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USING ACTION FEELING SETTING STRATEGY TO INCREASE NARRATIVE TEXT WRITING ABILITY AT THE ELEVENTH GRADE OF VOCATIONAL HIGH SCHOOL ONE JUNE OF METRO

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USING ACTION FEELING SETTING STRATEGY TO INCREASE NARRATIVE TEXT WRITING ABILITY AT THE ELEVENTH GRADE OF VOCATIONAL HIGH SCHOOL ONE JUNE OF METRO

Presented as a Partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
in English Education Program

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1435 H / 2014 M

USING ACTION FEELING SETTING STRATEGY TO INCREASE NARRATIVE TEXT WRITING ABILITYAT THE ELEVENTH GRADERS OF VOCATIONAL HIGH SCHOOL ONE JUNE METRO IN ACADEMIC YEAR 2013/2014

ABSTRACT

By:

SRI WAHYUNI

Writing is one of the important aspects in language learning. By writing, the learners can share information and ideas with others through written text. Writing performance can help them to think critically and to clarify their thoughts smoothly. So that, it needs an appropriate strategy in it's implementing. Meanwhile, Action Feeling Setting Strategy is the strategy to write by representing every scene in action where action is describing what is going on, feeling describes about how the people think and feel, then setting describing about where and when the event taking place.

The researcher had outlined the problem in this research focused in writing ability. The primary goal of this research was to know the students' writing ability through Action Feeling Setting Strategy at the eleventh grade of Vocational High School 1 June Metro in academic year 2013/2014 that consisted of 30 students. This research was classroom action research consisted of 4 steps namely, planning, acting, observing, and reflecting. Test, observation, interview, documentation, and field note were used as the data collecting methods. Regarding to the research process, the researcher gave the pre-test for the students to know their writing ability score. Then, the researcher did the treatment for the students. In addition, the change of the students' writing ability score could be known through post-test that had been given in every cycle.

Finally, the result of the research illustrated the average of the students score in pre-test was 52.67, post-test 1 was 67 and post-test 2 was 80.33. In summing up it can be concluded that through Action Feeling Setting Strategy, the students' writing ability at the eleventh grade of Vocational High School 1 June Metro in academic year 2013/2014 is increased.

Key words: Action Feeling Setting Strategy, texts, and writing ability.

PENGGUNAAN STRATEGI ACTION FEELING SETTING UNTUK MENINGKATKAN KEMAMPUAN MENULIS TEKS NARRATIVE SISWA DI KELAS SEBELAS SMK 1 JUNI METRO TAHUN AJARAN 2013/2014

ABSTRAK

Oleh:

SRI WAHYUNI

Menulis adalah salah satu aspek penting dalam pembelajaran bahasa. Dengan menulis, pelajar dapat berbagi informasi dan berbagai ide satu sama lain melalui tulisan atau teks. Kemampuan menulis dapat membantu mereka untuk berfikir kritis dan menyampaikan pemikiran mereka secara benar. Sehingga dalam pelaksanaannya membutuhkan strategy yang sesuai. Sedangkan, AFS merupakan strategi dalam menulis yang menggambarkan apa yang sedang terjadi, menggambarkan tentang seseorang berfikir dan merasakan, dimana dan kapan kejadian itu berlangsung.

Permasalahan yang diangkat oleh penulis adalah kemampuan menulis teks. Tujuan utama dari penelitian ini adalah untuk mengetahui penggunaan Action Feeling Setting Strategy dalam meningkatkan kemampuan menulis teks pada siswa kelas XI SMK 1 Juni tahun akademik 2013/2014 yang terdiri dari 30 siswa. Penulis menggunakan penelitian tindakan kelas (PTK) sebagai metodologi penilitian yang terdiri dari perencanaan, tindakan, pengamatan dan pencerminan. Tes, observasi, interview, dokumentasi, dan catatan digunakan sebagai metode pengumpulan data. Dalam proses penelitian, peneliti memberikan pre test kepada siswa untuk mengetahui nilai menulis mereka. Kemudian, peneliti memberikan tindakan kepada siswa. Selanjutnya, perubahan nilai dari masing-masing siswa akan dapat diketahui melalui hasil post-test yang telah dilakukan dalam setiap siklusnya.

Kemudian, hasil penelitian dapat digambarkan dengan nilai rata-rata pretest adalah 52.67 , post-test 1 adalah 67 dan post test 2 adalah 80.33. Kesimpulannya, dengan menggunakan Action Felling Setting Strategy, kemampuan menulis siswa kelas XI SMK 1 Juni Metro mengalami peningkatan.

Kata kunci: Action Felling Setting, teks, dan kemampuan menulis

APPROVAL PAGE

Title : **USING ACTION FEELING SETTING STRATEGY TO INCREASE NARRATIVE TEXT WRITING ABILITY AT THE ELEVENTH GRADE OF VOCATIONAL HIGH SCHOOL ONE JUNE OF METRO**

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It has been agreed, so it can be continued to The Tarbiyah Department in order to be examined on the munaqosyah.
Thank you very much.

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STATEMENT OF RESEARCH ORIGINALITY

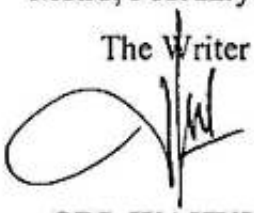
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It is believed that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

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The Writer



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Metro, 06 Februari 2013

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DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

- Allah SWT, the Most Gracious, the Most Merciful, who has taught us with pen and has taught human beings of what they don't know.
- My beloved father, mother, my husband and my doughters who always support me in their endless love. Thanks for everything that the smile and advice you bring to me is nothing compare.
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MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ ٱسْتَعِينُواْ بِٱلصَّبْرِ وَٱلصَّلَوٰةِۚ إِنَّ ٱللَّهَ مَعَ ٱلصَّٰبِرِينَ ﴿١٥٣﴾

Al Baqarah 153 :

O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient.

" Certain, Earnest, Consistent "

(TGKH. Muhammad Zainuddin Abdul Madjid)

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Nobody is perfect. The writer do apologizes for all mistakes she has made in writing and presentation items. Hopefully, this research proposal can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, February 06 , 2014

The Writer,

SRI WAHYUNI

ST.N 0846307

TABLE OF CONTENTS

COVER i

TITLE ii

ABSTRACT iii

APPROVAL PAGE v

NOTIFICATION LETTER vi

STATEMENT OF RESEARCH ORIGINALITY vii

MOTTO ix

DEDICATION PAGE x

ACKNOWLEDGMENT xi

TABLE OF CONTENTS xiii

LIST OF TABLE xvi

LIST OF FIGURES xvii

LIST OF APPENDICES xviii

CHAPTER I INTRODUCTION

A. Background of the Study 1

B. *Problem Identification* 3

C. Problem Limitation 4

D. Problem Formulation 4

E. Objective and Benefits of the Study 5

CHAPTER II REVIEW OF THE RELATED THEORIES

A. Theoretical Review 7

1. Narrative Writing Ability 7

a. Concept of Narrative Text 8

b. The Characteristics Good Writing of Narrative Text 12

c. Abilities in Writing Narration Texts..... 13
d. Evaluation of Writing..... 14
2. Action Feeling Setting Strategy 17
a. Concept of Action Feeling Setting Strategy 17
b. Process of Action Feeling Setting Strategy..... 20
c. Developing The Action Feeling Setting Strategy in Narrative text 22
d.Adventage and disadventage of Action Feeling Setting Strategy 23
3. The Influence of Action Feeling Setting Strategy to Increase the Students' Narrative Text Writing Ability..... 24
4. Using Action Feeling Setting Strategy to Increase the Students' Narrative Text Writing Ability 25
B. Hypothesis Formulation 27

CHAPTER III RESEARCH METHODOLOGY

A. Setting 28
B. Object of The Study..... 28
C. Concept of Classroom Action Research 29
D. Data Collecting Method 35
E. Data Analysis Method 37

CHAPTER IV RESULT OF RESEARCH AND INTERPRETATION

A. D escription of the Research Location..... 38
1. The History of Vocational High School One June of Metro..... 38
2. School Condition..... 38
3. The Vision and Mision of School..... 42
B. Description of Finding..... 43

C. Interpretation 57

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion 63

B. Suggestion 64

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Page

1. Table 1. The Data of Narrative Text Wrting Ability..... 2
2. Table 2. The Indicators of Writing Score..... 12
3. Table 3. The Object of The Research..... 26
4. Table 4. The Building Condition..... 36
5. Table 5. The Existence Teachers and Staff..... 37
6. Table 6. The Students' Score at Pre-Test..... 41
7. Table 7. The Students' Score in The Post - Test 46
8. Table 8. The Results of Students Learning Activities in Cycle 1..... 48
9. Table 9. The Students' Score in The Post-Test 2..... 52
10. Table 10. The Results of Students Learning Activities in Cycle 2... 53
11. Table 11. The Result Score of Students' Pre-Test and Post-test 1..... 55
12. Table 12. The Results Score of Students Post-test 1 and Post-test 2..... 57
13. Table 13. The Results of The Students' Participation..... 59

LIST OF FIGURES

Page

1. Figure 1. Sequences of action – reflection cycles..... 27

2. Figure 2. Structure Organization of Vocational High School Of One June Metro 38

LIST OF APPENDICES

1. The Syllabus of Writing Narrative Text
2. The Lesson Plan
3. Guidance Card
4. The Answer Sheet
5. List of Data Reseacrh
6. The Documentation of Research in the Classroom
7. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of study

Language has an important role in our life because the function to communicate in our life. It makes us able to communicate to information about something that we need. It is a unique human inheritance that plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others. Language is also a set of rules, which is used as a tool of human communication. The English language is one of the international languages that are widely used in the world. English has been used by many people from different countries.

To communicate effectively in English, the students must learn the social process and the cultural conventions for the culture. It means that English ability is the essential component of the requirement to enter to the global community. Thus, having good English ability is a requirement in the world of science and technology.

Moreover, based on the explanation above it refers to four skills in language learning process, such as listening, reading, speaking, and writing. In other words, the four skills as the ultimate purpose of teaching which the students can use the language effectively in communication.

Nevertheless, in English teaching process, it is expected that an English teacher is able to teach the four skills altogether for they are closely related. In fact, the result of interview, the teachers still face the problems of how to integrate all skills properly. They have to consider the time allocation, the student's interest and the suitable techniques. Consequently, they can see the low performance of students in mastering those skills. One of the reasons appears from failure that students still find the difficulties to express their ideas in English.

Time is the most important thing in teaching those skills. Time limitation will help the teachers to improve the student's skill more. The teacher can give the time limitation for students in learning. With time limitation, the students are more focus in learning, especially in Writing. The basic competency that should be achieved in writing English subject is the students have the ability to develop and produce written simple function text in recount text, narrative text, and exposition text, report text etc.

In writing narrative text, the student doesn't know how to express their idea to tell something. Then, the teacher should find out some strategy that can attract the students' interest. Because, the strategy can help the teacher in explaining or teaching the material in order to their students easier to understand what we learn in learning process. One of suitable strategy is Action Feeling Setting Strategy.

It can be seen the data of pre survey on May, 16th 2012 at the eleventh grade of Vocational High School One June Metro in the academic year of 2013/2014.

Illustrates the levels of narrative text writing ability.

No	Name	Narrative Paragraph Writing Ability Test	
		Score	Category
1.	AS	64	Poor
2.	AP	66	High
3.	AW	57	Poor
4.	AT	55	Poor
5.	BD	55	Poor
6.	DNP	68	High
7.	DRF	66	High
8.	DTW	56	Poor
9.	DW	48	Poor
10.	DN	56	Poor
11.	DS	65	High
12.	DO	65	High
13.	IS	58	Poor
14.	KT	60	Poor
15.	LS	46	Poor
16.	MU	65	High
17.	ME	50	Poor
18.	NAS	68	High
19.	NDA	46	Poor
20.	NA	60	Poor
21.	NH	55	Poor
22.	PNA	58	Poor
23.	PH	45	Poor
24.	RW	56	Poor
25.	RTN	61	Poor
26.	RYD	52	Poor
27.	SNR	55	Poor
28.	SDR	54	Poor
29.	SKN	43	Poor
30.	WEI	60	Poor
Total		**1568**	
Average		**52.3**	**Poor**

Source: The English Teacher' test at the eleventh grades, on May , 2012

From the explanation above, it can be inferred that the students' narrative text writing ability is categorized into poor category because the average is 58.7. Based on these conditions, the Factors identify the problems. In Narrative text, the

students are not able to write correctly, the students are not interested in the writing materials, the students are difficult to construct the narrative, because the students are less in vocabularies and grammatical so they cannot construct the sentences and the strategies which are used in the learning process are not appropriate. The writer would like to conduct a research "Using Action Feeling Setting Strategy to increase Narrative Text Writing Ability at the Eleventh Graders of Vocational High School One June Metro in the Academic Year of 2013/2014.

The Writer using Action Feeling strategy to increase narrative text writing ability because the students can to improve the result of the students learning and the students will get easy strategy to write something

B. Problem Identification

Based on the background above, the writer would like to identify the problems as follow:

1. The students are not able to write correctly
2. The students are not interested in the writing materials
3. The students are difficult to construct the narrative
4. The students are less vocabularies and grammatical so they can not construct the sentences
5. The strategies which are used in the learning process are not appropriate

C. Problem Limitation

Based on the problem above, the writer limits this problem that is Using Action Feeling Setting Strategy to increase Narrative Text Writing Ability at the Eleventh Graders of Vocational High School One Juni Metro in the Academic Year of 2013/2014.

D. Problem Formulation

Based on the problem above, the writer would like to identify the problems as follows:

Can the Action Feeling Setting Strategy increase the students' narrative text writing ability?

E. Objective of study

In reference of the study above, the objectives of the research is to find out whether Action Feeling Setting Strategy can be used to increase the students' narrative text writing ability.

F. Benefit of Study

The result of this classroom action research are expected

a. For the Teacher

1. To give information to English teacher if Action Feeling Setting strategy can be effective to increase the students' narrative text writing ability.

b. For the Students

1. To improve the result of the students' learning.
2. The students will get easy strategy to write something by using Action Feeling Setting strategy.

c. For the writer

1. The writer can use the Action Feeling Setting strategy in teaching learning process.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Narrative Text Writing Ability

Writing activity involves the procedures of thinking process and making decision to produce written texts used for communication in daily activities.

The word ability in Oxford Advanced Learner's Dictionary can be defined as a level of skill or intelligent; somebody is able to do something.[1]

Furthermore, the word ability can be defined as:

1. The quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.
2. A natural or acquired skill or talent.
3. The quality of being suitable for or receptive to a specified treatment; capacity: the ability of a computer to be configured for use as a file server.
4. Possession of the qualities required to do something; necessary skill, competence, or power the ability to cope with a problem.[2]

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[1] As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press, New York, 2010, p. 2

[2] http://www.thefreedictionary.com/ability,25-09-2011

Based on the definition above, the writer can conclude that ability is the quality of level skill or intelligent which is owned by the people to do something. Writing is the skill of a writer to communicate information to a reader or group of readers.[3] In other word, Jordan said that writing is method of human intercommunication by means of conventional visible marks.[4] According to Davies, good writing skills usually develop from extensive reading, some specific training, and a good deal of practice. Writing involved the following basic skills: hand writing or typing, spelling, constructing grammatical sentences, punctuating.[5]

From the quotations above, the writer can conclude that writing is the activity transfer the information to the others in written form. Writing also is the act or art of forming letter and characters in a place or something for the purpose of recording the ideas which characters and word express, communicating them to others by visible signs. Through writing, they can express his ideas, experiences, thoughts, and feeling. So that, writing is very urgent to communicate in our life.

a. Concept of Narrative Text

Thomas elaborates that" narrative is meaningful sequence of events told in words. It is sequential events which ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well)."[6] Then,

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[3]Sanggam Siahaan, *The English Paragraph*, Graha Ilmu, Yogyakarta, 2008, p. 2
[4] R.R Jordan, *op.cit.*, p. 41
[5] Paul Davies and Eric Perse, *Succes in English Teaching*, New York, 2002, p. 96
[6] Thomas S. Kane. *Essential Guide to Writing*. Barkley Books. New York, 2000, P.366

Sanggam said that "Narration is a type in which the writer tries to recount an event (object) of his world experiences in order his readers can see, feel, smell, hear, and taste it as he can."[7] Narration is usually ordered according to some time sequence as is process analysis first this happens and so on.[8] It is the way to introduce a story which consists of events that happen one after the other. This story can be shaped true or fictional.

Based on the statement above, the writer concludes that narrative is telling the chronology an event. Besides, It is the way to present a story that tells true or fictional. Knowing the pattern upon which creative narration is build will help a person to read stories with more interestingly. An effective narrative has three important characteristics. Furaidah stated that there are three main characteristic of a Narrative as follows:[9]

> "The first is a Narrative paragraph tell a story, it is about series of events or actions. The events may be real or nonfiction as in histories, biographies, and new paper stories or imagery or fiction, as in short stories, novels and plays.
>
> The second is a narrative paragraph is organized by time order. In addition, the series of events in narration are generally arranged by time order or chronological order. This means that story begins with what happened first, then moves on to what happened next and ends with what happened last. Suppose, you want to tell about your terrible day. You would probably have a series of events to tell.
>
> The third is a paragraph makes a point. When writing a narration, you should have a purpose. In other word, you tell a story to teach something, persuade, or make a point. Your purpose will guide you to select the details to include

---

[7] Sanggam Siahaan, *Issues in Linguistics*, p. 217
[8] Constance J. Gefvert. *The Confident Writer.* Unites States of America, 1985, P.78
[9] Furaidah,dkk, *Advanced Writing,* Universitas Terbuka.Jakarta. 2007, P. 1.37 -1.38

and those to exclude in your stories. It is your job as the writer to emphasize the details that are significant to the purpose or the point of a story and then omit the rest."

Then, the Narrative can be simple retelling story from the beginning to end, exactly as it happened. In this case, the pattern is a chronological series of events. The story of narrative is tells to persuade, teach something or make a point. To achieve coherence in narration, it can uses appropriate time expression and supporting detail to show clearly the story.

Narrative contains about a story an animal story such as (fable), fairy tale (can be folklore (folktale), The Legend (Legend), short stories, etc.). Also, the narrative paragraph can tell non-fiction or fiction. So, the aim of this text is to entertain readers. The stories in narrative text can be decided into as follows :

- Orientation, it is sets the scene, where and when the story happened, introduces the participants of the story, who and what is involved in the story.
- Complication, it is tells the beginning of the problem which leads to the crisis or climax of the main participants.
- Resolution, it is the problem the crisis is resolved, either in a happy ending or in a sad (tragic ending)
- Reorientation, it is a closing remark to the story and it is optional.
- Coda, it is consists of a moral lesson, advice or teaching from the researcher.[10]

Moreover, knowing the pattern upon which creative narration is build will help a person to read stories with more enjoyment and also to write and talk more interestingly. The stories can usually be divided into these parts, there are motivation,

[10] Otong Setiawan Djuharie, *Essay Writing*, CV.Yrama, Widya, Bandung, 2009, P.168

complication, rising and climax. The motivation is the set of circumstances that starts the action of the story. It often involves a strong wish or conflict that causes action. The complication is the obstacle. Within of outside or the main character that comes between the character and what he or she wants. The rising action and climax the obstacle that interferes with the character's desire, climax is the turning point in the story. To make easier write narrative here the steeps to write it :

> "First, he or she invents the main topic of the paragraph. He or she can select any topic from the world of his or her experience. It can be concrete topic, such as a person, an animal, a plant, or an object such a mountain, a city, a car, a book, a house, etc. it can also be an abstract one, such a lesson, an idea, a belief, a conflict, a history, an object, etc. second, he or she invents the controlling idea of the paragraph by which he or she views his or her main topic of the paragraph. This idea can be of his or her experience or the exploitation of his or her mind. It is usually the condition of the topic, so the common word used to express the idea is by using an adjective. Third, he or she will formulate the topic sentence of the paragraph. This formulation must be able to signals the overall organization of the paragraph. In addition to that, it can signal the type of supports for the topic sentence in elaborating the paragraph. Fourth, he or she collects the supports. Commonly they are called the data of the paragraph. Fifth, he or she formulates the concluding paragraph. Sixth, he or she writes the draft of the paragraph. And last, he or she revises the draft. So writing a paragraph from the viewpoint of its process involves seven steps together."[11]

Based on the definition above it can take the example of narrative text:

Snow White

Once upon time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead. One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

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[11] Sanggam Siahaan,, *The English Paragraph*, p. 11-12

Snow white didn't want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered. So she went inside and fell a sleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found snow white sleeping. Then snow white woke up. She saw the dwarfs. The dwarfs said, what is your name? snow white said, "My name is snow white". Doc said, "If you wish, you may live here with us". Snow white said, Oh could I? Thank you, then snow white told the dwarfs the whole story and the seven dwarfs lived happily ever after.

b. The Characteristics Good Writing of Narrative Text

The process methodology for teaching focused disproportionately on the only the first of three components that are essential to produce good academic writing, 1) the process of writing with self-revision and editing, 2) formal rhetorical organization, and 3) quality of language (e.g., grammatical and lexical accuracy).[15]

There are many characteristics of good writing. Five of the most important are parallel structure, conciseness, sentence variety, correct spelling and grammar and effective paragraphing.

1) Parallel structure

   Use parallel or consistence structure when writing sentence and paragraphs. For example, avoid mixing forms of verbs in the same sentence.

2) Conciseness

   Sentence should be written concisely, since needless word and fillers distract readers from your message.

3) Sentence variety

   Effective writers add interest to their writing by using all four types of sentence-simple, compound, complex and compound complex.

4) Correct spelling and grammar

   Strong grammatical skills lend credibility to your writing.

5) Effective paragraphing[16]

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[15] Eli Hinkel, *Teaching Academic ESL Writing Practical Techniques In Vocabulary and Grammar,* (London: Seattle University, 2004), p.9.

[16] http//.gonzaga.edu/../CGW.asp

Moreover, Adi Utarini explains that good writing needs time, process of thinking, high discipline, good habit, writing skillfulness and revision.[17]

Based on the quotation above can be understood that to get good writing involves parallel structure, conciseness, sentence variety, correct spelling and grammar and effective paragraphing and the result must have quality for the readers.

c. Abilities in Writing Narration Texts

Writing is one of the skills in learning English besides speaking, listening, and reading. Writing ability is a complex interaction of cognitive and physical factors. It allows for the creation of ideas and information with written symbols and words.[12]

It can be inferred that writing can be a social process and is one way of communicating with others. To write well, people must have good capabilities in writing. Moreover, someone who wants to write the essay or story must know the steps in writing process and aspects of writing. The writer must be able to organize the ideas to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange the writing into cohesive and coherent paragraphs and texts.

At the time when the teacher asks the students to write an English paragraphs, they couldn't spend their ideas via writing correctly and spend much of the time to do this writing. This is due to the lack of knowledge about genres or text type. That is

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[17] Adi Utarini, *Menulis Akademik: Tinjauan Pustaka dan Pembahasan*, p.30.
[12] Zulfida Sari Saragih, *Journal Improving Students' Achievement in Writing Narrative*, p. 3

why, it is also important to think of students' writing in terms of we call text types. One of the kinds of text types in writing is narrative texts.

Narrative is kinds of writing that tells reader a story or relates event whether in personal experience or in personal way. The generic structure of narrative texs is having orientation, complication, and resolution. But, the students ability in writing narrative texts is not same for all students. Therefore, it is necessary to find a tecnique in teaching writing is narrative text.

According to DePorter and Hernacki (2003: 179) stated that writing ability is the activity of the whole brain that use the right hemisphire (emotional) dan left hemisphire (logical).[13]

Based on that statement, it can be concluded that writing ability is the chain of complex activity process that needs some steps then convert it to the written form so that the reader can understand what the writer means in that written texts. Besides, it can bring the reader into their feeling or imajination about it.

d. Evaluation of Writing

Eli Hinkel explains that within the process-centered paradigm for teaching second language (L2) writing, students' writing is evaluated on the quality of pre writing, writing, and revision.[18]

The process of writing approach tends to be framed in three stages of writing, such as the prewriting, the drafting, and the revising. In writing, there are indicators

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[13] http://rujukanskripsi.blogspot.com/2013/06/kajian-teori-hakikat-kemampuan-menulis.html
[18] Eli Hinkel, *Op.cit*, p.5

that can be used to know the students' writing score. According to Burhan Nurgiyantoro these indicators can be shown in the table below:

Table 2

The Indicators of Writing Score

Writing Ability	Score	Level	Indicator
CONTENT	27-30	Excellent	The students really understand the content of writing. Their writing is really wide, and complete. It's very suitable with the title.
	22-26	Good	The student can understand the content of writing. Their writing is wide, complete and suitable with the title but less detail.
	17-21	Fair	The students less understand the content. Their writing is less complete and less detail.
	13-16	Poor	The students do not understand to content of writing.
ORGANIZATION	18-20	Excellent	Writing really organized and neat. It's really clear, much ideas and the sequence is very logic.
	14-17	High	Writing is organized, neat, clear, much ideas, and the sequence is logic.
	10-13	Fair	Writing is less organized and neat, it is less ideas and the sequence is less logic.
	7-9	Poor	The sequence is not logic.

VOCABULARY	18-20	Excellent	The students have many vocabularies. They use the words very effective and appropriately.
	14-17	High	The students have good vocabularies; use the words effectively and appropriately.
	10-13	Fair	The students have little vocabularies; the words less effective and less appropriate.
	7-9	Poor	The students do not master the words and their writing like translation.
GRAMMAR	22-25	Excellent	The students can master the grammar well.
	18-21	High	The students uses and arranges the sentence simply.
	11-17	Fair	The students are difficult in using and arranging the simple sentence.
	5-10	Poor	The students do not master the grammatical in their writing.
MECHANICS	5	Excellent	The students can master the mechanics in writing.
	4	High	The students master the mechanics in writing.
	3	Fair	The students less master the mechanics in writing and many mistakes.

	2	Poor	The students do not master the mechanics in writing and their writing are difficult to be read[19]

Based on the table above, there are five components of evaluation of writing; they are content, organization, vocabulary, grammar, and mechanics.

2. Action Feeling Setting Strategy

a. Concept of Action Feeling Setting Strategy

In general meaning strategy is a big lines direction to do to achieve target that was determined. Brown stated that strategy is those specific "attack" that we make on a given problem and that very considerably within each individual."[20] Furthermore, Sanggam Siahaan gives the statement about strategy. According to him "Strategy is teaching agenda that indicates the direction of the classroom activities to help the students make an achievement of certain knowledge and skill on certain language aspect."[21] Based on this definition, strategy is a plan to operate the system to reach the goals. Strategy also can be defined as a skill to manage an event. It is a plan to reach the goal through the learning process. In teaching and learning, the strategy is very urgent to simplify learning English process. Then, Action Feeling Setting Strategy is one of strategy in teaching writing process.

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[19] Burhan Nurgiyantoro, *Penilaian Dalam Pengajaran Bahasa Dan Sastra*, (Yogyakarta: BPFE Yogyakarta, 2001), p. 307-308

[20] H. Douglas Brown, *Principles of Language Learning and Teaching*, (5nd Ed), Pearson Longman, San Francisco State Univeristy,2007, p. 132

[21] Sanggam Siahaan, *op.cit.*, p. 221

Etymologically, the word Action in Oxford Advanced Learner's Dictionary of Current English can be defined as:[22]

1. A thing that somebody does
2. Act a thing that somebody does

Moreover, Peha state that "action is actual events (the thing that happened) listed in the order in which they occurred."[23] It is there's something important happening in this scene. If there weren't, you would not be writing about it. Your readers are following the action closely. You need to describe it simply and completely, so people will know what's going on. In conclusion action is the process event which is doing by the people based on their sequence scene. In this scene the writer need to describe the action simplify in order to know what going on.

Etymologically, the word Action in Oxford Advanced Learner's Dictionary of Current English can be defined as:[24]

1. Something that you feel through the mind
2. Something that you feel through the senses

Then, there are important characters in this scene in this scene who have feeling about what is happening. The best way to make this happen to show how the characteristic within it feel and why they feel the way they do. It can be concluded that feeling the sensation of characteristic of something when touching or being

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[22] As Hornby, *op.cit.*, p. 14

[23] Steve Peha, *The Writing Teacher's Strategy Guide,Teaching That Makes Sense Inc*, New York, 2003 p.38

[24] As Hornby, *op.cit.*, p. 564

touched. It is the sensation involving perception or awareness of something when experiencing it.

In Oxford Advanced Learner's Dictionary the word detail is defined as:[25]

1. A set of surrounding; the place at which something happens.
2. Framework in which something is fixed or fastened

Then, it can be concluded that setting is the place or environment and surroundings an event. It is to know about things that led up to what you are writing about. Terminologically, Action Feeling Setting Strategy as a strategy of teaching writing is creating an effective description of any scene.[26] It means that this Action Feeling Setting Strategy can be used for the students to write narrative text by concerning the three keys such as action, feeling, and setting. Furthermore, through this strategy can engage student's imagination or experience to make easier write narrative text.

From the explanation about the definition of each words Action Feeling Setting strategy above, these statements can be explained the theory of Action Feeling Setting strategy. To make a good write narrative, make sure that the students know the types of information in Action Feeling Setting strategy. Steve Peha stated that there are three steps to write narrative through Action Feeling Setting strategy such as:

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[25] As Hornby, *op.cit.*, p. 1399
[26] Steve Peha, *loc.cit.* p, 54

1. Action: There's something important happening in this scene. If there wasn't, you wouldn't be writing about it. Your readers are following the action closely. You need to describe the action simply and completely so people will know what's going on.

2. Feeling: There are important people in this scene and they have feelings about what is happening. You want your readers to care about your story. The best way to do that is to describe how people feel and why they feel the way they do

3. Setting: Readers sometimes get confused if they don't know where and when something is taking place. They also like to know about things that led up to what you're writing about.[27]

From the theory above, the writer concludes that Action Feeling Setting strategy is the strategy to write narrative by representing every scene in action where action is describing what is going on, feeling describes about how the people thing and feel, then setting describing about where and when the event taking place.

b. Process of Action-Feeling-Setting Strategy

To make easier write a paragraph by using Action Feeling Setting Strategy, there are processes that help the students to begin their write. It is pick a scene from our story that we would like to start writing. Steve Peha said that the processes of Action Feeling Setting Strategy are:

a. Action: Describe what it is happening. A sentence or two about the main action is all you really need. If this story is about you, describe what you are doing.
b. Feeling: Describe the feelings of the important people in this scene. Tell what they are feeling and why they feel that way. Don't forget to describe your feelings.
c. Setting: Tell where and when this is taking place. Also, include a detail or two that tells something interesting about what led up to this situation.[28]

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[27] *Ibid.* 52
[28] Steve Peha, loc. Cit, p 53

From the statement above, it can be conclude that the process of Action Feeling Setting Strategy is starting from describing what is happening, describing the peoples' feeling in the scene and the last is telling where and when the event taking place.

In Action Feeling Setting Strategy there are variations to write into narrative paragraph. So that, the students not always organized by the first action, the second feeling and the setting. According to Steve there are three variations to write it. They are:

1. Action – Feeling – Setting
2. Setting – Action – Feeling
3. Feeling – Setting – Action

It means that to use it the students can write narrative text through Action Feeling Setting Strategy not only Action - Feeling – Setting, but also the students can start from Setting or Feeling first. So, it is really needed to make narrative writing paragraph. Because through our imagination makes easier to find our idea. So, through this strategy, the students can express their ideas in written form. Here the Example of Action Feeling Setting strategy:

PERPUSTAKAAN STAIN JURAI SIWO METRO METRO

Action-Feelings-Setting

The Titanic was the biggest ship in the world at that time. It had good facilities such as: a fully air conditional cabin, restaurant, bar, mini shop, recreation space, ship's band and singers, medical facilities, telephone, etc. When the Titanic sailed from Southampton to New York in April 1912 with 819 crews and 1316 passengers, it sank after it sailed for four days. It happened in North Atlantic Ocean. It hit a very big iceberg. Since there were not enough lifeboats and all the passengers or the crews were very afraid, the ship sank rapidly, most of passangers and crews sank and only few people was safe. Where do many people like to live?

c. Developing the Action Feeling Setting Strategy in Narrative Text

The students can write easier narrative text through the Action Feeling Setting Strategy. It means to solve a terribly troubling problem for the students. In this strategy can be founded specific ideas and also about the topic of the sentence in a paragraph. So, the students can expresses an idea through this strategy to be a good narrative.

To develop the students' narrative text writing ability, here are the tips by using Action Feeling Setting Strategy:

Don't skimp on the feelings. I say this all the time to writers: "Put strong feelings in your writing." In fact, the main reason I came up with the Action-Feelings-Setting strategy was because I wanted to make sure everyone put their feelings down. Why are feelings so important? I don't know exactly but I think it has something to do with how readers relate to writers. If I read your writing I may not be able to fully understand your experiences because my life has been different. But if you say you felt embarrassed or scared or excited about something, I know exactly what you mean because I've had those feelings, too. There are a couple of things you can do to improve the way you express feelings in your writing:
(1) Get a thesaurus or go online to a website like www.dictionary.com and learn more words that express emotions. You already know words like "happy" and "sad" and "angry," so look for other synonyms and learn more about what those words mean.
(2) Give more thought to how you really feel when you describe events from your life. For example, I notice that in some circumstances

I was afraid I might lose it. This is more common than you think. It's called having "mixed emotions" and it usually happens when something really important or unusual is going on.

Don't forget to tell the "back story." Remember that in the "setting" part of the strategy we try to put in a detail or two that explains how this situation happened or what led up to it. This is different from how we normally think about the setting. Usually, we think of the setting as simply time and place, when the story happened and where. We still need that information but we need a bit more. When you write about things that happened before the story happened, I call this writing about the "back story." The back story is the story behind the story. And knowing a bit about it gives your readers a better understanding of what is going on. The purpose of the setting in a story is not just to tell you where and when it takes place, it is to "set up" the action that is about to come. Nothing sets up a story better than a little information about the back story.

Try to "show" your feelings. Take the information you write for your feelings and put it into the "Tell" side of the Tell-Show strategy. Then, on the "Show" side, think of ways to describe yourself so that your readers will know how you feel without actually having to tell them.

Try to detail your actions. Take the information you write for your action and put it on the "Idea" side of the Idea-Details strategy. Then, on the "Details" side, break the action down into as many parts as you can. Really stretch it out and try to make it last.

Write an Action-Feelings-Setting "mini" story. If you do a good job on each part of this strategy, the information makes a tiny story all by itself. Think about revising, editing, and publishing it with a color picture.[29]

From the theory above, it can be inferred that to use action feeling setting strategy into narrative text the students must understand how to use it. Then, by using these tips the students can use it before starting.

d. Adventage and Disadventage of Action Feeling Setting Strategy

Here are adventages of Action Feeling Setting Strategy as follow :

1. It builds on children experience and knowledge about narrative text

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[29] *Ibid,* P.57

2. Children will be encouraged to use their historical knowledge and their imaginations to create a setting and a new story set in the past
3. Exploring Action Feeling and settings strategy through narrative will help children to develop a sense of empathy with historical characters and an understanding of their way of life.[14]
4. Action-Feeling-Setting is a strategy that works well with narrative writing. It's a simple strategy that doesn't take much time to create. Because it lends itself so well to storytelling, it's non-threatening to students.[15]

The disadvantage of Action Feeling Setting Strategic Sometimes it's hard for the students to write the narrative text , because each students have different capability.

3 The Influence of Action Feeling Setting Strategy toward Narrative Writing Ability

The influence of Action Feeling Setting strategy toward writing ability can be explained as follows: Action Feeling Setting strategy is a strategy that refers to the use of three steps that action, feeling and setting and then developed into a paragraph, whose purpose is to accelerate the development of individual student initiative, self

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[14] Y4 NI Storieshistsetting

[15] **http://carriedeahl.typepad.com/the-real-deahl/2011/08/turning-action-feeling-setting-into-a-draft.html**

confidence, self-improvement and self-learning plan the student. The influence between narrative paragraph concept and action feeling setting strategy, this strategy is appropriate for the students to improve their ability in writing skill, especially to get supporting detail in narrative paragraph and also can help the teacher in order to teaching and learning process in the class can be run well.

4. Using (AFS) Action Feeling Setting Strategy to Increase The Students' Narrative Text Writing Ability

Strategy is the way for learners to solve problems encountered in constructing meaning in any context. Unlike skills, strategies chosen by learners are modified to fit the demands of the learning situation. Strategic learners know how and when to alter, modify, combine, and test individual strategies against their prior knowledge, beliefs, and experiences. So that, through Action Feeling Setting Strategy is an excellent and fun to increase the Narrative text.

> Sanggam Siahaan explains that students who are taught with a strategy are more highly motivated than those who are not and can be lead to a more effective learning (Nunan, 1999:172). The reason why it is effective, as according to killen (1998; v), is that a teaching strategy includes: what a teacher does, the way in instruction is organized, how much the students are involved actively in learning, how much the students are responsible for the learning, and how learning is assed. This tells that a strategy is a teaching agenda that indicates the direction of the classroom activities to help the students make an achievement of certain knowledge and skill on a certain language aspect. A teaching strategy is associated with a certain teaching material and the classroom teachers are suggested to use the suitable strategy to make an effect on the achievement of the students on the teaching material

to construct a certain knowledge and skill such as listening, speaking, reading and writing.[1630]

Based on the quotation above, strategy refers to an aspect accurate planning in classroom activity that will be used in learning process. In this way the teacher can teach and learn English with using strategy can motivate and improve the students to study English. The students also can be easy to understand the material subject that will be teach the teacher, more active in the class and so it can make the English teaching and learning process will be more effective. Here the procedures of teaching narrative text by using Action Feeling Setting strategy are:

1. The teacher explains what narrative text is, its social function, its generic structure and review simple past. Then the teacher explain Action Feeling Setting Strategy
2. Then, each student learns Action Feeling Setting Strategy into narrative text.
3. The teacher ask for the students about the difficulties in learning narrative text.
4. The Students select a certain topic. For example the topic about "The Legend of Mount Tangkupan Prahu".
5. The Students write the narrative text based on the topic through Action Feeling Setting Strategy

[30] Sanggam Siahaan, *Issues in Linguistics*, p. 221

B. Hypothesis Formulation

Hypothesis is tentative statement about outcome of this research. The hypothesis of the study is: By using Action Feeling Setting Strategy, the Students will be able to increase their Narrative text.

CHAPTER III

RESEARCH METHODOLOGY

A. Setting

The Writer conducted the classroom action research at Vocational High School 1 June Metro. The School was established at 1987. It is located at Cemara Street, Ganjar Asri, Metro Barat. The total of the students of Vocational High School One June Metro are 74 students. They are classified in three levels, namely 32 students are in the tenth graders, 37 students are in the eleventh graders and 5 students are in the twelve graders.

B. Object of The Study

The object of classroom action research was class XI of Vocation High School One June Metro. In this research, the researcher chose one class only. The researcher chose the class XI as the object, because this class appropriate to the characteristics of the research. It is expected that the result of the researcher would be useful to increase the students' Narrative text. This research was conducted in Vocation High School One June Metro and there are 30 students.

Table 2

The Object of the research

Class	Sex		Total
	Male	Female	
XI	8	22	30

C. Concept of Classroom Action Research

Classroom Action Research is one of the action researches having specific objectives and relating to the classroom. This research was conducted to improve the quality of the process and result of learning activity in the classroom, to solve the problems of learning activity in the classroom, to increase the teachers' and to grow the academic culture.[1] According to Mcniff and Whitehead that action research is an enquiry by the self into the self, with others acting as research participants and critical learning partners.[2] It means that action research that used to investigate and evaluate their work in teaching learning process and it done by researcher self. It is the obvious research that used to investigate and evaluate their work in teaching and learning process in the class.

The aim of the research is to find the problem solving. In this research the writer needs a collaborator to help her in this action research it is caused as a new researcher. Arikunto defines collaboration research is a research which be done

[1] Suharsimi Arikunto,et al.*Penelitian Tindakan Kelas*, Bumi Aksara,Jakarta,2006,P.4

[2] Whitehead,Jack and Mcniff ,Jean,.*Action Research:Principles and Practice Second* Edition,Cambrigde University Press,London and New York,2002,P.15

together by helping a friend.[3] In this research, the writer asked Suyanto, S.Ag as the collaborator. So that, action research deals with social practice and it involves the direct interaction of teachers and groups of the students. It is portrayed as a cyclical spiral process involving steps of planning, acting, observing and reflecting.

In the classroom action research, researcher would like to the research in two cycles. Both of them have the relationship. They are including planning, action, observation, reflection. Here is step classroom action research design:

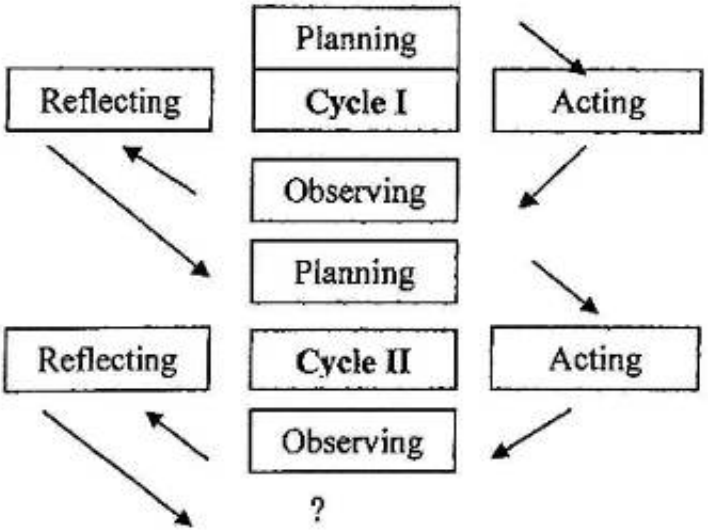


Figure 1. Sequences of action – reflection cycles.[4]

[3] Suharsimi Arikunto, Op,Cit,p. 22
[4] Ibid.,P.17

1. Cycle 1

a. Planning

Planning is the first step of this classroom action research it is prepared before we do the action. In this step, the researcher explain about what, why, when, where, who, and how the action conducted.[5] Without planning, researcher's activity will not be focus. The planning will be reference in doing action.

Here are the steps that the researcher can make in planning:

1) The researcher identifies the problem and found the the best solution to the problem.

2) The researcher made lesson plan.

3) The researcher prepared the lesson plan as follow; the material, time, place, media.

4) The researcher prepared the relevant sources to the teaching and learning activity.

5) The researcher planed to give the task and evaluation.

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[5]Arikunto,Op.,Cit.,p.17

b. Acting

Doing action is the second step in the activity." It is the realization from the planning that the researcher has made."[6] Without the action, the planning is just imagination that never is real. The researcher implemented using Action Feeling Setting Strategy in English learning. To do this, the researcher acted as follows;

1) The researcher applied the lesson plan.

2) The researcher explained teaching about Narrative text and Action Feeling Setting Strategy.

3) The researcher explained the process Action Feeling Setting Strategy into Narrative text.

4) The researcher guided the students using Action Feeling Setting Strategy into Narrative text based on the title that has decided.

5) The researcher asking the students to answer several questions.

6) The researcher and the students made a conclusion.

7) The researcher gave the students assignment.

8) Giving advice to them.

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[6] *Ibid* ,p.18

c. Observing

Observation is the activity of recording the event and action[7]. The observation is down in teaching learning process. The outlines of observation in this step such, the students' ability to answer the question, repetition command, the students' good participants, and the students' error to write narrative. The researcher observes the students' activity using notes. It is to know how far the students ability in English learning.

d. Reflecting

This step is reflection and evaluation to acting is done[8]. The researcher analyzed and discussed result during teaching learning like the weakness and strength done by the researcher and the students during teaching learning process by about narrative text through Action Feeling Setting Strategy. Learning process analysis done based on observation. Based on this analysis and reflection it is decide that next cycle focused on the weakness in previous cycle. It means that classroom action research is actually guided from a process of studying in a class that needed a systematic planning.

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[7] *Ibid* ,p.19
[8] *Ibid* , p.19

2. Cycle II

a. Planning

1) The researcher identified the problem on cycle one and found the cause of the problem.

2) The researcher prepared the lesson plan and the material.

3) The researcher planed to give the task and evaluation.

b. Acting

The observer applied the action plan on cycle 2.

c. Observing

In this step, the researcher observed learning process by observing format and field note to collect the data on cycle II.

d. Reflecting

This step is reflection and evaluation to acting is done. By reflecting, the researcher knew the weakness and strengths of acting done. This matter to knowing whether still need done next cycle or not.

D. Data Collection Method

To collect the data, the researcher used the data collecting method as follows:

1. Test

In present research, the researcher used some tests for the instrument. Test is some questions or exercises and the other tool used to measure the skill, knowledge, intelligent, capability or talent is had by individual or group.[9] The tests were divided into two parts: pre – test and post – test. The material in pre-test and post-test are different but have same difficulties. The test consists of pre-test and post-test.

a. Pre - test

The purpose of pre – test is to know the students' achievement before the students are given treatment. In this research, the writer administered pre – test in the first meeting of the research in order to find out the initial the differences between the groups who have similar level. The pre – test used in this research is in the form essay text.

[9]Edi Kusnadi,*Methodology Penelitian*,BandarLampung :Gunung Pesagi,2005,P.105

b. Post – test

The post-test is given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. This step will be done after the treatment to know whether the treatment using Action Feeling Setting Strategy can increase the students' narrative text writing ability.

2. Observation

Observation is the selection modification, registration, and coding combination in behavior and organism situation that suitable with empires goals. [10]

The writer used this method to get the data about children activities such as students' ability in question answer, student's error, listening, writing, repetition and students' good participant. The teachers and the students' activities are observed and notice by the observer.

3. Documentation

Edi Kusnadi defined documentation as the method which is use to get information from the written source or document (for example; books,

[10] *Ibid.* p.98

magazines, notes, and the other)[11]. It means that documentation is note of information in the form of documentation. In this research the researcher took the data from the school such as the total of the students, teachers and condition of the school.

E. Data Analysis Method

Data analysis was conducted step by step taking the average score of the pre – test and the post –test. Furthermore, to know the gain, the researcher compared between pre – test and pot – test

The formula to get the average as follow:

$$x = \sum \frac{x}{n}$$

X = **Average** n = Total of Students.[12]

ΣX = Total of score

[11] *Ibid.* p 19

[12] Burhan Nurgiyantoro,Gunawan,& Marzuki, *Statistik Terapan Untuk Penelitian Ilmu-Ilmu Sosial,* (Yogyakarta ; Gadjah Mada University Press, 2004).P.,64

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Description of the Research Location

The general description that assessed as the complementary data. It is subjectively concerned in condition of school namely history of school, geograpical of school, building condition of school, and structure of organization.

1. The History of Vocational High School One June of Metro

Based on documentation data, Vocational High School One June of Metro exists in 1987. It is located on Jl. Cemara 14 IV, Ganjar Asri Village, District of West Metro, Metro City that has wide about 3860m^2. It is one of the private schools in Metro.

2. School Condition

a. Infrastructure

Vocational High School One June of Metro has 8 rooms programe skill, 8 room classses, 1 library, 4 rooms for laboratorium and practice room, 7 toilets, and 1 bath room, 1 Mosque and 1 canteen school. There are some skill aspects are Bussiness and Management whereas skill programe such as Accountancy, Marketing, and TKJ skill. To more complete with the table:

Table 4. Building Condition

No	Type	exsitency		size (M^2)	function	
		Yes	No		Yes	No
1	Teacher Room	√		80	√	
2	Staff Room	√		32	√	
3	BK Room	√		16	√	
4	Living Room	√		16	√	
5	UKS Room	√		12	√	
6	OSIS Room	√		32	√	
7	Class Room	√		12	√	
8	Mosque	√		80	√	
9	School Yard	√		600	√	

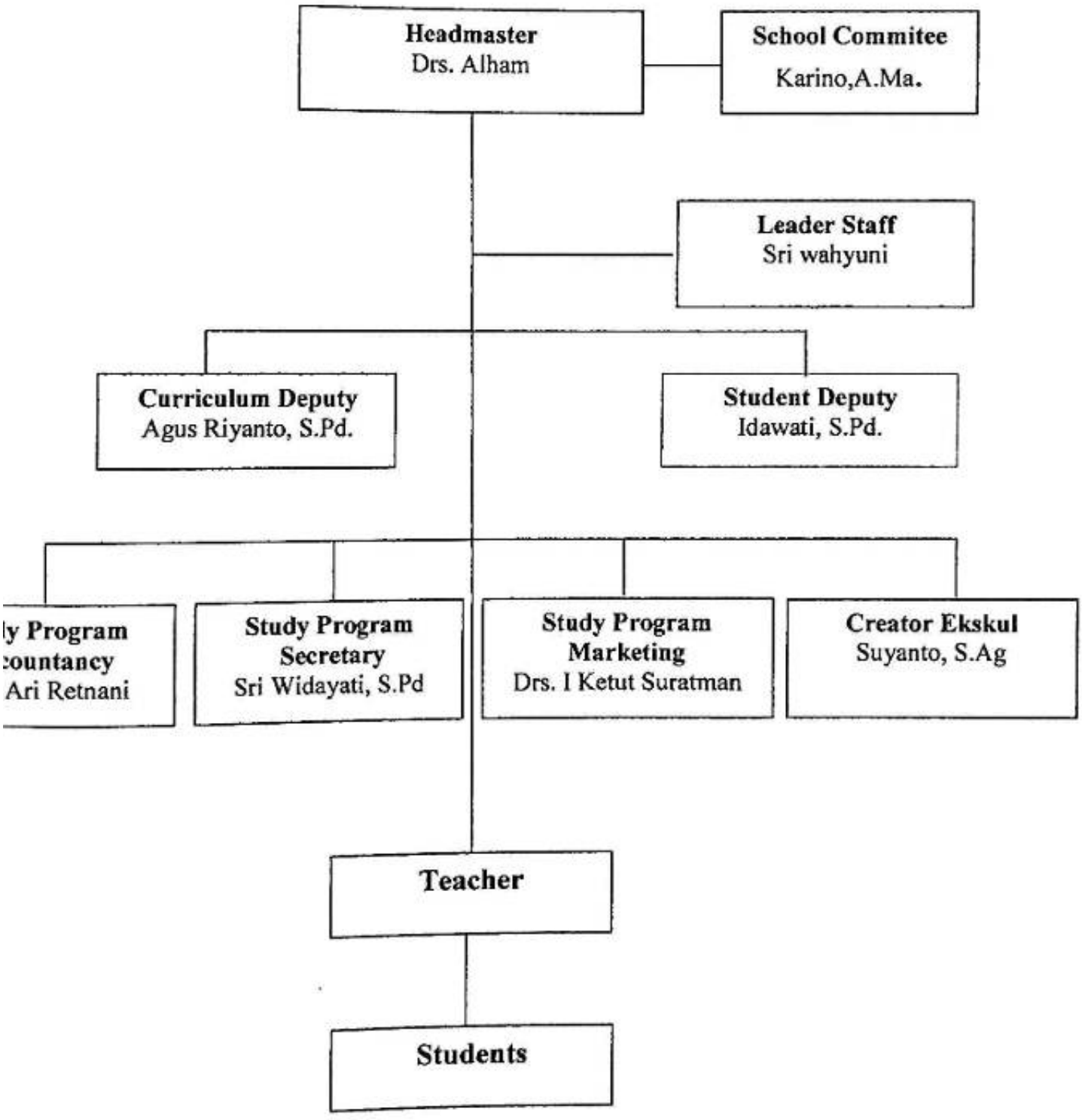
2. Existence Teachers and staff

Vocational High School One June of Metro has 21 Teachers, 1 DPK (PNS) as Headmaster, 20 institute immoveable teachers. As regards to completely explined with table :

Table 5. Existence Teachers and staff

No	Name	Status	Note
1	Drs. A L H A M	DPK (PNS)	Headmaster
2	Agus Rianto,S.Pd.	GTY	Deputy of Curiculum
3	Drs. Sukirno Zardy	GTY	Treasurer
4	Idawati,S.Pd.	GTY	Deputy of Student
5	Dra. Ari Retnani	GTY	Teacher
6	Drs. I Ketut Suratman	GTY	Teacher
7	Endang Sri W, S.Kom	GTY	Teacher
8	Aprialita, S.Pd	GTY	Teacher
9	Agustina S.Kom	GTY	Teacher
10	Suryadi	GTY	Teacher
11	Suyanto,S.Ag.	GTY	Teacher
12	Agus Mucharom,S.Pd.	GTY	Teacher
13	Sri Wahyuni	GTY	Teacher
14	Neni Lya P.S.Pd.	GTY	Teacher
15	Drs Sugiono	GTY	Teacher
16	Suci Lestari,S.S.	GTY	Teacher
17	Apriliyanti,S.Pd.	GTY	Teacher
18	Trio Wicaksono	GTY	Teacher
19	Muhammad Andi, S.Pd.	GTY	Teacher
20	Febrianto Krisnayadi, S.Pd.	GTY	Teacher
21	Aprilia Puspita, S.Pd.	GTY	Teacher

Figure 2. Structure of School



c. Students Condition

The activity of teaching and learning process in classroom starts from 07.15 a.m until 13.30 p.m and total students now 74. There are class X accountancy and TKJ consist of 32 students, class XI Accountancy and Marketing consist of 37 students and class XII Accountansy consist of 5 students

There are some facilities to support both the learning activity and extracurricular program. It provides some extracurriculars such as :

1) OSIS, PMR, UKS, Scouting Movement, KIR, wall magazine, culture gallery, and self defence program.
2) Sport programs like basketball, volleyball, football, footsal, table tennis, and badminton.

3. The Vision and Mission of Vocational High School One June of Metro

a. Vision of Vocational High School One June of Metro

" To Make Vocational High School One June of Metro Foremost And Religiously In Some Aspects Such As Technology, Sports, And Art"

Indicated by:

1) Foremost in academic achievement (Average of UN, US)
2) Foremost in non academic achievement:
   a) Sports Aspect
   b) Art and culture Aspect
   c) Religion Aspect

d) Scout Aspect

e) Health School Aspect

b. Mission of Vocational High School One June of Metro

1) Guiding the students in arranging scientific writing based on technology, conducting the learning program regularly and contextually.

2) Improving the capability of students in sports aspect.

3) Improving the aptitude of the students in art and culture aspect.

4) Motivating the students' self confidence to accomplish tuition in religion.

5) Improving the aptitude of the students in Scout aspect.

6) Improving an awareness of the students about health.

B. Description of Finding

This research used classroom action research. It was conducted in two cycles. The action in cycle 1 and cycle 2 were conducted about three meetings in each cycle and each meeting in these cycles took 2x40 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, researcher made lesson plan. The material of classroom action research was utilizing Action Feeling Setting Strategy to improve the students' narative text writing ability.

1. Action and Learning at Pre-Test

a. Pre- test activity

The learning was conducted 5 April 2013 within two hours. All the students had already prepared when the teaching time came. The researcher greeted the students and the students answered the greeting together. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of narrative text writing before doing the action of the classroom action research. The pre-test was administred to the students to be finished individually. The kind of the test was essay that the students make narrative text which consisted of 100 words into three paragraphs. In around 20 minutes the researcher gave a little explanation about the material and that would be discussed in the next meeting.

b. The Students' Pre Test Result

Table 6
Students` Score at Pre-test

No	Students` score	Frequency	Percentage
1	30	4	13.33%
2	35	2	6.67%
3	40	4	13.33%
4	50	7	23.33%
5	60	5	16.67%
6	70	6	20%
7	80	2	6.67%
	Total	**30s**	**100%**

The table above is the result of pre-test, it can be seen that the score of the students' reading comprehension were various. Therefore, there were 4 students gained 30, 2 students gained score 35, 4 students gained score 40, 7 students gained score 50, 5 students gained score 60, 6 students gained 70 and 2 students gained 80.

Based on the above result, it can be inferred that 22 students (73.33%) were not successful and 8 other students (26.67%) were successful. The successful students were those who got the minimum standard at Vocational High School 1 June of Metro at least 70. The successful students were fewer than those unsuccessful students. From the pre test result, the researcher got the average of 52.67. So, the result was unsatisfactory. Therefore, the researcher used the Action Feeling Setting Strategy to improve the students' narrative text writing ability.

2. Cycle 1

a. Planning

In the planning stage, the researcher and the collaborator prepared several things related to teaching and learning process such as: prepared the lesson plan and the material, made the instrument that would be examined as the pre test and post test in the cycle 1, prepared an material, made an observation sheet of the students' activity, identified the problem, and found the causes of of problem at the first and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) The First Meeting

The first meeting was conducted and followed by 30 students. The meeting was started by praying, greeting, and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came. Although most of students gave their full nice attention to the researcher, they expressed their feeling with their various of expression. Such as, anxiety, happiness, and anthusiasm.

For the beginning, the researcher started to introduce the strategic that will be used in learning process, then the researcher said "Well class, in the last meeting, I gave you a test about writing text. Now, I want to ask you. What is the type of the text? Only one student answered "narrative text". The researcher said "Good! We will discuss together."

The researcher explained that the used text in the teaching learning was organized in the narrative form. The text organization included story or explanation. The purpose definitely made the students could identify the text that they want to write easily.

Then, the researcher asked the students "Class, What do you know about narration?". A student answered "telling something happen or some

experiences". The researcher responded "Good! What about the others?". The other student said "Introducing place". "Yeah, very good! Any others?" said the researcher. There were no comment from the others. The researcher continued "You are my amazing class! Identification is identifies phenomenon to be describe meanwhile description is describes parts, qualities and character. It has function to tell, experience, or the story of place or thing". The researcher continued her explanation about narrative text mean till the students understood.

During the teaching learning process, the students expressed their feeling. There were some groups who had a good anthusiasm to finish the given task. They expressed various expressions such as happy when they could solve the problem or confused when the other group had finished the given task early.

When the discussion time was up, the researcher gave a sign to the students. Every group was ready to explore their discussion result together. Then the researcher started to lead the class. "Ok class, do you understand about the text?" asked the researcher to the students. Some students answered "Yes we do". The others said "Just a little Mom!". "Ok, so what you know about Orientation Day? What are they?" asked the researcher. The students replied "The first school day activity is orientation day". "Very good!" the researcher replied. "Then, when usually we do it?". The students replied "before entering the school". For every right answer, the students would be

gotten big applause from their friends to appreciate their success. The researcher continued the questions to explore more the students' reading comprehension till the researcher conveyed her last question to the students.

In this stage, the students were actively following the teaching learning process. Because they worked it on the groups so, they would discuss when found the difficulties. But, there were still trouble faced to the students. Such as, because of their lack of desire in reading English text for some students, they losed the discussion time.

The teaching learning in this stage was good enough. There were facts that some students did not dragg along the teaching learning process, especially in writing. The students felt confused when the offered writing text was being a discussed lesson in this meeting and they also found some new words, such as, worker, prepare, porridge, choose, choice and many others. Although some students understood those words, they found it very difficult to understand the meaning of the text and how to arrange the text.

2) The Second Meeting

The second meeting was conducted on Tuesday. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave breaking ice and review the last material.

In this stage, the researcher continued the material in the last meeting. The researcher asked to the students to make an outline of the text. The

researcher chose one group to mention the gist of the text in front of the class. "Well class, "are you ready to present your writing in front of the class?" all of students replied "yes we're ready". And the first group represent of their class mentioned about the gist of the text. "There are many kinds of traditionally food in Indonesian especially about onde-onde". The researcher replied "Very good", Ok class give applause for your friend.

At the end of the meeting, the researcher gave the post-test. Kinds of test were essay which consisted of one title. The result of the students' test in post test was better than test in pre-test before.

Table 7
Students' Score in the Post-Test 1

No.	Students' score	Frequency	Percentage
1.	40	1	3.33%
2.	50	4	13.33%
3.	60	9	30%
4.	70	3	10%
5.	75	6	20%
6.	80	6	20%
7.	90	1	3.33%
	Total	**30**	**100%**

The table above is the result of post-test 1, it can be seen that the score of the students' reading comprehension were various. Therefore, there were 1 student gained 40, 4 students gained score 50, 9 students gained score 60,

3 students gained score 70, 6 students gained score 75, 6 students gained 80 and 1 student gained 90.

Based on the above result, it can be inferred that 16 students (53.33%) were successful and 14 other students (46.67%) were not successful. From the post-test 1 result, the researcher got the average of 67.

c. Observing

The observing is done by researcher and collaborator during learning process. There were some observation that had been such as: observation on the students activities, teacher's notes and observation on the result of the evaluation. The researcher presented 2 meetings in cycle 1. In every meeting, the researcher tried to explore the students writing ability individually or in groups.

In the end of the cycle 1, it showed the result that the students' activities increase from the first meeting until next meeting. It can be seen in this table below:

Table 8

The Result of Students' Learning Activities in Cycle 1

No	Students Activities	Cycle 1		Increasing
		Meeting 1	Meeting 2	
1	Giving attention to the teacher's explanation	60%	67%	7%
2	Giving respond to the teacher's explanation-question	50%	60%	10%
3	Answering the task from the teacher	63%	67%	4%
4	Making note from the material	57%	60%	3%
5	Doing the assignment	60%	63%	3%
Total		290%	317%	27%
Average		58%	63,4%	5,4%

Based on the table, it could be concluded that there was an increasing of students' narrative writing ability during study time through Action Feeling Setting Strategy in improving the students' narrative writing ability. This cycle also showed that the average of the score in the pre-test of the students were 52.67. Meanwhile, the average of the score in the post-test 1 of students was 67. It showed that there was any significant effect between pre-test and post test in this cycle.

d. Reflecting

Generally, there was increasing in the students` writing ability by using Action Feeling Setting Strategy in this cycle. It indicated the score and the students` activities were increased and good enough. Although it was good enough, there were some problems in learning process that must be corrected in the next cycle.

Based on the field note, teacher`s study management and observation sheet, there were some notes as the problem on learning reading comprehension, as follows:

a. Some students had the difficulties in making outline of the text.

b. Some students had the difficulties in arranging the outline of the text.

c. Some students were lacking in vocabulary.

3. Cycle 2

The action in the cycle 1 was not success enough, the cycle must be continued to cycle 2. Cycle 2 was used to repair the weakness in the cycle 1. The steps of the cycle 2 as follows:

a. Planning

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem on cycle 1. There were many weakness on cycle 1. Therefore, the researcher and collaborator planned to give material for the students` in writing ability by narrative text with the strategies of Action Feeling Setting Strategy.

The researcher and the collaborator prepared the lesson plan, observation sheet and gave the exercises to the students then checked and analyzed students` answers to know writing ability through Action Feeling Setting Strategy.

b. Acting

1) The First Meeting

The first meeting was conducted and followed by 30 students. The researcher greeted the students and checked the students` attendance list then the researcher asked the students their activities yesterday orally. For the beginning of the meeting, the researcher showed the outline sample that relation to the topic for their writing ablility. Some students have known what the picture is.

In this stage, the researcher reminded the students about narrative as our lesson today. Then, the researcher divided the students to be 6 groups and each group consisted of 5 students, because the students would more interesting when they could do the task by working together. The researcher gave text about text untitled "my holiday" and tried to preview the text. The researcher asked to the students "what is the picture?" all of students replied "the holiday". Then the researcher asked to the students to find out the topic, find out the something that there are in a house by group. After that, the researcher asked to find out the difficulties words and make a note of the topic.

The students were very active in following the lesson. It might be cause they could adapt the condition of the class. The researcher would give a reward for the active group as "The winner in this week". The students had a good anthusiasm to get the winner in this week.

Next, one of the members of the group presented their discussion result in front of the class. From this activity, the researcher still found out some problems in reading comprehension faced by the students although the students' desire in writing narrative text was increased.

In this stage, the students looked getting more spirit and anthusiasm in following learning process. It looked from their activeness in the class. The good condition of the environtment of the class were very helpful teaching learning process in the class.

Next, the researcher discussed the problem facing of the students in writing ability through Action Feeling Setting Strategy The researcher gave the explanation of the all of the students' problem faced writing ability through Action Feeling Setting Strategy based on their discussion together in group in the last meeting.

Definitely, the students felt comfort to improve their writing ability through Action Feeling Setting Strategy because of in some weeks they usually used works together or in small group as their solution to improve their reading comprehension that was guided by the researcher.

2) The Second Meeting

The second meeting was conducted and followed by 30 students. This meeting used to post test 2 in the end of cycle 2. The researcher gave post test to the students. In this meeting almost all of the students could answer well. It can be seen from the result of the post test 2. There were 4 of 30 students get score moreless than the minimum standard of requirement.

Table 9

Students` Score in the Post-Test 2

No.	Students` score	Frequency	Percentage
1.	65	4	13.33%
2.	70	4	13.33%
3.	80	13	43.33%
4.	90	7	23.33%
5.	100	2	6.67%
	Total	**30**	**100%**

The table above is the result of post-test 2, there were 4 students gained 65, 4 students gained score 70, 13 students gained score 80, 7 students gained score 90 and 2 students gained score 100.

Based on the above result, it can be inferred that 26 students (86.67%) were successful and 4 other students (13.33%) were not successful. From the post-test 2 result, the researcher got the average of 80.33. It was higher than the cycle 1.

c. Observing

The observing is done by the researcher that is presented about two meetings in cycle 2. In this stage, the students more enthusiastic in following instructional and doing the task. It can be seen in this table below:

Table 10

The Result of Students' Learning Activities in Cycle 2

No	Students Activities	Cycle 2		Increasing
		Meeting 1	Meeting 2	
1	Giving attention to the teacher's explanation	80%	90%	10%
2	Giving respond to the teacher's explanation-question	80%	83%	3%
3	Answering the task from the teacher	77%	87%	10%
4	Making note from the material	70%	80%	10%
5	Doing the assignment	80%	90%	10%
Total		387%	430%	43%
Average		77.4%	86%	8.6%

From the table above, it showed that the average of whole percentage of student's activities was higher than the cycle 1.

In addition, this cycle also showed that the average of the score in the post test 1 of the students was 67. Meanwhile, the average of the score in the

post-test 2 of students was 80.33. It could be concluded that through Action Feeling Setting Strategy the students could improve their writing ability.

d. Reflecting

From the result of learning process in cycle 2 the researcher analyzed that generally through Action Feeling Setting Strategy the students` writing ability will improve.

Most of the students enjoyed when they were studying through Action Feeling Setting Strategy and also it made the students had good interested in writing English text ability which is in the beginning before the treatment did, the students felt confused.

Based on the observation of learning process in cycle 2, it can be inferred that the result of cycle 2 was success. The researcher felt satisfied about the result of the research. The researcher concludes that this research is successful and would be not continued in the next cycle.

C. Interpretations

1. The Result of Students Learning

a) Action and learning result in cycle 1

In cycle 1, English learning process was successfully, although the students' average is low. Nevertheless, there is an improvement score of the students' post-test 1 than pre-test. This is the table of illustration score in cycle 1, as follow:

Table 11

Table of the Result Score of Students' Pre-test and Post-test 1

No	Name	Pre-test Score	Post-test Score	Increasing Score	Increasing Percentage (%)	Note
1	AS	50	60	10	20	Increase
2	AP	40	60	20	50	Increase
3	AW	30	50	20	64	Increase
4	AT	60	70	10	16	Increase
5	BD	80	90	10	14	Increase
6	DNP	80	80	0	0	Constant
7	DRF	50	60	10	20	Increase
8	DTW	40	60	20	20	Increase
9	DW	30	50	20	64	Increase
10	DN	30	50	20	64	Increase
11	DS	40	60	20	20	Increase
12	DO	50	60	10	20	Increase
13	IS	60	70	10	16	Increase
14	KT	40	60	20	50	Increase
15	LS	30	60	30	100	Increase
16	MU	50	60	10	20	Increase
17	ME	70	80	10	15	Increase
18	NAS	70	80	10	15	Increase
19	NDA	50	70	20	40	Increase
20	NA	60	80	20	33	Increase
21	NH	70	80	10	15	Increase
22	PNA	60	75	15	25	Increase
23	PH	50	75	25	50	Increase
24	RW	70	80	10	15	Increase
25	RTN	60	75	15	25	Increase
26	RYD	70	75	5	8	Increase
27	SNR	70	75	5	8	Increase
28	SDR	35	50	15	41	Increase
29	SKN	50	75	25	50	Increase
30	WEI	35	40	5	14	Increase
Total score		**1580**	**2010**			**Increase**
Highest Score		**80**	**90**			**Increase**
Average		**52.67%**	**67%**			**Increase**
Lowest score		**30**	**40**			**Increase**

Source: Table of the result Score of Pre-test and Post-test 1

In this research, pre-test and post test had done individually. The test is aimed to know the ability of the students before and after having a treatment. From the result of pre-test and post test, we know that there was an increasing from the result score. It can be seen from the average score both of the test. the average score in pre-test was 52.67% and the average score in post-test was 67%.

b) Action and learning result in cycle 2

In cycle 2, process of teaching, and learning stay on climax situation, there are very grateful progresses of students.

Table 12

Table of the Result Score of Students' Post-test 1 and Post-test 2

No	Name	Post-test 1 Score	Post-test 2 Score	Increasing Score	Increasing Percentage (%)	Note
1	AS	60	80	20	33	Increase
2	AP	60	80	20	33	Increase
3	AW	50	75	25	50	Increase
4	AT	70	80	10	15	Increase
5	BD	90	100	10	11	Increase
6	DNP	80	100	20	25	Increase
7	DRF	60	80	20	33	Increase
8	DTW	60	75	15	20	Increase
9	DW	50	65	15	29	Increase
10	DN	50	65	15	29	Increase
11	DS	60	80	20	33	Increase
12	DO	60	80	20	33	Increase
13	IS	70	90	20	29	Increase
14	KT	60	80	20	33	Increase
15	LS	60	80	20	33	Increase
16	MU	60	75	15	25	Increase
17	ME	80	90	10	14	Increase
18	NAS	80	90	10	14	Increase
19	NDA	70	80	10	15	Increase
20	NA	80	100	20	25	Increase
21	NH	80	90	10	14	Increase
22	PNA	75	80	5	7	Increase
23	PH	75	80	5	7	Increase
24	RW	80	90	10	14	Increase
25	RTN	75	90	15	20	Increase
26	RYD	75	90	15	20	Increase
27	SNR	75	80	5	7	Increase
28	SDR	50	75	25	50	Increase
29	SKN	75	80	5	7	Increase
30	WEI	40	65	25	62	Increase
Total score		**2010**	**2410**			**Increase**
Highest Score		**90**	**100**			**Increase**
Average		**67%**	**80.33%**			**Increase**
Lowest score		**40**	**65**			**Increase**

Source: Table of the result Score of Post-test 1 and Post-test 2

From the result of post-test 1and post- test 2, we know that there was an increasing from the result score. It can be seen from the average score both of the test. the average score in post-test 1 was 67% and the average score in post-test 2 was 80.33%.

c) The Result of The Research

Based on the result of pre-test, post test 1 and post test 2, it could be concluded that there was an increasing of students writing ability score. There is progress from 52.67 to 67 and to 80.33. It means that Action Feeling Setting Strategy have positive effect toward the teaching and learning process, especially in improving the students` writing ability.

2. The Result of The Students` Observation Sheet

This observation sheet result is gotten when the learning process happened by the researcher. The result of the students` learning activity can be seen in this table as follow:

Table 13

The Result of The Students' Participation

No	Students' Activity	Cycle I	Cycle II	Increasing
1.	Giving attention to the teacher's explanation.	63.5%	85%	21.5%
2.	Giving respond to the teacher's explanation-question.	55%	81.5%	26.5%
3.	Answering the question from the teacher.	65%	82%	17%
4.	Making note from the material	58.5%	75%	16.5%
5.	Doing the assignment	61.5%	85%	23.5%
Average		60.7%	81.7%	21%

Source: Table of the Result of Observation Sheet

Based on the table, it could be concluded that there was an increasing of students learning activity during study time came through Action Feeling Setting Strategy in improving the students' writing ability. It can look on the result of observation sheet when cycle 1 that is 60.7%. In addition, the result of observation sheet when cycle 2 are 81.7%. It means that Action Feeling Setting Strategy has positive effect toward the teaching and learning process, especially in improving the students' learning activities in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussions of the study, the researcher concluded this research as follows:

1. The students' activities in cycle 1 can be described as follow, giving attention to the teacher's explanation are 63.5%, giving respond to the teacher's explanation-question 55%, asking-answering the question to-from the teacher-other students 65%, making note from the material 58.5%, doing the assignment 61.5%. The students participation in cycle 2 can be described as follow, giving attention to the teacher's explanation are 85%, giving respond to the teacher's explanation-question 81.5%, asking-answering the question to-from the teacher-other students 82%, making note from the material 75%, doing the assignment 85%. As a result, through Action Feeling Setting Strategy can improve the students' activities in teaching learning process.
2. The average of the students' score of language study program of Vocational Senior High School 1 June of Metro in pre test are 52.67 (26.3%), post-test 1 are 67 (33.5%) and post-test 2 are 80.33 (40.1%). As a result, through Action Feeling Setting Strategy can improve students' writing ability.

B. Suggestion

Through this research, the researcher would like to constructively give suggestion as follows:

1. It is suggested to the teacher to use Action Feeling Setting Strategy in teaching writing ability because it can improve the students' writing ability.
2. It is suggested to the teacher of English to select the material especially in reading and teach it through Action Feeling Setting Strategy on syllabus for vocational high school.
3. It is suggested to the teacher of English to be more creative in applying Action Feeling Setting Strategy.

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