

APPENDIX I

LESSON PLAN I

A. Identify

Subject : English

School : Madrasah aliyah Swasta Al-Ittihad Aek Nabara

Class : X

Topic : Narrative Writing

Time : 4 x 40 Minutes (2 meetings)

B. Standard Competence

12. Expressing meaning in short functional written text and a simple essay in the form of a narrative, descriptive, and news items in the context of everyday life.

C. Basic Competence

12.2. Expressing meaning in the form of short functional written text (such as announcements, advertisements, invitations, etc.) formally and informally accurately, and acknowledges that using a variety of written language in the context of everyday life.

D. Indicators

- a. To mentioning the definition of narrative text
- b. To mentioning the characteristics of narrative text
- c. To be able to write a narrative text.

E. Objectives

- a. Students are able to mention characteristics of narrative text
- b. Students are able to distinguishing the narrative text from other genres of writing
- c. Students are able to write a narrative text.

F. Material

- a. Narrative writing
- b. Generic structure of narrative text
Orientation
Complication
Resolution
Coda
- c. Worksheet

G. Learning Strategy

- a. Learning strategy : Pyramid strategy
- b. Learning method : lecturing, discussioning, questioning, and answering question.

H. Source/Media

- Source : English textbook and dictionaries
- Media : Observation sheet

I. Teaching Learning Procedure

Steps:

1. Introduction

- 1) The teacher opens the class by greeting the students
- 2) Pray together before start lesson
- 3) The teacher checks the attended list.

a. Apperception:

- 1) The teacher asks about the material.

b. Motivation

- 1) The teacher motivates the student and arise their attention to the topic which will be learned
- 2) The teacher introduces the topic and explain the purpose its topic.

2. Main activities

a. Exploration:

- 1) The tacher asks the students about narrative text
- 2) The tacher asks the students what they have known about narrative text.

b. Elaboration:

In this lesson the teacher uses the Pyramid strategy.

- 1) Teacher explains about Pyramid strategy
- 2) Teacher explains the procedures of using Pyramid strategy
- 3) Teacher explains how to write down a narrative text by applying Pyramid strategy
- 4) Teacher gives example of narrative text
- 5) Teacher asks the students to write down a narrative text by using Pyramid.

c. Confirmation

- 1) The teacher asks the students about the material have not understood yet
- 2) The teacher and students make conclusion together
- 3) The teacher asks the students to finish the task.

3. Close Activities

- 1) The teacher gives homework
- 2) The teacher closes the learning by greeting the students.

J. Evaluation

- 1) Technique : Written test
- 2) Form : Text
- 3) Instrumen test : Enclosed

Writing Task

Name :

Class :

Title : The Forest King

Instraction : Make a narrative text by using pyramid!

K. Rubric Writing Score

No	Components	point
1	contens	30

2	organization	20
3	vocabulary	20
4	Language use	25
5	Mechanic	5
Total		100

Aek Nabara, 24 April 2018

Known by:

Principal of MAS. Al-Ittihad Aek Nabara

English Teacher

(Zumanuddin Zay, S.H.)

(Karyadi, S.Pd)

Researcher

(Arini Mayan Fauni)

NIM.34.14.1.030

APPENDIX II

LESSON PLAN II

L. Identify

Subject : English

School : Madrasah aliyah Swasta Al-Ittihad Aek Nabara

Class : X

Topic : Narrative Writing

Time : 4 x 40 Minutes (2 meetings)

M. Standard Competence

12. Expressing meaning in short functional written text and a simple essay in the form of a narrative, descriptive, and news items in the context of everyday life.

N. Basic Competence

12.2. Expressing meaning in the form of short functional written text (such as announcements, advertisements, invitations, etc.) formally and informally accurately, and acknowledges that using a variety of written language in the context of everyday life.

O. Indicators

- d. To mentioning the definition of narrative text
- e. To mentioning the characteristics of narrative text
- f. To be able to write a narrative text.

P. Objectives

- d. Students are able to mention characteristics of narrative text
- e. Students are able to distinguishing the narrative text from other genres of writing
- f. Students are able to write a narrative text.

Q. Material

- d. Narrative writing
- e. Generic structure of narrative text
 - Orientation
 - Complication
 - Resolution
 - Coda
- f. Worksheet

R. Learning Strategy

- c. Learning strategy : Pyramid strategy
- d. Learning method : lecturing, discussioning, questioning, and answering question.

S. Source/Media

- Source : English textbook and dictionaries
- Media : Observation sheet

T. Teaching Learning Procedure

Steps:

- 4. Introduction

- 4) The teacher opens the class by greeting the students
- 5) Pray together before start lesson
- 6) The teacher checks the attended list.

c. Apperception:

- 2) The teacher asks about the material.

d. Motivation

- 3) The teacher motivates the student and arise their attention to the topic
which will be learned
- 4) The teacher introduces the topic and explain the purpose its topic.

5. Main activities

d. Exploration:

- 3) The tacher asks the students about narrative text
- 4) The tacher asks the students what they have known about
narrative text.

e. Elaboration:

In this lesson the teacher uses the Pyramid strategy.

- 6) Teacher explains about Pyramid strategy
- 7) Teacher explains the procedures of using Pyramid strategy
- 8) Teacher explains how to write down a narrative text by applying
Pyramid strategy
- 9) Teacher gives example of narrative text
- 10) Teacher asks the students to write down a narrative text by using
Pyramid.

f. Confirmation

- 4) The teacher asks the students about the material have not understood yet
- 5) The teacher and students make conclusion together
- 6) The teacher asks the students to finish the task.

6. Close Activities

- 3) The teacher gives homework
- 4) The teacher closes the learning by greeting the students.

U. Evaluation

- 4) Technique : Written test
- 5) Form : Text
- 6) Instrumen test : Enclosed

Writing Task

Name :

Class :

Title : Ability

Instraction : Make a narrative text by using pyramid!

V. Rubric Writing Score

No	Components	Point
1	contens	30

2	organization	20
3	vocabulary	20
4	Language use	25
5	Mechanic	5
Total		100

Medan, 24 April 2018

Known by:

Principal of MAS. Al-Ittihad Aek Nabara

English Teacher

(Zumanuddin Zay, S.H.)

(Karyadi, S.Pd)

Researcher

(Arini Mayan Fauni)

NIM.34.14.1.030

APPENDIX III

Key Answer

PRE TEST

Lion
Arrogant evil
In the forest
Election for forest king
Every animal chose the mousedeer
Lion challenged the mousedeer to fight
The Mousedeer use his cleverness against lion
Lion died because he crashed into the cave

The Forest King

In the deep forest, there lived a lion which is known as the strongest animal. One day, there was an election day for the forest king. He felt so confidence that everyone would chose him as the king. But he was wrong, everyone chose the mousedeer. “Are you kidding me? I am the strongest here, why do you choose him?” the lion asked. “We know you are the strongest, but we all want the smartest one and he is the mousedeer”, one of them answered. The lion was so angry to hear that, he looked for the mousedeer. “Hey mousedeer, I will let you to be a king if you can win this fight”. The mousedeer accepted his challenge. The mousedeer knew that he was not strong as the lion, he figured out how to lose him. The lion wanted to hit him, but lucky mousedeer could avoid the lion. He

moved and poor lion crashed into the cave. This accident made the lion died and the mousedeer was chosen to be a forest king.

Key Answer

POST TEST I

Lion
Arrogant evil
In the forest
Election for forest king
Every animal chose the mousedeer
Lion challenged the mousedeer to fight
The Mousedeer use his cleverness against lion
Lion died because he crashed into the cave

The Forest King

In the deep forest, there lived a lion which is known as the strongest animal. One day, there was an election day for the forest king. He felt so confidence that everyone would chose him as the king. But he was wrong, everyone chose the mousedeer. “Are you kidding me? I am the strongest here, why do you choose him?” the lion asked. “We know you are the strongest, but we all want the smartest one and he is the mousedeer”, one of them answered. The lion was so angry to hear that, he looked for the mousedeer. “Hey mousedeer, I will let you to be a king if you can win this fight”. The mousedeer accepted his challenge. The mousedeer knew that he was not strong as the lion, he figured out how to lose him. The lion wanted to hit him, but lucky mousedeer could avoid the lion. He moved and poor lion crashed into the cave. This accident made the lion died and the mousedeer was chosen to be a forest king.

Key Answer

POST TEST II

1. Muhammad
2. Friendly kind
3. Campus of Medan
4. He could not to spoken English language
5. He rarely do his task
6. He was getting confused and distressed
7. The IP doesn't helped him to do
8. Muhammad learned and tried his language every day

Topic: Ability

High IP does not Match with the Ability

Once upon a time, in a beautiful campus of Medan, there is a student studied in first semester of English Department. The name is Muhammad.

Muhammad is a students who friendly, kind, and polite. When he entered the world of university, he had difficulty that he entered in a department that he did not like. He could not to spoke English language and low in grammar too. However, in the reality, he got a high IP that does not match with his ability. Even there is a group assignment, Muhammad rarely worked and his friend are do that. Muhammad is very easy to close with another people, this advantaged whenever there is a task he saws his friend's task.

At the 4th and 5th semester level, Muhammad was getting confused and distressed about many tasks that had to be done on his own responsibility. The IP does not helped him.

Finally, Muhammad learned and tried his language every day. So, he is not distressed and can do his task well.

PRE TEST

WORKSHEET TEST OF WRITING NARRATIVE TEXT

Write a Narrative Text about "The Forest King" based on your knowledge.

- You have 60 minutes to write your story.
- Scoring will be based on organizational structure, developing idea, vocabulary and grammar usage, and mechanism of writing.
- Amount of words : 100-200 words.

POST TEST I

WORKSHEET TEST OF WRITING NARRATIVE TEXT

Write a Narrative Text about "The Forest King" based on your knowledge.

- You have 60 minutes to write your story.
- Scoring will be based on organizational structure, developing idea, vocabulary and grammar usage, and mechanism of writing.
- Amount of words : 100-200 words.

POST TEST II

WORKSHEET TEST OF WRITING NARRATIVE TEXT

Write a Narrative Text about "Ability" based on your knowledge.

- You have 60 minutes to write your story.
- Scoring will be based on organizational structure, developing idea, vocabulary and grammar usage, and mechanism of writing.
- Amount of words : 100-200 words.

APPENDIX II

Observation Sheet Cycle I

Put a checklist () in column 1, 2, 3, 4 based on observation

1= poor 2= fair 3= good 4= very good

Focus	Topic	1	2	3	4
The researcher as the teacher	<ul style="list-style-type: none">• The teacher attracts students' attention• The teacher motivates students to show their best in writing narrative text• The teacher prepares teaching material systematically and clear• The teacher pay attention to all the students• The teacher manage the time effectively and effeciently				
The students	<ul style="list-style-type: none">• The students pay attention to the teacher explanation• The students ask the teacher about the question that they don't understand clear• The students try to solve by themselves seriously• The students fell interested in teaching learning process				
Context	<ul style="list-style-type: none">• The students come into class on time• The classroom is comfortable (clean and calm)• The classroom has teaching aids (marked, whiteboard, duster, and so on)				

Observation Sheet Cycle II

Put a checklist () in column 1, 2, 3, 4 based on observation

1= poor 2= fair 3= good 4= very good

Focus	Topic	1	2	3	4
The researcher as the teacher	<ul style="list-style-type: none"> • The teacher attracts students' attention • The teacher motivates students to show their best in writing narrative text • The teacher prepares teaching material systematically and clear • The teacher pay attention to all the students • The teacher manage the time effectively and effeciently 				
The students	<ul style="list-style-type: none"> • The students pay attention to the teacher explanation • The students ask the teacher about the question that they don't understand clear • The students try to solve by themselves seriously • The students fell interested in teaching learning process 				
Context	<ul style="list-style-type: none"> • The students come into class on time • The classroom is comfortable (clean and calm) • The classroom has teaching aids (marked, whiteboard, duster, and so on) 				

APPENDIX IX

DOCUMENTATION



Picture 1

I greeted introduce myself and my aim to the students' and began the teaching



Picture 2

I explained the material and the strategy



Picture 3

The students listened the teacher instruction



Picture 4

The students discusses the material



Picture 5

The students attended the teacher explaining



Picture 6

The students did the pre test



Picture 7

The students did the post test



Picture 8

The student explained th text



Picture 9

The students explained the text



Picture 10

The students felt happy after study Pyramid strategy

APPENDIX VI

Interview with the Students in the First Time.

The researcher : Apakah kalian suka menulis?

Students 1 : Suka miss

Students 2 : Iya miss

The researcher : Biasanya kalian suka menulis apa?

Students 1 : Saya suka menulis cerita diary miss

Students 2 : Sama miss diary juga, menulis cerita dongeng juga

The researcher : Oh, nulis cerita ya? Menulis cerita dalam bahasa inggris kalian suka tidak?

Students 1 : Kalau saya gak suka miss, karna susah nggak ngerti buatnya

Students 2 : Pernah sih miss coba buatnya, tapi ya gitu miss sedikit susah juga

The reseacher : Biasanya bagaimana usaha kalian untuk menulis cerita pakai bahasa Inggris ketika dapat tugas dari kelas, pasti pernah kan?

Students 1 : Iya miss, pakai google translate lah miss, hehe

Students 2 : Buka kamus miss, kalau ada kata-kata yang gak tau bahasa Inggrisnya.

APPENDIX VII

Interview with the Students in the Last Time.

The researcher : Bagaimana pendapatmu tentang pyramid strategy?

Students 1 : Menurut saya, bagus miss

Students 2 : pyramid strategy is good miss, hehe

The researcher : Kalau menggunakan strategi ini, apakah menurut kalian bisa menambah pemahaman kalian dan mempermudah kalian dalam menulis teks cerita berbahasa Inggris?

Students 1 : Iya miss, jadi saya gak perlu repot-repot buka google
tratslate lagi

Students 2 : Iya miss, saya bisa dengan mudah memahami dan buat
teks dengan mudah karena ada bantuan dari baris-baris
pyramidnya miss

Interview with English Teacher in the First Time.

The Researcher : What do you think about this class?

The Teacher : I think this class is interesting. The students have good behaviour, event though there are three or four students who like to make trouble.

The Researcher : Do you think they are like English?

The Teacher : Well... Actually, they like English. But sometimes they can be bored if they do not know the meaning of the English words.

The Researcher : How are about the skills of the students in writing text?

The Teacher : Though they are diligent in learning English, they still have different skills in English, especially in writing text they need more practice.

The Researcher : How do you teach your students in creating their writing text?

The Teacher : I usually ask the students to write their experience in daily life on diary book every morning and memorize some vocabullary every day also. And this is the way to improve the students' writing text.

Interview with the Teacher in the Last Time

The Researcher : What do you think about applying pyramid strategy in improving the students' writing text?

The Teacher : I think, the strategy is good enough. The writing text of the students become improve. It is good enough to apply.

APPENDIXVIII

LIST OF INITIAL STUDENTS

NO	INITIAL OF STUDENTS	THE NAME OF STUDENTS X
1	KGA	Kamilla Ganing Adzani
2	A	Arafahni
3	KYN	Karisma Yogi Novi Yana
4	K	Kurniasih
5	IRM	Ida Rayani Munthe
6	BA	Bagus Aji
7	AP	Agus Putriani
8	YRP	Yenni Rahma Putri
9	AA	Arif Anshari
10	AAS	Aulia Akbar Siregar
11	DNJ	Dhyta Nurhasanah Janas
12	DC	Dodo Cahyono
13	ZBH	Zulvania Br. Hasibuan
14	AR	Armaulana
15	IJ	Ivang Junaina
16	ES	Eko Surya
17	AAK	Akmal Akbar
18	DCR	Dicky

19	Y	Yulistiani
20	SW	Sintya Wulandari
21	SAA	Selly Al-Azhar
22	RSS	Rindu Sanjaya Sitorus
23	CCS	Che-Che Sahayu
24	PGS	Putri Ganda Sari
25	PP	Putri Pratiwi
26	DSP	Dimas Setya Purnama
27	LS	Lilik Sudarmidi
28	YP	Yulia Pratiwi
29	Q	Qomariah
30	DYK	Dwi Yan Karisma
31	PMB	Pungki Marwah Bancin

APPENDIX X

DIARY NOTES

First Meeting (23th April 2018)

In the first meeting, the researcher applied the identification phase. The researcher introduced herself and explains the purpose of her coming and gives the pre-test to know basic knowledge of the students. The researcher started with interview the students to find out the background of students own difficulties in writing text. The students showed their high enthusiasm with the project. Most of the students felt it's difficult to learn writing text. They listened to the researcher explanation seriously. Three students asked in this meeting related to Pyramid strategy.

Second Meeting (26th April 2018)

During the teaching learning process, the students participated actively. When the teacher explained about the definition, function, and characterizations of pyramid strategy, all of the student pay attention to the teachers' explanation. The teacher taught the students how to fill in the blanks of pyramid strategy. they listened to the researcher explanation seriously. Two students asked questions in this meeting related to writing text. Two of the students got the permission from the researcher to get dictionary to another class. The researcher asked them to sit with group in finishing their exercises.

Third Meeting (30th April 2018)

During teaching learning process, the students became enthusiastic in writing the writing materials which were given by teacher. They felt interest on the text. They could easily to write the story. They looked more serious than before. Most of them brought dictionary but some of them still borrow their friend's dictionary. Some of them also used Alfa link. It indicated their enthusiasm to learn English.

Fourth Meeting (3rd May 2018)

This was the day of the post test in cycle I. The students looked surprised because the researcher suddenly gave them title of narrative text to their test. During doing the test, some of the students were enthusiastic. But some others were the difficult to do the test. They tried to look up some words in the dictionary.

Fifth Meeting (10th May 2018)

When the teacher motivated the students to increase their interest in writing, the students paid attention. They were enthusiastic when the teacher gave

and explained the new writing materials. They also active in fill the blanks lines in pyramid graphic.

Sixth Meeting (15th May 2018)

When the teacher asked the students about their understanding of pyramid strategy, more than fifty percent of the students could be answer it correctly. The students also could explain the definition, function, and example of narrative text.

Seventh Meeting (19 May 2018)

This was the day of the post test in cycle II. The students showed their interest in doing the test. They did not fell difficult in determining the story element. The score of the students in writing became improve.

APPENDIX XI

THE SCHEDULE OF THE RESEARCH AT MAS. AL-ITTIHAD AEK NABARA

ACADEMIC YEAR 2017/2018

Day / Date	Activities
Saturday / 21th April 2018	<ul style="list-style-type: none">• Meet with the principal of MAS. Al-Ittihad to ask permission for doing research.• Meet the BKM I, II, III, IV as talk about the condition of the class, students, and English teacher.
Monday / 23th April 2018	<ul style="list-style-type: none">• Meet the English teacher of X to talk sheet activities that would do when the research done.• Give the pre-test to the students of X for the first cycle.• Give the Pyramid sheet to each of the groups.
Thursday / 3rd May 2018	<ul style="list-style-type: none">• The application of Pyramid strategy is teaching-learning process in writing text at X the first cycle (first meeting).
Thursday / 10th May 2018	<ul style="list-style-type: none">• Give the test as post test (first cycle) at X
Tuesday / 15th May 2018	<ul style="list-style-type: none">• Analyze the data that have been gotten

	<p>from the students at X</p> <ul style="list-style-type: none">• The application of Pyramid strategy in teaching-learning process in wrting text at X at the second cycle• Interview with the students at X that have not been successes yet.
	<ul style="list-style-type: none">• Asking the result of Pyramid sheet to each of the groups• Say goodbye and thanks to the principal of MAS. Al-Ittihad Aek Nabara, English teacher and the side who have helped in this research.

