M. Aly M.Ag
Mother's Name	: Hj. Hafsah A.Bakar S.Ag
Adress	: Jl. Rawa Sakti Timur No.7B Perumnas Jeulingke, Banda Aceh

Educational Background

Elementary School	: MIN 1 Banda Aceh (2000-2006)
Junior High School	: MTSs Darul Ulum (2006-2009)
Senior High School	: MAS Darul Ulum (2009-2012)
University	: UIN Ar-Raniry (2012-2016)

Banda Aceh, August 24th, 2016

The Writer

Angket Penelitian
Penulisan Teks Narrative dengan Menggunakan Guided-Question
oleh Siswa SMPN 1 Indrapuri

Nama   :

Kelas   :

	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1. Saya lebih mudah memahami pembelajaran *narrative text* dengan menggunakan *guided-question*.				
2. *Guided-question* membuat saya senang dalam menulis.				
3. Saya merasa lebih fokus dalam menulis jika menggunakan teknik *guided-question*.				
4. Ide yang saya paparkan akan lebih teratur jika menggunakan *guided-question*.				
5. *Guided-question* membantu saya dalam memilih *tenses* yang tepat.				
6. Pemahaman *grammar* saya lebih meningkat dengan menggunakan *guided-question*.				
7. Kosa kata yang saya gunakan akan bervariasi jika menulis dengan menggunakan *guided-question*.				
8. Dengan menggunakan *guided-question* kosa kata yang saya gunakan jauh lebih tepat.				
9. Dengan teknik *guided-question* motivasi menulis saya semakin meningkat				
10. Saya setuju jika *guided-question* membuat saya lebih kreatif dalam menulis.				

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 1 Indrapuri
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII / II
Materi Pokok : Menulis Teks Naratif
Alokasi Waktu : 2 x 45 menit (Pertemuan Pertama)

A. **Standar Kompetensi**

   12. Menulis

   Mengungkapkan makna dalam teks tulis fungsional dan essay pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitarnya

B. **Kompetensi Dasar**

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

C. **Indikator**

   1. Menulis teks pendek dan sederhana dalam bentuk naratif dengan langkah retorika yang benar

D . **Tujuan Pembelajaran**

   1. Menyusun teks naratif tulis sederhana

E. **Materi Pembelajaran**

   1. Teks berbentuk naratif

F. **Metode Pembelajaran**
   - Grammar Translation Method (GTM)

G. Langkah-langkah Pembelajaran

   1. Kegiatan awal:

     - Salam

     - Membacakan doa secara bersama-sama

     - Membacakan absen

     - Memperkenalkan diri

   2. Kegiatan Inti:

     - Siswa memperhatikan penjelasan tentang teks naratif

     - Siswa menentukan karakteristik yang terdapat dalam contoh teks naratif

     - Siswa menuliskan teks naratif sederhana

     - Siswa mengumpulkan lembar jawaban

   3. Kegiatan Akhir:

     - Menyimpulkan materi yang diajar

     - Membacakan doa akhir pertemuan

     - Menutup materi pembelajaran

H. Alat/Bahan/Sumber Belajar:

     - Alat   : Spidol/boardmarker, papan tulis

     - Bahan : Worksheet

     - Sumber belajar : Buku Ajar Bahasa Inggris

I. Penilaian:

No	Criteria	Quality				Score
		4	**3**	**2**	**1**	
1	Content	Content and the arrangement are very clear (27-30)	Content is clear, but the arrangement is not very completed (22-26)	Content and the arrangement are not complete (17-21)	Content and the arrangement are not clear (13-16)	

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Source; *Standar Isi dan Pedoman Penilaian SMP & MTs.* Balitbang Depdiknas. 2006

Banda Aceh, 9 April 2016

Mahasiswi Penelitian

<u>Naulan Millatina</u>
NIM. 231222699

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMPN 1 Indrapuri

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VIII / II

Materi Pokok   : Menulis Teks Naratif

Alokasi Waktu   : 2 x 45 menit (Pertemuan kedua)

A. Standar Kompetensi

12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan essay pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitarnya

B. Kompetensi Dasar

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

C. Indikator

1. Menulis teks pendek dan sederhana dalam bentuk naratif dengan menggunakan kalimat *past tense* yang tepat

D . Tujuan Pembelajaran

1. Menyusun teks naratif tulis sederhana

E. Materi Pembelajaran

1. Teks berbentuk naratif

F. Metode Pembelajaran

- Grammar Translation Method (GTM)

G. Langkah-langkah Pembelajaran

1. Kegiatan awal:

- Salam

- Membacakan absen

- Mengecek kesiapan siswa dalam menghadapi pembelajaran

2. Kegiatan Inti:

- Siwa mendengarkan penjelasan tentang kalimat *past tense*

- Siswa menuliskan kalimat past tense dalam bentuk teks naratif

- Siswa dan guru membahas latihan yang dikerjakan

3. Kegiatan Akhir:

- Menyimpulkan materi yang diajar

- Membacakan doa akhir pertemuan

- Menutup materi pembelajaran

H. Alat/Bahan/Sumber Belajar:

- Alat   : Spidol/boardmarker

- Bahan : handout, teks narratif

- Sumber belajar : Buku Ajar Bahasa Inggris *English in Focus* kelas VIII

  http://fujianto21-chikafe.blogspot.com/2015/02/7-contoh-singkat-narative-text-pendek.html

Banda Aceh, 9 April 2016

Mahasiswi Penelitian

Naulan Millatina

NIM. 231222699

<p style="text-align:center">**RENCANA PELAKSANAAN PEMBELAJARAN**</p>

<p style="text-align:center">**(RPP)**</p>

Sekolah	: SMPN 1 Indrapuri
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII / II
Materi Pokok	: Menulis Teks Naratif
Alokasi Waktu	: 2 x 45 menit (Pertemuan ketiga)

A.   Standar Kompetensi

   12. Menulis

   Mengungkapkan makna dalam teks tulis fungsional dan essay pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitarnya

B.   Kompetensi Dasar

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

C. Indikator

   1. Menulis teks pendek dan sederhana dalam bentuk naratif dengan langkah yang benar

D . Tujuan Pembelajaran

   1. Menyusun teks naratif tulis sederhana

E.   Materi Pembelajaran

   1. Teks berbentuk naratif

F.   Metode Pembelajaran
   - Grammar Translation Method (GTM)

G. Langkah-langkah Pembelajaran

    1. Kegiatan awal:

      - Salam

      - Membacakan do'a secara bersama-sama

      - Membacakan absen

      - Menanyakan kesiapan siswa dalam menghadapi pembelajaran

    2. Kegiatan Inti:

      - Siswa mendengarkan penjelasan tentang unsur penilaian yang terdapat dalam suatu tulisan

      - Siswa menuliskan teks naratif sesuai dengan unsur penilaian yang telah diajarkan

      - Siswa mengumpulkan lembar jawaban dari test yang diberikan

    3. Kegiatan Akhir:

      - Memberikan motifasi kepada siswa

      - Membacakan doa akhir pertemuan

      - Menutup materi pembelajaran

H. Alat/Bahan/Sumber Belajar:

    - Alat   : Spidol/boardmarker

    - Bahan : handout, teks narratif

    - Sumber belajar : Buku Ajar Bahasa Inggris *English in Focus* kelas VIII

I. Penilaian:

No	Criteria	Quality				Score
		4	**3**	**2**	**1**	
1	Content	Content and the arrangement are very clear (27-30)	Content is clear, but the arrangement is not very completed (22-26)	Content and the arrangement are not complete (17-21)	Content and the arrangement are not clear (13-16)	
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Source; *Standar Isi dan Pedoman Penilaian SMP & MTs.* Balitbang Depdiknas. 2006

Banda Aceh, 9 April 2016

Mahasiswi Penelitian

Naulan Millatina
NIM. 231222699

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 1 Indrapuri

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII / I

Materi Pokok : Menulis Teks Naratif

Alokasi Waktu : 2 x 45 menit (Pertemuan Pertama)

A. Standar Kompetensi

12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan essay pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitarnya

B. Kompetensi Dasar

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

C. Indikator

1. Menuliskan teks naratif

2. Menentukan karakteristik yang terdapat dalam teks naratif

D . Tujuan Pembelajaran

1. Siswa mampu menunjukkan karakteristik yang terdapat dalam teks naratif

2. Siswa mampu menuliskan teks naratif dengan menggunakan guided-question technique

E. Materi Pembelajaran

1. Teks berbentuk naratif

F. Metode Pembelajaran
   - Guided-Questions Technique

G. Langkah-langkah Pembelajaran

  1. Kegiatan awal:

   - Salam

   - Membacakan doa secara bersama-sama

   - Membacakan absen

   - Memperkenalkan diri

  2. Kegiatan Inti:

   - Memperkenalkan teknik Guided-Question beserta cara penggunaan, dan tujuannya

   - Menuliskan beberapa pertanyaan yang dapat dijawab melalui tulisan teks naratif dalam bentuk paragraf

   - Menjelaskan instruksi tentang cara menuliskan teks naratif dengan menggunakan teknik guided-question

  3. Kegiatan Akhir:

   - Menyimpulkan materi yang diajar

   - Membacakan doa akhir pertemuan

   - Menutup materi pembelajaran

H. Alat/Bahan/Sumber Belajar:

   - Alat   : Spidol/boardmarker dan papan tulis

   - Bahan : Worksheet

   - Sumber belajar : Buku Ajar Bahasa Inggris, *English in Focus* kelas VIII

     http://fujianto21-chikafe.blogspot.com/2015/02/7-contoh-singkat-narative-text-pendek.html

     http://englishadmin.com/2015/09/9-contoh-*naratif*-text-fable-lengkap.html

     http://www.nurdiono.com/generic-structure-of-narrative-text.html

I. Penilaian:

No	Criteria	Quality				Score
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Source; *Standar Isi dan Pedoman Penilaian SMP & MTs.* Balitbang Depdiknas. 2006

Banda Aceh, 9 April 2016

Mahasiswi Penelitian

<u>Naulan Millatina</u>
NIM. 231222699

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMPN 1 Indrapuri

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VIII / I

Materi Pokok   : Menulis Teks Naratif

Alokasi Waktu   : 2 x 45 menit (Pertemuan Kedua)

A.   Standar Kompetensi

12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan essay pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitarnya

B.   Kompetensi Dasar

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

C. Indikator

1. Menuliskan dan menentukan struktur yang terdapat dalam teks *Narrative*

D . Tujuan Pembelajaran

1. Siswa mampu menuliskan dan menentukan struktur yang terdapat dalam teks Naratif

E.   Materi Pembelajaran

1. Teks berbentuk naratif

F.   Metode Pembelajaran
- Guided-Question Technique

G.   Langkah-langkah Pembelajaran

   1. Kegiatan awal:

     - Salam

     - Membacakan doa secara bersama-sama

     - Membacakan absen

     - Menanyakan materi pada pertemuan sebelumnya

   2. Kegiatan Inti:

     - Siswa mendengarkan penjelasan tentang teks naratif

     - Guru menunjukkan struktur teks naratif

     - Siswa menulis serta menentukan struktur yang terdapat dalam teks naratif menggunakan teknik guided-question

     - Guru dan siswa membahas hasil kerja siswa

   3. Kegiatan Akhir:

     - Menyimpulkan materi yang diajar

     - Membacakan doa akhir pertemuan

     - Menutup materi pembelajaran

H. Alat/Bahan/Sumber Belajar:

     - Alat   : Spidol/boardmarker

     - Bahan : handout, teks naratif

     - Sumber belajar : Buku Ajar Bahasa Inggris, *English in Focus* kelas VIII

      http://fujianto21-chikafe.blogspot.com/2015/02/7-contoh-singkat-narative-text-pendek.html

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Banda Aceh, 9 April 2016

Mahasiswi Penelitian

Naulan Millatina

NIM. 231222699

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 1 Indrapuri

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII / I

Materi Pokok : Menulis Teks Naratif

Alokasi Waktu : 2 x 45 menit (Pertemuan Ketiga)

A. Standar Kompetensi

12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan essay pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitarnya

B. Kompetensi Dasar

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

C. Indikator

1. Menuliskan teks naratif dengan menggunakan kalimat past tense dengan baik dan benar.

D. Tujuan Pembelajaran

1. Siswa mampu menuliskan teks naratif mengganakan kalimat *past tense*.

E. Materi Pembelajaran

1. Teks berbentuk naratif

F. Metode Pembelajaran

- Guided-Questions Technique

G.   Langkah-langkah Pembelajaran

   1. Kegiatan awal:

   - Salam

   - Membacakan do'a secara bersama-sama

   - Membacakan absen

   - Menanyakan kesiapan siswa dalam menghadapi pembelajaran

   2. Kegiatan Inti:

   - Siswa mendengarkan penjelasan tentang kalimat *past tense*

   - Siswa menuliskan jawaban dari pertanyaan (guided-question) yang diberikan dalam bentuk
     past tense

   - Siswa menyusun jawaban dari pertanyaan yang diberikan dalam bentuk teks naratif

   3. Kegiatan Akhir:

   - Memberikan motifasi kepada siswa

   - Membacakan doa akhir pertemuan

   - Menutup materi pembelajaran

H. Alat/Bahan/Sumber Belajar:

   - Alat   : Spidol/boardmarker

   - Bahan : handout, teks narratif

   - Sumber belajar : Buku Ajar Bahasa Inggris *English in Focus* kelas VIII

     http://fujianto21-chikafe.blogspot.com/2015/02/7-contoh-singkat-narative-text-pendek.html

     http://englishadmin.com/2015/09/9-contoh-narrative-text-fable-lengkap.html

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Source; *Standar Isi dan Pedoman Penilaian SMP & MTs.* Balitbang Depdiknas. 2006

Banda Aceh, 9 April 2016

Mahasiswi Penelitian

<u>Naulan Millatina</u>
NIM. 231222699