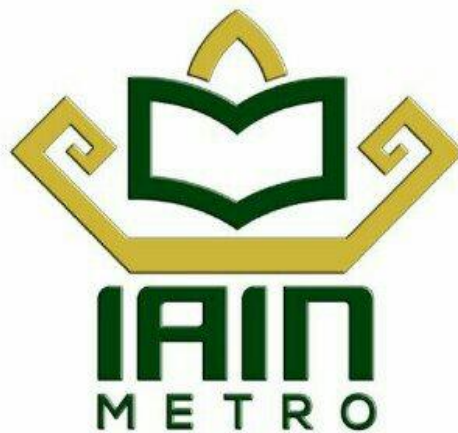


AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS SKILL IN WRITING NARRATIVE TEXT
BY USING THINK-TALK-WRITE STRATEGY AT THE EIGHTH
GRADE OF JUNIOR HIGH SCHOOL EIGHT METRO IN ACADEMIC
YEAR OF 2018/2019**



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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF METRO

1441 H/2019 M

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GRADE OF JUNIOR HIGH SCHOOL 8 METRO IN ACADEMIC YEAR
OF 2018/2019**

Presented as a Partial Fulfillment of the Requirement

for the Degree of Sarjana Pendidikan (S.Pd)

In English Education Study Program

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Asslamualaikum. Wr. Wb

Setelah kami membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka skripsi penelitian yang disusun oleh:

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WRITE STRATEGY AT THE EIGHTH GRADE OF
JUNIOR HIGH SCHOOL EIGHT METRO IN
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Sudah kami dapat setuju dan dapat diajukan untuk diseminarkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING THE STUDENTS SKILL IN WRITING NARRATIVE TEXT BY USING THINK-TALK-WRITE STRATEGY AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 8 METRO IN ACADEMIC YEAR 2018/2019, written by DWI NUR FITASARI, student number 14121227, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, 26th 2019 at 14.00 – 16.00 p.m.

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**IMPROVING THE STUDENTS SKILL IN WRITING NARRATIVE TEXT
BY USING THINK-TALK-WRITE STRATEGY AT THE EIGHTH
GRADE OF JUNIOR HIGH SCHOOL EIGHT METRO IN ACADEMIC
YEAR OF 2018/2019**

ABSTRACT

BY

DWI NUR FITASARI

Writing is one of the most difficult language skills that should be mastered by students in learning English. It was caused the students are expected to be able to express their ability, ideas, feelings, creativities, experiences and knowledge in written text. This condition which was researcher founded at the eighth grade of Junior High School 8 Metro where many students faced difficulties in English learning especially in writing narrative text. It caused their writing performance was low. Hence, to improve the students' writing on narrative performance, the research used Think-Talk-Write (TTW) Strategy in learning process. The purpose of this research was to improve the students' writing on narrative text performance through Think-Talk-Write Strategy.

The research was classroom action research (CAR) that was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research were 21 students at the eight graders of Junior High School 8 Metro. In colleting the data, the research used test, observation, and documentation. The researcher conducted the research with an English teacher of Junior High School 8 Metro Mrs.Agustinus Yuwono, S.Pd that played as collaborator.

The average score of pre-test, post-test I and Post-test II showed that there was progressing score. In cycle I, the average score at pre-test was 41, and in post-test I the average score was 65 and the average score of post-test II was 75. Based on the result, it could be said that Think-Talk-Write Strategy the students' writing on narrative text performance at the eight graders of Junior High School 8Metro.

Keywords : Narrative Writing, Think-Talk-Write

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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State that this undergraduate thesis is originally the result of the writer research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, July 2019

The writer



Dwi Nur Fitasari

14121227

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

Metro, Juli 2019

Yang membuat pernyataan



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MOTTO

مَنْ تَعَلَّمَ بَاباً مِنَ الْعِلْمِ لِيُعَلِّمَ النَّاسَ أُعْطِيَ ثَوَابَ سَبْعِينَ صِدِّيقاً

“Whoever learned a chapter of science to be tough to the people, he was rewarded
seventy Shiddiq”

(Al-Hadist)

**“A little knowledge that acts is worth infinitely than much
knowledge that is idle”**

(Kahlil Gibran)

DEDICATION PAGE

This undergraduate thesis was dedicated for:

My beloved parents (Purnomo and Sumartik) and my beloved sister and brother. Thanks for you loving , praying and supporting for me in finishing this undergraduate thesis.

My beloved lecturer as my sponsor and co-sponsor (Kuryani, M. Pd and Trisna dinillah, M. Pd). Thanks for you guidance for me in finishing this undergraduate thesis. And also thanks for SMP N 8 Metro especially for class 8A and Mrs. Agus Yuwono, S, Pd for the participation in my research.

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My beloved almamater State Institute For Islamic Studies (IAIN) Jurai Siwo Metro.

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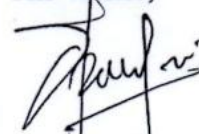
In the name of Allah SWT, the most merciful praise is to Allah, the lord of the world whom without his mercy and blessing, none of these would be possible. Let us thank to Allah SWT who always blesses us until now and keeps our healthy so that we can finish this thesis. May peace will not stop to be upon our idol, the one perfect human, Prophet Muhammad SAW, his family and his companions.

This under graduate thesis entitle “Improving the Students Skill in Writing Narrative Text by Using Think-Talk-Write At the VIII Grade of Junior High School VIII Metro In the Academic year of 2018/2019”. In this research the writer focused to improve the students Skill in Writing Narrative Text of Junior High School VIII Metro. Regarding to thesis, writer couldn't work alone, there were many persons who contributed their meaningful hands in accomplishing this thesis. Thanks to Prof. Dr. Enizar, M.Ag as the principles of IAIN Metro, thanks to Mr. Ahmad Subhan Roza, M.Pd as the chief of English Education Study Program, thanks to Drs. Kuryani, M.Pd and Mrs. Trisna Dinillah Harya, M.Pd as the sponsor and co-sponsor who have guide me to write this thesis. Realize there is no perfect, the good suggestion and critics are waited to make the good change in the future.

The writer do apologizes for all mistakes in writing this thesis and presentation items. All constructive comments and suggestions are extremely welcomed to lighten up be quality of this undergraduate thesis. Hopefully, this thesis can be a benefit for the writers especially and for our campus and all readers generally.

Metro, October 2019

The Writer,



Dwi Nur Fitasari

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16. Surat Balasan Research
17. Surat Keterangan Bebas Prodi
18. Surat Keterangan Bebas Pustaka
19. Kartu Konsultasi Bimbingan Skripsi
20. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

One of the most widely spoken international languages is English. It plays an important role for global communication and knowledge exchanges. Therefore, it is learnt in many countries in the world, including Indonesian. In this country, English becomes a compulsory subject that is expected to equip the students to face challenges in their future career.

There are four important skills that students have to master in English. They are listening, speaking, reading, and writing. Furthermore, the students have to master English components such as vocabulary, grammar, spelling and pronunciation. In current curriculum writing is the most difficult subject in English.

This research is focused on teaching writing narrative text. However, in writing narrative text the students have difficulties in expressing their idea, some students do not know the right procedure make narrative text. Therefore, they have less idea to describe story which make they are got difficulties to write writing narrative text itself. To respond the students' difficulties in writing narrative text, there are some methods that can be applied. In this study, the writer intends to implement Think-Talk-Write Strategy. Hopefully this strategy can improve their writing skill, especially to make narrative text directly.

In junior High School, the teacher commonly gives the writing narrative text assignment to the student directly and quickly without giving the explanation more about those assignments. It is expected that the students can write the assignment with correct grammar. In reality, some students are not able to write a paragraph, especially in writing narrative text. In another side the students don't understand about the rule and the characteristic of the assignment. Moreover, the using of conventional teaching methods which only use the old way becomes the second reason in writing English.

Based on this problem the researcher will improve the students skill in writing narrative text to describe story by using Think-Talk-Write Strategy. The rule of this method is like group work.

The writer conducted pre survey on March 29th 2018 at Junior High School 8 Metro, the writer got the data of students writing skill that can be seen in the table:

Table 1
Data of the Students English Writing Score

No	Respond Code	Score	Category
1	ANG	40	Incomplete
2	ARJ	50	Incomplete
3	BAL	55	Incomplete
4	DAM	45	Incomplete
5	DAN	45	Incomplete
6	DES	50	Incomplete
7	DIA	40	Incomplete
8	ECH	50	Incomplete
9	EGA	40	Incomplete
10	FEB	50	Incomplete
11	FIL	50	Incomplete
12	FIR	55	Incomplete

13	FRA	55	Incomplete
14	IVA	40	Incomplete
15	JUL	55	Incomplete
16	MAR	45	Incomplete
17	MUH	50	Incomplete
18	NIC	45	Incomplete
19	PUT	75	Complete
20	PTR	75	Complete
21	RID	50	Incomplete
22	RIO	55	Incomplete
23	RIS	40	Incomplete
24	RUD	55	Incomplete
25	SID	40	Incomplete
Total		1250	-
Average		50	Incomplete

Source : Ledger of the English Teacher of Junior High School 8 Metro, taken on March, 29th 2018

Table 2

Table of Frequency Students' Score

No	Score	Frequency	Percentage	Category
1.	≥ 75	2	8,00%	Completed
2.	≤ 75	23	92,00%	Incomplete

Based on the table above, it can be now that 25 students at the eighth graders of Junior High School 8 Metro taken as a sample in this pre survey, in reality only 2 students who acquired complete category in their writing and 23 students who acquired an incomplete category in their writing. It means that only 2 students (8,00%) passed the test and 23 students (92,00%) failed with the highest score was 75 and the lowest score was 40 and the minimum mastery criterion was 75 for English.

Based on the explanation above it is showed that the students writing skill at the eighth grade of Junior High School 8 Metro are classified incomplete. There are so many students have lack of vocabulary. Almost all

of the students just wrote the text from the internet that was not their own experience because they were difficult to get an idea. The students still confused to determine a suitable punctuation in every text they wrote. The technique used by teacher is not appropriate yet. So in this research, the writer helped the students solve their problem in writing especially in narrative text using think-talk-write.

From the problems, the writer would like to improve the students skill in writing narrative text by using think-talk-write strategy. Therefore, the writer is interested in conducting the research entitled “Improving Students Skill in Writing Narrative Text by Using Think-Talk-Write at The Eight Grade of Junior High School 8 Metro in the Academic Year of 2018/2019.”

B. Problem Identification

Based on the background of the study above, the researcher would like to formulate the problem as follows:

1. The students have lack of motivation in learning English, especially in writing narrative text.
2. Many students have lack of vocabulary.
3. Many students are not mastering yet the structure and grammar use.
4. The students have difficulties in composing their idea in writing narrative text.

C. Problem Limitation

Based on the problem identification above, there are four main problems faced by students in writing, especially writing narrative text. From the four problems above the writer will focus on the students have difficult in composing their idea in writing narrative text.

D. Problem Formulation

Regarding to the problem limitation above, the writer would like identify the problem formulation that is “Can the use of Comic Strips improve the Students Skill in Writing Narrative Text and the learning activities at the Eighth Grade of Junior High School 8 Metro in the Academic Year of 2018/2019?”.

E. The Objectives and Benefits of the Study

1. Objectives of The Study

The object of the study is to improve students’ writing narrative text skill and there leaning activities after using think-talk-write strategy at the eighth grade of Junior High School 8 Metro.

2. Benefits of The Study

a. For the Students

- 1) The writer expect that the result of this research as positive contribution for students to improve their writing skill.

- 2) As the guided to give knowledge about writing skill to the students. So that they more understand about writing.

b. For the English Teacher

- 1) To enable the teacher help the students in solving the problems while writing a narrative text.
- 2) This research as learning model which can encourage the students to be active in English learning process.
- 3) As the input for the English teacher to help the students interested in English learning process.

c. For the Headmaster

- 1) The result of this research as a positive contribution to headmaster to increase the quality of the teacher in the school and for English Instruction especially to make research about writing.

CHAPTER II

REVIEW OF THE RELATED THEORIES

1. The Concept of Writing Narrative Text Skill

a. Definition of Writing

Writing is one of direct communication between the writes and the printed texts which are produced by the writer itself. It is more complicated that it seems at the first and often to be hardest of the skills, even for native speakers of language. It happens because writing involves not just about graphic representation of speech, but also the development and presentation. Many experts have proposed the definition and explanation of writing. Writing is a psychological activity of the language user to put information in the written text¹. It means that writing is the activity of language to communicate and give information in the written form.

According by Jeremy Harmer, Writing is a process of sharing information message, ideas, or thought in grammatically correct sentences.²

According to Nation writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.³ It means the preparation can make it possible for

¹ Sanggam Siahaan, "*Issue In Linguistics*", (Yogyakarta: Graha Ilmu, 2008), p.215

² Jeremy Harmer, *How To Teach Writing*, (England: Pearson Longman, 2007, p.5

³ I.S.P Nation. "*Teaching ESL/EFL Reading and Writing*", (New York: Routledge, Taylor Francis Group, 2009), p.113

words that have been used receptively to come into productive use. Furthermore, Sanggam said that the written productive language skill is called writing it is the skill of a writer to communicate information for other people.

Writing is not an easy work. Writing need the study of Writing need the study of linguistics and non-linguistics factors. The linguistics factors of writing are vocabulary, grammar, structure, orthography and others. Beside linguistics factors of writing are reading habit, motivation, knowledge of the world and learning strategies.

Based on the definition above, the reseacher concluded that writing is one of the ways that productive to express, taught and feeling to the reader or process of transferring ideas from our minds by written form in order that the reader understand about the meaning.

b. Process of Writing

According to Harmer the process has four elements:⁴

1) Planning

Planning is any orderly procedure which is used to bring about a desired result. The first stage in the writing process is planning. There are three main issues when starting a planning. Firstly, is they have considered the purpose of their writing,

⁴ Ibid. p.4

because it will affect what kind of text that will be produced, the language that will be used and the information that will be included. Secondly, the writers have to think of the audience who read their writing. Thirdly, writer has to consider the content structure of their writing. What the best way is to arrange the fact, idea, or argument which has been decided to include.

2) Drafting

Drafting is a row of strategies designed to compose and develop a sustained piece of witting procedure to conclude whether the information you discover while planning can be established into a successful piece of or not.

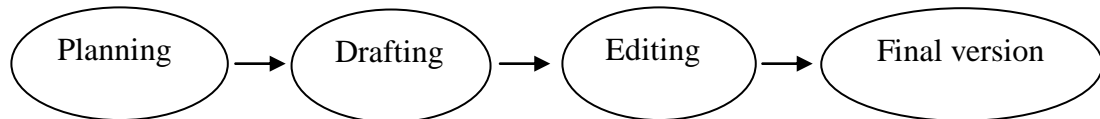
3) Editing (Reflecting and Revising)

The writers need to read the draft which they produced. Perhaps the order of the information is not clear probably the ambiguous and confused text has been written. Eventually, the writers have asked the reader to comment and suggest and reflecting and revising. So, the writer revises his writing to make appropriate revisions.

4) Final version

The writers produce the final version when he has edited his draft, making the changes they think to be necessary. It is considerably different from both the original plan and the first

draft because it has been changed in the editing process. It becomes the final version that will be read by the audience.



Based on the diagram above, we can look there are four the process of writing, they are planning, dafting, editing, and the last is final version or final draft.

c. **Characteristic of Good Writing**

According by Cynthia A Boardman explain that there are three characteristic of writing well, they are:⁵

1) **Coherence**

A paragraph should consist of coherent sentences that are ordered according to principle. Coherence is all of aspects in discourse which are displayed and assembled together reasonably. The sentences are made readers understand the paragraph easily. The sentence is put in order so that the reader can understand your idea easily.

2) **Cohesion**

Cohesion is another characteristic of the good paragraph. The supporting sentences connect to each other in their

⁵ Cynthia A boardman, *Writing to Communicate*, (London: Longman, 2008), p:36

support of the topic sentence. Cohesion is the relation between sentence in a text, an the sentence of a text, and the sentence a text can only follow one after the other. Cohesive device is the method to connect sentence. Like as reference, substitution, ellipsis, conjunction relation (discourse markers), lexical cohesion.

3) Unity

The last characteristic of a well- written paragraph is unity. The entire supporting sentences must relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

d. Types of Writing

There are several types of writing, in this section the writer has been taken from Thomas S. Kane Books. He said that the types of writing as follow:⁶

1) Descriptive

Descriptive is the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear.⁷ It means that it used to describe more

⁶ Thomas S. Kane, "Essential Guide to Writing", (New York: Oxford University Press, 2000), Page 7.

⁷George E. Wishon and Julia M. Burks, *LET'S WRITE ENGLISH*, revised edition, (New York: Teachers College Press, 1980), p. 379.

than the outward appearance of people. It may tell about their traits of character or personality. Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning.

2) Narrative

Narrative is an account or description of events in the past which entails following a time sequence or chronological order.⁸ That is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. It illustrates that narrative is to retell about the story in the past.

3) Exposition

Exposition is the form of writing that is used in giving information, making explanation, and interpreting meaning. It includes editorials, essays, and informative and instructional material. In exposition the writer give idea or opinion that a topic, phenomenon or trouble need to get an explanation without appeared the effort to persuade the reader to agree or disagree.

4) Argumentative

Argumentative is the interdisciplinary study of how conclusions can be reached through logical reasoning; that

⁸ R.R Jordan, *Academic Writing Course Study Skill in English*, third edition, (England: Logman, 2003), p. 27.

is, claims based, soundly or not, on premises. On the other hand, it is the form of writing that is used to make a case or to prove a statement or proposition. That is content of the text is about our statement or opinion that has reason.

5) Persuasif

This type of paragraph is used in a planning. The goal of persuasive paragraph is to try to convince the person to change their mind, or take action. Persuasive paragraph relieve the person to express an opinion and deepen it, by increasing belief.

2. The Concept of Narrative Text

a. Definition of Narrative Text

A narrative is a creative well written paragraph of a story. The paragraph has the required and necessary components of action development. These are the protagonist, the setting, goals, obstacle, climax and the resolution. In other word Narrative Paragraphs written as a narration are a chronological presentation of events that add up to a story. Paragraphs of this type contain characters, setting, conflict and resolution.

It has been widely accepted that, narration is a form of discourse whose main target is all actions which is connected and combined to be an event that occurs in a unit of time. Furthermore, Keraf stated

that narrative is form of discourse that seeks to illustrate as clearly as possible the event that has occurred to the reader.⁹

Based on the statement above, the writer can conclude that narrative text is a paragraph that tell or recount us more about events in order to enable the reader as if can experience it as he or she does. In this case, the function of narrative text is to recount what is being narrated to the readers.

b. Goal of Narrative Text

c. The Generic Structure of Narrative Text

Narrative text has structure as bellow:

1) Orientation

This sets the creatig a visual picture of the setting, atmosphere and time of the story. Characters are introduced and clues are set in place for the coming complication. The characters mention such as beautiful, helpful, selfish, faithful, atc. In the orientation, students could mention not only adjectives which belongs to the characters but also physical characteristic such as; weight, age, height and so forth.

2) Complication

This revolves around conflicts or problems that affect the setting, time or characters. A problem or series of problems interrupt or complicate the lives or the characters. The events are

⁹Gorys Keraf, Argumentasi dan narasi, PT gamedia, 2001, Jakarta,P:136

evaluated by the characters, making it clear to the reader that a crisis has developed. These problems help to build up the suspense and have to be resolved one at a time to stop the story ending in a disastrous way. Realistic stories generally have one complication, but most adventure stories will have a series to build up excitement. These events can reach crisis point and the main characters have to act to save the situation or else disaster will occur. A number of complications create a suspenseful situation.

3) Resolution

Resolution provides a solution for the complication though this is not necessarily a happy one.¹⁰ This part can be found in the end of the story. The narrator finishes the story by giving readers and listener about a problem solving of complication.

3. The Concept of Writing Skill in Narrative Text

a. Definition of Writing Skill in Narrative Text

Writing is a skill which express the ideas, feeling, and thoughts arranged in the words, sentences, and paragraph using eyes, brain and hand. In the written language, the values of words, which are used as the tool of communication, must come from the analysis of the sequence of letters on paper such as in the literature works. There are five types of writing that is narrative, argumentative, descriptive, persuasive, and exposition. In this research, the researcher focused on writing

¹⁰ Gamble, Nikki and et all. *Exploring Children's Literature*; Los Angeles: Teaching the Language and Reading of Fiction, 2013, P 27.

narrative text skill. Writing narrative is activity of the people when they want to describe story.

To make writing narrative text we must be able to make readers understand what the writer mean. In written symbol to make other people or readers understand the ideas conveyed and the students describes the actions occur within a paragraph and the contains usually about a story or fairy tale (can be folklore (folktale), an animal story (fable), the legend (legend), short story, etc.). And in their story there is a conflict/top problem, followed by settement and the main function of his paragraph is to entertain readers.

b. Component of Writing Skill

Writing is a language skill that is used for indirect communication. The students can communication their ideals and thought to other through a written form such as letter, massage, or invitation for communication. Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts.

Futhermore, the form of communication that use in written language as words, sentences, punctuations and good structure. So that, the readers can understands the information easily. A good deal of attention was placed on model compositions that students would emulate and on how well a student's final product measured up against a list of criteria thet included:

1) Content

Content is the substance of a written work, especially as contrasted with its form. The criteria for this part is the substance or writing idea express the unity, and the score is (13-30).

2) Vocabulary

Vocabulary is all about words. The words in a language or a special set of words which want we are trying to learn.¹¹ The rubric score in this section is the selection word that is suitable with the content, and the score is (7-20).

3) Grammar

Grammar is the whole system and structure of a language in general, usually taken as consist on syntax and morphology and sometimes also phonology and semantic.¹² The score in this part is (5-25).

4) Syntax

Syntax is the argument of words and phrase to create well formed sentences in a language. The criteria in this part are the use of graphic conventions of the language, and criteria of the score are (7-20).

¹¹ Joy M. Reid, "Teaching ESL Writing", (USA: Prentice HallRegent, 1993), Page 236.

¹² *Ibid*, Page 238

5) Organization

In this level, students should organize the ideas, arguments, and logical clearly. The whole pattern and shape of the texts should be clear in order to show the coherent and cohesion which is used in every paragraph. The organization. The score in this part is (2-5).

c. The Measurement of Writing

Writing skill involves the mastery of all elements in target language such as grammar, content, vocabulary, spelling and mechanics. It involves complex process. There are criteria of measurement in writing skill, they are:¹³

Table 2

The Measurement Rubrics of the Skill of Writing Essay

Writing Skill	Score	Criteria	Details
Content	30-27	Very Good	Knowledge able, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of

¹³ Douglas H Brown, *“Language Assessment Principles and Classroom Practice”*, (New York: Longman University Press, 2007), Page 244.

			topic
	16-13	Very Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive
	17-14	Good to Average	Some what copy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not

			obcured.
	13-10	Fair to Poor	Limited range, occasional errors of word/idiom form. Choice, usage, meaning confused or obscured.
	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominted by errors, does not communicate, not enough to evaluate.
Language	25-22	Very Good	Effective, complex constructions, few errors of agreement tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective, but simple constructions, minor problems in complex construction, several arrors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns,

			prepositions and /or fragments, runons, delections, meaning confused or obscured.
	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Very Good	Demonstates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

4. The Concept of Think-Talk-Write

a. Definition of Think-Talk-Write

Think-Talk-Write is one of Strategy in cooperative learning model. It means that the students work in a group in doing an assignment from the teacher.

Cooperative learning is appropriate with human nature as a social creature that has the dependence with others, purpose and responsibility. Therefore, in cooperative learning model students are thought to share the knowledge, experience, responsibility and assignment. Cooperative learning is a miniature of society life. So, with cooperative learning the students also can learn about life condition in the society.

According to Davidson “Cooperation is to work or act together or jointly and strive to produce an effect.¹⁴ To produce a product all members have to make cooperation by working and acting together.

Roger explains that cooperative learning is group learning activity organized in such a way in which learning is based on the socially structured change of information between learners in a group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

¹⁴ Miftahul Huda, *Cooperative Learning Metode, Teknik, Struktur dan Model Penerapan*, (Yogyakarta: Pustaka Pelajar, 2013), p.30.

Furthermore Robert argues that “Cooperative learning refers to many kinds of teaching method in which students work in small groups to help each other in learning material.¹⁵ On the other word the methods used in the teaching and learning process where the students work and act together in a group in producing the product or doing the task can be called as cooperative learning.

From this elaboration, the experts created some methods that more specific to prop up the cooperative learning application such as Leaning together Method (Johnson and Johnson), Group Investigation Method (Sharan). Student Team Learning Method (Slavin) and others.

According to Heather wolpert Gawron Think-Talk-Write is a strategy I originally learner from the California writing project. For secondary students, this strategy is vital. The students used TTW and work with partners. Working with partners and reading/talking about what we are learning or what they have written about helps students retain information and helps them learn how to get better in communicating their knowledge. But with teenagers especially, brainstorming and discussion is key in honing in on the highest-level (or appropriate) ideas on which to write.¹⁶

¹⁵ Robert E. Slavin, *Cooperative Learning: Teori, Riset and Praktik*, diterjemahkan oleh
¹⁶¹⁶ Heather Wolpert Gawron, *Writing Behind Every Door (Teaching Common Core Writing in the Content Area)*, Routledge, New York 2014, p. 131

According Edith Babin and Kimberly Harrison Think-Talk-Write is often seen as an alternative to the Cognitive Model of composing. He opposes the “think-write” metaphor of writing and describes his method as based on the “paradigm of responsive man” as opposed to the “paradigm of metallic man” Therefore, think talk-write model give attention to student observable behaviors which can be change.

Rosemary Fryer said that Think-Talk-Write is set a purpose, set a goals and model. Give the students the reasons for the work, and than state the targets students will achieve and the last make your thinking transparent, show students how. Rosemary Fryer conclude that from the case her student, her student name is Aron.

Think-Talk-Write is a strategy introduced by Huinker and Laughlin these strategies basically built through thinking, speaking, and writing.

b. Principles of Think-Talk-Write

From David W. Johnson and Roger T. Johnson the principles of Think-Talk-Write Strategy are in five types:¹⁷

1. Positive Interdependence

Students perceive that they need each other to complete: the group task. Teachers may structure positive interdependent by establishing mutual goals.

¹⁷ David W. Johnson and Roger T. Johnson, *Cooperative in the Classroom*, Edina MN, Interaction Book Company,p.1

2. Face-to-Face Promoted Interaction

Students promote each other's learning by helping, sharing, and encouraging efforts to learn. Students explain, discuss, and teach what they know to classmates.

3. Individual Accountability

Each student performance is frequently assessed and the results are given to the group and the individual.

4. Interpersonal and Small Groups Skill

Groups cannot function effectively if students do not have and use the needed social skill. Collaborative skill include leadership, decision-making, trust-building communication and conflict-management skills.

5. Group Processing

Group need specific times to discuss how will they are achieving their goals and maintaining effective working relationships among members.

c. The Techniques, Procedure and Steps of Think-Talk-Write

Strategy

According Huinker and Laughlin clarifies that the processes of Think-Talk-Write are in three procedures, they are:¹⁸

1. Think

¹⁸Novita Sari, Sauni Saun and Rusdi Noor Rosa, *The Effect of Using the Think-Talk-Write Strategy in Teaching Writing Analytical ExpositionTxt Toward Grade X Students Writing Achievement At SMA N 10 Padang*, JELT Vo 2 March 2014, p.214

In this step, students are engaged in thought-a reflective dialogue with themselves. The students write down the ideas and anything they are thinking about something in their own language in a piece of paper.

2. Talk

The next step is talk activity which is the student begin talking. In talking step, the student divided into groups of four or five academically. This step allows students to discuss about what they have done in the first step. In this step, the students reflect, arrange, and share ideas in group discussion form. In addition, Reid in Huinker and Laughlin say that by talking to a sympathetic partner, a student can test ideas, explore words, experiment with different strategy of organization and not lose valuable thoughts.

3. Write

In this step, the students write the result of discussion they get from the previous step.

According to Silver and Smith think-talk-write is filed and provides task that allow students to engage actively thinking, encourage and listen carefully presented ideas that students orally and in writing, to consider and provide information on what students explored in the

discussion, and to monitor, assess and encourage students to actively participate.

According to Silver and Smith think-talk-write is filed and provides task that allow students to engage actively thinking, encourage and listen carefully presented ideas that students orally and in writing, to consider and provide information on what students explored in the discussion, and to monitor, assess and encourage students to actively participate.¹⁹

According to Silver and Smith there are series that should be follows setting up (steps) Think-Talk-Write Strategy:

a). The teacher devices classroom into several groups. In group consists of 4-6 students.

b). Teacher explained Narrative Text (Generic structure and Language Feature.

c). The teacher devices the text narrative relating to students daily environment. Example: Cinderella

d). Students describe a moment of _going to the zoo_ in their imagination and make notes individually small (think). Each student in a group discusses going to the zoo individually, what they think about the text. There activities are intended for the students to distinguish or bring together

¹⁹ Yohana Faulina Tambunan and Amri Saragih, *Improving the Students' Achievement in Writing Descriptive Paragraph by Appying Think-Talk-Write Strategy*, p.2-3

the ideas containing in the readings and than being translated into their own language itself.

e). Students discuss with their friends in the groups the content of the note they made (talk). In this activity, students discuss the result of a collection of ideas that they make individually in the note about what they know about the zoo.

f). After students collect and discuss the results of their ideas, they conclude the results of their ideas into a text narrative and then they determine where the generic structure of the text that they make (write).

g). The final activity is that the students are writes down the text narrative that they make in a paper.

5. Action Hypothesis

Based on the frame theories and assumption above, the reseacher formulates the action hypothesis “By using the Think-Talk -Write Strategy the Students at the Eighth grade of Junior High School 8 Metro can improve their Writing Skill in Narrative Text and Their learning activities”.

CHAPTER III

RESEARCH METHOD

A. The Variable and Operational Definition of Variable

The variable in this research include two variables, they are independent variable and dependent variable. Independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.²⁰ Then dependent variable is the response or the criterion variable that is presumed to be caused by or influence by the independent treatment conditions and any other independent variables²¹.

1. Independent Variable (X)

Independent variable in this research is Think-Talk-Write Strategy. It is the variable which selected, manipulated, and measured by the writer. Independent variable of this research is using Think-Talk-Write a Strategy which can be defined as tool to help students' easier to write the writing narrative.

Moreover, this variable indicator is the students of Junior High School VIII Metro can do their writing spontaneously and structured. In this case how to measure this variable using an observation sheet and for the score is a star of 1-5 with score 5= Excellent, 4= Good, 3= Average, 2= Fair, 2= Poor, to assess and

²⁰John W Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson Education, 2012), p. 116

²¹John W Cresswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: Sage Publications, 2009), p. 157

measure student performance. indicator of this variable is that students can write well and correctly without experiencing obstacles both in terms of word election and grammatical to improve their writing skills with Think-Talk-Write.

2. Dependent Variable (Y)

Dependent variable of this research is Skill Writing Narrative Text. The way to measure this variable is using test. The measuring instrument is an written test and for the score is start from 1-4 to assess and measures the writing narrative text of the students.

The indicators of this dependent variable are follows:

Writing Skill	Score	Criteria	Details
Content	30-27	Very Good	Knowledge able, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate

Organization	20-18	Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive
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	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

B. Setting

This research is classroom action research. Classroom action research is one of the efforts to improve the teaching program quality. This research was conducted at the eighth grade of Junior High School 8 Metro,

Karangrejo 23 A. The researcher chooses class eighth of Junior High School 8 Metro in academic years of 2018/2019 There are 25 students in the class.

C. Object of the Study

The object of the study is the students writing Skill in narrative text at the eighth grade of Junior High School 8 Metro in academic year of 2018/2019. In conducting this research, the writer chooses class Eighth that consists of 25 students. After using think-talk-write in learning process, it is hoped that any improvement of learning result and learning activity.

D. Action Plan

In conducting this research, the writer uses classroom action research. As the focus on the research how the writer uses Think-Talk-Write to improve the students skill in writing narrative text. Eileen states that action research is classroom action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.²² It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be.

The purpose of action research is to generate living theories about how learning has improved practice and is informing new practices. Action research deals with a social practice and it involves the direct

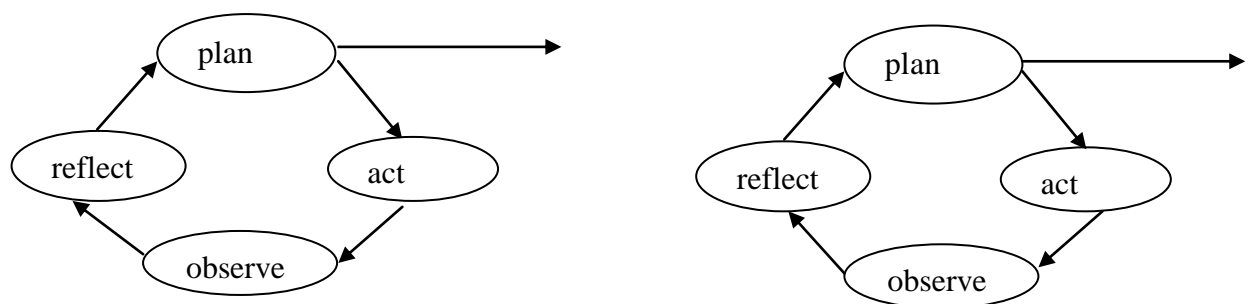
²² Eileen Ferrance. *Themes in Education: Action Research*, (New York: Northeast and Islands Regional Educational Laboratory At Brown University. 2000), p.1

interaction of teacher and group of the students, it is portrayed as a cyclical spiral process involving steps of planning, action, observing, and reflecting. Action research is normal for a project to go through two or more cycles in an interactive process, the improvements of the research can be seen from a series of cycles, each incorporating lesson from previous cycles.

In this classroom action research, the research would like to hold the research in two cycles. There were a relationship between one and the other. They are planning, acting, observing, and reflecting. It means that, action research consists of four steps include planning, action, observation, and reflection. Those steps can be illustrated as follows:

Figure 1

Design of Classroom Action Research Model by McNiff Jean, and Whitehead Jack .²³



Based on model design from McNiff Jean, and Whitehead Jack Kemmis and above, there were four steps in acting process, they are planning,

²³McNiff Jean, and Whitehead Jack, *Action Research: Principles and Practice Second Edition*, (New York: RoutledgeFalmer Taylor & Francis Group, 2002), p.41.

acting, observing and the last reflecting. Which was all activity has relationship with the other.

1. Cycle 1

a. Planning

Planning was the first step of the teaching context and it was prepared before the researcher did the action. Planning that was conducted by the researcher were:

- 1) The researcher would prepare the lesson plan, list of the student's name and materials.
- 2) Preparing a test and evaluation
- 3) We are going to teach in the learning program. The material must suitable with the syllabus, and the instrument of evaluation. In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing students' problem in writing skill that occurred in the classroom and concluding the finding in preliminary study. Then the researcher and the collaborator (teacher) prepare some plans to conduct the classroom.

They were the following:

- 1) The research prepares the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
- 2) The researcher prepares learning resource for students.

- 3) The researcher determines the strategy to be applied in acting phase, in this case, the researcher uses think-talk-write to improve the students writing narrative text.
- 4) The researcher prepares observation and also evaluation to evaluate the students' activity after teaching and learning process.
- 5) The researcher and the collaborator design the criteria of success.

b. Acting

The activity was implementation of learning activities that have been prepared in the planning. It was the realization from the planning that the researcher has made. Without the action, the planning will be imagination that never real. The acting stage, the researcher will try to implement some techniques or procedural acts that have been formulated at planning.

The process follow the sequence of activities contained in the learning scenario. Using a sheet of observation is used to make some notes the activities in the process of learning narrative text by using think-talk-write. Here are the steps in action that the researcher can make in action:

- 1) Pre-Activity
 - a) The teacher starts the lesson by greeting to the students.
 - b) The teacher and the students pray together.
 - c) The teacher checks students' attendance.
 - d) The teacher informs to the students about the competence, the indicator and the objectives test should be achieved.

2) While Activity

- a) The teacher asks the student about their activities the past and the teacher writes it on the board “what did you do last morning? And what did you do last afternoon “T” (questioning, inquiry).
- b) The teacher ticks the name of students who answer teacher’s question in his/her data’s, (authentic assessment).
- c) The teacher reads the sentences on the whiteboard correctly and the students repeat after her (modeling and reflection).
- d) The teacher asks the students to look at the board and asks them to analyze sentences written by the teacher (inquiry).
- e) The teacher ticks the names of the student who asks or gives question to the teacher in my data paper (authentic assessment).
- f) The teacher divides the student into small group that each group consist of three until four students.
- g) The teacher gives an develop containing some question of a daily activity that the students did last morning and the last afternoon, and tell them not to show theirs to other group. Ask the group to discuss it and write narrative text by their own language. (learning community, and questioning)
- h) The teacher ticks names of the students who are actively involved in the learning process (authentic assessment).
- i) Ask a representative of each group to read theirs in front of the class.

3) Post – Activity

- a) The teacher asks the student about they have learn.
- b) The teacher asks student's difficulties in learning writing narrative text.
- c) Summarize the material and give reflection to what have been done (self reflection).
- d) Motivate the students study more about writing narrative text correctly.
- e) The teacher closed the meeting by saying Sallam.

After finishing the cycle one, they were given the post test.

The instrument that was uses has different mode with the instrument that was given in the pre test.

c. Observing

Observing was the effects of the action in this context. The observation was done in teaching learning process. The important things in teaching learning process were observe by collaborator observes the student activities, in this research the writer acted as a teacher who implemented in writing narrative text learning process. This is to know how far the students writing narrative text using the Think-Talk-Write. In this step, the writer observes the process of teaching learning by using observation sheet.

d. Reflecting

Reflecting is the last step. In this process the researcher will analyze and discuss observation and the result during teaching learning process. In this step the researcher will use the data for evaluation to

make improvement for the second cycle. Then, the cycle 2 was conducted mark up from cycle 1.

2. Cycle II

a. Planning

In the first step, before conducting the action in the next step, the writer will repair the problem found in cycle one. It will be explained as follow:

- 1) The researcher will analyze the reflection result to obtain the solving problem.
- 2) The researcher will revise and prepare the lesson plan based on the problem appears to the previous cycle including teaching procedure, media, and relevant material to be applied in acting step.
- 3) The researcher will rearrange observation format and also reforms the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

b. Acting

The second step in action research was acting. It was the implementation of the planning. In this step the researcher acts as follows:

- 1) Pre-Activity

- a. The researcher starts the lesson by greeting to the students.
- b. The researcher and the student pray together.
- c. The researcher checks students' attendance.
- d. The researcher informs to the students about the competence, the indicator and the objectives that should be achieved.

2) While teaching Process

- a. The teacher applied the lesson plan.
- b. The teacher gave explanation to the student how to link ideas, to express ideas about the material.
- c. The teacher taught by using think-talk-write. The teacher asked the students to make a narrative text
- d. Ask a representative of each group to read theirs in front of the class.

3) Post activity

- a. The teacher does the treatment to the students.
- b. The teacher gives the post test.
- c. The teacher summarizes the post test.
- d. The teacher close meeting.

c. Observing

The collaborator would observed and collect the data when the learning process would be going. In this step the researcher

observed the process of teaching learning by using format observation, and the outlines of observation in this step such as, students ability in Think-Talk-Write, the teacher's participation in learning process, writing student's good participant and student's error. The important things in teaching learning process were noted by observer.

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The researcher and the collaborator corrected and analyzed the result of the action. By reflecting, the researcher would know the strength and weakness of the action. In this step the researcher would compare the score distribution of pre-test and post-test, the researcher reviewed and reflected on the students attitude whether it is positive or negative, enough in the second cycle or need for next second.

E. Data Collection Method

The data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures.²⁴ In this research, the writer collects the data by using three methods. Those are test, observation, documentation and file note:

²⁴Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age Internasional (P) Ltd, 2006).p.212

1. Test

Test is set of stimulation presented to an individual in order to licit responses on the basis, which a numeral score can be assigned. The material in pre-test and post-test are different but have same difficulties. The test consists of pre-test and post-test. The types of the test are comprehension text. The test was divided into two parts, as follows:

a. Pre-test

The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research Post-Test.

b. Post-Test

The post-test was given in the last meeting after doing treatments to find out whether the treatments gave any constriction to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test. This step will be done after the treatment to know the influence of the Think-Talk-Write to Improve the Students Skill in Writing Narrative Text.

2. Observation

In this research, the writer uses observation to see the condition in teaching learning process. In this research, the writer will observe the students' activities in teaching and learning process to know how the

process of teaching and learning is held. In doing the observation, the writer makes the observation sheet that contains of list of students' activities.

3. Documentation

Documentation was a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc.²⁵ The researcher used documentation to obtain the data about state of students, the history of Junior High School 8 Metro, state of the environment, the state of teachers, staff and organizational structure, and geographical condition school.

4. Field Note

Field note was observation instrument in the form of narration in which the observer provides the paper and record the activity related to practice in the classroom before and after doing the action. In this research, the researcher will use field note to record the student's activity during the learning process in narration form.

F. Data Analysis Technique

To know the stimulation technique can improve the students Skill in Writing Narrative Text, the researcher administered the pre-test before using report simulation technique and post-test after using reporter simulation technique.

²⁵ Anne Burns, "Collaborative Action Research for English Language Teachers", (New York: Routledge, 1999), Page 140.

To analyze the data, the researcher completed data of the average rates of pre-test (X-pre) and post-test (X-post) by using formula as follows:²⁶

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

\bar{X} = Average

$\sum X$ = Total of students' score

N = Total of students

To calculate the percentage of the students' score, the writer uses the formula as follows:

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P = Percentage

$\sum x$ = Total Score of the Students

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5. Indicator of Success

The research reputed to be success if 75% of students got minimum score at least 75 and there is improvement students learning activity in teaching learning process after using Comic Strips in teaching learning process. Therefore the students become 75% active and participation in learning process active and enthusiastic in learning English.

²⁶Timothy C. Urdan, *Statistic in Plain English 2nd*, (London: Lawrence Erlbaum Associates Publisher, 2005), p.8

CHAPTER III

RESEARCH METHOD

G. The Variable and Operational Definition of Variable

The variable in this research include two variables, they are independent variable and dependent variable. Independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.²⁷ Then dependent variable is the response or the criterion variable that is presumed to be caused by or influence by the independent treatment conditions and any other independent variables²⁸.

2. Independent Variable (X)

Independent variable in this research is Think-Talk-Write Strategy. It is the variable which selected, manipulated, and measured by the writer. Independent variable of this research is using Think-Talk-Write a Strategy which can be defined as tool to help students' easier to write the writing narrative.

Moreover, this variable indicator is the students of Junior High School VIII Metro can do their writing spontaneously and structured. In this case how to measure this variable using an observation sheet and for the score is a star of 1-5 with score 5= Excellent, 4= Good, 3= Average, 2= Fair, 2= Poor, to assess and

²⁷John W Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson Education, 2012), p. 116

²⁸John W Cresswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: Sage Publications, 2009), p. 157

measure student performance. indicator of this variable is that students can write well and correctly without experiencing obstacles both in terms of word election and grammatical to improve their writing skills with Think-Talk-Write.

2. Dependent Variable (Y)

Dependent variable of this research is Skill Writing Narrative Text. The way to measure this variable is using test. The measuring instrument is an written test and for the score is start from 1-4 to assess and measures the writing narrative text of the students.

The indicators of this dependent variable are follows:

Writing Skill	Score	Criteria	Details
Content	30-27	Very Good	Knowledge able, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate

Organization	20-18	Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive
	17-14	Good to Average	Some what copy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, occasional errors of word/idiom form. Choice, usage, meaning confused or obscured.

	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.
Language	25-22	Very Good	Effective, complex constructions, few errors of agreement tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective, but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and /or fragments, runons, deletions, meaning confused or obscured.
	10-5	Very Poor	Having no mastery in

			syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

H. Setting

This research is classroom action research. Classroom action research is one of the efforts to improve the teaching program quality. This research was conducted at the eighth grade of Junior High School 8 Metro,

Karangrejo 23 A. The researcher chooses class eighth of Junior High School 8 Metro in academic years of 2018/2019 There are 25 students in the class.

I. Object of the Study

The object of the study is the students writing Skill in narrative text at the eighth grade of Junior High School 8 Metro in academic year of 2018/2019. In conducting this research, the writer chooses class Eighth that consists of 25 students. After using think-talk-write in learning process, it is hoped that any improvement of learning result and learning activity.

J. Action Plan

In conducting this research, the writer uses classroom action research. As the focus on the research how the writer uses Think-Talk-Write to improve the students skill in writing narrative text. Eileen states that action research is classroom action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.²⁹ It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be.

The purpose of action research is to generate living theories about how learning has improved practice and is informing new practices.

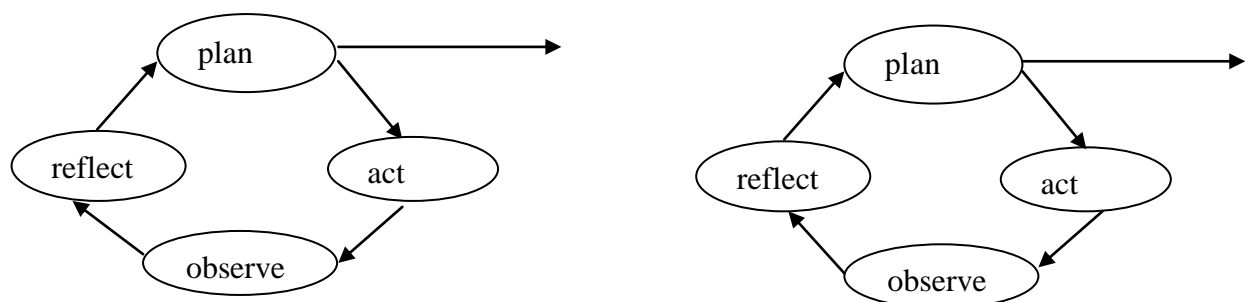
²⁹ Eileen Ferrance. *Themes in Education: Action Research*, (New York: Northeast and Islands Regional Educational Laboratory At Brown University. 2000), p.1

Action research deals with a social practice and it involves the direct interaction of teacher and group of the students, it is portrayed as a cyclical spiral process involving steps of planning, action, observing, and reflecting. Action research is normal for a project to go through two or more cycles in an interactive process, the improvements of the research can be seen from a series of cycles, each incorporating lesson from previous cycles.

In this classroom action research, the research would like to hold the research in two cycles. There were a relationship between one and the other. They are planning, acting, observing, and reflecting. It means that, action research consists of four steps include planning, action, observation, and reflection. Those steps can be illustrated as follows:

Figure 1

Design of Classroom Action Research Model by McNiff Jean, and
Whitehead Jack .³⁰



Based on model design from McNiff Jean, and Whitehead Jack Kemmis and above, there were four steps in acting process, they are planning,

³⁰McNiff Jean, and Whitehead Jack, *Action Research: Principles and Practice Second Edition*, (New York: RoutledgeFalmer Taylor & Francis Group, 2002), p.41.

acting, observing and the last reflecting. Which was all activity has relationship with the other.

3. Cycle 1

e. Planning

Planning was the first step of the teaching context and it was prepared before the researcher did the action. Planning that was conducted by the researcher were:

- 4) The researcher would prepare the lesson plan, list of the student's name and materials.
- 5) Preparing a test and evaluation
- 6) We are going to teach in the learning program. The material must suitable with the syllabus, and the instrument of evaluation. In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing students' problem in writing skill that occurred in the classroom and concluding the finding in preliminary study. Then the researcher and the collaborator (teacher) prepare some plans to conduct the classroom.

They were the following:

- 6) The research prepares the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
- 7) The researcher prepares learning resource for students.

- 8) The researcher determines the strategy to be applied in acting phase, in this case, the researcher uses think-talk-write to improve the students writing narrative text.
- 9) The researcher prepares observation and also evaluation to evaluate the students' activity after teaching and learning process.
- 10) The researcher and the collaborator design the criteria of success.

f. Acting

The activity was implementation of learning activities that have been prepared in the planning. It was the realization from the planning that the researcher has made. Without the action, the planning will be imagination that never real. The acting stage, the researcher will try to implement some techniques or procedural acts that have been formulated at planning.

The process follow the sequence of activities contained in the learning scenario. Using a sheet of observation is used to make some notes the activities in the process of learning narrative text by using think-talk-write. Here are the steps in action that the researcher can make in action:

- 4) Pre-Activity
 - e) The teacher starts the lesson by greeting to the students.
 - f) The teacher and the students pray together.
 - g) The teacher checks students' attendance.
 - h) The teacher informs to the students about the competence, the indicator and the objectives test should be achieved.

5) While Activity

- j) The teacher asks the student about their activities the past and the teacher writes it on the board “what did you do last morning? And what did you do last afternoon “T” (questioning, inquiry).
- k) The teacher ticks the name of students who answer teacher’s question in his/her data’s, (authentic assessment).
- l) The teacher reads the sentences on the whiteboard correctly and the students repeat after her (modeling and reflection).
- m) The teacher asks the students to look at the board and asks them to analyze sentences written by the teacher (inquiry).
- n) The teacher ticks the names of the student who asks or gives question to the teacher in my data paper (authentic assessment).
- o) The teacher divides the student into small group that each group consist of three until four students.
- p) The teacher gives an develop containing some question of a daily activity that the students did last morning and the last afternoon, and tell them not to show theirs to other group. Ask the group to discuss it and write narrative text by their own language. (learning community, and questioning)
- q) The teacher ticks names of the students who are actively involved in the learning process (authentic assessment).
- r) Ask a representative of each group to read theirs in front of the class.

6) Post – Activity

- f) The teacher asks the student about they have learn.
- g) The teacher asks student's difficulties in learning writing narrative text.
- h) Summarize the material and give reflection to what have been done (self reflection).
- i) Motivate the students study more about writing narrative text correctly.
- j) The teacher closed the meeting by saying Sallam.

After finishing the cycle one, they were given the post test.

The instrument that was uses has different mode with the instrument that was given in the pre test.

g. Observing

Observing was the effects of the action in this context. The observation was done in teaching learning process. The important things in teaching learning process were observe by collaborator observes the student activities, in this research the writer acted as a teacher who implemented in writing narrative text learning process. This is to know how far the students writing narrative text using the Think-Talk-Write. In this step, the writer observes the process of teaching learning by using observation sheet.

h. Reflecting

Reflecting is the last step. In this process the researcher will analyze and discuss observation and the result during teaching learning process. In this step the researcher will use the data for evaluation to

make improvement for the second cycle. Then, the cycle 2 was conducted mark up from cycle 1.

4. Cycle II

e. Planning

In the first step, before conducting the action in the next step, the writer will repair the problem found in cycle one. It will be explained as follow:

- 4) The researcher will analyze the reflection result to obtain the solving problem.
- 5) The researcher will revise and prepare the lesson plan based on the problem appears to the previous cycle including teaching procedure, media, and relevant material to be applied in acting step.
- 6) The researcher will rearrange observation format and also reforms the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

f. Acting

The second step in action research was acting. It was the implementation of the planning. In this step the researcher acts as follows:

- 4) Pre-Activity

- e. The researcher starts the lesson by greeting to the students.
- f. The researcher and the student pray together.
- g. The researcher checks students' attendance.
- h. The researcher informs to the students about the competence, the indicator and the objectives that should be achieved.

5) While teaching Process

- e. The teacher applied the lesson plan.
- f. The teacher gave explanation to the student how to link ideas, to express ideas about the material.
- g. The teacher taught by using think-talk-write. The teacher asked the students to make a narrative text
- h. Ask a representative of each group to read theirs in front of the class.

6) Post activity

- e. The teacher does the treatment to the students.
- f. The teacher gives the post test.
- g. The teacher summarizes the post test.
- h. The teacher close meeting.

g. Observing

The collaborator would observed and collect the data when the learning process would be going. In this step the researcher observed the process of teaching learning by using format

observation, and the outlines of observation in this step such as, students ability in Think-Talk-Write, the teacher's participation in learning process, writing student's good participant and student's error. The important things in teaching learning process were noted by observer.

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MODEL SILABUS MATA PELAJARAN
SEKOLAH MENENGAH PERTAMA/MADRASAH TSANAWIYAH
(SMP/MTs)

MATA PELAJARAN
BAHASA INGGRIS UMUM

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA, 2017

Kelas : VIII

Kompetensi Inti :

KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal narrative</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi	Teks pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal narrative</i>) Fungsi sosial Menguraikan pengalaman, peristiwa, kejadian untuk melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.	Mengamati <ul style="list-style-type: none">• Siswa membaca dan mendengarkan beberapa teks narrative terkait pengalaman pribadi diwaktu lampau dari berbagai sumber, untuk memahami isi pesannya.• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
<p>di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>narrative</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal narrative</i>).</p> <p>4.12 Menyusun teks <i>narrative</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal narrative</i>), dengan memperhatikan fungsi sosial, struktur teks, dan</p>	<p>Struktur text (gagasan utama dan informasi rinci)</p> <p>Dapat mencakup</p> <ul style="list-style-type: none"> - Orientasi: menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum - Uraian tindakan/kejadian secara berurut dan runtut - Penutup (seringkali ada): komentar atau penilaian umum. <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Past tense</i> - Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dsb. - Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda 	<p>utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaborasi siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks tentang peristiwa pendek dan kejadian sederhana yang telah terkumpul dan mengidentifikasi teks tersebut. • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks <i>narrative</i> sangat pendek dan terkait pengalaman pribadi di waktu lampau untuk

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
<p>unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>baca, dan tulisan tangan</p> <p>Topik</p> <p>Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI.</p>	<p>mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan teks narrative dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana terkait pengalaman pribadi di waktu lampau yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
		<p>nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> • Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP Negeri 8 Metro
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: Narrative Text
Alokasi Waktu	: 6 x 45 menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1.	3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks narrative dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.1.1 Mengidentifikasi fungsi sosial teks Struktur teks dan unsur kebahasaan dalam teks narrative lisan dan tulis terkait pengalaman pribadi di waktu lampau sesuai dengan konteks penggunaannya. 3.1.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks recount dengan memberi dan meminta informasi terkait teks pengalaman pribadi di waktu lampau sesuai dengan konteks penggunaannya. 3.1.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks recount dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau sesuai dengan konteks penggunaannya

2.	4.12Menyusun teks narrative lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>4.12.1Menyusun teks narrative lisan dan tulis sangat pendek dan sederhana, terkait pengalaman pribadi diwaktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.</p> <p>4.12.2Menyimpulkan informasi terkait teks narrative yang telah dibuat dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan.</p> <p>4.12.3 Mempresentasikan teks narrative yang sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan.</p>
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C. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik mampu:

- 1.Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks narrative.

2. Menyusun teks narrative lisan dan tulis sangat pendek dan sederhana, terkait pengalaman pribadi diwaktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. Materi Pembelajaran

Teks recount pendek dan sederhana terkait pengalaman pribadi diwaktu lampau

1. Fungsi Sosial dari ungkapan:

Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

2. Struktur Teks (gagasan utama dan informasi rinci)

- a. memberikan pendahuluan (orientasi) dengan menyebutkan orang-orang yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan.
- b. menguraikan urutan kejadian secara kronologis, urut dan runtut.
- c. menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional).

3. Unsur Kebahasaan dari ungkapan sapaan dan pamitan, yaitu:

- a. Kata kerja dengan simple past tense, past continuous tense.
- b. Kata kerja yang menunjukkan tindakan atau kegiatan.
- c. Adverbial penghubung waktu: *first, then, after, that, before, at last, finally,* dsb.
- d. Adverbial dan frasa prepositional penunjuk waktu: *yesterday, last month, on Monday, an hour ago,* dsb.
- e. Penggunaan nominal singular dan plural secara tepat.
- f. Ucapan, tekanan kata, intonasi.

g. Ejaan dan tanda baca.

h. Tulisan tangan.

E. Metode Pembelajaran

Think-Talk-Write

F. Media, Alat, dan Sumber Pembelajaran

1. Alat/Bahan : Papan Tulis, Laptop dan LCD
2. Sumber Pembelajaran : Buku Siswa Bahasa Inggris kelas VIII SMP/MTS, worksheet, answer sheet.

G. Kegiatan Pembelajaran

Pertemuan Ke 1.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta• Guru memotivasi siswa dan mengucapkan kalimat “good morning students”, pastikan semua peserta didik menjawab kembali• Menanyakan kabar para siswa dengan menggunakan Bahasa Inggris.	10 menit
	<u>Mengamati</u> Guru meminta peserta didik untuk mengamati teks	

<p>Inti</p>	<p>yang berkaitan dengan materi yang ada di buku.</p> <p><u>Menanya</u></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><u>Mengumpulkan informasi</u></p> <p>Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks recount terkait pengalaman pribadi diwaktu lampau, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca semua teks narrative tentang terkait pengalaman pribadi diwaktu lampau yang telah terkumpul tsb. secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> • fungsi sosial setiap teks. • kejadian terkait pengalaman pribadi diwaktu lampau. • kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p><u>Mengasosiasi</u></p>	<p>60 menit</p>
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	<p>Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks narrative terkait pengalaman pribadi diwaktu lampau yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <p><u>Mencoba</u></p> <ul style="list-style-type: none"> • Siswa membuat beberapa teks narrative sangat pendek dan sederhana terkait pengalaman pribadi diwaktu lampau yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	
	<p><u>Refleksi</u></p> <ul style="list-style-type: none"> • Peserta didik bersama guru membuat kesimpulan hasil pembelajaran. • Guru memberi apresiasi terhadap hasil kerja 	10 menit

	<p>siswa. Guru memberikan tugas yang terkait dengan materi.</p> <ul style="list-style-type: none"> • Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan. 	
Penutup	<p><u>Menyimpulkan</u></p> <ul style="list-style-type: none"> • Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. • Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan. • Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya. • Bersama-sama menutup pelajaran dengan berdoa. 	10 Menit

Pertemuan Ke II

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<ul style="list-style-type: none"> • Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta 	

Pendahuluan	<ul style="list-style-type: none"> • Guru memotivasi siswa dan mengucapkan kalimat “good morning students”, pastikan semua peserta didik menjawab kembali • Menanyakan kabar para siswa dengan menggunakan Bahasa Inggris. 	10 menit
Inti	<p><u>Mengamati</u></p> <p>Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada di buku.</p> <p><u>Menanya</u></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><u>Mengumpulkan informasi</u></p> <p>Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks narrative terkait pengalaman pribadi diwaktu lampau, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca semua teks narrative terkait pengalaman pribadi diwaktu lampau yang telah terkumpul tsb. secara lebih cermat dengan cara mengidentifikasi</p>	60 menit

dan menyebutkan:

- fungsi sosial setiap teks.
- kejadian terkait pengalaman pribadi diwaktu lampau.
- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan

Mengasosiasi

Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks recount terkait pengalaman pribadi diwaktu lampau yang telah dikumpulkan dari berbagai sumber tersebut di atas.

Mencoba

- Siswa membuat kelompok yang terdiri dari 2-3 anggota kelompok.
- setiap anggota kelompok memberikan pertanyaan secara bergiliran untuk mebuat teks narrative sangat pendek dan sederhana terkait pengalaman pribadi diwaktu lampau yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan

	<p>fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> • Setiap kelompok mempresentasikan hasil diskusi. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	
	<p><u>Refleksi</u></p> <ul style="list-style-type: none"> • Peserta didik bersama guru membuat kesimpulan hasil pembelajaran. • Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi. • Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan. 	10 menit
Penutup	<p><u>Menyimpulkan</u></p> <ul style="list-style-type: none"> • Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. • Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan. 	10 Menit

	<ul style="list-style-type: none"> • Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya. • Bersama-sama menutup pelajaran dengan berdoa. 	
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Pertemuan Ke III

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta • Guru memotivasi siswa dan mengucapkan kalimat “good morning students”, pastikan semua peserta didik menjawab kembali • Menanyakan kabar para siswa dengan menggunakan Bahasa Inggris. 	10 menit
Inti	<p><u>Mengamati</u></p> <p>Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada di buku.</p> <p><u>Menanya</u></p> <p>Dengan bimbingan dan arahan guru, siswa</p>	60 menit

menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

Mengumpulkan informasi

Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks narrative terkait pengalaman pribadi diwaktu lampau, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca semua teks narrative terkait pengalaman pribadi diwaktu lampau yang telah terkumpul tsb. secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:

- fungsi sosial setiap teks.
- Kejadian terkait pengalaman pribadi diwaktu lampau.
- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan

Mengasosiasi

Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks narrative terkait pengalaman pribadi diwaktu lampau yang

telah dikumpulkan dari berbagai sumber tersebut di atas.

Mencoba

- Siswa membuat kelompok yang terdiri dari 2-3 anggota kelompok.
- Setiap anggota kelompok memberikan pertanyaan secara bergiliran untuk membuat beberapa teks narrative sangat pendek dan sederhana terkait pengalaman pribadi diwaktu lampau yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).
- Setiap kelompok mempresentasikan hasil diskusi tentang narrative text
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kaa, intonasi yang benar dan menulis dengan ejaa dan tanda baca yang benar, serta tulisan yang jelas dan rapi.

	<p><u>Refleksi</u></p> <ul style="list-style-type: none"> • Peserta didik bersama guru membuat kesimpulan hasil pembelajaran. • Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi. • Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan. 	10 menit
Penutup	<p><u>Menyimpulkan</u></p> <ul style="list-style-type: none"> • Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. • Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan. • Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya. • Bersama-sama menutup pelajaran dengan berdoa. 	10 Menit

H. Penilaian Hasil Belajar

1. Teknik Penilaian:

- a. Penilaian Sikap : Observasi/pengamatan
- b. Penilaian Pengetahuan : Tes Tertulis
- c. Penilaian Keterampilan: Unjuk Kerja/Praktik, Proyek, Portofolio

2. Bentuk Penilaian:

- a. Observasi : Jurnal guru
- b. Tes tertulis : uraian dan lembar kerja
- c. Unjuk kerja : Praktik/Pedoman Penskoran
- d. Proyek : Produk/Pedoman Penskoran
- e. Portofolio : E-Portofolio

3. Instrumen Penilaian (terlampir)

B. Program Tindak Lanjut

1. Remedial

- Peserta didik yang belum mencapai KKM (70) diberi tugas untuk membaca beberapa *narrative text*. Guru mengevaluasi kemajuan kompetensi peserta didik dalam membuat *narrative text*. Kemudian guru melaksanakan penilaian remedial.

2. Pengayaan

- Bagi peserta didik mempunyai nilai di atas 70 diberi pengayaan berupa tugas mandiri untuk membuat teks *narrative*.

H. Rubrik

1) Rubrik Penilaian tes tertulis

Aspect	Score Level	Criteria
CONTENT	27-30	VERY GOOD TO EXCELLENT - knowledgeable - substantive

		<ul style="list-style-type: none"> - thorough development of thesis - relevant to assigned topic
	22-26	<p>AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - some knowledge of subject - adequate range - limited development of thesis - mostly relevant to topic, lacks detail
	21-17	<p>POOR TO FAIR</p> <ul style="list-style-type: none"> - limited knowledge of subject - little substance - inadequate development of topic
	13-16	<p>VERY POOR</p> <ul style="list-style-type: none"> - does not show knowledge of subject - non-substantive - not pertinent
ORGANIZATION	18-20	<p>VERY GOOD TO EXCELLENT</p> <ul style="list-style-type: none"> - fluent expression - ideas clearly stated/supported - succinct - well-organized - logical sequencing - cohesive
	14-17	<p>AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - somewhat choppy

		<ul style="list-style-type: none"> - losely organized but main ideas stand out - limited support - logical but limited sequencing
	10-13	<p>POOR TO FAIR</p> <ul style="list-style-type: none"> - non-fluent - ideas confused or disconnected -lacks logical sequencing.
	7-9	<p>VERY POOR</p> <ul style="list-style-type: none"> - does not communicate - no organization
VOCABULARY	18-20	<p>VERY GOOD TO EXCELLENT</p> <ul style="list-style-type: none"> - sophisticated range - effective word/idiom choice and usage - word form mastery - appropriate register
	14-17	<p>AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - adequate range -occasional errors of word/idiom form, choice, usage but meaning not obscured
	10-13	<p>POOR TO FAIR</p> <ul style="list-style-type: none"> - limited range - frequent errors of word/idiom form,

		<p>choice, usage</p> <p>- meaning confused or obscured</p>
	7-9	<p>VERY POOR</p> <p>- essentially translation</p> <p>- little knowledge of English vocabulary, idioms, and word form</p>
LANGUAGE USE	22-25	<p>VERY GOOD TO EXCELLENT</p> <p>- effective complex constructions</p> <p>- few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions</p>
	18-21	<p>AVERAGE TO GOOD</p> <p>- effective but simple construction</p> <p>- minor problems in complex constructions</p> <p>- several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured</p>
	11-17	<p>POOR TO FAIR</p> <p>- major problems in simple/complex constructions</p> <p>- frequent errors of negation, agreement, tense, number, word order/function,</p>

		<p>articles, pronouns prepositions, and/or fragments, run-ons, deletion</p> <ul style="list-style-type: none"> - meaning confused or obscured
	5-10	<p>VERY POOR</p> <ul style="list-style-type: none"> - virtually no mastery of sentence construction rules - dominated by errors - does not communicate
MECHANICS	5	<p>VERY GOOD TO EXCELENT</p> <ul style="list-style-type: none"> - demonstrates mastery of conventions - few errors of spelling, punctuation, capitalization, and paragraphing
	4	<p>AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	<p>POOR TO FAIR</p> <ul style="list-style-type: none"> - frequent errors of spelling, punctuation, capitalization, and paragraphing - poor handwriting - meaning confused or obscured
	2	<p>VERY POOR</p> <ul style="list-style-type: none"> - no mastery of conventions

		- dominated by errors of spelling, punctuation, capitalization, and paragraphing - handwriting illegible
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Collaborator

Metro, Mei 2019

Researcher

A. YUWONO, S.Pd.
NIP: 19680726 199702 1 002

Dwi Nur Fitasari
NPM: 14121227

Mengetahui:
Kepala Sekolah

SLAMET, S.Pd
NIP: 19631204 198602 1 002

OBSERVATION SHEET OF TEACHER'S PERFORMANCES

Meeting : 1 (Satu)

Day/Date :

Researcher Activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability			
2. While-teaching a. Informing the objective of learning b. Explaining the material uses Think-Talk-Write <ul style="list-style-type: none"> • The teacher device classroom into several groups. In group consists of 4-6 students. • Teacher explains Narrative Text (Generic structure and Language Feature). • The teacher devices the text narrative relating to students daily environment. Example: Cinderella • Students describe Cinderella in their imagination and make notes individually small (think). Each student in a group discusses Cinderella individually, Swhat they think about the text. There activities are intended for the students to distinguish or bring together the ideas containing in the readings and than being translated into their own language itself. • Students discuss with their friends in the groups the content of the note they made 			

<p>(talk). In this activity, students discuss the result of a collection of ideas that they make individually in the note about what they know about the Cinderella.</p> <ul style="list-style-type: none"> • After students collect and discuss the results of their ideas, they conclude the results of their ideas into a text narrative and then they determine where the generic structure of the text that they make (write). • The final activity is that the students are writes down the text narrative that they make in a paper. 			
<p>3. Post-teaching</p> <ol style="list-style-type: none"> a. Concluding the result of learning b. Class closing ability 			

Tick (√) for each positive activity

Mengetahui;
Collaborator

Metro, November 2018
Researcher,

A. Yuwono, S.Pd
NIP: 196807261997021002

Dwi Nur Fitasari
NPM: 14121227

OBSERVATION SHEET IN POST-TEST 1

Meeting : 3 (Tiga)

Day/Date :

Researcher Activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability			
d. While-teaching a. Informing the objective of learning c. Explaining the material uses Think-Talk-Write <ul style="list-style-type: none"> • The teacher devices classroom into several groups. In group consists of 4-6 students. • Teacher explains Narrative Text (Generic structure and Language Feature). • The teacher device the text narrative relating to students daily environment. Example: Cinderella • Students describe Cinderella in their imagination and make notes individually small (think). Each student in a group discusses Cinderella individually, Swhat they think about the text. There activities are intended for the students to distinguish or bring together the ideas containing in the readings and than being translated into their own language itself. 			

<ul style="list-style-type: none"> • Students discuss with their friends in the groups the content of the note they made (talk). In this activity, students discuss the result of a collection of ideas that they make individually in the note about what they know about the Cinderella. • After students collect and discuss the results of their ideas, they conclude the results of their ideas into a text narrative and then they determine where the generic structure of the text that they make (write). • The final activity is that the students are writing down the text narrative that they make in a paper. 			
<p>b. Post-teaching</p> <p>c. Concluding the result of learning</p> <p>d. Class closing ability</p>			

Tick (√) for each positive activity

Mengetahui;
Collaborator

Metro, November 2018
Researcher,

A. Yuwono, S.Pd
NIP: 196807261997021002

Dwi Nur Fitasari
NPM: 14121227

OBSERVATION SHEET IN POST-TEST 2

Meeting : 5 (Lima)

Day/Date :

Researcher Activities	Good	Enough	Low
<p>4. Pre-teaching</p> <ul style="list-style-type: none"> a. Preparing the lesson b. Preparing the material c. Class opening ability 			
<p>5. While-teaching</p> <ul style="list-style-type: none"> a. Informing the objective of learning b. Explaining the material uses Think-Talk-Write <ul style="list-style-type: none"> • The teacher device classroom into several groups. In group consists of 4-6 students. • Teacher explains Narrative Text (Generic structure and Language Feature). • The teacher devices the text narrative relating to students daily environment. Example: Cinderella • Students describe Cinderella in their imagination and make notes individually small (think). Each student in a group discusses Cinderella individually, Swhat they think about the text. There activities are intended for the students to distinguish or bring together the ideas containing in the readings and than being translated into their own language itself. • Students discuss with their friends in the groups the content of the note they made 			

<p>(talk). In this activity, students discuss the result of a collection of ideas that they make individually in the note about what they know about the Cinderella.</p> <ul style="list-style-type: none"> • After students collect and discuss the results of their ideas, they conclude the results of their ideas into a text narrative and then they determine where the generic structure of the text that they make (write). • The final activity is that the students are writing down the text narrative that they make in a paper. 			
<p>6. Post-teaching</p> <ol style="list-style-type: none"> a. Concluding the result of learning b. Class closing ability 			

Tick (√) for each positive activity

Mengetahui;
Collaborator

A. Yuwono, S.Pd
NIP: 196807261997021002

Metro, November 2018
Researcher,

Dwi Nur Fitasari
NPM: 14121227

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

PRE-TEST

Day/Date :

School : SMP N 8 Metro

Class : VIII A

No	Students Code	Indicators					Total
		1	2	3	4	5	
1.	ANG						
2.	ARJ						
3.	BAL						
4.	DAM						
5.	DAN						
6.	DES						
7.	DIA						
8.	ECH						
9.	EGA						
10.	FEB						
11.	FIL						
12.	FIR						
13.	FRA						
14.	IVA						
15.	JUL						
16.	MAR						
17.	MUH						
18.	NIC						
19.	PUT						
20.	PTR						
21.	RID						
22.	RIO						

23.	RIS						
24.	SID						
25.	YOG						

Directions:

- Tick (✓) for activity students.
- The Indicators of students' activities that observed are:
 1. The student pays attention the teacher explanation.
 2. The student asks question to the teacher.
 3. The student answers the teacher's question.
 4. The student is actively giving an idea.
 5. The student uses dictionary when writing the narrative text.

Percentage of students' activities

$$P = \frac{\sum X}{N} \times 100\%$$

N

P = Percentage

$\sum X$ = Total score of the students

N = Total of students

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE I

Day/Date :

School : SMP N 8 Metro

Class : VIII A

No	Students Code	Indicators					Total
		1	2	3	4	5	
1.	ANG						
2.	ARJ						
3.	BAL						
4.	DAM						
5.	DAN						
6.	DES						
7.	DIA						
8.	ECH						
9.	EGA						
10.	FEB						
11.	FIL						
12.	FIR						
13.	FRA						
14.	IVA						
15.	JUL						
16.	MAR						
17.	MUH						
18.	NIC						
19.	PUT						
20.	PTR						
21.	RID						

22.	RIO						
23.	RIS						
24.	SID						
25.	YOG						

Directions:

- Tick (✓) for activity students.
- The Indicators of students' activities that observed are:
 1. The student pays attention the teacher explanation.
 2. The student asks question to the teacher.
 3. The student answers the teacher's question.
 4. The student is actively giving an idea.
 5. The student uses dictionary when writing the narrative text.

Percentage of students' activities

$$P = \frac{\sum X}{N} \times 100\%$$

N

P = Percentage

$\sum X$ = Total score of the students

N = Total of students

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE II

Day/Date :

School : SMP N 8 Metro

Class : VIII A

No	Students Code	Indicators					Total
		1	2	3	4	5	
1.	ANG						
2.	ARJ						
3.	BAL						
4.	DAM						
5.	DAN						
6.	DES						
7.	DIA						
8.	ECH						
9.	EGA						
10.	FEB						
11.	FIL						
12.	FIR						
13.	FRA						
14.	IVA						
15.	JUL						
16.	MAR						
17.	MUH						
18.	NIC						
19.	PUT						
20.	PTR						

21.	RID						
22.	RIO						
23.	RIS						
24.	SID						
25.	YOG						

Directions:

- Tick (✓) for activity students.
- The Indicators of students' activities that observed are:
 1. The student pays attention the teacher explanation.
 2. The student asks question to the teacher.
 3. The student answers the teacher's question.
 4. The student is actively giving an idea.
 5. The student uses dictionary when writing the recount text.

Percentage of students' activities

$$P = \frac{\sum X}{N} \times 100\%$$

N

P = Percentage

$\sum X$ = Total score of the students

N = Total of students

INSTRUMENT TEST IN POS-TEST 1

Subject : English

Name : _____

Class : VIII A

Date : _____

Direction:

1. Please write your name and class on answer sheet.
2. Please choose one of the themes below and then write narrative text based on the theme that you have chosen!
 - a. Golden Snail
 - b. Timun Emas
 - c. The Legend of Surabaya
3. Write paragraph at least 3 paragraph (orientation, complication, and resolution)
4. Please write down carefully.

INSTRUMENT TEST IN POS-TEST II

Subject : English (Writing) Name : _____
Class : VIII A Class : _____
Time Allocation : 45 Minutes Date : _____

Direction:

1. Please write your name and class on answer sheet.
2. Please choose one of the themes below and then write narrative text based on the theme that you have chosen!
 - a. Cinderella
 - b. Malin Kundang
 - c. Timun Emas
3. Write paragraph at least 3 paragraph (orientation, complication and resolution)
4. Please write down carefully.

**The Students' Score of Pre-Test Score of Narrative Text in
Cycle I**

N O	Students Code	Criteria of The Score					TOTAL (Total:4x10)	Note ≥70
		Cont (Scr x 3)	Org (Scr x 2)	Gram (Scr x 2)	Voc (Scr x 1.5)	Mech (Scr x 1.5)		
1	AME	6	2	2	3	3	40	Failed
2	DAM	6	4	2	3	1.5	41	Failed
3	DAN	6	2	2	3	1.5	36	Failed
4	DEL	6	4	2	3	1.5	41	Failed
5	DIA	3	2	2	1.5	1.5	25	Failed
6	DIK	6	4	2	3	1.5	41	Failed
7	ECH	6	4	4	3	4.5	54	Failed
8	EGA	9	4	2	3	1.5	49	Failed
9	FAL	6	4	2	3	1.5	41	Failed
10	FEB	6	2	2	3	1.5	36	Failed
11	FIL	6	4	6	4.5	3	58	Failed
12	FIR	3	2	2	1.5	1.5	25	Failed
13	JUL	3	2	2	3	1.5	29	Failed
14	MAR	6	4	2	3	1.5	41	Failed
15	MUH	6	4	2	3	3	45	Failed
16	PUL	9	6	4	4.5	4.5	70	Passed
17	PUN	9	6	4	4.5	4.5	70	Passed
18	RID	3	2	2	1.5	1.5	25	Failed
19	RIO	6	4	2	3	3	45	Failed
20	RIS	3	2	2	1.5	1.5	25	Failed
21	RUD	6	4	4	3	4.5	54	Failed
22	SID	3	2	2	1.5	1.5	25	Failed
23	SIG	6	4	2	3	1.5	46	Failed
24	SIT	6	4	4	3	4.5	54	Failed
25	YOG	6	2	2	3	4.5	44	Failed
High Score							70	
Lowest Score							25	
Average							41	

The Students Score of Narrative Text Post-Test I Score in Cycle I

No	Students Code	Criteria of The Score					TOTAL (Total:4x10)	Note ≥70
		Cont (Scr x 3)	Org (Scr x 2)	Gram (Scr x 2)	Voc (Scr x 1.5)	Mech (Scr x 1.5)		
1	AME	9	6	6	4.5	3	71	Passed
2	DAM	9	6	2	4.5	1.5	58	Failed
3	DAN	6	4	4	3	3	50	Failed
4	DEL	9	6	4	3	4.5	66	Failed
5	DIA	9	6	4	4.5	4.5	70	Passed
6	DIK	9	6	6	3	4.5	71	Passed
7	ECH	9	6	6	4.5	4.5	75	Passed
8	EGA	9	6	4	3	3	63	Failed
9	FAL	6	4	4	3	3	50	Failed
10	FEB	9	6	6	3	4,5	71	Passed
11	FIL	9	6	6	4,5	3	71	Passed
12	FIR	6	4	4	3	3	50	Failed
13	JUL	6	4	4	3	3	50	Failed
14	MAR	9	6	6	4.5	6	79	Passed
15	MUH	9	6	6	3	6	68	Failed
16	PUL	9	6	6	3	4.5	71	Passed
17	PUN	6	6	2	4.5	1.5	50	Failed
18	RID	9	6	2	4.5	1.5	58	Failed
19	RIO	9	6	4	4.5	3	66	Failed
20	RIS	9	6	6	3	4.5	71	Passed
21	RUD	6	6	4	3	6	63	Failed
22	SID	6	6	4	3	4.5	59	Failed
23	SIG	9	6	6	3	6	68	Failed
24	SIT	9	6	4	4.5	4.5	70	Passed
25	YOG	6	6	2	4.5	1.5	50	Failed
High Score							79	
Lowest Score							50	
Average							65	

**The Students Score of Writing Narrative Text
Post-Test II Score in Cycle II**

NO	Students Code	Criteria of The Score					TOTAL (Total:4x10)	Note ≥ 70
		Cont (Scr x 3)	Org (Scr x 2)	Gram (Scr x 2)	Voc (Scr x 1.5)	Mech (Scr x 1.5)		
1	AME	9	8	6	4.5	6	84	Passed
2	DAM	9	8	4	4.5	4.5	75	Passed
3	DAN	6	8	4	4.5	4.5	68	Failed
4	DEL	9	8	6	4.5	6	84	Passed
5	DIA	9	6	6	4.5	3	71	Passed
6	DIK	9	8	4	3	4.5	71	Passed
7	ECH	9	6	6	4.5	6	79	Passed
8	EGA	9	6	4	4.5	6	74	Passed
9	FAL	9	8	6	3	4.5	76	Passed
10	FEB	9	4	6	4.5	6	79	Passed
11	FIL	9	8	6	4.5	6	84	Passed
12	FIR	9	6	6	4.5	4.5	75	Passed
13	JUL	9	8	6	4.5	6	84	Passed
14	MAR	9	8	6	4.5	4.5	80	Passed
15	MUH	6	8	4	4.5	4.5	68	Failed
16	PUL	9	6	6	4.5	4.5	75	Passed
17	PUN	9	8	6	3	4.5	76	Passed
18	RID	9	8	4	4.5	4.5	75	Passed
19	RIO	6	8	6	4.5	4.5	73	Passed
20	RIS	9	6	6	4.5	4.5	75	Passed
21	RUD	9	6	4	3	3	63	Failed
22	SID	9	6	6	4.5	4.5	75	Passed
23	SIG	9	6	6	4.5	4.5	75	Passed
24	SIT	9	6	6	4.5	4.5	75	Passed
25	YOG	9	6	4	3	3	63	Failed
High Score							84	
Lowest Score							63	
Average							75	

INSTRUMENT TEST IN PRE-TEST

Subject : English (Writing) Name : FEBITRI P. H.
Class : VIII A Class : _____
Time Allocation : 45 Minutes Date : October 2018

Direction:

- > Please write your name and class on answer sheet.
- > Please use your own hand writing.
- > Please write down carefully use past tense.

Question:

Please write down of writing narrative text about Sangkuriang. You have to write at least 10 sentences.

THE ANSWER SHEET

Sangkuriang
in period Daer, be pricess king name Dayang, sumbi, it have kids
name Sangkuriang. Sangkuriang Like hunted Accoum Paniet
Erdy name tumang in on e it certain day she in Tumang and
turangnya, 1 From place apted warsted. in on it fiftin,
From place big board, Citarum and pretty big, because
Sangkuriang Ken no this. no tek s no and but
shie did but husband and become perahname takuban
but.

C = 6
V = 12
M = 2
D = 11
L = 9
50

INSTRUMENT TEST IN PRE-TEST

Subject : English (Writing) Name : Julian Adi Saputra
Class : VIII A Class : _____
Time Allocation : 45 Minutes Date : October 2018

Direction:

- > Please write your name and class on answer sheet.
- > Please use your own hand writing.
- > Please write down carefully use past tense.

Question:

Please write down of writing narrative text about Sangkuriang. You have to write at least 10 sentences.

THE ANSWER SHEET

Sangkuriang

one day, there a prince's name Dayang Sumbi, she has son Sangkuriang. Sangkuriang always ^{has} Kampaneat dog name is tumang. One day she angry to tumang and Furguti ~~for~~ the castle. and the mother angry for the Sangkuriang and drive out for the castle. One day she beautiful girl and engage Dayang Sumbi has ~~know~~ that the ~~only~~ candidate of ~~her~~ husband is her son. ~~then~~ then he make river Citarum and big boat but Sangkuriang has cement finish set, then flood and the boat was ~~up~~ turned and become mountain named Takuban Prahu

C = 15
D = 13
V = 13
L = 12
M = 2
SS

THE ANSWER SHEET OF POS-TEST 1

Subject : English

Name : Siti Lailahul Chotimah

Class : VIII A

Date : Mei 2019

Timun Mas

One day be a mother see no, have kids you want
very have kids. She feel quite live in village she small.

he was ask help to buto ijo. for give she
a soon. Buto ijo excepted request mother that mother
that very happy because she have a princess
name timun ~~emas~~. mas

After yes a goo Timun ~~emas~~ mas already adult
buto ijo ask back soon she dive to mother.
then Timun mas go away Buto ijo and bring salb,
pinang bui timun give resist buto ijo misery because
salb, pin and bui timun he Timun mas and mother
live happy.

$$\begin{array}{r} e = 22 \\ 0 = 16 \\ v = 15 \\ w = 14 \\ m = 3 \\ \hline 70 \end{array}$$

THE ANSWER SHEET OF POS-TEST 1

Subject : English

Name : Yogi AFREZA Rudi

Class : VIII A

Date : Mei 2019

One day ~~the~~ ~~son~~ OR ~~mother~~ MOTHER not Have soon She
want VERI have soon She feel gube live 18 Rock
not soon After that she ask

After that she ask Her Husband to buy a
food give she a soon But in a few days Request
ASKER mother IT

MOTHER IT VERI HAPPY because She Have a
PERICES em Timun em

After that How YEARS den Timun ems PAST
You beto: ijo Request the child given to
The mother again Then Timun ems go away but
He and his wife want to fight but ijo

Yogi
2019
Mei 2019

50

THE ANSWER SHEET OF POS-TEST II

Subject : English (Writing) Name : DAMAR ASI Rahmawati
Class : VIII A Class : Mei 2019

A Donkey and A Lapdog

Once upon a time there was a farmer who owned a little dog that he keeps constantly by his side and a donkey which lived in a warm stable and got plenty of fresh grain and sweet hay. But, unfortunately the donkey was not satisfied with his condition.

"I slave all day long, hauling wood or pulling the cart to dog sleep on the master's lap and eats from his plate!" the donkey grumbled. "Perhaps, he thought, if he behaved like the dog, his master would reward him with the same life of ease

That very night, the donkey crept out of the stable and into the house where the farmer sat at supper. "Frisch! Frisk! About and chase my tail, just as the dog does," thought the donkey and he danced about the room, flinging up his hooves until the table was flying

"Now I'll sit on his lap!" said the donkey, and he put his hooves up on the master's chair

"Help! Save me from his mad beast!" the farmer bellowed. He came running and the shouts and blows drove the donkey back to the stable

"I suppose I'm a fine donkey," the donkey lamented "but I'll never be a lapdog" moral of the story - what's right for one may be wrong for another So never try to copy another person in front of you

C = 25
D = 15
M = 5
75

THE ANSWER SHEET OF POS-TEST II

Subject : English (Writing) Name : Ridho, Ferdia
Class : VIII A Class : mei 2019

malin kundang

Once upon a time, lived a diligent boy named malin kundang. He lived in the shentore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked people join work in their ship and went to the cross island. malin kundang wanted to join with them because he wanted to improve his family's life, but his mother didn't permit him. she wanted to malin. malin still kept his argument... and finally he sailed with the big ship. several years later, malin kundang succeed and he became rich trader. then, he came to his native village with his beautiful wife, but his wife didn't know malin's real deccent. His happy mother quickly approached malin and brought a plate of village cake, malin's favorite. But malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.

His mother very broken heart because malin rebellious to her, who had grown him. Then, his mother cursed malin became stone. suddenly, the big ship which malin's had was vacillated by a big storm and all of his crewman tossed aside out. malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

C = 27

O = 17

L = 13

M = 4

V = 14 +

75

Pre Test

The Researcher Giving Pre Test



The Students Were Given a Task to Measure Their Writing Ability



Post Test I

Using Think-Talk Strategy as Teaching Narrative Writing in Class



Small Group Discussion in the Class



Post Test 2

Handling Class in Writing Narrative Text Using Think-Talk-Write Strategy



Make Practice and Task Based on Think-Talk-Write





**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

Nomor : B-1079/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP N 8 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **DWI NUR FITASARI**
NPM : 14121227
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **IMPROVING THE STUDENTS' WRITING NARRATIVE TEXT SKILL BY USING COMMUNITY LANGUAGE LEARNING (CLL) METHOD AT THE EIGHTH GRADE OF SMP N 8 METRO IN ACADEMIC YEAR 014116062F 2017/2018**

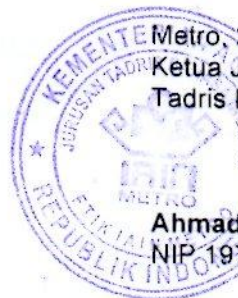
untuk melakukan *pra-survey* di SMP N 8 METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Maret 2018
Ketua Jurusan
Tadris Bahasa Inggris

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





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : 3495 /In.28.1/J/PP.00.9/11/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

02 Nopember 2018

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
 2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Dwi Nur Fitasari
NPM : 14121227
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving The Students Skill In Writing Narrative Text By Using Think-Talk-Write Strategy At The Eight Of Junior High School 8 Metro In The Academic Year Of 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014



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.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1328/In.28/D.1/TL.01/05/2019.

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

Nama : **DWI NUR FITASARI**
NPM : 14121227
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 8 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS SKILL IN WRITING NARRATIVE TEXT BY USING THINK-TALK-WRITE STRATEGY AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 8 METRO IN THE ACADEMIC YEAR OF 2019/2010".
 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 : 09 Mei 2019





**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.iain@metrouniv.ac.id

Nomor : B-1329/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 8 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1328/In.28/D.1/TL.01/05/2019, tanggal 09 Mei 2019 atas nama saudara:

Nama : **DWI NUR FITASARI**
NPM : 14121227
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 8 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS SKILL IN WRITING NARRATIVE TEXT BY USING THINK-TALK-WRITE STRATEGY AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 8 METRO IN THE ACADEMIC YEAR OF 2019/2010".

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

Wassalamu'alaikum Wr. Wb.

Metro, 09 Mei 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Nur Fitasari
NPM : 14121227

Jurusan/Fakultas : TBI
Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Rabu 4/4 -18		✓	Insert the problem in the problem of Background of story.	
2.	Rabu 11/4 -18		✓	Revise Problem limitation	
3.	Kamis 19/4 -18		✓	Acc ch. I Continue to ch. II.	
4.	Rabu 25/4 -18.		✓	Revise how to quote → Direct quotation and Indirect quotation	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



KEMENTRIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Nur Fitasari
NPM : 14121227

Jurusan/Fakultas : TBI
Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
5.	Rabu 2/5-18		✓	- Enrich theory about Unity - Revise systematic in writing	
6.	Senin 7/5-18		✓	Acc ch. I) Continue to ch. III.	
7.	Senin 4/6-18		✓	- Revise the using of Capitalize letter - Revise figure I	

Mengetahui,
Ketua Jurusan TBI

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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Nur Fitasari
NPM : 14121227

Jurusan/Fakultas : TBI
Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
8.	Kamis 6/6-18 Selasa 19/10-18			- Revise in while teaching Process - Revise figure I - Revise space	
9.	Selasa 19/10-18			Please make clear figure I	
10.	Senin 10/09-18			v Ace ch-III continue to 1st Advisor	

Mengetahui,
Ketua Jurusan TBI

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Nur Fitasari
NPM : 14121227

Jurusan/Fakultas : TBI
Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	Senin 10/9 2018	✓		Revisi Footnote Bibliography	
2	Rabu 12/9 2018	✓		Revisi Chapter I	
3	Kamis 13/9 2018	✓		Revisi Chapter II	
4	Senin 17/9 2018	✓		Revisi Chapter III	
5	Selasa 18/9 2018	✓		Acc for seminar	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing I

Drs. Kuryani, M.Pd.
NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Nur Fitasari
NPM : 14121227

Jurusan/Fakultas : TBI
Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Selasa 4/12-2018		✓	Revise Instruksi!	
2.	Rabu 19/12-18		✓	Revise the instruction in your instrument.	
3.	Selasa 8/1-19-		✓	Acc Instrument Acc to 1st Advisor.	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Nur Fitasari
NPM : 14121227

Jurusan/Fakultas : TBI
Semester/TA : IX / 2014

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	10/01/2014	✓		Obs Steel Kerel Pr Documentation Guiden - Keadaan sekolahan Short story SMP N 8 Metro - Keadaan Guru dan karyawan - Keadaan siswa - Structure organitation - Keadaan fasilitas - Denah Lokasi	
2	31/01/2014	✓		Acc IPD.	

Mengetahui,
Ketua Jurusan TBI

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO**

Nama : DWI NUR FITASARI Jurusan/Fakultas : TBI/ Tarbiyah & Ilmu Keguruan
NPM : 14121217 Semester/ TA : X/ 2019

No	Hari /Tanggal	Materi yang dikonsultasikan	Tanda Tangan
1.	Selasa 29/01 2019	Revise All the Cardinal Number !	
2.	Rabu 01/3-19	elaborasi table 8 and figure 4.	
3.	Rabu 10/4-19	Revise table 7.	

Diketahui:
Ketua Jurusan TBI

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO**

Nama : DWI NUR FITASARI Jurusan/Fakultas : TBI/ Tarbiyah & Ilmu Keguruan
NPM : 14121217 Semester/ TA : X/ 2019

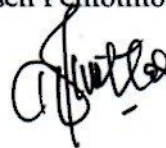
No	Hari /Tanggal	Materi yang dikonsultasikan	Tanda Tangan
4.	Rabu 15/05 2019	Elaborate the result of the research !	
5.	Rabu 22/5-19	Elaborate more table 6	
6.	Jumat 5/7-19	Ace ch- IV V	

Diketahui:
Ketua Jurusan TBI



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KEMENTRIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO**

Nama : DWI NUR FITASARI Jurusan/Fakultas : TBI/ Tarbiyah & Ilmu Keguruan
NPM : 14121227 Semester/ TA : X/ 2019

No	Hari /Tanggal	Materi yang dikonsultasikan	Tanda Tangan
1	07/07 2019	Revisi kesungguhan Resend or Silence. Foto 2 Proses Rombongan. Pondasi LKS	
2	11/07 2019	Revisi Abstrak IUKU	
3	22/07 2019	Acc Mengerjakan	

Diketahui:
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001


SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Dwi Nur Fitasari
NPM : 14121227
Fakultas : Tarbiyah / Tadris bahasa Inggris
Angkatan : ~~2019/2020~~ 2014
Telah menyerahkan buku berjudul :

English Vocabulary in Use Advanced

Metro,

Ketua Jurusan TBI

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Dwi Nur Fitasari
NPM : 14121227
Fakultas : Tarbiyah / Tadris bahasa Inggris
Angkatan : 2014

Telah menyerahkan buku berjudul : English Vocabulary in Use Advanced

Metro,

Ketua Jurusan TBI


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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

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M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0904/ln.28/S/OT.01/12/2018**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Dwi Nur Fitasari
NPM : 14121227
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121227.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 04 Desember 2018
Kepala Perpustakaan



[Handwritten Signature]
Drs. Mokhtardi Sudin, M.Pd.
NIP. 195808311981031001