



**THE EFFECT OF APPLYING GROUP MENTORING TECHNIQUE IN WRITING
NARRATIVE TEXT AT EIGHT GRADE IN MTs. AL - JAM'İYATUL WASHLIYAH
MEDAN IN ACADEMIC YEAR 2016 – 2017**

THESIS

*Submitted to the Tarbiyah Faculty and Teachers Training State University for Islamic Studies
(UIN) North Sumatera Medan as a Partial Fullfillment Requirement For S1 Degree*

By:

KHAIRUN NISA

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
MEDAN**

2017



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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang
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Menyatakan dengan sebenarnya bahwa skripsi yang berjudul di atas benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, Mei 2017

Yang membuat pernyataan

ABSTRACT

The Effect Of Applying Group Mentoring Technique In Writing Narrative Text At Eight Grade In Mts Al – Jam’iyatul Washliyah Medan In The Academic Year Of 2016 – 2017

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Keyword : *Group Mentoring Technique, Writing Narrative Teext*

The research dealt with the effect of using group mentoring technique on the students’ writing text . The objective of this study was to find out the significant. The population was the eight grade students of academic year 2016/2017 at MTs Al- Jam’iyatul Washliyah Medan who consisted of 106 students in parallel classes. While the sample were taken two classes VIII-A and VIII- C amount 66 students by using cluster random sampling. They were divided into two groups, 33 students for experimental group and 33 students for control group.

The experimental group which was applied in class VIII-A was taught by using word Group Mentoring technique, while the control group which was applied in class VIII-C was taught with conventional technique. The instrument of the research was written essay test. The data of research collected by giving a test, a pre – test and post – test. The research was based on experiment to collect the data that using descriptive quantitative method. The data were analyzed by using t-test formula.

The result showed that the finding showed that $t\text{-observed} = 18.58$, the value of $t\text{-table} = 1.99$ at level of significant 0.05 (0.025) and the degree of freedom (64). From the result, it showed that $t\text{-observed} > t\text{-table}$; $18.58 > 1.99$. The hypothesis was accepted. It means that the students who were taught by Group Mentoring technique was better than those who were taught by verbal technique.

Acknowledge by :

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In the Name of Allah the Most Gracious and the Most Merciful

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The thesis: "The Effect of Applying Group Mentoring Technique in Writing Narrative Text at Eight Grade in MTs Al-Jam'iyatul Wasliyah No 82 Medan" is a simple and small creation was created by me to fulfill the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera 2017.

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3. **Maryati Salmiah, M.Hum.**, as the Secretary of English Education Department.

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Furthermore, I would like to express my best gratitude and deep appreciation for all people who love and help me. Finally, the I hope that my thesis will be useful for the readers, especially the students of English Education department who want to conduct similar research. May Allah the almighty bless of us.

Medan, May 2017

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DEDICATION

I dedicate this thesis to:

In this very special moment, I would like to dedicate my mini thesis to my family. A special feeling gratitude to my beloved heroes, they are Drs. Hubban Siregar (a man who never hurts) and Misriani (a greatest woman in this world who I never can be as strong as her). Thanks for always pray for me, for love, encouragement, advices, support both financially and mentally that made me possible to finish my study.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is an instrument to convey information and use every person to send ideas, arguments and messages in form a pronunciation or written. Language is can also define as a communication of take and feeling through a system arbitrary signals, such as voice sounds, gesture or written symbols. In reality has function as a medium to apply the social relationship, the interaction depends on the uses of language in certain context. It means that the language user should attend the situation when they want to use. By using language, we are able to express our ideas and feeling.

Human beings always need to interact with others to fulfill their needs. To achieve that, they use a means called language. In achieving writing skill, language plays a central role in conducting any skills as the units of language. Studying English as International language is very important. According to Solihatul Hamidah defines that language is the expression of ideas by means of speech – sounds combines into words. Words are combines into sentences, this combination answering to that of ideas into thoughts.¹ It means that language makes people especially students which growth in the global era are easy to convey their meaning of message such opinion and beliefs or gaining the knowledge or a new information through the written language. Nowadays,

¹ Sholihatul Hamidah Daulay. 2011. *Introduction to General Linguistics*, Medan : La – Tansa Press, p.11

studying foreign language especially English also obligate by the government to be teach in our educational system starts from elementary until the university level. After the students study English from Elementary School, Junior High School, Senior High School until University but the common problem that usually happen there are students had lack of writing. This causes because the teachers were not using an appropriate technique which interact the students interest. Therefore, the students could not understand the whole text in orally and utterance. Eventhought had grammar knowledge still wrong but can having much vocabularies the sentences still had a meaning. It would be necessary having right grammar.

Especially in this study, the researcher focuses on the writing skill. Writing is the expression of language in the form of letters, symbols, or words.² Writing is one way to communicate in English by expressing the ideas through organizing our thought into good arrangement of written text. The communication in writing is use to convey ideas to the readers. When the students cannot convey their ideas directly, they can share their idea into written form. The writing process includes prewriting, composing, revising, editing, and publishing.³

Good writing skills allow the students to communicate their message with clarity. Regardless of the language, writing has many rules including grammar, spelling and punctuation. In writing activities, the students can apply

² Utami Dewi. 2013. *How to Write*. Medan : La - Tansa Press. p.2.

³ Ibid.p.3.

about their grammar and vocabulary into their writing. After that, they can make good sentences to be a paragraph by using their grammar skill. Writing skill are complex and difficult to teach, not only requiring mastery of grammatical and rhetorical devices, but also conceptual and judgemental elements.⁴ It means that in teaching writing, the teacher is expect to help students to write their ideas by using correct grammar, appropriate vocabulary and punctuation which are some indicators showing the success of writing.

Beside that, the student must choose the appropriate words or vocabulary in order to the content is coherent. To make the content be coherent the students must give more attention in every sentence, so their writing does not become jumping idea. The failure and weakness of students in writing ability are by the learning materials, teaching techniques, student profiles and teacher profiles as well. The teacher should to be able to find a creative technique than before for better, interesting, motivate and helpful teaching learning process, since teachers as an educator for students to increase the willingness to learn.

And in addition, the facilities of school must support the students success to reach high score when teaching and learning process. Media, technique, model also need to support student ability to be an active learning by creating the curiosity in teaching learning process. Because of that, writing becomes one of the important subjects that must be learned by the students. In standard Based on Curriculum (KTSP) in the Junior High School writing is

⁴ Heaton, J.B.1990. *Writing English Language Tests*. New York : Longman . p.135

put as the part of syllabus in the English subject. It states some genres of writing to be mastered by students : descriptive, recount, narrative, procedure, hortatory exposition, analytical exposition and news item.

Narrative is a text that tells the world events, which can be informative or entertaining and can be either past or present world events happenings.⁵ It's also a story that is written to explain what, when and who. It reveals what a reader should learn. Narrative usually written in chronological order. There are a few things to think about, when getting ready to write narrative or Essays, such as : Know the information well, Know the order in which things happened, Think of the audience, and explain the setting/place where things were happening. There are many factors that influence a good narrative text, such as grammar, punctuation, vocabulary, sentence pattern, media, method, technique, and strategy, etc.

Based on the observation the researcher found that most of students of 8th grade at MTs Al Jam'iyatul Wasliyah Medan, the researcher found some identification problems and some factors challenging : (1) The students are not interested in the teacher's methods (Conventional Method), because during the teaching learning process the students just sit and listen ; (2) The knowledge of students in English is low (includes vocabularies, grammar, and text genres) the students find it difficult to understand and catch the explanation and instruction the teacher gives, therefore it makes the students difficult to express their ideas ; (3) English is a foreign language in Indonesia, in which the students are exposed to

⁵ Pardiyo. 2006. *12 Writing Clues for Better Writing Competence*. Yogyakarta. p.163

English only in the classroom ; (4) The number of students in one classroom is large ; (5) The teacher is not satisfied whenever the students make mistakes and tell the students what is right rudely. It makes the students afraid, shy and not confidence to explore their ideas. So, the students got nothing when the lesson ended.

To solve these problems above, the researcher needs to find an effective technique. English teaching experts have created various techniques in English Language Teaching. Some examples of technique in teaching learning process are clustering techniques, dictation technique, field trip technique, and group mentoring technique, etc. Ideally if the teacher used different technique in teaching English, especially at Narrative text in the classroom. So, the students ability at writing narrative text will be better. This research, the researcher focuses in Group Mentoring Technique. Group Mentoring is one of the effective techniques that are useful to help the students to get in touch with the ideas. By grouping the students, the teacher will be easier to teach them. And the students were encouraged by their friends in the group, so they can improve their ability, especially in writing.

Group mentoring can be used generate ideas for writing of many forms : essay, poems, short story, business reports, song lyric, even novels. It means the students help to develop and precede their ideas easily since the reasons why the students are difficult to write are that they lack of direct means to develop means to develop and precede the idea. In group mentoring technique, there is a leader or a mentor who is the mentor or a tutor in each group because it is imposible for

the teacher to tutor all students one by one. Then it is easier to see their ability in working together with their friends. Next, if there is a student who is afraid to ask to their teacher, it is helpful to have a friend who can teach him/her the lesson well. According to Good and Brophy state in particular, high achievers in heterogeneous groups, with the students moving into the roles of the tutor and tutelage spontaneously. Consequently, the group mentoring technique is the right and effective technique to be used by the researcher in the research to help students to get and generate ideas and knowledge, be more active and confident in the group, and get more motivation to write, so they can improve their ability in writing.⁶

That is why the researcher wants to conduct a research on the title “ **The Effect of Applying Group Mentoring Techniques in Writing Narrative Text of Eight Grade in MTS Al - Jam’iyatul Wasliyah Medan**” .

B. The Identification of Problem

Based on the background of Research, the identifications of Research are:

1. The teacher not motivate students in writing.
2. The students have been taught the generic structure of Narrative text, but they do not write in order.
3. The students have been taught punctuation, but they cannot write correctly.

⁶ Good, T.L. and Brophy J.E. 1984. *Looking in Classroom 3rd Edition*. New York. Harper&Row. p.294

4. The teacher has used monotonous in teaching English, like the teacher just use the same media. And the text book. So, the students get bored and make noisy in the class.

C. The Limitation of Problem

Based on the identification above, the researcher limited the research on two factors ; they were teacher's technique and the students applying at writing. The technique was Group Mentoring Technique and the Students applying at writing Narrative Text.

D. The Formulation of Problem

The formulation in this research can be stated as follows:

1. Is there any significant effect of Group Mentoring Technique on the students applying in writing Narrative text ?

E. The Objective of Study

The objective of this research is to answer the problems as mentioned above. Thus the aims of this research can be listed as follows :

1. To find out is there any significant effect of using Group Mentoring technique on the students applying in writing Narrative text.

F. The Significance of Study

The findings of research are expected to be useful for the teacher, students and other researcher.

1. Theoretical Perspectives

- a. The result of the research is use to improve the teaching learning process, not only for writing narrative text, but also the other material .

- b. The result of this research can be use as reference for those who want to conduct a research about writing narrative text.

2. Practical perspective

a. For the teacher

The researcher hopes ability to use various technique in teaching writing narrative text and as information is enabling the teacher to be more creative and innovative in applying kind technique so that the students become interest in writing and they would get a better in their writings.

b. For the students

This research also expect to encourage the students to develop their writing, especially in writing narrative text through group mentoring technique.

c. For other researcher

The result of this research can be useful as comparison in researching the same issues.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Framework

In conducting a research. Theories are needed to explain the concepts applied in the research concerned. The concept which is used must be clarified so that the researcher and the readers have the same perspective of implementation in the field and avoid misunderstanding. In this chapter, the theoretical framework is presented in order to give clear concepts and much better understanding so that the readers will get the point clearly.

A.1 Writing

A.1.1 Defenition of Writing

Writing is a process when the people want to show the ideas on their mind into written language. In a process of writing people use the words to express their feeling, idea, or intention into written form to communicate each other. It is expressing the ideas or information through organizing our thought into good arrangement of written text. This statement is supported by Al-Quran. Allah states in the glorious Al-Quran (Al-Qalam :1):

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun, By the pen and by the (record)which (men) write”.⁷

⁷ Abdullah Yusuf Ali, 2002. *The Holy Qur'an : Text, Translation, English Translation with Commentary & Notes*. New Delhi (India) : Kitab Bhavan. p. 1580

The verse above contains an order to write by using qalam (Pen). Is a great gift coming from Allah. Writing has a function on as a means to get understand human interest. If there are not writing, the knowledge will be lost, religion track will not exist, and life will not be comfortable. Because writing contains ideas, desires, and expressions that will be expressed. And Allah say that writing is one of ways to get knowledge to development his knowledge and status in society. The verses is Al- Alaq (4 – 5)

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“ *Who taught (man) by the pen? He taught man what he knew not.*⁸

This surah begins with the first message from Allah Swt. He is not directly teach the human, but they are taught by another human in which their ability to teach comes from Allah Swt. The verses also explain us that when studying we need pen to write. It mainly deals with importance of knowledge to man, for his development progress and status mainly depends on the knowledge he gains. For this, Allah has provided man with the sense of observation and thinking. One gets the knowledge by different means. Reading and writing are two ways, specially pointed out here.

When people will write something, they must have already been thinking about what they are going to write it. After they have finished writing, they read over what they have written and make correction of their writing.

⁸ Abdullah Yusuf Ali, 2002. *The Holy Qur'an : Text, Translation, English Translation with Commentary & Notes*. New Delhi (India) : Kitab Bhavan. p. 1584

And then Allah say that every thing is small and great thing is recorded. The verses is AL- Qamar : 53)

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَطَرٌّ ﴿٥٣﴾

“ *And every small and great thing is recorded* ” .⁹

طلب العلم فريضة على كل مسلم

Meaning : “ Science is an obligation for every moslem”

And Prophet sallallahu ‘alaihi wa sallam said,

بالكتابة العلم قيودا

Meaning: “Tie the science by writing” (Genealogy of hadith Ash Shahihah no. 2016).¹⁰

Sheykh Muhammad bin Salih Al ‘Uthaymeen rahimahullah said, “A student of science should be spirit of memorizing what has been learned, whether by memorizing in your heart or by writing it. In truth, mankind is the place of forget, then if he was not eager to repeat and review the lessons learned, the knowledge that has been achieved could be lost in vain or he forgotten”. (Kitaabul ‘Ilmi p.62).

⁹ Ibid,

¹⁰ Wisma MTI:Yogyakarta. 2012. <https://kunaasyaa.wordpress.com/2012/11/08/ikatlah-ilmu-dengan-tulisan/>. Accessed on Saturday, 22nd 2017.

Writing is an action process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them.¹¹ Writing is not same with speaking, because when we speak our communication will be expressed naturally. We say our words directly to the target, but when we use writing as communication, we can see our language and check it. As Meyers said that writing is a way to produce language which does naturally when someone speaks .

Simply, people can written paper or type on monitor screen. As the main purpose of writing is communication, the relation of sentences in a writing should be coherent to one another. So, that the information that will be delivered by the researcher can be understood by the reader in its publication. Teaching writing as on of two linguistics – productive skill actually cannot be separated from the teaching and reading as one of the other to receptive language skill.

Writing is a process of producing thought to be available which needs complex combination of skills, writers, has to concern with both high level skills and low level skills. High level skills including planning, and organizing, whereas low level skills including spelling, punctuation, and word choices.¹²

In conclusion writing is the important language skill to be developed especially in classroom. As one of language skills taught in school, it is

¹¹Alan Meyers. 2005 .*Gateway to Academic Writing: Effective Sentences Paragraph and Essay*,New York : Longman.p.1

¹²Jack C. Richard and Willy A. 2002 .Renandya, *Methodology in a Language Teaching* New York : Cambridge University.p.303.

important to introduce various text genres in writing for students start from basic level. The recognition and use of text organization are essential in teaching – learning process based on syllabus. And a mental process of inventing the ideas, expressing them into written form, and organizing them into meaningful statements or paragraphs.

A.1.2 The Process of Writing

The process of writing is an approach to write that focused on the steps involved a piece of work. In actually the writing process is not highly organized linear process, but rather a continual movement between the different steps of the writing model. This process may be affected by the content (subject matter) or the writing, the type of writing (shopping lists, letters, essays, reports, or novels). There are many models of writing process.

According to Jeremy Harmer there are four elements, namely : Planning, drafting, editing, and final version. The four elements are explained as follows :¹³

1. Planning

Before starting to write, researcher considered to try and dicide what it is they are going to say, some of them may involve making detailed notes or just a few jotted word and the others may to their planning in their heads. When planning, researchers have to think three main issues. In the first place they have to consider the purposes of their writing since this will influence

¹³ Harmer, Jeremy. 2004. *How to Teach Writing*. England :Pearson Education.p.4-5

(amongst other things) not only the type of text they wish to produce, but also the language they use and information they choose include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc). But also, the choice of language. Whether, for example : it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece that is, how best to sequence the facts ideas or arguments which they have decided to include.

2. Drafting

In this step, researcher can refer to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to final version. Each draft will show the changing or/and the developing of written text.

3. Editing

Editing (Reflecting and revising) is the third step of writing. After making a draft, usually the researchers read what they have written in draft to see whether it works or not. They may move paragraphs around, write a new introduction or use a different form of words for a particular sentences. Reflecting and revising are often helped by other readers (or editors). So that the researchers can make appropriate revisions.

4. Final version (Publishing)

This is the last process of writing. After editing the draft, researcher produce their final version to their intended audience. Once writer have edited

their draft, make the changes they consider to be necessary they produce the final version. Share your writing.¹⁴

We might decide to represent these stages in the following way. These four stages, 1) Planning, 2) Drafting, 3) Editing, 4) Final version, will be implemented in the research process that is by guiding the students to follow each step of the writing process in producing narrative text.

A. 2 The Purpose of Writing

When people write something, they have purposes for writing. For instance, a student write an essay do classes may wish to please he teacher and to amuse his or her classmates. Generally, people write either because they are required or because they to write for their own reason.

According to Halliday, suggest they have written language is used for the learning purposes :

- a) For action (for example, public signs product labels television and radio guides, bills, telephone, directories, ballot paper Company).
- b) For information (for example, newspaper, political pampherts).
- c) For entertainment (for example, comic strips, newspaper, features, film subtitles)¹⁵.

David said that is purposes is both to express an express. Writers typically serve two masters : themselves, and their own desires to express an

¹⁴ Ibid, .4 – 6 .

¹⁵ David Nunan. 1999 . *Second Language Teaching & Learning*.Canada :An International Thomson Publishing Company. p.275

idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways.¹⁶

Based on explanation above, every written language has a purpose to the writer or the reader. The students have to consider the purpose of their writing since this will influence not only on the type of text they wish to produce but also including the language that the use and the information that they choose.

A. 3 The Genre of writing

The word genre means 'kind' or class'. The term of genre is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive type of text.

Because writing has many types of text, the genre is used to determine the type of the text and purpose or writing the text. This is related that genre refers to abstract, socially recognized ways of using language. It is based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily.¹⁷

For many people, genre is a concept that helps to organize the common sense labels we use to categorize texts and the situations in which they occur. Based on the explanation above, we can know that genre is type or kind of

¹⁶ David Nunan. 2003. *Practical English Language Teaching* . Singapore : The McGraw Hill Company.p.88

¹⁷ Science Direct. 2007. Genre Pedagogy ; *Language, Literacy and L2 Writing Instruction* Journal of Second Language Writing.p.149

text, defined in terms of its social purpose also the level of context dealing with social purpose. By using genre, we can construct appropriate texts that can be understood clearly by others.

The types of genres in contemporary society are expanding and changing. This is due in part to the proliferation of information technologies.¹⁸ Based on Curriculum, there are many texts taught in Junior High School. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, and review.

According to Pardiyono, there are thirteen kinds of genre : Narrative, Descriptive, Procedure, Recount, Explanation, Discussion, Report, Anecdote, Exposition¹⁹. Each genre has a number of characteristics and specific purposes which differentiate it from another genre. Among those kinds of genre in writing, this study is focused on narrative.

Below are some kinds of writing genre, they are :

- a. Narrative Text, tells world events, which can be informative or intertaining, and can be past world events or present happenings.
- b. Recount Text, contains of the chronology of activites done in the past time.
- c. Report text, contains of present information presentation about a thing or fact supported by data presentatiom, characteristic description , and classification or tabulating.

¹⁸ Peter Knapp and MeganWatkins. 2005. *Genre text Grammar. Technologies for Teaching and Assesing Writing*, Australia : UNSW Press Book.p.28

¹⁹Pardiyono,2007. *Teaching Genre – Based Writing*. Yogyakarta : C.V Andi Offset.p.246

- d. Discussion Text, present information or opinions about a present hot issue, which is sometimes controversial. Text is commonly ended with a conclusion or recommendation based on presented data after presenting adequate arguments for the controversial issue.
- e. Explanation Text, explains a thing or object according to the character, the procedure.
- f. Exposition Text, contains of an argument, point of views, a matter or a certain thing.
- g. Procedure Text, contains instruction about a sequence of actions or a procedure do a thing.
- h. Anecdote Text, contains a meaning or shares about a ridiculous, shameful, funny, very special, or extraordinary even.
- i. Descriptive Text, has function to describe a certain person, place or thing.

A. 4 Narrative Text

A narrative text is the most common and popular type of writing among students. The writer building up narrative text to inform an event, story, incident, or his/her experience. According to Siahaan and Shinoda asserts narration is way written English text in which the writer wants and to deal with actual or various experience in different ways.²⁰ So, narrative that is created in a constructive format (as a work of speech, writing, song, film, television, video games, in photography or theatre) that describes a sequence of fictional or non – fictional

²⁰ Sanggam Siahaan.2008. *The English Paragraph* .Yogyakarta :Graha Ilmu. p.5

human events. Narrative often contains a chronological sequence of events, but some narratives contain only a single event or skip around in time.

A.S Homby in *Oxford Advanced Learner's Dictionary* defined : Narrative is a description of events, especially in a novel or story, the act or process of telling a story.²¹ It similarly with John Langan said “ Narration is a writer tells the story of something that happened” through narrative, we make a statement clear by relating in detail something that has happened to us.²² Pardiyono states that narrative is kind of text which is appropriate to tell the activities or events happened in the past time that shows the problematic experience. Narrative is not only to amuse or entertain the reads, But also to give good lesson (moral lesson) to the readers that the reader can learn from the story²³.

In narrative writing the writers not only remembering the events but also thinking about the significance of the events for the details that they will need in their narrative writing, namely the writer must think about the different people involved in the event he/ she narrating as characters in a piece of literature. Think about the longevity of the event in your narrative writing. And then ask about the details included in your narrative writing, facts, sensory details and actions.

A.4.1 The generic Structure of Narrative Text

²¹ A.S Homby. 2005. *Oxford Learner's Dictionary*, New York : University Press. p.1013

²² Langan, John. 1986. *Collage Writing Skills with Readings*, New York : MC Graw – Mill Book Company.p.111

²³ Pardiyono, Op.Cit .p.93

According to Richard, Narrative like the other genres, has the particular organizational structures, usually known as generic structure. The generic structure is stated as follows.²⁴

1) Orientation

The introduction of the story in which the scene is set, the character are introduced, the question “ What ? Who ? Where ? When ? are answered.

2) Complication

The conflict in the history is explored, includes the detailed events which lead to some kind of problem happened to the characters. The crisis and climax of the story are shown.

3) Resolution

The problem is resolved in the final part of the story. The situation after problem solving is shown.

4) Coda

The moral lesson captured from the story is stated, the end of the story.

A.4.2 The Purpose of Narrative Text

All of writing text types are made and used for different purposes, especially in narrative text. Narrative text can fulfill any the purposes for writing as follows ²⁵ :

Table of 2.2 The purpose of Narrative text

²⁴ Richard Amato.2005. *Academic Success for English Language Learners :Strategies for K-12 Mainstream Teachers*. New York : Pearson Education .p.279

²⁵ Brown Clouse.F. 2008. *The Students Writer : Editor and Critic*. New York : Mc Graw – Hill Companies, Inc. p. 186

Purpose	Sample Naration
To entertain	An account of your first meeting with your father – in – law, ehen you mistook himfor an annoying insurance salesman
To express feelings	An account of what happened when your best friend betrayed you
To relate experience	An account of time you got lost in the woods for two days
To inform (to teach a lesson)	An account of a time you got in trouble for cheating
To persuade (to convince the reader that community service should be required in high school	An account of the community service you performed as a high scholl senior.

A.4.3 The Example of Narrative Text

The following story is the example of narrative text and also including the generic structure.²⁶

THE LEGEND OF MALIN KUNDANG	
ORIENTATION	A long time ago, in a small village near the beach in West Sumatera, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang’s father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.
Complication	One day, when Malin Kundang was sailing, he saw amerchant’s ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother

²⁶<http://understandingtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html> . Accessed on 17 desember 2016 at 19.20 pm

	<p>alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “ Malin Kundang has become rich and now he is here”.</p>
Evaluation / Climax	<p>An old woman ran to the beach to meet the new rich merchant . She was Malin Kundang’s mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her “ Enough”, old woman ! “After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize. Malin Kundang just laughed and really set sail.</p>
Resolution and Coda	<p>In the quiet sea, suddenly a thunderstorm came. His huge ship was creaked and it was too later for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone .</p>

A.5 Group Mentoring Technique

A.5.1 The Nature of Group Mentoring Technique

Group Mentoring Technique is an association of individuals whose purpose is to promote the professional development of its members with the assistance of a Mentoring Group Leader. This group – orients experience

provides numerous kinds of mentoring assistance including information sharing, advice, social, support, coaching, conseling and empowering individuals to greater competency.

Mentoring as a reform is increasingly used in both preserve programs. Socioculturalists agree that mentoring has greater potential to support teacher learning since knowledge is situated in and grow out of the contexts of mentors use. With support of mentor, it can learn to perform beyond his/her independent performance level. It is relevant to the issue of effective mentoring. Teacher education programs have been encouraged to devote more attention to developing partnership with schools and helping teachers become equipped to mentors interns .²⁷

Not all the students feel comfortable to work alone, especially for those students who have low understanding about topic discussed in the class. They are usually afraid to ask the teachers about the lesson. Sometimes, they feel more comfort to ask and learn from their friends. With Group Mentoring Technique, students are expected to make certain that everyone in their group has the same understanding and mastered the lesson which is discussed. Learning in group also can increase their confidence and motivation to learn in English especially in writing skills, because the most important goal group

²⁷ Sutherland,L.M.,Scanlon,L.A.,Sperrinh,A.(2005).New Direction in preparing professionals : Examining Issues in Engaging Students in Communities of Practice through a School- University. Partnership.*Teaching and Teacher Education*.p.79-92

mentoring is to provide students with the knowledge, concepts, skills, and understanding they need to become happy and contributing members of our society.²⁸

So the researcher was set the mentor from the students themselves. Students are assigned to four or five member learning groups that are mixed in performance level, gender and ethnicity. One of the students in every group was chosen to be the leader or the mentor in that group. The teacher presents a lesson and the students work within their teams to make sure that all of the team members have mastered the lesson. Then all students take individual quizzes on the material, at which they may not help each other.

A.5.2 The Advantages and Disadvantages of Group Mentoring Technique

According to Pelawi there are advantages and disadvantages of group mentoring techniques described as follows :

Table of 2.3
Advantages and Disadvantages of Group Mentoring Technique

Advantages	Disadvantages
<p>Group Mentoring technique helps the students to improve their writing ability and decrease their shyness and increase their courage and motivation to learn, because every student will be involved and can learn together with their friends and also mentored by their own friends.</p> <p>By applying Group Mentoring technique, the students improve their academic performance and build a better relationship with their friends. They can learn from the experience of their friends.</p>	<p>One of the obstacles of the Group Mentoring Technique method is management of time and control classrooms consisting of 40 students. So it takes more time to run the teaching and learning process. Then, the situation of teaching-learning process will be noisy due to the students' discussion.</p>

²⁸ Garvey, B., Alred, G. 2003. *An Introduction to the Symposium on Mentoring : Issues and Prospects. British Journal of Guidance and Counseling*. p.5

By applying this technique the teacher also teach the students to be able to work with others and ally their ideas together.	
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According to Hayward states there are several impacts of the students by applying group mentoring technique :²⁹

1. Improved self image, confidence and motivation
2. Raised expectations of their potential, matched by greater achievements and a clearer vision of career goals
3. Better social skills, forming relationship with staff, peers and family
4. Improved attitude and behavior both inside and out of school
5. Improved attendance and punctuality, reducing exclusions
6. Greater adaptability when faced with new or challenging situations
7. Better at self- organization and taking ownerships of their problems

In the classroom there should be some students that have the higher ability than the other students. The higher ability students can be mentor on the lower ability students.

A.5.3 The Steps of Teaching with Group Mentoring Technique

1. The teacher introduced the topic which be discussed. It was be started by talking about happening case around them before the explanation of news was be given.

²⁹ Hayward, Ann. 2001. *Good Practice Guidelines for Learning Mentors*. Nottingham : The Department for Education and Skills.

2. Pre-test was given in order to know the mean score of students before the treatment and determine the high achievers in the class whom were the mentors of the group.
3. The teacher was divided the students into groups. Each group consist of 4 or 5 students whose gender and ability were divided fairly. One of them is the high achiever and he/she was the mentor.
4. The teacher explains the material about narrative text.
5. The teacher given an example of narrative text.
6. The teacher asks the students to write a narrative text by using group mentoring technique. If the students have difficulties they can ask the mentor and especially the teacher as the biggest mentor of the class.
7. The teacher collects the result of each group then asks every group to present it. The teacher and other groups give suggestions to the presentation
8. The teacher gives post test by asking the students to write narrative text individually.

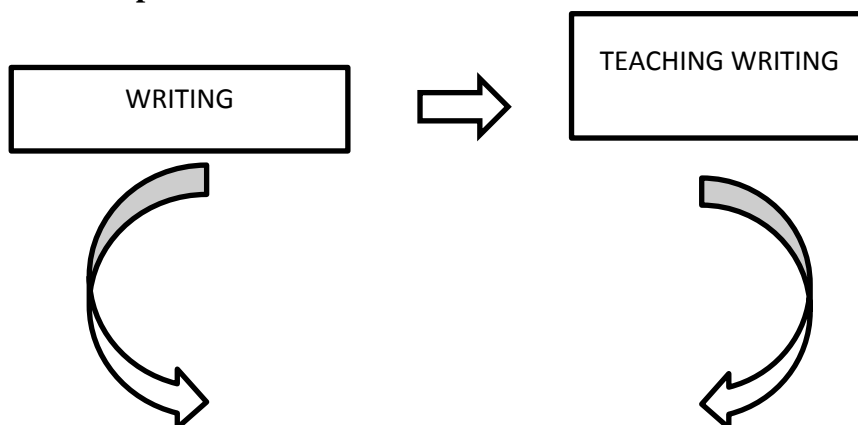
B. Related Study

- 1) Juliany Sitorus (2008) “ The Effect of Applying Mapping Technique on the Students Achievement in Writing Narrative Paragraph “. The population of this research was 128 students of SMP Taman Siswa Nagaraja. Two classes were selected by using random sampling technique. The sample needed into two groups. The first group was experimental group, taught by using applying mapping technique,

while the test control group without using applying mapping. The data were acquired by using pre – test. The data was analyzed by using t-test T- observed was (7.830) was higher at the level significant 0.05, it can be concluded that the hypothesis using mapping technique significantly effect the students writing achievement was really true.

- 2) Saragih, Zulfida Sari. Reg. No.071222220090. Improving Students Achievement in Writing Narrative Text through TPS Technique. A Thesis, English Department, Faculty of Language and Arts, State University of Medan. 2012. This study was focused to improve students achievement in writing narrative text through TPS technique. It was conducted by applying Classroom Action Research with two cycles and six meeting. The subject of this study is Grade VIII students of SMPN 1 Teluk Mengkudu and consist 40 students. The instruments for collecting data used writing text for quantitative, and used diary notes, observation sheet and interview sheet for qualitative. The mean of the test shows the improvement of the students score for orientation test was (51,4), the mean in cycle I test was (66,15), and the mean in the cycle II was (74,57). Based on the data above, it can be concluded that Think – Pair – Share Technique is significantly improved students writing achievement especially in narrative text.

C. Conceptual Framework



GROUP MENTORING TECHNIQUE

Writing is the most popular and prelevant method of creating connections among people. As a means of buildinglinks between individulas and within communities, writing serves as the flexible foundation. In teaching writing, there are genres of text that teachers must teach. In this study, the researcher chooses narrative text as one of the genre texts that should be achieved in learning. There are so many assumptions stated that writing is difficult skill to study and the research proved that the ability to write narrative is still low. This study was concerned to the effort to improve the ability of writing narrative text through a technique. The technique is considered here is Group Mentoring Technique .

Group Mentoring is one of the alternative prewriting techniques that are useful to improve students ability in writing. The using of group mentoring makes students feel comfortable and enjoyable with writing activity, especially writing narrative text. Students were helped by their mentor (tutor) to be able to write narrative text. This technique was helpful especially for the students who have nocourage of comfortless to learn and ask the teacher directly. Students are expected to have opportunities to work collaboratively with their friends in the group with the help of tutor improve their writing abilities. It is hoped that students applying in writing narrative text is effective by using group mentoring technique.

D. Hypothesis

Based on the assumption and the investigation of related theories in the relationship of the varieties of conceptual framework, the hypothesis of this study is stated as follow :

Ha = “ There is significant effect of using group mentoring techniques teaching in writing narrative text “.

Ho = “ There is no significant of using group mentoring technique as teaching in writing narrative text “

CHAPTER III

RESEARCH OF METHODOLOGY

A. Location of the Research

This research conducted at MT.s Al Jam'iyatul Washliyah at Isma'iliyah street No 82 Medan and will be conducted by using experimental research design with pre-test and post-test design. This sample is divided into two groups, one group as the experimental group and control group.

B. The Design of Research

This research was designed by using quantitative method. According Sugiyono, "Quantitative method is used to research the certain population and sample and the analysis of the data was used the statistical analysis in order to measure the certain hypothesis".³⁰

Therefore, the sample was divided into two groups of sample : Experimental group and Control group. The experimental groups, which consist of 33 students, the experimental group was taught by using Group Mentoring Technique. On the other hand, the control group consist of 33 students without using Group Mentoring Technique or the group was taught by Conventional method.

C. Population and Sample

3.1 Population

³⁰Sugiyono.2009. *Metode Penelitian Pendidikan*. Bandung: Alfabta Grafindo p.125

Population is general are which consists of subject or subjects that has a ceratin quality and characteristics to be studied by the researcher and then take the conclusion.³¹ The population of this research was at the 8th grade students' academic year 2016/2017 of MTs Al Jam'iyatul Wasliyah Medan. The Location of research is on Jl. Ismailiyah No. 82 Medan. Which consists of three parallel classes.

Table 3.1

Population in 8th Grade of MTs Al Jam'iyatul Washliyah Medan

No	Class	Population
1.	VIII –A	33
2.	VIII –B	40
3.	VIII –C	33
	TOTAL	106

3.2 Sample

According to Sugiyono stated the sample is part of number and characteristic of a population. This research would be applied by cluster random sampling. Cluster random sampling is a sampling technique where the entire population is divided into groups, or cluster, a random sample of these cluster are selected. All observations in the selected clusters are included in the sample. By making sample is cluster random sampling, this research would be taken VIII-A and VIII- C as the sample.

³¹ Sugiyono. 2013.*Metode Penelitian Pendidikan*.Bandung.Alphabta Grafindo.p.80

Table 3.2**Sample in 8th Grade of MTs Al Jam'iyatulWashliyah Medan**

No	Class	Population
1.	VIII-A(Experimental Class)	33
2.	VIII-C (Control Class)	33
	Total	66

D. Operational Defenition of Variable

The student' ability in writing narrative text is the ability of the student to write to comprehend, to process and understand the meaning of narrative text. In this study, there are two variables:

Independent variable (X) Group mentoring technique, and dependent variable (Y) the students' in writing narrative text.

Indicators:

1. The students able to understand
2. The students able in writing narrative text

E.Instrument of Collecting Data

This research was used essay test as the instrument in collecting the data. The data of research collected by giving test, a pre – test and post – test that was given to experimental and control group will be examine to convince the hyphotesis. The commulative score rage 0 – 100. Instead of judging the exact answer of the narrative text, the researher needs to adjudicate the value and the

content. Since it is more likely to be personal assessment, consensual assessment technique was used to assess the student's narrative text.

According to Weigle describes that there are five components that must be paid special attention in scoring writing, namely ; content, organization, vocabulary, language use and mechanics.³²

a. Content

The score of content depends on the students ability to write ideas, information in from of logical sentences.

b. Organizations

The organization refers to the students ability to write ideas, information in good logical order. The topic and supporting sentences are clearly stated.

c. Vocabulary

The vocabulary refers to the chosen words of the students used in their writing.

d. Language use

Language use refers to the capability of writing own the sentences either simple, complex or compound sentences correctly and logically. It also refers to the ability to use agreement in the sentences and some other words such as nouns, adjectives, and time signal.

e. Mechanics

³² Weigle, S.C. *Assesing Writing*. 2002. Cambridge : Cambridge University Press, p.116

Mechanics refers to the students capability in arranging of their writing. Such as demonstrates mastery of conventions few error of spelling, punctuation, capitalization, writing sentences.

Table 3.3
Criteria of Scoring Writing Test

Component	Descriptor	Score
Content	Excellent to very good : Knowledge – substantive – through development of topic sentence – relevant to assigned topic.	30 - 27
	Good to Average : Some knowledge of subject – adequate renege limited development of topic sentence mostly relevant to topic, but lack detail.	26 - 22
	Fair to Poor : Limited knowledge of subject – not substance – inadequate development of topic.	21 - 17
	Very Poor : Does not show knowledge of subject – not substansive – not pertinent or not enough to evaluate.	16 - 13
Organization	Excellent to Very Good : Ideas clearly stated / supported - cohesive - time sequence – spatial – particular to general – general to particular.	20 - 18
	Good to Average : Somewhat choopy – loosely organized but main ideas stand out limited support – logical but incomplete sequencing .	17 - 14
	Fair to Poor : non fluent - ideas confused or disconnected – lacks logical sequencing and development .	13 - 10
	Very Poor : essentially translation - little knowledge of English vocabulary, idiom, word form, not enough to evaluate.	7 - 9
Vocabulary	Excellent to very good : exact words effective word / idiom choice and usage – word form mastery – appropriate register.	20 – 18
	Good to Average : adequate range – occasional errors of word/ idiom form choice, usage but meaning not obscured	17 – 14
	Fair to Poor : limited range frequent errors of word/ idiom form, choice,sage,	13 – 10

Language Use	Excellent to very Good : Effective complex construction few errors of agreement, tense, number, word, order/function, articles, pronoun, preposition.	20 – 18
	Good to Average : effective but simple constructions – minor problems in complex constructions several errors agreement, tenses, number, Word order/ fuction, articles,pronoun, prepositions, but meaning seldom obscured.	17 – 14
	Fair to Poor : major problem in simple/ complex constructions frequent errors of agreement, tense, number and word order/fuction.Articles,pronoun,preposition and or fragments,deletions – meaning confused or obscured.	13 – 10
	Very Poor : Virtually no mastery of sentence constructions rules dominated by errors does not communicate or not enough to evaluate.	7 - 9
Mechanics	Exceelent to very good : demonstration mastery of convections,few errors of spelling, punctuations, capitalization, writing sentences.	5
	Good to Average : occasional errors of spelling	4
	Fair to Poor : frequent error of spelling punctuations capitalization, writing sentences poor hand writing- meaning confused or obscured.	3
	Very Poor : no mastery conventions dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible or not to enough to evaluate.	2

F. Technique of Data Collection

1. Pre- test

Before doing the teaching presentation, the pre –test was given to both groups (experimental and control group). The fuction of pre- test is to know the mean scores of the experimental and control groups before receiving the

treatment. It was done by hoping that the result of the test can be concluding that two groups were homogenous.

In pre – test the students was given the essay test. And then they answer the questions based on their understanding about writing narrative text. Then when the time was over, the answer sheet should be collected. The test was given to both experimental group and control group.

2. Treatment

The treatment was conducted after the administration of pre- test. The experimental group and control group were taught by using the same materials but different instruments. In the experimental group, the researcher used Group Mentoring Technique on students applying in writing narrative text, and for then control group was taught by verbal technique.

Table 3.3.1

Teaching Procedures in Experimental Group by Using Group Mentoring Technique

Teaching Procedure:

Teacher Activities	Student Activities
Treatment	
<ol style="list-style-type: none"> 1. The teacher divides the students in a group of 4 students based on pre- test results and choose the mentor of each group 2. The teacher explains steps of the group mentoring technique to the students 3. The teacher explains the material about narrative text 4. The teachers given an example of narrative text an how to write it 	<ol style="list-style-type: none"> 1. The students sit in the group that the teacher divided 2. The students pay attention to the teacher explanation about the steps of Group Mentoring 3. The students pay attention to the teacher about the explanation of material narrative text. 4. The studentspayt attention to the teacher about the example of narrative text. 5. The students do the teacher instruction

<ol style="list-style-type: none"> 5. The teacher asks every group to write narrative text based on the topic the teacher gives 6. The teachers monitors collaborative writing process every group do 7. The teacher asks the students to collect the result of each group 8. The teacher asks every group to present the result of each group 9. The teacher discuss about the students writing with the students 10. The teacher gives the students opportunity to asks some questions and explain 11. The teacher conclude the material 12. The teacher asks the students to sit their own seats,not in group anymore 	<ol style="list-style-type: none"> 6. The students who don't understand how to write the text can ask the mentor of their group 7. The students collects the paper 8. The students present the result of discussion 9. The students discuss the topic 10. The students do the teacher instruction 11. With the teacher,the students conclude the material 12. The students sit on their own seats
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Table 3.3.2
Teaching Procedures by using in Control group by using conventional Technique

Teaching Procedures	
Teacher Activities	Students Activities
Treatment	
<ol style="list-style-type: none"> 1. Teacher introduces about narrative text to students 2. Teacher provides an example of narrative text 3. Teacher discusses the text with the students asks them to translate the text and write what the text about 4. Teacher gives the topic of writing and asks students to make a narrative text 5. Teacher cheks the students work 6. Teacher does narrative practice in writing a narrative 	<ol style="list-style-type: none"> 1. Students listen to the teacher 2. Students pay attention to the teacher 3. Students respond to the teacher and do the teacher's instruction 4. Students make a narrative text based on the topic given 5. Students accept the evaluation from teacher 6. Students do the practices

text of the students in order to be a good writing	
--	--

3. Post Test

Post test was given the students after having the treatment. The post – test with same as the pre – test. The post – test was the final test in this research, especially in measuring the treatment, whether it was significant or not, it mean to know whether the treatment was given the effect or not on the students achievement in learning writing narrative text. In the experimental and control group, a post – test also administrating. The administrating of the post – test was mean to find out the differences scores of both experimental and control group before and after giving the treatment.

G. Technique of Analyzing Data

In comparison research the most suitable analyzis is by using statistical process. It means that all the have been collected, will be analyzed by using statistic. In analyzing the result of the best, the researcher used the formula of “t” test as follow³³:

$$t = \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} - \frac{1}{n_2}}}$$

Where:

³³ SuharismiArikunto, *Prosedur Penelitian*, Jakarta : Rineka Cipta .1993.p.314

x_1 =Average value of sample owning of the first group

x_2 =Average of sample owning of the second group

S =Marger of standard deviation

n_1 =Nominal of sample owning of the first group

n_2 =nominal of sample owning of the second group

G.1 The normality of Test

Normality test of data the students' interest in learning English at VIII who are taught by using Group Mentoring technique. Normality of the data would be found by using Calculating average and standard deviationby this following formula:

- a. Perception $X_1, X_2... x_n$ made permanent number $z_i, z_1, z_2... z_n$ by using

$$\text{formula } Z1 = \frac{x1-x}{s}$$

- b. To every this permanent number and by using enlist of permanent normal distribution, and the calculating the opportunity $F(Z_i) = P(Z < Z_i)$
- c. Here, after calculating a proportion $z_1, z_2,..z_n$, the smaller equals to z_i .
- d. Counting the difference $F(Z_i)-S(Z_i)$, and then determine is absolute price
- e. Taking the biggest price among absolute price of the difference and mentioning the price by L_0
- f. If $L_0 < L$ obtained from the critical value test, the Liliefors with the real level $\alpha=0,05$, hence the distribution is normal

G.2 The homogeneity of Test

To test whether the variants of both homogenous samples, variants equality test, that is:

$$F = \frac{\text{the biggest variants}}{\text{the smallest variants}}$$

Here after comparing to the F_{table} , its criterion is:

If $F_{\text{count}} < F_{\text{table}}$, then both samples are homogeneous

To signifies wether there is a differences between students' ability that thought by group mentoring technique, a requirement test was do at first by using normality. And homogeneity test. To know the difference or the result of this research, the test calculate by using t-test as formula.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter deals with analyzing with interpretation of data. The whole data will be analyzed and interpreted based on theories of a fore mentioned in chapter II and methodology in chapter III.

A. Research Finding

A.1 Description of Data

The data on this study was quantitative data. The purpose of the study is to determine whether the technique acclaimed is significantly improve the students in writing narrative text compared to those who are taught conventionally. The students of VIII level class (Eight grade of Junior High School) of MTs. Al – Jam’iyatul Washliyah Medan were involved as the population of the study. As this study was conducted in experimental research design, there were experimental group were taught by using the Group Mentoring technique while students in control group were taught by using conventional technique without being given the simultaneous group mentoring technique .

That consists of 33 students in experimental (VIII-A) and 33 students in control group (VIII-C). Each group was given pre-test and post-test. The data of this research, the initial of students and students' score in the pre-test and post-test of two groups can be seen in table 4.1 that is the result of the pre-test and post-test in experimental group and table 4.2 that is the result of the pre-test and post-test in control group.

Table 4.1
The score of Pre-test and Post-test
Experimental Group

No	Students' Initial	Pre-Test	Post-Test
1	AB	64	83
2	AJ	67	72
3	AR	52	80
4	AS	67	81
5	AP	67	89
6	DAH	48	78
7	DS	65	88
8	FN	48	90
9	FAH	45	73
10	FD	57	84
11	FL	71	92
12	HZ	55	83
13	HF	66	79
14	HS	65	85
15	HB	48	78
16	KN	64	91
17	LA	68	90
18	MAU	64	90
19	MAF	45	86
20	MI	63	85
21	MF	47	76
22	MFA	69	83
23	MNA	71	90
24	MSB	54	89
25	NA	59	90
26	NI	49	91
27	RH	62	91
28	RA	54	91
29	SAZD	55	83
30	SSA	53	91
31	SA	43	92
32	SAD	49	90
33	AKR	57	91
Total		1911	2825
Mean		57.90	85.60

Based on the table 4.1 showed that the highest score of pre test in experimental group was 71 and the lowest score was 43 . While, the highest score of post test in experimental group was 92 and lowest score was 72. The total score of pre test and post test in experimental group are 1911 and 2825. The mean of pre test in experimental group was 55.37 and the mean of post test was 85.60

Table 4.2
The score of Pre-test and Post-test
Control Group

No	Students' Initial	Pre-Test	Post-Test
1	ARW	52	63
2	ASH	50	65
3	AUB	41	58
4	AIA	51	62
5	CWF	50	66
6	DKH	50	68
7	DAH	53	60
8	EMH	43	63
9	FHH	43	63
10	FY	46	68
11	FNH	51	60
12	IKS	55	65
13	IF	53	69
14	LAN	59	69
15	MMPH	65	73
16	MNN	66	76
17	MM	54	68
18	MAR	64	76
19	MFR	58	70
20	MRA	49	63
21	MRP	55	70
22	MS	56	71
23	NAN	58	69
24	NAR	63	74
25	NT	62	68

26	PAA	65	72
27	PN	64	74
No	Student's Initial	Pre- Test	Post-Test
28	PNN	60	71
29	RAM	62	72
30	RNF	55	73
31	SR	52	70
32	SVD	53	69
33	SAP	51	67
Total		1809	2245
Mean		54.81	68.03

Based on the table above, the students in writing narrative text by using conventional method showed the lowest score of pre- test 41, the highest score of pre- test was 66 and the average of pre – test was 54.81. While, the lowest score of post-test was 58, the highest score of post- test was 76 and the average of post-test was 68.03.

Table 4.3

The Score of Pre – Test and Post – Test in Experimental and Control Group Class

Score	Experimental Class		Control Group	
	Pre – Test	Post – Test	Pre – Test	Post - Test
Highest	71	92	66	76
Lowest	43	72	41	58
Total	1911	2825	1809	2245
Mean	57.90	85.60	54.81	68.03

The data showed that the mean score of students in experimental group who were taught by using group mentoring technique was higher than mean score of students control group were taught by using verbal technique (conventional).

A. 2 Data Analysis

The result of the test in the table 4.3, the data were collected to find out whether the effect of applying group mentoring technique on the students's writing narrative text. The collected data was taken a computation result of the test is analyzed. It is aimed at finding out the significant effect of using group mentoring technique on the students writing narrative text.

A.2.1 Mean, Variance and Standard of Deviation (SD)

The research calculated the data based on the steps of the test . The formulation as followed :

1. The statistic calculation of the data pre-test of variable X

- a. Mean of Variable X, M_x or M_1

$$M = \frac{\sum x}{N_1} = \frac{1911}{33} = 57.90$$

- b. Standard of Deviation of variable X, SD_x or SD_1

$$SD = \sqrt{\frac{\sum x^2}{N_1}} = \sqrt{\frac{2372.72}{33}} = 8.47$$

- c. Variance of variable X, S^2

$$S_{\text{exp}}^2 = 8.47^2 = 71.82$$

2. The statistic calculation of the data pre-test of variable Y:

- a. Mean of Variable Y, M_y or M_2

$$M = \frac{\sum y}{N_2} = \frac{1809}{33} = 54.81$$

- b. Standard of Deviation of variable Y, SD_y or SD_2

$$SD = \sqrt{\frac{\sum y^2}{N_2}} = \sqrt{\frac{1458.90}{33}} = 6.64$$

- c. Variant of variable Y, S_2^2

$$S_{\text{exp}}^2 = 6.64^2 = 44.08$$

The research calculated the data based on the steps of the test. The formulation as followed:

1. The statistic calculation of the data post -test of variable X :

- a. Mean of Variable X, M_x or M_1

$$M_1 = \frac{\sum x}{N_1} = \frac{2832}{33} = 85.81$$

- b. Standard of Deviation of variable X, SD_x or SD_1

$$SD = \sqrt{\frac{\sum x^2}{N_1}} = \sqrt{\frac{1012.909}{33}} = 5.54$$

- c. Variant of variable X, S^2

$$S_{\text{exp}}^2 = 5.54^2 = 30.69$$

2. The statistic calculation of the data post-test of variable Y:

- a. Mean of Variable Y, M_y or M_2

$$M = \frac{\sum y}{N_2} = \frac{2245}{33} = 68.03$$

- b. Standard of Deviation of variable Y, SD_Y or SD_2

$$SD = \sqrt{\frac{\sum y^2}{N_2}} = \sqrt{\frac{702.96}{33}} = 4.61$$

c. Variant of variable Y, S_2^2

$$S_{\text{exp}}^2 = 4.61^2 = 21.27$$

A.2.2 Normality Test (by using Liliefors Test)

Normality test is done by using Liliefors test. To accept or reject the hypothesis, we compared L_o (L observation) with L_t (L table) from Liliefors table $\alpha = 0,05$

a. If $L_o < L_t$ = Data has normal distributin (accepted)

b. If $L_o > L_t$ = Data does not have normal distribution (rejected)

The Result:

a. $L_{\text{observation}}(L_o) = 0.1257$

b. $L_{\text{table}}(L_t) \text{ of } n > 30 = \frac{0,886}{\sqrt{33}} = \frac{0.886}{5.74456} = 0.15423$

Conclusion: L_o (0.1257) < L_t (0.15423), because L_o was smaller than L_t .

While, the data of students' in writing narrative text was normal.

The Result:

a. $L_{\text{observation}}: 0.1417$

b. $L_{\text{table}}(L_t) \text{ of } n > 30 = \frac{0,886}{\sqrt{33}} = \frac{0.886}{5.74456} = 0.15423$

Conclusion: L_o (0.1417) < L_t (0.15423), because L_o was smaller than L_t ,

Therefore, the data of students' in writing narrative text was normal.

The Result:

a. $L_{\text{observation}}: 0.1064$

$$b. L_{\text{table}}(L_t) \text{ of } n > 30 = \frac{0,886}{\sqrt{33}} = \frac{0.886}{5.74456} = 0.15423$$

Conclusion: $L_o (0.1064) < L_t (0.15423)$, because L_o was smaller than L_t , so, the data of students in writing narrative text was normal.

The Result:

$$c. L_{\text{observation}} = 0.1167$$

$$d. L_{\text{table}}(L_t) \text{ of } n > 30 = \frac{0,886}{\sqrt{33}} = \frac{0.886}{5.74456} = 0.15423$$

Conclusion: $L_o (0.1167) < L_t (0.15423)$, because L_o was smaller than L_t , so, the data of students' in writing narrative text was normal.

A.2.3 Homogeneity Test of Pre-Test

Homogeneity testing used F-test to know what the sample come from the population that homogenous or not.

1. Homogeneity Testing of Pre-Test

$$F_1 = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

$$= \frac{71.82}{44.08}$$

$$= 1.629$$

Based on the computation above, it was found from Pre-Test in writing descriptive text at real $\alpha = 0.05$ and the numerator $df = N - 1 = 33 - 1 = 32$ and denominator $dk = N - 1 = 33 - 1 = 32$. By using the list of critical value at F distribution is found $F_{0.05(32,32)} = 1.869$

It showed that $F_o (1.62) < F \text{ table } (1.86)$. It can be concluded that the variant from Pre-Test in writing narrative text. Thus, It was categorized the sample used in this research were homogeny.

2. Homogeneity Testing of Post-Test

$$F_1 = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

$$= \frac{30.69}{21.27} = 1.44$$

Based on the computation above, it was found from Pre-Test in writing narrative text at real $\alpha=0.05$ and the numerator $df = N-1=33-1=32$ and denominator $dk = N-1=33-1=32$. By using the list of critical value at F distribution is found $F_{0.05 (32,32)}=1.869$

It showed that $F_o(1.44) < F \text{ table } (1.86)$. It can be concluded that the variant from Pre-Test in writing narrative text. Thus, It was categorized the sample used in this research were homogeny.

A.3 Hypothesis Testing

Knowing the significance effect of students' in writing narrative text by using Group Mentoring Technique.

A.3.1 The Calculation of Hypothesis Testing

T-test Formula

Experiment group : $X_1 = 85.60$ $S_1 = 5.54$; $n_1 = 33$

Control group : $X_2 = 68.03$ $S_2 = 4.61$; $n_2 = 33$

With:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(33 - 1)30.69 + (33 - 1)21.25}{33 + 33 - 2}$$

$$S^2 = \frac{(32)98.20 + (32)21.25}{64}$$

$$S^2 = \frac{314.24 + 680}{64}$$

$$S^2 = \frac{994.24}{64}$$

$$S^2 = 15.535$$

$$S = \sqrt{15.535}$$

$$S = 3.94$$

So:

$$t_{\text{count}} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{\text{count}} = \frac{85.60 - 68.03}{3.94 \sqrt{\frac{1}{33} + \frac{1}{33}}}$$

$$t_{\text{count}} = \frac{17.57}{94.56}$$

$$t_{\text{count}} = 18.58$$

From the computation above, it can be seen the coefficient of $t_{\text{count}} = 18.58$ with the level $\alpha = 0,05$, $dk = n_1 + n_2 - 2$ and chance $(1 - \frac{1}{2} \alpha)$. So, $t_{(1 - \frac{1}{2} \alpha)} = t_{0,975}$ and $dk = 33 + 33 - 2 = 64$, is between $dk = 60$ dan $dk = 120$ or $t_{(0,975)(64)}$. Because $t_{(0,975)(64)}$ there is not in t distribution, so the writer used interpolation.

So :

- $t_{(0,975)(60)} = 2,00$
- $t_{(0,975)(120)} = 1,98$

$$t_{(0,975)(60)} = 2,00 + \frac{64 - 33}{120 - 60} (1,98 - 2,00)$$

$$t_{(0,975)(60)} = 2,00 + \frac{31}{60} (-0,02)$$

$$t_{(0,975)(60)} = 2,00 + 0,51(-0,02)$$

$$t_{(0,975)(60)} = 2,00 - 0,01$$

$$t_{(0,975)(60)} = 1,99$$

The hypothesis is:

H_a : There is a significant effect of Group Mentoring Technique on students' in writing narrative text.

H_0 : There is no significant effect of Group Mentoring Technique on students' in writing narrative text.

Based on the computation above, it can be seen the coefficient of $t_{\text{count}} = 18.58$ with the level $\alpha = 0,05$, $dk = n_1 + n_2 - 2$ and chance $(1 - \frac{1}{2} \alpha)$. So, $t_{(1 - \frac{1}{2} \alpha)} = t_{0,975}$ and $dk = 33 + 33 - 2 = 64$, which the real level of $t_{\text{table}} 1.99$. It was found that the value of $t_{\text{count}}(18.58)$ is higher than the value of $t_{\text{table}} (1.99)$. It can be seen as follows:

$$18.58 > 1.99$$

This result showed that hypothesis was rejected, the hypothesis formulated as “There is a significant effect of Group Mentoring Technique on the students’ in writing narrative text”.

Table 4.4 T- test Result

Data	t_{observed}	t_{table}	Conclusion
Experimentalgroup	18.58	1.99	There is a significant effect of Group Mentoring Technique on students’ in writing Narrative text.

B. Discussion

There was a significant effect on students’ in writing narrative text by using Group mentoring Technique. The students that were taught by Group Mentoring Technique in writing narrative text have higher score than were taught by Conventional Technique.

It was explained in Chapter II that Group Mentoring Technique is one of the most effective technique in learning. It is primarily a Group mentoring Technique the teacher will be easier to teach them . And the students were

encourage by their friends in the group, so they can improve their ability, especially in writing.

The next was significant test though t-test was found that $t_{\text{observed}} = 18.58$ whereas the $t_{\text{table}} = 1.99$. It shows that students' in writing narrative text by using Group Mentoring Technique was significant at 0,05. From the result, the researcher found that there was significant effect of students' in writing narrative text were taught by Group Mentoring Technique. This means that the students' in writing narrative text were taught by Group Mentoring Technique was better than taught by Conventional Technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and analysis data, there were some conclusion that could be described as follows:

1. The researcher found there was a significant effect of applying group mentoring technique on the students's writing narrative text, which is proven from the result of the test $t_{\text{observed}} > t_{\text{table}}$ or $18.58 > 1.99$. The fact hypothesis H_a was accepted and H_o was rejected.
2. The researcher found there was significant in Group mentoring Technique and that is higher than using conventional technique.

B. Suggestion

Based on the conclusion above, the researcher gives some suggestion as follows:

1. Theoretically Perspective:
 - a. The result of the research is use to improve the teaching learning process, not only for writing narrative text, but also the other material.
 - b. The result of this research can be use as reference for those who want to conduct a research about writing narrative text.
2. Practically Perspective:
 - a. For Headmaster, It is also suggested to school management to encourage the teacher's increase their teaching skills. Not only by group mentoring

technique but also other technique that are believed to give better understanding for students in their effort to learning writing.

- b. For Teacher, can using group mentoring technique in teaching writing in the classroom because based on the researcher's finding, it was found significance effects of applying group mentoring technique on students writing
- c. For Student's, of MTs. Al – Jam'iyatul Washliyah Medan, to increase their motivation in learning English especially in writing skill specifically in descriptive text.
- d. For Researchers, who are interested in doing a research related to this study should try to apply Group Mentoring Technique on different level of learners through different genre to improve the effectiveness of Group Mentoring Technique on student's writing skill.

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APPENDIX I

LESSON PLAN EXPERIMENTAL CLASS

School	: MTs. Al Jam'iyatul Washliyah
Subject	: English
Level	: VIII
Text	: Narrative
Skill	: Writing
Time Allocation	: 2 x 40 Minutes
Meeting	: 1st meeting

A. Standard Competence

Express the meaning of functional written text and short essay in the form of narrative text to interact in daily life.

B. Basic Competence

Express the meaning and generic structure in short simple essay accurately and acceptable to interact in daily life in the narrative text form.

C. Indicator

1. Able to mention the definition of narrative text
2. Able to mention the part of narrative text of “ The Legend of Malin Kundang “ based on the social function, generic structure and grammatical / languages features
3. Able to make a text based on the grammatical features of narrative text.

D. Learning Objectives

1. Students are able to mention the definition of narrative text.

2. Students are able to mention the part of narrative text of “ The Legend of Malin Kundang “ based on the social function, generic structure and grammatical/ languages feature.
3. Students are able to make a text based on the grammatical features of narrative text.

E. Learning Materials

a. Communicative Purposes

Narrative is a story that is created in a constructive format that describes a sequence of fictional events.

b. Rhetorical Structure

1. Orientation : In which the characters, setting and time of the story are established. Usually answered by who, when, where.
2. Complication : usually involves the main character (often mirroring the complication in real life).
3. Resoulation : the crisis is resolved, for better or for worse
4. Re – orientation : as an optional

c. Grammatical patterns

1. A narrative focuses on specific participants
2. There are many action verbs, verbal and mental processes
3. Direct and indirect speeches are often used
4. It is usually using past tense
5. Linking verbs are used, related with time

F. Teaching methods

1. Direct teaching

G. Teaching and Learning activity

Opening :

1. The teacher greets the students to open the lesson
2. Introducing and give the motivation related to open the materials
3. Give the pre – test

Main activities :

1. Teacher shows and give an example of narrative text (Topic :The Legend of Malin Kundang)

2. Students was asked to read the text and discussed the meaning together by teacher's guide.
3. Teacher explains the language feature of narrative text and teaches the past tenses.
4. Students analyzes the text which given to get the social function, generic structure and language feature of narrative text.

Closing :

1. Concluding the lesson
2. Teacher asks the students to review the difficulties in learning narrative text.

H. Source :

1. Narrative Text
2. Dictionary

I. Media :

1. Whiteboard
2. Marker

J. Scoring

a. Rubsrics of Scoring

$$\text{Score} = \frac{\text{True Answer}}{\text{Maximum Score}} \times 100$$

b. Standard of each Elements

NO	Qualitative Form	Quantitave Form
1.	Excellent to very good	100 – 90
2.	Good to average	89 – 70
3.	Fair to poor	69 – 30
4.	Very Poor	29 – 0

Known By,

Head Master MTs. Al Jam'iyatul Wasliyah

The Teacher

H. Burhanuddin Noor, LC

Zulkaedah Limbong, S.Pd

The Researchers

Khairun Nisa

NIM : 34133184

APPENDIX II

LESSON PLAN CONTROL CLASS

School	: MTs. Al Jam'iyatul Washliyah
Subject	: English
Level	: VIII
Text	: Narrative
Skill	: Writing
Time Allocation	: 2 x 40 Minutes
Meeting	: 1st meeting

K. Standard Competence

Express the meaning of functional written text and short essay in the form of narrative text to interact in daily life.

L. Basic Competence

Express the meaning and generic structure in short simple essay accurately and acceptable to interact in daily life in the narrative text form.

M. Indicator

4. Able to mention the definition of narrative text.
5. Able to mention the part of narrative text of “ The Legend of Malin Kundang “ based on the social function, generic structure and grammatical / languages features.
6. Able to make a text based on the grammatical features of narrative text.

N. Learning Objectives

4. Students are able to mention the definition of narrative text.
5. Students are able to mention the part of narrative text of “ The Legend of Malin Kundang “ based on the social function, generic structure and grammatical/ languages feature.
6. Students are able to make a text based on the grammatical features of narrative text.

O. Learning Materials

d. Communicative Purposes

Narrative is a story that is created in a constructive format that describes a sequence of fictional events.

e. Rhetorical Structure

5. Orientation : In which the characters, setting and time of the story are established. Usually answered by who, when, where.

6. Complication : Usually involves the main character (often mirroring the complication in real life).

7. Resolution : The crisis is resolved, for better or for worse

8. Re – orientation : as an optional

f. Grammatical patterns

6. A narrative focuses on specific participants

7. There are many action verbs, verbal and mental processes

8. Direct and indirect speeches are often used

9. It is usually using past tense

10. Linking verbs are used, related with time

P. Teaching methods

2. Lecturing Method

Q. Teaching and Learning activity

Opening :

4. The teacher greets the students to open the lesson

5. Introducing and give the motivation related to open the materials

6. Give the pre – test

Main Activities

1. Teacher shows and give an example of narrative text (topic : The Legend of Malin Kundang)

2. Students is asked to read the text and discussed the meaning together by teacher's guide

3. Teacher explains the language feature of narrative text and teaches the past tense

4. Students analyzes the text which given to get the social function, generic structure and language feature of narrative text.

Closing

1. Concluding the lesson
2. Teacher asks the students to review the difficulties in learning narrative text.

R. Source :

3. Narrative Text
4. Dictionary

S. Media :

3. Whiteboard
4. Marker

T. Scoring

- a. Rubsrics of Scoring

$$\text{Score} = \frac{\text{True Answer}}{\text{Maximum Score}} \times 100$$

- b. Standard of each Elements

NO	Qualitative Form	Quantitave Form
5.	Excellent to very good	100 – 90
6.	Good to average	89 – 70
7.	Fair to poor	69 – 30
8.	Very Poor	29 – 0

Known By,

Head Master MTs. Al Jam'iyatul Wasliyah

The Teacher

H. Burhanuddin Noor, LC

Zulkaedah Limbong, S.Pd

The Researcher

Khairun Nisa

NIM : 34133184

APPENDIX III

PRE – TEST FOR EXPERIMENTAL AND CONTROL GROUP



Instruction :

Write your name on the left top of your worksheet.

1. Write a narrative story that is suitable for the picture.

APPENDIX IV

POST – TEST FOR EXPERIMENTAL AND CONTROL GROUP



Instruction :

Write your name on the left top of your worksheet.

2. Write a narrative story that is suitable for the picture.

APPENDIX V

Mean, Variant and Standard of Deviation (SD) from Pre- Test Experimental (X) and Control (Y) Group

No	X	Y	X	Y	X ²	Y ²
1	64	52	6.09	-2.81	37.0	7.94
2	67	50	9.09	-4.81	82.6	23.2
3	52	41	-5.90	-13.8	34.9	19.0
4	67	51	9.09	-3.81	82.6	14.5
5	67	50	9.09	-4.81	82.6	23.2
6	48	50	-9.90	-4.81	98.1	23.2
7	65	53	7.09	-1.81	50.2	3.30
8	48	43	-9.90	-11.8	98.1	13.9
9	45	43	-12.9	-11.8	16.6	13.9
10	57	46	-0.90	-8.81	0.82	77.7
11	71	51	13.0	-3.81	17.1	14.5
12	55	55	-2.90	0.18	8.46	0.03
13	66	53	8.09	-1.81	65.4	3.30
14	65	59	7.09	4.18	50.2	17.4
15	48	65	-9.90	10.1	98.1	10.3
16	64	66	6.09	11.1	37.0	12.5
17	68	54	10.0	-0.81	10.1	0.66
18	64	64	6.09	9.18	37.0	84.3
19	45	58	-12.9	3.18	16.6	10.1
20	63	49	5.09	-5.81	25.9	33.8
21	47	55	-10.9	0.81	11.9	0.03
22	69	56	11.0	1.18	12.3	1.39
23	71	58	13.0	3.18	17.1	10.1
24	54	63	-3.90	8.18	15.2	66.9
25	59	62	1.09	7.18	1.19	51.5
No	X	Y	X	Y	X ²	Y ²
26	49	65	-8.90	10.1	79.3	10.3
27	62	64	4.09	9.18	16.7	84.3
28	54	60	-3.90	5.18	15.2	26.8
29	55	62	-2.90	7.18	8.46	51.5
30	53	55	-4.90	0.18	24.0	0.03
31	43	52	14.9	-2.81	22.2	7.94
32	49	53	8.90	-1.81	79.3	3.30
33	57	51	-0.90	-3.81	0.82	14.5
Total	1911	1809			2372.727	1458.909
Mean	57.60	54.81				

APPENDIX VI

Mean, Variant and Standard of Deviation (SD) from Post- Test
Experimental (X) and Control (Y) Group

No	X	Y	X	Y	X ²	Y ²
1	83	63	-2.81	-5.03	7.942	25.3
2	72	65	-13.8	-3.03	190.9	91.8
3	80	58	-5.81	-10.03	33.85	10.6
4	81	62	-4.81	-6.03	23.21	36.3
5	89	66	3.18	-2.03	10.12	41.2
6	86	68	0.18	-0.03	0.033	0.91
7	88	60	2.18	-8.03	4.760	64.4
8	89	63	3.18	-5.03	10.12	25.3
9	73	63	-12.8	-5.03	164.3	25.3
10	84	68	-1.81	-0.03	3.305	0.91
11	92	60	6.18	-8.03	38.21	64.4
12	83	65	-2.81	-3.03	7.942	9.18
13	79	69	-6.81	0.96	46.48	0.94
14	85	69	-0.81	0.96	0.669	0.94
15	78	73	-7.81	4.96	61.12	24.6
16	91	76	5.18	7.96	26.85	63.5
17	90	68	4.18	-0.03	17.48	0.91
18	90	76	4.18	7.96	17.48	63.5
19	86	70	0.18	1.96	0.033	3.87
20	85	63	-0.81	-5.03	0.669	25.3
21	76	70	-9.81	1.96	96.39	3.87
22	83	71	-2.81	2.96	7.942	8.81
23	90	69	4.18	0.96	17.48	0.94
24	89	74	3.18	5.96	10.12	35.6
25	90	68	4.18	-0.03	17.48	0.91
26	91	72	5.18	3.96	26.85	15.7
27	91	74	5.18	5.96	26.85	35.6
28	91	71	5.18	2.96	26.85	8.81
29	83	72	-2.81	3.96	7.942	15.7
30	91	73	5.18	4.96	26.85	24.6
31	92	70	6.18	1.96	38.21	3.87
32	90	69	4.18	0.96	17.48	0.94
33	91	67	5.18	-1.03	26.85	1.06
Total	2832	2245			1012.909	702.96
Mean	85.81	68.03				

APPENDIX VII

Normality of Experimental Group (Pre-Test)

X	F	F _{kum}	Z _i	F(Z _i)	S(Z _i)	F(Z _i) - S(Z _i)
43	1	1	-1.75	0.0401	0.03	0.0101
45	2	3	-1.52	0.0643	0.09	0.0257
47	1	4	-1.28	0.1003	0.12	0.0197
48	3	7	-1.16	0.1230	0.21	0.087
49	2	9	-1.05	0.1469	0.27	0.1231
52	1	10	-0.69	0.2451	0.30	0.0549
53	1	11	-0.57	0.2887	0.33	0.0413
54	2	13	-0.46	0.3228	0.39	0.0672
55	2	15	-0.34	0.3669	0.45	0.0831
57	2	17	-0.10	0.4602	0.51	0.0498
59	1	18	0.12	0.5478	0.54	0.0078
62	1	19	0.48	0.6844	0.57	0.1144
63	1	20	0.60	0.7257	0.60	0.1257
64	3	23	0.72	0.7642	0.69	0.0742
65	2	25	0.83	0.7967	0.75	0.0467
66	1	26	0.95	0.8289	0.78	0.0489
67	3	29	1.07	0.8577	0.87	0.0123
68	1	30	1.19	0.8830	0.90	0.017
69	1	31	1.31	0.9049	0.93	0.0251
71	2	33	1.54	0.9382	1	0.0618
N=33						
X=57.90						
S=8.47						
L₀= 0.1257						
L_t=0.154233						

APPENDIX VIII

Normality of Experimental Group (Post-Test)

X	F	F _{kum}	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
72	1	1	-2.49	0.0064	0.03	0.0236
73	1	2	-2.31	0.0104	0.06	0.0496
76	1	3	-1.77	0.0384	0.09	0.0516
78	1	4	-1.40	0.0808	0.12	0.0392
79	1	5	-1.22	0.1112	0.15	0.0388
80	1	6	-1.04	0.1492	0.18	0.0388
81	1	7	-0.86	0.1949	0.21	0.0151
83	4	11	-0.50	0.3085	0.33	0.0215
84	1	12	-0.32	0.3745	0.36	0.0145
85	2	14	-0.14	0.4443	0.42	0.0243
86	2	16	0.03	0.5120	0.48	0.032
88	1	17	0.39	0.6517	0.51	0.1417
89	3	20	0.57	0.7157	0.60	0.1157
90	5	25	0.75	0.7734	0.78	0.0066
91	6	31	0.93	0.8238	0.93	0.1062
92	2	33	0.11	0.8665	1	0.1335
N=33						
X=85.81						
S=5.54						
L₀= 0.1417						
L_t=0.154233						

APPENDIX IX

Normality of Control Group (Pre-Test)

Y	F	F _{kum}	Z _i	F(Z _i)	S(Z _i)	F(Z _i)-S(Z _i)
41	1	1	-2.10	0.0179	0.02	0.0021
43	2	2	-1.8	0.0359	0.08	0.0441
46	1	3	-1.34	0.0901	0.11	0.0199
48	2	5	-1.03	0.1515	0.14	0.0115
49	1	6	-0.88	0.1894	0.17	0.0194
50	3	9	-0.73	0.2327	0.23	0.0027
51	3	12	-0.57	0.2843	0.32	0.0357
52	2	14	-0.42	0.3372	0.41	0.0728
53	3	17	-0.27	0.3936	0.5	0.1064
54	1	18	-0.12	0.4522	0.52	0.0678
55	3	21	0.03	0.5120	0.61	0.098
56	1	22	0.18	0.5714	0.64	0.0686
58	2	24	0.49	0.6879	0.70	0.0121
59	1	25	0.64	0.7389	0.73	0.0089
60	1	26	0.79	0.7852	0.76	0.0252
62	2	28	1.10	0.5398	0.82	0.0252
63	1	29	1.25	0.5987	0.85	0.8028
64	1	30	1.40	0.9192	0.91	0.0513
65	2	32	1.53	0.9394	0.97	0.0092
66	1	33	1.71	0.9564	1	0.0436
N= 33						
X= 54.81						
S = 6.64						
Lo= 0.1064						
Lt=0.15423						

APPENDIX X**Normality of Control Group (Post-Test)**

X	F	F _{kum}	Zi	F(Zi)	S(zi)	F(Zi) -S(Zi)
58	1	1	-3.18	0.007	0.03	0.023
60	2	3	-2.54	0.0055	0.09	0.084
62	1	4	-1.91	0.0281	0.12	0.091
63	4	8	-1.59	0.0559	0.24	0.184
65	2	10	-0.96	0.1685	0.30	0.131
66	1	11	-0.64	0.2611	0.33	0.0689
67	1	12	-0.32	0.3745	0.36	0.0145
68	4	16	-0.09	0.4641	0.48	0.0159
69	4	20	0.30	0.6179	0.60	0.0179
70	3	23	0.62	0.7324	0.69	0.0424
71	2	25	0.94	0.8264	0.75	0.0764
72	2	27	0.26	0.6026	0.81	0.0274
73	2	29	0.57	0.7157	0.87	0.0135
74	2	31	0.89	0.8133	0.93	0.1167
76	2	33	1.53	0.9370	1	0.063
N=33						
X=62.48						
S=3.15						
L₀= 0.1167						
L_t=0.15423						

APPENDIX XI

Name :

Day :

Class :

Date :

APPENDIX XII**STUDENTS NAME OF CLASS VIII- A EXPERIMENTAL GROUP**

NO.	INITIAL NAME	NAME
1.	AB	ABUZAR
2.	AJ	AHMAD JUNAIDI
3.	AR	ALFA RIZKY
4.	AS	AIDIL SYAHPUTRA
5.	AP	AZHARI PUTRA
6.	DAH	DARU ABDUL HAKIM
7.	DS	DIMAS
8.	FN	FAHMI NASIR
9.	FAH	FAHRI AHMAD HUSAINI
10.	FD	FARA DIBA
11.	FL	FEBRIADI LINGGA
12.	HZ	HABIB ZIKRI
13.	HF	HAYKAL FARIDZ
14.	HS	HERLIANSYAH
15.	HB	HAZIS BUKHORI
16.	KN	KURNIAWAN
17.	LA	LAILANI AZZAHRA
18.	MAU	MUHAMMAD ARIF UTAMA
19.	MAF	MUHAMMAD ADAM FADLI
20.	MI	MARWAN ISMU
21.	MF	MUHAMMAD FARHAN
22.	MFA	MUHAMMAD FITRA ADITYA
23.	MNA	MUHAMMAD NUR AZAM
24.	MSB	MUHAMMAD SAHLAN BATUBARA
25.	NA	NADIA AMALIA
26.	NI	NURUL AINI
27.	RH	RISKA HARIANA
28.	RA	RISKI ANANDA
29.	SAZD	SAID ALWI ZULKARNAIN DAULAY
30.	SSA	SANDRA SRI ANGGRAINI
31.	SA	SAYDINA ALIF
32.	SAD	SITI AMALIA DAULAY
33.	AKR	AHMAD KHAIRUL QOMAR

APPENDIX XIII

STUDENTS NAME OF CLASS VIII - C CONTROLGROUP

NO.	INITIAL NAME	NAME
1.	ARW	AISYATUR RAHMAH WIWANA
2.	ASH	ALVINA SYAFILA HARAHAHAP
3.	AUB	ALWI UMAR BATUBARA
4.	AIA	ANANDA IMAM ADLI
5.	CWF	CUKRANTA WAHYU FAHROZI
6.	DKH	DILA KHAIRUNNISA
7.	DAH	DIMAS HABIB PRABOWO
8.	EMH	ELY MARDIYAH
9.	FHH	FACHRI HUSEIN HARAHAHAP
10.	FY	FAUZAN YASIR
11.	FNH	FERDI NAUVAL HARAHAHAP
12.	IKS	IBNU KHOIR SIREGAR
13.	IF	IKHSAN FADILLAH
14.	LAN	LUTHFIYAH AZIZAH NASUTION
15.	MMPH	M.MUKHRONI PERDANA HASIBUAN
16.	MNN	MAGHFIRA NANDINI NASUTION
17.	MM	MIFTAQL MARDIYAH
18.	MAR	MUHAMMAD ACHYARLI RISKI
19.	MFR	MUHAMMAD FATUR RAHMAN
20.	MRA	MUHAMMAD RAIHAN AZANI
21.	MRP	MUHAMMAD RIZKY PRATAMA
22.	MS	MUHAMMAD SYARIF
23.	NAN	NADYA ADHA NASUTION
24.	NAR	NAJMA ANDZAR RUMAYSA
25.	NT	NURIYATI TRIANA
26.	PAA	PUTRI ALIFIA AZZAHRA
27.	PN	PUTRI NABILAH
28.	PNN	PUTRI NADA NABILAH
29.	RAM	RAIHAN ANNURIDHO MATONDANG
30.	RNF	RIZKY NUR FADILLAH
31.	SR	SALSABILLAH RITONGA
32.	SVD	SALWA VELYSHA DAULAY
33.	SAP	SHAFIRZA AZZAHRA POHAN