

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING PREDICTION STORY TECHNIQUE  
TOWARD STUDENTS' WRITING NARRATIVE ABILITY AT TENTH  
GRADE OF SMK PGRI 1 SEKAMPUNG UDIK, EAST LAMPUNG**



**Written By:  
AFITA MUKHLIS SANI  
St. N: 1175367**

**ENGLISH EDUCATION DEPARTEMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF METRO  
1439 H/2017 M**

**THE INFLUENCE OF USING PREDICTION STORY TECHNIQUE  
TOWARD STUDENTS' WRITING NARRATIVE ABILITY AT TENTH  
GRADE OF SMK PGRI 1 SEKAMPUNG UDIK, EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Departement

**By:**

**AFITA MUKHLIS SANI  
St.N. 1175367**

**Tarbiyah And Teacher Training Faculty  
English Education Departement**

First Sponsor : Dr. Widhiya Ninsiana, M.Hum  
Second sponsor : Ahmad Subhan Roza, M.Pd

**STATE ISLAMIC INSTITUTE OF METRO  
1439 H/ 2017M**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**APPROVAL PAGE**

Title : THE INFLUENCE OF USING PREDICTION STORY  
TECHNIQUE TOWARD STUDENTS WRITING NARRATIVE  
ABILITY AT TENTH GRADE OF SMK PGRI 1 SEKAMPUNG  
UDIK, EAST LAMPUNG  
Name : AFITA MUKHLIS SANI  
NPM : 1175367  
Department : TBI  
Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of  
Metro

Sponsor

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

Metro, November 2017

Co-Sponsor

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Head of English Education Departement

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**NOTIFICATION**

Number :  
Appendix :  
Matter : **In order to Hold to Munaqosyah  
Of Afita Mukhlis Sani**

To :  
The Honorable of Tarbiyah  
Departement of State Islamic Institute of  
Metro (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research which is written by:

Name : Afita Mukhlis Sani  
Student Number : 1175367

Title : THE INFLUENCE OF USING PREDICTION STORY  
TECHNIQUE TOWARD STUDENTS WRITING NARRATIVE  
ABITILY AT TENTH GRADE OF SMK PGRI 1 SEKAMPUNG  
UDIK, EAST LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

Metro, November 2017

Sponsor

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

Co-Sponsor

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

**NOTA DINAS**

Number :  
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Matter : Pengajuan Munaqosyah

Kepada Yth.,  
Ketua Fakultas Tarbiyah  
Institut Agama Islam Negeri (IAIN)  
di-  
Tempat

*Assalamu'alaikumWr.Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : AFITA MUKHLIS SANI  
NPM : 1175367  
Fakultas : Tarbiyah  
Jurusan : Tadris Bahasa Inggris (TBI)

Judul Skripsi : THE INFLUENCE OF USING PREDICTION STORY  
TECHNIQUE TOWARD STUDENTS WRITING  
NARRATIVE ABILITY AT TENTH GRADE OF SMK  
PGRI 1 SEKAMPUNG UDIK, EAST LAMPUNG

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

Metro, November 2017  
Pembimbing II

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

**RATIFICATION PAGE**

No. B-0207/In.28-1/D/PP.00.9/01/2018

An Undergraduate thesis entitled: THE INFLUENCE OF USING PREDICTION STORY TECHNIQUE TOWARD STUDENTS WRITING NARRATIVE ABILITY AT TENTH GRADE OF SMK PGRI 1 SEKAMPUNG UDIK, EAST LAMPUNG, Written by Afita Mukhlis Sani, student number 1175367, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, December 8<sup>th</sup>, 2017 at 09.30-11.30 a.m.

**BOARD OF EXAMINERS:**

Chairperson : Dr. Widhiya Ninsiana, M.Hum .....)

Examiner 1 : Drs. Kuryani Utih, M.Pd. ....)

Examiner II : Ahmad Subhan Roza, M.Pd .....)

Secretary : Yesi Agustina, M.Pd .....)



The Dean of Tarbiyah and Teaching Training Faculty,



**Dr. Akla, M.Pd.**

NIP. 19691008 200003 2 005

**PENGARUH PENGGUNAAN TEKNIK MEMPREDIKSI CERITA  
TERHADAP KEMAMPUAN MENULIS TEKS NARRATIVE SISWA KELAS  
X SMK PGRI 1 SEKAMPUNG UDIK, LAMPUNG TIMUR**

**ABSTRAK**

**Oleh:**

**AFITA MUKHLIS SANI**

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan teknik memprediksi cerita dapat mempengaruhi kemampuan menulis teks narrative siswa SMK PGRI 1 Sekampung Udik tahun ajaran 2017/2018.

Penelitian ini merupakan penelitian kuantitatif, yang berbentuk penelitian eksperimen yang bersifat hubungan antara variable pada siswa SMK PGRI 1 Sekampung Udik. Populasi dalam penelitian ini berjumlah 68 siswa. Dan sampel yang diambil dalam penelitian ini adalah siswa kelas X yang terdiri dari 31 siswa. Teknik pengambilan data sampel menggunakan teknik sampel secara keseluruhan. Instrumen penelitian yang digunakan yaitu tes dan dokumentasi. Sebelum melakukan tes penulis mengajar terlebih dahulu sekitar 3 kali pemberian materi untuk mendapatkan informasi dari siswa. Tes merupakan metode pengumpulan data yang terutama. Tes digunakan untuk mengukur hasil belajar bahasa inggris siswa dan dilaksanakan dua kali yakni pre-test dan post-test. Sedangkan dokumentasi adalah metode penunjang dalam penelitian ini.

Akhirnya, penelitian ini menunjukkan bahwa hasil pre-test adalah 25,802% siswa yang memenuhi kriteria ketuntasan minimum (KKM) dengan rata-rata 52,03. Sedangkan hasil post-test ada 45,16% siswa yang dapat memenuhi criteria ketuntasan minimum (KKM) dengan rata-rata 66,19. Ini berarti bahwa ada pengaruh yang nyata antara menggunakan teknik memprediksi cerita terhadap kemampuan menulis teks narrative siswa pada kelas X SMK PGRI 1 Sekampung Udik, Lampung Timur tahun ajaran 2017/2018. Jadi, kesimpulan penelitian ini adalah memprediksi cerita adalah salah satu teknik yang dapat membantu dan memudahkan siswa dalam menulis cerita narrative.

**THE INFLUENCE OF USING PREDICTION STORY TECHNIQUE  
TOWARD STUDENTS' WRITING NARRATIVE ABILITY AT TENTH  
GRADE OF SMK PGRI 1 SEKAMPUNG UDIK, EAST LAMPUNG**

**ABSTRACT**

**BY:  
AFITA MUKHLIS SANI**

The objective of this research is find out whether Prediction Story Technique can influence the students writing narrative ability At SMK PGRI 1 Sekampung academic year 2017/2018.

In this research conducted a quantitative, in form of experiment research; the characteristic of this research is correlated among students of SMK PGRI 1 Sekampung Udik. The population of this research consist of 68 students. And the sample is in the tenth grade which consist of 31 students. Is the established through the total sampling technique. The instruments used test and documentation. Test is a primary method in collecting data. Before researcher give test, researcher has been teaching about three times at the class to get information from the students. Test had been done twice; they were pre-test and post-test. Furthermore, documentations are supporting method in collecting data.

Finally, the data confirmed that pre-test just 25,802% students that can fulfill minimum mastery criteria (MMC) and mean of the pre-test is 52,03, it can say that the result of pre-test was unsatisfactory. Then, in post-test there is 45,16% students that can fulfill minimum mastery criteria (MMC) and mean of the post-test is 66,19. It means that there is a significant influence on using Prediction Story Technique Toward Students' Writing Narrative Ability At Tenth Grade Of SMK PGRI 1 Sekampung Udik, East Lampung in academic year 2017/2018. So, the conclusion of the research is prediction story is one of technique that can help and easier for students in writing narrative text.



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Afita Mukhlis Sani

Student Number : 1175367

Study Program : English Education

States that this undergraduate thesis is original except certain parts of it quoted from bibliography mentioned.

Metro, November 2017



**Afita Mukhlis Sani**

## ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Afita Mukhlis Sani

NPM : 1175367

Prodi : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, November 2017



## MOTTOS

مَنْ لَا يُرْحَمُ وَلَا يُرْحَمُ (رواه البخارى)  
*Whoever does not love the unloved. (HR. Al Bukhari)*

لِكُلِّ مَقَامٍ مَقَالٌ وَلِكُلِّ مَقَالٍ مَقَامٌ

*Each every place there is the right words  
and every word there is the right place*

*(Nitigama: Mahfudzot of Class 1)*

## **DEDICATIONS PAGE**

This undergraduate thesis is dedicated to My husband, My daughter, My father and mother and my parent in law, My older brother and sisters, My friends at SMK PGRI 1 Sekampung Udik, and all of the officer and lecturer of IAIN Metro.

## ACKNOWLEDGMENT

Prays be to Allah SWT, the most gracious, the most merciful who has given His blessing and guidance to the researcher in finishing this Undergraduate Thesis entitled:

“The Influence of Using Prediction Story Technique toward Students’ Writing Narrative Ability at the tenth grade of SMK PGRI 1 Sekampung Udik, East Lampung”.

This Undergraduate Thesis is written as a compulsory fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd). It is important to be known that this undergraduate thesis would never come into existence without any support, encouragement, and assistance by several gorgeous person and institutions.

Her gratitude should be addressed to their brilliant contributions. First of all the deepest respect and gratitude would be addressed to the sponsors: Dr. Widhiya Ninsiana, M.Hum and Ahmad Subhan Roza, M.Pd. For their willingness to give assistance and guidance within their times during the undergraduate thesis writing process.

A highly regard would also be addressed to Mrs. Nilawati, S.Pd as the Headmaster and English Teacher of SMK PGRI 1 Sekampung Udik for provicing the opportunity to conduct the research, all teacher and officers and of course especially, to the students sitting at the tenth grade who have helped her in carrying out the study.

The researcher could not endure the obstacles which arose during the process without her family support.

The researcher is indebted to many people whom she cannot mention one by one. He realizes the imperfectness of this work; nevertheless, she hopes that this title piece of work can contribute to the treatment of English teaching and learning in general.

It is Allah who bestows success and guides to the Right Path.

Metro, November 2017  
The researcher,

**Afita Mukhlis Sani**

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# CHAPTER I

## INTRODUCTION

### **A. Background of The Research**

Language is a tool of communication that is used to express something and to stimulate a response somebody else and to think something. The user of language can also describe as a mean of conveying something that is wanted to do. Language is a mean of communication each other. It is difficult to do all activities without language. Someone can interact with other. Communication will occur if the listener or readers understand what the speaker or the researcher mean.

Considering the english is the international language, english is widely taught at school in Indonesia, from elementary to university as a local content subject. But in reality we still find difficulties in writing.

Writing is one important aspect in language learning. By writing, the students can share information and ideas in the written text. Writing ability can help them to think critically and to clarify their thoughts. They often discover what they really think and feel about people, ideas, issues, and events only in the actual process of writing. Writing is also as a learning tool, helping them to understand and to remember.

Writing as a process to get product in influenced by some element such as vocabulary, grammar, spelling, and punctuation. In the syllabus of

Senior High School, the basic competency that should be achieved in writing English subject is that the students have the ability to develop and produce written simple function text in descriptive text, recount text, narrative text, report text, exposition text, etc.

Narrative is one of the types of text in writing. Narrative is the form of writing used to relate the story of an act or events. Narrative places occurrences in time and tells what happened occurring to a natural time sequence. Narratives are stories involving a sequence of related events. Experts in the field propose various kinds of relationships between events in a narrative. The most obvious is where one event causes another.

Prediction story is one of the techniques to understand language. Specially in writing, prediction can help students understand to write the text or article or paragraph easier. Prediction is the forecaster computes his own guess for the next outcome, after it is computed, the true outcome is revealed. So, Prediction technique is a useful tool for writing and predicting the story next.

Based on the result of a pre-survey of the tenth grade students of SMK PGRI 1 Sekampung Udik on January 27<sup>th</sup>, 2017 with minimal mastery criteria (MMC) that determined for the school is 70. It can be seen in the table below:

**Table I**

Data of the writing Narrative Ability at the Tenth grade students of SMK PGRI 1  
Sekampung Udik East Lampung

No	Name	The Writing Test	
		Score	Category
1	AT	65	Fair
2	AD	65	Fair
3	AM	65	Fair
4	DK	40	Bad
5	DA	40	Bad
6	DP	65	Fair
7	DS	70	High
8	EF	70	High
9	FJ	50	fair
10	GK	40	bad
11	JM	70	High
12	LA	50	fair
13	LS	70	High
14	NA	65	fair
15	NF	40	bad
16	NB	70	High
17	RB	50	Fair
18	RS	50	Fair
19	SMP	70	High
20	SH	65	Fair
21	TA	65	Fair
22	TA	50	Fair
23	ARI	40	Bad
24	CAN	65	Fair
25	LW	65	Fair
26	RIM	50	Fair
Total		1505	
Average		58	Fair

Source : The English teacher Document of SMK PGRI 1 SekampungUdik  
East Lampung on January 27<sup>th</sup> 2017.

**Table 2**

## The Students Writing Narrative Ability

No	Score	Category	Frequency	Percentage
1.	70-100	High	6	23,08%
2.	50-65	Fair	15	57,69%
3.	0-45	Bad	5	19,23%
	Total		26	100%

Based on the table above, it shows that there are 6 students get categories score is High (23,08 % students), there are 15 students get categories score fair (57,69% students) and there are 5 students get categories score bad (19,23% students).

Another problem on students writing narrative text ability of tenth grade of SMK PGRI 1 Sekampung Udik, namely: (1)The students are not interested in the English subject especially in writing. (2) Students have difficulties to arrange the words in a sentence because they do not have much vocabulary.(3)Students do not understand about narrative text and how to write the narrative text its self yet.

Therefore, to overcome this problem, the researcher assumed that this technique as alternative technique on using prediction story technique in learning writing on the narrative text.



Considering the explanation above, the researcher likes to focus the research in “The Influence Using Prediction Story Technique Toward Student’s Writing Narrative Ability At The Tenth Grade Of The SMK PGRI 1 Sekampung Udik, East Lampung”.

### **B. Problem Identification**

Based on the background of Study above, the researcher would like to identify the problem as follows :

1. The students are not interested in the writing materials.
2. Students have difficulties to arrange the words in a sentence.
3. The students do not know how to write a narrative text yet.

### **C. Problem Limitation**

Based on the problem mentioned above, the researcher focused on number 2 that is, Students have difficulties to arrange the words in a sentence. So, the researcher would held on The Influence of Prediction Story Technique Toward Students’ Writing Narrative Ability At Tenth Grade of SMK PGRI 1 SEKAMPUNG UDIK, East Lampung.

### **D. Problem Formulation**

Based on the problem above, the researcher formulate the problem in this research as follows :

“Is there a positive and significant influence of using prediction story technique toward writing narrative ability at the tenth grade of the SMK PGRI 1 Sekampung Udik, East Lampung?”

## **E. Objective and Benefit of The Research**

### **1. Objective of the Research**

The objectives of the research is intended to know whether there is a positive and significant of influence of prediction story technique toward the students writing narrative ability.

### **2. Benefit of the research**

#### a. For the students :

- 1) As students motivate in their practice writing.
- 2) As contribution in solving the problem of English writing
- 3) As give positive contribution for the students to increase their writing ability by using prediction story technique in learning English at the class.

#### b. For the teacher :

- 1) As enable the teachers to teach writing their students in the effective way and time in the class.
- 2) As give positive contribution for the teacher in teaching writing by using prediction story technique as an alternative technique in learning English in the class.

- c. For the headmaster : As give information order to the head master can support English learning process by preparing the facilitation and instrument completely.

## CHAPTER II

### RELATED OF THE THEORY

#### A. Theoretical Review

##### 1. Concept of Writing Narrative Ability

###### a. Concept of Writing

Mark Treddincik argues that writing is art of making an utterance perfectly unnatural process of making every word and phrase again and again cutting here and adding there, until it is just so.<sup>1</sup>

According to Glencoe that writing is a journey that is seldom smooth often it is an exploration of your thoughts and ideas.<sup>2</sup>

Furthermore, SanggamSiahaan argue that

Writing is the written productive language skill. It is the skill of a writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language s/he is writing to transfer the information s/he has in her or his mind to her or his reader(s) effectively. The ability s/he has includes all the correct grammatical aspects of the language s/he is writing, the types of the information s/he is transferring, and the rhetoric's s/he is conducting in a communicative event too.<sup>3</sup>

Based on the statements, the researcher can put forward that writing is one of process that person does, not only involve, the ability to write

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<sup>1</sup> Mark Tredinnick, *Writing Well The Essential Guide*, (Cambridge, 2008), p.10

<sup>2</sup> Glencoe, *writer's choice*, (New York, 2005), p.49

<sup>3</sup> SanggamSiahaan, *The English Paragraph*. (Yogyakarta: Graha Ilmu, 2008), p. 2

correct and appropriate sentences, but also the ability to think creatively including all information which is not necessary.

## **b. Types of Writing**

Wishon states the form of writing used to tell or relate is called narrative; the form of writing used to describe is called description; the form of writing used to explain or interpret is called exposition; the form of writing used to persuade or argue is called argumentation.<sup>4</sup> There are four different types of writing as follows:

### 1) Narrative

Narrative is the form of writing used to relate the story of act or events. Narrative place occurrences in time and tell what happened occurring to natural time sequence.

Example:

A man and a woman sat talking on a bench in the late afternoon. The man was middle-aged and slender; his skin was dark; his eyes looked poetic. The woman was young, blonde, and graceful. Her dress was gray, with odd brown markings. She may have been beautiful; one found it difficult to notice anything except her eyes, which drew attention from every thing else. The eyes were gray-green, long, and narrow. With an expression that defied analysis. One could only know that they were disquieting. Cleopatra, the queen of ancient Egypt, may have had such eyes.

“yes” said the woman. “I love you, God knows; but I can not marry you; I can not, and will not.”<sup>5</sup>

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<sup>4</sup> George E. Wishon And Julia M. Burks, *Let's write English*, (Canada : Van Reinhold Ltd, 1980), p. 68-69

<sup>5</sup>*Ibid.* p. 378

## 2) Description

Description reproduces the way things look, smell, taste, feel, or sound; it is also evoke moods, such as happiness, loneliness, or fear. It may be used to describe more then the out word appearance of people it may tell about their trait of character or personality.

Example:

Tom's wife was a long termagant, fierce of temper, loud of tongue, strong of arm. Her voice was often heard in wordy warfare with her husband; and his face sometimes showed signs that their conflicts were not confined to words. Thus, tom was a universal friend of the needy and acted like a "friend in need" that is he always exacted good pay and good security ...

When someone writes a descriptive writing, he or she expresses anything in his mind about certain object or event into word and sentences.

## 3) Expositions

Exposition is used in giving information, making explanations. Moreover, interpreting meaning it includes editorial, essays, and informative and instructional material used in combination with narrative.

Example:

And every night, about midnight I termed the latch of his door and opened it –oh, so gently and then when I made and opening sufficient for my head, I put in a dark lantern, all closed, closed, so that no light shone out, and then I thrust in my head. Oh you would have laughed to see how cunningly I thrust it in! I move it slowly, very, very slowly, so that I might not disturb the old man's sleep. It took me an hour to

place my whole head within the opening so far that I could see him as he lay on his bed...

#### 4) Argumentation

Argumentation is used in persuading and convincing. It is closely related to expositions and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition. Study the following paragraph. They are exposition, but they use argumentation.

Example:

Moon tracking is a new science –sport, great scientists are already in the game, and thousands of amateurs are entering it. When the first manufactured moon was launched. The game got under way in earnest. Then radio amateurs, photographer and observers in large numbers begun to record the orbiting of artificial satellites.<sup>6</sup>

#### c. Process of Writing

A paragraph can be viewed from its writing process. It is seen from the result of inventing its main topic and controlling idea. Writing a paragraph also involves the invention of some details for the main idea and the controlling idea.<sup>7</sup>

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<sup>6</sup>*Ibid.* p. 383

<sup>7</sup>SanggamSiahaan, *The English Paragraph*.,p.11

From the view point of writing process, a paragraph as the production of the written language skill involves some steps to express a main topic and a controlling idea in a piece of writing.<sup>8</sup>

Based on the statements, the researcher can put forward that process of writing is involves some steps to express a main topic and a controlling idea in a piece of writing.

#### **d. Concept of Narrative Text**

##### **1. Definition of Narrative Text**

Narrative is pervasive in our lives, it is a way in which humans make sense of their experiences.<sup>9</sup> Abrams asserts that a narrative is a story, which is whether in prose or verse, enclosing events, characters, and what the characters say and do.<sup>10</sup>

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The Purpose of Narrative Text is to amuse or to entertain the

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<sup>8</sup>*Ibid*

<sup>9</sup>Gamble, Nikki and Sally, *Exploring Children's Literature, Teaching The Language And Reading Of Fiction*,( Paul Chapman Publisher, 2002), p.27

<sup>10</sup> M.H, Abrams, *Glossary Of Literary Term, Seventh Edition*,( USA: Earl Mcpeek, 1998),p. 173



reader with a story.<sup>11</sup> The organization of ideas in narrative text is easy because it follows chronological sequences, so narrative is different from other types of discourse and it is recommended for writing.<sup>12</sup>

Narrative aim is to show a place where anything can happen to a character, usually unexpected, though the use of imagined or real-life experiences.<sup>13</sup>

Based on the above theoretical foundation above, narrative text is the form of writing used to relate the story of act or events and the purpose of the narrative text is to amuse or to entertain the reader with a story.

## 2. The Intrinsic Elements Of Story

Klarer suggest that the principal elements of story are, plot (what happen), characters (who acts), narrative perspective (who sees what), and setting (what and when do the events take a place).<sup>14</sup>

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<sup>11</sup> Aris Munand, *NARRATIVE TEXT: Definition, Purposes, Generic Structures and Example of Narrative Text* in [www.Duoulala\\_NARRATIVE TEXT\\_Definition, Purposes, Generic Structures and Example of Narrative Text.html](http://www.Duoulala_NARRATIVE TEXT_Definition, Purposes, Generic Structures and Example of Narrative Text.html), Accessed: Juni 3<sup>rd</sup> 2017

<sup>12</sup> Tricia Hedge, *Writing: Resource Books For Teacher,s*(New York: Oxford University Press, 1988),p.118

<sup>13</sup> Black Education, *Targeting Text Narrative, Poetry, Description, Respon Low Primary*, (Singapore: 1999),p.4

<sup>14</sup> Mario Klarer, *An Introduction Of Literary Studies, Second Edition*,(English: Routledge, 2004), p.12

## 1) Plot

According to Abrams, the plot in dramatic or narrative work is constituted by its events and actions, as these are rendered and ordered toward achieving particular artistic and emotional effects.<sup>15</sup> Meanwhile, Klarer argues that a plot is the logical interaction of the various thematic elements of a text which lead to a change of the original situation as presented at outset of the narrative.<sup>16</sup> On the other word, the plot is to tell what happening the story.

An ideal traditional plot line encompasses the following four levels, namely: (1) Exposition or Presentation, (2) Complication, (3) Climax or Turning Point, and (4) Resolution.

Meanwhile, the story plot is divided into three, namely: (1) Forward Plot, the series that events that the sequence in accordance timeline of event or the story is moving forward. (2) Backward Plot, the series of events that the sequence does not correspond to timeline of events or the story is moving back (flashback). (3) Mix Plot, the composite between the forward and backward plot.

## 2) Theme

Theme is one of the most crucial intrinsic features fiction.

In this case is the story. Abrams states that theme is sometimes

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<sup>15</sup> M.H, Abrams, *Glossary Of Literary Term*,. p. 265

<sup>16</sup> Mario Klarer, *An Introduction Of Literary Studies*,. p. 14

used interchangeably with motif, but the term is more usefully applied to general concept or doctrine, whether implicit or asserted, which an imaginative work is design to involve and make persuasive to the reader.<sup>17</sup>

Furthermore, Childs and Fowler argue that theme is recurrent element of subject matter, but the modern insistence on simultaneous reference to form and content emphasize the formal dimension of the term.<sup>18</sup> A theme is always a subject, but a subject is not always a theme; a theme is not usually thought of as the occasion of a work of art, but rather a branch of the subject which is indirectly expressed through the recurrence of certain events, images or symbols.

Based on the theoretical foundation, it is obvious that theme is the core idea or control idea in order that the story can be a central.

### 3) Character

There are variety definition of character. According Abrams, the character is the name of a literary genre; it is a short, and usually witty, sketch in prose of a distinctive type of person.<sup>19</sup>

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<sup>17</sup> M.H. Abrams, *Glossary Of Literary*, p.205

<sup>18</sup> Peter Childs and Roger Fowler, *The Routledge Dictionary of Literary Term*. (Rouldege: Taylor and Francis Press, 2005). p. 239

<sup>19</sup> M.H. Abrams, *Glossary Of Literary*, p. 42

Character are the person represented in a dramatic or narrative work, who are interpreted by the reader possessing particular moral, intellectual, and emotional qualities by inferences from what the persons say and their distinctive ways of saying it, the dialogue and from what they do, the action.

In addition, Childs and Roger assert that the character is the fictional representation of a person, which is likely to change, both as a presence in literature and as an object of critical attention, much as it changes in society.<sup>20</sup> Generally, the character in story is divide into two, namely protagonist and antagonist. Protagonist is the main character in the story. Antagonist is the opposite of the main character.

Based on the theoretical foundation above, the character is the personage in the story that who takes a part of in actions of the story.

#### 4) Conflict

Conflict is essential to plot, without conflict there is no plot. It is the opposition of force which ties one incident to another and makes the plot move. Conflict is not merely to

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<sup>20</sup> Peter Childs and Roger Fowler, *The Routledge Dictionary of Literary Term*, p,23

open arguments rather is it any form of opposition the faces the main character.

There are two type of conflict, namely internal conflict and external conflict. Internal conflict is a struggle within one's self. Meanwhile, external conflict is a struggle with a force outside one's self. Moreover, the conflict has four kinds, namely: (1) Man vs. Man; the main character using their power agains with another, usually the antagonist. (2) Man vs Circumstances; the main character sruggles against with fate or the circumstance of life that he/she faces. (3) Man vs Society; it is rarely happen, it is struggle against idea, custom, or religion of another people. (4) Man vs Himself; the main character against himself.

#### 5) Setting

Abrams explains that the overall setting of a narrative or dramatic work, the general locale, historical time, and social circumstances in which its action occurs; the setting of a single episode or scene within the work is the particular physical location in which it takes place.<sup>21</sup> For some stories, the setting is very important, while for others it is not. There are several

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<sup>21</sup> M. H. Abrams, *glossary of literary*,.p.330

aspects of a story, setting to consider when examining how setting contributes to a story.

The story setting such as, place (where is the location of the story taking place), time (when the story taking place), and weather condition (what is the weather condition, it is rainy, sunny, stormy, etc).

#### 6) Point of view

According to Abrams, point of view signifies the way a story gets told the mode (or modes) established by an author by means of which the reader is presented with the characters, dialogue, actions, setting and events which constitute the narrative in a work of fiction.<sup>22</sup>

On the other word, the point of view is how the author able to see the events that happen in the story.

### **3. The Extrinsic Elements of Story**

Extrinsic elements can be defined as literary elements which can be find outside the literary works, but it is indirectly influence the structure of the literary works. Extrinsic elements of the story, such as: the values in the story (religious, cultural,

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<sup>22</sup>*Ibid.*,p.265

politic, economic, etc), the background of the author's life, and social situation when that story is created.

#### **4. Generic Structure of Narrative Text**

According to Achmad Doddy, there are three parts of generic structure in narrative text that should be understood as following:

1. Orientation : sets the scene and introduces the participants.
2. Complication : a crisis arises
3. Resolution : the crisis is resolved, for better or for worse.<sup>23</sup>

#### **5. Language Features of Narrative Text**

- a. Use of particular nouns to refer to or describe the particular people, animals and things that the story is about;
- b. Use of adjectives to build noun groups to describe the people, animals or things in the story.
- c. Use of time connectives and conjunctions to sequence events through time;
- d. Use of adverbs and adverbial phrases to locate the particular incidents or events;
- e. Use of past tense action verbs to indicate the actions in a narrative;

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<sup>23</sup>Doddy, Achmad. *Developing English Competencies 3: for Senior High School*. (Jakarta: PusatPembukuan, DepartemenPendidikan Nasional, 2008,p.26)

- f. Use of saying and thinking verbs to indicate what character are feeling, thinking saying.<sup>24</sup>

**e. Concept of Writing Narrative Ability**

Writing ability is one of the aspect abilities, which is very important to be developed in learning English. Writing is one of the ways of sending message or information from the writer to the readers. It is supported by Linderman states writing ability deals with the ability to arrange the graphic system such as letter, words, and sentences of certain language being use in written communication in order that the reader can understand the message or the information.<sup>25</sup>

It means that writing ability is someone's ability to arrange words, sentences, and letters by using graphic system in written form to convey a message or information. Writing ability is the most difficult ability between the others, because in writing the student is not only learn the structure and vocabulary but also understand the way to express their idea.

Writing narrative ability is the capacity to write correct and appropriate sentences in narrative text. Writing skills are specific

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<sup>24</sup>*Ibid*,p.85

<sup>25</sup>Linderman, Erika, *Basic Writing a Practical Approach*, (New York: Little Brown Company, 1984), p.11



abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

## 2. The Measurement of Writing Ability

There are some component in writing ability that are used by writer including;content, grammar, form, vocabulary, and mechanic connected with the thinking above Harris states there are five general components in writing.<sup>26</sup>

And the components they are:

- a) Content : The substance of writing; the experience of the main idea (unity).
- b) Form : the organization of the content (coherence).
- c) Grammar : the employment of grammatical form or syntactic pattern.
- d) Vocabulary : the section of words, that suitable with the contents.
- e) Mechanic : the uses of graphic convention of the language.<sup>27</sup>

**Table 3**  
**The Measurement of Writing Ability**

The details of writing ability	Score	Level	Creteria
Content	30-27	Excellent	The writer extremely understand the content. The content is very

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<sup>26</sup> Harris, David, *Teaching English as A Second Languge*, (New York:McGraw Hell Inc, 1974), p.68-69

<sup>27</sup>*Ibid*

	26-22	Good	complete and very specific. It is suitable with the title.
	21-17	Sufficient	The writer understand the content, the content is very complete specific although it is less detail.
	16-13	Low	The writer does not understand the content is disconnected and not sufficient to be evaluated.
Organization	20-18	Excellent	The organization is very regular, very neat, and very clear. It consists of much idea. It has the logical order and the high cohesion.
	17-14	Good	The organization is regular, neat and clear. It consist much idea. It has logical order and the high cohesion.

	13-10	Sufficient	The organization is less regular, less neat, and less clear. It is limited in the idea and has the not logical order. The cohesion is not high.
	9-7	Low	The organization is not irregulars, unclear. It lacks of the idea and has the not logical order. There is not cohesion. It is not sufficient to be evaluated.
Vocabulary	20-18	Excellent	The writing has the extremely large number of vocabulary. The vocabulary use is very effective. The writer extremely masters the word formation. The diction is very accurate.
	17-14	Good	The writing result has the large number of the vocabulary. The writer master the word formation. The diction accurate.
	13-10	Sufficient	The writing result has sufficient of

	9-7	Low	<p>vocabulary. To use of the vocabulary is ineffective. The writer does not master the word formation well. The diction is less accurate.</p> <p>The writing result looks like a translation. The writer does not master the word formation. It is not sufficient to be evaluated.</p>
Grammar	25-22	Excellent	The writer extremely master grammar. There is just title error in grammar without making the unclear meaning.
	21-18	Good	The sentence structure is simple. There is title error in grammar without making the unclear meaning.
	17-11	Sufficient	The writer feels difficult in using the simple sentence structure. The grammatical error can make the unclear meaning.

	10-5	Low	The writer does not master the sentence structure. The writing result is not communicative. It is not sufficient to be evaluated.
The mechanic of writing	5	Excellent	The writer extremely masters the writing mechanic of word and spelling.
	4	Good	The writer master the writing mechanics of word and spelling although there is little error.
	3	Sufficient	The writer does not master the writing mechanics of words and spelling. There are many errors.
	2	Low	The writer does not master like writing mechanics writing result is unreadable. It is not sufficient to be evaluated.

### 3. Concept of Prediction Story Technique

Prediction is the process to predict the condition, action and situation that can outcome after it. Process to an account of the interpretation of novel, context-

free naming units which will be referred to here in after as the meaning-prediction process.<sup>28</sup> Meaning predictability is restricted to a larger or smaller speech community whose members know the meaning of the person in the question.<sup>29</sup>

Good continuity is the gestalt principle that states we tend to assume things as continuing. Pictorially we tend to see lines continuing even if something obscures part of them. This is also why filmic cuts work. If we see one action and the action continues from a different angle, we assume it to be the same action.<sup>30</sup>

Prediction is the forecaster computes his own guess for the next outcome after is computed, the true outcome is revealed.<sup>31</sup>

Based on the theoretical foundation above, prediction is a technique that use to extrapolates how the system or events will evolve in the future or the next.

Narratives are stories involving a sequence of related events. Experts in the field propose various kinds relationship between events in a narrative. The most obvious is where one event causes another.

Narratives is divided into two forms, namely a text and an action. A narrative text such as story, novel, prose, poems, tale, and etc. Meanwhile, drama is an action narrative. Some literary forms such as the novel and story are explicit

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<sup>28</sup> Paul Stekauer, *Meaning Predictability In Word Formation*. (Amsterdam/ Philadelphia: John Benjamins Publishing Company, 2005), p.70

<sup>29</sup> Paul Stekauer, *Ibid*, p.65

<sup>30</sup> Francis Glebas, *Directing the Story*, (Amsterdam: Elsevier Inc, 2009), p.133

<sup>31</sup> Nicolo Cesa-Bianchi and Gabor Lugosi, *Prediction, Learning, And Games*. (New York: Cambridge University Press, 2006), p.7

narratives that are told by a narrator. Yet, in drama, narratives is not told, but direct presentation on stage of the actions and speeches of the character.

Furthermore, Abrams asserts that a narrative is a story, which is whether in prose or verse, enclosing events, characters, and what the characters say and do.<sup>32</sup>

Based on the above theoretical foundationabove, it is obvious that story is part of narrative, a literary work that usually focused on single events, has a plot, has a setting, has a character, etc.

Prediction story often represented as repeated game between a forecaster and the environment. Our use of a game-theoreticformalism is not accidental: there exists an intimate connection between sequential predictionand some fundamental problems belonging to the theory of learning in games.<sup>33</sup>Prediction story use the exploration of some of these connections.<sup>34</sup>

Prediction story technique is a powerfull knowledge-based technique that extrapolates how current systems willevolve in the future. Using this extrapolation, you can plan your own innovations.<sup>35</sup>

Based on the above theoretical foundationabove,Prediction Story technique is technique to predict or guess the story after it that willoutcomes in the next or future.Prediction story can we say that we make the supporting

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<sup>32</sup> M.H, Abrams, *Glossary Of Literary Term*,p. 173

<sup>33</sup> Nicolo Cesa-Bianchi and Gabor Lugosi,*Prediction, Learning*,p.180

<sup>34</sup> Ibid

<sup>35</sup> David Silverstein,Philip Samuel, Neil Decarlo,*The Innovators Toolkit*.(New Jersey:John Wiley & Sons, Inc.2009),p.91

sentences in the story based on the main sentence. There are steps of prediction story technique, namely:

a) Developing the paragraph main topic

The data that function as the supporting sentences can be the detail of the main topic. All the data are used as the supporting sentences to develop the main topic.<sup>36</sup>

b) Developing the controlling idea of the paragraph

The data that function as the supporting sentence of the topic sentence can also be only the details of the controlling idea.<sup>37</sup>

c) Developing the main topic and the controlling idea.

The data that function as the supporting sentences can be both the detail of the main topic and the controlling idea. The common technique used by writer to list the data is similar with the way to list the data for both the main topic and the controlling idea.<sup>38</sup>

#### 4. The Purpose Of Prediction Story Technique

The Purpose of Prediction Story Technique are:

- a. To make students enjoy a story for its own sake.
- b. To make students more confidence in learning writing, so it can improve the students aspect a literary.

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<sup>36</sup>SangamSiahaan, *The English Paragraph*,p.41

<sup>37</sup>*Ibid*,p.43

<sup>38</sup>*Ibid*,p.44



- c. To improve the students interaction by build team cohesion and reinforce the power of teamwork so that can enjoy the class.
- d. to make the students more active in class.<sup>39</sup>

## 5. The Procedure Of Prediction Story Technique

Prediction story technique is brainstorming, reviewing and practicing activity that can be used to introduce an idea, practice material just taught, or review material to ensure student understanding.

The teaching procedure of writing through prediction story technique are:

- a. The teacher explain the material about narrative text and give the example of narrative text.
- b. The teacher divides five groups, namely: group A, group B, group C, group D, and group E.
- c. The teacher provides the narrative text in white board but the text just write paragraph by paragraph and then student continue the next paragraph.
- d. The teacher ask the student present in front of class about their result.
- e. The teacher provide or read the next paragraph that correct in white board and the student continue the next paragraph again until finished.<sup>40</sup>
- f.

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<sup>39</sup> Grant Bage, *Narrative Matter: Teaching And Learning History Through Story*, (New Fatter Lane , London: Falmer Press,1999),p.81

<sup>40</sup> Nicolo Cesa-Bianchi and Gabor Lugosi,*Prediction, Learning*,p.180

## 6. The Advantages And Disadvantages Of Prediction Story Technique

There are the advantages and disadvantages of using prediction story technique, namely:

### a. The advantages

1. To be discuss in the teaching process, so it can gives good opportunity to the students to participate fully in the subject and contribute their ideas.
2. Develop brainstorming, recalling information and practicing activity of the students in sharing each other ideas.
3. An interactive process, it will help the teacher toward a better understanding of his students to promote inquiry mind and to provide good practice for problem solving.
4. Improve low capable by having discussion in heterogenerous group, creates positive peer response groups.
5. Creates more active learning process.
6. Encourage the students to be more confident to their own work and make them believe in themselves that they are able to do some assignments.

### b. The disadvantages

1. This technique need length of time in learning process.

2. The brighter students will dominate in the teaching process, so slow students will feel shy to contribute or to participate.<sup>41</sup>

## **7. Teaching Prediction Story Technique toward Writing Narrative Ability**

Writing is a practice that involves the process of reproduction that has been learned to concentrate in spelling and punctuation. Writing in language learning trained in various language activities, implementing the rules. There are some measurement criteria in writing ability that are including content, grammar, form, vocabulary, and mechanic.<sup>42</sup>

Based on the quotes from the opinion of experts can be taken conclusion prediction story technique will help students to write of writing difficulty and will make students able to write in a simple sentence or paragraph with a few errors in narrative text.

## **B. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

In this research, two variables have a correlation they are independent variable (X) and dependent variable (Y). The independent variable (X) is prediction story technique and the dependent variable (Y) is writing narrative ability.

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<sup>41</sup> Nicolò Cesa-Bianchi and Gabor Lugosi, *Prediction, Learning*, p.180

<sup>42</sup> Harris, David, *Teaching English As A Second Language*, p. 68-69

Writing activity is a form of manifestation of the capabilities and skills of language the last in mastery. In addition, one of very common and often faced the fundamental problem is tenses. Because that is learned of writing are word building and Sentences building. The response to be complete sentences is case requires carefulness in work in using the tense especially in narrative text.

Prediction Story is technique to predict or guess the story after it that will outcomes. Good continuity is the gestalt principle that states we tend to assume things as continuing. Pictorially we tend to see lines continuing even if something obscures part of them. This is also why filmic cuts work. If we see one action and the action continues from a different angle, we assume it to be the same action.<sup>43</sup>

To finding out is there a positive and significant influence, the writer uses he formula of product moment influence. If Student's prediction story is high level of writing narrative ability is also high, if Student's prediction story is bad so level writing narrative ability is bad.

## **2. Paradigm**

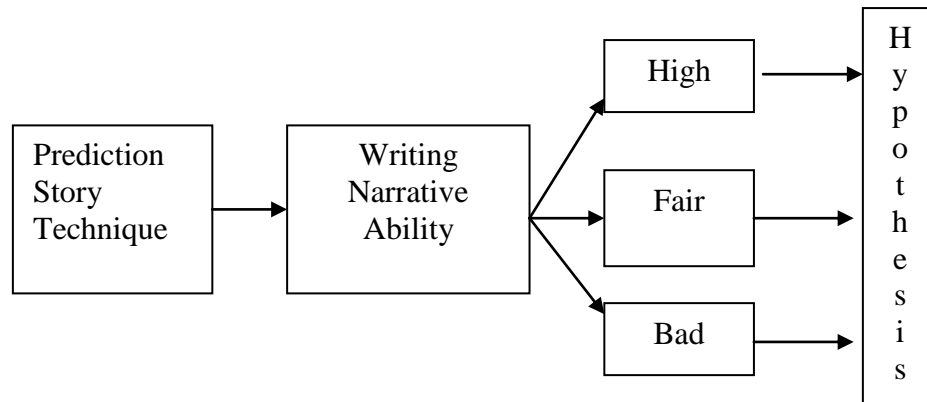
Based on the theoretical framework above, the writer describes the paradigm as follows:

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<sup>43</sup>*Ibid*

Figure 1

Influence using Prediction Story Technique toward Writing Narrative Ability



Based on the diagram above, the researcher can conclude that if the students prediction story technique is high and students writing narrative ability is high. So, there is positive and significant influence of using prediction story technique on writing narrative ability but if the students prediction story technique is bad and students writing narrative ability is bad. So, there is no positive and significant influence of using prediction story technique on writing narrative ability.

### C. Hypothesis Formulations

There are two kind of hypothesis, such as alternative and null hypothesis.

Based on assumption above, the writer formulates the hypothesis as follows:

1. Alternative Hypothesis ( $H_a$ )

There is a positive and significant influence of using prediction story technique toward writing narrative ability at the tenth grade students in SMK PGRI 1 of SEKAMPUNG UDIK, EAST LAMPUNG.

2. Null hypothesis ( $H_0$ )

There is no a positive and significant influence of using prediction story technique toward writing narrative ability at the tenth grade students in SMK PGRI 1 of SEKAMPUNG UDIK, EAST LAMPUNG.

**Statistical Hypotesis**

If  $F_0 > F_t$ ,  $H_a$  is Accepted

If  $F_0 < F_t$ ,  $H_a$  is Rejected

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The kinds of research was a quantitative research. According to Daniel muijs, Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).<sup>44</sup> according to John W. Creswell:

A quantitative approach is one in which the investigator primarily uses positive claims for developing knowledge (I. e.. cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data.<sup>45</sup>

So, the researcher concluded that this research was quantitative experiment. This research design also called as kinds of experiment which is not fulfill requirement of scientific experiment. In this research design there were three categories they were: one shot case study, pre-test and post-test, and static group comparison. In this research, the researcher used pre-test and post-test group.

In pre-test and post-test group, there was two test before and after treatment. The test which is done before treatment was called pre-test and The

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<sup>44</sup> Daniel Muijs, *Doing Quantitative Research In Education With Spss*, (London: Sage Publication, 2004), p.1

<sup>45</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. (Sage Publications, London, 2002), p.18

test which is done after treatment is called post-test. The differences between pre-test and post-test was an effect from treatment.

According to Hatch and Farhady to design as follow<sup>46</sup>:

T1XT2

Note:

T1 : Pre-test

X : Treatment will give to student

T2 : Post-test

In this research, the researcher used one class, as an experimental class that received the special treatment that was teaching writing by using prediction story technique and has pre-test and post-test which is done before and after treatment to show the effect from treatment.

This research consist two variables, they were independent variable (X) (Prediction Story Technique) and dependent variable (Y) (Writing Narrative Ability).

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<sup>46</sup>Evelyn Hatch and Hossein Farhady, *Research Design and Statistic for Applied Linguistics*, (Rowley: Newbury House Publishers.Inc, 1982), p.20



## **B. The Operational Definition of Variables**

The operation definition of variable as follow:

### **1. Independent Variable**

According to Evelyn Hatch, “The independent variable is the major variable which you hope to investigate. It is the variable which is selected, manipulated, and measured by the researcher.”<sup>47</sup> Independent variable of this research is prediction story technique.

Prediction Story is technique to predict or guess the story after it that will outcomes. Researcher used the several ways to measure the prediction story technique by quessing paragraph in narrative text.

The researcher also establish the measurement of prediction story technique in writing. In addition, the researcher would collect the data by using quessing test. That was making a narrative paragraph next based on paragraph before, depends on the students.

Every item has five score ranges that are from 1 until 5. The catagories of score and indicator of assessment rubric are explained in table as below:

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<sup>47</sup>*Ibid*, p.15.

**Table 3**

Assessment rubric in applying prediction story technique

No	Indicator	1	2	3	4	5	Total
1.	Student be able to develop main topic well						
2.	Students be able to develop the controlling idea of the paragraph well						
3.	Students be able to develop the main topic and the controlling idea well.						
4.	Students be able to make paragraph related by paragraph before.						
	Average						

After the aspect done, the score will be obtained by category get a final score whether the teacher applied teaching in the class as high, fair, bad.

Based on the explanation above, in this research , the researcher would used prediction story technique to conduct a treatment for the students in the tenth grade of SMK PGRI 1 Sekampung Udik, East Lampung.

## 2. Dependent variable

According to Evelyn Hatch, “The dependent variable, on the other hand, is the variable which you observe and measure to determine the effect of the independent variable.”<sup>48</sup>

Dependent variable of this research was writing narrative ability.

The researcher used several ways to measure the writing narrative ability by using composing a storyby making paragraph or writing text. The

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<sup>48</sup>Evelyn Hatch and Hossein Farhady, *Research Design*.,p.14

researcher also establish the measurement of writing. The good paragraph must consist of some sentences that have good content, organization, vocabulary, grammar and mechanic. The score of each item are 13-30 for content, 7-20 for organization, 7-20 for vocabulary, 5-25 for grammatical and 1-5 for mechanic. Total score of composing story is 100

The indicator of writing is follows:

1. Students can compose the narrative text well
2. Students can use the generic structure of narrative text correctly.
3. Students be able to understand and use intrinsic and extrinsic element of the narrative text well.

## **C. Population, Sample and Sampling Technique**

### **1. Population**

Jack R. Fraenkel and Norman E Wallen explain that the population, in other words, is the group of interest to the research, the group to whom the researcher would like generalize the result of the study.<sup>49</sup>The Population in this research was the tenth grade of SMK PGRI 1 Sekampung Udik, East Lampung. The total of population was 68 students which divided into three classes.

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<sup>49</sup> Jack R. Fraenkel and Norman E Wallen, *How to Design and Evaluate Research*, (England: McGraw-Hill Inc, 2008), p.80

**Table 5**  
Population of the research

No	Class	Sex		Total
		Female	Male	
1	X	17	14	31
2	XI	10	15	25
3	XII	7	6	13
	<b>Total</b>	<b>34</b>	<b>34</b>	<b>68</b>

## 2. Sample

According to Geoffry, “sample is a student of the populations that is taken to be representative of the entire population”.<sup>50</sup>it means that sample is the part of population which presents, that the population which will be researched. The researcher has chosen one class to get sample. The sample of the research was thirty one students, that was tenth grade students of SMK PGRI 1 Sekampung Udik.

## 3. Sampling Technique

Sampling technique is a technique to take sample. It means that sampling technique is way that doing by writer to take sample from population. In this research, the researcher used Total sampling as the method in a choosing a sample. therefore the researcher choose a sample with total sampling of class in SMK PGRI 1 Sekampung Udik.

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<sup>50</sup> Timothy C.Undan, *Statistics In Plain English, Second Edition*,(London: LEA Publisher,2005),p.1

## D. Data Collection Method

### 1. Test

Based on Anderson with Arsenault said that “instrument includes test and questionnaire, observations schedules and any other tool used to collect data”<sup>51</sup>.The researcher used Essay test, both pre-test and posttest to collect the data. Essay Test was about the student’s writing narrative ability. The researcher gave the pre test and post test.

#### a. Pre-test

To know whether using prediction story technique could influence on the students’ writing narrative ability. In this case, the researcher gave pre-test before the students get more explanation in writing narrative ability. From this result, the researcher would know the students mastery in composing a story as writing exercise and know the weakness of learning process.

#### b. Post-test

After analyzing and discussing the weakness and strength that was done by the teacher and the students during teaching-learning process without explaining and giving the writing narrative ability exercise in pre test, the researcher asked to the students about the

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<sup>51</sup>Gary Anderson with Nancy Arsenault, *Fundamentals of Educational Research*, (USA,;Falmer Press, 2005), p. 94

difficulties in composing the exercise and given more explanation about writing especially in narrative.

## **2. Documentation**

The documentation refers to a wide range written, physical, and visual materials, including what other author may term artifacts. Document may be personal, such as autobiographies, diaries, and letters; official, such as files, report, memoranda or minutes; or documents of popular culture such as books, films, and videos.<sup>52</sup>So, The researcher used the documentation method to get detail information about the history of school, student list, teacher and employment of SMK PGRI 1 SEKAMPUNG UDIK.

## **E. Research Instrument**

The research is based on the following procedures:

### **a. Instrument Blueprint**

- 1) Instrument which would be used on Writing Narrative Ability test was test.

Pretest is given before treatment in order to identify how far the students' writing narrative ability. The researcher used essay test that is composing a story. It was a narrative story depend on the students. It could judge the student's ability in writing narrative skill and the ability of students was real.

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<sup>52</sup> Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and AsgharRazavieh, *Introduction To Research In Education*, 8<sup>th</sup> Edition,(Canada: Wadsworth,Cengage Learning,2010),p.442

Of course, The material would be tested was about writing narrative ability.

The researcher used essay test for pre test and post test.

- 2) The instrument which would be used by documentation method was documentation guidance, as follow:
  - a. Documentation about the condition teacher and official employees in SMK PGRI 1 SekampungUdik.
  - b. Documentation about the quantity of the students of SMK PGRI 1 SekampungUdik.

#### **F. The Data Analysis**

To investigate whether there was any positive and significant influence of Prediction Story Technique toward Students' Writing Narrative Ability at the tenth grade of SMK PGRI 1 SEKAMPUNG UDIK,EAST LAMPUNG.

The researcher used the true experiment in the form of paired t-test by using control group pre test-post test design.

The formulation of t-test<sup>53</sup>:

$$t = \frac{\bar{D}}{\sqrt{\frac{(\sum D^2) - (\sum D)^2}{N(N-1)}}}$$

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<sup>53</sup>Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and AsgharRazavieh, *Introduction To Research*,p.177

Note:

$t$  =  $t$  test

$N$  = Total of participant

$\bar{D}$  = Average difference

$(\sum D^2)$  = pré-test and post-test (<sup>2</sup>), then summed

$(\sum D)^2$  = Total of pré-test and post-test (<sup>2</sup>)

According to Donald Ary, when dealing with nominal data, the most widely used tests of significance are the Chi-Square tests. They compare observed frequencies and expected frequencies.<sup>54</sup>

The formula of Chi-Square:

$$X^2 = \sum \frac{(fo - fn)^2}{fn}$$

Note:

$X^2$  : Chi-Square obtained

$fo$  : observed frequency

$fn$  : expected frequency

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<sup>54</sup>ibid,p. 183



## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of Data**

##### **1. Research Setting**

###### **a. Brief Story of Establishment of SMK PGRI 1 Sekampung Udik**

SMK PGRI 1 Sekampung Udik is located on Marga sari Street Bumi Mulyo Sekampung Udik , East Lampung. It was established on 2011. the following principals.

- Isdianto, S.E (2011-2012)
- Hermanto, S.Pd. I (2012-2013)
- Nilawati, S.Pd (2013- Now)

###### **b. The Buildings of SMK PGRI 1 Sekampung Udik**

SMK PGRI 1 Sekampung Udik has following buildings: 3 classrooms, 1 principal's room, 1 teacher rooms, 1 administrasi staff's room, 1 count1 library's room, 1 computer laboratory, 3 bathroom, 3 canteens, a ceremony yard and parking area.

**c. The condition of teachers and official employees in SMK PGRI 1  
Sekampung Udik**

**Table 6**

**The condition of teachers and official employees in SMK PGRI 1 Sekampung  
Udik**

<b>No</b>	<b>Nama</b>	<b>Sex</b>	<b>Occupation</b>
1.	NILAWATI,S.Pd	Female	The headmaster and English teacher
2.	MISPAN, S.Tp	Male	Vice of curriculum and mathematic teacher
3.	NAFINGATUN,S.Ag	Female	Treasurer and Indonesian teacher
4.	EDI PRAYITNO	Male	Administration staff and science teacher
5.	AFITA MUKHLIS SANI	Female	Administration staff and computer teacher
6.	TERESIA LILIS KARTIKA, S.E	Female	Chief of competence and productive teacher
7.	TITIK VERAWATI, S.P	Female	Civic teacher
8.	ANITA RISMA BB,S.Pd	Female	Art teacher
9.	SUGENG MUJIONO, S.Pd.i	Male	Productive teacher
10.	MUHAMMAD SOFYAN, S.Pd	Male	Islamic teacher
11.	SRI RAHAYU, S.Pd	Female	Entrepreneur teacher
12.	YULI KURNIYATI, S.Pd.SD	Female	Social teacher
13.	SUPRAPTO, S.Pd	Male	Sport teacher
14.	RATNA SUSILOWATI, S.Pd	Female	Productive teacher
15.	GALDISTA HELDA AUDIA, A.Md	Female	Productive teacher

Source: Documentation of SMK PGRI 1 Sekampung Udik in Academic Year 2017/2018

#### d. Quantity of SMK PGRI 1 Sekampung Udik

The quantity of SMK PGRI 1 Sekampung Udik students in the academic year 2017/2018 that can be identified as follows:

**Table 7**

**The condition of SMK PGRI 1 Sekampung Udik students in the academic year 2017/2018**

Class	Sex		Amount
	Female	Male	
X	17	14	31
XI	10	15	25
XII	7	6	13
<b>TOTAL</b>	<b>34</b>	<b>34</b>	<b>68</b>

Source: Documentation of SMK PGRI 1 Sekampung Udik in Academic Year 2017/2018

## 2. Research Data

### a. Pre-test Result

To know the ability of the students in Writing Narrative Ability before giving the treatment, the students were given a pre-test that must be done individually. Teacher asked them to do essay tests that consist of the material of Writing Narrative text. They are given 90 minutes to finish the tests.

The result of pre-test can be identified as follows:

**Table 8**

**The Pretest Result of The Tenth grade of SMK PGRI 1**

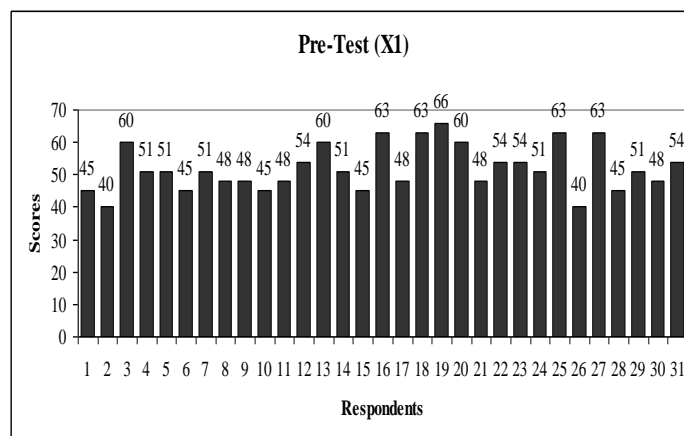
**Sekampung Udik**

<b>No</b>	<b>Students' Names</b>	<b>Sex</b>	<b>Pre-test score</b>
1.	AS	M	45
2.	AAA	M	40
3.	AS	F	60
4.	AIR	F	51
5.	AY	M	51
6.	AHS	M	45
7.	AL	F	51
8.	DS	F	48
9.	DY	F	48
10.	EP	M	45
11.	EDJ	F	48
12.	MR	F	54
13.	MTA	M	60
14.	NA	F	51
15.	NNA	M	45
16.	NS	F	63
17.	RYR	F	48
18.	RE	M	63
19.	RP	M	66
20.	SYS	F	60
21.	SZ	F	48
22.	SCM	F	54
23.	TAP	M	54
24.	TW	F	51
25.	WAP	F	63
26.	WN	F	40
27.	DK	M	63
28.	IYY	F	45
29.	DSP	M	51
30.	DKN	M	48
31.	AP	M	54

	$\Sigma X$		1613
	Average		52.03226

Source: The pre-test result of the Tenth grade of SMK PGRI 1 Sekampung Udik

Based on the result pretest writing narrative ability above, the highest score is 66 and the lowest score is 40 the researcher measured the class interval using the formula as follows:



Based on the table above, the writer then measured the class interval by using the formula according to SuharsimiArikunto as follows:

$$IR = \frac{t - r}{N}$$

Note:

IR= Class interval

t = The highest score = 66

r= Thelowest score = 40

N= Total of the categories = 3

$$\begin{aligned}
 \text{IR} &= \frac{t - r}{N} \\
 &= \frac{66 - 40}{3} \\
 &= \frac{26}{3} \\
 &= 8
 \end{aligned}$$

The total of class interval (IR) of this result pre-test research is 8. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

**Table 9**

No	Class Interval	Frequency	Category	Percentage
1	58-66	8	High	25.802%
2	49-57	10	Fair	32.25%
3	40-48	13	Bad	41.93%
TOTAL		31		100%

Based on the table frequency distribution above, it can be inferred that 31 students as the research sample can be divided:

- 1) For the class of 58-66, there were 25.80 % of students who are included in the high category
- 2) For the class of 49-57, there were 32.25 % of students who are included in the fair category.
- 3) For the class of 40-48, there were 41.93% of students who are included in the bad category.

So the pre-test is categorized into bad category.

From the result of pre-test, the researcher found the students problems was in using ineffective technique on studyingwriting narrative text. These problems can be seen by questions that given. Many students got low or bad score in this test.

#### **b) Post-Test Result**

After knowing the pre-test result of the students' mastery on writing narrative ability, the students got bad score and then the teacher gave treatment about using prediction story technique as the best technique to understand writing narrative text. The teacher explained about what the use prediction storyis, and also explained about the advantage of prediction story technique. So the students were motivated to use this technique in improving their writing narrative mastery.

In this process the researcher saw that the students were interested and they motivated to master this technique, at the end, the teacher gave post-test to know their ability after giving the instruction (treatment).

To measure the influence of using prediction story technique, the researcher tested the students by giving them essay tests. The result of the post-test can be identified as follows:

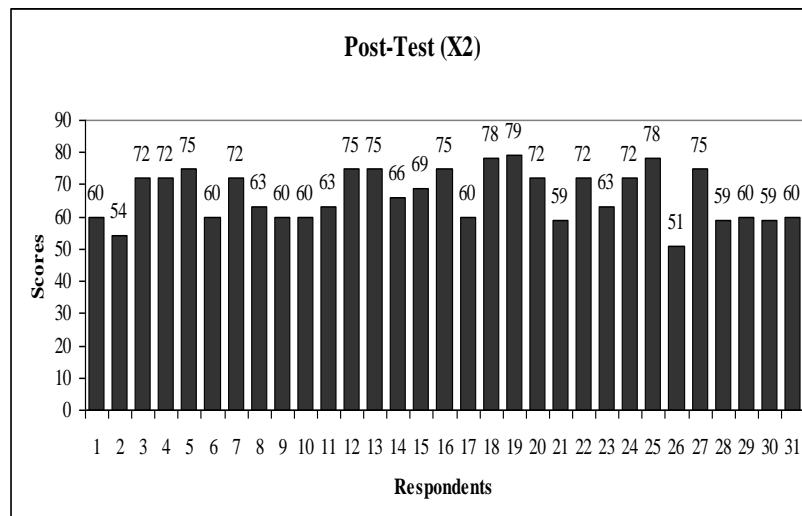
**Table 10**  
**The post-test result of The Tenth grade of SMK PGRI 1**  
**Sekampung Udik**

No	Name	Post-test score
1.	AS	60
2.	AAA	63
3.	AS	72
4.	AIR	72
5.	AY	75
6.	AHS	60
7.	AL	72
8.	DS	72
9.	DY	60
10.	EP	60
11.	EDJ	75
12.	MR	75
13.	MTA	75
14.	NA	66
15.	NNA	66
16.	NS	75
17.	RYP	60
18.	RE	78
19.	RP	79
20.	SYS	72
21.	SZ	65
22.	SCM	72
23.	TAP	63
24.	TW	72
25.	WAP	78
26.	WN	65
27.	DK	75
28.	IY	59
29.	DSP	60
30.	DKN	51
31.	AP	60
	$\Sigma X$	2107
	Average	67.967

Source: The post-test result of the Tenth grade of SMK PGRI 1  
 Sekampung Udik



Based on the result post- test writing narrative ability above, the highest score is 79 and the lowest score is 51 the researcher measured the class interval using the formula as follows:



Based on the table above, the writer then measured the class interval by using the formula as follows:

$$IR = \frac{t - r}{N}$$

Note:

IR = class interval

T = the highest score = 79

R = the lowest score = 51

N = total of the category = 31

$$\begin{aligned} \text{IR} &= \frac{79 - 51}{3} \\ &= \frac{28}{3} \\ &= 9 \end{aligned}$$

The total of class interval (IR) of this post-test result is 9 .

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

**Table 11**

No	Class Interval	Frequency	Category	Percentage
1	70-79	16	High	51.61%
2	60-69	13	Fair	41.94%
3	50-59	2	Bad	6.45%
<b>Total</b>		31		100%

Based on the table frequency distribution above, it can be inferred that 31 students as the research sample can be divided:

1. For the class of 70-79, there were (51.61%) are included in the high category.
2. For the class of 60-69, there were (41.94%) are included in the fair category.
3. For the class of 50-59, there were (6.45%) students are included in the bad category.

So the post-test result is categorized into good category even though part of them still lack in writing narrative ability, but it was good because they had well effort in learning writing narrative process.

## B. Hypothesis Testing

After applying the documentation and test method, the researcher analyzed the data by using analysis of Chi-Square and t-test in order to prove whether there is an influence of using Prediction Story technique toward the students' writing narrative ability at the Tenth Grade of SMK PGRI 1 Sekampung Udik, as follows:

### 1. Putting The Data Into The Formula Chi-Square ( $X^2$ )

After applying the test, the researcher analyzed the data by using analysis of Chi-Square in order to prove whether there is an influence of using Prediction Story technique toward the students' writing narrative ability at the Tenth Grade of SMK PGRI 1 Sekampung Udik, as follows:

$$X^2 = \sum \frac{(fo - fn)^2}{fn}$$

**Table 12**

**The Table Of The Expected Frequency At Result Of Students Writing Narrative Ability In Pre-Test And Post-Test**

Variable	Category			Total
	High	Fair	Bad	
Pre-test	8	10	13	<b>31</b>
Post-test	16	13	2	<b>31</b>
Total	Cn=24	Cn=23	Cn=15	<b>n=62</b>

Hypothesis testing by using chi-square analyzed as follows:

**Table 13**  
**The Testing of Data**

Sel	$f_o$	$f_n = \frac{C_n \times R_n}{n}$	$f_o - f_n$	$(f_o - f_n)^2$	$\frac{(f_o - f_n)^2}{f_n}$
1	8	$\frac{24 \times 31}{62} = 12$	-4	16	1,33
2	10	$\frac{23 \times 31}{62} = 11,5$	-1,5	2,25	0,19
3	13	$\frac{15 \times 31}{62} = 7,5$	5,5	30,25	4,03
4	16	$\frac{24 \times 31}{62} = 12$	4	16	1,33
5	13	$\frac{23 \times 31}{62} = 11,5$	1,5	2,25	0,19
6	2	$\frac{15 \times 31}{62} = 7,5$	-5,5	30,25	4,03
Total	n=62	n=62		32	$X^2 = 11,1$

From the data above, the value of Chi-Square was 11,1. Then know the critical value of Chi-Square the researcher firstly counted df, it was degree of freedom.

The formulation was follows:

$$df = (c - 1)(r - 1)$$

Note:

Df = degree of freedom

C = coloum

R = row

$$\begin{aligned}
 df &= (c - 1)(r - 1) \\
 &= (3-1)(2-1) \\
 &= (2)(1)=2
 \end{aligned}$$

**Table 14**

**The Table Of Critical Value Of Chi-Square**

Level of Significant	5%	1%
df 2	5,991	9,21

- a. The critical value of  $X^2$  table for 5 % level was 5,991
- b. The critical valu of  $X^2$  table for 1% level was 9,21

From all data analysis above , it could be known that:

- 1)  $X^2_{\text{observation}} = 11,1$
- 2)  $X^2_{\text{table}} = 5\% (5,991)$  and  $1\% (9,21)$

The degrees of freedom was 2. So the value  $X^2_{\text{table}}$  on degrees of freedom were 5% (5,991) and 1% (9,21). In this research, the students have been done all of the tests. It was benefit to know the influence of using predicton story technique toward students writing narrative ability from the result of those tests.

From the data above shown the comparison between  $f_o$  and  $f_t$  was:

5,991 < 11,1 > 9,21 in 5% and 1% significance. It means that alternative hypothesis ( $H_a$ ) which explains “ there is a positive and significant influence

of using prediction story technique toward students writing narrative ability was accepted and  $H_0$  was rejected.

## 2. Putting The Data Into Formula T-Test

Preparing the table in order to prove whether there is an influence of using prediction story technique toward the students' writing narrative ability at the Tenth Grade of SMK PGRI 1 Sekampung Udik.

**Table 15**

Participants	Pre-test( $X_1$ )	Post-test ( $X_2$ )	D ( $X_1-X_2$ )	D <sup>2</sup> ( $X_1-X_2$ ) <sup>2</sup>
AS	45	60	-15	225
AAA	40	63	-23	529
AS	60	72	-12	144
AIR	51	72	-21	441
AY	51	75	-24	576
AHS	45	60	-15	225
AL	51	72	-21	441
DS	48	72	-24	576
DY	48	60	-12	144
EP	45	60	-15	225
EDJ	48	75	-27	729
MR	54	75	-21	441
MTA	60	75	-15	225
NA	51	66	-15	225
NNA	45	66	-21	441
NS	63	75	-12	144
RYR	48	60	-12	144
RE	63	78	-15	225
RP	66	79	-13	169
SYS	60	72	-12	144
SZ	48	65	-17	289
SCM	54	72	-18	324
TAP	54	63	-9	81
TW	51	72	-21	225
WAP	63	78	-15	225
WN	40	65	-25	625

DK	63	75	-12	144
IY	45	59	-14	196
DSP	51	60	-9	540
DKN	48	51	-3	9
AP	54	60	-6	36
<b>N = 31</b>	<b><math>\sum X_1 = 1613</math></b>	<b><math>\sum X_2 = 2107</math></b>	<b><math>\sum D = -494</math></b>	<b><math>\sum D^2 = 9107</math></b>

3. Putting the data above into the formula of t-test in order to get “t<sub>observation</sub>”

$$t = \frac{\sum D}{\sqrt{\frac{(N \sum D^2) - (\sum D)^2}{N-1}}}$$

**Note:**

N = Total of participants

$\sum X_1$  = Total of pre-test

$\sum X_2$  = Total of post-test

$\sum D$  = Total of pre-test and post-test

$\sum D^2$  = Total of pre-test and post-test (<sup>2</sup>)

$$\begin{aligned}
 t &= \frac{\sum D}{\sqrt{\frac{(N \sum D^2) - (\sum D)^2}{N-1}}} \\
 &= \frac{-494}{\sqrt{\frac{(31 \cdot 9107) - (-494)^2}{31-1}}}
 \end{aligned}$$

$$\begin{aligned}
 &= \frac{-494}{\sqrt{\frac{(282317) - (244036)}{30}}} \\
 &= \frac{-494}{\sqrt{\frac{38281}{30}}} \\
 &= \frac{-494}{\sqrt{1276,033}} \\
 &= -13,829
 \end{aligned}$$

To know the critical value of t-test ( $t_{table}$ ), the researcher firstly counted  $df$ ,  $df$  is degree of freedom. The formulation of  $df = N-1$ .  $N$  is the number of research population:

$$\begin{aligned}
 df &= N-1 \\
 &= 31-1 \\
 &= 30
 \end{aligned}$$

### Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test (X1) - Post-Test(X2)	-14.67742	4.36949	.78478	-16.28016	-13.07468	-13.829	30	.000

After considering the t-test table by using  $df30$ . So it can be found that:



**Table 16**

<b>Level of significant</b>	<b>5%</b>	<b>1%</b>
<i>df</i> 30	2.042	2.750

1. The critical value of t-test ( $t_{table}$ ) for the 5% level is 2.024
2. The critical value of t-test ( $t_{table}$ ) for the 1% level is 2.750

from all data analysis above, it can be found that:

1. " $t_{observation}$ " = 13.829
2. " $t_{table}$ " = 2.042

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test (X1)	31	40.00	66.00	52.0323	7.12500
Post-Test(X2)	31	51.00	79.00	67.967	7.88752
Valid N (listwise)	31				

### C. Interpretations

#### 1) Interpretation of “ $t_{\text{observation}}$ ”

In this research all of the tests had done individually by the students. It is aimed to know the influence of using prediction story technique toward the students' writing narrative ability from the result of these tests; we know that there was different score of the students. It can be seen from the result of the students' pre-test and post-test.

- If  $t_{\text{observation}} > t_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected.
- If  $t_{\text{observation}} < t_{\text{table}}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

#### 2) Statistic Significance.

The researcher has formulated the alternative hypothesis ( $H_a$ ) and Null Hypothesis ( $H_o$ ), as follows:

##### a. Alternative Hypothesis

There is positive and significant the influence of using prediction story technique toward the students' writing narrative ability at the Tenth Grade of SMK PGRI 1Sekampung Udik.

##### b. Null hypothesis

There is not a positive and significant the of the influence of using prediction story technique toward the students' writing narrative ability at the Tenth Grade of SMK PGRI 1Sekampung Udik.

Finally, the data confirmed that “ $t_{\text{observation}}$ ” is higher than “ $t_{\text{table}}$ ” therefore, it can be inferred that  $H_a$  is accepted and  $H_o$  is rejected. It means that there is a positive and significant the influence of using prediction story Technique toward the students’ writing narrative ability at the Tenth Grade of SMK PGRI 1 Sekampung Udik.

#### **D. Limitations**

This research was conducted at SMK PGRI 1 Sekampung Udik. The subjects of the research were the the Tenth Grade of SMK PGRI 1 Sekampung Udik on the academic year of 2017/2018. The choice the subject was the prediction story technique. The result of this research did not discuss all of the problems that faced by the students. The instruments were suitable with the subject that learnt by the students.

In the learning process there were some obstacles in understanding writing narrative text. The first was the students had not understood how to use the effective technique in writing narrative ability. The second was the teachers still had not mastered about the effective technique for writing narrative ability. The students still had low ability in vocabularies, and also the students had low motivation in learning. Even though, they had difficulties in understanding writing narrative ability, but most of them felt interested to learn writing narrative ability moreover they recognized by new technique in learning writing narrative ability.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the analysis and the result of the research, it can be seen that:

Prediction story technique has a positive effect toward the students writing narrative ability. It can be used as alternative choice in learning writing narrative ability in order can improve their ability in writing narrative ability. It can be seen from the critical value “ $t_{\text{observation}}$ ” is 13.829 and “ $t_{\text{table}}$ ” is 2.042. The data confirmed that “ $t_{\text{observation}}$ ” is bigger than “ $t_{\text{table}}$ ”. Therefore it can be inferred that  $H_a$  is accepted and  $H_0$  is rejected. So, there is influence of using prediction story technique toward the students’ writing narrative ability at the Tenth Grade of SMK PGRI 1 Sekampung Udik.

Before use the Prediction story technique, the students’ ability level in writing narrative text still low, this case can be seen from the pre-test result (average score: 52,03) And after the researcher gave explanation about Prediction story technique and asked them to apply it in studying writing narrative text, the students’ ability level in writing narrative ability increased, this case could be seen from the students’ post-test result (average score: 66,38).

So, the conclusion of the research is prediction story is one of technique that can help and easier for students in writing narrative text.

## **B. Suggestion**

Based on the explanation above, the researcher suggests some points as follows:

1. For the teachers

The teacher should teach an effective technique to the students in order they can understand the material delivered by teacher. Because by an effective technique in teaching-learning process it can improve the students' motivation and also it can improve their ability in accepting the material taught by the teacher.

2. For the students

a. Students should be more active in learning English, if they do not understand about their lesson that delivered by their teacher they should ask to the teacher.

b. The students are suggested to improve their writing narrative ability by applying prediction story technique, in order they can master the writing narrative quickly.

3. For the school

a. The researcher greatly expects that this study can give contribution for the school, such as a reference for further studies in learning writing narrative ability.

b. The school is recommended to make the further studies in applying prediction story technique in learning writing narrative text.

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# APPENDICES

## The condition of teachers and official employees in SMK PGRI 1

### Sekampung Udik

No	Nama	Sex	Occupation
1.	NILAWATI,S.Pd	Female	The headmaster and English teacher
2.	MISPAN, S.Tp	Male	Vice of curriculum and mathematic teacher
3.	NAFINGATUN,S.Ag	Female	Treasurer and Indonesian teacher
4.	EDI PRAYITNO	Male	Administration staff and science teacher
5.	AFITA MUKHLIS SANI	Female	Administration staff and computer teacher
6.	TERESIA LILIS KARTIKA, S.E	Female	Chief of competence and productive teacher
7.	TITIK VERAWATI, S.P	Female	Civic teacher
8.	ANITA RISMA BB,S.Pd	Female	Art teacher
9.	SUGENG MUJIONO, S.Pd.i	Male	Productive teacher
10.	MUHAMMAD SOFYAN, S.Pd	Male	Islamic teacher
11.	SRI RAHAYU, S.Pd	Female	Entrepreneur teacher
12.	YULI KURNIYATI, S.Pd.SD	Female	Social teacher
13.	SUPRAPTO, S.Pd	Male	Sport teacher
14.	RATNA SUSILOWATI, S.Pd	Female	Productive teacher
15.	GALDISTA HELDA AUDIA, A.Md	Female	Productive teacher

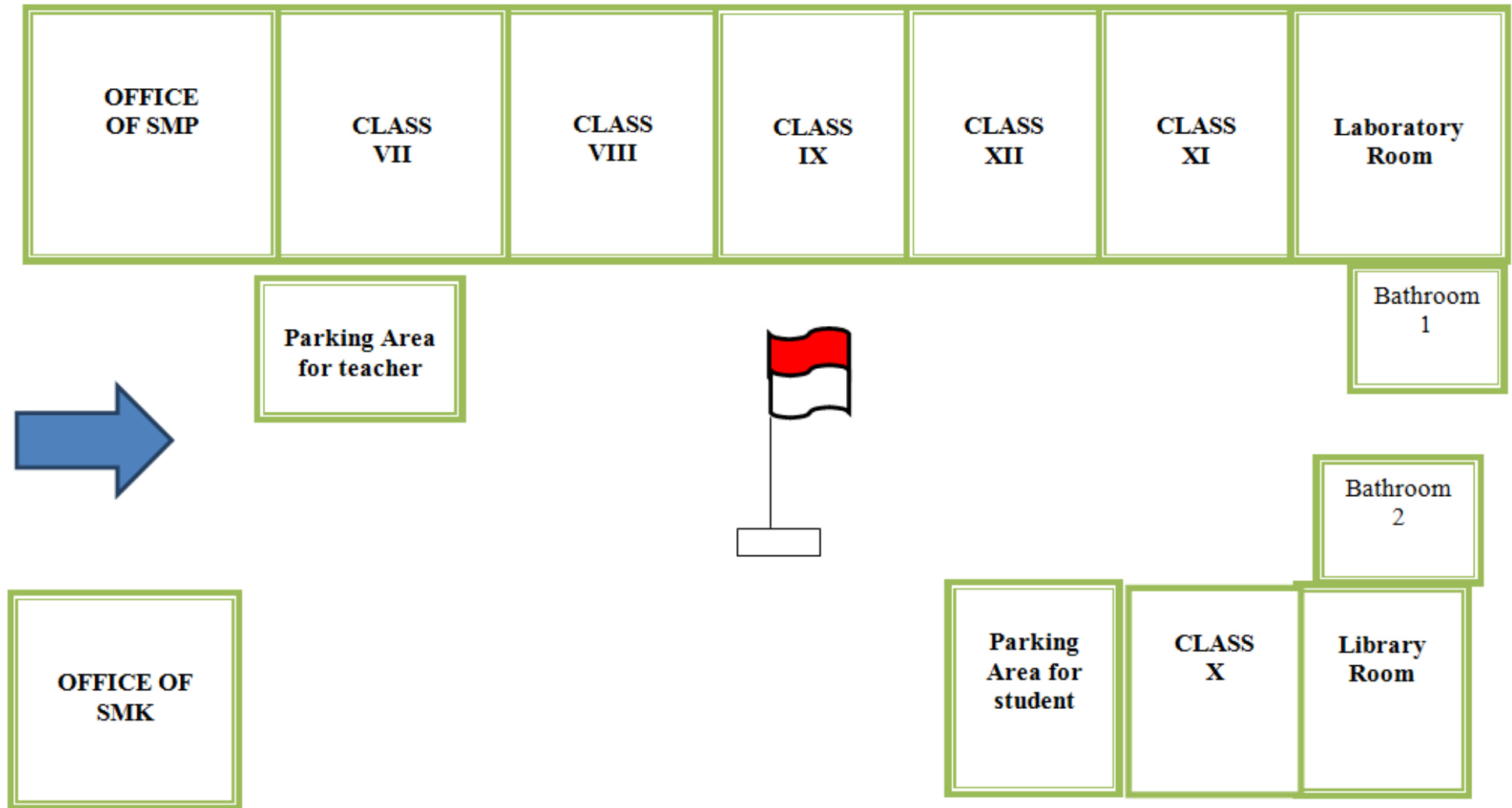
Source: Documentation of SMK PGRI 1 Sekampung Udik in Academic Year 2017/2018

**The condition of SMK PGRI 1 Sekampung Udik students in the academic  
year 2017/2018**

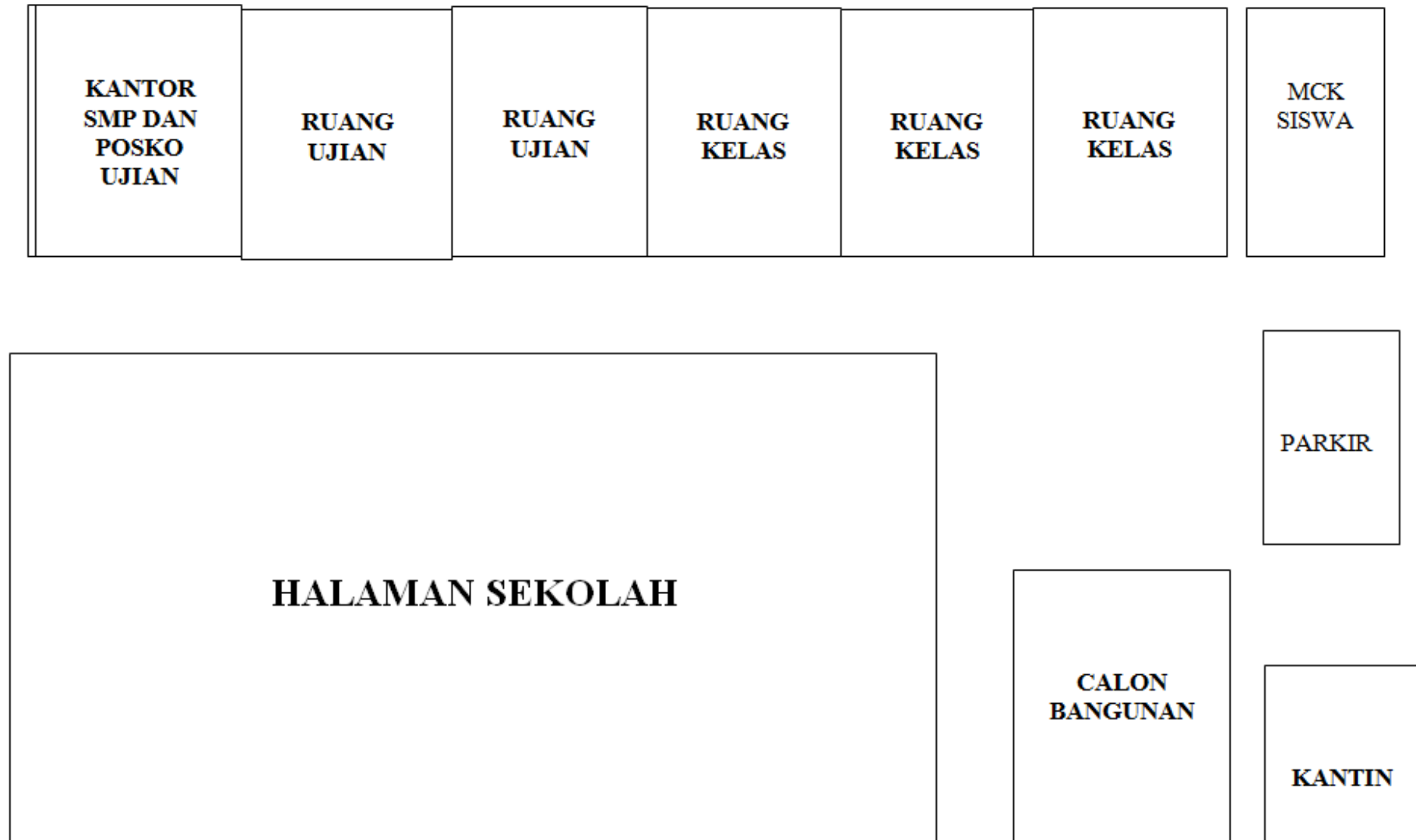
Class	Sex		Amount
	Female	Male	
X	17	13	31
XI	10	15	25
XII	7	6	13
<b>TOTAL</b>	<b>34</b>	<b>34</b>	<b>68</b>

Source: Documentation of SMK PGRI 1 Sekampung Udik in Academic Year 2017/2018

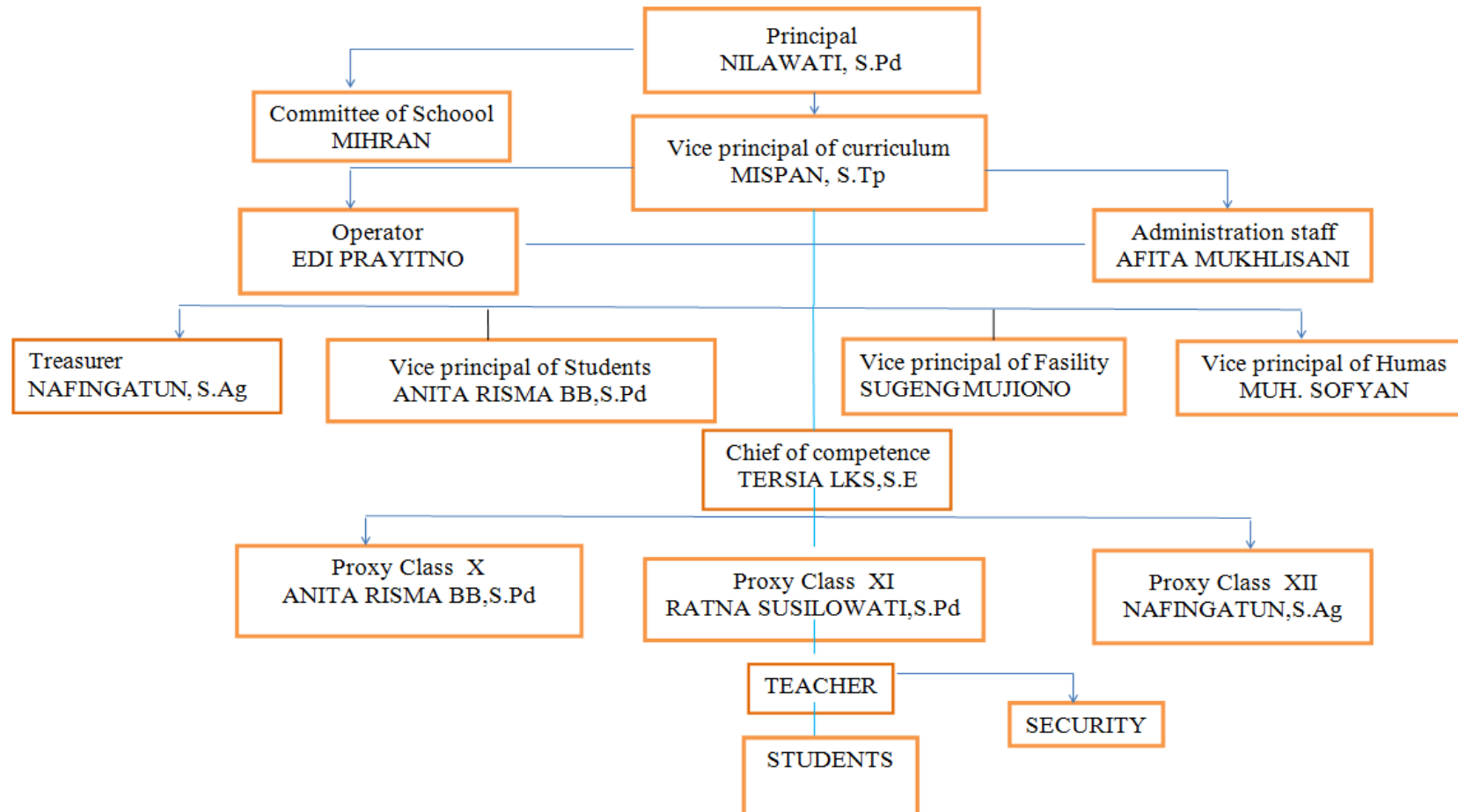
## LOCATION SKETCH SMK PGRI 1 SEKAMPUNG UDIK



**DENAH LOKASI  
LUN, US DAN UN  
SMP PGRI 2 SEKAMPUNG UDIK**



**ORGANIZATION STRUCTURE  
SMK PGRI 1 SEKAMPUNG UDIK  
ACADEMIC YEAR 2017/2018**



## SILABUS

Nama Sekolah : SMK PGRI 1 SEKAMPUNG UDIK  
Mata Pelajaran : Bahasa Inggris  
Kelas : X  
Semester : 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/Bahan/ Alat
<p><b>Mendengarkan</b></p> <p>1 Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p>	<p>1.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji</p>	<ul style="list-style-type: none"> <li>o <b>berkenalan, bertemu/berpisah</b> <i>mis. A: Pleased to meet you!</i> <i>B: Pleased to meet you too!</i></li> <li>o <b>menyetujui ajakan/tawaran/ undangan</b> <i>mis. A: Come to my party.</i> <i>B: Thanks for the invitation</i></li> <li>o <b>menerima janji</b> <i>mis. A: I'll get you the book.</i> <i>B: It's very kind of you.</i></li> <li>o <b>membatalkan janji</b> <i>mis. A: I'm sorry I can't make it.</i> <i>B: That's OK. We'll do it some other time.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal</li> <li>• Mendiskusikan berbagai tindak tutur lain yang dapat digunakan dalam percakapan yang didengar secara berpasangan.</li> <li>• Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi makna tindak tutur berkenalan</li> <li>• Merespon tindak tutur berkenalan</li> <li>• Mengidentifikasi makna tindak tutur menyetujui tawaran/undangan/ ajakan</li> <li>• Merespon tindak tutur menyetujui tawaran/undangan/ ajakan</li> <li>• Mengidentifikasi makna tindak tutur menerima janji</li> <li>• Merespon tindak tutur menerima janji</li> <li>• Mengidentifikasi makna tindak tutur membatalkan janji</li> <li>• Merespon tindak tutur membatalkan janji</li> </ul>	<p><b>Quiz Ulangan tertulis Tugas</b></p>	<p>(14 x 40')</p> <p>1 x 40'</p> <p>2 x 40'</p> <p>3 x 40'</p>	<p>www. Es-lab Kaset CD</p>
<p><b>Berbicara</b></p> <p>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.</p>	<p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji</p>	<ul style="list-style-type: none"> <li>• Bermain peran secara berpasangan</li> <li>• Melakukan tourist hunting dan merekam percakapannya*</li> </ul>	<ul style="list-style-type: none"> <li>• Menggunakan tindak tutur berkenalan</li> <li>• Melakukan percakapan interpersonal</li> <li>• Menggunakan tindak tutur tawaran/undangan/ajakan</li> <li>• Menggunakan tindak tutur menyetujui ajakan/ tawaran/ undangan dalam percakapan</li> <li>• Menggunakan tindak tutur berjanji</li> <li>• Menggunakan tindak tutur menerima janji</li> <li>• Menggunakan tindak tutur membatalkan janji</li> </ul>	<p><b>Performs</b></p>	<p>4 x 40'</p> <p>2 x 40'</p>		

\* Kegiatan Pembelajaran ini dilakukan di daerah yang merupakan daerah kunjungan wisata mancanegara.

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
<b>Mendengarkan</b> 1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	3.1 Merespon makna yang terdapat dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi	<ul style="list-style-type: none"> <li>○ <b>mengungkapkan perasaan bahagia</b> <i>mis. A: I'm so happy to get a scholarship.</i> <i>B: I'm happy for you.</i></li> <li>○ <b>menunjukkan perhatian</b> <i>mis. A: You look fantastic.</i> <i>B: Thank you.</i></li> <li>○ <b>menunjukkan simpati</b> <i>mis. A: Please accept my condolences.</i> <i>B: Thank you so much.</i></li> <li>○ <b>memberi instruksi</b> <i>mis. A: Open the window!</i> <i>B: OK.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Mendengarkan percakapan interpersonal/transaksional melalui tape secara individu.</li> <li>• Mendiskusikan tindak tutur yang digunakan dalam percakapan yang didengar secara berpasangan.</li> <li>• Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi makna tindak tutur mengungkapkan perasaan bahagia</li> <li>• Merespon tindak tutur mengungkapkan perasaan bahagia</li> <li>• Mengidentifikasi makna tindak tutur menunjukkan simpati</li> <li>• Merespon tindak tutur menunjukkan simpati</li> <li>• Mengidentifikasi makna tindak tutur menunjukkan perhatian</li> <li>• Merespon tindak tutur menunjukkan perhatian</li> <li>• Mengidentifikasi makna tindak tutur menunjukkan instruksi</li> <li>• Merespon tindak tutur instruksi</li> </ul>	<b>Quiz Ulangan tertulis Tugas</b>	(14 x 40)	<a href="http://www.englishdaily626.com">www.englishdaily626.com</a>  www. Es-lab  Kaset CD
						1 x 40'	
<b>Berbicara</b> 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.	3.2 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi		<ul style="list-style-type: none"> <li>• Secara berpasangan menggunakan tindak tutur dan responnya.</li> <li>• Bermain peran secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Menggunakan tindak tutur mengungkapkan perasaan bahagia</li> <li>• Menggunakan tindak tutur menunjukkan simpati</li> <li>• Menggunakan tindak tutur menunjukkan perhatian</li> <li>• Memberi instruksi lisan</li> <li>• Melakukan interview</li> <li>• Melakukan pertunjukan drama</li> </ul>	<b>Tugas Performansns</b>	3 x 40'	
						4 x 40'	



Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
<b>Mendengarkan</b> 2 Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari  <b>Berbicara</b> 4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> sederhana dalam konteks kehidupan sehari-hari	2.1 Merespon makna secara akurat, lancar dan berterima dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dalam berbagai konteks kehidupan sehari-hari	<ul style="list-style-type: none"> <li>Pengumuman lisan</li> <li>Kosa Kata yang terkait dengan pengumuman</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi beberapa pengumuman lisan di tempat umum secara berkelompok.</li> <li>Mendengarkan pengumuman melalui tape secara klasikal.</li> <li>Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi topic sebuah pengumuman lisan</li> <li>Mengidentifikasi informasi tertentu dari pengumuman</li> <li>Mengidentifikasi tujuan dari pengumuman yang didengar.</li> </ul>	<b>Tugas Quiz Ulangan tertulis</b>	(8 x 40') 1 x 40	www. Esl-lab  Kaset CD
	2.2 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan dalam berbagai konteks kehidupan sehari-hari.	<ul style="list-style-type: none"> <li>Membuat pengumuman lisan secara berpasangan dan menyampaikannya di depan kelas.</li> </ul>	<ul style="list-style-type: none"> <li>Memberi pengumuman lisan</li> <li>Menyampaikan undangan lisan</li> <li>Menggunakan bahasa lisan</li> </ul>	<b>Performans</b>	1 x 40  2 x 40  2 x 40		

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
<p><b>Mendengarkan</b></p> <p>2. Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk <i>recount</i>, <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari</p> <p><b>Berbicara</b></p> <p>4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk <i>recount</i>, <i>narrative</i> dan <i>procedure</i> sederhana dalam konteks kehidupan sehari-hari</p>	<p>2.1 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p> <p>Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p>	<ul style="list-style-type: none"> <li>Teks lisan berbentuk <i>recount</i></li> <li>Teks lisan berbentuk <i>narrative</i></li> <li>Teks lisan berbentuk <i>procedure</i></li> </ul>	<ul style="list-style-type: none"> <li>Mendengarkan cerita/petunjuk melakukan sesuatu untuk menemukan berbagai informasi secara individu</li> <li>Mendiskusikan perbedaan penggunaan bahasa secara lisan dan tertulis secara berkelompok.</li> <li>Berdiskusi secara berkelompok untuk membuat sebuah cerita dan bercerita secara sambung menyambung.</li> <li>Membuat sebuah cerita secara individu dan menceritakannya kepada teman sekelas</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi <i>main idea</i> dari teks yang didengar</li> <li>Mengidentifikasi tokoh dari cerita yang didengar</li> <li>Mengidentifikasi urutan peristiwa dalam teks</li> <li>Mengidentifikasi kejadian dalam teks yang didengar</li> <li>Mengidentifikasi bahan yang digunakan dalam teks <i>procedure</i> yang didengar</li> <li>Mengidentifikasi tujuan komunikasi teks yang didengar</li> <li>Menggunakan kalimat past tense dalam menyampaikan sebuah peristiwa</li> <li>Melakukan monolog untuk menceritakan pengalaman</li> <li>Melakukan monolog untuk menyampaikan sebuah <i>procedure</i></li> <li>Mendongeng</li> </ul>	<p><b>Quiz Ulangan tertulis Tugas</b></p> <p><b>Performans</b></p>	<p>(14 x 40)</p> <p>3 x 40</p> <p>3 x 40</p> <p>2 x 40</p> <p>4 x 40</p>	<p>www. Es-lab</p> <p>Kaset CD</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
<b>Membaca</b> 5. Memahami makna teks tulis fungsional pendek dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1 Merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	pengumuman, iklan, undangan dll	<ul style="list-style-type: none"> <li>Mengidentifikasi beberapa pengumuman tertulis di tempat umum secara berkelompok.</li> <li>Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar</li> <li>Mengidentifikasi topik dari teks yang dibaca</li> </ul>	<b>Quiz Ulangan tertulis</b>	(8 x 40)	English Online  Jakarta Post
	6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks					<ul style="list-style-type: none"> <li>Membuat pengumuman tertulis secara berpasangan dan mempublikasikannya di kelas /sekolah</li> </ul>	
<b>Menulis</b> 6. Mengungkapkan makna dalam teks tulis fungsional pendek dalam konteks kehidupan sehari-hari							

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/Bahan/Alat
<b>Membaca</b> 3 Memahami makna teks tulis fungsional pendek esei sederhana berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>  Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>	Teks tulis berbentuk <i>recount</i> <i>Past Tense</i> <ul style="list-style-type: none"> <li>• <i>Jim Carrey had a trip to Bunaken.</i></li> <li>• <i>Who went to Bunaken?</i></li> <li>• <i>He went to Bunaken yesterday. Yesterday, he went to Bunaken. To Bunaken, he went yesterday.</i></li> </ul> Teks tulis berbentuk <i>Narrative</i>  Teks tulis berbentuk <i>Procedure</i>	<ul style="list-style-type: none"> <li>• Membaca nyaring bermakna teks <i>narrative</i> secara individu</li> <li>• Mendiskusikan berbagai aspek dari teks seperti isi dan struktur teks, secara berkelompok.</li> <li>• Berlatih menggunakan kalimat <i>past tense</i> untuk menyatakan peristiwa dan kalimat <i>imperative</i> untuk menyatakan petunjuk.</li> <li>• Membuat <i>draft</i> teks <i>narrative</i>, <i>recount</i> atau <i>procedure</i> dengan melakukan <i>chain writing</i>.</li> <li>• Melakukan koreksi teman sejawat untuk menyempurnakan <i>draft</i>.</li> <li>• Menyempurnakan <i>draft</i> berdasarkan koreksi teman.</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi main idea dari sebuah paragraph.</li> <li>• Mengidentifikasi makna kata dalam teks yang dibaca</li> <li>• Mengidentifikasi makna kalimat dalam teks yang dibaca</li> <li>• Mengidentifikasi variasi susunan kalimat dalam teks berbentuk: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></li> <li>• Mengidentifikasi tokoh dari cerita yang dibaca</li> <li>• Mengidentifikasi urutan peristiwa dalam teks</li> <li>• Mengidentifikasi kejadian dalam teks yang dibaca</li> <li>• Mengidentifikasi langkah-langkah retorika dari teks</li> <li>• Mengidentifikasi tujuan komunikasi teks dibaca</li> <li>• Menggunakan kalimat <i>past tense</i> dalam menyampaikan sebuah peristiwa</li> <li>• Menggunakan kalimat <i>imperative</i> dalam membuat sebuah resep atau petunjuk</li> <li>• Menggunakan kalimat langsung dan tak langsung dalam menulis sebuah narasi</li> <li>• Menghasilkan teks berbentuk <i>recount</i></li> <li>• Menghasilkan teks berbentuk <i>narrative</i></li> <li>• Menghasilkan teks berbentuk <i>procedure</i></li> </ul>	<b>Quiz Ulangan tertulis Tugas</b>	(14 x 45)  2 x 40  2 x 40	ESOL ONLINE  English online  English K-6 modules  Jakarta Post
					<b>Tugas Performans</b>	2 x 40  2 x 40  2 x 40	
<b>Menulis</b> 6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk <i>recount</i> , <i>narrative</i> , dan <i>procedure</i> dalam konteks kehidupan sehari-hari							

## SILABUS

Nama Sekolah : MA PPMI ASSALAAM  
 Mata Pelajaran : Bahasa Inggris  
 Kelas : X  
 Semester : 2

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
<b>Mendengarkan</b> 7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat	<ul style="list-style-type: none"> <li>○ <b>berterima kasih</b> <i>mis. A: Thank you very much</i> <i>B: Don't mention it!</i></li> <li>○ <b>memuji</b> <i>mis. A: You look slimmer.</i> <i>B: You're kidding me.</i></li> <li>○ <b>mengucapkan selamat</b> <i>mis. A: Congratulations!</i> <i>You did it again.</i> <i>B: Thank you. I don't know what to do without you.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Mendengarkan percakapan interpersonal/transaksional melalui film secara individu.</li> <li>• Mendiskusikan tindak tutur yang digunakan dalam percakapan yang didengar secara berpasangan.</li> <li>• Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi kata yang didengar</li> <li>• Mengidentifikasi makna kata</li> <li>• Mengidentifikasi hubungan antar pembicara</li> <li>• Mengidentifikasi makna tindak tutur berterima kasih</li> <li>• Merespon tindak tutur berterima kasih</li> <li>• Mengidentifikasi makna tindak tutur memuji</li> <li>• Merespon tindak tutur memuji</li> <li>• Mengidentifikasi makna tindak tutur mengucapkan selamat</li> <li>• Merespon tindak tutur mengucapkan selamat</li> <li>• Mengidentifikasi konteks situasi</li> </ul>	<b>Quiz Ulangan tertulis Tugas</b>	(14 x 45)  2 x 40  2 x 40  2 x 40	<a href="http://www.englishdaily626.com">www.englishdaily626.com</a>  <b>www. Es-lab</b>  <b>Kaset CD</b>
	9.1 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat	<ul style="list-style-type: none"> <li>• Secara berpasangan berlatih menggunakan tindak tutur dan responnya.</li> </ul>	<ul style="list-style-type: none"> <li>• Menggunakan tindak tutur berterima kasih</li> <li>• Merespon tindak tutur berterima kasih</li> <li>• Menggunakan tindak tutur memuji</li> <li>• Merespon tindak tutur memuji</li> <li>• Menggunakan tindak tutur mengucapkan selamat</li> <li>• Merespon tindak tutur mengucapkan selamat</li> </ul>	<b>Tugas Performans</b>	6 x 40		

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
<b>Mendengarkan</b> 7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari  <b>Berbicara</b> 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	7.2 Merespon makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan	<ul style="list-style-type: none"> <li>○ <b>menggunakan ungkapan terkejut</b> <i>mis. A: How can you say that?</i> <i>B: Well, that's the fact.</i></li> <li>○ <b>menggunakan ungkapan rasa tak percaya</b> <i>mis. A: I can't believe it!</i> <i>B: That's true.</i></li> <li>○ <b>menyetujui undangan, tawaran, ajakan</b> <i>mis. A: Thank you for the invitation.</i> <i>B: I look forward to seeing you.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Mendengarkan percakapan interpersonal/trans aksional melalui tape secara klasikal</li> <li>• Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok</li> <li>• Bermain peran secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi makna tindak tutur menyatakan rasa terkejut</li> <li>• Merespon tindak tutur menyatakan rasa terkejut</li> <li>• Mengidentifikasi makna tindak tutur menyatakan rasa tak percaya</li> <li>• Merespon tindak tutur menyatakan rasa tak percaya.</li> <li>• Mengidentifikasi makna tindak tutur menyetujui undangan, tawaran, ajakan.</li> <li>• Merespon tindak tutur menyetujui undangan, tawaran, ajakan.</li> </ul>	<b>Quiz Ulangan tertulis Tugas</b>	(14 x 45)  2 x 40    4 x 40	<a href="http://www.englishdaily626.com">www.englishdaily626.com</a>  <b>www. Es-lab</b>  <b>Kaset CD</b>
	9.2 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan				<ul style="list-style-type: none"> <li>• Menggunakan tindak tutur menyatakan rasa terkejut</li> <li>• Merespon tindak tutur menyatakan rasa terkejut</li> <li>• Menggunakan tindak tutur menyatakan rasa tak percaya</li> <li>• Merespon tindak tutur menyatakan rasa tak percaya</li> <li>• Menggunakan tindak tutur menerima undangan</li> <li>• Menggunakan tindak tutur tawaran</li> <li>• Menggunakan tindak tutur ajakan</li> </ul>	<b>Tugas kelompok Performans</b>	6 x 40

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
<b>Mendengarkan</b> 8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari  <b>Berbicara</b> 10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari	8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	pengumuman, iklan, undangan	<ul style="list-style-type: none"> <li>Mengidentifikasi beberapa iklan lisan di tempat umum secara berkelompok.</li> <li>Mendengarkan iklan melalui tape secara klasikal.</li> <li>Mendiskusikan isi dan bentuk bahasa yang digunakan secara kelompok</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi topik sebuah pengumuman lisan</li> <li>Mengidentifikasi informasi tertentu dari undangan lisan</li> <li>Mengidentifikasi tujuan dari pengumuman yang didengar.</li> </ul>	<b>Quiz Ulangan tertulis Tugas</b>	(8 x 45)	www. Es-lab.com  CD  Kaset
	10.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari		<ul style="list-style-type: none"> <li>Menyampaikan iklan lisan secara berpasangan di depan kelas.</li> <li>Menceritakan kembali iklan yang dilihat atau didengarnya</li> </ul>			<ul style="list-style-type: none"> <li>Memberi pengumuman lisan</li> <li>Menyampaikan undangan lisan</li> <li>Melakukan monolog untuk mengiklankan sesuatu</li> <li>Menggunakan bahasa lisan</li> </ul>	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
<b>Mendengarkan</b> 8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari	8.1 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>	<ul style="list-style-type: none"> <li>Teks lisan berbentuk <i>narrative</i></li> <li>Teks lisan berbentuk <i>descriptive</i></li> <li>Teks lisan berbentuk <i>news item</i></li> </ul>	<ul style="list-style-type: none"> <li>Mendengarkan berita/deskripsi/ naratif untuk menemukan berbagai informasi secara klasikal melalui kaset.</li> <li>Mendiskusikan pembedaan penggunaan bahasa secara lisan dan tertulis secara berkelompok.</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi <i>main idea</i> dari teks yang didengar</li> <li>Mengidentifikasi tokoh dari cerita yang didengar</li> <li>Mengidentifikasi kejadian dalam teks yang didengar</li> <li>Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan</li> <li>Mengidentifikasi inti berita yang didengar</li> <li>Mengidentifikasi sumber berita yang didengar</li> </ul>	<b>Tugas Ulangan tertulis Tugas</b>	(14 x 45)	ESOL ONLINE  English Online  <b>www. Es-lab</b>  <b>Kaset CD</b>
						1 x 40	
<b>Berbicara</b> 10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari	Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>		<ul style="list-style-type: none"> <li>Berdiskusi secara berkelompok untuk membuat sebuah berita/deskripsi/ naratif secara sambung menyambung.</li> <li>Menyampaikan berita sebagai reporter langsung dari tempat kejadian</li> <li>Mendongeng secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>Menggunakan kalimat <i>simple present</i> dalam mendeskripsikan benda atau orang</li> <li>Melakukan monolog untuk menyampaikan sebuah berita</li> <li>Melakukan monolog untuk menyampaikan sebuah deskripsi</li> <li>Bercerita secara lisan</li> <li>Menjadi reporter</li> <li>Menjadi <i>storyteller</i></li> </ul>	<b>Tugas Performans</b>	1 x 40	
						2 x 40	
						1 x 40	



Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
<b>Membaca</b> 11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari	pengumuman, iklan, undangan	<ul style="list-style-type: none"> <li>Mengidentifikasi beberapa pengumuman tertulis di tempat umum secara berkelompok.</li> <li>Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar</li> <li>Mengidentifikasi topik dari teks yang dibaca</li> <li>Mengidentifikasi informasi tertentu</li> </ul>	<b>Tugas Ulangan tertulis</b>	(8 x 45)	ESOL ONLINE  English Online  Jakarta Post
						1 x 40	
<b>Menulis</b> 12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari	12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari		<ul style="list-style-type: none"> <li>Membuat pengumuman secara individu dan mempublikasikan di papan pengumuman</li> </ul>	<ul style="list-style-type: none"> <li>Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat</li> <li>Menulis gagasan utama</li> <li>Mengelaborasi gagasan utama</li> <li>Membuat <i>draft</i>, merevisi, menyunting</li> <li>Menghasilkan teks fungsional pendek</li> </ul>	<b>Tugas portofolio</b>	3 x 40	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
<b>Membaca</b> 11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan  <b>Menulis</b> 12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari	11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>	<ul style="list-style-type: none"> <li>Teks tulis berbentuk <i>narrative</i></li> <li>Teks tulis berbentuk <i>descriptive</i></li> <li>Teks tulis berbentuk <i>news item</i></li> <li><i>Passive Voice</i></li> <li><i>Reported speech</i></li> </ul>	<ul style="list-style-type: none"> <li>Membaca nyaring bermakna teks berita/deskripsi/naratif secara individu</li> <li>Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok.</li> <li>Berlatih menggunakan kalimat <i>simple present</i> untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita</li> <li>Membuat draft teks naratif, berita atau deskripsi dengan melakukan <i>chain writing</i>.</li> <li>Melakukan koreksi teman sejawat untuk menyempurnakan <i>draft</i>.</li> <li>Menyempurnakan draft berdasarkan hasil koreksi teman.</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi makna kata dalam teks yang dibaca</li> <li>Mengidentifikasi makna kalimat dalam teks yang dibaca</li> <li>Mengidentifikasi komplikasi dalam sebuah cerita narasi</li> <li>Mengidentifikasi kejadian dalam teks yang dibaca</li> <li>Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan</li> <li>Mengidentifikasi inti berita yang didengar</li> <li>Mengidentifikasi sumber berita yang didengar</li> <li>Mengidentifikasi langkah-langkah retorika dari teks</li> <li>Mengidentifikasi tujuan komunikasi teks dibaca</li> <li>Menggunakan kalimat <i>reported speech</i> dalam menyampaikan sebuah berita</li> <li>Menggunakan kalimat <i>simple present</i> dalam membuat sebuah deskripsi</li> <li>Menggunakan <i>adverbial clause</i> dalam menulis sebuah narasi</li> <li>Menghasilkan teks berbentuk <i>news item</i></li> <li>Menghasilkan teks berbentuk <i>narrative</i></li> <li>Menghasilkan teks berbentuk <i>description</i></li> </ul>	<b>Quiz</b> <b>Ulangan tertulis</b> <b>Tugas</b>	(14 x 40)  2 x 40  2 x 40  2 x 40	ESOL ONLINE  English online  English K-6 modules  Jakarta Post
	12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>					<b>Tugas</b> <b>portofolio</b>	2 x 40  2 x 40  2 x 40

## RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMK PGRI 1 SEKAMPUNG UDIK  
Mata Pelajaran/Materi Ajar : B. Inggris/ Writing  
Periode / Waktu : 6 / 45  
Kelas / Semester : X/1

### I. STANDAR KOMPETENSI:

Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

### II. KOMPETENSI DASAR

Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

### III.

<b>INDIKATOR PENCAPAIAN KOMPETENSI SISWA</b> ( Knowledge, Skills, Attitudes)
<ul style="list-style-type: none"><li>• Menggunakan kalimat <i>past tense</i> dalam menyampaikan sebuah peristiwa</li><li>• Menggunakan kalimat <i>imperative</i> dalam membuat sebuah resep atau petunjuk</li><li>• Menggunakan kalimat langsung dan tak langsung dalam menulis sebuah narasi</li><li>• Menghasilkan teks berbentuk <i>recount</i></li><li>• Menghasilkan teks berbentuk <i>narrative</i></li><li>• Menghasilkan teks berbentuk <i>procedure</i></li></ul>

### IV. METODE PENGAJARAN:

Ceramah dan tanya jawab

### V.

<b>RINCIAN KEGIATAN PEMBELAJARAN SISWA</b>
Awal: <ul style="list-style-type: none"><li>• Do'a, presensi dan motivasi</li></ul> Inti: <ul style="list-style-type: none"><li>• Membuat <i>draft</i> teks <i>narrative</i>, <i>recount</i> atau <i>procedure</i> dengan melakukan <i>chain writing</i>.</li><li>• Melakukan koreksi teman sejawat untuk menyempurnakan <i>draft</i>.</li><li>• Menyempurnakan <i>draft</i> berdasarkan koreksi teman.</li></ul> Penutup; <ul style="list-style-type: none"><li>• Membahas bersama dan salam penutup</li></ul>

### VI. SUMBER DAN ALAT

Buku Tiga Serangkai, kamus Bahasa Inggris, kaset, CD.

VII. PENILAIAN  
Tugas

Guru Mata Pelajaran

**NILAWATI,S.Pd**  
NPA. 0809050469

Sekampung Udik, 13 Juli 2017  
Mahasiswa Ybs

**AFITA MUKHLIS SANI**  
NPM.1175367

Mengetahui,  
Kepala Sekolah

**NILAWATI,S.Pd**  
NPA. 0809050469

**SOAL PRE-TEST**

**Name** :.....

**Class** : Tenth Grade

**School** : SMK PGRI 1 SEKAMPUNG UDIK

**Predict the story below!**

**THE UGLY DUCKLING**

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out.

**Predict:**.....  
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However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey.

**Predict**.....  
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However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked.

**Predict**.....  
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Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear. these beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swam" he exclaimed.

He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.







Bandung Bandawasa was angry with Roro Jonggrang. He already finished 9999 temples, and when he was building the 1000<sup>th</sup> temple, he cursed Roro Jonggrang into a stone statue to fill the 1000 temples.

## ANSWER KEY

### Pre-test

### The Ugly Duckling

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out.

**Several days later, she got her wish. The eggs cracked and some cute little duckling appeared. “ peep, peep” the little ducklings cried. “ quack,quack” their mother greeted in return.**

However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey.

**When the mother duck brought the children to the pond for their first swimming lesson. The huge grey duckling splashed and paddled about just as necily as the other ducklings did. “ that is not a turkey chick. He is my very own son and quite handsome” the mother said proudly.**

However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked.

**The little poor duckling was very unhappy. “ I wish I looked like them” he tought to himself. One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter.** Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear. these beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swam" he exclaimed.

He was very happy. From that day on, he sam and played with his new friends and was happier than he had never been.

## Post Test

### Roro Jongrang

In ancient times, there were two neighboring kingdoms in Central Java. The kingdoms were the Pengging kingdom and the Baka kingdom. Pengging was fertile and prosperous kingdom, ruled by Prabu Damar Maya. His son was Raden Bandung Bondowoso (Bandawasa) who was mighty and powerful. While the Baka kingdom ruled by a man-eating giant named King Baka.

*One day wanted to expand his territory by attacking his neighbors namely the pengging kingdom. Prabu baka got hered all his valiant army to conguer the pengging kingdom ant went to pengging kingdom. Finally fierce war happened. Many people dead both from pengging kindom and keratin baka. Looking at that situation, the king dammar moyo ordered his son raden bandung bandawasa to plunge into the battle. Raden bandung bandawasa went to fighting was happened between to human beings who were strong. They both were attacking each other until king baka killed by raden bandung bandawasa.*

Despite coming from a race of giants, King Baka had a beautiful daughter named RaraJonggrang. One day, RaraJongrang was proposed by Bandung Bandawasa who met her when the war happened. Knowing the fact that he had killed her father, Roro Jonggrang didn't want to marry him. But Bandung Bondowoso still needed to marry her, whatever the obstacles would be. Then, to challenge him Ratu Baka gave a task to Bandung Bandawasa. Ratu Baka told that he had to make 1000 temples in one night before he could marry to Roro Jonggrang.

*The request sounds impossible for ordinary people but raden bandung bandawasa agreed roro jonggrangs request. By his power he collected all geniess to help him make a thousand temple in one night. Roro jongrang's ask her maids to pound rice burned straw in the east as a sign that the morning had came. The geniess that help raden bandung bandawasa was scraded. They run away because they thought it was morning. Finally raden bandung bandawasa filled to complete roro jongrang's requirement.*

Bandung Bandawasa was angry with Roro Jonggrang. He already finished 9999 temples, and when he was building the 1000<sup>th</sup> temple, he cursed Roro Jonggrang into a stone statue to fill the 1000 temples.

## The Material

### 6. Definition of Narrative Text

Narrative text is the form of writing used to relate the story of act or events and the purpose of the narrative text is to amuse or to entertain the reader with a story.

### 7. Generic Structure of Narrative Text

7. Orientation : sets the scene and introduces the participants.
8. Complication : a crisis arises
9. Resolution : the crisis is resolved, for better or for worse.

### 8. Language Features of Narrative Text

- g. Use of particular nouns to refer to or describe the particular people, animals and things that the story is about;
- h. Use of adjectives to build noun groups to describe the people, animals or things in the story.
- i. Use of time connectives and conjunctions to sequence events through time;
- j. Use of adverbs and adverbial phrases to locate the particular incidents or events;
- k. Use of past tense action verbs to indicate the actions in a narrative;
- l. Use of saying and thinking verbs to indicate what character are feeling, thinking saying.

Example :\

#### The Origin of the City of Surabaya

Once upon a time, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They dwelled in an ocean.

Once sura and baya were looking for some nourishment. Abruptly, baya saw a goat

“yummy, this is my lunch,” said baya .

“no way! This is my midday meal. You are greedy” said sura. Then they battle for the goat.

After several hours, they were very exhausted

Felling exhausted of battling, they lived in different places. Sura dwelled in water and baya dwelled in the land. The border was sandy shore, so they would never battle afresh.

One day, Sura went to the land and looked for some nourishment in the stream. He was very famished and there was not much nourishment in the sea. Baya was very furious when he knew that sura broke the pledge.

They fought afresh. They both hit each other. Sura bit baya’s tail. Baya did the same thing to sura. He bit very hard until sura eventually provided up and a went backto the sea. Baya was happy.

### **PREDICTION STORY TECHNIQUE**

Prediction Story Technique is suatu teknik untuk memprediksi cerita narrative yang akan terjadi selanjutnya. Memprediksi cerita sesuai imajinasi siswa. Cerita disajikan satu paragraph satu pargraph kemudian siswa diminta untuk memprediksi paragraph selanjutnya. Demikian seterusnya sampai cerita menjadi berkesinambungan dan sistematis.



KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO  
JURUSAN TARBİYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/245/2017 Metro, 26 Januari 2017  
Lamp : -  
Hal : **IZIN PRA SURVEY**

*Kepada Yth.,*  
Kepala Sekolah SMK PGRI 1 Sekampung Udik  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Afita Mukhlis Sani  
NPM : 1175367  
Jurusan : Tarbiyah  
Prodi : PBI  
Judul : The Influence of Using Prediction Story Technique toward Students Writing Ability at Tenth Graders of SMK PGRI 1 Sekampung Udik Academic Year 2016/2017

Untuk melakukan *PRA SURVEY* di SMK PGRI 1 Sekampung Udik.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan

Dr. Akla, M.Pd  
NIP. 19691008 200003 2005



**YAYASAN PEMBINA LEMBAGA PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA (YPLP-PGRI)  
SMK PGRI 1 SEKAMPUNG UDIK  
LAMPUNG TIMUR  
NIS:400530 NPSN:10806085 NSS:402120805053**

*Alamat : Jl. Raya Margasari Desa Bumi Mulyo Kec. Sekampung Udik-Lampung Timur 34385*

Nomor : 421/098/SMK.PGRI/SU/I/2017

Lampiran : -

Perihal : **Izin Pra Survey**

Kepada :

Yth. Ketua Jurusan Tarbiyah  
Sekolah Tinggi Agama Islam Negeri (STAIN)  
Jurai Siwo Metro  
Di-  
Metro

Dengan hormat,

Yang bertandatangan dibawah ini Kepala SMK PGRI 1 Sekampung Udik, menerangkan:

Nama : AFITA MUKHLIS SANI  
NPM : 1175367  
Jurusan : Tarbiyah  
Prodi : PBI  
Judul : The Influence of Using Prediction Story Technique toward Students Writing Ability at Tenth Grade of SMK PGRI 1 Sekampung Udik, Academic Year 2016/2017

Berdasarkan surat nomor: Sti.06/JST/PP.00.9/245/2017 tentang Izin Pra Survey di SMK PGRI 1 Sekampung Udik sebagai syarat penyelesaian tugas akhir/skripsi. Maka mahasiswi yang namanya tersebut diatas telah kami terima untuk melaksanakan Pra Survey di SMK PGRI 1 Sekampung Udik selama1( satu) hari pada tanggal 27 Januari 2017.

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sekampung Udik, 27 Januari 2017

Kepala SMK PGRI 1 Sekampung Udik



**NILAWATI, S.Pd**  
NPA. 0809050469



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : P.1723 /In.28/FTIK/PP.00.9/07/2017  
 Lamp : -  
 Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdri. Dr. Widhiya Ninsiana, M.Hum
2. Sdr. Ahmad Subhan Roza, M.Pd.

Dosen Pembimbing Skripsi

di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Afita Mukhlis Sani  
 NPM : 1175367  
 Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
  - a. Pendahuluan ± 1/6 bagian
  - b. Isi ± 2/3 bagian
  - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 18 Juli 2017  
 Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
 NIP. 19750610 200801 1 014





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metro.univ.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

## SURAT TUGAS

Nomor: 0207/In.28/D.1/TL.01/08/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
 menugaskan kepada saudara:

Nama : AFITA MUKHLIS SANI  
 NPM : 1175367  
 Semester : 13 (Tiga Belas)  
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK PGRI 1 SEKAMPUNG UDIK, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING PREDICTION STORY TECHNIQUE TOWARD STUDENTS WRITING NARRATIVE ABILITY AT TENTH GRADE OF SMK PGRI 1 SEKAMPUNG UDIK EAST LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
 Pada Tanggal : 08 Agustus 2017





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : P.1723 /In.28/FTIK/PP.00.9/07/2017  
 Lamp : -  
 Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdr. Dr. Widhiya Ninsiana, M.Hum
2. Sdr. Ahmad Subhan Roza, M.Pd.

Dosen Pembimbing Skripsi

di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Afita Mukhlis Sani  
 NPM : 1175367  
 Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
  - a. Pendahuluan ± 1/6 bagian
  - b. Isi ± 2/3 bagian
  - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 18 Juli 2017  
 Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
 NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 0208/In.28/D.1/TL.00/08/2017  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMK PGRI 1 SEKAMPUNG  
UDIK  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: 0207/In.28/D.1/TL.01/08/2017, tanggal 08 Agustus 2017 atas nama saudara:

Nama : **AFITA MUKHLIS SANI**  
NPM : 1175367  
Semester : 13 (Tiga Belas)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK PGRI 1 SEKAMPUNG UDIK, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING PREDICTION STORY TECHNIQUE TOWARD STUDENTS WRITING NARRATIVE ABILITY AT TENTH GRADE OF SMK PGRI 1 SEKAMPUNG UDIK EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 08 Agustus 2017  
Wakil Dekan I,



*[Handwritten Signature]*  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003



**YAYASAN PEMBINA LEMBAGA PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA (YPLP-PGRI)  
SMK PGRI 1 SEKAMPUNG UDIK  
LAMPUNG TIMUR  
NIS:400530 NPSN:10806085 NSS:402120805053**

*Alamat : Jl. Raya Margasari Desa Bumi Mulyo Kec. Sekampung Udik-Lampung Timur 34385*

Nomor : 421/176/SMK.PGRI/SU/IX/2017  
Lampiran : -  
Perihal : **Izin Research**

Kepada :  
Yth. Rektor Bidang Akademik Dan Kelembagaan  
Institut Agama Islam Negeri (IAIN)  
Di-  
Metro

Yang bertanda tangan dibawah ini Kepala SMK PGRI 1 Sekampung Udik, menerangkan:

Nama : AFITA MUKHLIS SANI  
NPM : 1175367  
Jurusan : Tarbiyah  
Prodi : PBI  
Judul : The Influence of Using Prediction Story Technique toward Students  
Writing Narrative Ability at Tenth Grade of SMK PGRI 1  
Sekampung Udik, East Lampung

Berdasarkan surat nomor: 0208/In.28/D.1/TL.00/08/2017 tentang Izin Research di SMK PGRI 1 Sekampung Udik sebagai syarat penyelesaian tugas akhir/skripsi. Maka mahasiswi yang namanya tersebut diatas telah kami terima untuk melaksanakan Research di SMK PGRI 1 Sekampung Udik dari tanggal 12 September s/d 19 September 2017.

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sekampung Udik, 19 September 2017

Kepala SMK PGRI 1 Sekampung Udik

**NILAWATI, S.Pd**  
 NPA. 0809050469



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : P.1723 /In.28/FTIK/PP.00.9/07/2017  
 Lamp : -  
 Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdri. Dr. Widhiya Ninsiana, M.Hum
2. Sdr. Ahmad Subhan Roza, M.Pd.

Dosen Pembimbing Skripsi

di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Afita Mukhlis Sani  
 NPM : 1175367  
 Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
  - a. Pendahuluan ± 1/6 bagian
  - b. Isi ± 2/3 bagian
  - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 18 Juli 2017  
 Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
 NIP. 19750610 200801 1 014



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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Afita Mukhlis Sani  
NPM : 1175367

Jurusan : TBI  
Semester : XIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Wednesday, October, 04 <sup>th</sup> 2017		✓	- motto, acknowledgment, Statement of originality - Bab II	
2.	Friday, 20 <sup>th</sup> October, 20 <sup>th</sup> 2017		✓	Revise - motto, Dedication Page - Bab II footnote - Bab V	
3.	Wednesday, November, 1 <sup>st</sup> , 2017		✓	bab V	
4.	Friday, November, 10 <sup>th</sup> , 2017		✓	Ahmad Subhan Roza	

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Dosen Pembimbing II

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Jurusan : TBI  
Semester : XII


No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday, July 09 <sup>th</sup> 2017		✓	Acc Appendix	Gub

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Dosen Pembimbing II



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NPM : 1175367

Jurusan : TBI  
Semester : XII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Monday, July 31 <sup>st</sup> 2017	✓		Apendix - complete instrument Prediction story technique	<i>Glud.</i>
2.	Friday, Agust 04 <sup>th</sup> 2017	✓		- Revise instrument Pre-test and post-test	<i>Glud.</i>
3.	21/8/17	✓		Acc APP	

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Widhiya Ninsiana, M.hum**  
NIP. 19720923 200003 2002





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IAIN METRO**

Nama : AFITA MUKHLIS SANI  
NPM : 1175367

Jurusan : TBI

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday, desember 2 <sup>nd</sup> , 2016		✓	Chapter I	
2.	Thursday, desember 8 <sup>th</sup> , 2016		✓	Chapter II	
3.	Friday, desember 16 <sup>th</sup> , 2016		✓	Devise the research methodology	
4.	Friday, Desember 23 <sup>rd</sup> , 2016		✓	Acc Seminar	

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 197506102008011014

Dosen Pembimbing II

**Ahmad Subhan Roza, M.Pd.**  
NIP. 197506102008011014



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Nama : AFITA MUKHLIS SANI

Jurusan : TBI

NPM : 1175367

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4	Friday, march 24th, 2017	✓		1. Cover 2. Chapter I - background of study - problem formulation 3. Chapter III - Population, Sample Sampling technique.	<i>AF</i>
5	Wednesday, april 26th, 2017	✓		1. Chapter I - background of study 2. Chapter III - Population, Sample, Sampling technique - Independent & dependen- dent variable.	<i>AF</i>
6	Tuesday, May 2nd, 2017	✓		Acc to Seminar	<i>AF</i>

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NIP. 19750610 200801 1 014

Dosen Pembimbing I

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Jurusan : TBI

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday, desember 2 <sup>nd</sup> , 2016		✓	Chapter I	
2.	Thursday, desember 8 <sup>th</sup> , 2016		✓	Chapter II	
3.	Friday, desember 16 <sup>th</sup> , 2016		✓	Devise the research methodology	
4.	Friday, Desember 23 <sup>rd</sup> , 2016		✓	Acc Seminar	

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Ketua Jurusan TBI

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Dosen Pembimbing II

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Jurusan : TBI  
Semester : XIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Wednesday, October 18 <sup>th</sup> , 2017	✓		- Abstract - Motto, acknowledgment - Bibliography	<i>Afita</i>
2.	Wednesday, October 31 <sup>st</sup> , 2017	✓		- Revise * Abstract * acknowledgment * Chapter V	<i>Afita</i>
3.	8/11/17	✓		Acc <del>APD</del> <i>APD</i> <del>naq</del> <i>naq</i>	<i>Afita</i>

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NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

## DOKUMENTATION



## **CURRICULUM VITAE**

The name of the writer is Afita Mukhlis Sani. She was born in Rukti Endah 01, on September 26<sup>th</sup> 1993. She is the last daughter of happy couple, Mr. Seno Sukirno and Mrs. Mesiyem



She was graduated from SDN1 Rukti Endah in 2006. She continued his study at MTs Nurul Huda Rukti Endah, and graduated in 2008. He studied in MAN 02 Metro and graduated in 2011.

In 2011, she was registered as an S1 student of English education Department at State Institute For Islamic Studies (IAIN) of Metro.