

AN UNDERGRADUATE THESIS

**INCREASING THE NARRATIVE TEXT WRITING ABILITY
BY USING FOUR SQUARE METHOD AMONG THE
ELEVENTH GRADE OF THE SMA N 1 TRIMURJO
CENTRAL LAMPUNG**

By:

DESTRI MARYANA

STUDENT. ID. 14121157



Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2019 M

**INCREASING THE NARRATIVE TEXT WRITING ABILITY
BY USING FOUR SQUARE METHOD AMONG THE
ELEVENTH GRADE OF THE SMA N 1 TRIMURJO
CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:

DESTRI MARYANA

Tarbiyah and Teacher Training Faculty

English Education Department

Sponsor : Dr. Widhiya Ninsiana, M.Hum

Co-Sponsor : Ahmad Subhan Roza, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2019 M



KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: tarbiyah@iainmetro.ac.id Website: www.tarbiyah.iainmetro.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the Munasqsyah of Destri Maryana**

To The Honorable,
The Dean of Faculty Tarbiyah and Teacher
Training
State Institute for Islamic Studies (IAIN) of Metro

Assalamua'alaikum Warahmatullahi Wabarokatuh

We have given guidance and enough improvement to an undergraduate thesis which is written by:

Name : Destri Maryana
Student Number : 14121157
Faculty : Tarbiyah and Teacher Training
Department : English Education
Judul : INCREASING THE NARRATIVE TEXT WRITING ABILITY
BY USING FOUR SQUARE METHOD AMONG THE
ELEVENTH GRADE OF THE SMA N 1 TRIMURJO
CENTRAL LAMPUNG

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

Wassalamu'alaikum Warahmatullahi Wabarokatuh

Metro, May 2019

Sponsor,

Co-sponsor,

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

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



KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email tarbiyah.iain@metrosuniv.ac.id Website: www.tarbiyah.metrosuniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : Mohon Dimunaqosyahkan Skripsi
Saudari Destri Maryana

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang telah disusun oleh:

Nama : Destri Maryana
NPM : 14121157
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : INCREASING THE NARRATIVE TEXT WRITING ABILITY
BY USING FOUR SQUARE METHOD AMONG THE
ELEVENTH GRADE OF THE SMA N 1 TRIMURJO
CENTRAL LAMPUNG

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Metro, Mei 2019

Pembimbing I

Pembimbing II

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

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



KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: tarbiyah.iaim@metroniv.ac.id Website: www.tarbiyah.metroniv.ac.id

APPROVAL PAGE

The Title : INCREASING THE NARRATIVE TEXT WRITING
ABILITY BY USING FOUR SQUARE METHOD
AMONG THE ELEVENTH GRADE OF THE SMA N 1
TRIMURJO CENTRAL LAMPUNG

Name : Destri Maryana

Student's Number : 14121157

Faculty : Tarbiyah and Teacher Training

Department : English Education

APPROVED BY:

To be examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty of State
Institute for Islamic Studies (IAIN) of Metro.

Metro, May 2019

Sponsor,

Co-sponsor,

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

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

Head of English Education Department

Ahmad Subhan Roza, M.Pd.
NIP.197506102008011014



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

Jalan K. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimili (0725) 47296; Website: www.metroain.ac.id e-mail: tarbiyah.ain@metroain.ac.id

RATIFICATION PAGE

No. B-1413/11.28.1/P/PP-00-9/06/2019

An Undergraduate thesis entitled: INCREASING THE NARRATIVE TEXT WRITING ABILITY BY USING FOUR SQUARE METHOD AMONG THE ELEVENTH GRADE OF THE SMA N 1 TRIMURJO CENTRAL LAMPUNG, written by Destri Maryana, student number 14121157, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 27th May 2019 at 09.00 – 11.00 am.

BOARD OF EXAMINERS

Chairperson	: Dr. Widhiya Ninsiana, M. Hum)
Examiner I	: Drs. Kuryani, M.Pd)
Examiner II	: Ahmad Subhan Roza, M.Pd)
Secretary	: Yeni Suprihatin, M.Pd)

PANITIA MUNAQOSAH
INSTITUT AGAMA ISLAM NEGERI
METRO

The Dean of Tarbiyah and Teaching Training Faculty



Dr. Akla, M.Pd
NIP. 19491008 200003 2 005

**INCREASING THE NARRATIVE TEXT WRITING ABILITY
BY USING FOUR SQUARE METHOD AMONG THE
ELEVENTH GRADE OF THE SMA N 1 TRIMURJO
CENTRAL LAMPUNG**

**ABSTRACT
BY
DESTRI MARYANA**

This research intended to increase that the narrative text writing ability by using Four Square Method among the eleventh grade of the SMA N 1 Trimurjo Central Lampung. The purpose of this research to know whether the use of four square method can increase the students' narrative text writing ability.

This research is Classroom Action Research (CAR). It used four square method. Furthermore, each cycle consisted of four steps that were planning, acting, observing and reflecting. The research involved 26 students in class XI MIA 3. The research used the data collection method are test, observation, documentation, and field note.

The result of the research showed that Four Square Method had positive role in increasing the narrative text writing ability. From two cycles, the average score of the students' narrative text writing ability are (1) in pre-test the score was 55,30 (2) in post-test 1 was 69,57 (3) and then 79,69 in post-test 2. The increasing score of cycle I and II were 10,12 and the Minimum Standard Criteria (MSC) of students is 76. It means that by using four square method can increase the students' narrative text writing ability. The conclusion of this research is that Four Square Method is one of the method was effective to increase the narrative text writing ability among the eleventh grade at the SMA N 1 Trimurjo Central Lampung.

Keywords: Writing Narrative Text, Four Square Method and Writing Ability.

**MENINGKATKAN KEMAMPUAN MENULIS TEKS NARATIF
DENGAN MENGGUNAKAN METODE EMPAT KOTAK
PADA KELAS XI DI SMA N 1 TRIMURJO
LAMPUNG TENGAH**

**ABSTRAK
OLEH
DESTRI MARYANA**

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis teks naratif pada kelas XI di SMA N 1 Trimurjo Lampung Tengah. Tujuan dari penelitian ini untuk mengetahui apakah dengan penggunaan metode empat kotak dapat meningkatkan kemampuan siswa menulis teks naratif.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penelitian ini menggunakan metode empat kotak. Selanjutnya, masing-masing siklus terdiri dari empat langkah yaitu perencanaan, pelaksanaan, observasi, refleksi. Penelitian melibatkan 26 siswa di kelas XI MIA 3. Alat pengumpul data penelitian ini, yaitu tes, observasi, dokumentasi dan catatan lapangan.

Hasil dari penelitian ini menunjukkan bahwa, metode empat kotak memiliki peran positif dalam meningkatkan kemampuan menulis teks naratif. Dari dua siklus, nilai rata-rata kemampuan siswa menulis teks naratif adalah (1) pada pre-test, nilainya 55,17 (2) pada post-test 1 adalah 69,11 (3) dan kemudian 81,15 pada post-test 2. Peningkatan nilai pada siklus I dan II adalah 12,04 dan pencapaian standar ketuntasan siswa yaitu 76. Artinya penggunaan metode empat kotak dapat meningkatkan kemampuan siswa menulis teks naratif. Kesimpulan penelitian ini adalah bahwa metode empat kotak merupakan salah satu metode yang efektif untuk meningkatkan kemampuan siswa kelas XI menulis teks naratif di SMA N 1 Trimurjo Lampung Tengah.

Kata Kunci: Menulis Teks Naratif, Metode Empat Kotak, Kemampuan Menulis

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Destri Maryana

Student Number : 14121157

Department : English Education

Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliographicies mentioned.

Metro, May 2019

The Researcher



Destri Maryana
St. ID : 14121157

ORISINALITS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Destri Maryana

NPM : 14121157

Jurusan : Tadris Bahasa Inggris

Facultas : Tarbiyah dan Ilmu Keguruan

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

Metro, Mei 2019

Penulis



Destri Maryana
NPM : 14121157

MOTTO

... إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

“Allah will not change the condition of a people until they change what is in themselves.” (QS. Ar Ra’d: 11)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved parents, (Mr. Suwarno and Mrs. Manisah), my beloved sister and brother (Yuniarti and Junianto). All of my beloved friends of TBI 14, and my beloved almamater State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

In the name of Allah, the most gracious, the most merciful praise to Allah, the lord of the world his mercy and blessings, none of these possible. Furthermore, shalawat and salam to our best prophet Muhammad SAW, who has brought us from the darkness to the lightness and he also taught all Moslem by knowledge based on the holi Qur'an and As-sunnah. The writer is very grateful for te chances to accomplish this undergraduate thesis.

An undergraduate thesis is presented as partial fulfillment of requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department. The undergraduate thesientitled "Increasing The Narrative Text Writing Ability By Using Four Square Method Among The Eleventh Grade Of The SMA N 1 Trimurjo Central Lampung".

The writer would like to express her gratitude to the her greatest acknowlegdment go to both of advisor Dr. Widhiya Ninsiana, M.Hum and Ahmad Subhan Roza, M.Pd, who have sincerely guided the writer to accomplish this undergraduate thesis. The writer also appreciated to all of helps and supports from my parents, my brother, my sister, my friends and all of helpful individuals.

The writer realize that this undergraduate thesis is not perfect. The writer would greatly appreciate all criticism and suggestion to improvement of this undergraduate thesis. Finally, the writer apologizes for all mistakes in this

undergraduate thesis and the writer hopefully this undergraduate thesis will be useful and gives a good contribution for the writer self and all readers.

Metro, May 2019

The Researcher



Destri Maryana

St. Number : 14121157

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
NOTIFICATION LETTER	iii
NOTA DINAS	iv
APPROVAL PAGE	v
RATIFICATION PAGE	vi
ASBTRACT	vii
ABSTRAK	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
ORISINALISTAS PENELITIAN	x
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENT.....	xiii
TABLE OF CONTENTS.....	xv
LIST OF TABLES	xvii
LIST OF FIGURES AND GRAPHICS	xviii
LIST OF APPENDICES.....	xix
CHAPTER I INTRODUCTION	1
A. Background of Study.....	1
B. Problem Identification	4
C. Problem Limitation	4
D. Problem Formulation	5
E. Objective of the Study	5
F. Benefits of the Study	5
G. Prior Research	6
CHAPTER II REVIEW OF RELATED THEORIES.....	8
A. Theoretical Review	8

1. The Concept of Writing Ability	8
a. The Definition of Writing	8
b. The Process of Writing.....	10
c. The Measurement Rubrics of Writing.....	14
2. The Concept of Narrative Text	16
a. The Definition of Narrative.....	17
b. The Types of Narative.....	17
c. Language Features in Narrative	18
d. The Structure of Narrative Text	19
B. The Concept of Four Square Method.....	20
1. The Definition of Four Square Method.....	20
2. The Characteristics of Four Square Method	23
3. The Procedures of Using Four Square Method.....	24
4. The Benefit of Using Four Square Method.....	25
C. Action Hypothesis.....	25
CHAPTER III RESEARCH METHODOLOGY	26
A. Setting of Research	26
B. Subject of The Study	26
C. Research Procedure.....	27
D. Data Collection Methods.....	35
E. Data Analysis Method.....	37
F. Indicator of Success	38
CHAPTER IV RESULT OF THE RESEARCH	39
A. Result of the Research.....	39
1. Description of The Research Location	39
2. Description of The Research Result.....	40
B. Discussion	59
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	66
B. Suggestion	66
BIBLIOGRAPHICY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table 1. Data Pre-Survey	3
Table 2. The Measurement Rubrics Of Writing	14
Table 3. The Subject Of The Research	26
Table 4. The Students's Quantity f SMA N 1 Trimurjo	40
Table 5. The Result of Pre-Test Score of Narrative.....	41
Table 6.Frequency Students Scores in the Pre-Test	42
Table 7.The Result of Students' Score Post-Test 1.....	45
Table 8.Precentage of Score' Students Post-Test 1	46
Table 9. The Students' Activities in Cycle I	47
Table 10. The Comparison Between Score of Pre-Test and Post-Test 1 ...	49
Table 11. The Comparison of Precentage Students' Pre-Test Score and Post-Test 1 Learning Result	50
Table 12. The Score of Post-Test 2.....	53
Table 13. Percentage Score of Post-Test 2.....	54
Table 14. The Students' Activities in Cycle II.....	55
Table 15.The Comparison Between The Result Score of Post-Test 1 and Post-Tet 2.....	57
Table 16.The Comparison Precentage of Students' Between The Result Score of Post-test 1 and Post-Test 2	58
Table 17. The Comparison of Students' Score in Pre-Test, Post-Test 1 and Post-Test 2	61
Table 18. The Table of Students' Activities in Cycle I and Cycle II.....	63

LIST OF FIGURES

Figure 1. Four square method	24
Figure 2. Sequences of Action Research.....	29

LIST OF GRAPHICS

Graphic 1. The Result of The Students' Score in Pre-test	42
Graphic 2. The Result of The Students' Score Post-Test 1.....	46
Graphic 3. The Percentage of The Students' Activities	48
Graphic 4. The Comparison of Percentage Students' Pre-Test Score and Post-Test 1 Score.....	51
Graphic 5. Percentage Score of Post-Test 2.....	54
Graphic 6. The Percentage of Students' Activities in Cycle II	56
Graphic 7. The Comparison Percentage of Post-Test 1 and Post-Test 2 ...	59
Graphic 8. The Result of The Pre-Test, Post-Test 1 and Post-Test 2	62
Graphic 9. The Result of Students' Learning Activities In Cycle I and Cycle II.....	63

LIST OF APPENDICES

1. Syllabus
2. Lesson Plan
3. Attendance List
4. The Instrument of the Students Writing Ability Test
5. The Instrument of the Students Writing Ability Sheet
6. Observation Sheet Of Students' Activities
7. Field Note
8. Picture Documentation
9. The Letters
10. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of The Study

In English language teaching there are four skill to mastered by students, there are listening, speaking, writing and reading in four skills of English language. From the four skills, the most important skills that need more practice is writing. For human and especially students will get information from writing. Then, the factually through book or paper students can express their own ideas well.

Writing will make students become stronger thinker that is the most important of writing. However, the writing's skill of students must be increased by practicing a lot, because it make the reader clear, to get interesting. In human's life writing has many contribution. Writing has many types of text that students can use. Meanwhile, writing is the activity' psychological of user' language to put information in the written text.

Furthermore, writing is productive skill in written which includes the procedures of thinking process for communication. Genre is the types of text. There are many genres in or the text-types, which are descriptive, procedure, narrative, recount, report, expository analysis and explanation.

Narrative writing is tells about fiction and non fiction. Narrative non-fiction texts include information stories, biography and autobiograph, diaries and letters. Meanwhile narrative fiction is constructed from a number of elements: narration, narrative structure, setting, character,

theme and language. One of the function of narrative is to entertain the readers. It has several types and the structure of narrative are orientation, complication, resolution and coda. Narrative text tells something happened in past such as fable, myth, legend, fairytale and personal experience which has problem and resolution in it, but, to write narrative text correctly the students have difficulties.

The researcher choose narrative text because the researcher want to the students can express their imagenary in written text and can build-up the creatively of students. Students can express their idea on papper because in narrative students can write about their imagenary or tells of their thinking to be fiction or non fiction story.

Meanwhile, in narrative text the students have problems. The students have the difficulties express their idea, the students have low motivation, the students have lack vocabulary, the students have low ability in narrative text, the students still low to construct narrative text correctly. It means that the students have the difficulties to write narrative text.

One of the methods in writing is four square method. Four square method is a method that use for teaching basic writing skill that is applicable across grade levels and curriculum area. It can be made easier and much simpler for students to grasp, because the four square method is a graphic organizer that the students organize concept, grammar, and

vocabulary. The four square method can be applied for teaching the narrative. So, this method is match to solve the students' problems.

The researcher conducted pre-survey on May 5th, 2018 at SMA N 1 Trimurjo Central Lampung. In the class of eleventh MIPA 3 the researcher gave the students some topics. After that the students choosed one of the topics to write it be story of their imagenary to be narrative text. From the students result of narrative text, it known that the students have some problems in learning English language especially in narrative writing text. The students's problem are the students have difficulties in narrative writing text when they tried to consruct narrative text correctly. The students have lack of vocabulary and low motivation in learning writing, the students difficult to express their idea and imagenary. Below the data of students score as the result of pre-survey in the following table:

Table. 1
The Students Score in Narrative Text Writing Ability at the
Eleventh Grade of SMA N 1 Trimurjo

SCORE	CRITERIA	TOTAL OF STUDENTS	PRESENTAGE
≥ 76	Complete	5	19,23 %
≤ 76	Incomplete	21	80,77%

Source: taken on the pre-survey at 5th May, 2018.

Based on the data above, it shows that many students have low score in narrative text of writing. So it means that the students do not have good writing. The result of pre survey, it can be seen that just 5 students from 26 have completed score ≥ 76 (19,23%) in English learning, and 21 students

belong to incomplete category the score ≤ 76 (80,77%). Meanwhile score 76 is the Minimum Standar Criteria (MSC).

From the students score in narrative text writing shows that many students still low in writing ability. The researcher concludes that the ability of students narrative writing is still low. Based on these conditions, the researcher would be conducted a research "INCREASING THE NARRATIVE TEXT WRITING ABILITY BY USING FOUR SQUARE METHOD AMONG THE ELEVENTH GRADE OF THE SMA N 1 TRIMURJO CENTRAL LAMPUNG".

B. Problem Identification

Based on the background of study above, the problems can be identified as follows:

1. The students have low motivation in writing.
2. The students have lack of vocabulary.
3. The students have low ability in writing narrative text.
4. The students have difficulties to write a narrative text.
5. The students still low to construct narrative text correctly.

C. Problem Limitation

Based on the problems above, the researcher limits the problems in writing ability. Therefore, the researcher limits the problems on that the students have difficulties to write a narrative text.

D. Problem Formulation

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

Can the four square method increase the narrative text writing ability among the eleventh grade of the SMA N 1 Trimurjo Central Lampung?

E. Objective of the Study

The objective of this research is to know whether using four square method can increase the narrative text writing ability among the eleventh grade of the SMA N 1 Trimurjo.

F. Benefit of the Study

The result of this classroom action research are :

1. For the teacher

To give the information as a alternative method for the English teacher, especially in SMA N 1 Trimurjo. Four Square Method is effective to be used in teaching narrative.

2. For the students

As the motivation to learning narrative text writing with easy and fun by using four square method and increase the result of students' learning.

3. For the otherresearcher

To give additional information about good writing method in narrative writing and as information to use in further research with same interest.

G. Prior Research

The research entitled “Increasing The Narrative Text Writing Ability By Using Four Square Method Among The Eleventh Grade Of The SMA N 1 Trimurjo Central Lampung”, the researcher found the similar researches that have ever done. The first conducted by Anisa Nurulita and Sumardiono with the title *“Improving Students’ Writing Skill In Recount Text Using Four Squares Writing Method(A Classroom Action Research at the Eight Grade Students of SMP Negeri 23 Surakarta in the Academic Year of 2014/2015)”*.¹ In their research aimed that using four squares writing method can improve the students’ writing ability. The result of her research show that there is improvement of students’ writing ability through the use of four square method. The students made a good improvement in some aspects of writing ability, such the students could write recount text easily without consuming more time, the students also able to write all generic structures of recount text. They were interested and enjoyed in learning writing recount text using four squares writing method. The type of this study was Classroom Action Research (CAR).

The second study had been done by Kautsar Rizqi Nursyifa, Ngadiso and Muh. Ansori, entitled *“Improving Students’ Writing Skill Using Four Square Writing Method”*.² The aims of their research are to

¹Anisa Nurulita and Sumardiono, “Improving Students’ Writing Skill In Recount Text Using Four Squares Writing Method(A Classroom Action Research at the Eight Grade Students of SMP Negeri 23 Surakarta in the Academic Year of 2014/2015)”, (Surakarta: Universitas Slamet Riyadi).

² Kautsar Rizqi Nursyifa, *etal*, “Improving Students’ Writing Skill Using Four Square Writing Method”, (Surakarta: Sebelas Maret University).

identify whether and what extend four square writing method can improve students' writing skill, to analyze the class situation when four square writing method is implemented in writing class. The result of their research shows that using four square writing method improves students' writing skill and classroom condition of SMA Negeri 1 Boyolali, it can be seen from their interest and motivation in learning English. The method that they use is (CAR) Classroom Action Research.

Related to the prior research above, this present research is also to now whether four square method can increase the students' ability in narrative text writing among the eleventh grade of SMA N 1 Timurjo Central Lampung. The reseacher applied this method in the classroom because many students have difficulties in learning narrative text of writing by presenting the research entitled "Increasing The Narrative Text Writing Ability By Using Four Square Method Among The Eleventh Grade Of The SMA N 1 Trimurjo Central Lampung". So, the researcher would like continue the previous studies.

CHAPTER II

REVIEW OF THE RELATED THEORY

A. Theoretical Review

1. The Concept of Writing Ability

a. The Definition of Writing

According to Thomas S. Kane, the definition of writing is writing in its broad sense-as distinct from simply putting words on paper-has three steps, there are thinking about it doing it, and doing it again (and again as often as time will allow and patience will endure).³

According to Ken Hyland, the definition of writing is learned, not taught, so writing instruction is nondirective and personal. Writing is a way of sharing personal meanings and writing course emphasize the power of the individual to construct his or her own views on a topic.⁴

According to Byre, writing is the act of forming symbols, letters, or combinations of letter, which relate to the sound when we speak, making marks on flat surface of some kind, arranged to certain convections to form words and words arranged to form

³ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University,2000), p. 17.

⁴ Ken Hyland, *Second Language Writing*, (United States of America: Cambridge University Press: 2003), p. 9.

sentence.⁵ It means that, writing can make students express their feeling, ideas, thought, emotions with the words.

Meanwhile, according to Diana writing is not matter of recording already developed thoughts but a process of figuring out what you think.⁶ So, it means when you think there a process of figuring because in writing is not about the recording.

Amstrong said that the definition of writing is thinking on a paper. Writing and reading are away into knowing, learning, and communicating.⁷

Furthermore, Brown said that “writing is simply the graphic representation of spoken language”.⁸ Brown also said that the written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally. It means that the writing is text as representation of spoken to communicate and give information.

Based on the quotation above, writing is the psychological activity which the representation of spoken language. Writing is one way to sharing personal meanings and it uses to put the information by the user. Then, writing activity's can help the

⁵Rika Dartiara, “The Use Of Reflective Journal Writing In The Teaching Writing Through Recount Text At The Tenth Grade Student Of SMAN 1 Pagelaran Lampung” in *Pedagogy Journal of English Language Teaching*, (Lampung: Institut Agama Islam Negeri Metro), Vol. 5, No. 1/January-June 2017, p. 57.

⁶ Diana Hacker, *Rules for Writer (sixth edition)*, (New York: MLA Update, 2009), p. 2.

⁷ Joyce Amstrong C. and Edward E. W, *How to Teach Writing*, (United States of America: Teacher Ideas Press, 1993), p. 6.

⁸ H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (San Francisco: Person Education Longman, 2000), p. 335.

students to increase their ability because, learners can express their feelings, ideals, thoughts, emotions, attitudes, etc with writing

b. The Process of Writing

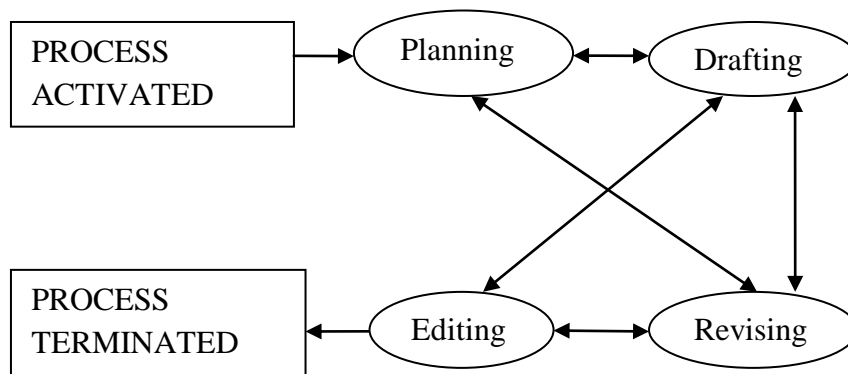
According to Jeremy Harmer said that writing process is the stages a writer goes through in order to produce something in its final written form. Then, Jeremy Harmer said that, the process of writing has four elements.⁹

Furthermore, Jack C. Richards said that process writing as a classroom activity incorporates the four basic writing stages, namely: planning, drafting, revising, and editing.¹⁰

Figure 1

The Diagram of Writing Process

According to Jack C. Richards the diagram of writing process



Based on diagram above, is the stages the oriented a process writing. So, a writer have to employ all of the stages to write something for be a good written product. The diagram above show

⁹ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), p. 4.

¹⁰ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (USA: Cambridge University Press, 2002), p. 315.

that the four stage writing process. The four stage writing process maybe described as follows:

1) Planning (Pre-Writing)

Planning is also called as pre-writing. This is the first stage in the writing process, planning is any activity in the classroom that encourages to write. It stimulates thoughts for getting started. In fact, it moves student away from having to face blank page toward generating tentative ideas and gathering information of writing. It means that the students need several techniques to produce information in writing. The following activities provide the learning experiences for students at this stage, as folow:

a) Group Brainstorming

This is ofthe a group exercise in which all students in the class are encouraged to participated by sharing their collective knowledge about a particular subject.

b) Clustering

Clustering is technique that allows writes to map out their thoughts and connect them visual. By begining with a general subject written in the center of a blank page, students can branch out into subtopics, and from the subtopics into supporting details. Just let them connect each word or phrases to related items by drawing arrows

between them and soon students will have a topical map their entire writing project.

c) **Rapid Free Writing**

Free writing is a tool writers use simply to get their ideas out onto paper. The point is not to write a full-blown draft, but just to focus attention on the topic and let what ideas come. There is no need at this point to over-think anything that is written down, but rather, just keep writing. It begins with a blank page and the ideas or topic and free writing continuously for five to ten minutes.

2) **Drafting**

Once sufficient ideas at the planning stage, the first attempt at writing that is drafting. In the drafting stage, the writers are focused on the fluency of writing and not preoccupied with grammatical accuracy or the neatness of the draft.

Drafting is used to know whether the ideas in which have been discovered during planning can be shaped into a successful piece of writing. So, it will be able to enable the students to experiment the possible arrangement of the one subject. Furthermore, in this stage the students will know what they want to say; just get it down on paper and then, the students will be plenty of time later for revising and polishing of this draft.

3) **Revising**

Revising is the step in writing process. When, the students revise, they review their text on the basis of the feedback given the responding stage. They reexamine what was written to see how they have communicated their meanings to the reader. revising is not only merely checking for language errors. It is done to improve global content and the organisation of ideas so that writer's intent is made clearer to the reader.¹¹

A procedure for improving or correcting a work in progress is revision. Revising is the progress of making in a manuscript levels from whole-text revision. So, it means that revising is re-evaluate the choice that has created a piece of writing.

4) **Editing**

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by teacher. They edit their own peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotation, examples and the like. So, editing is meaningful because the students can see the connection between exercise and their own writing.

¹¹*Ibid.*, p. 317.

c. The Measurement Rubrics of Writing Text

One of the important aspects in evaluation is scoring rubrics. There are some criterias of each writing's score to evaluate the result of writing test that was created by Jacobs: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25), mechanics (2-5).

Table 2

The Measurement Rubrics of Writing

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; through development of thesis; relevant to assigned topic
	26-22	Good to average: some knowledge able of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor: does not show knowledge of subject; non-substantive; non pertinent; or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; well-organized but main ideas stand out; limited support; logical sequencing; cohesive
	17-14	Good to average: somewhat copy; loosely organized; logical but incomplete sequencing
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	Very poor: does not communicate; no organization; or not enough to evaluate

Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average: adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured

	2	Very poor: no mastery of conventions, deminated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate. ¹²
--	---	---

2. The Concept of Narrative Text

a. The Definition of Narrative

According to Thomas S. Kane, a narrative is meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). Then, narrative has meaning in that it conveys an evaluation of some kind.¹³ So, it means that narrative not in random, but it has sequence in its story.

According to Virginia, narrative presents a connected series of events, either imaginary or based on your own experience.¹⁴ Furthermore, the function of narrative text is for entertain the readers or listeners. The main parts of narrative text are: orieation, complication and resolution.¹⁵

¹² Sarra Cushing Weigle, *Assessing Writing*, (New York: Cambridge University Press, 2002), p. 116.

¹³ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, 2000), p. 366.

¹⁴ Virginia Evans, *Successful Writing Proficiency*, (Newbury: Express Publishing, 1998), p. 38.

¹⁵ Eny Maulita Purnama Sari, "Increasing The Students' Writing Narrative Text Ability Through Brainstorming Technique", in *Pedagogy Journal of English Language Teaching*, (Lampung Timur: UNU Lampung), Vol. 5, No. 28/ Desember 2017, p., 151.

Furthermore, according to Nikki and Sally Yates, “narrative is pervasive in our lives, it is a way in humans make sense of their experience; narrative text can be works of fiction or non-fiction; then, narrative non-fiction texts include information stories, biography and autobiograph, diaries and letters. Which is narrative fiction is constructed from a number of elements: narration, narrative structure, setting, character, theme and language.”¹⁶

Based on the quotation above, it can be concluded that narrative has the function to entertain the readers, amuse, tell all about the event and experience from the story itself or the writer. Narrative text writing can be works of fiction or non-fiction.

b. The Types of Narrative Text

Narrative exist in variety of forms, they can be presented as both spoken or written texts and are usually based on imagination. However, some narratives can usually be divided into two categories:

- 1) Traditional Narratives: consist that fairy tales and folk tales, myths and legends, parables, fables and moral tales.
- 2) Modern Narratives: it is consist that science fiction, choose-your-own adventure, mysteries, hero and villains, cartoon, horror series and realistic fiction.¹⁷

¹⁶ Nikki Gamble, et all, *Exploring Children’s Literature Teaching the Language and Reading of Fiction*, (London: Paul Chapman Publishing, 2002), p. 27.

¹⁷ Blake Education, *Targetig Text Lower Primary: Narrative, Poetry, Description, Response*, (Singapore: Giant Press, 1999), p. 4

c. Language Features of Narrative

- 1) The use of simple past tense, example: a long time ago.....
- 2) Specific character which may be human or animal, realistic or imaginary, generally, animal characters portray some human traits and characteristics and they tend to have defined identities within the story, example: The angry man
- 3) There is a sequence of events which is portrayed through the use of conjunction which build up the relationship of time and Cause. They are some times called “joining words”, example: ‘because’, ‘and’, ‘so’.
- 4) Narrative can be written in first person (I, we) or in third person (he, she, they). Some way use the passive voice, for example, ‘The clue was discovered by one of the children.’
- 5) Descriptive language (adjectives) is used to enhance the visual imagery in the reader’s mind relating to the nouns and noun groups within the story, example: “it was a warm and inviting summer’s day....”, “the man’s bright red overcoat.....”
- 6) Narratives make use of adverb and adverbial phrases to help the reader locate events within the text.
- 7) A variety of verbs (thinking, feeling, doing) are used to refer to the characters’ action and thoughts.
- 8) When dialogue is included in a narrative, it involves a change in tense, example: When he got home, he walked in at the front

door and went through to the kitchen, “Trish, what are you doing here?” he said.

- 9) Narratives are not just a bare sequence of events. They are enhanced at every stage by suggestions of what the characters are thinking, feeling and saying.¹⁸

d. The Structure of Narrative Text

The structure of narrative text are orientation, complication, resolution, re-orientation and coda. The detailed structure of narrative text has been proposed by Blake, as follow:

1) Orientation

It the first step in the development of a narrative text. It is where the writer sets the scene for the story, informing the reader of the time, place and main characters of the story.

2) Complication

The complication is the second step in a narrative, where the story is distrupted in some way. Its usually involves the main character and one or more the minor characters.

3) Resolution

It the the third step in a narrative text. It as the term suggests, it is where the problem or complication is resolved.

¹⁸*Ibid.*, p. 5.

4) Re-orientation/Coda

This is the last step and it is optional of structure of narrative. It may be written in the form of a moral story.¹⁹

B. The Concept of Four Square Method

1. The Definition of Four Square Method

According to Judith S. Gould and Evan J. Gould, the definition of Four Square Method is a simple, open-ended graphic organizer that was designed to help students focus, organize and support their writing with detail. While simple in its design, it is very open-ended in its design, its is very open-ended application.²⁰ It means that it is a simplified graphic organizer for teaching writing to the students in school.

Furthermore, it is a tool, web on folded paper strengthens, which helps with organization and memory. So, it means that it is a map for ideas, words and phrases can be used with all language levels, from emerging to proficient. Four square is great for visual learners begin with folding paper into four squares.²¹

Four square is a tool for organizing. Four square instruction and practice should be incorporated into a writing program that is rich with

¹⁹*Ibid.*, p. 4.

²⁰ Judith S. Gould and Evan J. Gould, *Four Square Writing in the Content Areas*, (United States America: Teaching and Learning Company, 2004), p. 61.

²¹Evan J. Gould and Mary F. Burke, *Four Square for Writing Assessment Secondary*, (USA: Teaching and Learning Company, 2010), p. 5.

writing experiences.²² It is used for teaching basic writing skills that is applicable across grade level and curriculum areas. It also an excellent tool for comparing information. Completing similar four squares on contrasting topics give a clear picture of the similarities and differences.²³

Furthermore, four square can be applied for narrative, descriptive, expository, persuasive paragraph and essay of writing. Four square writing is prewriting and organizational skills taught by using a graphic organizer consisting of four outside squares. This visual kinesthetic aid help students to focus on their writing, provide details and enhance word choice.²⁴ So, using four square can help students get started when facing the blank paper.²⁵

Furthermore, it is helps students organizer their thoughts. The four square is an elaborate prewriting activity. It provides much of the material that will be applied in the drafting stage of writing. Four square helps to eliminate common errors that create a need for rewriting.²⁶

²² Judith S. Gould and Evan J. Gould, *Four Square Writing Method A Unique Approach to Teaching Basic Writing Skills*, (United States America: Teaching and Learning Company, 1999), p. 5.

²³ *Ibid*, p. 88.

²⁴ Juitania, Hanif Pujiani and Anti Suryanti, *The Effect of Using Four Square Method on Students' Writing Skill*, (E-journal, Jakarta: UNPAK, 2013), p. 5.

²⁵ Judith S. Gould and Evan J. Gould, *The Total Writing Classroom*, (United States America: Teaching and Learning Company, 2002), p. 103.

²⁶ Judith S. Gould and Evan J. Gould, *Four Square Writing Method A Unique Approach to Teaching Basic Writing Skills*, (United States America: Teaching and Learning Company, 1999), p. 81.

Based on the quotation above the writer can conclude four square method is method in which uses the graphic organizer which consist of four square to lead students's idea into a good written and can make student smore easier to write. Four square is one of the method that easy to write a kind of paragraph. Its is simple graphic organizer to teaching writing. So, it also can help the teacher in teaching learning writing process.

2. The Characteristics of Four Square Method

Four square method has characteristics, as follows:

a. Using step by step approach

Step by step approach is used to make the learning systematic in order to the students make composition well-structured, the four square can be published by the writing process, as follow:

- 1) Brainstorming : generatig ideas
- 2) Organizing : four square writing
- 3) Drafting : rough or first draft
- 4) Revising : revision of content and style
- 5) Editing : editing for surface feature, punctuation, spelling, capitals.

b. Using Graphic Organizer

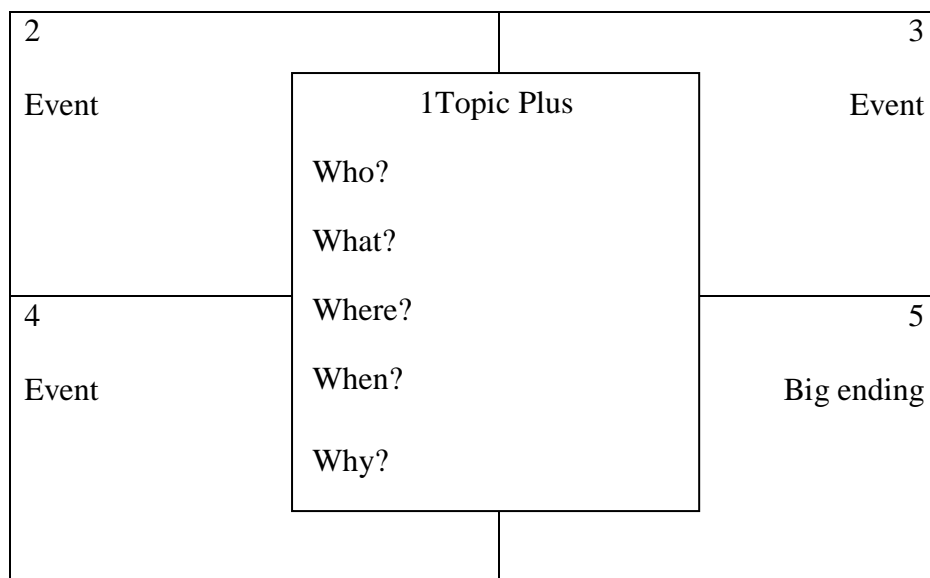
A graphic organizer is a way of structuring information or arranging important aspects of a concept or top into a pattern using label. The squares are numbered 1-5. The visual organizer help

students to conceptualize, understand, and structure a piece of written successfully. It also makes students not feel bored.²⁷ So, it means that using graphic organizer make the students feel easy to write and students will not feel bored.

Then, the main, board or general ideas is placed in the center box of the four square method (box 1). The top two boxes (2 and 3) are each used for an example, detail or definition of central in box 1. The lower left (box 4) is used for a supporting example or detail as well. The remaining box, lower right (box 5), will be employed to build a summary or concluding sentence. In practice this is referred to as the “wrap-up” sentence because it encompasses all the ideas developed in the four square in the form of a series sentence.²⁸

²⁷ Juitania, Hanif Pujiani and anti Suryanti, *The Effect of Using Four Square Method on Students' Writing Skill*, (E-journal, Jakarta: UNPAK, 2013), p. 5-6.

²⁸ Judith S. Gould and Evan J. Gould, *Four Square Writing Method A Unique Approach to Teaching Basic Writing Skills*, (United States America: Teaching and Learning Company, 1999), p. 11

Figure 2. Four Square Method²⁹

3. Procedures of Using Four Square Method

There are several procedures to use four square method, as follow:

- a. The teacher divides the students into a small groups and then guide the students into the brainstorming idea first, then make the topic into the box (1).
- b. Next, in groups the students write down the supporting details into box (2,3 and 4).
- c. Then, the students build summary sentence into box (5), it called wrap-up the sentence, it contain all the main idea to focus the future of writing.
- d. Finally, the teacher can allow the students to build the wrap-up sentence into a thesis statement.³⁰

²⁹*Ibid.*, p. 58.

The explanation above about the procedure of using four square method and there are four steps. So, it means when we will use this method, we have to do all of the procedures.

4. The Benefits of Using Four Square Method

There are several advantages of using the four square in writing process is to help the students' organize their thought and ideas in writing. Four square method can be used as a writing accommodation for students. It is a great way to help students put similar ideas together to create a simple paragraph easily. Four square method helps organize thought or plan before writing, can be applied to expository, narrative, persuasive and descriptive form of writing, and can be modified to meet students' needs.³¹

C. Action Hypothesis

Based on the theoretical review, the writer formulates action hypothesis by using four square method it can increase the narrative text writing ability among the eleventh grade of the SMA N 1 Trimurjo Central Lampung.

³⁰ Chintia IchsaFitri, *Teaching Writing Of Descriptive Text By Combining Four Square Method And Critical Incident Questionnaire Method For Junior High School*, (Journal STKIP Sumatera Barat), p. 5.

³¹ *Ibid.*, p. 6.

CHAPTER III

RESEARCH METHODOLOGY

A. Setting of Research

This research uses classroom action research. Then conducted at the eleventh grade students of SMA N 1 Trimurjo. The location of this research is Karangbolong street, 11F Simbarwaringin, Trimurjo, Central Lampung.

B. Subject of the Study

The subject of this research is eleventh grade of SMA N 1 Trimurjo. In this research, the researcher would choose one class of eleventh grade. The researcher will collaborate with English teacher at the eleventh grade students of SMA N 1 Trimurjo. Her name is Ristuning Waluyati,S.Pd. The researcherchoosen the eleventh grade students class of MIPA 3, because most students of this class have low score in English learning especially narrative text writing. It means that most students of this class did not get score of standar minimum criteria (SMC). Below the data of the subject research.

Table 3
The Subject of the Research

Class	Sex		Total
XI MIA 3	Male	Female	26
	11	15	

C. Research Procedure

Action research is a direct and logical outcome of the progressive position. After showing children how to work together to solve their problems, the next step was for teachers to adopt the methods they had been teaching their children, and learn to solve their own problems co-operatively stated by Hodgkinson.

Furthermore, Halsey stated that action research is a small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention.

Then, according to Bogdan and Biklen, action research is the systematic collection of information that is designed to bring about social change.

Carr and Kemmis stated that action research is simply a form of self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own practice and the situations in which the practices are carried out.

R. B. Burn stated that action research is the application of fact finding to practical problem solving in social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researcher, practitioners and laymen.

The aims of action research is to contribute both to the practical concern of people in an immediate problematic situation and the goals of

social science by joint collaboration within a mutually acceptable ethical framework.³²

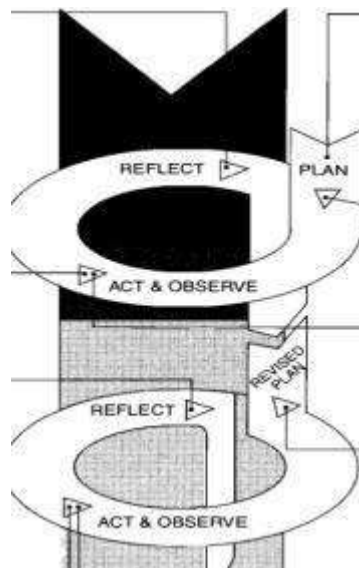
In the classroom action research, the researcher will conduct the research in two cycles. Kemmis and Mc Taggart stated that action research occurs through a dynamic and complementary, which consists of four essential “moments”: of planning, action, observation, and reflection.³³ Lewin developed a theory of action research as a spiral of steps involving planning, fact-finding (or reconnaissance) and execution, and which later generally to be understood as action-reflection cycle of planning, acting, observing and reflecting.³⁴ This is the step of classroom action design. So, in classroom action research there are planning, acting, observing, and reflecting.

³² Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999), p. 29-30.

³³ *Ibid.*, p. 32.

³⁴ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice (second edition)*, (London and New York: Routledge Falmer, 2002), p. 41.

The figure 3. Sequences of Action Research



Illustrated by Kemmis and McTaggart³⁵

The diagram shows the principles in action, the movement from one critical phase to another, and the way in which progress may be made through systematic steps.³⁶ Based on design above design above, here is the explanation about procedures that will conduct with the classroom action research's researcher:

1. Cycle I

a. Planning

The first step is planning. This phase involves developing a viable plan of action for gathering data, and considering and selecting a range of appropriate research methods. The plan is aimed at trialing a particular course of action and collecting data on the outcomes of

³⁵Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999), p. 33.

³⁶Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice (second edition)*, (London and New York: Routledge Falmer, 2002), p. 46.

this action. So, without the planning, the researcher would difficult to apply research and not focus yet. The planning stage consist of the activities below:

- 1) The researcher prepared the lesson plan including learning procedure, media, and relevant material to be applied in acting phase.
- 2) The researcher prepared learning resource for students.
- 3) The researcher determined the method to be applied in acting phase. In this case, the researcher used four square method to increase students's writing ability in narrative text.
- 4) The researcher prepared observation format and also evaluation format to evaluate of the students's activity after teaching and learning process.
- 5) The researcher and the collaborator designed the criteria of success.

b. Acting

Acting is the second step. It is the implementation of the planning. The researcher teach writing to the students by using four square method. In this steps the researcher acts as follows:

- 1) Pre Teaching Activities
 - a) The researcher started greet, lead prayed and checked attendance list.

- b) The researcher informed to the students about the competence, the indicator and objectives that should be achieved.
- c) The researcher asked the students some questions related the topic.

2) While Teaching Process

- a) The researcher divided the students into some group.
- b) The researcher explained the four square to the students about how to applied sequences of four square method in narrative text writing.
- c) The researcher gave material and facilities in te form of narrative text to the students during the discussion by applying four square method.
- d) The researcher affirmed the students's writing ability by checking their understanding.

3) Post Teaching Activates

- a) The researcher asked the students difficulties in teaching learning process.
- b) The researcher and students made conclusion.
- c) The researcher gave the students assignment, gave the advice, and motivated them.

c. Observing

Observing is to observe the effect of the action in its context. The observation is done in teaching learning process. The important things in teaching learning process were observed by collaborator by using observation sheet. The observing have outline like students's ability to answer the question, students's writing and error, and studens's good participants.

d. Reflecting

Reflecting is the last step in this process. In Kemmis and Mc Taggart's model, analysing is not treated as a separate component of action research. However, in our experience, close analysis of data is often the stimulus for reflection so that these two elements become conflated. Therefore, considered as a combination of both analysis and reflection.³⁷

So, in this step the researcher will use the data for evaluation to make improvement for second cycle. In cycle II, there will be result from cycle I. Cycle II is continuation from cycle I.

1. Cycle II

a. Planning

- 1) The researcher would analyze the reflection result to obtain solving problem.

³⁷ Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999), p. 38.

- 2) The researcher would revised and prepared the lesson plan based on te problem appeared in the previcious cycle including learning procedure, media, and relevant material to be applied in acting phase.
- 3) The researcher would rearrange observation format and also reform the evaluation format to increased the plan indicators that have not been achieved yet in the previsious cycle.

b. Acting

In the second phase of cycle two, the researcher applies the same steps in previous cycle, but the researcher applied the revised plan such as lesson plan, material and instrument for evaluation. The activities are:

1) Pre Teaching Activates

- a) The researcher started greet, lead prayed and checked attendance list.
- b) The researcher asked the students condition.
- c) The researcher informed to the students about the competence, the indicators and objectives that would be achived.

2) While Teaching

- a) The researcher divided the students into some group.

- b) The researcher gave the material and facilities the students during the discussion by applying four square method.
- c) The researcher affirmed students's narrative writing ability by checking their understanding..
- d) The researcher gave evaluation to the students.

3) Post Teaching

- a) The researcher made a conclusion for the lesson together with students.
- b) The researcher gave homework for the students.
- c) The researcher started greet the students.

c. Observing

In this step, the researcher should be observe the students's activity during teaching and learning process by using an observation sheet that has prepared. The students able to do the task and students understood the material.

d. Reflecting

This is the last step, the researcher and collaborator reflect all the acting in which conducted and identify the result of observation in the learning process by comparing the score of pre test and post test.

D. Data Collection Methods

In collecting the data, the researcher use the following methods:

1. Test

To collect the data, the researcher used the test in order to know the students's ability. The researcher gave test to the students, there are pre test and post test.

a. Pre Test

The researcher gave pre test to know the ability of students to write narrative text before giving treatments.

b. Post Test

The researchergave post test to students after treatments. It would be done to know the result's students in learning to write narrative text by using four suqare method.

2. Observation

Observation is a mainstay of action research. It enables researcherto document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur.³⁸ In this research, the researcherobserved the learning proccess of the eleventh grade of SMA N 1 Trimurjo in their classroom. During the process of learning, the researcher observed the students's activeness in learning to write a narrative text.

³⁸ Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999), p. 80.

3. Documentation

Documents are a readily accessible source of data in action research as many already exist in the institutional system. Documents accumulated during the course of an enquiry can illuminate numerous aspects of practice. There is a wide range of documents that could be pertinent to the research focus, including student portfolios of written work, student record and profiles, lesson plan, classroom materials, letters, class memo and newsletters, and previous test or examination papers.³⁹ It means that overall the documents are important to collect data in which is needed by the researcher.

The researcher used the documentation to get the data about the school's story, sum of the teacher, employers, facilities and students of SMA N 1 Trimurjo.

4. Field Note

To collect the data more accurately, the researcher used the field notes to make easy when analyze the data. This is to know students activities during teaching process. Then, it is done after finishing of teaching learning process.

³⁹*Ibid.*, p. 140.

E. Data Analysis Method

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. A plan of analysis can and should be prepared in advance before the actual collection of material.⁴⁰

The data analysis conducted from the students's result score of the pre test and post test in cycle 1 and cycle II. Furthermore, the researcher used classroom action research. So, the researcher compared between pre-test and post-test to know the increasing. The researcher used at least two cycle. If the cycle 1 is not successful, so the researcher continued in cycle II. The formulation to get the average score and the increasing of students score as follow:

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

Notes : \bar{X} = Mean Σ = Sum of

X = Raw Score

N = The number of students

$\sum X$ = the total number of students's score⁴¹

Furthermore, the researcher compared average score between pre test and post test for each cycle to know the result. The researcher used

⁴⁰ Yongesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: Age International Publisher, 2006), p. 223.

⁴¹ Donald Ary and Lucy Cheser Jacobs, *Introduction to Research in Education*, (Canada: Wadsworth Cengage Learning, 2010), p. 109

percentage to know the percentage increasing score of students activities, the formula as follow:

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

Notes :

P = Percentage

F = Frequency

N = Total of students

F. Indicator of Success

The indicator of successful taken from the process and the result of the action research. The study would be called success if 76% of students has been passed score 76 in narrative text writingby using four square method anad 70% of students active in learning activity which occur until the last cycle. So, it means that the research will be success.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of The Research

1. Description of The Research Location

The general description that assessed is the complementary data. It is subjectively concerned in condition of school and history of the school.

a. The History Of The School

SMAN 1 Trimurjo is located at Karang Bolong Street 11F Simbarwaringin, Central Lampung. It was established on 2001 according to letter of Number: 307.A/KPTS/04/2001 on October 30, 2001. SMAN 1 Trimurjo has accreditation status of A and had been lead by the following principle:

- 1) Mr. Drs. Syatbi Tahmid started from 2001-2002.
- 2) Mr. Drs. Deddy Irawan, M.Pd started from 2002-2010.
- 3) Mr. Drs. Tri Hartoto, M.Pd started from 2010-2012.
- 4) Mr. Drs. Puryanto, MM started from 2012-2017.
- 5) Mr. Didi Nuryadi, M.Pd started from 2017 until now.

a. Total of the Students

The students' quantity of SMAN 1 Trimurjo is 680 that can be identified as follow:

Table 4**The Students' Quantity of SMAN 1 Trimurjo**

No	Class	Total
1.	X	198
2.	XI	245
3.	XII	237
TOTAL		680

2. Description of the Research Result

This research used classroom action research and has purpose to increase the students' activity and the students learning result of the study at SMAN 1 Trimurjo. It was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meetings. The researcher used four square method to increase the narrative text writing ability.

a. Pre test

Pre-test was presented to the students which was aimed to find out students' ability before the treatment was implemented. It was conducted on, Tuesday 19th, 2019 at 12.45 until 14.15. In this meeting, the researcher gave the students pre-test, there were 26 students of XI MIA 3 followed the test. The test was a writing test. The students finished pre-test individually. The result of the pre-test can be seen on table below:

Table 5
The Result of Pre-Test Score of Narrative Text

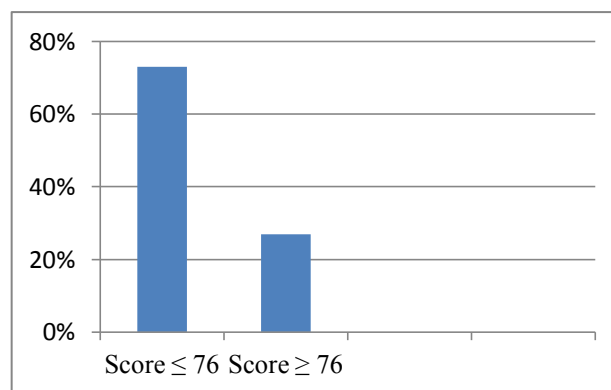
No	Name	Score	Categories
1	AN	46	Incomplete
2	AADS	54	Incomplete
3	AF	49	Incomplete
4	AF	57	Incomplete
5	AA	55	Incomplete
6	ALA	48	Incomplete
7	APN	77	Complete
8	AN	48	Incomplete
9	AM	77	Complete
10	CSM	51	Incomplete
11	DA	76	Complete
12	DS	54	Incomplete
13	SF	47	Incomplete
14	DNP	47	Incomplete
15	FPY	76	Complete
16	FRD	50	Incomplete
17	GPS	52	Incomplete
18	MAS	76	Complete
19	MCA	76	Complete
20	NK	54	Incomplete
21	NRR	44	Incomplete
22	PVD	48	Incomplete
23	RDI	47	Incomplete
24	RA	55	Incomplete
25	SDA	76	Complete
26	TP	50	Incomplete
Total		1490	-
High Score		77	Complete
Low Score		44	Incomplete
Average		57,30	Incomplete

The students' result of pre-test that was taken on February 19th, 2019.

Table 6**Frequency Students Scores in the Pre-Test**

No	Score	Category	Frequency	Percentage
1	≥ 76	Complete	7	27%
2	≤ 76	Incomplete	19	73%
Total			26	100%

The students's result of pre-test that was taken on February 19th, 2019.

Graphic 1**The Result of The Students' Score in Pre-test**

Based on the pre-test's result, it could be seen that the score of stuentns were various. The lowest score was 44 and the highest score was 77. The average score of pre-test was 57,30. It means that only 7 (27%) students who acquired a complete category and 19 (73%) students who acquired an incomplete category in their writing. The successful students were those who got The Minimum Standard Criteria (MSC) at SMA N 1 Trimurjo is 76.

b. Cycle I

Cycle I was divided into four steps, there are planning, acting, observing, and reflecting.

1) Planning

In this steps, the researcher planned to give material about writing narrative text. The researcher prepared several things related to teaching learning process such as: prepared the lesson plan, material that used to teaching learning process, attendance list, made the instrument that would be examined as post test in the cycle I, prepared that media used in writing, made observation sheet of the students' activity, identified the problem and found the case 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.

2) Acting

The action in the cycle I consisted 2 meetings.

a) The First Meeting

The first meeting was conducted on Wednesday, February, 21st, 2019 at 12.30 until 2.15 pm and followed by 26 students. The meeting was started by praying and greeting, checking the attendance list, and asking the condition of students.

In the beginning of teaching learning process, the researcher asked the students about narrative text and their difficulties in understanding the text. Then the

researcher gave material's learning of narrative text to the students, structure and language features of narrative text. After that the researcher explained more what they should find in narrative text such as: setting, problems and problems' solution.

Next, the researcher divided class into some group. Then, the researcher gave the example of narrative text and asked students to four square. After that, the researcher explained the narrative text used four square.

b) Second Meeting

The second meeting was conducted on Thursday, February 28th, 2019 at 12.30 until 2.15 pm and followed by 26 students. This meeting used to post-test after the students given action. The meeting started by praying, greeting, checking the attendance list, and asking the students' condition.

In this step, the researcher continued the material in the last meeting in cycle I and divided the students into some groups. The researcher reminded that used text in the teaching learning process was organized in narrative form. After that the researcher gave post-test to the students. The researcher gave some topics, and asked the students to make a narrative text based on the topics

by using four square. Then, the result of post-test 1 could be seen on the table below:

Table 7

The Result of Students' Score Post-Test 1

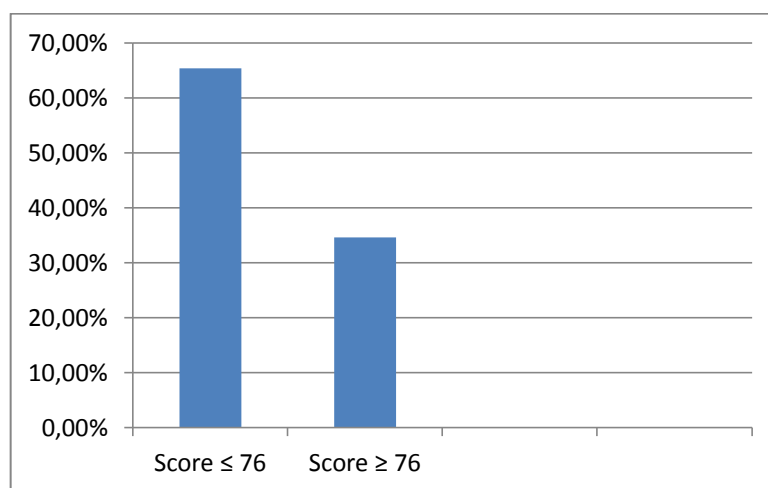
No	Name	Score	Categories
1	AN	69	Incomplete
2	AADS	60	Incomplete
3	AF	69	Incomplete
4	AF	71	Incomplete
5	AA	60	Incomplete
6	ALA	67	Incomplete
7	APN	81	Complete
8	AN	60	Incomplete
9	AM	80	Complete
10	CSM	78	Complete
11	DA	79	Complete
12	DS	60	Incomplete
13	SF	65	Incomplete
14	DNP	59	Incomplete
15	FPY	80	Complete
16	FRD	69	Incomplete
17	GPS	63	Incomplete
18	MAS	80	Complete
19	MCA	78	Complete
20	NK	80	Complete
21	NRR	54	Incomplete
22	PVD	70	Incomplete
23	RDI	55	Incomplete
24	RA	70	Incomplete
25	SDA	80	Complete
26	TP	72	Incomplete
Total		1809	-
High Score		81	Complete
Low Score		54	Incomplete
Average		69,57	Incomplete

The students' result of narrative text writing that was taken on February 28th, 2019.

Table 8
Percentage of Score' Students Post-Test 1

No	Score	Category	Frequency	Percentage
1	≥ 76	Complete	9	34,62%
2	≤ 76	Incomplete	17	65,38%
Total			26	100%

Graphic 2
The Result of The Students' Score Post-Test 1



Based on the result of the students' score post-test 1 in cycle I, it could be analyze that the average of students score was 69,57. The highest score is 81 and the lowest score was 54. It could be conclude that there was 9 students or 34,62% that had passed on the post-test 1 and there were 17 (65,38%) students that did not passed the Standard Minimum Criteria (SMC). It means that the result of post-test 1 was unsuccessful.

3) Observing

While the treatment was being executed, the activities of students during the learning process were also being observed by the observer. The researcher as a teacher gave material about narrative text writing by

using four square method. The students who were active in discussion would get the point by ticking of the students' activities were:

- a) The students pay attention of the teacher explanation.
- b) The students ask/answer the question from the teacher.
- c) The students can following the learning process.
- d) The students were active in building teamwork.
- e) The students were fluent in narrative text writing.

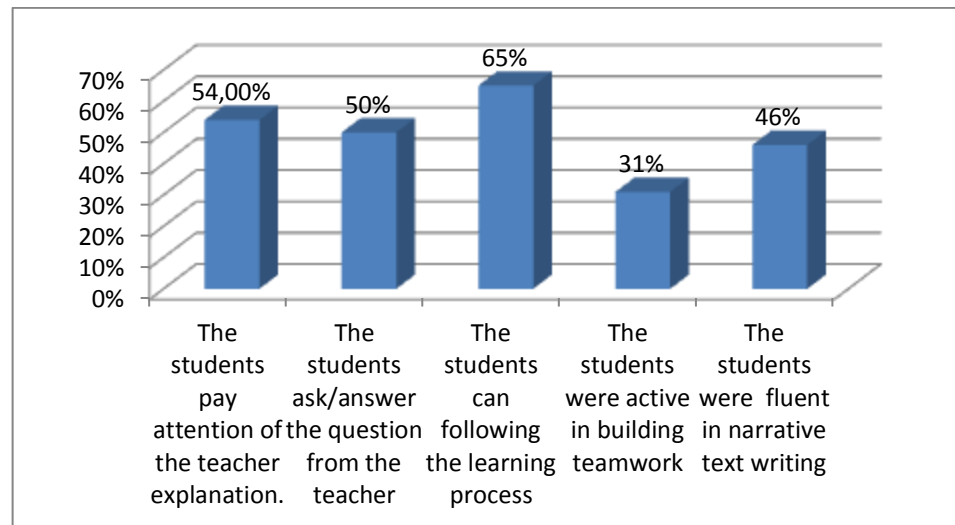
The result of the students' learning activities could be seen as follow:

Table 9

The Students' Activities in Cycle I

No	Students Activities	Frequency	Precentage
1	The students pay attention of the teacher explanation.	14	54%
2	The students ask/answer the question from the teacher	13	50%
3	The students can following the learning process	17	65%
4	The students were active in building teamwork.	8	31%
5	The students were fluent in narrative text writing.	12	46%
	Total		246%
	Avetage		9,46%

Graphic 3
The Percentage of The Students' Activities



Based on the data above, it showed that 14 students (54%) paid attention of the teacher explanation, 13 students (50%) asked and answered the question from the teacher, 17 students (65%) followed the learning process, 8 students (31%) students were active in building teamwork, 12 (46%) the students were fluent in narrative text writing and the average from students' activities in cycle 1 was 9,46%.

4) Reflecting

Based on the result observation in learning process in cycle 1, it could be concluded that the learning process has not achieved Minimum Standard Criteria (MSC) of the research yet. Finally, the researcher analyzed and calculated all the processes like the score of the students' pre-test and result of students'

score post-test 1. The comparison between score of pre-test and score of post-test as follow:

Table 10
The Comparison Between Score of Pre-Test and Post-Test 1

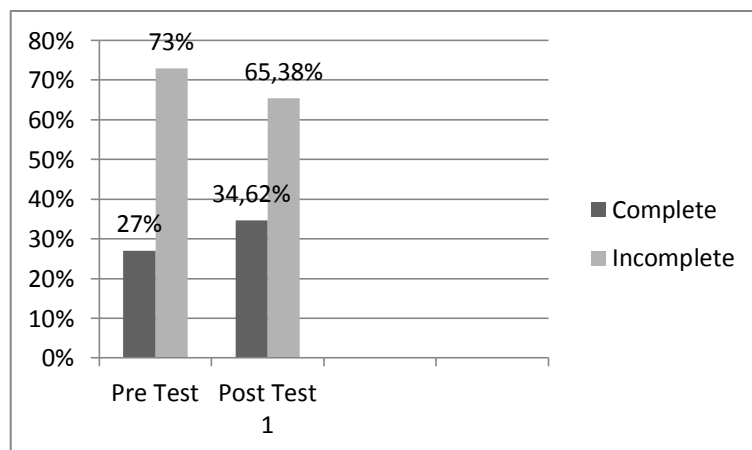
No	Name	Pre-Test Score	Post-Test 1 Score	Increasing	Explanation
1	AN	46	69	23	Increase
2	AADS	54	60	6	Increase
3	AF	49	69	20	Increase
4	AF	57	71	14	Increase
5	AA	55	60	5	Increase
6	ALA	48	67	19	Increase
7	APN	77	81	4	Increase
8	AN	48	60	12	Increase
9	AM	77	80	3	Increase
10	CSM	51	78	27	Increase
11	DA	76	79	3	Increase
12	DS	54	60	6	Increase
13	SF	47	65	18	Increase
14	DNP	47	59	12	Increase
15	FPY	76	80	4	Increase
16	FRD	50	69	19	Increase
17	GPS	52	63	11	Increase
18	MAS	76	80	4	Increase
19	MCA	76	78	2	Increase
20	NK	54	80	26	Increase
21	NRR	44	54	10	Increase
22	PVD	48	70	22	Increase
23	RDI	47	55	8	Increase
24	RA	55	70	15	Increase
25	SDA	76	80	4	Increase
26	TP	50	72	22	Increase
Total		1490	1809	319	
High Score		77	81		
Low Score		44	54		
Average		57,30	69,57		

Table 11
The Comparison of Percentage Students' Pre-Test and
Post-Test 1 Learning Result

Interval	Pre-Test		Post-Test 1		Increasing	
	F	Precentage	F	Precentage	F	Precentage
≥ 76	7	27%	9	34,62%	2	7,62%
≤ 76	19	73%	17	65,38%	2	7,62%
Total	26	100%	26	100%		

The table above is the result of students' score of pre-test and post-test 1. It can be seen that there was an increasing from the result score of pre-test and post-test 1. The increasing comparison was 7,62% from pre-test to post-test 1. The average score of pre-test were 57,30. The lowest was 44 and the highest score got 77. Meanwhile the average score of post-test 1 were 69,57. The lowest score of post-test 1 was 54 and the highest score was 81. The increasing of the average score pre-test and post-test 1 was 12,27. It means that there was an increasing from pre-test and post-test 1.

Graphic 4
The Comparison of Percentage Students' Pre-Test and
Post-Test 1 Score



In this research, pre-test and post-test had done individually. It was aimed to know the ability of the narrative text writing. Based on the data above, the result score of students' pre-test and post-test1 in cycle I were increase. It could be seen from average in the pre-test was 57,30 and average post-test 1 was 69,57. There was increasing from the achievement of students, cycle I was not successful yet because only 9 students (34,62%) who completed in post-test I. It can be concluded that, this research would be continue in the next cycle.

c. Cycle II

The cycle II was similar with cycle I. After finding the result from cycle I, it showed that the research should be continued in the next cycle. In this stage also divided into

planning, acting, observing, and reflecting. It would be explained as follow:

1) Planning

In this step, the researcher and collaborator try to repare the problemin cycle I and arrange the planning for cycle II based on the problem that students deal toward narrative text writing. The researcher prepared the lesson plan, material, observation sheet.

2) Acting

In this step consist of two meeting. The explanation every meeting will be explained below:

a) The First Meeting

The first meeting was done on Wednesday, March 27th, 2019 at 12.30 until 2.15 pm and it took about 2x45 minutes. This meeting was opened by praying, greeting, asking the conditions of students and checking attendance list. Then, the researcher gave the students the learning material about narrative text writing. In this section the researcher as the teacher also reviewed the structure of narrative text. In this phase, the students were also work in group. The reseacher gave an example of narrative text by using

four square method. It aimed to make students were active in class.

b) The Second Meeting

The second meeting conducted on Wednesday, March, 28th, 2019 at 12.30 until 2.15 pm. the researcher began the class by greeting the students. The researcher asked to the students whether they have any question about the material. After giving the treatment, the researcher gave post-test to the students. The result of post-test 2 can be seen on the table below:

Table 12
The Score of Post-Test 2

No	Name	Score	Categories
1	AN	83	Complete
2	AADS	76	Complete
3	AF	83	Complete
4	AF	87	Complete
5	AA	80	Complete
6	ALA	77	Complete
7	APN	85	Complete
8	AN	68	Incomplete
9	AM	89	Complete
10	CSM	88	Complete
11	DA	83	Complete
12	DS	79	Complete
13	SF	71	Incomplete
14	DNP	70	Incomplete
15	FPY	82	Complete
16	FRD	83	Complete
17	GPS	83	Complete
18	MAS	88	Complete
19	MCA	80	Complete
20	NK	83	Complete
21	NRR	66	Incomplete

22	PVD	79	Complete
23	RDI	72	Incomplete
24	RA	75	Complete
25	SDA	82	Complete
26	TP	80	Complete
Total		2072	
High Score		89	
Low Score		66	
Average		79,69	

The students' result of post-test 2 that taken on February, 28th, 2019.

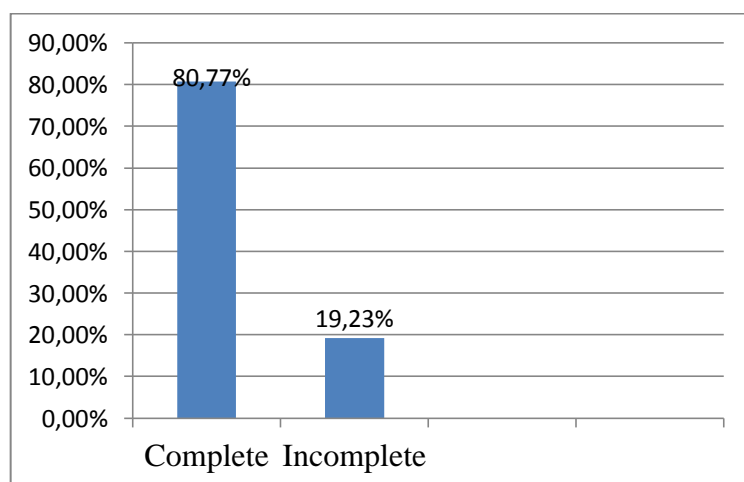
Table 13

Percentage Score of Post-Test 2

No	Score	Category	Frequency	Percentage
1	≥ 76	Complete	21	80,77%
2	≤ 76	Incomplete	5	19,23%
Total			26	100%

Graphic 5

Percentage Score of Post-Test 2



Based on the data above, the result of students' post-test 2, it could be seen that the average score of students in post-test 2 was 79,69. The lowest score was 66 and the

highest score was 89. Then, it could be inferred the indicator of success was achieved that is 80,77%. The Minimum Mastery Criteria (MMC), 76% the students passed the test. Most of students could increase their narrative text writing ability. It means that cycle II was successful.

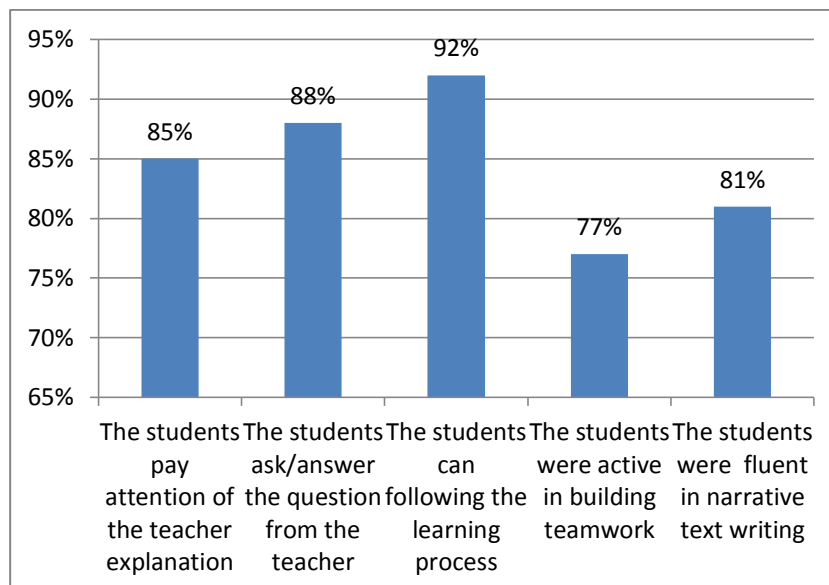
c) Observing

In this step, an observation was conducted with the same in cycle I in learning process, there were also five indicators used to know the students' activities during the learning process were also being observed by observer. The result of the students' activities could be seen as follow:

Table 14
The Students' Activities in Cycle II

No	Students Activities	Frequency	Precentage
1	The students pay attention of the teacher explanation.	22	85%
2	The students ask/answer the question from the teacher	23	88%
3	The students can following the learning process	24	92%
4	The students were active in building teamwork.	20	77%
5	The students were fluent in narrative text writing.	21	81%
Total			423%
Average			17,62%

The Graphic 6
The Percentage of Students' Activities in Cycle II



Based on the data above, it showed that the students' activities in cycle II was increase. The students' activities that had high precentage were 22 students paid attention of the teacher explanation 85%, 23 who students asked and answered the question from the teacher 88%, 24 students followed the learning process 92%, 20 students were active in building teamwork 77% and 21 students were fluent in narrative text writing 81%. The average from cycle II was 17,62%. It means that, the researcher indicated that learning process in cycle II was sucessful because the students' activities got precentage $\geq 70\%$.

3) Reflecting

At the end of this cycle II, the researcher and the a collaborator analyzed and calculated all the process like students' post test II score and observation of students' learning activities. The comparison between students' post test 1 and post test 2 score could be compared on the following table.

Table 15
The Comparison Between The Result Score of
Post-Test 1 and Post-Tet 2

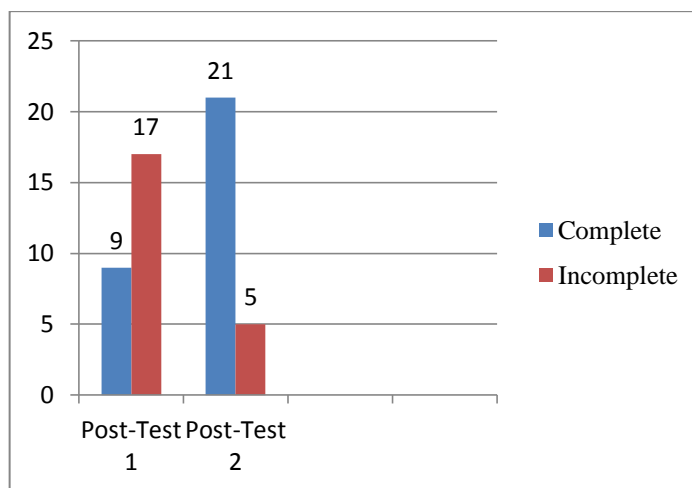
No	Name	Post-Test 1 Score	Post-Test 2 Score	Increasing	Explanation
1	AN	69	83	14	Increase
2	AADS	60	76	16	Increase
3	AF	69	83	14	Increase
4	AF	71	87	16	Increase
5	AA	60	80	20	Increase
6	ALA	67	77	10	Increase
7	APN	81	85	4	Increase
8	AN	60	68	8	Increase
9	AM	80	89	9	Increase
10	CSM	78	88	10	Increase
11	DA	79	83	4	Increase
12	DS	60	79	19	Increase
13	SF	65	71	6	Increase
14	DNP	59	70	11	Increase
15	FPY	80	82	2	Increase
16	FRD	69	83	14	Increase
17	GPS	63	83	20	Increase
18	MAS	80	88	8	Increase
19	MCA	78	80	2	Increase
20	NK	80	83	3	Increase
21	NRR	54	66	12	Increase
22	PVD	70	79	9	Increase

23	RDI	55	72	17	Increase
24	RA	70	75	5	Increase
25	SDA	80	82	2	Increase
26	TP	72	80	8	Increase
Total		1809	2072	263	
High Score		81	89		
Low Score		54	66		
Average		69,57	79,69		

From the data above, it could be seen that the score of the students in post-test 2 increased. the students was increasing from average score in post-test I 69,57 became 79,69 in post-test 2. It means that the cycle was success and writing ability on the student has developed. Furthermore, four square method could increase the ability of students in narrative text writing.

Table 16
The Comparison Percentage of Students'
Between The Result Score of Post-Test 1 and
Post-Tet 2

Interval	Post-Test 1		Post-Test 2		Increasing	
	F	Precentage	F	Precentage	F	Precentage
≥ 76	9	34,62%	21	80,77%	12	46,15%
≤ 76	17	65,38%	5	19,23%	12	46,15%
Total	26	100%	26	100%		

Graphic 7**The Comparison Percentage of Post-Test 1 And Post-Test 2**

From the data above, the result of the students' between post-test 1 and post-test 2 there was the increasing. The students' average score that increased from 69,57 to the 79,69. So, there is increasing 10.12 points. It aimed to know the students' ability after the treatment.

B. Discussion**1. The Result of The Students Learning****a. The Result of Pre-Test**

To know the students's narrative text writing ability before implementing the treatment, the researcher conducted the pre-test on Tuesday, February 19th, 2019. From the result of pre-test, only 7 students (27%) who students passed the Minimum Mastery Criteria (MMC) and 19 students (73%) who got score less than 76. The lowest score was 44, the highest score was 77 and the average

score was 57,30%. The problem could be seen by the students' score in pre-test. It means that the result of students' narrative text writing ability was still low.

b. The Result of Post-Test 1

In this research, to know the students' narrative text mastery after implementing the treatment, the researcher conducted the post-test 1. It was done on Wednesday, February 21th, 2019. From the result of post-test 1, 9 students (34,62%) passed the post-test 1. The lowest score was 54, the highest score was 81 and the average score was 69,57. It showed that in the cycle I, the students' achievement could increase enough but it was not successful because the indicator of success was not reached yet.

c. The Result of Post-Test 2

The researcher conducted post-test 2 to know the students' narrative text writing ability after implementing the treatment. It was done on February, 28th, 2019. From the result of post-test 2, it showed that the average score was 79,69 passed of the Minimum Standard Criteria (76). In this stage, 21 students of 26 students passed the Standard Minimum Criteria (MSC). It means that most of the students passed in achieving material and the research was successful.

2. Comparison of Students' Score in Pre-Test, Post-Test 1 and Post-Test 2

The score of students on narrative text writing ability from pre-test to post-test in cycle II could be seen on the table below:

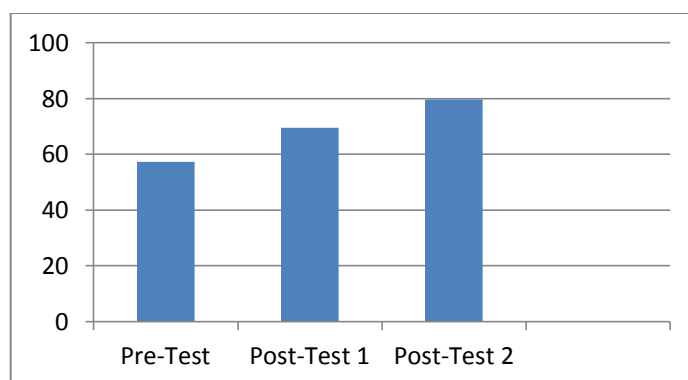
Table 17
The Comparison of Students' Score in Pre-Test, Post-Test 1 and Post-Test 2

No	Name	Pre-Test Score	Post-Test 1 Score	Post-Test 2 Score	Explanation
1	AN	46	69	83	Increase
2	AADS	54	60	76	Increase
3	AF	49	69	83	Increase
4	AF	57	71	87	Increase
5	AA	55	60	80	Increase
6	ALA	48	67	77	Increase
7	APN	77	81	85	Increase
8	AN	48	60	68	Increase
9	AM	77	80	89	Increase
10	CSM	51	78	88	Increase
11	DA	76	79	83	Increase
12	DS	54	60	79	Increase
13	SF	47	65	71	Increase
14	DNP	47	59	70	Increase
15	FPY	76	80	82	Increase
16	FRD	50	69	83	Increase
17	GPS	52	63	83	Increase
18	MAS	76	80	88	Increase
19	MCA	76	78	80	Increase
20	NK	54	80	83	Increase
21	NRR	44	54	66	Increase
22	PVD	48	70	79	Increase
23	RDI	47	55	72	Increase
24	RA	55	70	75	Increase
25	SDA	76	80	82	Increase
26	TP	50	72	80	Increase
Total		1490	1809	2072	
Average		57,30	69,57	79,69	

Based on the data above, it was known that there was positive significant increasing of the students' score. It could be seen from the average 57,30 to 69,57 became 79,69. So, the researcher conclude that the research was successful because the indicator in this research had been achieved.

The researcher showed the graph of the result of the pre-test, post-test 1 and post-test 2, as follow:

Graphic 8
The Result of The Pre-Test, Post-Test 1 and Post-Test 2



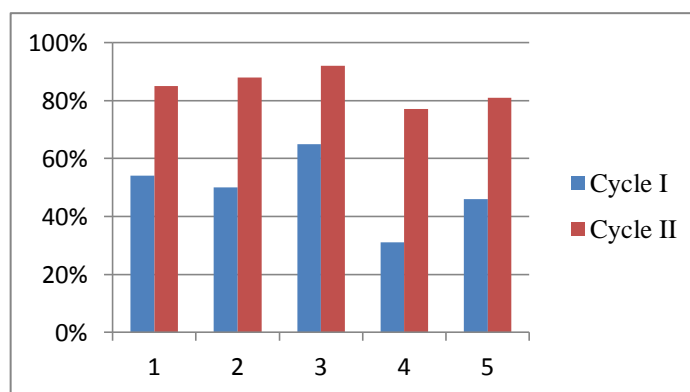
Based on the graphic above, it could be inferred that four square method could increase the students' narrative text writing ability. It is supported by increasing the students from pre-test to post-test 1 and from post-test 1 to the post-test 2.

3. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table increasing of it as follow:

Table 18**The Table of Students' Activities in Cycle I and Cycle II**

No	Students' Activities	Cycle I		Cycle II	
		F	Percentage	F	Percentage
1	The students pay attention of the teacher explanation.	14	54%	22	85%
2	The students ask/answer the question from the teacher	13	50%	23	88%
3	The students can following the learning process.	17	65%	24	92%
4	The students were active in building teamwork.	8	31%	20	77%
5	The students were fluent in narrative text writing.	12	46%	21	81%

Graphic 9**The Result of Students' Learning Activities in Cycle I and Cycle II**

Based on the data that has been obtained, it can be explained as follows:

a. The students pay attention of the teacher explanation

The students' attention to the teacher explanation was increased from the first meeting to next meeting. In cycle I was 54% and in cycle II was 85%. It increased 31%.

b. The students ask/answer the question from the teacher

The students who asked/answered question from the teacher was increased from the first meeting to next meeting. It showed when the students were able to answer the question from the teacher and when they did not understand the material they asked to the teacher. For this activity was increased 38%. It was from cycle I 50% and cycle II 88%.

c. The students can following the learning process

The students followed the learning process from the first meeting until last meeting was increased. in cycle I was 65% and cycle II was 92%. So, increased 27%.

d. The students were active in building teamwork

The students active in building teamwork were increased. it could be seen on the cycle I 31% and cycle II 77%.

e. The students were fluent in narrative text writing

The students were fluent in narrative text writing was increased. It could be seen when the students were asked to do the task for each cycle. In cycle I was 46% and cycle II was 81%. It was increased 35%

Based on the data above, it can be concluded that the implementation of four square method increases students' learning activities because most of the students shown good increasing in

learning activities when four square method was applied in learning process from cycle I to the cycle II.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to conclude that the narrative text writing ability could be increased by using four square method. Therefore, four square method can be effective method and it could be as alternative way in teaching writing, because the method easy to use, simple for implementing. So, it made the students easier to understand the material and it can increase the students' motivation in English studying. Then, it could be increased students' narrative text writing ability.

Using four square method can increase the activity of students learning process. It was supported by increasing of students' average score from the pre-test was 57,30, in post-test 1 the students score was 69,57 and the average score of post-test 2 was 79,69. So, the increasing score of cycle I and II were 10,12 and the minimum standard criteria (MSC) is 76. It means that four square method could be used to increase the students' narrative text writing ability.

B. Suggestion

Based on the conclusion above, it can be delevered some suggestions to be shared more attention in teaching learning process go to:

1. For he Headmaster

To support the English teacher to use four square method in teaching learning process, because four square method is helpful.

2. For The English Teacher

It would be better for English teacher to apply the Four Square Method as an alternative way in teaching English, especially to increase the students' narrative text writing ability.

3. For the students

It suggested to increase the students' ability in teahing learning especially in mastery of writing and more active in leaning process in the class.

BIBLIOGRAPHY

- Anisa Nurulita and Sumardiono. *Improving Students' Writing Skill In Recount Text Using Four Squares Writing Method (A Classroom Action Research at the Eight Grade Students of SMP Negeri 23 Surakarta in the Academic Year of 2014/2015)*. Surakarta: Universitas Slamet Riyadi.
- Anne Burns. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press, 1999.
- Blake Education. *Targeting Text Lower Primary: Narrative, Poetry, Description, Response*. Singapore: Giant Press, 1999.
- Chintia Ichsafitri. "Teaching Writing Of Descriptive Text By Combining Four Square Method And Critical Incident Questionnaire Method For Junior High School", *Journal STKIP Sumatera Barat*.
- Diana Hacker, *Rules for Writer (sixth edition)*, New York: MLA Update, 2009.
- Donald Ary and Lucy Cheser Jacobs. *Introduction to Research in Education*. Canada: Wadsworth Cengage Learning, 2010.
- Eny Maulita Purnama Sari, "Increasing The Students' Writing Narrative Text Ability Through Brainstorming Technique". in *Pedagogy Journal of English Language Teaching*, Lampung Timur: UNU Lampung, Vol. 5, No. 28/ Desember 2017.
- Evan J. Gould and Mary F. Burke. *Four Square for Writing Assessment Secondary*. USA: Teaching and Learning Company, 2010.
- H. Douglas Brown. *Teaching by Principle an Interactive Approach to Language Pedagogy*. San Francisco: Person Education Longman, 2000.
- Jack C. Richards and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. USA: Cambridge University Press, 2002.
- Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice (second edition)*. London and New York: Routledge Falmer, 2002.
- Jeremy Harmer. *How to Teach Writing*. England: Longman, 2004.
- Joyce Armstrong C. and Edward E. W. *How to Teach Writing*. United States of America: Teacher Ideas Press, 1993.
- Judith S. Gould and Evan J. *Four Square Writing Method A Unique Approach to Teaching Basic Writing Skills*. United States America: Teaching and Learning Company, 1999.

Judith S. Gould and Evan J. *The Total Writing Classroom*. United States America: Teaching and Learning Company, 2002.

-----, *Four Square Writing in the Content Areas*. United States America: Teaching and Learning Company, 2004.

Juitania, Hanif Pujiani and Anti Suryanti. *The Effect of Using Four Square Method on Students' Writing Skill*. E-journal. Jakarta: UNPAK, 2013.

Kautsar Rizqi Nursyifa, et al. *Improving Students' Writing Skill Using Four Square Writing Method*. Surakarta: Sebelas Maret University.

Ken Hyland. *Second Language Writing*. United States of America: Cambridge University Press: 2003.

Nikki Gamble, et al. *Exploring Children's Literature Teaching the Language and Reading of Fiction*. London: Paul Chapman Publishing: 2002.

Rika Dartiara, "The Use Of Reflective Journal Writing in The Teaching Writing Through Recount Text At The Tenth Grade Student Of SMAN 1 Pagelaran Lampung" in *Pedagogy Journal of English Language Teaching*. Lampung: Institut Agama Islam Negeri Metro, Vol. 5, No. 1/January-June 2017.

Sarra Cushing Weigle. *Assessing Writing*. New York: Cambridge University Press, 2002.

Thomas S. Kane. *The Oxford Essential Guide to Writing*. New York: Oxford University, 2000.

Virginia Evans, *Successful Writing Proficiency*. Newbury: Express Publishing, 1998.

Yongesh Kumar Singh. *Fundamental of Research Methodology and Statistics*. New Delhi: Age International Publisher, 2006.

APPENDICES



**SILABUS MATA PELAJARAN
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH
(SMA/MA)**

**MATA PELAJARAN
BAHASA DAN SASTRA INGGRIS
(PEMINATAN)**

**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA, 2016**

SILABUS

Mata Pelajaran : Bahasa Inggris

Nama Sekolah : SMA N 1 Trimurjo

Kelas : XI

Kompetensi Inti :

KI 1 :Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya</p> <p>4.1. Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek</p>	<ul style="list-style-type: none"> • <i>Fungsi sosial</i> Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, dsb. • <i>Struktur text</i> (gagasan utama dan informasi rinci) <ul style="list-style-type: none"> - Pendahuluan (orientasi) dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita. - Penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita. - Krisis yang terjadi terhadap tokoh utama (komplikasi) - Akhir cerita di mana krisis berakhir (resolusi) dengan bahagia atau sedih 	<ul style="list-style-type: none"> • Menyimak guru membacakan beberapa teks naratif berbentuk cerita pendek. • Menirukan guru membaca teks tersebut secara bermakna, dengan intonasi, ucapan, dan tekanan kata yang benar. • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks tersebut. • Membaca dan mendiskusikan contoh tabel analisis isi teks yang sedang dipelajari. • Membahas cara mempresentasikan hasil analisis tersebut. • Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing. • Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<ul style="list-style-type: none"> - Ulasan atau komentar umum (reorientasi), opsional. • <i>Unsur kebahasaan</i> <ul style="list-style-type: none"> - Tata bahasa: <i>tense Simple, Continuous, Perfect</i>, dalam bentuk <i>Present</i> dan <i>Past</i>, dengan atau tanpa kata kerja bantu modal, secara terintegrasi - Kosakata: terkait karakter, watak, dan setting dalam cerita pendek - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal - Semua jenis adverbial. - Ucapan, tekanan kata, intonasi, 	<p>teks naratif berbentuk cerita pendek dari sumber lain.</p> <ul style="list-style-type: none"> • Mempresentasikan hasil analisis secara lisan di depan kelompok lain. • Menceritakan kembali teks naratif berbentuk cerita pendek yang telah dipelajari dengan menggunakan bahasa sederhana. • Melakukan refleksi tentang proses dan hasil belajarnya.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p>ejaan dan tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • <i>Topik</i> <p>Cerita-cerita pendek yang memberikan keteladanan dan yang dapat menumbuhkan perilaku yang termuat dalam KI.</p>	

Trimurjo, March 2019

Mengetahui,
The Collaborator

The Researcher

Ristuning Waluyati, S.Pd
NIP. 19770810 200502 2 002

Destri Maryana
NPM. 14121157

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMA Negeri 1 Trimurjo
Mata Pelajaran / Kelas	: Bahasa Inggris / XI
Materi Pokok	: Narrative Text
Alokasi Waktu	: 2 Pertemuan (4 x 45 menit)

A. Kompetensi Inti:

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya.
- 4.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek.

C. Indikator

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks naratif sederhana.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks narrative sederhana.

3. Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan pada teks naratif sederhana.
4. Merespon makna dalam teks naratif, lisan dan tulis, sederhana.
5. Menyusun teks naratif lisan dan tulis sederhana.

D. Tujuan Pembelajaran

1. Siswa dapat menunjukkan kesungguhan belajar bahasa Inggris terkait teks naratif sederhana.
2. Siswa dapat menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks naratif sederhana.
3. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana dengan benar.
4. Siswa dapat merespon makna dalam teks naratif, lisan dan tulis, sederhana.
5. Siswa dapat menyusun teks naratif lisan dan tulis sederhana dengan benar.

E. Materi

Narrative text

1. Definition of narrative text

Narrative text can be said as narration story which tell us about adventure, legend, saga, fable, fairytale, folktale, romance, science fiction, myth, etc.

2. Function of narrative text

It aims to entertain or amuse the listener or reader. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.

3. Generic structure:

a. Orientation

It is where the writer sets the scene for the story, informing the reader of the time, place and main characters of the story. (Biasanya bagian ini berisi tentang pengenalan tokoh, setting tempat/ latar, waktu.

b. Complication

The complication is the second step in a narrative, where the story is disrupted in some way. It usually involves the main character and one or more of the minor characters. (Berisi tentang awal mula terjadinya masalah dan konflik-konflik yang dialami tokoh utama.

c. Resolution

It as the term suggests, it is where the problem or complication is resolved. (berisi tentang penyelesaian masalah dari konflik yang terjadi.

d. Re-Orientation

It as the term suggests, it is where the problem or complication is resolved.

4. Contoh Teks Naratif

Fox and A Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at

least a hundred tricks to get away from our mutual enemies, the dogs,' she said

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe some day, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Moral : A single plan that works is better than a hundred doubtful plans.

F. Metode Pembelajaran/Teknik:

Metode : Four Square Method

G. Sumber/Bahan/Alat

a. Alat dan media

Alat : White board, Marker

Media : contoh teks naratif.

b. Sumber ajar

Internet dan buku yang relevan dengan materi tersebut.

H. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan Kegiatan Awal

1. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
2. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
3. Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
4. Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
5. Tanya jawab tentang material yang menjadi latar belakang pembahasan materi.
6. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

Kegiatan Inti

A. Mengamati:

1. Guru meminta siswa untuk memperhatikan teks naratif sederhana.
2. Guru meminta siswa untuk mengidentifikasi ciri-ciri kebahasaan dan generic structure teks tulis sederhana dari naratif.

B. Mempertanyakan:

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan pengertian topic, main idea dan generic structure dari teks naratif sederhana.

C. Mengeksplorasi:

1. Guru melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari.
2. Siswa menyatakan dan menanyakan tentang struktur teks pada naratif sederhana.
3. Guru melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

D. Mengasosiasi

1. Siswa membandingkan teks tulis naratif yang sudah ditulis dengan teman sebangku.
2. Siswa merevisi teks yang telah ditulisnya

E. Mengomunikasikan:

1. Guru meminta siswa menyampaikan hasil pekerjaannya di depan kelas.
2. Siswa yang lain memberi feedback pada teks naratif yang telah dipresentasikan.

3. Siswa dapat menyimpulkan poin-poin penting yang muncul dalam kegiatan pembelajaran.

F. Penutup

1. Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
3. Memberikan umpan balik terhadap proses dan hasil pembelajaran;
4. Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
5. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. Penilaian

1. Teknik Penilaian:
 - a. Penilaian sikap : Observasi/ Pengamatan
 - b. Penilaian Pengetahuan : Tes tertulis
 - c. Penilaian Keterampilan : Unjuk kerja/praktik, proyek, portofolio.
2. Bentuk Penilaian :
 - a. Observasi : Jurnal guru
 - b. Tes tertulis : Uraian

- c. Unjuk kerja : Praktik/ pedoman penskoran
- d. Proyek : Produk/ penskoran
- e. Portofolio

H. Intrument Penilaian

Terlampir

I. Rubrik Penilaian (Keamampuan Menulis)

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; through development of thesis; relevant to assigned topic
	26-22	Good to average: some knowledge able of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor: does not show knowledge of subject; non-substantive; non pertinent; or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; well-organized but main ideas stand out; limited support; logical sequencing; cohesive
	17-14	Good to average: somewhat copy; loosely organized; logical but incomplete sequencing
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	Very poor: does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and

		usage; word form mastery; appropriate register
	17-14	Good to average: adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured

	2	Very poor: no mastery of conventions, deminated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate.
--	---	---

Trimurjo, March 2019

Mengetahui,

Collaborator

The Researcher

Ristuning Waluyati, S.Pd
NIP. 19770810 200502 2 002

Destri Maryana
NPM. 14121157

Kepala SMA N 1 Trimurjo

Didi Nuryadi, M.Pd
NIP. 19681108199101 1 002

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMA Negeri 1 Trimurjo
Mata Pelajaran / Kelas	: Bahasa Inggris / XI
Materi Pokok	: Narrative Text
Alokasi Waktu	: 2 Pertemuan (4 x 45 menit)

A. Kompetensi Inti:

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya.
- 4.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek.

C. Indikator

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks naratif sederhana.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks narrative sederhana.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan pada teks naratif sederhana.
4. Merespon makna dalam teks naratif, lisan dan tulis, sederhana.
5. Menyusun teks naratif lisan dan tulis sederhana.

D. Tujuan Pembelajaran

1. Siswa dapat menunjukkan kesungguhan belajar bahasa Inggris terkait teks naratif sederhana.
2. Siswa dapat menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks naratif sederhana.
3. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana dengan benar.
4. Siswa dapat merespon makna dalam teks naratif, lisan dan tulis, sederhana.
5. Siswa dapat menyusun teks naratif lisan dan tulis sederhana dengan benar.

E. Materi

Narrative text

1. Definition of narrative text

Narrative text can be said as narration story which tell us about adventure, legend, saga, fable, fairytale, folktale, romance, science fiction, myth, etc.

2. Function of narrative text

It aims to entertain or amuse the listener or reader. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.

3. Generic structure:

a. Orientation

It is where the writer sets the scene for the story, informing the reader of the time, place and main characters of the story. (Biasanya

bagian ini berisi tentang pengenalan tokoh, setting tempat/ latar, waktu.

b. Complication

The complication is the second step in a narrative, where the story is disrupted in some way. It usually involves the main character and one or more of the minor characters. (Berisi tentang awal mula terjadinya masalah dan konflik-konflik yang dialami tokoh utama.

c. Resolution

It as the term suggests, it is where the problem or complication is resolved. (berisi tentang penyelesaian masalah dari konflik yang terjadi.

d. Re-Orientation

It as the term suggests, it is where the problem or complication is resolved.

D. Contoh Teks Naratif

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did

not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Moral of the Story- A true friend in need is a friend indeed.

F. Metode Pembelajaran/Teknik:

Metode : Four Square Method

G. Sumber/Bahan/Alat

a. Alat dan media

Alat : White board, Marker

Media : contoh teks naratif.

b. Sumber ajar

Internet dan buku yang relevan dengan materi tersebut.

H. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan Kegiatan Awal

1. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
2. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

3. Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
4. Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
5. Tanya jawab tentang material yang menjadi latar belakang pembahasan materi.
6. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

Kegiatan Inti

B. Mengamati:

3. Guru meminta siswa untuk memperhatikan teks naratif sederhana.
4. Guru meminta siswa untuk mengidentifikasi ciri-ciri kebahasaan dan generic structure teks tulis sederhana dari naratif.

B. Mempertanyakan:

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan pengertian topic, main idea dan generic structure dari teks naratif sederhana.

C. Mengeksplorasi:

4. Guru melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari.
5. Siswa menyatakan dan menanyakan tentang struktur teks pada naratif sederhana.
6. Guru melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

D. Mengasosiasi:

1. Siswa membandingkan teks tulis naratif yang sudah ditulis dengan teman sebangku.
2. Siswa merevisi teks yang telah ditulisnya

E. Mengomunikasikan:

1. Guru meminta siswa menyampaikan hasil pekerjaannya di depan kelas.
2. Siswa yang lain memberi feedback pada teks naratif yang telah dipresentasikan.
3. Siswa dapat menyimpulkan poin-poin penting yang muncul dalam kegiatan pembelajaran.

F. Penutup

1. Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
3. Memberikan umpan balik terhadap proses dan hasil pembelajaran;
4. Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
5. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. Penilaian

1. Teknik Penilaian:

- a. Penilaian sikap : Observasi/ Pengamatan
- b. Penilaian Pengetahuan : Tes tertulis
- c. Penilaian Keterampilan : Unjuk kerja/praktik, proyek, portofolio.

2. Bentuk Penilaian :

- a. Observasi : Jurnal guru
- b. Tes tertulis : Uraian
- c. Unjuk kerja : Praktik/ pedoman penskoran
- d. Proyek : Produk/ penskoran
- e. Portofolio

H. Intrument Penilaian

Terlampir

I. Rubrik Penilaian (Keamampuan Menulis)

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; through development of thesis; relevant to assigned topic
	26-22	Good to average: some knowledge able of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor: does not show knowledge of

		subject; non-substantive; non pertinent; or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; well-organized but main ideas stand out; limited support; logical sequencing; cohesive
	17-14	Good to average: somewhat copy; loosely organized; logical but incomplete sequencing
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	Very poor: does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average: adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good: effective complex constructions; few errors of agreement,

		tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured

	2	Very poor: no mastery of conventions, deminated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate.
--	---	---

Trimurjo, March 2019

Mengetahui,

Collaborator

The Researcher

Ristuning Waluyati, S.Pd
NIP. 19770810 200502 2 002

Destri Maryana
NPM. 14121157

Kepala SMA N 1 Trimurjo

Didi Nuryadi, M.Pd
NIP. 19681108199101 1 002

Daftar Hadir Siswa Kelas XI MIA 3

Tahun pelajaran 2018/2019

No	Nama	Jenis Kelamin	Pre-Test	Cycle 1		Cycle 2	
				1	2	1	2
1	Agung Nugroho	L					
2	Ajeng Ayu Dian Safitri	P					
3	Alan Frefansa	L					
4	Alfian Fernanda	L					
5	Alivia Agesti	P					
6	Andhiny Lea Agustin	P.					
7	Anisa Pertiwi Nadiana	P					
8	Antoro Nugroho	L					
9	Arina Manasikana	P					
10	Cici Sofia Marwati	P					
11	Dewi Anjani	P					
12	Dewi Soryani	P					
13	Dhito Firmansyah	L					
14	Dicky Nanda Prastico	L					
15	Fandi Prima Yuda	L					
16	Fitria Rama Dona	P					
17	Gagattya Pembayun Seba	L					
18	Mira Arum Sagita	P					
19	Mutiara Citra Andini	P					
20	Nia Khoirunnisya	P					
21	Nur Rafi Rabbani	L					
22	Paulin Vella Devatarina	P					
23	Regy David Inzaghi	L					
24	Rizal Asadulah	L					
25	Sevira Diah Amanda	P					
26	Trias Puspitasari	P					

WRITING TEST

(Pre-Test)

Subject / Sub Matter : English / Writing

Sub Subject Matter : Narrative

Name :

Class / Students Number :

Instruction:

1. Please write the text correctly!
2. Please choose one of the titles below and then write narrative text based on the titles that you have chosen!
 - a. Pinocchio
 - b. Snow White
 - c. Toba Lake
3. Write the text based on the generic structure!
4. Write your narrative text in the correct mechanism and in the present form.
5. Use your time adequately.

WRITING TEST

(Post-Test 1)

Subject / Sub Matter : English / Writing

Sub Subject Matter : Narrative

Name :

Class / Students Number :

Instruction:

1. Please write the text correctly!
2. Please choose one of the titles below and then write narrative text based on the title that you have chosen!
 - a. Cinderella
 - b. Rabbit and Turtle
3. Write the text based on the generic structure!
4. Write your narrative text in the correct mechanism and in the present form!
5. Use your time adequately.

WRITING TEST

(Post-Test 2)

Subject / Sub Matter : English / Writing

Sub Subject Matter : Narrative

Name :

Class / Students Number :

Instruction:

1. Please write the text correctly!
2. Please choose one of the titles below and then write narrative text based on the title that you have chosen!
 - a. Lion and Mouse.
 - b. Malin Kundang
3. Write the text based on the generic structure!
4. Write your narrative text in the correct mechanism and in the present form!
5. Use your time adequately.

ANSWER SHEET

PRE-TEST

Name : SEVIRA DIAH AMANDA

76

Class / Student Number : XI MIA³

Pinocchio

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet all night without resting. He named the puppet, Pinocchio. He played whole day with Pinocchio.

Pinocchio

Pinocchio is an educational story about a wooden doll that turns into a boy named Pinocchio because of the help of fairies. Pinocchio has a changing adventure from a naughty and lying child who is a good and obedient child.

$$\begin{array}{rcl} C & = & 24 \\ O & = & 15 \\ V & = & 16 \\ L & = & 10 \\ M & = & 3 \end{array} \quad \begin{array}{r} + \\ \hline 76 \end{array}$$

77

ANSWER SHEET

PRE-TEST

Name : ARINA MANASIKANA

Class / Student Number : XI MIA 3

TOBA LAKE

Once upon a time, there was a man who was living in north Sumatra. One day, a man went fishing to get a gold fish and took ^{it} home.

At ^{night} ~~night~~ the fish ^{turned} ~~turned~~ into a beautiful princess. ^{The} ~~the~~ ^{her} ~~her~~ was ^{fall} ~~fall~~ in love with the princess, and a few weeks they were married. One year later they also have a son. The child grows up to be a smart child. Five years ^{later} ~~later~~ the child delivered food to his father to the rice fields. The child accidentally spilled food on his father's body, the father was angry to curse the child "useless bottom of the fish". The mother was angry and the mother turned into a lake Mount Toba.

$$C = 24$$

$$O = 16$$

$$V = 16$$

$$L = 18$$

$$M = 3 +$$

77

54

ANSWER SHEET

PRE-TEST

Name : NIA KHOIRUNNISA

Class / Student Number : XI MIA 3/27

Snow White

Once upon a time there ^{lived} lived a little,
^{named} named Snow White. She ^{lived} lived with her aunt and
 uncle because her parents were died.
 One day she heard her aunt and ^{uncle} uncle
 talking about leaving Snow White in the castle because
 they wanted to go to ^{America} America and they didn't have
 enough money to take Snow White with them.
^{Snow White} Snow White doesn't want ^{her} her uncle and
 aunt to do that. So, she decided to run away. The next
 day she ran away from home when ^{her} her aunt and
 uncle were having breakfast. She ran away into the
 wood.

$$C = 17$$

$$O = 12$$

$$V = 11$$

$$L = 12$$

$$M = 2 +$$

54

80

ANSWER SHEET

POST TEST 1

Name : SEVIRA DIAH AMANDA

Class / Student Number : XI MIA²

<p>2</p> <p>One day an arrogant ^{little} rabbit (mo) a walking tortoise then the rabbit mocked the turtle because it was ^{running} very slowly, and they argued then the rabbit challenged the turtle to race</p>	<p>3</p> <p>There was a problem between the rabbit and the turtle. that is the rabbit underestimated the ability of the turtle and he challenged the turtle to fight speed</p>
	<p>1 Rabbit and Turtle</p> <p>I. Who? Rabbit and turtle</p> <p>2. What? about running races between rabbit and turtle</p>
<p>4</p> <p>and the end of the story is rabbit ^{right} with pride, defeated by turtles by turtles with their ingenuity</p>	<p>5</p> <p>We must not Underestimate the abilities of others, and keep the arrogant attitude away</p>

C = 25
O = 16
V = 16
L = 19
M = 9 f
80

ANSWER SHEET

POST TEST 1

Name : ARIKA MANASIKANA

Class / Student Number : XI MIA 3

<p>2. Once upon a time there was a rabbit. The rabbit walked at the park. The rabbit saw the turtle walked so slowly. The rabbit ran so fast, and <u>made</u> the turtle shocked and got angry at the same time.</p>	<p>the turtle <u>challenger</u> the rabbit to run in the forest. because the rabbit <u>has</u> mocked the turtle</p>
<p>4. Due to the pride of the rabbit the rabbit fell asleep while comparing and in the past by the turtle. <u>The</u> turtle finally the turtle won. <u>The</u> rabbit feels embarrassed and then he leaves</p>	<p>don't you mock each other. In fact it is a bad deed</p>

1. Who? Rabbit and Turtle

What? race challenge to run

Where? in forest

When? in the morning

Why? because the turtle

challenges the rabbit to

run and prove the turtle will win.

ANSWER SHEET

POST TEST 1

82

Name : NIA KHOIRUNNISA

Class / Student Number : XI MIA 3.

<p>2. <u>Cinderella live together stepmother and two her half sister.</u> Although ^{Although} the treatment both her siblings very bad yet cinderella try do to the best and tried to make stepmother and both her half sister happy.</p>	<p><u>Because cinderella stepdaughter</u> Her mother was happy to make cinderella busy with all the work, even cinderella are exhausted doesn't make it pity. ^{she} he even gives the task of the bathing cat mischievous. lucifer.</p>
<p>4. <u>Cinderella met with the prince. was then married</u> everyone joyous including friend mouse friends. The prince handsome and cinderella happy life forever.</p>	<p>1. <u>Cinderella</u> who? cinderella, sister, stepmother and father what? Tortured by ^{his} her stepmother and stepsister. where? in home when? every day why? because the mother doesn't ^{doesn't} like cinderella forgive not 5 because things done are right but because your heart and love are far greater. Forgive and relaunch that has happened and welcome the new day that awaits.</p>

C = 23
 O = 18
 V = 17
 L = 20
 M = 4 +
 82

ANSWER SHEET

82

POST TEST 2

Name : GEVITA DIANI AMANDA

Class / Student Number : XI MIA 3

<p>2 Orientation</p> <p>Once upon a time, lived a diligent boy named Main Kuning. Along he lived in the brother with his mother. They were very poor, but they lived quiet and harmonious.</p>	<p>3 Complication</p> <p>Main Kuning invited the old wanderer to finally return to his home village, bringing a beautiful ^{girl} girl his wife. Then his mother welcomed Main's arrival, but Main doesn't consider her mother.</p>
	<p>1 Main Kuning</p> <p>1) Who? Main Kuning 2) What? Rebellious child 3) Where? Sumatra Bara</p>
<p>4 Resolution</p> <p>His mother very broken heart because Main rebellious to her, who had grown him. Then, his mother cursed Main become scene. Suddenly, the lightning which ^{Main's} Main's had was validated by a big storm and all of his crewmen tossed aside out. Main realized that was his fault that rebellious his mother. He bowed and became a scene.</p>	<p>5 Re-Orientation</p> <p>We must remember who we are before success, and always proud of our parents, because what we see now it's from our parent too.</p>

C = 23
 O = 17
 V = 18
 L = 20
 M = 4 4
 82

ANSWER SHEET

POST TEST 2

Name : ARINA MANASIKANA

Class / Student Number : XI MIA 3

<p>2 Orientation</p> <p>One day a lion was resting in the forest. He was sleeping and leaning his body under a tree. Then a mouse ran toward the lion without seeing him asleep in front of him. He was bumping the lion's face so hard that made him aware.</p>	<p>3 Copulation</p> <p>Then the lion gets angry at the mouse. The mouse asks that he not be eaten and the mouse will help the lion if he releases it.</p>
<p>4 Resolution</p> <p>When the mouse looked for food in the forest, he heard the sound of a lion shouting for help. The mouse immediately sees the lion. The mouse sees the lion tied to a very strong rope, doesn't think long the mouse helps him in a way finally the mouse can release the lion from rope share.</p>	<p>5 Code</p> <p>The lion is very grateful to the mouse for saving his life. And lion promise to the mouse will always be there under any circumstances.</p>

1 Lion and Mouse

who : Lion and Mouse

what : friendship of lion and mouse

where : Forest

when : morning

why : they help each other help and become true friends

C : 26
O : 18
V : 18
L : 22
M : 5
89

ANSWER SHEET

83

POST TEST 2

Name : NIA KHOIRUNNISA
Class / Student Number : XI MIA 3

<p>2 <u>Orientation</u></p> <p>In a settlement there lived a widow and her son named ^{Malin} Malin kundang. They live of the poor. ^MMalin left sailed by his father since her childhood, and his father was not again because died.</p>	<p>3 <u>Compilation</u></p> <p>Malin kundang not acknowledge her mother. So Malin kundang carved her mother into stone. ^MMalin kundang left her mother alone. ^{his}His mother always cries thinking about malin ^{why}kundang who doesn't come home.</p>
<p>4 <u>Resolution</u></p> <p>malin kundang turned into stone. the mother become sad because malin not recognize himself as a mother and then, the ship in were pick up malin was patient lighting and his boat's her was broken and burned with his wife.</p>	<p>5 <u>ReOrientation</u></p> <p>Don't disobedient to parents especially on the mother who had given birth to us and caring for us since childhood</p>

C = 23
O = 18
V = 18
L = 21
M = 3 +
83

Table

Observation Sheet of Students' Activities in Cycle I

No	Name	Indicators					Total
		1	2	3	4	5	
1	AN	√		√			2
2	AADS		√	√			2
3	AF		√	√			2
4	AF	√		√		√	3
5	AA	√	√				2
6	ALA	√			√		2
7	APN	√		√		√	3
8	AN	√		√			2
9	AM	√	√			√	3
10	CSM	√	√			√	3
11	DA	√			√		2
12	DS		√				1
13	DF		√				1
14	DNP	√		√			2
15	FPY	√	√	√		√	4
16	FRD	√			√		2
17	GPS	√	√	√			3
18	MAS		√	√		√	3
19	MCA			√	√		2
20	NK	√		√	√	√	4
21	NRR			√	√		2
22	PVD		√	√		√	3
23	RDI		√	√			2
24	RA	√		√		√	3
25	SDA			√	√	√	3
26	TP		√	√	√	√	4
Total		14	13	17	8	12	65
Percentage (%)			54%	50%	65%	31%	46%

Notes :

- Tick (✓) for activity students.
- The Indicators of students' activities that observed are:
 1. The students pay attention of the teacher explanation.
 2. The students ask/answer the question from the teacher.
 3. The students can following the learning process.
 4. The students were active in building teamwork.
 5. The students were fluent in narrative text writing.

Percentage of students' activities:

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

P : Class Percentage

F : Frequency (Total Score of Students)

N : Total of Student

Trimurjo, March 2019

Mengetahui,
Collaborator

The Researcher

Ristuning Waluyati, S.Pd
NIP. 19770810 200502 2 002

Destri Maryana
NPM. 14121157

Table

Observation Sheet of Students' Activities in Cycle II

No	Name	Indicators					Total
		1	2	3	4	5	
1	AN	√	√	√	√	√	5
2	AADS		√	√	√	√	4
3	AF	√	√	√	√	√	5
4	AF	√	√	√	√	√	5
5	AA	√	√	√		√	4
6	ALA		√	√		√	3
7	APN	√	√	√	√	√	5
8	AN		√	√		√	3
9	AM	√	√	√	√	√	5
10	CSM	√	√	√	√	√	5
11	DA	√	√	√	√	√	5
12	DS	√	√	√	√	√	5
13	DF	√		√			2
14	DNP	√		√	√	√	4
15	FPY	√	√	√	√	√	5
16	FRD	√	√	√	√	√	5
17	GPS	√	√	√	√	√	5
18	MAS	√	√	√	√	√	5
19	MCA	√	√	√	√	√	5
20	NK	√	√	√	√	√	5
21	NRR	√		√			2
22	PVD		√		√		2
23	RDI	√	√				2
24	RA	√	√	√	√	√	5
25	SDA	√	√	√	√	√	5
26	TP	√	√	√	√	√	5
Total		22	23	24	20	21	106
Percentage (%)		85%	88%	92%	77%	81%	

Notes :

- Tick (√) for activity students.
- The Indicators of students' activities that observed are:
 6. The students pay attention of the teacher explanation.
 7. The students ask/answer the question from the teacher.
 8. The students can following the learning process.
 9. The students were active in building teamwork.
 10. The students were fluent in narrative text writing.

Percentage of students' activities:

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

P : Class Percentage

F : Frequency (Total Score of Students)

N : Total of Student

Trimurjo, March 2019

Mengetahui,
Collaborator

The Researcher

Ristuning Waluyati, S.Pd
NIP. 19770810 200502 2 002

Destri Maryana
NPM. 14121157

FIELD NOTE CYCLE I

Tuesday, February 19th, 2019

1. Give pre test for the students.
2. Many of the students were confused with the material was given.
3. Many of the students are noisy with their friends.
4. Most of the students did the test confusedly.

Wednesday, February 21th, 2019

1. The researcher gave the explanation of the material
2. Many of the students who were noisy didn't gave pay attention by the researcher explanation.
3. The researcher divided the students into some groups in giving them question and answer.
4. Some the students did not understand about the material.

Thursday, February 28th, 2019

1. Give post-test I to the students with the kinds of test was essay.
2. Some of the students were confidence to do the task.
3. Some of the students completed the minimum standard criteria (MSC), but many of the students uncompleted the score.

Trimurjo, March 2019

The Collaborator

Ristuning Waluyati, S.Pd

NIP. 19770810 200502 2 002

FIELD NOTE CYCLE II

Wednesday, March 27th, 2019

1. Explain the material.
2. Some of students were still confused about the material.
3. The students's give pay attention more about the teacher explanation.
4. The students's were more enthusiastic than before in this meeting.
5. The students able to make narrative writing text.

Thursday, March, 28th, 2019

1. The teacher give post tes II after giving treatment.
2. Most of the students doing the task correctly.
3. Most of the students passed the minimum standard criteria (MSC).

Trimurjo, March 2019

The Collaborator

Ristuning Waluyati, S.Pd
NIP. 19770810 200502 2 002

DOCUMENTATION

Pre-Test



CYCLE I

The researcher giving treatment



POST-TEST 1



CYCLE II

The researcher giving treatment



POST-TEST 2



PROFIL SEKOLAH SMA N 1 TRIMURJO LAMPUNG TENGAH

A. Profil Sekolah

1. Riwayat Berdirinya Sekolah

SMA N 1 Trimurjo berlokasi di Lampung Tengah. SMA N 1 Trimurjo berdiri pada tahun 2001 berdasarkan surat surat keputusan Bupati Lampung Tengah Nomor : 307.A/KPTS/04/2001, tanggal 30 Oktober 2001. Di bawah ini adalah riwayat Kepala Sekolah SMA N 1 Trimurjo:

- a. Drs. Syatbi Tahmid dari tahun 2001 s.d 2002
- b. Drs. Deddy Irawan, M.Pd dari tahun 2002 s.d Agustus 2010
- c. Drs. Tri Hartoto, M.Pd dari Agustus 2010 s.d Januari 2012
- d. Drs. Puryanto dari Februari 2012 s.d April 2017
- e. Didi Nuryadi, M.Pd dari bulan Mei 2017 s.d sekarang

2. Visi dan Misi SMA N 1 Trimurjo

a. Visi

Visi SMA Negeri 1 Trimurjo adalah “MEWUJUDKAN SDM YANG SATU” (Sehat, Akhlak Mulia, Terampil dan Unggul)

b. Misi

- 1) Melengkapi sarana prasarana sekolah
- 2) Mewujudkan komunitas sekolah yang harmonis
- 3) Mewujudkan perilaku warga sekolah sesuai dengan tata tertib yang berlaku
- 4) Mengembangkan potensi peserta didik

5) Menyiapkan model-model pembelajaran yang adaptif.

3. Tujuan Sekolah

Tujuan Sekolah SMA Negeri 1 Trimurjo adalah

- a. Menghasilkan SKL SNP yang berstandar Nasional.
- b. Memperoleh prestasi kademik dan non akademik di tingkat Kabupaten, Provinsi dan Nasional.
- c. Menghasilkan Kurikulum Sekolah Berstandar Nasional.
- d. Menghasilkan model-model Pembelajaran Berstandar Nasional.
- e. Menghasilkan SDM yang memiliki kompetensi dan kualifikasi Berstandar Nasional.
- f. Memiliki fasilitas pendidikan yang Berstandar Nasional.
- g. Menghasilkan manajemen Sekolah Berbasis ICT
- h. Menghasilkan sumber pendanaan Berstandar Nasional.
- i. Menghasilkan sistem penilaian sesuai dengan tuntutan kurikulum Berstandar Nasional.

4. Daftar Guru di SMA N 1 Trimurjo

No	Nama	Pendidikan Terakhir	Jurusan
1	Drs. Sunardi	1986/S1	P.A.I
2	Drs. Joni Lukiyartono	1986/S1	K T P
3	Drs. Tulus Amiseno	1986/S1	PENJAS
4	Drs. Suminarto	1998/S1	AKUNTANSI
5	Drs. Loso	1986/S1	KIMIA
6	Sri Hartati S.Pd	1998/S1	BHS. INDO
7	Drs.Puryanto	2000/S1	PENDIDIKAN
8	Dra. Puji Handayani	1989/S1	SEJARAH
9	Drs. Edi Supriyono	1992/S1	BIOLOGI
10	Drs. Muryatak	1997/S1	MATEMATIKA
11	Drs. Sukamta	1989/S1	BHS. INDO
12	Sugino S.Pd	1992/S1	PPKN

13	Dra. Teresia B Hastuti	1990/S1	BK
14	Suharno S.Pd	1996/S1	FISIKA
15	Setyo Hadi B.P S.Pd	1997/S1	BHS. INGG
16	Maryudi, SPd	1998/S1	BHS. INDO
17	Drs.Suroso	1990/S1	BIOLOGI
18	Sumirah, S.Pd	1998/S1	FISIKA
19	Sriyono, S.Pd	1998/S1	GEOGRAFI
20	Septi Hartini, S.Sn	1997/S1	SENI TARI
21	Sutiyem, S.Pd	1999/S1	P.D.U
22	Sri Setyowati, S.Pd	1998/S1	FISIKA
23	Sri Suprihartati, S.Pd	1999/S1	MATEMATIKA
24	Emi Itasari, S.Pd	2003/S1	KIMIA
25	Maryatin, S.Pd	2003/S1	MATEMATIKA
26	Nedyo Widarsih, S.Sos	1996/S1	SOSIOLOGI
27	Tursila Widiastuti, S.Pd	1999/S1	BIOLOGI
28	Ristuning Waluyati, S.Pd	2002/S1	B. INGGRIIS
29	Dwi Rahayu, S.Pd	2004/S1	P.A.I
30	Khoirunnisa, S.Pd	2004/S1	FISIKA
31	Andi Eko Susilo, S.Pd	2004/S1	BIOLOGI
32	Tri Hanifah, S.Ag	2001/S1	PAI
33	Drs. Sahabudin	1991/S1	PDU
34	Marwan Arifin, S.Pd	2004/S1	PENJAS
35	Y. Fajar, S.Pd	2000/S1	MATEMATIKA
36	Broto Semedi, S. Sos	1998/S1	SOSIOLOGI
37	Nurhidayah, S. Pd	1999/S1	PPKN
38	Nurhayati, S. Pd	1997/S1	GEOGRAFI
39	Siti Amanah,S.Pd.	2004/s1	B.INDO
40	Eva Darmayanti, S.Pd	1993/S1	B.INDO
41	Sri Titin Astiningsih, S.Pd	1999/S1	B.INDO
42	Eliyanti, S.Pd	2001/S1	PPKN
43	Purwaningsih, S.Pd	2003/S1	GEOGRAFI
44	Sindhu Hermanto, S Si	2001/S1	KIMIA
45	Sri Suwanti, S.Pd	2003/S1	KIMIA
46	Titin Winarni, S.Si	2003/S1	BIOLOGI
47	Dian Anggraeni, S.Pd	2002/S1	BIOLOGI
48	Fitri Handayani, S. Sos	2005/S1	SOSIOLOGI
49	Nita Aprilia, S.Pd	2005/S1	B. INDO
50	Siti Juariah, S. Sos	2005/S1	SOSIOLOGI
51	Sunu Wahyuliono, S.Pd	2004/S1	MATEMATIKA
52	Siti Aisah, SE	2005/S1	EKONOMI
53	Istoyip, S.Pd	1995/S1	SEJARAH
54	Sumaryo, S.Sos	2005/S1	TIK
55	Vita Sari, S.Pd	2006/S1	BK
56	Umardani, ST	2006/S1	KIMIA

57	Eka Lestari S.Pd	2006/S1	B.INDONESIA
58	Jon Saldin S.Pd	1993/S1	EKONOMI
59	Suyatno, S.Pd	1994/S1	AKUTANSI
60	Surohman	1987/SMA	IPS
61	Sariyati	1986/SMA	AKUNTANSI
62	Sapto Hadi Setyaningsih	1982/SMA	IPS
63	Ari Astutik Mismin	2000/SMA	IPS
64	Drs. Suminarto	1986/S1	P.A.I

5. Ketenagaan

- a. Guru tetap/PNS : 60 orang
- b. Guru bantu : - orang
- c. Guru honor : 04 orang
- d. Pegawai TU (PNS) : 05 orang
- e. Pegawai TU (PTT) : 03 orang
- f. Tukang kebun (PTT) : 03 orang
- g. Satpam (PTT) : 02 orang

B. Kondisi Sekolah

1. Keadaan Sarana dan Prasarana

a. Kondisi Bangunan Sekolah

No	Nama Bangunan	Jumlah
1	Ruang Kelas	24 ruang
2	Ruang Perpustakaan	1 ruang
3	Lab. Kimia	1 ruang
4	Lab. Fisika	1 ruang
5	Lab. Bahasa	Tidak ada
6	Lab. Biologi	1 ruang
7	Lab. Komputer	1 ruang
8	Ruang Kepala Sekolah	1 ruang
9	Ruang Guru	1 ruang
10	Mushola	1 ruang
11	Ruang TU	1 ruang
12	Ruang UKS	1 ruang

13	Ruang BK	1 ruang
14	WC guru	5 ruang
15	WC siswa	11 ruang
16	Ruang peralatan olah raga	1 ruang
17	Gudang	1 ruang

b. Kondisi Sarana, Alata/Media Belajar

No.	Nama Alat/Media	Jumlah
1	Buku pelajaran siswa	6431 Eks
2	Buku pegangan guru	140 Eks
3	Buku bacaan perpustakaan	200 Eks
4	Alat Peraga IPA	3 Set
5	Alat Olah Raga	5 Set
6	Komputer	15 Unit
7	Meja Kursi Siswa	640 Stel
8	Meja Kursi Guru/Kantor	40 Stel
9	Meja Kursi Tamu	3 Set
10	Almari	10 Buah
11	Rak Buku	12 Buah
12	Rak Sepatu	18 Buah
13	Etalase	2 Buah
14	LCD Proyektor	11 Buah
15	Sound Sistem	2 Set
16	TV	3 Buah
17	Tape Recorder	2 Buah
18	Laptop	7 Bu ah

2. Prestasi Sekolah

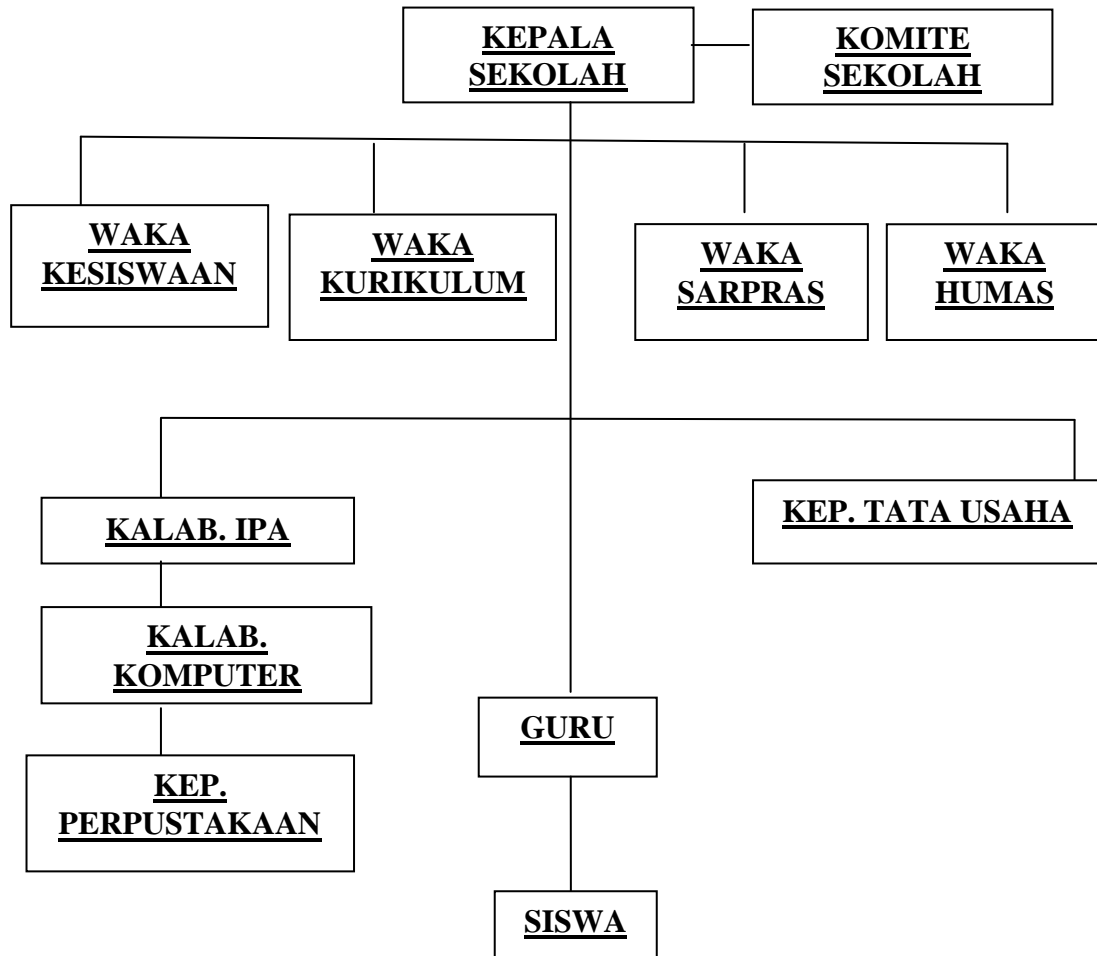
a. Prestasi Akademik

No	Bidang	Tingkat Prestasi	Tk. Penyelenggara	Tahun
1	IBO (Olimpiade Biologi)	Juara ke-4	Kabupaten	2003
2	ICHO (Olimpiade Kimia)	Juara ke-1	Kabupaten	2005
3	Sains Kimia	Juara ke-1	Kabupaten	2005
4	Olimpiade Astronomi	Juara ke-3	Kabupaten	2008
5	ICHO (Olimpiade Kimia)	Juara ke-2	Kabupaten	2011
6	Olimpiade Sains Kimia	Juara ke-3	Provinsi	2012
7	OSN Geografi	Juara ke-3	Kabupaten	2013

b. Prestasi Non Akademik

No.	Bidang	Tingkat Prestasi	Tk. Penyelenggara	Tahun
1	Pramuka	Juara ke-1	Polres Kota Metro	2003
2	Pramuka	Juara ke-1	Kabupaten	2004
3	KIR	Juara ke-2	Provinsi	2005
4	KIR	Harapan ke-1	Provinsi	2005
5	Pramuka	Juara ke-1	Kwarda Lampung	2005
6	Rohis	Juara ke-1	Provinsi	2006
7	Pramuka	Juara ke-1	Kota Metro	2008
8	Pramuka	Juara ke-2	Kabupaten	2009
9	Pencak Silat	Juara ke-1	Kabupaten	2010
10	Pramuka	Juara Umum	Kwarda Lampung	2010
11	Rohis	Juara ke-1	Kota Metro	2010
12	Pramuka	Juara ke-2	Se-Kwartir Cabang	2011
13	Paskibra	Utusan Kab.	Kabupaten	2012

C. Struktur Organisasi





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

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

Telepon (0725) 41537, Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.ian@metrouniv.ac.id

Nomor : B-0863/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

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

Assalamu'alaikum Wr. Wb.

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

Nama : DESTRI MARYANA
NPM : 14121157
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : INCREASING THE NARRATIVE TEXT WRITING ABILITY BY
USING FOUR SQUARE METHOD AMONG THE ELEVENTH
GRADE OF THE SMA N 1 TRIMURJO CENTRAL LAMPUNG IN
ACADEMIC YEAR 2017/2018

untuk melakukan *pra-survey* di SMA N 1 TRIMURJO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 13 Maret 2018

Ketua Jurusan

Pendidikan Bahasa Inggris



Ahmad Subhan Roza, M.Pd.

NIP. 19750610 200801 1 014



PEMERINTAH PROVINSI LAMPUNG DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD PENDIDIKAN MENENGAH DAN PENDIDIKAN KHUSUS WILAYAH II

SMA NEGERI 1 TRIMURJO

NSS:30112020943 TERAKREDITASI A NPSN:10802064

Jl. Karangbolong 11F Simburwaringin Trimurjo Lampung Tengah, Kode pos 34172



Nomor : 420/083/04/C.1/D.1/2018

Lampiran : -

Hal : Persetujuan Izin Pra Survey

Kepada

Yth. Ketua Jurusan TBI

Institut Agama Islam Negeri Metro

di

Metro

Dengan hormat,

Menindaklanjuti Surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan, Nomor :B-0863/In.28.1/I/TL.00/03/2018, Perihal : Izin Pra-Survey, tanggal : 13 Maret 2017, dengan ini kami tidak keberatan mahasiswa dibawah ini :

No	Nama Mahasiswa	NPM	Prodi
1.	DESTRI MARYANA	14121157	Pendidikan Bahasa Inggris

Untuk melaksanakan pra - survey di SMA Negeri 1 Trimurjo, sebagai syarat menyelesaikan studi dalam rangka penulisan skripsi dengan judul : "INCREASING THE NARRATIVE TEXT WRITING ABILITY BY USING FOUR SQUARE METHOD AMONG THE ELEVENTH GRADE OF THE SMA N 1 TRIMURJO CENTRAL LAMPUNG IN ACADEMIC YEAR 2017/2018".

Demikian surat ini kami buat, untuk dapat dipergunakan sebagaimana mestinya. Setelah selesai melaksanakan pra survey agar membuat laporan tertulis kepada kepala sekolah.



Trimurjo, 26 Maret 2018

Kepala Sekolah,

DIDI NURYADI, M.Pd

NIP. 196811081991011002

Nomor : B-0 /In 28.1/J/PP.00 9/1/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

07 Januari 2019

Kepada Yth:

1. Dr. Widhiya Ninsiana, M Hum (Pembimbing I)
2. Ahmad Subhan Roza, M Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb

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

Nama	: Destri Maryana
NPM	: 14121157
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: Increasing The Narrative Text Writing Ability By Using Four Square Method Among The Eleventh Grade Of The SMA N 1 Trimurjo Central Lampung

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.


Ketua Jurusan TSI.
Subhan Roza, M.Pd
14150610 2008011014



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inringmulyo 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-0462/In.28/D.1/TL.00/02/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 1 TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0461/In.28/D.1/TL.01/02/2019, tanggal 07 Februari 2019 atas nama saudara:

Nama : **DESTRI MARYANA**
NPM : **14121157**
Semester : **10 (Sepuluh)**
Jurusan : **Pendidikan Bahasa Inggris**

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 TRIMURJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE NARRATIVE TEXT WRITING ABILITY BY USING FOUR SQUARE METHOD AMONG THE ELEVENTH GRADE OF THE SMA N 1 TRIMURJO CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.



Metro, 07 Februari 2019

Wakil Dekan I,

Dra. Isti Fatonah MA

NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD PENDIDIKAN MENENGAH DAN PENDIDIKAN KHUSUS WILAYAH II

SMA NEGERI 1 TRIMURJO

NSS:30112020943 TERAKREDITASI A NPSN:10802064

Jl. Karangbolong 11F Simbarwaringin Trimurjo Lampung Tengah, Kode pos 34172



SURAT KETERANGAN

No. : 800/ 397/04/C.1/D.1/2019

Menindaklanjuti Surat Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro Nomor : B-0462/In.28/D.1/TL.00/02/2019 tanggal 07 Februari 2019 perihal Permohonan Izin Resarch atas nama mahasiswa :

Nama : DESTRI MARYANA
NPM : 14121157
Semester : 10 (sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Mahasiswa tersibut telah melaksanakan Resarch dalam rangka penyelesaian Tugas Akhir/Skripsi dengan judul "INCREASING THE NARRATIVE TEXT WRITING ABILITY BY USING FOUR SQUARE METHOD AMONG THE ELEVENTH GRADE OF THE SMAN 1 TRIMURJO CENTRAL LAMPUNG.

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat digunakan sebagaimana mestinya

Trimurjo, 15 April 2019

Sekolah,



DIDI NURYADI, M.Pd

NIP. 19681108 1199101 1 002



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-240/In.28/S/OT.01/05/2019**

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

Nama : Destri Maryana
NPM : 14121157
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121157.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 02 Mei 2019
Kepala Perpustakaan



[Signature]
Drs. Mokhtadi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : DESTRI MARYANA

NPM : 14121159


Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2014

Telah menyerahkan buku berjudul : *The Effectiveness of a Task - Based Instruction Program
In Developing the English Language Speaking skills of
Secondary stage students*

Metro,

Ketua Jurusan TBI


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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : DESTRI MARYANA

NPM : 14121159


Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2014

Telah menyerahkan buku berjudul : *The Effectiveness of a Task - Based Instruction Program in Developing
the English Language Speaking Skills of Secondary Stage
Students*

Metro,

Ketua Jurusan TBI


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



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

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

Telp. (0726) 41507 Faksimili (0725) 47296,

Website: www.metrouin.ac.id E-mail: iainmetro@metrouin.ac.id





FORMULIR KONSULTASI BIMBINGAN

Nama : Destri Maryana

NPM : 14121157

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan

Semester/TA : IX / 2018

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	Senin/ 24 September 2018	-Revise Cover	
2.	Selasa/ 2 Oktober 2018	Revise acknowledgement Revise Chapter I Revise Chapter III Revise Bibliography	
3.	Kamis/ 11 Oktober 2018	Revise chapter I Revise chapter III	
4.	Rabu/ 31 Oktober 2018	Revise chapter I Revise Chapter III Revise Bibliography	
5.	12/11/18	Go to seminar	

Mengetahui,
Ketua Jurusan TBI



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

Dosen Pembimbing I



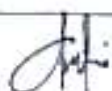

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



FORMULIR KONSULTASI BIMBINGAN

Nama : Destri Maryana
NPM : 14121157

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : IX / 2018

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1.	Kamis/16-8-2018	Revise table of Content Revise chapter I, II, III Revise cover	
2	Kamis/30-8-2018	Revise Chapter I Revise chapter II	
3	Kamis/6-9-2018	Sk Seminar	

Mengetahui,
Ketua Jurusan TBI



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

Pembimbing II



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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47298;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Destri Maryana
NPM : 14121157

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

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	21 Januari 2019	✓		- Revise Pre test - Revise Post-Test 2 - Revise observation sheet of Students' Activities in cycle II Acc APD	
2	4 feb 2019	✓			

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimili (0725) 47298,
Website: www.metro.univ.ac.id E-mail: iainmetro@metro.univ.ac.id

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

Nama : Destri Maryana
NPM : 14121157

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

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Jum'at / 11 Januari 2019		✓	Daftar 1-3 instrumen	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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





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

Jalan Ki. Hajar Dewantara Kampus 15A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296,
Website: www.metrouniy.ac.id E-mail: iainmetro@metrouniy.ac.id


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

Nama : Destri Maryana
NPM : 14121157

Jurusan/Fakultas : TBL/FTIK
Semester/TA : X/2019

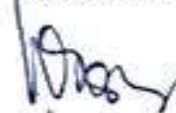
No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Jum'at / 10 Mei 2019	✓		- Revise Abstract - Revise Chapter IV - Table - Revise Chapter V - Conclusion - Suggestion	
2.	Kamis / 16 Mei 2019	✓		- Revise Abstract - Revise Chapter V - Conclusion	
3.	Jum'at / 17 Mei 2019	✓		Acc to Munzirah	

Mengetahui,
Ketua Jurusan TBI



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

Dosen Pembimbing I



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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iningmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Destri Maryana
NPM : 14121157

Jurusan/Fakultas : TBI/FTIK
Semester/TA : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	19 April 2019		✓	- Revise Abstract - Revise dedication page - Revise Chapter IV	
2.	25 April 2019		✓	- Revise abstract - Revise Motto - Revise Chapter IV - Revise Chapter V	
3.	3 Mei 2019		✓	Mr Munyarah See I Advisor	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

CURRICULUM VITAE



The writer's name is Destri Maryana. She was born on December 29, 1994 in Simbarwaringin. She is the last child of Mr. Suwarno and Mrs. Manisah. She graduated from SDN 2 Simbarwaringin, Central Lampung in academic year 2006/2007. She continued her study at SMPN 2 Trimurjo, Central Lampung on 2007-2010. She graduated her study at SMAN 1 Trimurjo, Central Lampung on 2012/2013.

Finally, she registered as a S1 students of English Education Department of State Institute for Islamic Studies of Metro on 2014.