

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF SCAMPER TECHNIQUE IN NARRATIVE TEXT
WRITING FOR THE SENIOR HIGH SCHOOL STUDENTS IN RUMBIA**

BY:

HESTIANI

Student's Number: 1901051029



TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444H/2023M

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF SCAMPER TECHNIQUE IN NARRATIVE TEXT
WRITING FOR THE SENIOR HIGH SCHOOL STUDENTS IN RUMBIA**

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

By:
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1444H/2023M



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NOTIFICATION LETTER

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To:
The Honorable the Head of Tarbiyah Department
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Assalamu'alaikum, Wr. Wb

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

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RATIFICATION PAGE

No. 8-3955/In-23-1/D/PP-00.5/07/2023

An undergraduate thesis entitled: THE INFLUENCE OF SCAMPER TECHNIQUE IN NARRATIVE TEXT WRITING FOR THE SENIOR HIGH SCHOOL STUDENTS IN RUMBIA. Written by Hestiani, student number 1901051029, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 27th 2023 at 08.00 -- 10.00 a.m.

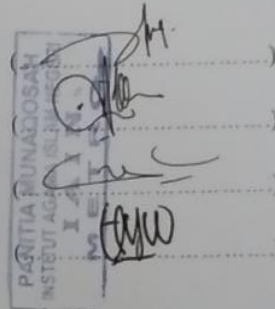
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Chairperson : Ning Setio Wati, M.Pd

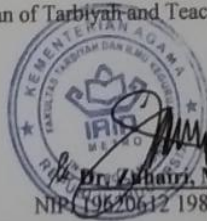
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THE INFLUENCE OF SCAMPER TECHNIQUE IN NARRATIVE TEXT WRITING FOR THE SENIOR HIGH SCHOOL STUDENTS IN RUMBIA

ABSTRACT

BY

HESTIANI

The mastery of the writing skill is needed to able to build the critical thinking for the students. The goal of this research was to find out the influence of SCAMPER technique in narrative text writing for the tenth graders at SMA N 1 Rumbia. The method of this research used Quantitative Research in the form of Quasi Experimental. The population of this research was the tenth graders students and the sample of this research were 62 students in the tenth grade of SMA N 1 Rumbia. The students were assigned to two class to find out the influence writing skill between the control class taught in the ordinary technique and the experimental class taught using SCAMPER technique. The research found that there is a positive and significant influence in the achievement of the students (experimental group) in narrative text writing as a result of using SCAMPER technique in their teaching. This indicates the influence of the SCAMPER technique for the tenth graders students in narrative text writing. In the light of the results, this research recommends the use of SCAMPER technique for teaching because of its influence on the achievement of the tenth graders students in narrative text writing.

Keywords: Quantitative Research, Quasi Experimental Design, SCAMPER technique, writing skill.

PENGARUH TEKNIK SCAMPER PADA KETERAMPILAN MENULIS TEKS NARRATIVE SISWA DI SEKOLAH TINGGI DI RUMBIA

ABSTARK

Oleh:

HESTIANI

Penguasaan keterampilan menulis diperlukan untuk dapat membangun pemikiran kritis bagi siswa. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh teknik SCAMPER dalam penulisan teks naratif siswa kelas X SMA N 1 Rumbia. Metode penelitian ini menggunakan Quantitative Research dalam bentuk Quasi Eksperimental. Populasi penelitian ini adalah siswa kelas X dan sampel penelitian ini adalah siswa kelas X SMA N 1 Rumbia yang berjumlah 62 siswa. Siswa ditempatkan dalam dua kelas untuk mengetahui pengaruh keterampilan menulis antara kelas kontrol yang diajar dengan teknik biasa dan kelas eksperimen yang diajar dengan teknik SCAMPER. Penelitian ini menemukan bahwa terdapat pengaruh yang positif dan signifikan terhadap prestasi belajar siswa (kelompok eksperimen) dalam menulis teks naratif sebagai hasil dari penggunaan teknik SCAMPER dalam pengajaran mereka. Hal ini menunjukkan adanya pengaruh teknik SCAMPER bagi siswa kelas X dalam menulis teks naratif. Mengingat hasil, penelitian ini merekomendasikan penggunaan teknik SCAMPER untuk mengajar karena pengaruhnya terhadap prestasi siswa kelas sepuluh dalam menulis teks naratif.

Kata kunci: Penelitian Kuantitatif, Quasi Experimental Design, Teknik SCAMPER, keterampilan menulis.

STATEMENT OF RESEARCH ORIGINALLY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, June 20, 2023

The Researcher



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ORISINALITAS PENELITIAN

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

Metro, 20 Juni 2023

Yang membuat pernyataan

A 10,000 Indonesian postage stamp (Meterai Tempel) with a signature over it. The stamp features the Garuda Pancasila emblem and the text '10000', 'METERAI TEMPEL', and the serial number '19B40AKX458921250'.

Hestiani

1901051029

MOTTO

مَنْ خَرَجَ فِي طَلَبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ

“Whoever goes out to seek knowledge then he is in the way of Allah“

-(HR. Turmudzi)-

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents

(Mr. Sipan and Mrs. Sumini)

My Beloved Sister

(Hanifah)

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I am very thankful to Allah SWT, who always gives the researcher blessing to complete a study under titled THE INFLUENCE OF SCAMPER TECHNIQUE IN ENGLISH NARRATIVE TEXT FOR SENIOR HIGH SCHOOL STUDENTS IN RUMBIA. Shalawat and Salam to our prophet Muhammad SAW, the lord of Muslim in the world, who has guided us from the darkness to the lightness.

At this time, the researcher would like to certain her most deep gratitude, especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag. PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Head of English Education Department of IAIN Metro Lampung.
4. Miss Ning Setio Wati, M.Pd, as the guide provided valuable knowledge and support in finishing this research proposal.

The researcher apologizes for all the mistakes that she has made in writing and finishing this a research proposal. All criticism and suggestion are expected to improve the quality of this research. Hopefully, this research proposal can be useful for researchers in particular, for our college and every reader in generic.

Metro, June 20, 2023



Hestiani

NPM. 1901051029

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing becomes a fundamental aspect of language performance. English writing is considered more important by the students in their learning activity of writing paragraph. It has the function to inform, to learn, to persuade, to entertain, and also to self-reflected that the students need to be successful in their study.¹ Thus, in the writing process, the students are not only published the draft, but also they need skills, strategies and practices, for generating, revising, and editing the kind of texts.

For the secondary students, having a good writing is very essential. It can be considered as change that is brought into students by a teacher through techniques like developing specific skills and becomes the parameter of the students in their academic credibility. In writing activity are always related to some aspect, such as media, material and techniques in English teaching writing.² Hence, the skill is needed in component subject English language.

Moreover, good writing is needed for the students in academic writing, because it is an essential aspect during their study. Having a good

¹ Edhah Numan Khazaal, "Improving Postgraduates' Academic Writing Skills with Summarizing Strategy," *Arab World English Journal* 10, no. 3 (2019): 413–428.

² E. Mahadewi, P., W., Sudirman, and K. Wedhanti, N., "The Profile of Teachers' Techniques, Media and Material of Teaching English Vocabulary To Young Learners Applied At Aura Sukma Insani Kindergarten (a Case Study)," *Jurnal Pendidikan Bahasa Inggris* 6, no. 2 (2018): 21–28.

writing are always relevant to some aspect of writing, such as content, organization, vocabulary, grammar, and mechanic.³ It will definitely can success in every written activity, such as exposition, argumentation, persuasion, description and narrative paragraph in their learning activities. Thus, that is also provide students with tool for self-assessment as they progress through every step.

Meanwhile, the researcher conducted the pre-survey on 18 August, 2022 on the tenth graders of SMA N 1 Rumbia. The researcher interviews the English teacher and observed the students related to writing. The researcher found in the pre-survey result illustrated in the following table:

Table 1. The Pre-survey Result
The Students' Writing Skill of the Tenth Grade

No	Grade	Frequency	Percentage	Criteria
1	< 65	22 students	71 %	Incomplete
2	≥ 65	9 students	29 %	Complete
Total of students		31 students		

(Source: The Archived of Students' assignment related to writing skill given by the English teacher).

Referring to the table, the students have limited vocabulary, students also have difficulty in expressing their ideas and concept in writing. In addition, other problems are the low mastery in their English grammar and

³ J.B. Heaton, *Writing English Language Test*, 2nd ed. (New York: Longman Group, 1988). 146.

applying the mechanical concepts of writing, such as punctuation and capital letters.⁴ It can be proven by the results of the students' assessment. It can be seen from the students' ability dominated by incomplete criteria. It is also indicated by percentage of remaining incomplete passing grade is 71%. Most of the students lack of maximum interest in writing and in the leaning process are not motivate and attractive.⁵

Therefore, to create effective learning, the English teacher need appropriate techniques for teaching students. Appropriate teaching techniques will direct students in the process of learning to write effectively. This is because the application of effective teaching techniques can direct students to express their ideas in a well-organized, so that the purpose of writing information can be achieved.

In the context of teaching writing, it is important to implement the effective technique for students who have problems as above, that is SCAMPER technique. SCAMPER is an acronym for substitute, combine, adapt, modify, put to other uses, eliminate, and rearrange that provides a structured way to assist students with understanding creative problem solving and developing extension building activities based on prior ideas and process.⁶ It trains students to collaborate and meaningfully think out of

⁴ The Results of Interviews the English Teacher of the Tenth Grade in SMA N 1 Rumbia

⁵ Anas Ahmadi et al., "Learning Writing through Psychowriting Perspective," *Advances in Language and Literary Studies* 10, no. 1 (2019): 4.

⁶ Dianaros Ab. Majid, Ai-girl Tan, and Kay-Cheng Soh, "Enhancing Children's Creativity: An Exploratory Study on Using the Internet and SCAMPER as Creative Writing Tools," *Korean Journal of Thinking & Problem Solving* 13, no. 2 (2003): 67–81.

the box and productive creative pieces written texts. Thus, thinking about topic, words, sentence structures, and meanings in order to write accurately is needed to students for creative thinking.

Based on the description above, the researcher conducted to see the influence of using SCAMPER technique in narrative text writing. In other words, the researcher conducted quantitative research by constructing a research proposal entitled “The Influence of SCAMPER Technique in Narrative Text Writing for the Senior High School Students in Rumbia”.

B. Identification of the problem

Based on the description above, the researcher got the problems of the results of the identification of problems include:

1. Students have limited English vocabulary.
2. Students have difficulty in expressing ideas and the content of writing.
3. Students have low mastery in English grammar.
4. Students have difficulty in applying the concept of writing mechanics.
5. Students lack of maximum interest in narrative text writing

C. Problem Limitation

Based on the problems that have been identified, the researcher limits the problems to only focused on the lowness of students' writing. To address the problems, the researcher intends to address it by conducting

quantitative research using the SCAMPER technique. Therefore, the researcher constructed the research entitled "The Influence of SCAMPER Technique in Narrative Text Writing for the Senior High School Students in Rumbia".

D. Problem Formulation

The problem formulation of this research is constructed as: "Is there any positive and significant influence of SCAMPER technique in narrative text writing for the Tenth Graders at SMA N Rumbia?"

E. Objectives and Benefits of the Study

1. Objectives of the study

The objective of this research is ordered to know whether there is positive and significant influence of SCAMPER technique in Narrative Text Writing for the Senior High School Students in Rumbia.

2. Benefits of the Study

This research is expected to provide benefits not only for the researcher but also for students, teachers, and other researchers.

a. For the Students

This research is expected to be useful for students to help them realize in their narrative text writing. In addition, through this research, it is hoped that students can be involved in the

process of learning and motivates them to focus more on the process of learning in writing and be better.

b. For the Teachers

This research is expected to provide benefits to teachers by providing information related to the condition of students' abilities. In addition, this research is expected to provide information to teachers, especially to English teachers related to one of the teaching techniques that can be used as an alternative in teaching writing, that is SCAMPER teaching technique. With this information, teachers are expected to be able to motivate students more in the process of English learning.

c. For the Other Researchers

This research is expected to provide benefits for other researchers by providing information that includes not only the theories of applying SCAMPER techniques to teaching writing but also providing information about real application techniques on how to conduct research on this subject. In this case, it is hoped that other researchers can follow up on the results of this study in the future, so that they can provide deeper benefits to students.

F. Prior Research

This research conducted by considering several studies conducted by previous researcher. The first relevant research was conducted by Majid et.al with the research title "Enhancing Children's Creativity: An Exploratory Study on Using the Internet and SCAMPER as Creative Writing Tools". The research was conducted at an elementary school in Singapore in 2020 during the school holidays. The researcher studied 60 students including 33 girls and 27 boys using quantitative research methods. The purpose of the study was to explain the use of the internet and SCAMPER in facilitating creative writing. While, the results of their research indicate that positive classroom climate and physical environment seem to have acted as incentives in the promotion of creativity.⁷

The similarity of the research topics because these two studies concentrate on the use of SCAMPER techniques in teaching writing. Another similarity is in the research method, both of which use quantitative research methods. While, the difference is in the research objectives, it is because the purpose of their research is to improve the students writing while the purpose of this study is to examine the influence of using the SCAMPER technique on writing. Another difference is that the researcher will do it in high school, while in the previous research it was carried out on elementary school students.

⁷ *Ibid.*

The second d relevant research was conducted by Istamova with the research title "Ways of Using SCAMPER Technology During Foreign Language Lessons". The research was conducted in Uzbekistan in 2021 using the qualitative research method of the library research. The purpose of the study was to identify the effectiveness of ways to apply SCAMPER in the process of administering foreign language lessons. Meanwhile, the results of the research show that SCAMPER has proven to be effective for all language level learners and for all types of English lessons.⁸

The similarity is in the location of the research topics, both these studies concentrate on the use of SCAMPER in teaching writing. The difference is in the research method, it is because Istamova's research method is a literature study qualitative research method, while the researcher's research method is quantitative. Another difference is in the purpose of the research, because the purpose of Istamova's research is to identify the effectiveness of the application of the SCAMPER technique and the purpose of this study is to examine the influence of using SCAMPER on writing.

The third research was conducted by Idek with the research title "Measuring the Application of SCAMPER Technique in Facilitating Creative and Creative Thinking in Composing Short Stories and Poems". The research was conducted in a rural area of Sabah, Malaysia in 2016. The

⁸ Dilnoza S. Istamova, "Ways of Using Scamper Technology During Foreign Language Lessons," *Current Research Journal of Pedagogics* 02, no. 12 (2021): 149–155.

researcher studied 12 the eighth graders students using quantitative research method. The purpose of the study was to identify whether the SCAMPER technique could facilitate creative development and critical thinking in writing assignments. The results of the research show that the SCAMPER technique is effective, feasible and a tool that can be used to develop students' skills in creative and critical thinking, especially in generating and developing ideas.⁹

The similarity is in the research method, that is quantitative. Another similarity is on the topic of research, because these two studies concentrate on using SCAMPER to develop students' skills in creative and critical thinking. While, the difference is that the researcher do it in high school. The previous research was conducted on high school students. Another difference is in the purpose of the research, it is because the purpose of Idek's research is to identify whether the SCAMPER technique can facilitate creative development and critical thinking in writing assignments and the purpose of this study is to examine the influence of using SCAMPER in writing.

⁹ Mohdsirhajwan Idek, "Measuring the Application of SCAMPER Technique in Facilitating Creative and Critical Thinking in Composing Short Stories and Poems," *Malaysian Journal of Higher Order Thinking*, vol. 2, 2016.

CHAPTER II

LITERATURE REVIEW

A. Definition of Writing

1. Definition Of Writing

Writing is key instrument in using language performance. It is as vital skill as any other especially for the students to thinking that allows to express their ideas and helps them understand and share their perceptions of the world around them. ¹ In addition, writing is making letters from characters which are readable material with the intention of conveying meaning.² It means that writing also the communication of ideas, clearly, fluently, and effectively and transfer emotions, wishes, thoughts, and dreams by using symbols in effective way accordance with the grammar rules. Therefore, writing is significant tool of information and visualized on the paper and object.

Besides, writing skill is more complicated that other language skills. It is required a good-structured way of the presentation of thoughts in an organization and planned way.³ This skill involves the process of discovering ideas on the text not only write the words on paper but also by

¹ Danielle S. Mcnamara and Laura K. Allen, "Writing," *Institute for Educational Sciences and Office of Naval Research* (2019).

² Sarah Kartchner Clark, *Writing Strategies for Sciences*, 2nd ed. (Huntington Beach: Shell Education, 2014). 5.

³ Wu Xiao Juan and Saima Nazli Muhammad Javed, "A Study of Students' Assessment in Writing Skills of the English Language," *International Journal of Instruction* July 2013 (2013): 130–133.

selecting and organizing the ideas by considering, symbolizing, organizing, interpreting and explaining.⁴ Therefore, in order to have a good skill in writing, students must know how to process, aspects, and components in writing activity.

Moreover, teaching can be defined as a transformation process of knowledge from teachers to students. It is referred as the combination of various elements within the process where an educator identifies and establish the learning objectives and develop teaching resources and implement the teaching and learning strategy. Teaching writing is about building on the language skill which makes the students want to write is needed.⁵ However, teaching writing is the process not only to thinking and getting ideas to written on paper, but also to consider the rules in writing activity. In teaching, students produce language to display their competence in grammar, vocabulary or sentence formation to organize a good paragraph of English.⁶ Thus, the English teachers demanded to be creative in discovering and applying the variety ways in teaching writing.

2. Definition of Narrative Text

Narrative is the most common of writing because the writer tells his/her story without any purposes. Narrative places acts in times and tells

⁴ Vicki Urquhart and Monette Mclver, *Teaching Writing in the Content Areas* (Alexandria: ASCD, 2005). 4.

⁵ Scottish Executive, *Developing Writing: Through Reading, Talking and Listening* (Glasgow: HMIE, 2005). 1.

⁶ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Longman, 2004). 225.

what happened according to natural time sequence. The genre of narrative is one of the most commonly read, though least understood of all genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students pick up and write naturally.⁷ Thus, narrative is also a powerful medium for changing social opinion and attitudes.

For most students, narrative is defined by examples the novels, short stories, films, histories, music videos, epic poems, biographies, ballads, television series, and private conversations that tell stories true and made-up. It is with settings, characters, actions, outcomes, and a conclusion is easier to read.⁸ They are familiar with narrative structure from having listened to stories read to them. Thus, Narration means the art of storytelling, and the purpose of narrative writing.

In addition, Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse oftentimes meant to give moral lesson to the readers. The story can be factual or fictional. A factual story is one that is based on, and tries to be faithful to, actual events as they unfolded in real

⁷ Rodearta Purba, "Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique," *Advances in Language and Literary Studies* 9, no. 1 (2018): 27.

⁸ Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties* (Victoria: ACER Press, 2008). 48.

life. A fictional story is a made up, or imagined, story; the writer of a fictional story can create characters and events as he or she sees fit.⁹

3. Component of Narrative Text

Narrative text contains unknown information, many students have the necessary equipment to grasp the meaning in narrative texts with their own attitudes and experiences about the emotion, place subject or event referred to in the story, and their mental schemes about actions and events.¹⁰ Many narrative texts actually have a simple structure, that is cause-effect relationship between events. There are four stages in narrative. Frequently the four steps will be repeated, increasing the suspense of the story. The students can be able creating developed narratives may play with the structure, creating far greater variety in the format. The several components in narrative text as follows:¹¹

a. Orientation

The orientation may be brief or continue for several pages, allowing the writer to create a visual picture of the setting, atmosphere and time of the story. Generally, the main character and possibly some minor characters are introduced with some details about their personalities, attitudes and appearance. The details chosen like the relationship of the characters, where they live, the time they live in and

⁹ Lois G. Long and Patricia G. Higgins, "Successful Writing," *Nursing Management (Springhouse)* 17, no. 11 (1986), 485.

¹⁰ Yasemin Kuşdemir, "Indicators of Reading Comprehension: Example of Narrative Text and Open Ended Question," *International Journal of Progressive Education* 16, no. 5 (2020): 17–29.

¹¹ *Narratives Texts Introduction and Overview* (Blake Education, 1998).

what they're aiming to achieve, may be important for the later development of the story. Thus, the orientation forms the background for the complication.

b. Complication

Realistic stories generally have one complication, but most adventure stories will have a series to build up excitement. A problem or series of problems interrupt or complicate the lives of the characters. These problems help to build up the suspense and have to be resolved one at a time. Therefore, this revolves around conflicts or problems that affect the setting, time or characters.

c. Series of Events

Narrative text is a series of events told in written form. Since it is formed from a series of events, the narrative text must have a sequence structure of the story from the beginning to the end of the story. In this part of the story a sequence of expected and unexpected action of affect the setting, atmosphere, character or time. Thus, the story continues through a series of expected and unexpected events.

d. Resolution

The resolution brings the series of events to a close and resolves the main problem, challenge or situation that the story is based on. The main character has to act to resolve the situation in a believable way to stop a disaster occurring. There may be a temporary resolution

resolving some of the problems and at a later stage a final resolution.

Thus, a solution is found for the problem or challenge.

e. Reorientation

The usual pattern of life returns but changes have taken place or knowledge has been gained from the experiences. This may be written in the form of a moral or coda. This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the author. Thus, reorientation is the part that usually contains comments from the author about the events that are told in the text.

4. Assessment of Writing

Arguably, the most time intensive part of teaching writing is assessment. It is as gathering information to meet the particular needs of a student. Assessment has a positive impact on teaching and learning writing. It is considered the assessment tools practical and efficient ways to assess writing, and the students will learn more. In addition, rubrics are very effective assessment tools because they describe specific levels of performance.¹²

Assessment of writing skill is adapted from one of the appropriate writing rubrics. One suitable writing rubric is as follows:¹³

¹² Vicki Urquhart and Monette McIver, *Teaching writing in the Content Areas.*, 31.

¹³ J.B. Heaton, *Writing English Language Test.*, 146.

Table 2. Rubrics to Assess Writing and Learning

Content	
30-27	EXCELLENT TO VERY GOOD: knowledgeable – substantive – etc
26-22	GOOD TO AVERAGE: some knowledge of subject – adequate range – etc.
21-17	FAIR TO POOR: limited knowledge of subject – little substance – etc.
16-13	VERY POOR: does not show knowledge of subject – non substantive – etc.
Organization	
20-18	EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated – etc
17-14	GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – etc.
13-10	FAIR TO POOR: non fluent – ideas confused or disconnected – etc.
9-7	VERY POOR: does not communicate – no organization -etc.
Vocabulary	
20-18	EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom form, choice, and usage – etc.
17-14	GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
13-19	FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, usage – etc.
9-7	VERY POOR: essentially translation – little knowledge of English vocabulary.

Language use	
25-22	EXCELLENT TO VERY GOOD: effective complex constructions – etc.
21-19	GOOD TO AVERAGE: effective but simple constructions – etc.
17-11	FAIR TO POOR: major problems in simple/complex constructions – etc.
10-5	VERY POOR: virtually no mastery of sentence construction rules – etc.
Mechanics	
5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions – etc.
4	GOOD TO AVERAGE: occasional errors of spelling, punctuation – etc.
3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization – etc.
2	VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

(Source from J. B. Heaton in Writing English Language Tests)

B. Definition of SCAMPER Technique

1. Definition of SCAMPER Technique

In the teaching writing, the teachers need to use a suitable technique to be able to improve students' writing. There are many techniques that can be used in teaching writing, one of which is SCAMPER technique. SCAMPER technique stands for Substitute, Combine, Adapt, Modify/Magnify/Minimize, Put to other use, Eliminate and

Reverse/Rearrange.¹⁴ It is a technique that can help the students to generate their ideas, creative thinking, and problem solving. In addition, SCAMPER is mnemonic acronym for a set of basic operations that can apply old ideas to extend them in new directions. It means that this technique refers to a series of through situations by looking through different perspective.¹⁵ Hence, this technique is structured way of the product in writing creative output when the students feel uninspired.

Moreover, the SCAMPER technique is highly portable creative toolbox. It can help generating ideas for developing a product in writing by encouraging the students to ask or answers different question. This technique also fosters creativity through intuition, originally, and imagination. SCAMPER based on the notion that everything new is a modification of something that already exist. It is considered a creative problem-solving technique which allows the students to break free from limited thinking patterns and operate in various ways.¹⁶ Thus, this technique some concepts and rules that must be achieved by students to widening focus and exploring more possibilities and critical thinking.

Meanwhile, SCAMPER is a very powerful idea and generation and creativity technique. It can help the students to sharpen their ideas in thinking and focus on something useful to generate ideas for new products

¹⁴ H. James Harington and Frank Voehl, *The Innovation Tools Handbook: Evolutionary and Improvement Tools That Every Inovator Must Know* (Boca Raton: CRC Press, 2016). 389.

¹⁵ Ron Hale - Evans, *Mind Performance Hacks* (California: O'Reilly Media, 2006). 107

¹⁶ Dilnoza S. Istamova, *Ways of Using Scamper Technology During Foreign Language Lessons.*, 149-155.

and services in writing.¹⁷ This technique can be used by individuals or groups. The teachers can use this technique by asking questions about existing products, using each of seven acronyms of SCAMPER, that is Substitute, Combine, Adapt, Modify/Magnify/Minimize, Put to other use, Eliminate and Reverse/Rearrange.¹⁸ To use this SCAMPER, the teachers simply go down the list and ask questions regarding each element. Therefore, these questions can help the students come up with creative ideas for developing new products and improving current ones.

2. Teaching Steps Using Scamper Technique

a. The Principle of SCAMPER Technique

SCAMPER is a technique that teachers can use to stimulate their students' creativity and help them overcome any challenges they may be facing. At its core, SCAMPER is a general-purpose list with questions that spur ideas that are easy to use and very powerful.¹⁹ Creative writing involves writing short stories, poems and dramas. Short stories could be used to develop students' higher order thinking in writing if creative techniques are applied to teach them. The students were required to generate the elements of their stories such as character,

¹⁷ Fatma Farid Fakhry Tharwa, "Using the SCAMPER Model to Develop Translation Skills for Major Students in the Faculty of Education, Majmaah University, Saudi Arabia," *Arab World English Journal For Translation and Literary Studies* 3, no. 2 (2019): 91–113.

¹⁸ H. James Harington and Frank Voehl, *The Innovation Tools Handbook: Evolutionary and Improvement Tools that Every Innovator Must Know.*, 390.

¹⁹ Patti Drapeau, *Sparkling Students Creativity* (Alexandria: ASCD, 2014). 21.

setting and plot independently.²⁰ SCAMPER technique consisted of seven acronym letter these are:

1. S for Substitute

This part of the procedure involves students trying to replacements can help the students to find new ideas. Anything can be change. In addition, the concepts and people asked in the problem can be interchanged by other objects or people in order to reach a new idea.²¹ The example of the question is: Is there a way to substitute something else for the product, process or problem?

2. C for Combine

Combining is the process of mixing previous ideas and backgrounds.²² It can help the students to expand their creative thinking and also provides the endless possibilities of new production. The example of the question is: How can the part of the product, process or problem be combined to create something entirely new or different?

²⁰ Idek, *Measuring the Application of SCAMPER Technique in Facilitating Creative and Critical Thinking in Composing Short Stories and Poems*, vol. 2, p. .

²¹ Dilnoza S. Istamova, *Ways of Using Scamper Technology During Foreign Language Lessons.*, 149-155.

²² Dianaros Ab. Majid et al, *Enhancing Children's Creativity: An Exploratory Stud on Using the Internet and SCAMPER as Creative Writing Tools.*, 67-81.

3. A for Adapt

The adaptation includes a number of thinking process that lead to analysis of the methods and an existing idea or solution.²³

The students start thinking that the idea or term cannot be implied in certain conditions and has to adapt that idea to the issue given by the teachers. The example of the question is: Is there a way to borrow an idea and change it to make it your own?

4. M for Magnify

This very activity of changing and altering the opinions occur in modifying part of SCAMPER technique. By this technique, the students can make their observations even greater, more distinctive, detailed and clear.²⁴ By magnifying the situation, the students can discover new insights about it as well as find out ways is it so important. The example of the question is: How can this idea be exaggerated?

5. P for Put to Other Use

At times, the students can be effective uses for their ideas when they think of new ways in which they can be used. Before actually working out the concepts and finding answers, the students should put the information to use the target ways of usage are

²³ Dilnoza S. Istamova, *Ways of Using Scamper Technology During Foreign Language Lessons.*, 149-155.

²⁴ Ron Hale and Evans, *Mind Performance Hacks.*, 107.

considered instead of the ways that were originally planned to.²⁵ The example of the question is: How can your product, idea or problem fulfil a different kind of need?

6. E for Eliminate

This stage contains omitting the parts of the whole analysis that are of no interest to the students' final remark.²⁶ When the students trim their ideas down to bare necessities and discover the most important parts of it. The example of the question is: How eliminating the problem, idea or product change the situation?

7. R for Rearrange

In the final step, the students can rearrange the ideas, problem or product to be a new product. By answering all the questions on the SCAMPER technique, students can turn it into a new story or product that more interesting.

b. Procedures of SCAMPER Technique in Writing

There are some procedures of SCAMPER technique that implementation by the teachers in the writing class. The procedures are:²⁷

1. The teacher gives a text based on the narrative text.
2. The teacher asks to the students to read the text slowly.

²⁵ Dianaroz Ab. Majid, et al, *Enhancing Children's Creativity: An Exploratory Stud on Using the Internet and SCAMPER as Creative Writing Tolls.*, 67-81.

²⁶ Patti Drapeau, *Sparking Students Creativity.*, 22.

²⁷ H. James Harington and Frank Voehl, *The Innovation Tools Handbook: Evolutionary and Improvement Tools That Ever Innovator Must Know.*, 196.

3. The teacher explains about SCAMPER technique and the question based on the technique.
4. The teacher asks the students to answer and write their answer.

The example of SCAMPER technique used Cinderella story.

Cinderella

Once upon a time, there lived a girl named Cinderella. She lived with her step mother and two step sisters. The step mother and her two daughters didn't like Cinderella. They treated Cinderella very bad. Cinderella usually did the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family, and so on.

One day, a ball was to be held by the royal family of the kingdom to find the Prince's spouse. Cinderella wanted to go to the ball but her step mother asked her to stay at home and do the house works. Cinderella cried. Then there was a fairy godmother standing beside her.

"Why are you crying, Cinderella?", the fairy godmother asked. "Because I want to go to the ball but my step mother insists me to stay at home. Besides, I don't have any beautiful dress" said Cinderella.

Then the fairy turned Cinderella's ugly dress became the most beautiful dress and with beautiful slippers. The fairy also turned a pumpkin into a parking coach and the mice become six

white horses. Cinderella finally could go to the ball but she had to come back before midnight before the spell ended.

At the ball, Cinderella amazed everybody there include the Prince. The Prince asked her to dance. Cinderella had a wonderful time at the ball. But, all of a sudden, she heard the sound of a clock, the first stroke of midnight. Remembered what the fairy had said, Cinderella ran back to go home. But she lost one of her slippers in ballroom. The Prince picked up her slipper and would search for the girl whose foot fitted with the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the King's sorder let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. Cinderella felt herself very lucky. The Prince was overjoyed to see her again. They were married and live happily ever after.

Teacher direction: Answers these questions and make a new story.

Substitute	Please, substitute the Cinderella's glass slipper become diamond necklace from her biological mother!
Combine	What will happen if the Cinderella's kind character combined with the evil character of her steps step sitters?
Adapt	Adapt the new Cinderella's character into your story!

Magnify	What happens if the Prince doesn't allow Cinderella to come home at midnight?
Put to other uses	Change this story of Cinderella become a natural story without magic!
Eliminate	What happens if the fairy godmother in the story is eliminate?
Rearrange	Please, rearrange your answers to be new story!

3. The Strength and Weakness of SCAMPER Technique

1. The Strength of SCAMPER Technique

There are some advantages of SCAMPER technique to writing, as follow:²⁸

- a. By using SCAMPER technique, the students can be encouraged to generate new ideas simply by evaluating existing ideas.
- b. This process can result in major improvements being made both to existing story and to story ideas that are still in their mind
- c. When the ideas may encounter development, the SCAMPER technique becomes a systematic approach to overcoming those barriers, allowing new ideas to be generated and better story.

²⁸ H. James Harington and Frank Voehl, *The Innovation Tools Handbook: Evolutionary and Improvement Tools That Every Inovator Must Know.*, 198-199.

- d. The SCAMPER process is also mostly used to encourage the creative process in the minds of students, influencing the generation of new ideas without limiting where they come from.
- e. This process is be able to increase constructive ideas and problems solving abilities in students by involving their minds to think about obstacles to overcome them.

2. The Weakness of SCAMPER Technique

There are some disadvantages of SCAMPER technique to the writing as follow:²⁹

- c. SCAMPER is a technique requiring the right environment.
- d. There are many questions or many steps of SCAMPER technique so that complicated to the students to follow each step.

C. Theoretical Framework and paradigm

1. Theoretical Framework

This research uses quantitative research. The purpose of this research to get information the influence between independent variable and dependent variable. There are two variables in this research, they are independent variable (X) and dependent variable (Y). The independent variable (X) is SCAMPER technique and dependent

²⁹ H. James Harington and Frank Voehl, *The Innovation Tools Handbook: Evolutionary and Improvement Tools That Every Innovator Must Know.*, 199.

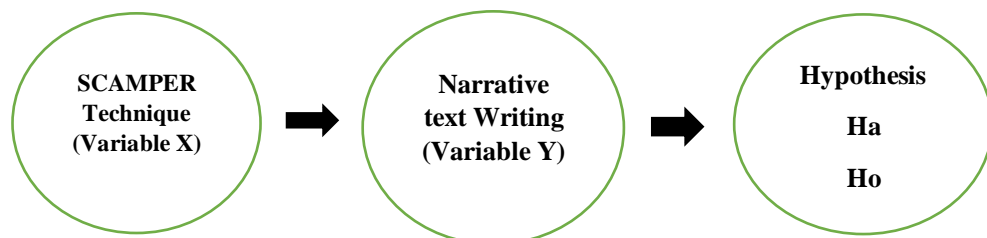
variable (Y) is narrative text writing skill. Therefore, the explanation of SCAMPER technique to improve students narrative text writing.

The theoretical framework of this research is “SCAMPER technique is applied perfectly for the process of English teaching learning, so the students writing will be good. Whereas, if SCAMER technique is not applied perfectly towards process of the teaching and learning, so students writing will be bad.

2. Paradigm

Research paradigm is a worldview or perspective held by a community of researchers that is based on a set of shared assumptions, concepts, values, and practices. More simply, it is an approach to thinking about and doing research. Based on the theoretical framework above, the writer described the paradigm as follows:

Figure 1. The Influence of SCAMPER Technique in Narrative Text Writing



A. Hypothesis

Hypothesis testing is the branch of inferential statistics that is concerned with how well the sample data support a null hypothesis and when the null hypothesis can be rejected. The goal of hypothesis testing is to help a researcher make a probabilistic decision about the truth of the null and alternative hypothesis.³⁰ The null hypothesis is a statement about population parameters. The null hypothesis, represented by the symbol H_0 , is about population parameters and states that several conditions regarding population parameters are true. In most educational research studies, the null hypothesis (H_0) predicts no difference or no relationship in the population. The null hypothesis is a hypothesis that is directly tested using probability theory. The alternative hypothesis (H_a) is a statement that the population parameter is some value other than the value stated by the null hypothesis. Alternative hypothesis testing confirms the opposite of H_a and usually represents a statement of the difference between the means or the relationship between the variables. The null and alternative hypothesis tests are logically contradictory because they cannot both be true at the same time.

Based on the theoretical framework and paradigm, there are two kinds of hypothesis of this research as follows:³¹

³⁰ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (London: SAGE Publications. inc., 2014). 558.

³¹ *Ibid.*, 510.

a. Hypothesis Formulation

(Ha) : $H_1 : \pi_b \neq \pi_c$

There is a positive and significant influence of SCAMPER technique in narrative text writing of the Tenth grade at SMA N 1 Rumbia.

(Ho) : $H_0 : \pi_b = \pi_c$

There is no positive and significant influence of SCAMPER technique in narrative text writing of the Tenth grade at SMA N 1 Rumbia.

b. Statistical Hypothesis

In determining the level of statistical significance, the researcher determine the Statistical Hypothesis as follows:

If $F_o \geq F$ table, then (Ho) is rejected, (Ha) is accepted

If $F_o < F$ table, then (Ho) is accepted, (Ha) is rejected.

CHAPTER III

RESEARCH METHOD

A. Research Design

A research design is plan, structure and strategy of investigation to conceived as to obtain answer to research questions or problems. It is entire implementation procedure research which includes data collection and data processing has been determined.¹ The object of this research is the effect of SCAMPER technique (X) in narrative text writing (Y) with quantitative approach by the quasi-experimental design. Quasi-experimental is research design that guide the researcher to use control and experiment group, but does not randomly assign participants to group. To find out the extent to which the SCAMPER technique influences narrative text writing, this research conducted by using the type Non-equivalent Control Group Design. One of non-equivalent group design is the most widespread experimental designs in educational research that involves an experimental group and control group both given a pre-test and post-test.² This design uses two groups, that is control and experimental groups. The experimental group given a pre-test, then given treatment with the SCAMPER technique and after that given a post-test. Likewise, the control group would be given the pre-test and post-test. The difference in this control group is no given

¹ Ranjit Kumar, *Research Methodology: A Step-by-Step Guide for Beginners*, 3th ed. (London: SAGE Publications. inc., 2011). 94.

² Donald T. Campbell & Juliam C. Stanley, *Experimental and Quasi-Experiment Al Designs for Research* (Boston: by Houghton Mifflin Company, 1963). 47.

treatment using SCAMPER technique. In this design neither the experimental group nor the control group randomly selected.

Table 3. Research Design Non-Equivalent Control Group Design

Class	Pre-test	Treatment	Post-Test
A (Experiment)	O ₁	X	O ₂
B (Control)	O ₁	-	O ₂

Source from John W. Creswell in Research Design: Qualitative, Quantitative and Mixed Methods Approaches)

Description:³

A = Experimental group that gets treatment

B = Control group without treatment

O₁ = Pre-test before treatment was given to the experimental group

X = Giving treatment with SCAMPER technique

O₂ = Post-test after given treatment in experimental group and without treatment in control group.

Based on the type of research above, in this research the researcher would like to describe the influence of using SCAMPER technique in narrative text writing based on the indicators of each variable, then collect data that is quantitative and then analyzed using analysis statistics.

³ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 150.

B. Operational Definition of Variable

An operational definition is specific to the particular study in which it is used.⁴ Meanwhile, the variable is anything that can catch on other values. There are two variables to be examined in this study, namely the SCAMPER technique as the independent variable denoted by (X) and narrative text writing as the dependent variable denoted by (Y). From the two variables the explanation is as follows:

1. Independent Variable

An independent variable is a variable that is presumed to cause a change to occur in another variable. It is variable (probably) cause, influence or effect outcome. They are also called treatment.⁵ The independent variable (X) of this research is SCAMPER technique. SCAMPER technique is defined as a technique that develops students' ideas and thinking critically in a product. It is a technique that a set of questioning which consist of acronym of S for Substitute, C for Combine, A for Adapt, M for Magnify, P for Put to other uses, E for Eliminate, and R for Rearrange.

⁴ Alan S. Kaufman & Nadeen L. Kaufman, *Essentials of Research Design and Methodology* (hoboken: John Wiley & Sons, Inc., 2005) 36.

⁵ R. Burke Johnson & Larry Crishtensen, *Educational Research: Quantitative, Qualitative and Mixed Approaches*, 5th ed. (California: SAGE Publications. inc., 2014). 40

The indicator of the operational definition of the SCAMPER technique appears in the involvement of students in implementing each step learning activities using the SCAMPER technique:⁶

- a. In step substitute, students are able to match an item or object that has been instructed by the teacher by replacing an old object in a story.
- b. In the combine step, students are able to unite items or objects into a story that might improve a product.
- c. In the adapt step, students are able to follow the changes that will be made to change the use of objects for certain functions or needs.
- d. In step modification, students are able to encourage and consider uses or other needs based on the scope and plot of a story.
- e. In the put to other use step, students are able to reconsider an object for its function in the story.
- f. Students are able to Eliminate several objects that inappropriateness in the writing results.
- g. The last step is rearrange, students are able to rearrange the story by considering several changes from each step into a new story.

2. Dependent Variable

A Dependent variable is a variable that depend on the independent variable. It is the outcomes or results of influence of the independent variable.⁷ A cause-and-effect relationship between an

⁶ Elyzabeth Shaunessy, *Questioning Strategies for Teaching the Gifted* (Texas: Prufrock Press, Inc., 2005). 17.

⁷ OTR Elizabeth DePoy, PhD, MSW, *Introduction to Research Understanding and Applying Multiple Strategies*, 5th ed. (Amsterdam: ELSEVIER, 2016). 115.

independent variable and a dependent variable is present when changes in the independent variable tend to cause changes in the dependent variable. A dependent variable of this research is writing skill. Writing is an activity that creates word from the people thinking, drafting and revising the written product into the paper that used to non-verbal communication in the human daily life.

The indicator of the dependent variable or writing skill appears in the student's ability to:⁸

- a. Students are able to write narrative text containing appropriate content with the topic.
- b. Students are able to write narrative text paragraphs using the right organization.
- c. Students are able to write narrative text using appropriate vocabulary.
- d. Students are able to write narrative text using appropriate language structures.
- e. Students are able to write narrative text using appropriate writing mechanisms including spelling, punctuation, capitalization, correctly.

⁸ J.B. Heaton, *Writing English Language Test.*, 146.

C. Population, Sample and Sampling technique

1. Population

Population is the potential respondents of interest. It is all students of interest to the researcher who wants to generalize his or her sample results. In addition, population is critical step in sampling and is done carefully and thoughtfully.⁹ Therefore, when the researcher identifies a population shapes the nature and findings of a study usually determine a target population.

The population in this study is all students of class X SMA N 1 Rumbia with total of 313 students. Where from 317 the students consist of 143 male students and 170 female students. Based on the data of the tenth graders at SMA N 1 Rumbia.

Table 4. Data of Class X SMA N 1 Rumbia

No	Class	Total Students
1.	X Mia 1	34
2.	X Mia 2	31
3.	X Mia 3	31
4.	X Mia 4	32
5.	X Mia 5	32
6.	X Mia 6	33
7.	X Mia 7	35
8.	X Ips 1	28
9.	X Ips 2	28
10.	X Ips 3	29
Total		313

⁹ R. Burke Johnson and Larr Crishtensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches.*, 193.

2. Sample

A sample is the respondents selected from population for study. It is composed of the set of students selected for the researcher to study.¹⁰ A sample is usually much smaller in size than a population. This research is Quasi experimental, then the sample in this study is students of class X Mia 2 consisting of 31 students and X Mia 3 consisting of 34 students. In this research, the researcher makes class X Mia 2 as the experimental class and X Mia 3 as a control class.

3. Sampling Technique

The researcher used random sampling as a sampling technique in this research. Random sampling is considered to be the best method.¹¹ It works to ensure representatives on all characteristics of the population even those that the researcher may not have considered. In the selection and determination of samples in the type of non-equivalent control group designs, experimental subjects are assigned randomly, from the general population to the experimental and control group.¹² In random sampling, a simple random sample is item of the population has an equivalent and independent. In sample random sampling, each member of the population that study has an equivalent chance of being selected and the natural of a

¹⁰ John Bacon-Shone, *Introduction to Quantitative Research Methods* (Graduate School, The University of hong Kong, 2022). 38

¹¹ Alan S. Kaufman and Nadin L. Kaufman, *Essentials of Research Design and Methodology.*, 220.

¹² Donald T. Campbell and Julian C. Stainly, *Experimental and Quasi-Experimental Al Designs for Research.*, 47.

member of the population being selected is unaffected by the selection of other members of the population.

D. Data Collection Technique

The data collection technique is a procedure carried out physically by researcher to obtain research data from research participant. Strategies for data collection involve specific activities that are pertinent to the research problem and consistent with the design. In addition, research conducted by researcher is quantitative research. In collecting data to carry out more accurate research, in this study using data collection techniques as follows:¹³

1. Test

Normally, testing is conducted through implementing that element of the survey and determining how well it work. In addition, tests are commonly used in quantitative research to measure attitudes personality self-perception, intelligence and performance of research participants.¹⁴ As a test assessment tool is a form of questions given to students to get answer from of action tests. Where is the test usually used in assessing and measuring student learning outcomes, especially cognitive learning outcomes with regard to mastery of the material teaching or student knowledge in accordance with educational goals and teaching. This test is used to measure student learning outcomes in narrative text writing with

¹³ R. Burke Johnson and Larry Crishtensen, *Essentials of Research Design and Mrthodology.*, 225.

¹⁴*Ibid.*, 227

appropriate learning outcomes standard minimum completeness criteria (passing grade) in English subject that is 65.

a. Pre-test

Pre-test given to the experimental class and controlled class before giving a treatment to measure students' narrative text writing. The experimental and control class acquire the same pre-test. In this case the researcher asked the students to write the story about narrative text.

b. Post-test

After giving the treatment, the researcher gave the post-test both to the experimental and control class to find out the result of the treatment whether the use of SCAMPER technique is effective or not to teach ability students' narrative text writing.

2. Documentation

The instrument which used for documentation method is books, magazine, note, photos, data from internet, journal and others. The researcher uses the documentation method to get some information about:

- a. The history of SMA N 1 Rumbia.
- b. The condition teachers and official employees in SMA N 1 Rumbia.
- c. The quantity of the students of SMA N 1 Rumbia.
- d. Location Sketch of SMA N 1 Rumbia.

E. Research Instrument

An instrument is tool that can measure an object in which the results are close to the real condition of the object.¹⁵ It is the means of research which is used in each method and technique. Furthermore, the researcher instrument involves:

1. Instrument Blueprint

Instrument blueprint is a traditional research design or detailed plan for how a research study is to be completed operationalizing so they can be measured, collecting data to be used as a basis for testing hypothesis, and analysing the results.¹⁶ It is the instrument that consists of some basic concepts to manage the target learning outcome. The construct of the instrument blueprint that is developed, the is used to develop questionnaires or tests. The steps of instrument blueprint are:

- a. The teacher determines the learning objectives base on the syllabus.
- b. The teacher determines type of material that will be tasted to the students.
- c. The students have to do the writing test based on the material given by the teacher.

¹⁵ Nur Kholis, Badrun Kartowagiran, and Djemari Mardapi, "Development and Validation of an Instrument to Measure a Performance of Vocational High School," *European Journal of Educational Research* 9, no. 3 (2020): 955–966.

¹⁶ Ranjit Kumar, *Research Methodology: A Step-by-Step Guide for Beginners.*, 94.

In addition, the researcher determined the narrative test in writing with an essay narrative text about “One of the Legends Story in Indonesia”. The text should be five until seven paragraphs into narrative text consisting of four to six sentences for each. The students work on it based upon the steps which your learned and practiced in their class starting from orientation, complication, series of events, resolution and reorientation. Their essay evaluated based on four elements of narrative text, such as: organization, elaboration, grammar and mechanics.

2. Instrument Calibration

Calibration is the process of checking and adjusting the accuracy of measuring instruments by comparing them with standards or benchmarks. It is needed to ensure that the measurement results are accurate and consistent with other instruments.¹⁷ Therefore, the researcher used validity and reliability. Validity is the accuracy of the inferences, interpretations, or actions made on the basis of test scores.¹⁸ Research validity refers to the correctness or truthfulness of the inferences that are made from the results of the study. The researcher used the expert judgement to validity. In addition, reliability is the consistency or stability if test scores.¹⁹ Research

¹⁷ Xue-Ming Chan, Chung Chow & Lam, Herman & Lee, Y. C. & Zhang, *Analytical Method Vlidation and Instrument Performance Verification* (Hoboken: John Wiley & Sons, Inc., 2004). 14.

¹⁸ R. Burke Johnson and Larry Crishtensen, *Educational Research: Quantitative, Qualitative and Mixed Method Approach.*, 172.

¹⁹ *Ibid.*, 166.

ability is present when the same results would be obtained if the study were conducted again. The researcher used interrater reliability.

F. Data Analysis Technique

Data analysis is an ongoing process during research.²⁰ It can help the researcher interpret data for the purpose of providing meaningful insights about the problem being examined. Based on the data obtained, the researcher analyses the test score of the experimental class and control class by calculating the formula t-test. Before using t-test, it is necessary to find out the normality and homogeneity values of the data. The normality is needed to know whether the data has been normally distributed. After the normality test, the homogeneity test is needed to know the data are homogeneous or not. In analysis the data, the researcher used SPSS.

1. Normality Test

After the research data was obtained, the researcher conducted a normality test. To carry out the normality test, researcher used the Kolmogorov Smirnov and Shapiro Wilk tests. Kolmogorov Smirnov and Shapiro wilk is the SPSS test used to test whether the instrument data is normally distributed.²¹ In the normality test, there is an indicator called the significance value. If the data has a significance value of 0,05, it can be said that the data is normal.

²⁰ John W. Creswell, *Research Design Qualitative, Quantitative and Mixed Method Approaches.*, 261.

²¹ Andy Field, *Discovering Statistics Using SPSS*, Third. (London: SAGE, 2009). 144.

In addition, the formula used to test normality this data is by Chi-Square.²²

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Description:

χ^2 = Chi-Square

f_o = Frequency obtained from deep observation sample

f_h = Expected frequency in the sample as reflection of the actual frequency of population

Test Criteria:

- a. If $\chi^2_{\text{counts}} \leq \chi^2_{\text{table}}$, then H_0 is accepted
- b. If $\chi^2_{\text{calculate}} \geq \chi^2_{\text{table}}$, then H_0 is rejected and H_a is accepted

2. Homogeneity Test

After the normality test, the researcher continued the test by testing the data with the homogeneity test. The researcher carried out the homogeneity test using SPSS use Levene test. Levene test is a SPSS test that is used to find out whether the data is homogeneous or not.²³

In addition, Homogeneity test also can be carried out using Hartley's test, the test formula as follows:

$$F_{\max} = \frac{S_1^2}{S_2^2}$$

Where:

S_1^2 = The larger of the two estimated population variances.

S_2^2 = The smaller of the two estimated population variances.²⁴

²² James N Miller & Jane C Miller, *Statistics and Chemometric for Analytical Chemistry*, ed. 6th (London: Pearson Education Limited, 2010). 59.

²³ *Ibid.* 150.

²⁴ David J. Sheskin, *Parametric and Nonparametric Statistical Procedures*, 2th ed. (London: Chapman & Hall/CRC, 2000). 275.

Test criteria: If F counts < F table, Ho is accepted and if F counts > F table, Ha is accepted.

3. Hypothesis Test

After testing the data population using normality test and homogeneity test, then do the hypothesis test with using the t-test. The research hypothesis is that there is influence the use of SCAMPER technique on the learning outcomes narrative text writing.

In addition, the t-test formula is:

$$t = \frac{X_1 - X_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Description:²⁵

X₁ = Average test score of the experimental group

X₂ = Average control group test score

S = Standard deviation

n₁ = Number of samples in the experimental group

n₂ = Number of samples in the control group

²⁵ *Ibid.*, 271.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Profile at SMA N 1 Rumbia

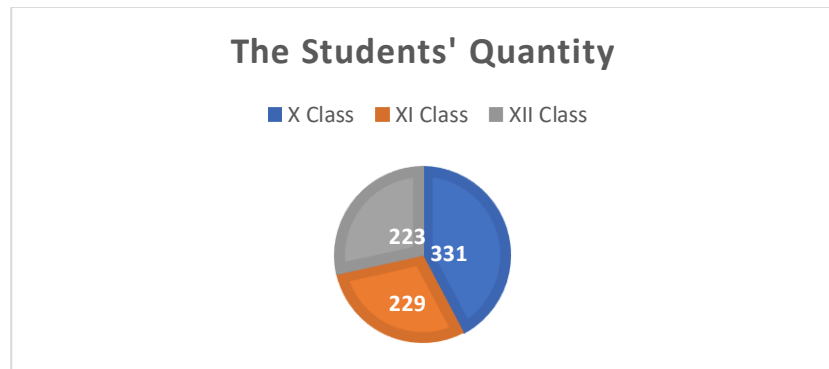
a. The Historical Background at SMA N 1 Rumbia

SMA N 1 Rumbia was built on November 17, 2000. The development of SMA N 1 Rumbia Central Lampung Regency is very fast. Considering that SMA N 1 Rumbia is one of the schools favorite in the Eastern Province of Lampung. These developments can be seen both in terms of physical and non-physical or fields academic. From a physical perspective, there are currently many buildings or a new building to support the learning process in SMA N 1 Rumbia. There are currently 24 study groups. The latest is currently the largest multipurpose building (GSG) in Lampung at SMA N 1 Rumbia while from an academic point of view many students have been accepted at universities famous in Lampung both from the test and SNMPTN (without test).

SMA N 1 Rumbia has 62 teaching staff. Total 39 Muslim, 18 Hindu, 3 Christian. And 2 Catholic. There are 33 PNS and the rest are non-PNS. The teaching staff at SMA N 1 Rumbia have been adjusted to their expertise according to their fields. Facilities and infrastructure at SMA N 1 Rumbia are divided into several parts that are classrooms, laboratories, libraries, sanitation, and other infrastructures.

The students' quantity at SMA N 1 Rumbia is that can be seen on the figure below:

Figure 2. The Students' Quantity at SMA N 1 Rumbia



(Source: The Data of Students Quantity Got from the Administration Employee at SMA N 1 Rumbia)

2. The Description of Research Result

The result of this research is described based on the effort to the answer the research objectives in order to investigate whether there any positive and significant influence of use the SCAMPER technique on writing skill at senior high school in Rumbia that is in the tenth graders at SMA N 1 Rumbia.

To described the result of this research, the researcher explained the following parts:

a. Validity Test Description

1) Validity Test

Validity test is a test of the accuracy of a measuring instrument in measuring what is being measured. It is that aims to assess whether a set of measuring instruments measures

exactly what it is supposed to measure.¹ In testing the validity of writing questions, the researcher conducted construct validity by expert judgement. In this case the researcher conducted a validation test by the expert Dr. Dedi Irwansyah, M.Hum by providing validation of the instrument about writing. From the results of the validation, the researcher knew that the writing instrument has been declared valid.

2) Reliability Test

In statistical analysis in research, reliability test serves to determine the level of consistency of research instruments used by researcher.² The researcher used interrater reliability to test the reliability. It means two or more observers to judge the same phenomenon. Thus, that an agreement can be sought between the two observers.³ The formula used is the Kappa formula.

Table 5. Reliability test with Kappa

Symmetric Measures				
	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement Kappa	.810	.078	11.249	.000
N of Valid Cases	31			

¹ R. Burke Johnson and Larry Crishtensen, *Educational Research: Quantitative, Qualitative and Mixed Method Approach.*, 172.

² *Ibid.*, 166.

³ *Ibid.*, 166.

It can be seen that the Kappa value is 0,810 with a significance value of 0,000. Indicating that the coefficient value indicates a correlation. Thus, it is hoped that it will be an indicator that observer A and B are consistent.

b. Pre-Test Result

The researcher conducted a Pre-Test on May 10th, 2023 by giving writing skill test to the tenth graders MIPA 2 and MIPA 3 in SMA N 1 Rumbia. the type of writing skill test is narrative text in English based on the topic one of the legend stories in Indonesia. In the pre-test process, the researcher asked the students to answer the questions of writing skill test in order to know to their writing of narrative text.

Based on the result of pre-test, it was investigated that the average grade in experimental class is 49 and the average grade in control class is 47. It showed the students' writing skill before the treatment. To follow up the pre-test, the researcher had done the teaching treatment using SCAMPER technique.

c. Treatment by Using SCAMPER technique

In this research, the researcher conducted the treatment by applying SCAMPER technique in the process of the research. In did the treatment, the research did in three meetings. For the first meetings, this research was carried out on May 11th, 17th, and 18th

2023 and carried out directly in SMA N 1 Rumbia to the tenth graders MIPA 2 to did the treatment with application of SCAMPER technique. In the first meeting, the researcher gave the treatment with the text about cinderella. The second meeting, the reseacher gave the treatment with the text Bawang Merah and Bawang Putih and the last meeting the researcher gave the treatment with the text about The Mouse Deer and Crocodile. By using SCAMPER technique the researcher hope that the students can be more active and developing their ideas.

d. Post-Test Result

The researcher conducted a post-test on May, 24th 2023 by giving the writing skill test to the tenth graders MIPA 2 and MIPA 3 at SMA N 1 Rumbia. the type of writing skill test is narrative text in English based on one of the legend stories in Indonesia topic. In the post-test process, the researcher asked the students to answer the question of writing skill test in order to know to their wrting of narrative text.

Based on the result of post-test, it was investigated that the average grade in experimental class is 75 and the average grade in control class is 51. It showed the students' writing skill after the treatment. After getting the complete data, the researcher investigated the influence of SCAMPER technique on writing skill by using SPSS.

3. Testing of Hypothesis

In testing of hypothesis of this research, the researcher refers to two hypotheses, as follow:

- 1) Ho: There is no positive and significant influence of using SCAMPER technique in narrative text writing at the tenth graders of SMA N 1 Rumbia.
- 2) Ha: There is positive and significant influence of using SCAMPER technique in narrative text writing at the tenth graders of SMA N 1 Rumbia.

a. Normality Test

Normality test is a way to see whether the data in the study are normally distributed. The results of the test will later influence the next analysis step.⁴ In the normality test, there is an indicator called the significance value. If the data has a significance value of 0,05, it can be said that the data is normal. Be it for kolmogorov-smirnov or for shapiro wilk.

Table 6. Normality Test Post-Test Experiment and Control Class

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-test Experiment	.148	31	.084	.941	31	.086
Post-test Control	.150	31	.073	.937	31	.067

a. Lilliefors Significance Correction

⁴ James N Miller & Jane C Miller, *Statistics and Chemometric for Analytical Chemistry*, ed. 6th (London: Pearson Education Limited, 2010). 59.

1. Post-test Experiment

- a. Kolmogorov smirnov value = 0,084 > 0,05 then the data is normally distributed.
- b. Shapiro wilk value = 0,086 > 0,05 then the data is normally distributed

2. Post-test Control

- a. Kolmogorov smirnov value = 0,073 > 0,05 then the data is normally distributed.
- b. Shapiro wilk value = 0,067 > 0,05 then the data is normally distributed.

b. Homogeneity Test

In statistical analysis, the homogeneity test aims to determine whether the variations in some data from the population have the same variance or not. This test generally functions as a requirement (although not an absolute requirement) in comparative analysis such as in independent sample t test.⁵

Table 7. The result of Homogeneity Test

Test of Homogeneity of Variances

Learning outcomes

Levene Statistic	df1	df2	Sig.
1.526	1	60	.222

⁵ David J. Sheskin, *Parametric and Nonparametric Statistical Procedures*, 2th ed. (London: Chapman& Hall/CRC, 2000). 275.

In testing homogeneity, a data is said to be homogeneity if the value significance of more that is 0,05 (sig./p-value > 0,05). Based on the output result above, the sig value is 0,222 > 0,05. It can be concluded that the variance of the data in the experimental and control classes is homogeneity.

c. Independent Sample T Test

Independent sample t-test is a statistical analysis that aims to compare two samples that are not apired with each other. ⁶ That is part of parametric inferential statistics (difference test or comparison test). The basis for decision making in the independent sample t-test is as follows:

1. If the sig. 2-tailed is lower than 0,05 and *t-value* is higher than *f-table*, so the null hypothesis (Ho) is rejected, and alternative hypothesis (Ha) is accepted. While, if sig. 2-tailed is higher than 0,05 and *t-value* is lower than *f-table*, so the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.
2. If mean score in experimental and control group to be compared. If the mean score in experimental group is higher than the mean score in control group, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. While, if the mean score in experimental group is lower than the mean score in control

⁶ *Ibid.*, 271.

group, so the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

After performing a series of SPSS calculations in variable X (SCAMPER technique) tests to variable Y (writing skill), the researcher obtained the results described as follows:

Table 8. Independent Sample T-test

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Learning Outcomes	1.526	.222	17.698	60	.000	23.5161	1.3288	20.8582	26.1741
			17.698	54.313	.000	23.5161	1.3288	20.8524	26.1798

Based on the SPSS result, it was investigated that the result of sig. 2-tailed in this research is $0,00 < 0,05$, then as a basis for decision making in the independent sample t test, it can be concluded that Ho is rejected and Ha is accepted. Thus, it can be concluded that this research successfully proves that here is a positive and significant influence of SCAMPER technique in narrative text writing.

In addition, the table above illustrated that *t observed* was 17.698 with degree of freedom was 60 to confidence interval of the difference 95%. After considering the t-test table by using *df* 60. Therefore, it can be found that:

Table 9. Critical Value of f-table

Level of significant	5%	1%
<i>Df</i>	1.671	2.390

1. The critical value of t-test (t-table) for the 5% level is 1.671
2. The critical value of t-test (t-table) for the 1% level is 2.390

From all the data analysis above, it can be found that:

- a. “t-observed” = 17.698
- b. “f-table” level of significant 5% = 1.671
- c. “f-table” level of significant 1% = 2.390

It means that “t-observed” is higher than “f-table” or it can be written as $1.671 < 17.698 > 2.390$. it means that from the value above there was any positive and significant influence of SCAMPER technique on students’ narrative text writing in the tenth graders at SMA N 1 Rumbia. It can be seen from the result of the students’ pre-test and post-test.

- a. If $t\text{-observed} > f\text{-table}$, H_a is accepted and H_o is rejected.
- b. If $t\text{-observed} < f\text{-table}$, H_a is rejected and H_o is accepted.

The researcher has formulated the alternative hypothesis (H_a) such as:

“There is a positive and significant influence of SCAMPER technique in narrative text writing for the Tenth Graders at SMA N 1 Rumbia”

Finally, the data confirmed that “t-observed” = 17.698 was higher than “f-table” level of significant 5% = 1.671 and “f-table” level of significant 1% = 2.390. therefore, it can be concluded that H_a is accepted and H_o is rejected. It means that there was a positive and significant the influence of SCAMPER technique on narrative text writing for the tenth graders at SMA N 1 Rumbia.

B. Discussion

Writing is an important skill to be used as a support for written communication and interaction. It is stated by Dyson and Freedman that writing is a communicative act that involves interface between cognition and writing process as the writer engages in meaning making.⁷ In addition, writing skill plays a pivotal role to improve students’ exposure and competency⁸ It means that students write to convey ideas, information, history, directions, instructions, and even to help them make sense of their own ideas and thoughts. According to the results of this research that has been done, it shows that the mastery of writing skills cannot be separated

⁷ Minkyung Cho, Young Suk Grace Kim, and Carol B. Olson, “Does Perspective Taking Matter for Writing? Perspective Taking in Source-Based Analytical Writing of Secondary Students,” *Reading and Writing* 34, no. 8 (2021): 2081–2101, <https://doi.org/10.1007/s11145-021-10136-7>.

⁸ Muhammad Javed, “A Study of Students’ Assessment in Writing Skills of the English Language.”

from the SCAMPER technique. This technique is very supportive in writing activities, students feel more enjoy and more active than before. Used of SCAMPER technique can help the students to generate their ideas in writing process. It was also expressed by Feez and Joyce that it can be taught, if the teaching is supported by the correct tools.⁹

Based on the results of this research revealed that alternative hypothesis (Ha) is accepted and null hypothesis is rejected. It is shown from the results of table 16. The students were given a pre-test and post-test both in the experimental class and in the control class. The results of the post-test in experimental class showed that the students' writing scores are better that during the pre-test. The use of the SCAMPER technique in the treatment given can help students develop their ideas and critical thinking. By answering the questions that have been provided by the technique, students can imagine and learn to solve the problems. It is also stated by Harington and Voehl that the technique can help to come up with creative ideas for developing new products, and for improving current ones.¹⁰ In other hand, it can be concluded that this research successfully proves that here is a positive and significant influence of SCAMPER technique in narrative text writing.

⁹ Mercedes Chamba, Martha Reinoso, and Elena Rengifo, "Authentic Materials to Foster Writing Skills in College EFL Learners," *English Language Teaching* 12, no. 6 (2019): 112.

¹⁰ Voehl, *The Innovation Tools Handbook: Evolutionary and Improvement Tools That Every Inovator Must Know*. 194.

This indicates the effectiveness of the SCAMPER technique for the tenth graders in narrative text writing. This result is in line with Idek who also used the SCAMPER technique in his research, his research also stated that his results show that the SCAMPER technique is effective, feasible and a tool that can be used to develop students' skills in creative and critical thinking, especially in generating and developing ideas in writing.¹¹ This research is also in line with Majid et al who also used the SCAMPER technique in their research, the results of their research indicate that positive classroom climate and physical environment seem to have acted as incentives in the promotion of creativity.¹² However, the SCAMPER technique has proven to be effective for all language level learners and for all types of English lessons stated by Istamova's research.¹³ Thus, SCAMPER technique is proven to be effective for students' in narrative writing.

¹¹ Mohdsirhajwan Idek, "Measuring the Application of SCAMPER Technique in Facilitating Creative and Critical Thinking in Composing Short Stories and Poems," *Malaysian Journal of Higher Order Thinking*, vol. 2, 2016.

¹² Majid, Tan, and Soh, "Enhancing Children's Creativity: An Exploratory Study on Using the Internet and SCAMPER as Creative Writing Tools."

¹³ Istamova, "Ways of Using Scamper Technology During Foreign Language Lessons."

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher concludes that SCAMPER technique is generally considered to be very effective due to its encouraging ability to make students engaged in the classroom and take the initiative in the process of acquiring the narrative text writing. SCAMPER technique is identified by its seven primary stages that involve critical thinking by answering the standard questions on the problem. Therefore, those questions are believed to enhance students' imagination and thought processes that eventually lead to possible solutions and very creative ideas. As an example, the researcher can give implementation of SCAMPER technique in narrative writing lessons in order to students identify the problems on their own and possible solutions to write essays on particular topics. SCAMPER technique is proven to be effective. It is included that this research successfully proves that there is a positive and significant influence of SCAMPER technique in narrative text writing. In addition, this technique is beneficial in guiding the students to develop their idea by using SCAMPER technique in process of writing and explore their ideas in deep reflection.

B. Suggestions

The researcher provides some suggestion for the students, the teachers, and the headmaster, as follow:

1. For the Students

It is suggested that the students to be more active in learning English, particularly in learning to write the English text. therefore, the students can understand and write the material which researcher has given and influences their write especially in writing skill.

2. For the Teachers

This technique is recommended that the teacher to be more creative in motivating the students in learning English and to include SCAMPER technique in teaching process, especially in writing in order to encourage the students to be active in learning process.

3. For the Headmaster

It is suggested that headmaster to support the English teacher in using SCAMPER technique in learning process because it could teach the students' writing skill and the students to be more active.

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APPENDICES

SILABUS

Satuan Pendidikan : SMA N 1 RUMBIA

Kelas : X (Sepuluh)

Semester : Ganjil dan Genap

Kompetensi Inti :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya.
Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerja sama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis	<ul style="list-style-type: none"> • Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks Dapat mencakup: 	<ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense, past continuous</i>, dan lainnya yang relevan - Kosakata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik • Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	<p>tersebut dalam buku catatan -masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada</p> <ul style="list-style-type: none"> - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMA N 1 Rumbia
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/Genap
Materi Pokok	: Teks Naratif
Alokasi Waktu	: 1 Minggu x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli, bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Membedakan dan mengidentifikasi struktur teks dan unsur kebahasaan pada teks narrative lisan dan tulisan dengan tepat. • Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan. • Menceritakan teks narrative

C. Materi Pembelajaran

- Fungsi Sosial
Meneladani nilai-nilai moral isi cerita, cinta tanah air, menghargai budaya lain.
- Struktur Teks: orientation, complication, series of events, resolution, reorientation.
- Unsur Kebahasaan
 - Kata-kata terkait karakter, watak, dan setting dalam cerita.
 - Modal auxiliary verbs.
 - Ejaan tulisan tangan ataupun cetakan dengan jelas dan rapi.
 - Ucapan, tekanan kata, intonasi, ketika membacakan cerita.
 - Menggunakan bentuk waktu lampau (past) baik dalam bentuk simple, past perfect, past continuous, past perfect continuous atau past future continuous.

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Mengamati, mempertanyakan, mengeksplorasi, mengasosiasi, mengkomunikasikan.

F. Media Pembelajaran

1. **Media:** Worksheet atau lembar kerja (siswa), lembar penilaian
2. **Alat/Bahan:** Penggaris, spidol, papan tulis, laptop

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 45 Menit)	
Kegiatan Pendahuluan (10 Menit)	
Guru:	<ul style="list-style-type: none"> ● Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran ● Memeriksa kehadiran peserta didik sebagai sikap disiplin ● Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya

- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung

Kegiatan Inti (70 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi dengan cara:</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> -Siswa diminta untuk mengamati berbagai contoh teks narrative dalam bentuk tulisan -Siswa diminta untuk membedakan dan mengidentifikasi struktur teks dan unsur kebahasaan teks narrative. <p>→ Mempertanyakan</p> <ul style="list-style-type: none"> -Guru mengarahkan setiap siswa untuk bertanya atau membuat pertanyaan yang berhubungan dengan materi. -Siswa mengajukan pertanyaan berdasarkan materi. -Guru mengarahkan setiap siswa untuk mencoba menjawab pertanyaan dari teman-teman lainnya. -Guru menjelaskan keseluruhan materi. <p>→ Mengeksplorasi.</p> <p>Guru memberikan teks narrative baru dalam bentuk tulisan pada siswa.</p> <ul style="list-style-type: none"> -Siswa membaca teks narrative. -siswa diminta untuk membedakan dan menganalisis struktur teks, unsur kebahasaan dan fungsi social serta mengerjakan beberapa soal dari teks narrative. <p>→ Mengasosiasi</p> <ul style="list-style-type: none"> -Siswa diminta untuk berdiskusi dengan teman sebangku berdasarkan materi yang telah diberikan oleh guru. -Siswa diminta untuk membedakan dan menganalisis struktur teks, unsur kebahasaan, fungsi social serta mengerjakan beberapa soal dari teks narrative.
Problem statemen (pertanyaan/ identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk membedakan mengidentifikasi.</p> <p>→ Mengajukan pertanyaan tentang materi</p>

<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u> Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> → Mengamati obyek/kejadian Mengamati dengan seksama materi → Membaca sumber lain selain buku teks Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi. <p><u>COLLABORATION (KERJASAMA)</u> Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> → Mendiskusikan → Mengumpulkan informasi → Saling tukar informasi tentang materi.
<p>Data processing (pengolahan Data)</p>	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara</p> <ul style="list-style-type: none"> → Berdiskusi tentang data dari Materi. → Mengolah informasi dari materi yang sudah dikumpulkan dari hasil kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. → Peserta didik mengerjakan beberapa soal mengenai
<p>Generalization (menarik kesimpulan)</p>	<p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> → Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. → Menjawab pertanyaan tentang materi yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. → Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi.
Kegiatan Penutup (10 Menit)	
<p>Peserta didik:</p> <ul style="list-style-type: none"> ● Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran. ● Mengkomunikasikan kendala yang dihadapi selama pembelajaran dan mengerjakan latihan. <p>Guru:</p> <ul style="list-style-type: none"> ● Memberikan penghargaan untuk materi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan. 	

Guru dan peserta didik bersama-sama berdoa menutup pembelajaran.

1. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

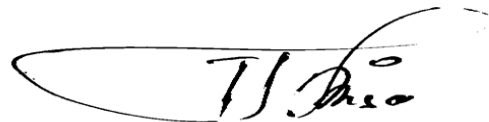
2. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial.

Rumbia, 05 Maret 2023

Mengetahui dan Menyetujui
Kepala Sekolah SMA N 1 Rumbia

Guru Mata Pelajaran Bahasa Inggris



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The Blueprint of the Narrative Text Writing

School : SMA N 1 RUMBIA
 Subject : English
 Grade / Semester : X / II
 Academic Year : 2022/2023

Definition of Writing	Writing Aspect	Indicators	Instrument
<p>Writing is key instrument in using language performance. Writing is making letters from characters which are readable material with the intention of conveying meaning.¹ It has been considered that in writing learning related to developing process of meaning making and a series of related to text, making activities such as, generating, arranging, and developing ideas in sentences.</p>	<p>1. Content</p> <p>2. Organization</p> <p>3. Vocabulary</p> <p>4. Language Use</p> <p>5. mechanics</p>	<p>1. Students are able to write narrative text containing appropriate content with the topic.</p> <p>2. Students are able to write narrative text using the right organization.</p> <p>3. Students are able to write narrative text using appropriate vocabulary.</p> <p>4. Students are able to write narrative text using appropriate language structures.</p> <p>5. Students are able to write narrative text using appropriate writing mechanics including spelling, punctuation, capitalization correctly.²</p>	<p>Pre-test: Write an essay narrative text about “One of the Legends Story in Indonesia”.</p> <p>Post-test: Write an essay narrative text about “One of the Legends Story in Indonesia”.</p> <p>Note: The story must be different with your story in pre-test.</p> <p>Your text should be five until seven paragraphs into narrative text consisting of four to six sentences for each. Work on it based upon the steps which your learned and practiced in your class starting from orientation, complication, series of events, resolution and reorientation. Your essay will be evaluated based on four elements of narrative text, such as: organization, elaboration, grammar and mechanics.</p>

¹ Clark, *Writing Strategies for Sciences*. 5.

² Heaton, *Writing English Language Test*. 146.

Documentation Sheet

Purpose: documentation sheet is used as a direction to collect complete data about the identified of the SMA N 1 Rumbia.

No.	Aspect of Documentation	Available	Unavailable
1.	The history of SMA N 1 Rumbia	✓	
2.	The total of teachers of SMA N 1 Rumbia	✓	
3.	The total of students of SMA N 1 Rumbia	✓	
4.	The Location Sketch of SMA N 1 Rumbia	✓	

Note:

- (✓) Tick for each positive available or unavailable.

SMA N 1 Rumbia Profile

1. School Identity			
1.	School's name	:	SMA N 1 Rumbia
2.	NPSN	:	10801961
3.	Educational level	:	Senior High School / SMA
4.	School status	:	Negeri
5.	School's address	:	SMA N 1 Rumbia street
	RT / RW	:	1/1
	Zip code	:	34157
	Village districts	:	Restu Baeu
	Subdistrict	:	Rumbia
	District / city	:	Central Lampung
	Province	:	Lampung
	Country	:	Indonesia
6.	Geographic Position	:	-4,7862 Latitude
		:	105,5534 Longitude
2. Complementary Data			
7.	School Establishment Decree	:	217/0/2000
8.	Data of Establishment Decree	:	2000-11-17
9.	Ownership Status	:	Central Government
10.	Operational Permit Decree	:	217/0/2000
11.	Operational Decree Date	:	2000-11-17

(Source: The Profil of SMA N 1 Rumbia Data Got from the Administration Employee at SMA N 1 Rumbia)

The Condition of the Teachers and Official Employers in SMA N Rumbia

No	Name	Subject Teachers
1.	Agus Purnama	History
2.	Ahmad Subroto	Islamic religious
3.	Ana Marlina	Lampung language
4.	Andi Sujarwoko	Physical education
5.	Anna Wulandari	Pancasila and civic education
6.	Berta Eka Setiawan	Physical education
7.	Daren Daniel M.	English

8.	Dewi Nur R.	Biology
9.	Dian Ratna P.	Guidance and Counseling
10.	Edi Prayitno	Art and culture
11.	Eko Marantiningih	Guidance and Counseling
12.	Eko Prasetyowati	Guidance and Counseling
13.	Eliyah	Mathematic
14.	Eman Supriatman	Physics
15.	Farida	Guidance and Counseling
16.	Haryanto	Indonesian
17.	I Komang Puspa A.	Pancasila and civic education
18.	I Nyoman Kumpul S.	Pancasila and civic education
19.	I Wayan Megra	Chemistry
20.	I Wayan Sadra	Mathematic
21.	I Wayan Sarda	Indonesian
22.	I Wayan Wirya Guna	Mathematic
23.	Ida Asmarantati	Chemistry
24.	Ika Silvia Oktaviani	Pancasila and civic education
25.	Joko Sunanto	History
26.	Kasrip	Indonesian
27.	Khoirul Muttaqin	Islamic religious
28.	Lukman	Islamic religious
29.	Made Kerta	Chemistry
30.	Made Sudiasih	Guidance and Counseling
31.	Mardi Sutoko	Sociology
32.	Maryono	Geography
33.	M. Mufti	Chemistry
34.	M. Yusuf	Economy
35.	Naimah	English
36.	Nengah Budiawati	Biology
37.	Ni Desak Md. Artini	Mathematic

38.	Ni Kadek Desi Lia S.	Economy
39.	Ni Luh Gede Mega A.	Art and Culture
40.	Ni Wayan Malina S	Pancasila and civic education
41.	Ni Wayan Sista R.	Sociology
42.	Ni Wayan Sunda Ela M.	Hindu religious
43.	Nilah Eka Indrayani	Art and culture
44.	Novy Hapsari	History
45.	Nurul Anisa	History
46.	Nyoman Kuat Rimanto	Mathematic
47.	Putu Eka Astaman	Computer
48.	Refsi Anggola	Islamic religious
49.	Ria Katsirawati	Art and culture
50.	Roliana	Lampung language
51.	Siti Khayati	Biology
52.	Sulastris	Biology
53.	Sumarsono Ekoyanto	Chemistry
54.	Suprpto	Islamic religious
55.	Susilo	Cristen religious
56.	Teguh Hadi Surahman	Physical education
57.	Tina Umayasari	English
58.	Tri Ratnawati	Physics
59.	Trias Saminar	Economy
60.	Tukimah	Geography
61.	Wijil Priyono	Physics
62.	Yacob Suwarjono	Catholic religious

The Condition of Facilities and Infrastructure at SMA N 1 Rumbia

No.	Name of facilities and infrastructure	Total Room	Condition
1.	Sheds	2	Good
2.	Tool sheds	1	Good
3.	Cooperative	1	Good
4.	Biology laboratory	1	Good
5.	Physics laboratory	1	Good
6.	Chemistry laboratory	1	Good
7.	Computer Laboratory	2	Good
8.	Classroom	31	Good
9.	Counselling guidance room	2	Good
10.	Service room	1	Good
11.	Teachers room	5	Good
12.	Hindu prayer room	1	Good
13.	Islam prayer room	1	Good
14.	Headmaster room	1	Good
15.	Multimedia room	1	Good
16.	Sport room	1	Good
17.	OSIS room	1	Good
18.	Security guard room	1	Good
19.	Library	1	Good
20.	Administration room	1	Good
21.	Student health unit	1	Good
22.	Female teachers' toilet	4	Good
23.	Male teachers' toilet	4	Good
24.	Female students' toilet	6	Good
25.	Male students' toilet	6	Good

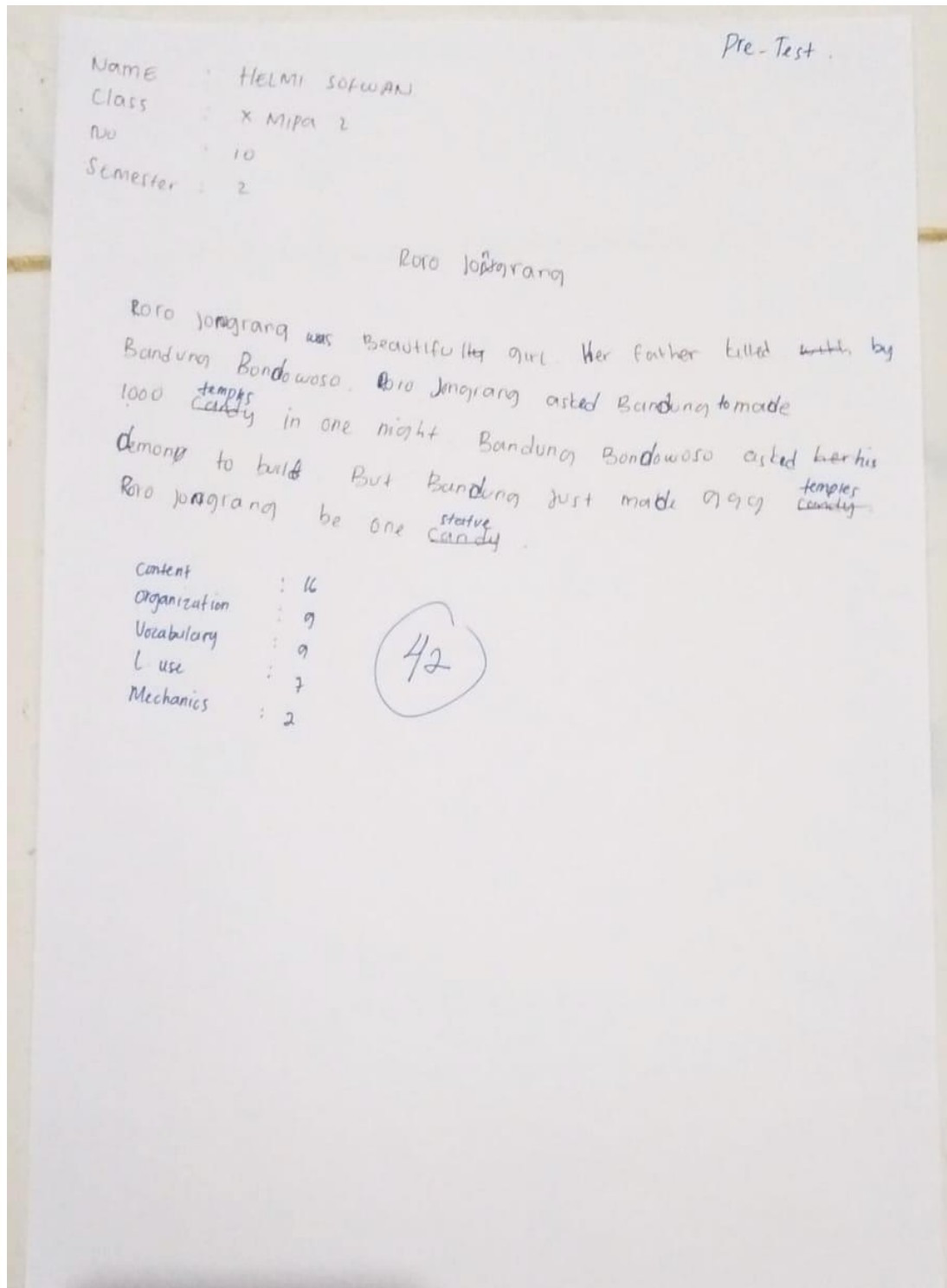
(Source: Documentation SMA N 1 Rumbia)

Sketch SMA N 1 Rumbia



(Source: The Location Sketch of SMA N 1 Rumbia Data Got from the Administration Employee at SMA N 1 Rumbia)

The answers of Pre-test question in experimental class



Pre-test

Student's Name : Zahra Auliyah Fachrozi
 Class : X Mipa 2
 Number : 31
 Semester : II

Roro Jonggrang

Roro Jonggrang was beautiful woman. The daughter from the King of Prambanan. King died by killed Bandung Bondowoso.

Bandung Bondowoso fall in love with Roro Jonggrang. He wanted marry to her. Roro Jonggrang didn't want because ~~the~~ Bandung ^{the} killed King.

Roro Jonggrang wanted be Bandung Bondowoso's wife if he can make 1000 temples in one night.

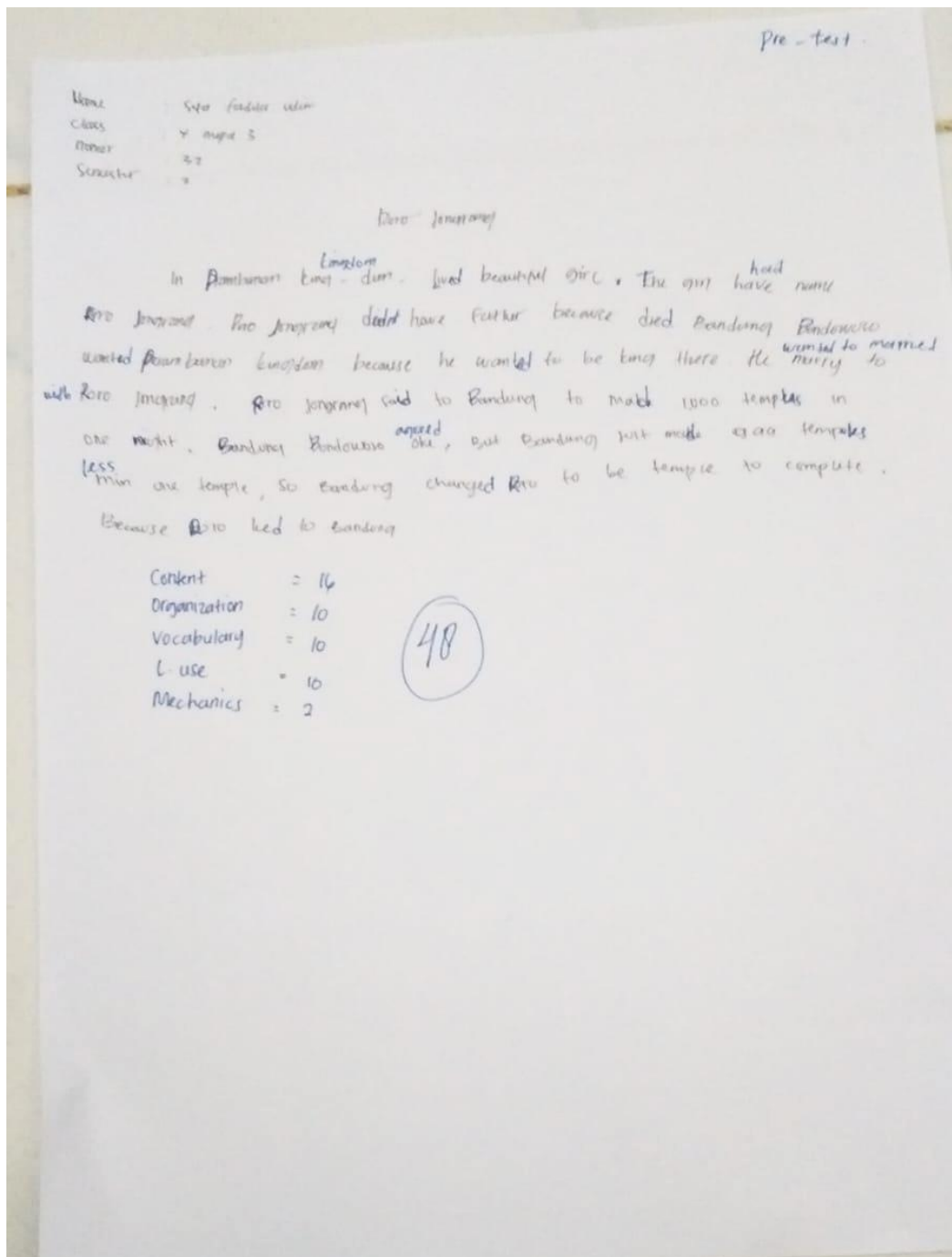
Bandung asked his demons to build it. The demons were afraid because ^{had been} morning. They can make 999 temples.

Bandung Bondowoso angry and change Roro Jonggrang to be one.

Content : 19
 Organization : 12
 Vocabulary : 12
 L. Use : 10
 Mechanics : 3

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The answers of Pre-test question in control class



Pre-test.

Student's name : Adelia Nasta H.A.
 Class : X MIPA 2
 Student's Number : 1
 Semester : II

Roro Jangrang

Roro Jangrang was the daughter from King of Prahmana. Her father died when fight. One day the prince Bandung Bondowoso wanted to marry Roro. Roro confused to accept or not. Roro asked Bandung what he can make temples in one night. If he can she wanted to be his wife. Bandung started to build the temples with help from his devil. Bandung almost finished but there was chicken's vow. So Bandung just made 999 temples.

Content : 17
 Organization : 10
 Vocabulary : 11
 L. Use : 10
 Mechanics : 3

(51)

The students writing activity result in treatment

a. First Treatment.

Cinderella SCAMPER

Teacher direction: Answer these questions based on SCAMPER and to make new stories.

Substitute	Please, substitute the Cinderella's glass slipper become diamond necklace from her biological mother!
Combine	What will happen if the Cinderella's kind character combined with the evil character of her steps step sifers?
Adapt	Adapt the new Cinderella's character into your story!
Magnify	What happens if the Prince doesn't allow Cinderella to come home at midnight?
Put to other uses	Change this story of Cinderella become a natural story without magic!
Eliminate	What happens if the fairy godmother in the story is eliminate?
Rearrange	Please, rearrange your answers to be new story!

b. Second Treatment.

Bawang Merah and Bawang Putih SCAMPER

Teacher direction: Answer these questions based on SCAMPER and to make new stories.

Substitute	What happen if the pumpkin in the story of Bawang Merah and Baawang Putih substitute with the wooden box?
Combine	Bawang Putih has kind character. What happens if the Bawang Putih's character is combined with the Bawang Merah's evil character. Whether Bawang Putih will have a firm and courageous character?
Adapt	Adapt your answer from the substitute and combine questions above into your new story that you will write!

Magnify	What happens if the old women in the story did not ask Bawang Putih and Merah to stay in her house for a while?
Put to other uses	Change the Bawang Merah and Putih story to be natural story without magic!
Eliminate	-
Rearrange	Create a new story based on your answers above!

c. Third Treatment.

Mouse Deer and Crocodile

Teacher direction: Answer these questions based on SCAMPER and to make new stories.

Substitute	Please, substitute the mouse deer in the story to the animal that you think suitable in the story that you are going to write!
Combine	Combine the clever character of mouse deer in the story with the animal character of your choice!
Adapt	Adapt the new animal that has your choice in the story!
Magnify	What would happen if the crocodile in the story only one?
Put to other uses	Adjust the mouse deer's favorite food with your animal's favorite food!
Eliminate	What will happen if the king character in the story is eliminate?
Rearrange	Create a new story based on your answers above!

Name : Nanyura Nur Anzrah
 Class : X Mipa 3

Content : 20
 Organization : 10
 Vocabulary : 17
 Use : 15
 Mechanics : 4

82

Cinderella

Once upon a time, in a village there lived a happy family. The family consist with a father a mother and a kid. The kid named Cinderella. Cinderella was beautiful girl, smart, kind and brave. One day, Cinderella's mother died and Cinderella's father married again. So Cinderella had step mother and step sisters.

Step mother and sisters always treated Cinderella badly. Cinderella asked to cleaning the clothes, cooking and washing. Cinderella kind and diligent did it. Cinderella was different with her sisters that were lazy.

One day, the kingdom made an announcement. There was contest to find empress to the prince. He said that, the two step sisters were very happy and prepared the clothes. Cinderella also want the kingdom, but her step mother and sisters didn't allow Cinderella. Cinderella didn't stay silent and she left by dawn the way she worked toward the kingdom. The kingdom was not far from the Cinderella's village.

After arrived in the kingdom, all eyes looked at Cinderella. Cinderella looked so beautiful and elegant with her diamond necklace from biological mother.

The prince also fell in love to Cinderella. He asked Cinderella to danced together they danced until midnight. He asked Cinderella to be his wife. Cinderella agreed to be his wife.

Heard that, step mother and sisters were angry. They forced Cinderella to went home but prince didn't know they also took necklace of Cinderella. Cinderella was sad but prince was said and cried. The prince who saw Cinderella's necklace was also said he also tried to get back necklace of Cinderella's diamond. He replaced many girls to step mother and sisters. Finally, they wanted to back necklace.

Prince and Cinderella married. He gave the Cinderella's necklace as wedding gift. They build castle not far from Aubeach. They lived happily forever. ye ye

Treatment

Nama : Nur Hafimah
 kelas : X mipa 2

Content : 29
 organization : 18
 Vocabulary : 18
 L. use : 16
 Mechanics : 4

Treatment

85

Bawang Putih & Bawang Merah

Bawang Putih ^{was} is beautiful, kind and brave woman. She lived with her step mother and her step sister. Her biological father and mother died. Her step sister had named Bawang Merah. Her mother and ^{Bawang Merah} ~~BP~~ was evil and treat her badly.

Someday, when ^{Bawang Putih} BP was washing clothes in the river, the cloth drift away. Bawang Putih afraid and ^{look for} ~~look~~ the clothes side the river. She meet with old woman and asked her about the clothes. Old woman know. Old woman wanted to come back the clothes when ^{Bawang Putih} BP wanted to live with her for a while because she ^{didn't} ~~don't~~ have daughter and she feel lonely.

Bawang Putih agreed and everyday she helped old woman to do housework. After for a while old woman come back the clothes and ~~to~~ ~~give~~ ~~Bawang~~ ~~Putih~~ wooden box. Bawang Putih ^{went} ~~go~~ home and her mother and sister was angry and smashed the box. They all surprised find the box had gold money.

Step mother asked the Bawang Putih about the box. Bawang Putih told about it. Mother asked Bawang Merah to do the same with Bawang Putih. Bawang Merah ~~didn't~~ ~~want~~ but her mother forced Bawang Merah to do. Bawang Merah ~~didn't~~ ~~like~~ the Bawang Putih ~~do~~ before day.

Bawang Merah ^{went} ~~take~~ the clothes and she walked side the river. She ^{met} ~~meet~~ the old woman and she asked about the clothes. Bawang Merah asked come back the clothes and she also asked the gift like Bawang Putih. Old woman ask Bawang Merah to live with her for while but Bawang Merah ~~didn't~~ ~~want~~. She forced old woman to give wooden box. After Bawang Merah got back the ^{big} ~~big~~ wooden box she run at home and happy.

Bawang Merah and her mother open the box. They surprised and scared because in the inside box the ^{were} ~~are~~ snake many. With her brave Bawang Putih drive away the snake. Bawang Merah and her mother realized about their mistake. They apologize to Bawang Putih and they lived happy.

Nama : Ni Kadek Risma F.
Kelas : X MIPA 2

Content : 28
Organization : 18
Vocabulary : 17
L. use : 15
Mechanics : 4

82

Rabbit and Crocodile

One day, a rabbit go to river to drink. But he know that a crocodile was waiting underwater to eat his. But the clever rabbit put a tree branch on to the water. Quickly the crocodile bit the branch.

Crocodile ~~felt~~ the rabbit ^{led} to him. Of course the rabbit ~~was~~ ^{was} very careful not to become ^{his} food. The crocodile said "Rabbit, one day I will eat you." "It's not that easy bro", replied the rabbit.

The next day, the rabbit wanted to cross the river. He ^{was} hungry and wanted to eat his favorite carrot. However, a log floating in the river. He didn't want to be eaten by the crocodile while crossing.

The rabbit said to the crocodile "Crocodile, are you hungry?" "Of course I'm hungry" replied the crocodile. "If you wanted to cross me to the river, I will give some of the food, I got from across for you," said the rabbit. "What that you ^{are} not lying rabbit?" replied the crocodile. "If I lied you can eat me tomorrow." Then the rabbit got on the crocodile's back and crossed.

Arriving across the river, the rabbit say thank you and ran into the forest. Rabbit ate lots of carrots until he ^{was} sleepy. After waking up from ^{that} sleep, he then returned to the river with some carrots. "Crocodile, I brought you some food," said the rabbit. The crocodile then emerged from the river. "What is that" replied the crocodile. "Carrot" said the rabbit. The crocodile replied "My food is meat not carrots." "But this ^{is} all I got on the other side" replied the rabbit and then he ran away.

The answers of post-test result in experimental class

Nama : M. Firmansyah
 class : X MIPA 2

Sangkuriang

Content	: 24
Organization	: 18
Vocabulary	: 14
Use	: 13
Mechanics	: 8

77

One day there lived beautiful woman with the named Dayang Sumbi. because her oath, she have to marry with dog named Tumang. ~~she have~~ They have a boy named Sangkuriang. Sangkuriang ~~don't~~ know that the dog ~~was~~ his father.

Dayang Sumbi asked Sangkuriang ~~that~~ she wanted eat beef of deer. In the forest Sangkuriang ~~don't~~ get any thing. He ~~don't~~ want disappointed his mother. He killed his dog.

When he arrived ^{of} home, the beef ~~was~~ cooking by ^{his} mother. then they eat together. Mother asked to Sangkuriang where ~~was~~ Tumang. Sangkuriang answered that he ~~was~~ killing the dog. Mother ~~was~~ angry and hit him.

Sangkuriang grew to be powerful and handsome man. then he meet Dayang Sumbi. They fall in love. They decided to marry. Dayang Sumbi realized that Sangkuriang was her tid.

Dayang Sumbi prayed to god. she ~~give~~ condition to make a boat big during one night. Sangkuriang agreed. But Dayang Sumbi ~~don't~~ want be his wife. Sangkuriang ~~was~~ angry and killed the boat like mountain.

Post-test.

Nama : Sinta Mariana
Kelas : X MIPA 2

Content : 24
Organization : 18
Vocabulary : 13
L-use : 13
Mechanics : 4

74

Lake Toba

In one village, there lived a poor man named Toba. One day he ^{went} go fishing. He got a fish gold. He ^{brought} bring the fish at home.

When he got home, the fish turned into beautiful woman. Toba married with the fish. They got one a boy named Samosir. Woman told to Toba to ^{keep} secret.

Samosir liked eat ^{much} many foods. One day, mother asked Samosir to bring eat to father. But, before arrived, Samosir eat all the food. After that, he gave the food to father.

Toba ^{was} very angry and shouted at Samosir "you ^{were} is a kid fish", Samosir cried and ran to his mother. He asked mother why his father called him kid fish.

Suddenly, sky became dark and rain storm. The woman really upset why Toba broke her promise. They really sad. Then, the village be flood. That called Toba Lake.

Post test

The answers of post-test result in control class

* Student's name	Emil Tri Lestari	Content	: 10
class	X MIPA 1	Organization	: 12
		Vocabulary	: 10
		Use	: 7
		Mechanics	: 3

(50)

Main Kunding

Main Kunding lived with ^{his} ~~the~~ mother. They just lived two. They ~~didn't~~ have much money. main ~~Kunding~~ Kunding worked at side farm for village. many year he became rich man also married with woman. main Kunding came back village. Suddenly ~~main's~~ mother came. she said that Main ~~was~~ her son. But Main Kunding ~~don't~~ admit ~~her~~ ~~the~~ mother really sad and she pray. stay be ~~for~~. Main Kunding be stone.

Post-test

nama : Rizki Nuraini kelas : X. IPA 1

Post test

toba ^{was} fish

Toba ^{was} a very poor man and poor. He always fishes. One day he got big fish and magic. The fish can change to human beautiful. They then married and had a son. Their son named Somasir. Somasir ^{was} naughty kid. Toba also said that Somasir is a very bad fish. So they took and storm came. Somasir said and went to the sea. Toba also followed Somasir. Then the village became lake.

Content : 14
 Organization : 10
 Vocabulary : 9
 L. Use : 9
 Mechanics : 2

44

Learning Outcomes

WRITING RUBRIC

The Pre-Test of Experimental Class

No	Name	Writing Aspects					Total
		Content	Organization	Vocabulary	Language Use	Mechanics	
1.	A.A.	21	12	10	10	3	56
2.	A.A	20	11	10	9	3	53
3.	A.F.D	17	10	10	10	3	50
4.	A.D.N	16	9	10	7	2	44
5.	B.G.S	16	11	11	7	3	48
6.	C.H.F	18	12	10	8	3	51
7.	D.M.A	17	11	9	7	3	47
8.	E.R.	21	11	11	9	3	55
9.	F.K.S	20	11	10	8	3	52
10.	H.S	16	9	9	7	2	43
11.	I.G.A.S	16	9	9	7	2	43
12.	I.W.A.T.J	16	11	11	7	3	48
13.	J.R.U	17	10	10	10	3	50
14.	K.A.V.P	16	9	10	7	2	44
15.	K.S.P.	20	11	10	9	3	53
16.	K.Y.I.S	18	12	10	7	3	50
17.	K.R.R	16	11	11	7	3	48
18.	K.A.S	18	12	10	8	3	51
19.	M.F	16	9	9	7	2	48
20.	M.W.S	14	9	9	8	2	42
21.	M.R.S	13	8	7	5	2	35
22.	N.N.A	21	12	10	10	3	56
23.	N.K.R.F	17	10	10	7	3	50
24.	N.L.D.A.A	16	10	10	7	3	46
25.	N.W.A.M.S	17	13	13	10	3	56
26.	N.H	16	10	10	10	2	48
27.	P.N.A	17	11	10	9	3	50
28.	R.D.S	17	11	10	9	3	50
29.	S.M	21	13	13	11	3	61
30.	W.N.D	16	10	10	10	2	48
31.	Z.A.F	17	13	13	10	3	56

The Pre-Test of Control Class

No	Name	Writing Aspects					Total
		Content	Organization	Vocabulary	Language Use	Mechanics	
1.	A.N.H.A	17	10	11	10	3	51
2.	A.A	17	11	9	7	3	47
3.	A.D.A	18	12	10	7	3	50
4.	A.F	13	8	7	5	2	35
5.	B.C	14	9	9	8	2	42
6.	C.N.P	17	11	11	10	3	53
7.	D.A.R	16	10	10	7	3	46
8.	D.F.R	17	11	9	7	3	47
9.	E.A.F	18	12	10	7	3	50
10.	E.T.L	18	12	9	7	3	50
11.	F.N.A	16	9	10	7	2	44
12.	F.V	16	11	10	7	3	48
13.	G.S.S	16	9	10	7	2	44
14.	H.M	14	9	11	9	2	43
15.	I.M.D.A.A	17	13	10	11	3	57
16.	K.A.N.S	16	10	9	11	3	50
17.	K.S.J	17	11	13	7	2	47
18.	K.A.W	18	11	10	9	3	52
19.	K.N.A	17	10	9	9	3	49
20.	K.D.A	18	12	10	7	3	50
21.	M.Y.A.Y	17	11	9	7	3	47
22.	N.P.W	14	9	9	9	2	43
23.	N.N.A.M	18	12	10	7	3	50
24.	N.P.D.F	16	11	10	9	3	49
25.	N.A.A	13	8	7	5	2	35
26.	N.S.N	18	11	10	9	3	52
27.	N.E.M	17	11	10	9	3	50
28.	P.A.P	17	11	10	9	3	50
29.	R.N	18	11	10	10	3	53
30.	R.P.M.D	16	11	11	7	3	48
31.	S.F.U	14	11	10	7	3	45

The Post-Test of Experimental Class

No	Name	Writing Aspects					Total
		Content	Organization	Vocabulary	Language Use	Mechanics	
1.	A.A.W	24	18	14	13	3	72
2.	A.A	26	17	16	13	3	75
3.	A.F.D	27	18	17	13	4	79
4.	A.D.N	26	16	15	14	3	74
5.	B.G.S	27	18	15	13	4	77
6.	C.H.F	29	18	16	15	4	82
7.	D.M.A	24	18	14	13	3	72
8.	E.R	28	18	17	15	4	82
9.	F.K.S	26	17	17	15	4	79
10.	H.S	23	15	14	13	3	68
11.	I.G.A.S	24	18	14	13	3	72
12.	I.W.A.T.J	26	17	16	13	3	75
13.	J.R.U	23	15	14	13	3	68
14.	K.A.V.P	27	17	15	13	3	75
15.	K.S.P	26	18	15	13	3	70
16.	K.Y.I.S	28	18	17	13	4	80
17.	K.R.R	27	17	15	13	3	75
18.	K.A.S	24	18	14	13	3	72
19.	M.F	24	18	14	13	3	77
20.	M.W.S	25	18	16	13	3	70
21.	M.R.S	23	15	14	13	3	68
22.	N.N.A	25	18	16	13	3	70
23.	N.K.R.F	26	18	15	13	3	70
24.	N.L.D.A.A	28	18	17	13	4	80
25.	N.W.A.M.S	26	17	17	15	4	79
26.	N.H	26	17	15	13	4	75
27.	P.N.A	24	18	14	13	3	77
28.	R.D.S	28	18	16	14	4	80
29.	S.M	24	18	14	13	3	72
30.	W.N.D	26	18	15	13	3	70
31.	Z.A.F	27	17	16	14	4	70

The Post-Test of Control Class

No	Name	Writing Aspects					Total
		Content	Organization	Vocabulary	Language Use	Mechanics	
1.	A.N.H.A	21	11	11	9	3	55
2.	A.A	17	11	11	10	3	52
3.	A.D.A	18	12	10	7	3	50
4.	A.F	14	9	9	8	2	42
5.	B.C	16	11	11	7	3	48
6.	C.N.P	17	11	11	10	3	52
7.	D.A.R	16	11	11	7	3	48
8.	D.F.R	18	12	10	7	3	50
9.	E.A.F	17	11	11	10	3	52
10.	E.T.L	14	10	9	9	2	44
11.	F.N.A	16	11	11	7	3	48
12.	F.V	17	11	11	10	3	52
13.	G.S.S	22	13	12	10	3	60
14.	H.M	14	10	9	9	2	44
15.	I.M.D.A.A	14	9	9	8	2	42
16.	K.A.N.S	18	12	10	7	3	50
17.	K.S.J	18	12	10	7	3	50
18.	K.A.W	17	11	11	10	3	52
19.	K.N.A	16	11	11	7	3	48
20.	K.D.A	17	11	11	10	3	52
21.	M.Y.A.Y	14	10	9	9	2	44
22.	N.P.W	23	15	12	11	3	64
23.	N.N.A.M	21	11	11	9	3	55
24.	N.P.D.F	22	13	12	10	3	60
25.	N.A.A	14	10	9	8	2	44
26.	N.S.N	17	12	11	10	3	53
27.	N.E.M	21	11	11	9	3	55
28.	P.A.P	18	12	10	7	3	50
29.	R.N	14	10	9	9	2	44
30.	R.P.M.D	23	15	12	11	3	64
31.	S.F.U	22	13	13	10	3	60

The Documentation of Research Process

Consultation with English Teacher



Giving pre-test in experimental class



Giving pre-test in control class



Giving Treatment in experimental class





Giving post-test in experimental class



Giving post-test in control class



Validity Expert Judgement



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SURAT KETERANGAN VALIDASI INSTRUMENT

Yang bertandatangan di bawah ini:

Nama : Dr. Dedi Irwansyah, M. Hum.

Telah membaca instrument penelitian yang berjudul "**The Influence of SCAMPER Technique in Narrative Text Writing for the Senior High School Students in Rumbia**". Yang berkaitan dengan instrument test keterampilan menulis oleh:

Nama : Hestiani

NPM : 1901051029

Prodi : Tadris Bahasa Inggris

Setelah memperhatikan kisi-kisi instrument, variable, indicator dan butir pertanyaan, maka masukan untuk penelitian adalah:

Selalu saja topik tes dan dari "oro jengmy" (menjadi favorite place, or artist, or athlete, or book etc)

Demikian keterangan ini dibuat agar digunakan sebagaimana mestinya.

Metro,
Validator,

Dr. Dedi Irwansyah, M. Hum.

NIP. 197912232006041001



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Nomor : B-3624/In.28/J/TL.01/07/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMA N 1 RUMBIA
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **HESTIANI**
NPM : 1901051029
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF SCAMPER STRATEGY ON WRITING SKILL OF THE TENTH GRADERS AT SMA N 1 RUMBIA

untuk melakukan prasurvey di SMA N 1 RUMBIA, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 21 Juli 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH VI
SMA NEGERI 1 RUMBIA LAMPUNG TENGAH**



Jalan SMA Negeri 1 Rumbia, Desa Restu Bara, Kec. Rumbia, Kode Pos 34157.
Telp. (0725) 7637235 Fax : E-mail : smansurumbia@gmail.com, website : www.smansurumbia.mysch.id

SURAT IZIN PENELITIAN

Nomor : 420 / 2022 / III.01/SMA / 2022

Berdasarkan surat permohonan izin penelitian saudara Nomor : B-3624 / In.28 / D.I / TL.01 / 07 / 2022 tanggal 21 Juli 2022. Maka dengan ini Kepala SMA Negeri 1 Rumbia Kecamatan Rumbia Kabupaten Lampung Tengah, memberikan izin kepada :

Nama	: HESTIANI
NPM	: 1902052039
Jurusan	: Tadris Bahasa Inggris
Universitas	: Institut Agama Islam Negeri Metro

Untuk mengadakan Pra Penelitian di SMA Negeri 1 Rumbia Kecamatan Rumbia Kabupaten Lampung Tengah dalam rangka penyusunan proposal Tests.

Demikian surat keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Rumbia, 06 Agustus 2022
Kepala SMA Negeri 1 Rumbia,

YOMAN SISILA, S.Pd.MM.
NIP. 1970011010



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INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-1722/In.28.1/J/TL.00/04/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ning Setio Wati (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: HESTIANI
NPM	: 1901051029
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF SCAMPER TECHNIQUE IN NARRATIVE TEXT WRITING FOR THE SENIOR HIGH SCHOOL STUDENTS IN RUMBIA

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 April 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-1869/In.28/D.1/TL.00/04/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 1 RUMBIA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1870/In.28/D.1/TL.01/04/2023, tanggal 17 April 2023 atas nama saudara:

Nama : **HESTIANI**
NPM : 1901051029
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 RUMBIA, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SCAMPER TECHNIQUE IN NARRATIVE TEXT WRITING FOR THE SENIOR HIGH SCHOOL STUDENTS IN RUMBIA".

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

Wassalamu'alaikum Wr. Wb.

Metro, 17 April 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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SURAT TUGAS

Nomor: B-1870/In.28/D.1/TL.01/04/2023

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

Nama : **HESTIANI**
 NPM : 1901051029
 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA N 1 RUMBIA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SCAMPER TECHNIQUE IN NARRATIVE TEXT WRITING FOR THE SENIOR HIGH SCHOOL STUDENTS IN RUMBIA".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

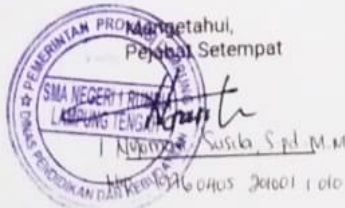
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 17 April 2023

Wakil Dekan Akademik dan
 Kelembagaan,



Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH VI
SMA NEGERI 1 RUMBIA LAMPUNG TENGAH



Jalan SMA Negeri 1 Rumbia, Desa Restu Baru, Kec. Rumbia, Kode Pos 34157.
Telp. (0725)7627235 Fax. - E-mail: smansarumbia@gmail.com, website: www.smansarumbia.mysch.id

Nomor 421.3 / 060 / III.01 /SMA/ 2023

Rumbia, 05 Mei 2023

Hal : Surat Balasan akan Melakukan Research

Lamp : -

Kepada Yth

Dekan/Wakil Dekan Akademik dan Kelembagaan **IAIN METRO**

Dengan hormat,

Menindaklanjuti surat Izin Research dari Mahasiswa Atau Mahasiswi **IAIN METRO** bersama surat ini kami pihak sekolah SMA Negeri 1 Rumbia Kabupaten Lampung menyatakan :

Nama : **Hestiani**
NPM : 1901051029
Jurusan : Tadris Bahasa Inggris
Tempat Research : **SMA NEGERI 1 RUMBIA Kabupaten Lampung Tengah**

Akan melakukan Research di SMA Negeri 1 Rumbia pada tanggal 11 Mei 2023 sampai dengan selesai

Demikian surat balasan ini di buat untuk dipergunakan sebagaimana mestinya.

Rumbia, 05 Mei 2023
Kepala SMA Negeri 1 Rumbia



L. Noman SUSILA, S. Pd., MM
NIP. 197604052010011010



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

Nama : Hestiani
NPM : 1901051029

Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
7.	Senin, 19 Desember 22	Ning Setio Wati, M.Pd.	Acc bab ii, lanjut bab iii	
8.	Kamis, 29 Desember 22	Ning Setio Wati, M.Pd.	Acc bab i, ii dan iii daftar seminar.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

Dosen Pembimbing

Ning Setio Wati, M.Pd
NIP. 198608142042





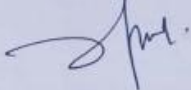
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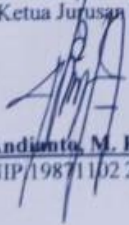
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Nama : Hestiani
 NPM : 1901051029

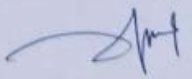
Jurusan : Tadris Bahasa Inggris
 Semester : VIII

No	Hari/Tanggal	Hal Yang Dibicarakan	Tanda Tangan Dosen
1.	Kamis 8 Juni 23	Move the table in chapter IV to Appendixes.	
2.	Selasa, 15 Jun 23	Revision the discussion	
3.	Selasa, 20 Juni 23	ACC to munaqosyah	

Mengetahui
 Ketua Jurusan TBI


Andianto, M. Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing


Ning Setio Wati, M. Pd
 NIP. 198608142042



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SURAT KETERANGAN BEBAS PUSTAKA
 Nomor : P-726/In.28/S/U.1/OT.01/06/2023

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

Nama	HESTIANI
NPM	1901051029
Fakultas / Jurusan	Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901051029

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 9 Juni 2023
 Kepala Perpustakaan



Dr. Asad S. Ag., S. Hum., M.H., C.Me
 NIP. 19750505 200112 1 002



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Hestiani
NPM : 1901051029
Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan / Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, Juni 2023

Ketua Jurusan TBI

Andianto M.Pd

NIP: 1987 1102 201503 1 004

THE INFLUENCE OF SCAMPER TECHNIQUE IN NARRATIVE TEXT WRITING FOR THE SENIOR HIGH SCHOOL STUDENTS IN RUMBIA

by Hestiani 1901051029

Submission date: 20-Jun-2023 05:06PM (UTC+0700)

Submission ID: 2119623028

File name: 159_Hestiani-1901051029.docx (146.76K)

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CURRICULUM VITAE



The name of researcher is Hestiani. She was born in Rumbia on April 09th 1999. She is the first child from happy couple namely Mr. Sipan and Mrs Sumini. She has youngers sister names Hanifah. She lives in the village of Reno Basuki, Rumbia Sub-district, Central Lampung Regency.

She completed her study at SD N 4 Reno Basuki on 2011. She continued her study at SMP N 1 Rumbia and completed on 2014. She also continued at SMA N 1 Rumbia and completed on 2017. The researcher continued her study at Metro city in 2019, she was registered as a students of S1 English Education Department State Institute for Islamic of Metro. Furthermore, the researcher takes as an S1 students of English Education Department State Institute for Islamic Studies of Metro.