

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' SKILL
IN WRITING NARRATIVE TEXT THROUGH HAND
PUPPETS OF THE EIGHTH GRADE OF SMPN 2 METRO
LAMPUNG IN THE ACADEMIC YEAR OF 2023/ 2024**

By :

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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H/ 2024 M**

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Presented as Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Study Program

By:

Cerly Saputri

Student Number: 1901052008

Tarbiyah and Teacher's Training Faculty

English Education Department

Sponsor : Drs. Kuryani, M.Pd.

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2024 M



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APPROVAL PAGE

Title : IMPROVING THE STUDENTS SKILL IN WRITING NARRATIVE TEXT THROUGH HAND PUPPETS OF THE EIGHT OF SMPN 2 METRO LAMPUNG IN THE ACADEMIC YEAR 2023/2024

Name : Cerly Saputri

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The Head of English Education Department



Dr. Much Deniatur M.Pd.B.I.
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NOTA DINAS

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Kepada yth,
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Assalamualaikum, Wr. Wb.

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

Name : Cerly Saputri
Students Number : 1901052008
Judul Skripsi : IMPROVING THE STUDENTS SKILL IN WRITING NARRATIVE TEXT THROUGH HAND PUPPETS OF THE EIGHT OF SMPN 2 METRO LAMPUNG IN THE ACADEMIC YEAR 2023/2024

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

Wassalmu'alaikum, Wr. Wb



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Matter : **In order to hold the munaqosyah
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Assalamu'alaikum, Wr. Wb

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Student Number : 1901052008
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : IMPROVING THE STUDENTS SKILLS IN WRITING
NARRATIVE TEXT THROUGH HAND PUPPETS OF THE
EIGHT OF SMPN 2 METRO LAMPUNG IN THE
ACADEMIC YEAR 2023/2024

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

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

No. B-1261/In.28-1/D/PP-00-9/02/2024

An Undergraduate thesis entitled: "IMPROVING THE STUDENTS SKILL IN WRITING NARRATIVE TEXT THROUGH HAND PUPPETS OF THE EIGHT GRADE OF SMPN 2 METRO LAMPUNG IN THE ACADEMIC YEAR 2023/2024." Written by Cerly Saputri, student number 1901052008 English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Wednesday Februari 21, 2024 at 13.00-15.30 p.m.

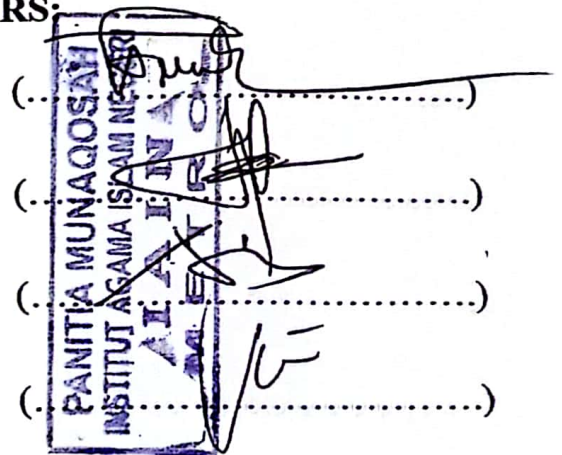
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**IMPROVING THE STUDENTS' SKILL
IN WRITING NARRATIVE TEXT THROUGH HAND
PUPPETS OF THE EIGHTH GRADE OF SMPN 2 METRO
LAMPUNG IN THE ACADEMIC YEAR OF 2023/ 2024**

ABSTRACT

BY : CERLY SAPUTRI

Writing is the most difficult language skill. It is also considered as the most complicated language skill to be learned, compared to other language skills. The objective of the study is to find out whether the use of hand puppet media will be able to improve the students writing skill in narrative text at the SMP N 2 Metro,Lampung. Writing is the expression of language in the form of letters, symbols, and words. Through writing someone can share their knowledge, conveying idea, feeling and intention to the other people. In teaching learning process, the teacher should be able to create or choose the suitable and good media. Hand Puppet media is one of the media that can be applied in the teaching English, especially teaching writing skill in narrative text.

The research uses classroom action research which was done in two cycle. Each cycle consist of planning, acting, observing and reflecting. The subject of this research is VIII E class. In collecting the data the researcher used test (pre test, post test 1 and post test 2), observation and documentation.

The result of this research showed that *hand puppet media as a media* can improve students' writing skill in narrative text at the eighth grade of SMP N 2 Metro, Lampung. It can be proven by the students' average score from pre-test to post test. The average score in pre-test was 58, post-test 1 was 70,1 and post-test 2 was 76,88. It mean that the using of hand puppet media as a media could improve the student's writing skill in narrative text.

Keyword : *Writing, Narrative Text, and Hand Puppet Media.*

**MENINGKATKAN KETERAMPILAN SISWA
DALAM MENULIS TEKS NARASI MELALUI BONEKA
TANGAN KELAS VIII SMPN 2 METRO LAMPUNG
PADA TAHUN PELAJARAN 2023/2024**

ABSTRAK

OLEH : CERLY SAPUTRI

Menulis merupakan keterampilan berbahasa yang paling sulit. Keterampilan ini juga dianggap sebagai keterampilan berbahasa yang rumit untuk dipelajari, dibandingkan dengan keterampilan berbahasa lainnya. Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan dari media Hand puppet akan dapat meningkatkan kemampuan menulis narrative teks di SMP N 2 Metro, Lampung..Menulis adalah ungkapan bahasa dalam bentuk tulisan, simbol, dan kata-kata. Seseorang dapat berbagi pengetahuan, menyampaikan ide, perasaan dan perhatian kepada orang lain. Dalam proses belajar mengajar, guru harus bisa menciptakan atau memilih sebuah media yang baik dan sesuai dengan keadaan siswa. Hand puppet merupakan salah satu media yang biasa digunakan dalam pembelajaran bahasa inggris khususnya mengajarkan kemampuan menulis siswa pada narrative teks.

Penelitian ini menggunakan metode penelitian tindak kelas yang terdiri dari dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah delapan E. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post-test 1 and post test 2), observasi dan dokumntasi.

Hasil dari penelitian ini menunjukkan bahwa media hand puppet sebagai media memiliki hasil positif dalam meningkatkan kemampuan menulis siswa di narrative text kelas delapan SMP N 2 Metro,Lampung. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 58, post-test 1 adalah 70,1 dan post- test 2 adalah 76,88. Ini berarti bahwa penggunaan Hand puppet media sebagai media dapat meningkatkan kemampuan menulis siswa pada teks narrative.

Kunci : Menulis, Teks Narrative,dan *Hand Puppet*.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : Cerly Saputri

Student ID : 1901052008

Department : English Education Study Program (TBI)

Faculty : Tarbiyah and Teacher Training

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

Metro, 25 September 2023

The Researcher



Cerly Saputri

1901052008

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian peneliti kecuali bagian-bagian tertentu yang dirujuk dalam daftar pustaka yang telah disebutkan.

Metro, 25 September 2023

Yang menyatakan



Cerly Saputri

1901052008

MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

Nun, By the pen and that which they write (therewith)

Demi pena dan apa yang mereka tuliskan

(Q.S. Al-Qalam : 1)

DEDICATION PAGE

This piece of work is dedicated to:

*My Beloved Parents
(Mr. Haris and Mrs Titin)*

*My Beloved Brother
(Agus Trisna)*

My Beloved Lectures Of English Education Study Program Of Institute Islamic

Collage Of Metro

Absolute (A) of english Education Department and my Beloved Campus IAIN

Metro

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Bismillahirohmanirrahim, Allah said: "Therefore remember Me, I will remember you, and be grateful to Me, and do not be ungrateful to Me." [Quran 2:152]. Therefore, first of all let me say Alhamdulillahirobbil'amin. All praise belongs to Allah SWT, the Most Gracious, the Most Gracious, the Most Merciful, and the Lord of the worlds, for the abundant mercy, love and guidance given to me without which I would never have completed this thesis. So the researcher respectfully thanks to:

1. Prof.Dr.Hj Siti Nurjanah, M.Ag, as the Rektor of IAIN Metro Lampung.
2. Dr. Zuhairi,M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty
3. Dr, Much Deniatur, M.Pd.B.I as the Head of the English Education Study Program
4. Drs. Kuryani, M.Pd, as the supervisor who has provided knowledge and support, advice, patience, assistance, concern, correction, and valuable knowledge that has been given to me. Without his guidance and guidance, I would not have been able to complete this thesis.

I express my deepest and most sincere thanks to the principal of SMPN 2 Metro, who has granted me permission to conduct research, and also my English teacher, Mrs. Bainah, S.Pd, who has been my collaborator. In addition, I would also like to thank VIII E students for their participation and cooperation during the research.

I owe a huge debt of gratitude to my dearest mum and dad who have supported, encouraged and helped me at every stage of my personal and academic life.

Finally, I realized that my proposal was far from outstanding. Therefore, I will gladly accept criticism, suggestions and constructive criticism.

Metro, 20 Februari 2024

Cerly Saputri
1901052008

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is the most difficult language skill. It is also considered as the most complicated language skill to be learned, compared to other language skills. Siahaan stated that there are four basic skills that must be mastered. They are listening, speaking, reading, and writing”.¹ Writing holds an important role in studying foreign languages. Especially in studying English writing is an activity where the researcher must have the skill to compose meaningful information, so the readers would be easily understand.

In writing process we always involve thinking skill and creative skill. The students appeared to have many problems when write in English. Said that for the moment we can accept that writing is a language skill which is difficult to acquire.² Furthermore, one in which relatively few people are required to be expert. It means writing is difficult skills, because the writer need skills on how to write words correctly, how to put and arrange those words into sentences which are supposed to be meaningful according to grammatical rules. Moreover, the problems can arise for some students in writing because it is a complex skill involving multiple process and abilities.

¹ Siahaan, 2008 *Interactive writing in the EFL class: the internet journal*

² As Tribble (1996) *Writing*, New York, Oxford University Press.

Tan stated that writing is a complicated activity in cognitive analysis and linguistic synthesis in a language ³.

Therefore, many reasons suppose that the number of students writing difficulties is even greater than the number experiencing difficulties in other skills. Meanwhile, not only students often found difficulties in writing but teachers also got it. The teachers are also difficult to teach, which, more or less, effect the students' learning outcomes and has a long process. Process of writing activities starts from pre-writing, drafting, revising, and editing in order to discover and produce ideas and views. Furthermore, the teachers still use conventional teaching to teach English. In order to solve the students' problems, the teacher is hoped to able to find the solution to improve students' writing skill. To solve the problems easier, the teachers can use technique in teaching and learning process.

The process of writing requires an entirely different set of competencies. Written products are often the result of thinking⁴, drafting, and revising procedures that requires specialized skills, skills that not every speaker develop naturally. It means that Writing is a process of transforming ideas into written form which involves several stages. However, many teachers are less aware of the importance of teaching the writing stages to the students as they more focus on the writing products. Consequently, the

³ (Tan, 2007). A Study Of EFL Learner's Writing Errors and Instruction Strategies. *Journal Of Second Language Writing*, 37-46.

⁴ Brown, H. Douglas. (2001). *Teaching by Principle and Interactive Approach to language pedagogy*. New York: Longman Inc.

students' writing skill is not really good. Teacher should provide the students with the media that can motivate and to make the students easier to write well.

Based on the preliminary research, the researcher found that many students at Junior High School 2 Metro have difficulties in understanding how to write correctly. To get the data of pre research the interview was applied to the English teacher and the students of Junior High School 2 Metro. By interviewing the teacher and to the students, one of the interview questions that the researcher asked to the teacher was "what are the problems that are faced by the student in learning writing?" Based on the interview that the writer did to the English teacher, he said that the students' writing ability of Junior High School 2 Metro is still low. The students' problems in learning writing are the students still cannot gather the idea to write, and the students make mistakes due to lack of vocabularies.

Based on explanation above, the researcher can conclude that an English Teacher must have a good media to make the students interest to write and more enjoyable in teaching learning process. Teaching writing with appropriate media is crucial to make the writing class becomes more effective, interesting, and enjoyable for the students. Teacher should apply appropriate media in teaching writing. The teacher makes teaching writing process more enjoyable and easier to understand by the students, and one of the media is teaching writing through Hand Puppet.

The researcher believes that Hand Puppets is a good media in conducting writing activity. By conducting a classroom action research that

implements Hand Puppets, it is expected that the teacher is able to improve the students' writing skill. Because Hand Puppets to guide students organize their thoughts or plans before they write a complete paragraph. Based on the elaboration above, the study will be continued under the title *Improving the Students' Writing Narrative Text Skills Through Hand Puppets At The Eight Grades of SMPN 2 Metro Lampung*.

The Researchers conducted on January 10, 2023 at SMP N 2 Metro. The pre-survey that focused on students' writing skill to determine students' skill to write narrative text before starting treatment. And the implementation of that pre-survey conducted on eighth grade students of SMPN 2 Metro. Under results of skills in writing narrative texts for the eighth grade students of SMPN 2 Metro.

Table 1
The Data Students' Result of writing skill at the eighth grade of SMPN 2

No	Score	Explanation	Frequency	Precentage
1	≥ 72	Complete	2	7,8%
2	< 72	Incomplete	24	92,2%
Total			26	100%

Source: pre-survey result.

B. Identification of Problem

From the background of study, the writer makes identification as follows:

1. The students' writing narrative text is still fair.
2. The students still have difficulties to express their idea to write narrative text.
3. The students don't have adequate skill in composing narrative writing.

C. Problem Limitation

The researcher realizes that it is not possible to investigate all of the problems concerned with the writing skills. Therefore, the writer limits the problem by focusing the research problem of number one that is 'The students' writing narrative text is still fair'. Therefore, the title of this research is "Improving The Students' Skills In Writing Narrative Text Through Hand Puppets Of The Eighth Grade Of SMP N 2 Metro Lampung in the Academic Year of 2023 / 2024".

D. Problem Formulation

In the reference background of the problem above, the author tries to put forward the problems raised from this study as follows :

1. Can the *hand puppet* media improve the students writing skill in narrative text of the eighth grade of SMP N 2 Metro in the Academic Year Of 2023 / 2024?
2. Can the *hand puppet* media promote good learning activities of the eighth grade of SMP N 2 Metro in the Academic Year Of 2023 / 2024?

E. Objective and Benefit of Study

1. The Objectives of the Research

The objectives of this research are as follows:

- a. To improve the students' skill in writing English text through hand puppet of the eighth grade of SMPN 2 Metro Through *hand puppet* in the Academic Year of 2023 / 2024.
- b. To know whether hand puppets can improve the students' learning activity of the eighth grade of SMPN 2 Metro Through *hand puppet* in the Academic Year of 2023 / 2024.

2. Benefit of the Research

This study is formulated as an effort to find some benefits. The benefits of this research are:

a. For the Students

This can help students to know their strengths and weaknesses in writing, and will encourage them to improve their writing competence. They will also find out how far they can understand the use of the hand puppet media in narrative text. They can learn to write hard to prove that they can write better.

b. For the Teacher

The result of the study hopefully will inform the teacher that Hand Puppets are able to use as an interesting media to increase the student's skill or ability in writing. So they can add the Hand Puppets as the media in teaching writing skill.

c. For the Researcher

The result of this study will contribute to the other researcher who are interested in the use of Hand Puppets in students' writing skill. Also, hopefully the next researcher can dig deeper information to improve this research.

F. Prior Research

This research will be done based the consideration of some prior research. Some of prior researches have been researched by Kartika Noor Aulia, Kartika Noor Aulia, Priscilla Oranda and Ovi Safiqoh.

The first prior research was done by Kartika Noor who did research in the title of "Effectiveness of Hand Puppets in Improving the Spooof Text Writing Skills of Second Grade Students of SMA Pembangunan III YPI Jakarta". The findings from this study is that it is more effective to teach writing skills in spooof text. This means that students get better grades when they are taught using spooof text. The findings of this study can provide information about the conditions of the English learning process at SMA Pembangunan III YPI Jakarta, especially in learning spooof texts. From these findings, English teachers at SMA Pembangunan III YPI can consider whether or not hand puppets can be used in teaching and learning English. In addition, the findings of this study will provide information about the use of hand puppets in teaching spooof texts on students' writing skills and can be a

reference for future researchers as input for those who are interested in conducting similar research.⁵

The first prior research has similarities between the two studies, this research improves the Spoof Text Writing Skills of Second Grade High School Students. It's the same with using the same writing skills and techniques, namely hand puppets. The difference is that the first research previously used spoof text while the second research is this research using narrative text.

The second prior research was done by Priscilla Oranda who did research in the title of "Teaching Writing Spoof Text Using Hand Puppets to High School Students". The use of hand puppets in writing classes is very beneficial in terms of improving students' writing skills. This helps students in writing spoof texts, because in hand puppets there is an attraction in the eyes of students so that students can easily find ideas or words, which can be used in their writing.⁶ The second prior research has something in common with this study, namely using the hand puppet technique. What distinguishes it is the text.

The third prior research was done by Ovi Safiqoh who did research in the title of "An Error Analysis on Students' Spoof Text Writing". Based on the data, the researcher would like to conclude that there were four major errors (omission, addition, malformation and disordering) of surface strategy

⁵ Kartika Noor "The Effectiveness of Hand Puppet in Improving Student's Writing Skill in Spoof Text" 1, no.2 (2013): p.443

⁶ Ovi Safiqoh, An Error Analysis on Students' Spoof Text Writing, Institute for Islamic Studies Sultan Maulana Hasanuddin Banten. (2016). P 25

taxonomy which committed the students. The most common error that committed by the students in linguistic category are confusion of sense relations (semantic errors) about 55.62% errors.

Meanwhile there are 45.87% errors as the common errors committed by the students in Surface Strategy Taxonomy; those are omission of grammatical morphemes.⁷

The third prior research studies had differences with this study, namely the text used was spoof text and used a different media, namely using error analysis on the same students only with skills, namely writing.

⁷ Ovi Safiqoh, An Error Analysis on Students' Spoof Text Writing, Institute for Islamic Studies Sultan Maulana Hasanuddin Banten. (2016).

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Narrative Text Writing Skill

1. The Definition of Writing

Up to now, as one of the language skills, writing has indicated people to know and understand what it is. Some experts who write some books in English about writing have described and made the definition about it.

Crimmon states the writing is hard work, but writing is also an opportunity to comply with something about ourselves, to communicate ideas to people our immediate vicinity, to learn something we didn't know. From the definition of Crimmon, it can be understood that writing is a work of writing with hard work to express everything about ourselves, and describe ideas to people around us through writing and also to learn something we don't know through writing.¹

In Webster's, writing is to trace or inscribe (letters, words, numbers, symbols, etc) on a surface with a pen or pencil.² From the definition of Webster's, it can be understood that writing is a work of

¹Crimmon, Mc. Writing with a Purpose. (New Jersey: Houghton Mifflin Company, 1984)
p.124

writing to express letters, words, numbers, symbols, etc on the surface such as paper, walls, and so on using a pen or pencil.²

Nunan states that writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language. He speculated that with hunting and gathering³. There developed a need for permanent records which could be referred to over and over again. This was the initial stimulates for the emergence of a new form of language.

From some definitions, the researcher concludes that writing is a representation of language in a textual medium. It is a progressive activity that needed competence in producing words; sentence becomes a paragraph to express ideas, feelings, and opinions in writing form. Therefore, it is one of the important skills, which need to be mastered by the students.

2. Writing Purpose

According to O'Malley and Pierce, there are three purposes of writing in English language learning, those are: ⁴

² Webster's Comprehensive Dictionary. The New International Webster's Comprehensive Dictionary of the English Language, (Trident Press International, 2003) p.241
³ David Nunan. Language Teaching Methodology, (Published by Phoenix ELT Campus Macquarie University, Sidney, 1995) p.94

⁴ J. Michael O'Malley and Lorraine Valdez Pierce, Authentic Assessment for English Language Learners (London: Longman, 1996), p. 137-138

a. Informative

It is represented by “informative writing” that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experience, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

b. Persuasive

It is represented by “persuasive writing” that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.

c. Expressive or Narrative

It is represented by “expressive writing” or “narrative writing” that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative often used used to perform a pleasure discovery, story, poems, or short play.

3. Writing Process

Writing is a never one-step action, but it is a process that has several steps. It starts from the beginning of what the topic is going to

write until the publication of the writing. There are at least three steps of writing process, they are :

a) Pre writing (Planning)

Prewriting is the first step in the writing process⁵. Before we start to composed a writing a, some ideas should be thought as a topic of product writing. In this step, writers are challenged to think and gather the topic will be written. In deciding the subject of writing, the writers should consider who will be the reader of the writing.

Every writer should read appropriate references as their warming up to get an adequate topic. Unfortunately, the information which is invented from reading is imperfectly remembered. Therefore, it is extremely important that writers make note-taking from what they have read. Taking a few sentences might be done to set them aside for a later draft. These sentences will be literal ideas of possible topics to be composed⁶

In addition, reading commonplace book can make the writers get easy to find idea for their writing. Commonplace book provides new perceptions and more quotations which will make writing product become strong and more alive⁷. The other reference to enrich the subject of writing is journal. Many

⁵ Alice Oshima & Ann Hogue, Introduction to Academic Writing (New York: Longman, 1997), Second Edition, p. 2.

⁶ Alastair Fowler, How to write (New York: Oxford University Press, 2006), p.12

⁷Thomas. S. Kane, The Oxford Essential Guide to Writing (New York: Oxford University Press, 1988), p.21.

outstanding writers use journal to create an interesting writing because it contains of good perceptions, ideas, emotions, and actions 12. It can make writers interest in writing even they don't have any ideas.

b) Drafting

Before the writers begin to write well, they should make a format of the writing and put the words down on paper.⁸ This step is often called drafting. Kristine argued that drafting is the step that the writers really begin to write. In this step, the writers put their words into the paper without worrying about spelling, grammar punctuation, or the best wording.⁹

Actually, drafting is tentative and imperfect writing. Drafting product can be refined to develop by putting down all the term related to the topic in the margin to make the writers easily to check an appropriate word in elaborating the topic. Moreover, in drafting phase, rereading and correcting are required to improve the product of writing.

c) Revising

Revising is the next step of writing process. Revising makes the writers correct the product of writing in the reader side that looks forward to a perfect writing. When the writers examine the product writing in side of their own place, revising is demanded the

⁸ *Ibid.*

⁹ Beverly Ann Chin, *How to Write Great Research Paper* (Hoboken: John Wiley & Sons, Inc., 2014), p. 57.

writers the form of writing used to tell or relate is called the narration, that used to describe is called the description, that uses to explain is called the exposition, that used to argue is called argumentation.

They should consider the questions which are likely to appear when the readers read their product. Revising includes checking that the content and purpose are clear. The checking can be in spelling, punctuation, and grammar. It is important that the writers ask their friends to reread their writing to get good checking. Harmer also argued that revising is often helped by the readers who comment and make suggestions of the writing¹⁰.

Furthermore, revising fundamental aspect is a right way to make intelligibility of the writing. Moreover, it can be carried out by strengthening the main points by using brief statements, omitting the similar words in the writing product, and being alert for grammatical error. To revise effectively, the writers should be forced to read slowly in order to notice the clumsiness in sentence structure or a trembling repetition in a sentence which can make the reader confuse to read the writing product.

Then, striking out imprecise words and inserting more fixed terms of the previous drafting are being the next step in this phase.

In addition, in revising, punctuation and grammar usage are

¹⁰ Kristine Brown and Susan Hood, *Writing Matters* (New York: Cambridge University Press, 1989), p. 14.17

carefully considered in arranging the sentences because they will make the sentences be fixed in a product of the writing.¹¹

4. Types of Writing

Types of writing include :

1. Narration

The narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to the natural time sequence. Types of narration include short stories, novels, and news stories, as well as a large part of our everyday social interchange in conversation.

2. Description

Description reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time-days, times of day or season. It may tell about the people's character or personality

3. Exposition

Exposition is used in giving information, making the explanation, and interpreting meanings. It includes editorials, essays, and informative and instructional material. Used in

¹¹ Jeremy Harmer, *How to Teach Writing* (Harlow: Longman, 2004), p.5.

combination with narrative, exposition supports and illustrates.

Used apart from a narrative, it stands alone as an essay.

4. Argumentation

Argumentation is used in persuading and convincing. It is closely related to the exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition.

5. The Definition of Narrative Text

Narration is a piece of text that tells a story and aims to entertain or inform readers or listeners. Narrative has special characteristics that are different from other types of text, for example telling events chronologically. Also mention the language features of narrative texts.¹² They:

1. Certain characters,
2. Time words connecting events to know when they happened,
3. Verbs to show the action that takes place in the story,
4. Descriptive words to describe characters and settings.

6. The Social Function of Narrative Text

To amuse, entertain and to deal with actual or vicarious experience in different ways, narrative deal with problematic event

¹²Anderson and Anderson: 1997) *Definition of Narrative Text*

which lead to crisis or turning point of some kinds which in turns finds a resolution.¹³

7. The Generic Structure of Narrative Text

That the steps for constructing a narrative are :

a) Orientation

This is the beginning of the story in which the writer tells the audience about who the characters in the story are, where the story is taking place, and when the action happens (can be a paragraph, a picture or opening chapter)

b) Complications

The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just wouldn't be so interesting if something unexpected didn't happen. This complication will involve the main character(s). Narrative mirrors the complications we face in life and tend to convince us that they are resolvable.

c) Resolution

In a "satisfying" narrative, a resolution of complications is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative, which leaves us wondering how the ending is).

¹³ Annisa Rakhmi . *Let's Narrate A Text* . (Jakarta Timur: Balai Pustaka : 2012) .P.5

8. The Language Feature of Narrative Text

The language features of narrative text are:

1. Most often use past tense, it can be simple past tense, past continuous, or other past tense forms.
2. Action verbs. It is a verb that shows an action. Example: Climbed, Turned, Brought, etc.
3. Specific noun as pronoun of person. Such as “malin kundang,
4. Direct and indirect speech, sometimes using dialogue to invite readers to imagine so that the story looks clearer and more real.
5. Time Connectives and Conjunctions, it makes the story looks coherent or sequential. Such as “when, then, suddenly, before, after, soon, etc”
6. Adverbs of time (adverbs). Example: One time, once upon a time, one day

9. Types of Narrative Text

Narrative texts could be english into the fictional narrative or imaginary, the non-fictional narrative, or combination of both. A Fictional Narrative presents an imaginary narrator’s account of a story that happened in an imaginary world. It includes fairy tales, folklore or folktales, horror stories, fables, legends, myths, and science fictions. On the other hand, a non-fictional narrative (also factual narrative) presents a real-life person’s account of a real-life story. It includes

historical narratives, ballads, slice of life, and personal experience.¹⁴

In the other statement narratives can be divided into traditional fiction including folktales, fairy tales , parables , fables, moral tales, myths and legends: and modern fiction which includes modern fantasy and contemporary realistic fiction.

10. The Measurement of Writing Narrative Text Skill

The indicators of evaluation of students' writing skill as follows:¹⁵

Table 2
The Test Proficiency Of Writing Skill Scores

NO	Writing Skill Specification	Score	Standard
1	Content	0-24	thesis statement, related ideas, development of ideas though personal experience, illustration, fact, and opinion, use of description, cause/effect, comparison/contrast and consistant focus.
2	Organization	0-20	effectiveness of introduction, logical sequence of ideas,

¹⁴ Fakeye Bosede and Fakeye, D.O. "Instruction in Text-Structure as A Determinant of Senior Secondary School Students' Achievement in English Narrative Text in Ido Local Government Area, Oyo State" *International Journal of Arts and Humanities (IJAH) Bahir Dar-Ethiopia.* (Nigeria: IAARR) Vol. 5(2), S/No 17, April, 2016:270-283. P .273

¹⁵ H Douglas Brown. *Teaching by Principle.*, p. 357-358

			conclusion and appropriate length
3	Discourse	0-20	topic english, peregraphunity, transition,discourse, markers,cohesion,rhetorical conventions,reference,fluency, economy and variation.
4	Syntax	0-12	effective complexconstruction, few errors ofagreement, tense number, word order/function, article,pronoun,and preposition
5	Vocabulary	0-12	effective word or idiom choice and usage, word form mastery, appropriate register
6	Mechanics	0-12	spelling, punctuation, citation of refences, neatness and appearance.
Total score		100	

Source:Adapted from H Douglas Brown Writing English Language Test.

B. The Concept of Hand Puppets

1. The Definition of Hand Puppets

Hand Puppets are puppets that are played with hands. This media is used to tell fairy tales, after telling stories using this media students can express their ideas and then be able to reproduce their thoughts in the form of writing skills.

It can be concluded that hand puppet media is one of the appropriate media in teaching writing where students can come up with ideas creatively and then they write them down in text form. Or one type of wayang is a hand puppet. The puppet hands are the characters that move everything; he can be animals, buildings, plants, humans etc. The use of hand puppets is a great idea to choose from. Hand puppets should be filled with complex story clues, so students can explore their ideas. This can improve their creativity and vocabulary.¹⁶

Hand puppets can be made practice writing because by playing Hand puppet and students who see the show can bring up an idea of their imagination and they find it easier to create stories through their writing skills, Hand puppet will be used well in children's classrooms. This is because students will feel more enjoy and calm to think about initiating their ideas and making up stories. Students can make puppets from various materials, such as sticks, cloth, paper, or even students' hands. Hand puppets help teachers in changing classroom situations, atmosphere

¹⁶ Marry 2001, *The Use Of Hand Puppets In Teaching Narative Text*

and increase student creativity. Learning to write through hand puppets must change the mindset of students because they experience something new in a fun way. The teacher lets students run towards their own imaginary stories which they will then write,¹⁷

2. The Importance of Hand Puppets

The use of hand puppets is an effective medium in banning narrative texts because it can assist teachers in banning narrative texts and developing them in eighth grade. By using hand puppet media, students are expected to be more fluent in developing their ideas to tell them in written form. Students have the opportunity to increase their vocabulary, develop skills in writing narrative stories and memorizing narrative stories.

Based on the discussion, hand puppet media has many advantages and disadvantages. Teacher preparation is the key to applying this media. With the hands of wayang media, students are expected to be more fluent in telling stories and understanding the story itself. The use of hand puppets is an effective medium in teaching narrative texts because it can assist teachers in teaching narrative texts and developing them for eighth graders.

By using media hand puppets, students are expected to be more fluent in telling stories and understanding their own stories. Students have the opportunity to increase their vocabulary, developing skills in speaking

¹⁷ Nunan 2001, *The Use Of Hand Puppets In Teaching Narative Text*

narrative stories and memorizing narrative stories. Based on the discussion, hand puppet media has many advantages and disadvantages. Teacher preparation is the key to applying this media. With hand In wayang media, students are expected to be more fluent in telling stories and understanding the story itself.

3. The Application of Hand Puppets

Use hand puppets to go deep into narrative text. The teacher can provide examples of using hand puppets to retell narrative stories, this can help students sharpen their knowledge of using hand puppets in narrative texts and increase their happiness in learning English. In using hand puppets, the teacher must be able to set the classroom atmosphere and control the students, so that students can focus on observing and then writing what is on their minds.

At the end of the implementation of using hand puppets, the teacher can give a little appreciation to students after they have succeeded in writing narrative text stories. This can increase the motivation of other students to write narrative stories using the correct narrative text structure.¹⁸

C. Action Hypothesis

The action hypothesis of this study is as follows: “The Use Of Hand Puppets Can Improve the Students’ Skill in Writing Narrative Text Of The Eighth Grade Of SMPN 2 Metro,Lampung In The Academic Year Of 2024”

¹⁸ Chintia Ardhiani and Arso Setiyaji . *Using Hand Puppets As Media To Improve Students’ Writing Skill Through Narrative Text:*

CHAPTER III

RESEARCH METHODOLOGY

A. Variable And Definition Operational Variable

Operational definition is the definition which based on characteristic of the things that would be observed. Meanwhile, variable could be defined as object of the research, or something that would be an observation object of research. In other word, the operational definitions of variable is a direction how the way to measure the variable.

Based on the quotation above, the operational definition of variables as follows :

1. Independent Variable

Independent variables One independent variable should be the treatment variable. The independent variable may only measure the variable in which it does not address the attitudes or personal characteristics of the participants). Still other independent variables can be controlled statistically, by researchers. The independent variable of this study uses the hand puppet method. This is a learning media that aims to make students enthusiastic in learning and can be easily understood.

The researcher will use list observation to find out about the use of hand puppets to improve students' ability to write narrative texts. The purpose of the observation list is to find out whether the hand puppet method improves or not students write narrative texts. This study will use

observation techniques to observe whether the hand puppet method is effective or ineffective.

Furthermore, indicators of the use of the hand puppet method: students are able to do assignments after seeing the hand puppets being played, students are able to communicate and interact with each other and students are able to contribute and share ideas with their classmates.

2. Dependent Variable

Creswell defines “The dependent variable is the response or the criterion variable that is presumed to be caused by or influenced by the independent treatment conditions and any other independent variables.”²⁶ It means that dependent variable is variables that depend on the independent variable; it is the result of the influence of independent variables. Dependent variable in this research is writing ability that is one of skills must be mastered. This refers to the level of students’ writing skill.

Moreover the researcher would use test to know about the students’ writing ability. The researcher would devide the score with two categories, they are complete (72-100), and incomplete (20-71).The 27nglish2727nt of writing narrative text ability such as;

1. Content	0-24
2. Organization	0-20
3. Discourse	0-20
4. Syntax	0-12
5. Vocabulary	0-12

²⁶ Ibid

6. Mechanics	0-12 +
<hr/>	<hr/>
Total Score	100

The indicators of narrative writing skill in teaching English of the eleventh grade of SMPN 2 Metro Lampung if 70% of students got score more than 72.

B. Setting

The researcher will conduct the classroom Action Research and this research will be conducted in SMP Negeri 2 Metro Lampung. Total of the students from the seventh grade up to ninth grade are 715 students and total of the teacher are 43. This research is about Improving students' skill in writing a narrative text by using hand puppet method at the eighth grade of SMP 2 Metro Lampung. The object in this research was Improving students' skill in writing a narrative text by using hand puppet method at the eighth grade of SMP 2 Metro Lampung.

C. Subject of the Study

The research choose the eighth grade of class E with the total students were 26 students, because most of the students were low skill especially in writing narrative text. They also have difficulties in identifying generic structure of narrative text.

D. Action Plan

The kind of this research is classroom action research. Action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions.²⁷ It can be noted that classroom action research is a research which uses the real condition to solve the problem in learning process.

Action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice.”²⁸

In the other word McNiff said that action research is a name given to a particular way of researching our own learning.²⁹ It means that in the research, the writer could use English method in learning process. It means, that the writer conducted the research need a friend. In this research, the writer needed a collaborator to help her in this action research, she is Bainah, S, Pd is an English teacher in SMP Negeri 2 Metro Lampung.

In the classroom action research, the writer would like to hold the research in two cycles, there is a relationship between one and the other. They are :

- a. Planning
- b. Acting

²⁷ Donal Ary et.al. Introduction to Research in Education ,(USA:Wadsworth Cengage Learning:2010), 8th Ed , p.512

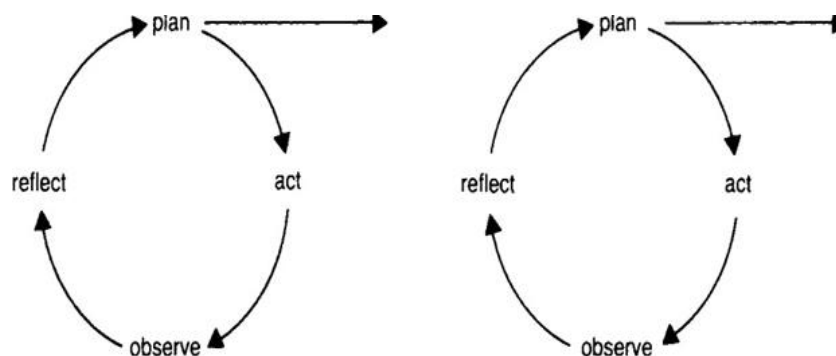
²⁸ Jack R Fraenkel and Norman E Wallen . How to Design and Evaluate Research in Education. (New York : Beth Mejia: 2009). P.588

²⁹ Jean McNiff and Jack Whithead. Action Research : Principles and Practice. (London and New York: Routledge Falmer, 2002), p.15

- c. Observing
- d. Reflecting

Figure 1.

Here is the steps of classroom action research design :



Jean McNiff's Model³⁰

From the illustrated above , the explanations about four steps of actionresearch procedure are conducted in each cycle.

1. Cycle 1

a. Planning

Planning is the first step in each activity. Without planning the activity that the writer does would not be focus. The planning wouldbe reference in doing action. Here step that researcher could make in planning.

- a) The writer prepared the lesson plan, the material and the media.
- b) Making work sheets and answer sheets which would be learned by student in group.

³⁰ Jean McNiff and Jack Whitehead. *Action Research : Principles and Practice*. (London and New York: Routledge Falmer, 2002), p.15

- c) The writer prepared the test (pre-test and post-test)
- d) Making test which would be used in pre-test and post-test

b. Acting

The second step in the activity is acting. It was the implementation of the planning that writer has made. In this action, the writer would do pre-test, treatment and post-test to the students. This action would be conducted in some meetings. In this implementation, the writer followed the schedule of english subject in the class. The writer acted as if a teacher in the classroom and implementation some activities.

c. Observing

While observing, the reseacher and collabolator used observation sheet to write down the important things as long as the learning process happened. From the observation sheet the researcher and collaborator would know the result of the students learning activities.

d. Reflecting

The last step is reflecting. By doing reflecting , the writer would know the strength and weekness of the action. In this step the writer would be compered the score before and after. The writer compered their score in every cycle. It was aim to see whether the students' score increase or not.

The research was done taught collaborative with an english

teacher of SMP Negeri 2 Metro, she is Mrs. Bainah,S.Pd as collaborator.

2. Cycle 2

a. Planning

- 1) Studying the result of reflecting in cycle 1.
- 2) Preparing the lesson plan, material and media of learning, observation sheet , work sheets, answer sheets, and test for pre-test and post-test.

b. Acting

- a) the teacher gave the students motivation to study harder
- b) the teacher did the treatment by using hand puppet method
- c) the teacher gave post-test after the treatment
- d) the teacher gave the students motivation to study harder
- e) the teacher did the treatment by using hand puppet method
- f) the teacher gave post-test after the treatment.

c. Observing

The Collaborator observed and collected the data when the learning process was conducting.

d. Reflecting

The researcher and collaborator reflected all the acting which would be conducted and identified the result of observation in the learning process and compared the score of pre-test and post-test.

E Data Collecting Technique

In other collect the data, the research used test, documentation and observation.

1. Test

In the research, the writer would give the students two test, that is pre- test and post-test. The tests would be given to know the students achievement before and after the learning process.

Therefore, in this research, test would be used as data collection technique to measure both variables. The researcher would use written test in the form of essay writing narrative text to measure narrative writing skill.

a. Pre-test

Pre test would be conducted before presenting the treatments to know, how far the students writing. The kind of test in this research is written test in the form of essay tests. The students were required to make short narrative text.

b. Post- test

The post test would be conducted in order to know the progress of students writing narrative text by using hand puppet after the treatment. The test is like the pre test.

2. Documentation

Documentation is the instrument to collecting data about the event in past Then, the writer selected this data to elect an appropriate data base on focus and objective of the study.

Therefore, the researcher used to documentation obtain data about state of the students', the history of SMP Negeri 2 Metro, state of environment, the state of teacher, staff and organizational structure, and geographical condition of the school. Moreover, the researcher used documentation about archives planning learning activity and the results of the students' activity, and used documentation in the pictures from to prove about the students' pictures during the learning process.

3. Observation

In this research observed the students' behaviors and students' activities in the learning process to know how the process of learning would be held. In doing the observation, the research made the observation sheets that contains of list of the students' activities. The object of this observation is These students and the teacher's activities which observed and noticed by the observer.

F. Data Analysis Technique

In this research, the researcher used the data analysis by taking the average from the result or score from pre-test and post-test. To know the improvement, the research also compared between pre-test and post-test score. Then, the result would be matched with the minimum mastery criteria (KKM) in the school. At the eighth grades of SMP Negeri 2 Metro the minimum mastery criteria (KKM) for English subject was 72.

The research used a formula for counting the average score was as follows:

$$1. M = \frac{\sum X}{N}$$

Notes :

M = Mean

$\sum X$ = Total of students' score

N = Total of the students³¹

$$2. P = \frac{F \times 100\%}{N}$$

Notes :

P = Percentage

F = Frequency

N = Total of the students³²

$$3. X = \frac{\sum X}{N}$$

Notes :

X = Mean of average score

$\sum X$ = Total Score

N = Total of the students³³

³¹ Timothy C. Urdan, Statistics in Plain English, (London: Lawrence Erlbaum Associates, 2005), P.2

³² Donal Ary et.al. Introduction to Research in Education .P.278

G. Indicator of Success

This research would be declared successful if the percentage of students who achieve Minimum Mastery Criteria of more than 72 in their writing skill and their learning activity is 70%.

³³ Donald Ary et.al, Introduction to Research Education, (Belmont: Wadsworth Cengage Learning, 2010), p.110

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of SMP N 2 Metro

SMP Negeri 2 Metro is located at Jalan Ki Hajar Dewantara No. 15A, Iringmulyo, East Metro District, Metro City, Lampung. A brief history of UPTD SMP Negeri 2 Metro was originally a filial school from SMP Negeri 1 Metro which is a state school is defined by a ministerial decree Education and Culture of the Republic of Indonesia Number: 0364/O/1977, dated 25 August 1977. This school is one of the leading schools in Metro City.

In 2007 UPTD SMP Negeri 2 Metro was verified as the organizer Pilot National Standard School (SSN) based on a Director's Decree SMP Development, Directorate General of National Education Management Number: 818a/C3/KEP/2007, dated 24 April 2007, this provides motivation and new enthusiasm for all school members to be even more active in their efforts improve quality, learning innovation, and school achievement.

Next, there is a table of Principals and Deputy Principals who are currently serving in 2023/2024.

Table 3
Educators and Education Personnel Of
The Principal and Deputy Principal Of the School

No.	Jabatan	Nama	Jenis Kelamin		Usia	Pend. Akhir	Masa Kerja
			L	P			
1.	Kepala Sekolah	MARTATI, S.Pd., M.Pd.		V	52	S2	27
2.	Wakil Kepala Sekolah	1. Zulhia Prasetyo, S.Pd.,M.Pd.	V		42	S2	20
		2. Elly Yuniarsih, S.Pd.		V	37	S1	13
		3. Murtati, S.Pd., M.Pd.		V	37	S2	14

Source : The Vice Of Equipment Of SMP N 2 Metro

b. Vision and Mission of SMP N 2 Metro

1) Vision of the School

"Realizing Excellent Education for All based on Imtaq and Environmental Insight".

2) Mission of the School

1. Growing and increasing the faith and piety of all the school community towards the religion they adhere to in everyday life.
2. Carry out learning and guidance effectively so that students has a high absorption capacity.
3. Growing the spirit to compete intensively Profile of UPTD SMP Negeri 2 Metro.
4. Encourage and help each learner to recognize himself so that they can carry out discipline in learning as well assignments, both inside and outside the school environment.

5. Fostering an appreciation of the nation's cultural values so that become a source of wisdom in acting and behaving.
6. Fostering a culture of active and healthy living in life daily
7. Carry out a beautiful, clean and healthy environment continuous.
8. Maintain and preserve the environment in the surrounding environment school.
9. Carry out planting and caring for trees in the school environment continuously.
10. Maintain the cleanliness of the classroom and the school environment as a whole.
11. Carry out waste management proportionally with implement 3R.
12. Carry out continuous guidance on healthy school canteens
13. Creating a safe and comfortable school environment for residents school.
14. Implement Services for Children with Special Needs (ABK)

c. The Condition of Teachers and Official Employers at SMP N 2 Metro.

In order to realize a quality process of education, learning, training as well as guidance and counseling services, SMP Negeri 2 Metro is here supported by teaching staff with adequate numbers and academic qualifications. Currently, there are 43 teachers at SMP Negeri 2 Metro. All teachers have a Bachelor's level of education. In fact, 6 of them have completed Masters (Postgraduate) education.

The total of teacher and official employer of SMP N 2 Metro was 43 that could be identified in the table bellow:

Table 4

**Teacher Educational Background in SMAP N 2 Metro
In academic year 2023/2024**

D1 dan D2	S1	S2
-	36	6

Source : The Vice Of Equipment Of SMP N 2 Metro.

d. The students Quantity of SMP N 2 Metro in Academic Year 2023 / 2024

The students quantity of SMP N 2 Metro in the Academic Year of 2023/ 2023 is 719 that can be identified as follows:

Table 5
The students quantity of SMP N 2 Mero
in academic year 2023/ 2024

No	Class	Total
1	VII	243
2	VIII	250
3	IX	226
Total		719

Source : The Vice Of Equipment Of SMP N 2 Metro.

B. Description of the Research

This research is a classroom action research that aims to increase the activity and learning outcomes of students at SMP N 2 Metro. Conducted in two cycles, and each cycle consists of two meetings. Researchers use hand puppet media to improve students' writing skills.

In this study, before the cycle I process, a pre-test was carried out on Thursday, September 7 2023. The researcher gave a pre-test with a narrative text story with the theme "The Rabbit and the Turtle". Then students have to rewrite the story according to their writing skills and their ideas after seeing the researcher tell the story. The pre-test results can be seen in the table below.

Table 6
The Students Pre-test Result of Writing Skill

No	Name	Score	Note
1	AF	44	incomplete
2	AB	-	incomplete
3	AK	56	incomplete
4	AA	46	incomplete
5	AF	73	complete
6	AF	60	incomplete
7	AR	63	incomplete
8	AA	40	incomplete
9	AD	75	complete
10	EP	71	incomplete
11	EW	60	incomplete
12	FH	40	incomplete
13	F	50	incomplete
14	FS	56	incomplete
15	HJ	65	incomplete
16	IK	69	incomplete
17	IL	70	incomplete
18	LY	53	incomplete
19	M	-	incomplete
20	MS	55	incomplete
21	NH	49	incomplete
22	NS	53	incomplete
23	TS	52	incomplete
24	RN	64	incomplete
25	WD	49	incomplete
26	WM	67	incomplete
total score		1381	
Average		58	
highest score		75	
lowest score		40	

Based on the pre-test table, it can be inferred that all of the students got < 72. Here students mark of writing skill in narrative text, as follow:

Table 7
The Pre-Test Result

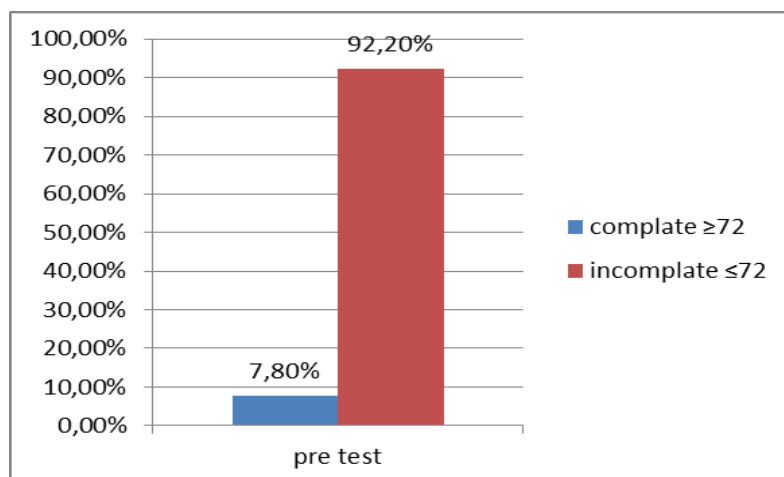
No	Score	Category	Frequency	Precentage
1	≥ 72	Complete	2	7,8%
2	< 72	Incomplete	24	92,2%
Total			26	100%

Based on the table above, it can be analyzed that there were 2 students (8%) who got the minimum score and 23 students (92%) who did not pass the pre-test. The lowest score on the pre-test (40) and the highest score is (75). This means that students do not meet the minimum score at SMP N 2 Metro and students' writing ability in narrative text is low. Bisesdes, from the results of the research pre-test, he got an average score of 58. Therefore, this is the reason why the researcher used hand puppet media as a to improve the students' writing skill.

Based on the pre-survey score, the researcher has identified and found there are some problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to the teaching and learning process such as the English subject lesson plan, materials, media, writing test and observation sheet that contains about the list of the students' names and activity during the English learning process.

Figure 2.

Complete and Incomplete of Pre-Test



A. Cycle 1

Cycle 1 consists of planning, action, observation and reflection.

After they completed the pre-test, the researcher asked them to study the material further.

The following are the pre-test steps carried out by the researcher;

1. Planning

At this stage , researchers plan the learning activities that will be carried out . This planning usually includes preparing a learning implementation plan (RPP), syllabus, observation sheets, preparing assessment instruments , and preparing learning materials about narrative text for students.

After that, the researcher told the narrative text using hand puppets and then the students made narrative text according to their ideas after watching the researcher tell the story. And the researcher has taken the students' pre-test scores.

2. Acting

The second meeting was treatment and the third meeting was post test 1. The researcher conducted treatment and post test 1 on (Friday, 8 September 2023), in this meeting the researcher was the English teacher and Mrs. Bainah S.Pd as a collaborator. The researcher started the meeting by praying, greeting, checking the attendance list and asking about the students' condition. After that, the researcher give questions about narrative text. In the and meeting of meeting, the researcher give feedback to the students of learning process. The researcher give motivation and informed to the students about the activities in the next meeting.

After doing the treatment, the researcher give post test 1 to the students. then the researcher continued to give treatment to students again, this was done (Thursday, 14 September 2023). post test was conducted to find out how students' writing skill after being given treatment.

In post test 1, (9) students who got good scores, but student results were better than student test results before being given treatment. In this season the researcher got the results of student 1's

post test in cycle 1. The results can be seen as follows;

Table 8
Students' Score of Post test 1

No	Name	Score	Note
1	AF	68	Incomplete
2	AB	-	Incomplete
3	AK	68	incomplete
4	AA	70	Incomplete
5	AF	75	Complete
6	AF	74	Complete
7	AR	70	Incomplete
8	AA	61	Incomplete
9	AD	80	Complete
10	EP	74	Complete
11	EW	78	Complete
12	FH	62	Incomplete
13	F	65	Incomplete
14	FS	62	Incomplete
15	HJ	65	Incomplete
16	IK	74	Complete
17	IL	75	Complete
18	LY	72	Incomplete
19	M	-	Incomplete
20	MS	68	Incomplete
21	NH	62	Incomplete
22	NS	80	Complete
23	TS	64	Incomplete
24	RN	70	Incomplete
25	WD	70	Incomplete
26	WM	74	Incomplete
total score		1687	
Average		69,75	
highest score		80	
lowest score		61	

Based on the table above, there were (9) students ≥ 72 and (17) students got ≤ 72 . the following is the table of students' score

score of post test 1.

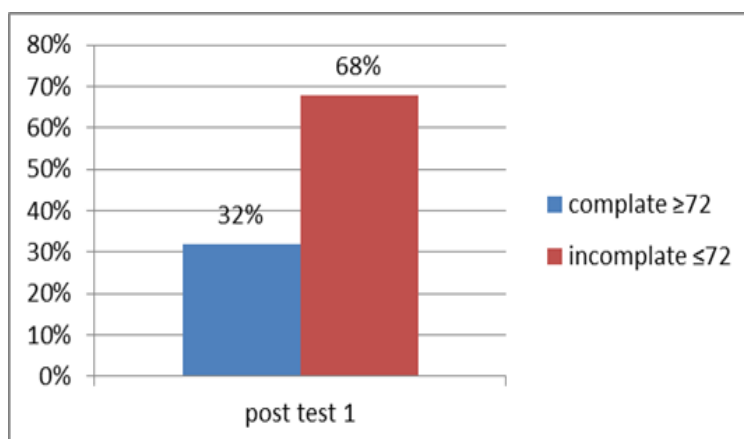
Table 9
Students' Score of post-test 1 of writing skill in narrative text

No	Score	Frequency	Precentage	Category
1	≥ 72	9	32%	Complete
2	< 72	17	68%	Incomplete
total students'		26	100%	

From the table above, it could be analyzed that the students' average score was (70,13). The highest score (81), and the lowest score was (61). based on the minimum mastery criterion (KKM), there was (9) on post test 1 got score ≥ 72 . It mean that in cycle 1 the students' achievement could improve enough, but it was not successfull yet.

Figure 3.

Students' Score of Post-Test 1



3. Observing

In the observing of the researcher action, the collabolator observed the students' activities. The reseacher as the teacher give material about write a narrative text and trained the by using Hand

Puppet technique as a technique in learning process.

In learning process, there were four measurement used and mentioned to know the students' activity. Every student who has active in learning process gave tick in observation sheet. Then, the students who did not active in learning process, let the observation sheet empty.

It could be seen on appendix, the indicators of the students activities were :

- a. The students pay attention of the teacher explanation
- b. The students asked/answered the question from the teacher.
- c. The students were active in practicing writing in narrative text
- d. The Students were active in learning

The result of the students' learning activities could be seen, as follow ;

Table 10

The students activities in cycle 1

No	Students Activities	Frequency	Percentage
1	pay attention to teacher explanation	15	57,7 %
2	asked/answer the question from teacher	10	38,5%
3	active practis writing in narrative teaxt	17	65,4%
4	active in learning	12	46,2%
Average		26	51,95%

The table showed that not all the students active in learning process. There were 15 students (57,7%) who gave attention to the teacher explanation (5) students (19,23%) who understood the material, 12 students (46,2%) active in learning, and 17 students (65,4) could make narrative story.

4. Reflecting

Based on the result, it could be said that hand puppet media has positive effect to the students in teaching learning process, and it can be seen from cycle 1 although the students who got the score more than 72 only 9 students, but there was an improvement.

Although there were improvement of the result from cycle 1, but the teaching learning process by using hand puppet media has not reached teh criteria of the learning process yet. This failure can be seen from the students' who got score more than 72 were less than 50%. It could be concluded that cycle 1 was not successful yet because the indicator success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

B. Cycle 2

The cycle 2 was semilary with cycle 1. It was devided into

planning, acting, observing and reflecting. It would be explained more of as follows;

1) Planning

Based on observation and reflection in cycle 1, it showed that cycle 1 was successful yet. Therefore, the researcher and collaborator tried to revise the learning process in cycle 2. The researcher prepared the lesson plan, material, media, answer sheet, observation sheet and the test for post test II.

2) Acting

The description of teaching and learning process in cycle 2 was not different from the previous cycle. In each treatment, the research tried to make students to be more active. The implementation of this step was conducted in two meetings, namely: treatment and post test. The treatment in cycle 2 was conducted on Friday, September 15 2023, it was started by greeting and asking the students' condition. The researcher as a teacher explained the material about narrative text. the researcher's way of telling stories with hand puppets, namely play with hand puppets so that the puppet is not too close to the researcher's mouth. Both hands must be flexible to play the doll. Between the puppet's movements and the character's hands, the voice must be in sync. Wherever possible, insert singing into the story through the character's behavior. Then students are ready to listen and start

gave the motivation to the students' to study hard

After giving the treatment in cycle 1 and 2 , the researcher conducted post test 2 on Thursday, September 21 2023. It was the same type in cycle 1. After students finished the test, the researcher analyzed the result of the students in post test 2. The result of post test 2 could be seen on the table bellow;

Table 11
The result of post test 2 of students' writing
Skill in narrative text.

No	Name	Post Test 2	Note
1	AF	72	Incomplete
2	AB	-	Incomplete
3	AK	80	Complete
4	AA	81	Complete
5	AF	85	Complete
6	AF	75	Complete
7	AR	75	Complete
8	AA	65	Complete
9	AD	87	Complete
10	EP	82	Complete
11	EW	78	Complete
12	FHs	70	Incomplete
13	F	76	Complete
14	FS	67	Incomplete
15	HJ	79	Complete
16	IK	78	complete
17	IL	78	Complete
18	LY	76	Complete
19	M	-	Incomplete
20	MS	73	Complete
21	NH	70	Incomplete
22	NS	83	Complete
23	TS	76	Complete
24	RN	81	Complete

25	WD	80	Complete
26	WM	78	Complete
total score		1845	
Average		76,88	
highest score		87	
lowest score		65	

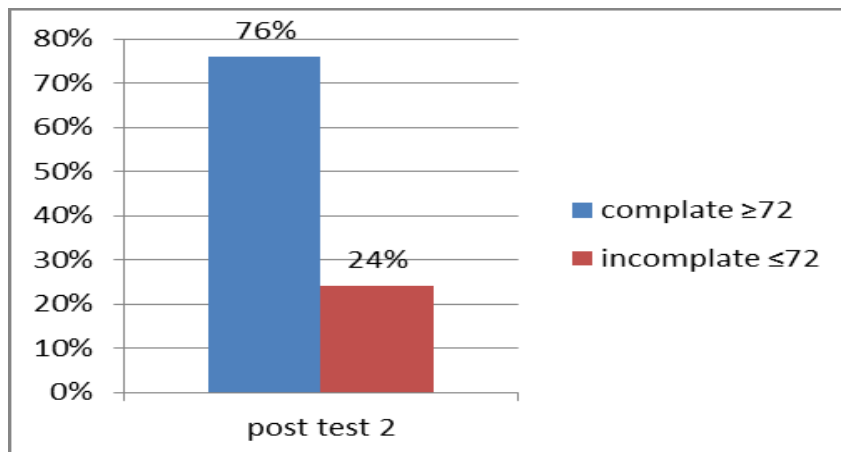
Based on the table bellow, there was 19 students got ≥ 72 and 7 students got ≤ 72 . The following was the table of the students' score mark of post tes II

Table 12
Students' score of post test II

No	Score	Frequency	Percentage	Category
1	≥ 72	19	76%	Complete
2	< 72	7	24%	Incomplete
Total		26	100%	

Based on the table above, it could be seen that the students' average score in post test II was 76,88 the highest score was 87 and the lowest score was 65 most of the students could improve their writing skill in narrative text. It mean that the teaching learning process in cycle 2 was succesfull.

Figure 4.
Graph of post test 2



3) Observing

The observation on the students' activity was conducted when the learning process was continuing. It was conducted by the collaborator by using the observation sheet. The data of the observation sheet could be seen from the result of the observation students' activities which has been improving poin from cycle 1 to cycle 2.

A highly appreciation came in their interest in doing the task and active in a group because they found that the media was insteresting. The data of the students' activity could be seen in the table bellow:

Table 13
The result of the students' activity in the learning
process in cycle 2

No	Students Activities	Frequency	Percentage
1	pay attention to teacher explanation	23	88,46
2	asked/answer the question from teacher	17	65,38
3	active practis writing in narrative teaxt	24	92,3
4	active in group	21	80,76
Average			81,73%

The data above explained that who paid attention to the teacher explanation were 23 (88,46%). Students were active in asking or 49 answering question, they were 17 (65,38%). The students' activity in making narrative text has 20 (76,9%) students the most improving reached out of all the students 24 (92,3%) in giving contribution they active in learning.

4). Reflecting

According the result of the observation above, it could be inferred that the result of using hand puppet media was good. The researcher checked the students' score before and after using hand puppet as the media for teaching learning process. The researcher found the significant improvement in students' score in writing skill aspicially in narrative text.the comparison between the students' score

at pre-test, post-test 1 and post test 2 has taken. All students got improvement score in cycle 2.

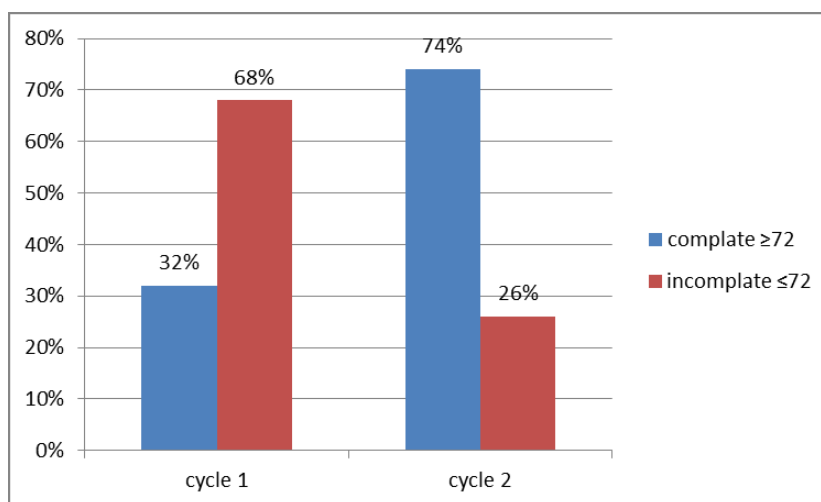
Table 14
The comparion between the students' score at post-test 1 and post-test 2.

no	Name	post test 1	post test 2	Increasing	increasing presentage	Explanation
1	AF	68	72	4	58,82	Improved
2	AB	-	-	0	0	Constant
3	AK	68	80	12	17,64	Improved
4	AA	70	81	11	15,6	Improved
5	AF	75	85	10	13,33	Improved
6	AF	74	75	1	1,35	Improved
7	AR	70	75	5	7,14	Improved
8	AA	61	65	4	6,55	improved
9	AD	80	87	7	8,75	improved
10	EP	74	82	8	10,81	improved
11	EW	78	78	0	0	constant
12	FH	62	70	8	12,90	improved
13	F	65	76	11	16,92	Improved
14	FS	62	67	5	8,06	Improved
15	HJ	65	79	14	21,53	Improved
16	IK	74	78	4	5,40	Improved
17	IL	75	78	3	4	Improved
18	LY	72	76	4	5,55	Improved
19	M	-	-	-	-	Constant
20	MS	68	73	5	7,35	Improved
21	NH	62	70	8	14	Improved
22	NS	80	83	3	3,75	Improved

23	TS	64	76	12	18,75	Improved
24	RN	70	81	11	15,71	Improved
25	WD	70	80	10	14,29	Improved
26	WM	74	78	4	5,40	Improved
	Total Score	1682	1845	162	293,6	
	Average	70,1	76,88	67,5	11,744	

Based on the table of the comparison of students' score in post-test 1 and post-test 2 above, shows that the result of the students' writing skill in narrative text in post test 2 was successful and the cycle able to stoped until cycle 2.

Figure 5.
Graph of post-test 1 and post test 2



C. Interpretation

A. Cycle 1

In this research, the researcher gave pre-test to the students individually for the purpose to investigate the students' writing skill in narrative text before giving a treatment. In the pre-test, there were 2

students (7,8%) who got a minimum score and 24 students (92,2%) who failed the pre-test. Furthermore, the lowest score in pre-test was 40 and the highest score was 75.

After did the pre-test, the researcher gave the treatment to the students in cycle 1. The treatment was conducted by teaching the students using hand puppet media. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test 1.

Afterward, by analyzing the result of the post-test 1, the researcher conducted there were 9 students (32%) students passed the post-test 1, the lowest score was 61 and the highest score was 80 and the average score was 70,1 .

From the result of students' score in pre-test and post-test 1, there was an improvement from the result score. It could be seen from the average score in pre-test 58 and post-test 1 was 70,1. Although there was an improvement of the students' achievement, cycle 1 was not successful yet because only 9 students (32%) who passed in post-test 1. It means that cycle 1, the students' achievement could improve enough but it was not successful because the indicator of successful was not reached yet.

B. Cycle 2

After analyzing the students' score in the post-test of cycle 1, the research had to conduct the next cycle because only 9 students (32%) passed the test and got the score ≥ 72 .

In the next cycle, the researcher gave the treatment then post-test 2. Furthermore, the researcher analyzed the result of post-test 2 and inferred that there were 19 students (76%) passed the test because they got ≥ 72 . In this post test, the lowest score was 65, the highest score was 87, and the average score was 76,88. From the result of the students' score from post-test 2, it could be concluded that there were improve score.

The average score could be seen on the average score. The average score in the post-test 1 and post-test 2 were 70,1 and 76,88. In the pre-test, post-test 1 and post-test 2, the total students' who got the score ≥ 72 were 2, 9, and 19 students'. because the achievement of the students had improved enough and the indicator of successful was reached, the researcher was successful and could stop in cycle 2.

Table 15
Students score in pre-test, post-test 1 and post-test 2

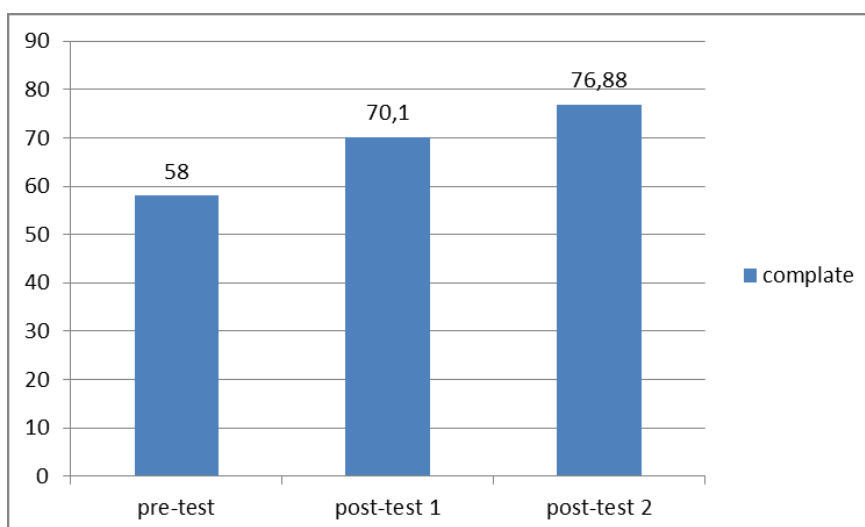
No	Name	Pre-Test	Post-Test 1	Post-Test 2
1	AF	44	68	72
2	AB	-	-	-
3	AK	56	68	80
4	AA	46	70	81
5	AF	73	75	85
6	AF	60	74	75
7	AR	63	70	75
8	AA	40	61	65
9	AD	75	80	87
10	EP	71	74	82
11	EW	60	78	78
12	FH	40	62	70
13	F	50	65	76
14	FS	56	62	67
15	HJ	65	65	79
16	IK	69	74	78
17	IL	70	75	78

18	LY	53	72	76
19	M	-	-	-
20	MS	55	68	73
21	NH	49	62	70
22	NS	53	80	83
23	TS	52	64	76
24	RN	64	70	81
25	WD	49	70	80
26	WM	67	74	78
	Total score	1381	1687	1845
	Average	58	70,1	76,88

Based on the result of pre-test, post-test 1 and post-test 2, it was known that there was a positive significant improvement of the students' score. It could be seen from the average 58 pre-test. In post-test 1 the average was 70,1 and the average in post-test 2 became 76,88. Therefore, the researcher concluded that the research was successful because the indicator of successful in this research has been achieved. The graph of the result of pre-test, post-test 1 and post-test 2.

Figure 6.

Graph of the result of pre-test, post-test 1 and post-test 2



Based on the graph above , it could be conclude that using hand puppet media as a media could improve the students' writing skill in narrative text . it could be seen from the improvement score of pre-test, post-test 1 and post-test 2.

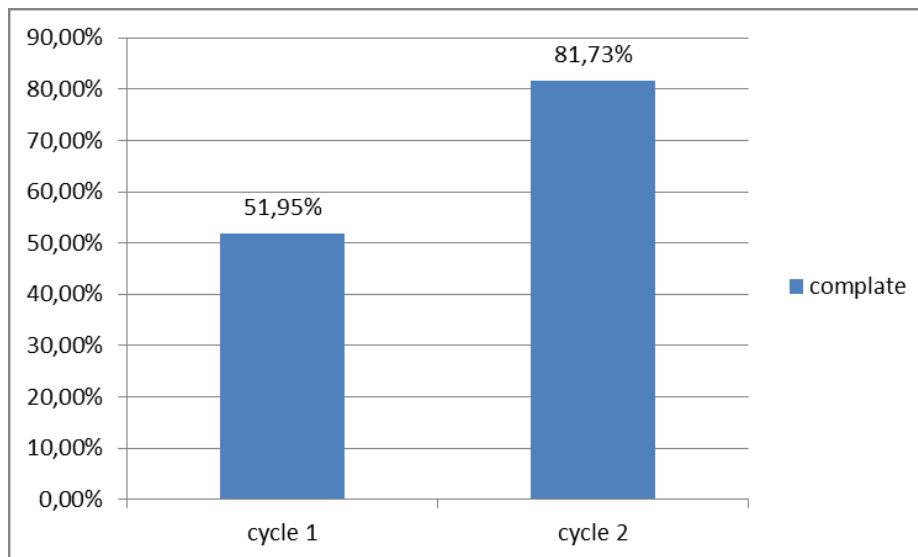
The studrntrs' learning activities in cycle 1 and cycle 2.

The students' learning activities data was gotten from the whole sudents' learning activities on observation sheet. The table as bellow:

Table 16
The table of students' activities in cycle 1 and cycle 2

No	Name	Cycle 1		Cycle 2		Increasing
		f	Precentag e	f	Precentag e	
1	pay attention to teacher explanation	15	57,7	23	88,46	30,8
2	askeed/answer the question from teacher	10	38,5	17	65,38	26,9
3	active practis writing in narrative teaxt	17	65,4	24	92,3	26,9
4	active in group	12	46,2	21	80,76	34,6
Average			51,95%		81,73%	

Figure 7.
Students' Activity in cycle 1 and cycle 2



Based on the data above, it can be explained as follows:

1. Paying attention to teacher explanation

The students attention to the teacher explanation from the first meeting to the next meeting was increased.

2. Asked/ answer question from the teacher

The students who understood the material from the teacher improved from the first meeting to the next meeting. It can be known from the students answered the teacher is questions.

3. Active practice writing in narrative text

The students' active practice writing in narrative text improved. It can be seen from the result of cycle 1 and cycle 2.

4. The students' active in group

The students' active in group improved, it could be seen on the cycle 1 and cycle2.

Based on the result above, it could be concluded that there was an improvement of students' learning activities during the study time cycle by cycle by using hand puppet media. It could be seen from the average result of students' observation sheet in cycle 1 and cycle 2. In cycle 1 the average 47,13 and became 80,76 in cycle 2. It means that hand puppet media had positive effect toward the teaching learning process

D. DISCUSSION

In the teaching writing ability in narrative text in the Junior High School especially in students of class VIII E in SMP N 2 Metro Lampung, based on the pra-survey there were some problems, such as some students still have difficulties to express their idea to write narrative text. The researcher choose hand puppet media as a media to improve the students' writing narrative text.

Based on the explanation of cycle 1 and cycle 2, it could be inferred that the use of hand puppet media could improve the students' writing skill in narrative text. There was a progress average score from pre-test was 58, post-test 1 was 70,1 and become 76,88 in post-test 2. We could be seen that there was an improvement on the average score and total of students who passed the test from pre-test, post-test 1 and post-test 2.

In improving the students' writing skill in narrative text, the researcher used hand puppet media try the students' writing skill and made the students' to be more active in writing narrative text. So that the students'

writing skill could improve after trained hand puppet media continuously.

Moreover, the researcher used hand puppet media as a media that it was an effective media in writing skill and it could be used as alternative choice in learning activity because this media so easy to implementation in writing skill and it could be improve the students' writing skill in narrative text

CHAPTER V

CONCLUSION AND SUGGESTION

Considering all data gathered from this classroom action research, the researcher has drawn up some conclusion of the research and some suggestion that support the research result

A. CONCLUSION

Based on the result of the use of the hand puppet media in writing skill.

It can be concluded that there was improvement the students' of writing ability in narrative text by using hand puppet media at the eighth graders of SMP N 2 Metro.

Therefore, the hand puppet media could be an effective media in writing skill and it could be used as an alternative choice in learning activity because this media is so easy to be implementated in writing skill and could be used to improve the students' writing skill in narrative text.

And then, the result can be seen the average score of the students' writing skill before and after being given the treatment. The average score of the post-test is higher than pre-test. The average score of pre-test is (58), the average score of post-test 1 is (70,1), and then the average score of post-test 2 is (76,77) .so there is progres from the pre-test and the post-test. It was clear that the hand puppet media will be able to improve the students' writing skill .

B. SEGGESTION

Referring to the data and the documentation in the previous chapter, the researcher finally comes the following suggestion

a. For the Students

The students are hoped to be more active of wrting skill in learning English the students can understand and comprehend the material which the teacher has given and improve their knowlegde especially in writing skill so that the students writing skill will improve.

b. For the Teacher

The teacher are suggested to encourage their students' to produce better writing by giving much exercise to write a narrative text. Researcher should always remember that only by practicing make students' writing well.

c. For the Headmaster

The headmaster should support the English learning process by the preparing the facilitation and instrument completely. This research is recomanded to make the further research about developing the students' writing skill.

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APPENDICES 1

SYLLABUS

School : SMPN 2 Metro

Class/ Program : VIII E

Subject : English

Semester : 1

Standard of : Writing

Competence : 1. Understanding the meaning of narrative text structure and its characteristics in a short functional way in the context of everyday life.

2. Expressing meaning in written functional texts and simple short essays in the form of narrative texts, after students get ideas from


seeing the use of hand puppets and retelling them to interact with the surrounding environment

Basic Competence	Achievement Indicator	Learning Material	Learning Activity	Assessment	Time Allowed	Sources
1.1 Express meaning in the form of simple short functional written text using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment.	1. Complete the gap narrative text 2. Arrange the words into a meaningful narrative text 3. Write narrative text according to its structure	1. Short functional text in the form of: ● Short story narrative text 2. Grammar ● Simple sentences - Sentences in making narrative text structures 3. Vocabulary ● Words related to the theme and type of narrative text 4. Punctuation 5. Spelling	Meetings : 1. Ask and answer various things related to the theme/topic of the narrative text that will be discussed 2. Reinforcement of vocabulary and grammar related to types of narrative text 3. Write simple sentences related to the type of narrative text 4. Write narrative text based on context and structure	Oral Test Written Test(essay) Quiz Assignment	2 x 45'	1. Relevant textbooks 2. Hand Puppet related to the theme/topic 3. Surrounding objects

<p>1.2 Express the meaning and rhetorical steps in simple short essays using a variety of written language accurately, fluently and acceptably to interact with the surrounding environment in the form of narrative text</p>	<p>1. Complete the short essay text in the form of narrative text</p> <p>2. Arranging sentences into meaningful text in the form of narrative text</p> <p>3. Write the essay text in the form of narrative text</p>	<p>1. Garbled text form of narrative text</p> <p>2. Grammar Simple sentence - Simple present tense - simple past tense - past tense cont</p> <p>3. Vocabulary - words related to the theme and text type - conjunction and, then, after that, before etc</p> <p>4. Punctuation, Spelling</p>	<p>Meetings :</p> <p>1. Review the expressions related to the types of narrative text</p> <p>2. Write sentences based on related types of narrative text</p> <p>3. Complete the gaps in the narrative text with the right words.</p> <p>4. Arranging jumbled sentences into an integrated narrative text.</p> <p>5. Make a draft narrative text independently.</p> <p>6. Expose the narrative text written in class.</p>	<p>Oral Test</p> <p>Written Test(essay)</p> <p>Quiz</p> <p>Assignment</p>	<p>2 x 45'</p>	<p>1. Relevant textbooks</p> <p>2. Hand Puppet related to the theme/topic</p> <p>3. Surrounding objects</p>
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Mengetahui

Kepala UPTD SMP Negeri 2 Metro,



MARTATI, S.Pd, M.Pd
PEMBINA TK. I/IV.b
NIP. 197003161995122002

Guru Mata Pelajaran

Bainah, S.Pd
NIP.197401202005012007

LESSON PLAN (RENCANA PELAKSANAAN PEMBELAJARAN)

SEKOLAH : SMPN 2 METRO PELAJARAN : BAHASAINGGRIS	KELAS/SEMESTER:VIII/2 X 45 menit	PERTEMUAN Ke : 1,2 dan 3 KD : 1.1
MATERI: <i>Understanding the meaning of narrative text structure and its characteristics in a short functional way in the context of everyday life.</i>		

A. Tujuan

- Understanding the meaning in functional discourse, such as in narrative text, both formally and continuously in the context of everyday life.

B, LANGKAH-LANGKAH PEMBELAJARAN

Media:

- *Worksheet atau lembar kerja (siswa)*
- *Lembar penilaian*
- *LCD Proyektor/Slide presentasi (ppt)*
- *Hand Puppet (boneka tangan)*

Alat/Bahan:

- *Penggaris, spidol, papantulis*
- *Laptop & infocus*

PENDAHULUAN	<ul style="list-style-type: none"> • Guru mengecek kehadiran peserta didik dan memberi motivasi (berdoa, yel-yel/ice breaking). • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topic yang akan diajarkan. • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran. 	
KEGIATAN INTI	Kegiatan Literasi	Peserta didik di berimotivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberita yang anda bahan baca yang terkait materi <i>Understanding the meaning of narrative text structure and its characteristics in a short functional way in the context of everyday life</i>
	Critical Thinking	Guru memberikan kesempatan siswa untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan factual sampai pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Understanding the meaning of narrative text structure and its characteristics in a short functional way in the context of everyday life</i>
	Collaboration	Pesertadidikdibentukdalambeberapakelompok terdiri untukmendiskusikan, mengumpulkaninformasi, mempresentasikanulang, dansalingbertukarinformasimengenai <i>Understanding meaning in transactional and short functional in the context of daily life</i>
	Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
	Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Understanding the meaning of narrative text structure and its characteristics in a short functional way in the context of everyday life</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
PENUTUP	<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru memberikan penilaian lisan secara acak dan singkat • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa 	

C. PENILAIAN PEMBELAJARAN

Sikap : Lembar pengamatan,

-Pengetahuan: LK peserta didik,

-Ketrampilan: Kinerja & observasi diskusi

Metro, 7 September 2023

Guru Bahasa Inggris**Mahasiswa PLP****Bainah, S.Pd.**
NIP. 197401202005012007**CERLY SAPUTRI**
NPM. 1901052008

Mengetahui :

Kepala UPTD SMP Negeri 2 Metro,



MARTATI, S.Pd, M.Pd
PEMBINA TK. I/IV.b
NIP. 197003161995122002

LESSON PLAN (RENCANA PELAKSANAAN PEMBELAJARAN)

SEKOLAH : SMP N 2 METRO PELAJARAN : BAHASAINGGRIS	KELAS/SEMESTER: VIII/2 X 45 menit	PERTEMUAN Ke : 4, dan 5 KD : 1.2
MATERI: <i>Expressing meaning in written functional texts and simple short essays in the form of narrative texts, after students get ideas from seeing the use of hand puppets and retelling them to interact with the surrounding environment</i>		

A. Tujuan ➤ Competent expressing meaning in written functional texts and simple short essays in the form of narrative texts, after students get ideas from seeing the use of hand puppets and retelling them to interact with the surrounding environment

B. Langkah-langkah Pembelajaran Media: ➤ <i>Worksheet atau lembar kerja (siswa)</i> ➤ <i>Lembar penilaian</i> ➤ <i>LCD Proyektor/Slide presentasi (ppt)</i> ➤ <i>Hand Puppet (boneka tangan)</i>	Alat/Bahan: ➤ <i>Penggaris, spidol, papantulis</i> ➤ <i>Laptop & infocus</i>
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PENDAHULUAN	<ul style="list-style-type: none"> Guru mengecek kehadiran peserta didik dan memberi motivasi (berdoa, yel-yel/icebreaking). Guru menyampaikan tujuan dan manfaat pembelajaran tentang topic yang akan diajarkan. Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran.
KEGIATAN INTI	Kegiatan Literasi Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberita yang anda bahan baca yang terkait materi <i>Expressing meaning in written functional texts and simple short essays in the form of narrative texts, after students get ideas from seeing the use of hand puppets and retelling them to interact with the surrounding environment</i>
	Critical Thinking Guru memberikan kesempatan siswa untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan factual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Expressing meaning in written functional texts and simple short essays in the form of narrative texts, after students get ideas from seeing the use of hand puppets and retelling them to interact with the surrounding environment</i>
	Collaboration Peserta didik di bentuk dalam beberapa kelompok terdiri untukmendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai

		<i>Expressing meaning in written functional texts and simple short essays in the form of narrative texts, after students get ideas from seeing the use of hand puppets and retelling them to interact with the surrounding environment</i>
	Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
	Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Expressing meaning in written functional texts and simple short essays in the form of narrative texts, after students get ideas from seeing the use of hand puppets and retelling them to interact with the surrounding environment</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
	PENUTUP	<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru memberikan penilaian lisan secara acak dan singkat • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN PEMBELAJARAN

Sikap : Lembar pengamatan,

-Pengetahuan : L Kpeserta didik,

-Ketrampilan :Kinerja & observasi

Metro,7 September 2023

Guru Bahasa Inggris

Mahasiswa PLP

Bainah, S.Pd.
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Mengetahui :

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**WRITING TEST (POST-TEST)*****THE USE OF HAND PUPPET IN IMPROVING STUDENTS'
WRITING SKILL AT THE EIGHTH GRADE
OF SMP N 2 METRO LAMPUNG***

Name: _____

Grade: _____

Direction: *After you have written a narrative text entitled "The Rabbit and the Turtle", try to answer the following questions!*

1. What kind of the text above?
2. What is the purpose of the text above?
3. Who was boasting?
4. Who could run fast?
5. Who wanted to challenge the rabbit to a race?
6. What happened at the start of the race?
7. What happened at the half-way point?
8. What did the turtle do?
9. Who won the race?
10. What lesson do we learn from this story?

Answer :

Rubric Score Table

No	Criteria	Score
1	content	0-24
2	organization	0-20
3	discourse	0-20
4	syntax	0-12
5	vocabulary	0-12
6	mechanics	0-12
total		100

Metro, 7 September 2023

English Teacher

Researcher

Bainah, S.Pd

NIP. 197401202005012007

Cerly Saputri

1901052008

WRITING SKILL OBSERVATION GUIDANCE



THE USE OF HAND PUPPET IN IMPROVING STUDENTS' WRITING SKILL AT THE EIGHTH GRADE



OF SMP N 2 METRO LAMPUNG

Day/Date : Thursday, 7 September 2023 / Meeting 1

Subject : English

Class : VIII E

Cycle : Pre-Test

No	Name	Criteria Score of Writing Skill						Total
		Content 0-24	Organiza tion 0-20	Discour se 0-20	synta x0- 12	Vocabula ry 0-12	Machan ic 0-12	
1	Ade Fajar Ariyanto	9	8	7	8	8	7	44
2	Abimanyu							
3	Afiqah Khairunisa	10	10	10	10	9	7	56
4	Agiel Amirta	10	7	6	7	8	7	46
5	Ahmad Fadilah	16	14	14	10	10	9	73
6	Anjaz Fitra R	13	10	10	9	10	8	60
7	Anisa Rika W	13	11	11	10	10	8	63
8	Arjun Aris	7	7	6	7	7	6	40
9	Avi Dwi Ayunda	17	15	14	10	10	9	75
10	Efendi Pratama	15	14	13	10	10	9	71
11	Eka Wahyuni	12	11	11	9	9	8	60
12	Fanesa Hayunda	8	7	6	6	8	6	40
13	Ferawati	12	9	8	7	8	6	50
14	Firman S	11	10	10	10	8	7	56
15	Hendrik Julianto	13	12	12	10	10	8	65
16	Ifaul Khalifah	15	14	11	10	10	9	69

17	Indah Lestari	14	12	13	10	10	9	70
18	Lutfi Yeni Agustin	11	9	8	9	9	7	53
19	Masdan							
20	Muhamad Syaifudin	12	9	9	9	9	8	55
21	Nur Hanafi	11	9	8	7	7	7	49
22	Nina Sinta	10	9	9	8	9	8	53
23	Tedy Syah Putra	11	8	9	8	9	7	52
24	Ririn Nur Aini	14	11	11	10	10	8	64
25	Wahyu Dwiyantri	10	8	8	8	8	7	49
26	Wahyu Mulyani	15	12	12	10	10	7	67
Total Score								1381
Average								58
Highest Score								75

**Total Score : (content 0-24) + (organization 0-20) + (discourse 0-20)
+ (syntax 0-12) + (vocabulary 0-12) + (machanic 0-12) = 100**

Metro, 7 September 2023

English Teacher

Researcher

**Bainah, S.Pd
NIP. 197401202005012007**

**Cerly Saputri
NPM. 1901052008**

WRITING SKILL OBSERVATION GUIDANCE



**THE USE OF HAND PUPPET IN
IMPROVING STUDENTS' WRITING SKILL
AT THE EIGHTH GRADE
OF SMP N 2 METRO LAMPUNG**



Day/Date : Thursday, 14 September 2023/ Meeting 3

Subject : English

Class : VIII E

Cycle : 1/Post-test 1

No	Name	Criteria Score of Writing Skill						Total
		Content 0-24	Organization 0-20	Discourse 0-20	syntax0-12	Vocabulary 0-12	Machanic 0-12	
1	Ade Fajar Ariyanto	16	14	13	8	10	8	63
2	Abimanyu							
3	Afiqah Khairunisa	15	13	13	10	9	8	68
4	Agiel Amirta	15	13	13	10	10	9	70
5	Ahmad Fadilah	18	15	15	10	10	9	75
6	Anjaz Fitra R	16	14	14	10	10	9	74
7	Anisa Rika W	16	14	14	9	10	8	70
8	Arjun Aris	14	13	12	8	8	7	61
9	Avi Dwi Ayunda	19	16	16	10	10	9	80
10	Efendi Pratama	16	15	14	10	10	9	74
11	Eka Wahyuni	17	16	16	10	10	9	78
12	Fanesa Hayunda	14	13	12	8	9	8	62
13	Ferawati	14	13	13	9	9	8	65
14	Firman S	13	12	12	8	9	8	62
15	Hendrik Julianto	14	12	12	10	10	8	66
16	Ifaul Khalifah	17	15	13	10	10	9	75

17	Indah Lestari	16	15	15	10	10	9	75
18	Lutfi Yeni Agustin	16	15	15	10	10	9	75
19	Masdan							
20	Muhamad Syaifudin	15	13	13	10	9	8	68
21	Nur Hanafi	14	12	11	9	9	7	62
22	Nina Sinta	20	16	16	10	10	9	80
23	Tedy Syah Putra	15	12	12	9	9	7	64
24	Ririn Nur Aini	15	13	13	10	10	9	70
25	Wahyu Dwiyantri	16	14	13	9	9	9	70
26	Wahyu Mulyani	17	13	13	10	10	9	74
Total Score								1687
Average								70.1
Highest Score								80
Lowest Score								61

Total Score : (content 0-24) + (organization 0-20) + (discourse 0-20) + (syntax 0-12) + (vocabulary 0-12) + (machanic 0-12) = 100

Metro, 14 September 2023

English Teacher

Researcher

Bainah, S.Pd
NIP. 197401202005012007

Cerly Saputri
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WRITING SKILL OBSERVATION GUIDANCE



**THE USE OF HAND PUPPET IN
IMPROVING STUDENTS' WRITING SKILL
AT THE EIGHTH GRADE
OF SMP N 2 METRO LAMPUNG**



Day/Date : Thursday, 21 September 2023 / Meeting 5

Subject : English

Class : VIII E

Cycle : 2/Post-test 2

No	Name	Criteria Score of Writing Skill						Total
		Content 0-24	Organization 0-20	Discourse 0-20	syntax 0-12	Vocabulary 0-12	Mechanics 0-12	
1	Ade Fajar Ariyanto	16	14	14	9	10	9	72
2	Abimanyu							
3	Afiqah Khairunisa	18	17	16	10	11	9	80
4	Agiel Amirta	19	17	17	10	10	9	80
5	Ahmad Fadilah	20	18	18	10	10	9	85
6	Anjaz Fitra R	18	14	14	10	10	9	75
7	Anisa Rika W	17	15	14	10	10	9	75
8	Arjun Aris	15	13	12	9	10	7	65
9	Avi Dwi Ayunda	20	18	18	10	11	10	87
10	Efendi Pratama	20	17	16	10	10	9	82
11	Eka Wahyuni	19	15	15	10	10	9	78
12	Fanesa Hayunda	16	14	13	10	9	8	70
13	Ferawati	17	15	15	10	10	9	76
14	Firman S	15	13	12	9	10	8	67

15	Hendrik Julianto	19	16	15	10	10	9	79
16	Ifaul Khalifah	19	15	15	10	10	9	78
17	Indah Lestari	18	16	16	10	10	8	78
18	Lutfi Yeni Agustin	17	15	15	10	10	9	76
19	Masdan							
20	Muhamad Syaifudin	17	14	14	10	9	9	73
21	Nur Hanafi	16	14	14	9	9	8	70
22	Nina Sinta	20	17	17	10	10	9	83
23	Tedy Syah Putra	18	15	15	10	10	8	76
24	Ririn Nur Aini	20	16	16	10	10	8	81
25	Wahyu Dwiyantri	18	16	16	10	10	8	80
26	Wahyu Mulyani	20	15	15	10	10	8	76
Total Score								1845
Average								76,88
Highest Score								87
Lowest Score								65

Total Score : (content 0-24) + (organization 0-20) + (discourse 0-20) + (syntax 0-12) + (vocabulary 0-12) + (machanic 0-12) = 100

Metro, 21 September 2023

English Teacher

Researcher

Bainah, S.Pd

NIP. 197401202005012007

Cerly Saputri

NPM. 1901052008



OBSERVATION TEACHER SHEETS
THE USE OF HAND PUPPET IN IMPROVING
STUDENTS' WRITING SKILL AT THE EIGHTH
GRADE
OF SMP N 2 METRO LAMPUNG



Day/ Date : Friday, 8 September 2023 / Meeting 2	Subject English
Class : VIII E	Cycle 1

Teacher's Activity		Good	Enough	Less
1	Pre Teaching			
	a. Preparing the lesson plan	√		
	b. Preparing the media that will be used		√	
	c. Ability in opening learning Process		√	
2	While Teaching			
	a. Informing the material		√	
	b. Explaining the material		√	
	c. Guiding the students to follow the lesson		√	
	d. Motiving the students to do the task		√	
	e. Practicing the students to answer the question about the material		√	
3	Post Teaching			
	a. Concluding the material result of learning		√	
	b. Closing the learning process		√	
	Tick (√) for each positive activity			

Collaborator

Bainah, S.Pd

NIP. 197401202005012007

Metro, 8 September 2023

Researcher

Cerly Saputri

NPM. 1901052008



OBSERVATION TEACHER SHEETS
THE USE OF HAND PUPPET IN
IMPROVING STUDENTS' WRITING SKILL
AT THE EIGHTH GRADE
OF SMP N 2 METRO LAMPUNG



Day/ Date : Friday,15 September 2023/ Meeting 4	Subject English
Class : VIII E	Cycle 2

Teacher's Activity		Good	Enough	Less
1	Pre Teaching			
	d. Preparing the lesson plan	√		
	e. Preparing the media that will be used	√		
	f. Ability in opening learning Process	√		
2	While Teaching			
	f. Informing the material	√		
	g. Explaining the material	√		
	h. Guiding the students to follow the lesson	√		
	i. Motiving the students to do the task		√	
	j. Practicing the students to answer the question about the material	√		
3	Post Teaching			
	c. Concluding the material result of learning	√		
	d. Closing the learning process	√		
	Tick (√) for each positive activity			

Collabulator

Bainah, S.Pd

NIP. 197401202005012007

Metro, 15 September 2023

Researcher

Cerly Saputri

NPM. 1901052008

OBSERVATION STUDENT SHEETS



**THE USE OF HAND PUPPET IN
IMPROVING STUDENTS' WRITING SKILL
AT THE EIGHTH GRADE**



OF SMP N 2 METRO LAMPUNG

Day/date : Friday, 8 September 2023 / Meeting 2 Subject : English

Class : VIII E Cycle : 1

NO	NAME	The Students' Activity				SCORE
		a	b	C	E	
1	Ade Fajar Ariyanto			√	√	50
2	Abimanyu					
3	Afiqah Khairunisa	√	√	√		75
4	Agiel Amirta			√	√	50
5	Ahmad Fadilah	√	√	√		75
6	Anjaz Fitra R			√	√	50
7	Anisa Rika W	√			√	50
8	Arjun Aris				√	25
9	Avi Dwi Ayunda	√	√	√	√	100
10	Efendi Pratama			√	√	50
11	Eka Wahyuni	√	√	√		75
12	Fanesa Hayunda	√			√	50
13	Ferawati	√			√	50
14	Firman S			√		25
15	Hendrik Julianto	√		√	√	75
16	Ifaul Khalifah	√		√	√	75
17	Indah Lestari	√			√	50
18	Lutfi Yeni Agustin	√	√	√		75
19	Masdan					
20	Muhamad Syaifudin			√		25
21	Nur Hanafi			√		25
22	Nina Sinta	√	√	√		75
23	Tedy Syah Putra				√	25
24	Ririn Nur Aini	√		√		50
25	Wahyu Dwiyanti	√			√	50
26	Wahyu Mulyani	√	√	√		75
	Total	15	10	17	12	
	Precentage	57.7	38.5	65.4	46.2	

NOTE :

- a. The students pay attention of the teacher explanation**
- b. The students asked/answered the question from the teacher**
- c. The students were active in practicing writing in narrative text**
- d. The Students were active in a group**

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

Notes : P = Mean Score

i = Indicator

n = Number of The Students

Metro, 8 September 2023

English Teacher

Researcher

Bainah, S.Pd

NIP. 197401202005012007

Cerly Saputri

NPM. 1901052008

OBSERVATION STUDENT SHEETS



**THE USE OF HAND PUPPET IN
IMPROVING STUDENTS' WRITING SKILL
AT THE EIGHTH GRADE**



OF SMP N 2 METRO LAMPUNG

Day/date : Friday, 15 September 2023 Subject : English
/ Meeting 4

Class : VIII E Cycle : 2

NO	NAME	The Students' Activity				SCORE
		A	B	C	e	
1	Ade Fajar Ariyanto	√		√	√	75
2	Abimanyu					0
3	Afiqah Khairunisa	√	√	√	√	100
4	Agiel Amirta	√	√	√		75
5	Ahmad Fadilah	√	√	√	√	100
6	Anjaz Fitra R	√		√	√	75
7	Anisa Rika W	√	√	√	√	100
8	Arjun Aris			√	√	50
9	Avi Dwi Ayunda	√	√	√	√	100
10	Efendi Pratama	√	√	√		75
11	Eka Wahyuni	√	√	√	√	100
12	Fanesa Hayunda	√	√	√		75
13	Ferawati	√	√	√	√	100
14	Firman S	√	√	√		75
15	Hendrik Julianto	√	√	√	√	100
16	Ifaul Khalifah	√	√	√	√	100
17	Indah Lestari	√	√	√	√	100
18	Lutfi Yeni Agustin	√	√	√	√	100
19	Masdan					0
20	Muhamad Syaifudin	√		√	√	75
21	Nur Hanafi	√		√	√	75
22	Nina Sinta	√	√	√	√	100
23	Tedy Syah Putra	√		√	√	75
24	Ririn Nur Aini	√		√	√	75
25	Wahyu Dwiyanti	√	√	√	√	100
26	Wahyu Mulyani	√	√	√	√	100
	Total	23	17	24	21	
	Precentage	88.46	65.38	92,3	80.76	

NOTE :

- a. The students pay attention of the teacher explanation
- b. The students asked/answered the question from the teacher
- c. The students were active in practicing writing in narrative text
- d. The Students were active in a group

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

Notes : P = Mean Score

i = Indicator

n = Number of The Students

Metro, 15 September 2023

English Teacher

Researcher

Bainah, S.Pd

NIP. 197401202005012007

Cerly Saputri

NPM. 1901052008

**The total Building of SMP
N 2 Metro**

No	Facilities	Total (room)	size	Condition
1	Headmaster room	1	4 x 6	Good
2	vice headmaster room	4	4 x 6	Good
3	teacher room	2	8 x 9	Good
4	TU room	1	4 x 6	Good
5	Guest room	1	4 x 8	Good
6	Library	1	8 x 12	Good
7	lab. Biology	1	15 x 8	Good
8	Lab. Chemical	1	15 x 8	Good
9	Lab Computer	1	15 x 8	Good
10	UKS Room	1	4 x 8	Good
11	BK room	1	4 x 8	Good
12	Mosque	1	10 x 10	Good
13	teacher toilet	4	1,5 x 2	Good
14	Tu toilet	2	1,5 x 2	Good
15	student toilet	11	2 x 1,5	Good
16	parking area	2	20 x 20	Good
17	Canteen	2	5 x 7	Good
18	Classroom	21	8 x 9	Good
19	koprasi room	1	4 x 8	Good

Source : The Vice Of Equipment Of SMP N 2 Metro.

APENDICES 2



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

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

Nomor : B-0315/In.28/J/TL.01/01/2023
 Lampiran : -
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,
 KEPALA SEKOLAH SMP N 2
 METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **CERLY SAPUTRI**
 NPM : 1901052008
 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris
 Judul : **IMPROVING THE STUDENTS' WRITING NARRATIVE
 TEXT SKILLS THROUGH HAND PUPPETS
 AT THE EIGHT GRADES OF SMPN 2 METRO LAMPUNG
 IN THE ACADEMIC YEAR OF 2022/2023**

untuk melakukan prasurvey di SMP N 2 METRO, 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, 30 Januari 2023

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 2 METRO

Jl. Ki Hajar Dewantara 91/15A ☎ 0725-41016 Kotak Pos 138 Kota Metro 34112
NIS/INS/NPSN : 200020/201120904002/10807602
E-Mail : smpnegeri2_metro@yahoo.co.id



Nomor : 422/298/ UPTD.SMP.02/ 2022
Lamp. : -
Hal : Izin Prasurvey

Kepada Yth.
Dekan Akademik dan Kelembagaan IAIN Metro
Di
Metro

Dengan Hormat,

Menindaklanjuti surat saudara, Nomor : B-5663/In.28/J/TL.01/12/2022 tanggal 15 Desember 2022, Hal : Izin Prasurvey, pada dasarnya kami tidak keberatan/mengizinkan mahasiswa Saudara yaitu :

No	Nama	NPM	Program Studi
1.	Cerly Saputri	1901052008	Tadris Bahasa Inggris

untuk melaksanakan prasurvey di sekolah kami.

Demikian surat ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Metro, 19 Desember 2022
Kepala, UPTD SMP Negeri 2 Metro,


MARTATI S. Pd, M.Pd
 PEMBINA TK. I/IV.b
 NIP. 197003161995122002



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

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

Nomor : B-1988/In.28.1/J/TL.00/05/2023
 Lampiran : -
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
 Kuryani (Pembimbing 1)
 (Pembimbing 2)
 di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **CERLY SAPUTRI**
 NPM : 1901052008
 Semester : 8 (Delapan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : **IMPROVING THE STUDENTS SKILL IN WRITING NARRATIVE TEXT THROUGH HAND PUPPETS OF THE EIGHTH GRADE OF SMPN 2 METRO LAMPUNG IN THE ACADEMIC YEAR OF 2022/2023**

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, 05 Mei 2023
 Ketua Jurusan,



Andianto M.Pd
 NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=1901052008>,
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296, Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-72/In.28/S/U.1/OT.01/02/2024**

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

Nama : CERLY SAPUTRI
NPM : 1901052008
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901052008

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, 12 Februari 2024
Kepala Perpustakaan



As'ad
Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



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

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

Telepon: (0725) 41507, Faksimili: (0725) 47298, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Cerly Saputri
NPM : 1901052008
Prodi : Tadris Bahasa Inggris (TBI)

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

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 09 November 2023

Ketua Program Studi TBI



Dr. Much Doniatur, M.Pd.B.I.

NIP.198803082015031 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

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

Nomor : B-4270/In.28/D.1/TL.00/08/2023
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMP NEGERI 2 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4271/In.28/D.1/TL.01/08/2023, tanggal 29 Agustus 2023 atas nama saudara:

Nama : CERLY SAPUTRI
NPM : 1901052008
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP NEGERI 2 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 2 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS SKILL IN WRITING NARRATIVE TEXT THROUGH HAND PUPPETS OF THE EIGHTH OF SMPN 2 METRO LAMPUNG IN THE ACADEMIC YEAR 2023/2024".

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

Wassalamu'alaikum Wr. Wb.

Metro, 29 Agustus 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



Nomor : 422/238/ SMP.02/2023
 Lamp. : -
 Hal : Izin Research

Kepada Yth.
 Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri (IAIN) Metro
 Di
 Metro

Dengan Hormat,
 Menindaklanjuti surat saudara, Nomor : B-4271/In.28/D.1/TL.01/08/2023 Tanggal 29
 Agustus 2023, Hal : Izin Research, pada dasarnya kami tidak
 keberatan/mengizinkan mahasiswa Saudara yaitu :

No	Nama	NPM	Jurusan
1.	Cherly Saputri	1901052008	Tadris Bahasa Inggris

untuk melaksanakan Izin Research Data di sekolah kami.
 Demikian surat ini kami sampaikan untuk dapat dipergunakan sebagaimana
 mestinya.

Metro, 1 September 2023
 Kepala SMP Negeri 2 Metro,


MARTALIS Pd, M.Pd
 PEMBINA TK. I/IV.b
 NIP. 197003161995122002



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

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

SURAT TUGAS

Nomor: B-4271/In.28/D.1/TL.01/08/2023

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

Nama : CERLY SAPUTRI
NPM : 1901052008
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS SKILL IN WRITING NARRATIVE TEXT THROUGH HAND PUPPETS OF THE EIGHTH OF SMPN 2 METRO LAMPUNG IN THE ACADEMIC YEAR 2023/2024".
 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 : 29 Agustus 2023

Mengetahui,
Pejabat Setempat

Metro, 1 September 2023
Kepala SMP Negeri 2 Metro,



Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Hasil TURNITIN

_ERLY SAPUTRI 1901052008 (IMPROVING THE STUDENTS' SKILLS IN WRITING NARRATIVE TEXT THROUGH HAND PUPPETS OF THE EIGHTH GRADE OF SMPN 2 METRO LAMPUNG IN THE ACADEMIC YEAR OF 2023/ 2024)

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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

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

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

Nama: Cerly Saputri
NPM : 1901052008

Jurusan : TBI
Semester : 10

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 13 Des 2022	Drs. Kuryani, M.Pd	- Bimbingan Proposal Bab I Kurang : - Data prasurey - Prior research Perbaikan : - Problem limitation - Problem formulation - Objective and Benefit of Study	
2.	Jum'at 23 Des 2022	Drs. Kuryani, M.Pd	- Bimbingan Poposal Bab 1 Sudah menambahkan - Data prasurey - Prior research Sudah Perbaikan : - Problem limitation - Problem formulation Sudah dikoreksi - Acc Bab 1 , lanjut Bab II	
3	Sabtu 24 Des 2022	Drs. Kuryani, M.Pd	- Bimbingan Proposal Bab II Revisi tidak mencantumkan judul proposal	
4.	Kamis 29 Des 2022	Drs. Kuryani, M.Pd	- Bimbingan Proposal Bab II Sudah diperbaiki dengan mencantumkan judul proposal	
5	Jum'at 30 Des 2022	Drs. Kuryani, M.Pd	- Bimbingan Proposal Bab II Memperbaiki Action Hypothesis dan Menambahkan Teori pengukuran Writing narrative text skill	
6.	Selasa 10 Januari 2023	Drs. Kuryani, M.Pd	- Bimbingan Proposal Bab II Memperbaiki Action Hypothesis Acc Bab III	
7	Kamis 12 Januari	Drs. Kuryani, M.Pd	- Bimbingan Proposal Bab III	

	2023			
8	Jum'at 3 Maret 2023	Drs. Kuryani, M.Pd	- Bimbingan Proposal Bab III	Cij
9	Sabtu 18 Maret 2023	Drs. Kuryani, M.Pd	- Bimbingan Proposal Bab III - Perbaiki rumus	
10	Jum'at 23 Maret 2023	Drs. Kuryani, M.Pd	- Bimbingan Proposal Bab III - Perbaiki BIBLIOGRAPHY	Cij
11	Jum'at 31 Maret 2023	Drs. Kuryani, M.Pd	- ACC Seminar Proposal	
12	Senin 1 Mei 2023	Drs. Kuryani, M.Pd	- Bimbingan APD	Cij
13.	Jum'at 12 Mei 2023	Drs. Kuryani, M.Pd	- Bimbingan APD - Sudah menambahkan soal POST-TEST	
14	Jum'at 19 Mei 2023	Drs. Kuryani, M.Pd	- ACC APD	Cij
15	Jum'at 22 September 2023	Drs. Kuryani, M.Pd	- Bimbingan Bab VI Dan V	
16	Rabu 29 November 2023	Drs. Kuryani, M.Pd	= ACC MUNAQSYAH	



Dosen Pembimbing

Drs. Kuryani, M.Pd
NIP.196202151995031001

DOCUMENTATION



CURRICULUM VITAE



The author's name is Cerly Saputri. She was born in Metro, on July 29, 2001. She is the second child of a happy couple, Mr. Haris and Mrs. Titin. he graduated from SDN 04 Metro Timur In 2012, he graduated from SMPN 02 Metro. Then he continued his studies at SMAN 01 Metro and graduated in 2019. In the same year, he entered S1 Metro State Islamic Studies English Education Program (IAIN Metro).