THE USE OF ACTIVE-KNOWLEDGE-SHARING STRATEGY TO IMPROVE THE STUDENTS' ABILITY AT WRITING NARRATIVE TEXT AT THE EIGHT GRADE OF MTsPN 4 MEDAN

SKRIPSI

Submitted toFaculty of Tarbiyah Science and Teacher Training State Islamic University of North Sumatera as a Partial Fulfillment of the Requirements for the Degree of Bachelor

By:

NURANIAH
34.14.3.082

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERAMEDAN

2018

THE USE OF ACTIVE-KNOWLEDGE-SHARING STRATEGY TO IMPROVE THE STUDENTS' ABILITY AT WRITING NARRATIVE TEXT AT THE EIGHT GRADE OF MTsPN 4 MEDAN

SKRIPSI

Submitted to Faculty of Tarbiyah Science and Teacher Training State Islamic University of North Sumatera as a Partial Fulfillment of the Requirements for the Degree of Bachelor

By:

NURANIAH
34143082

Approved by:

Advisor I   **Advisor II**

Dr. Mhd. Dalimunte, S.Ag, S.S, M.Hum   **Dr. Hj. Farida Repelita Waty Kembaren, M.Hum**
NIP. 19710328 199903 1 003   **NIP. 19690217 200701 2 002**

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA MEDAN

2018

Nomor : Istimewa   Medan, 21September 2018

Lamp   : -   Kepada Yth;

Prihal : Skripsi   Bapak Dekan Fakultas Tarbiyah

        a.n **Nuraniah**   UIN-SU

        di –

        Tempat

Assalamualaikum Wr.Wb

      Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi :

Nama   **: Nuraniah**

NIM   **: 34.14.3.082**

Jur / Prodi **: Pendidikan Bahasa Inggris**

Judul   **: "The Use Of Active-Knowledge-Sharing Strategy to Improve The Students' Ability At Writing Narrative Text At The Eight Grade Of MTsPN 4 Medan"**

      Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

      Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalamualaikum, Wr, Wb.

Advisor I   Advisor II

Dr. Mhd. Dalimunte, S.Ag, S.S, M.Hum   **Dr. Hj. Farida Repelita Waty Kembaren, M.Hum**
  NIP. 19710328 199903 1 003   **NIP. 19690217 200701 2 002**

ABSTRACT

NURANIAH,34143082,THE USE OF ACTIVE-KNOWLEDGE-SHARING STRATEGY TO IMPROVE THE STUDENTS' ABILITY AT WRITING NARRATIVE TEXT AT THE EIGHT GRADE OF MTsPN 4 MEDAN

Thesis, Medan : Department of English Education, Faculty Tarbiyah Science and Teacher Training The State Islamic University of North Sumatera, Medan 2018.

Keywords:Writing, Narrative text, Active-Knowledge-Sharing Strategy, Improvement.

This research was conducted to find out the implementation of Active-Knowledge-Sharing Strategy in improving the students' ability at writing Narrative text. The subject of this research were the eight grade of MTsPN 4 Medan which consisted of 29 students. This research applied classroom action research The data of this research were qualitative and quantitative data. The qualitative data were taken from observation sheet, interview sheet, and diary notes. The quantitative data were taken from tests, that were carried out in the end of every cycle. The tests were given to the students in form of pre-test, post test 1 in the first cycle and the post test 2 in the second cycle. The result of the data analysis showed that the score of students increased from the first post-test I to post-test II. It were showed from the mean of orientation test was 63,9 there was 27,6% (8 students) who got point 75 or more. In the post test of cycle I, the mean was 71,4,(16 students) it was higher than orientation test. There was 55,2%(16 students) who got point 75 or more. The percentage of the students' score in the orientation test to post-test I was improvement 27,6%. In the post test II, the mean was 79,6 and the percentage of students who got point 75 or more was 79,3% (23 students).

It indicated that the use of Active-Knowledge-Sharing Strategy can improve the students' ability at writing Narrattive text.

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama **: Nuraniah**

NIM **: 34.14.3.082**

Jur / Prodi **: Pendidikan Bahasa Inggris**

Judul **: "The Use Of Active-Knowledge-Sharing Strategy to Improve The Students' Ability At Writing Narrative Text At The Eight Grade Of MTsPN 4 Medan"**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

Demikian surat pernyataan keaslian skripsi ini saya buat dengan sebenarnya.

Medan,   September 2018

Yang Membuat Pernyataan

NURANIAH
NIM.34.14.3.082

ACKNOWLEDGMENTS

In the name of Allah, The beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strength and guidance for the writer, so that this thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad *Shallallaahu 'alaihi wa salaam*, his family, his relatives, and all his followers. The written of this skripsi entitled "The Use Of Active-Knowledge-Sharing Strategy to Improve The Students' Ability at Writing Narrative Text at the Eight Grade of MTsPN 4 Medan".

This thesisis written to fulfill one requirement to obtain the *sarjana degree* at Department of English Education of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

Finishing this researcher, I have encountered some difficulties such as collecting the references, finding the data and especially in analyzing the data. I realized that without much help from numorous people, this thesis wouldn't finish effectively. That's way obviously I would like to thanks to the following people:

1. **Dr. Amiruddin Siahaan, M. Pd** as the Dean of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

2. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum** as the Head of English Department for the facilities that given to me during the completion this thesis.

3. **Dr. Mhd. Dalimunte, S.Ag, S.S, M.Hum** as my first advisor who has given his charm ideas, suggestion, correction, beneficial opinion and encouragement in process of writing this skripsi. He also gives his warm support and advises me to be more patient on finishing this thesis.

4. **Dr. Hj. Farida Repelita Waty Kembaren, M. Hum**as my second advisor who also gives me guidance, dedication, support, suggestion, correction during writing this thesis. . She also gives her warm support and advises me to be more patient on finishing this thesis.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

A. Background of the Study

English as one of the subjects in schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge and technology. Therefore, in order to be able to develop science, knowledge, and technology, and to communicate with people from other countries, English is taught in Indonesia as a foreign language from junior high schools until universities.

Teaching a foreign language is considered one of the most challenging teaching practices. Students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easly. Their minds sets say foreign language is difficult to learn because of them know nothing from start . Teacher, in that case needs to be responsive to the classroom situation in orderto take an accurate measure. The classroom atmosphere shoul be sufficiently relaxed so that learners reengaged actively in every activity lead to a better performance of their language skills, listening, speaking, writing, and reading.

In the Qur'an, Allah stated in AL-Baqarah verse 185:

<div dir="rtl">لْعُسْيْرَ بِكُلُ يُرِيدُوَ لاَ الْيُسْرِكُمِ اللهَ ُ</div>

"Allah desires your well-being, not your discomfort".[1]

Based on verse above, Allah stated that He desires for His servant to be easy, not their discomfort, Islam gives motivation to Moeslem in the world to make some ways or method for their work to get better in the future and make them to be easier in many things.

Among those four skills, Writing is one of language skills and productive skills that always important to be learned by students. Without writing, the knowladge will not extend and will not be able to express feeling and idea to communicate with others.Writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing.

Richards and Renandya state that "There is no doubt that writing is the most difficult skill for learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts".[2] In line with these idea, Brown states as follows "We also fully understand the difficulty of learning to write "well" in any language, even in our own native language.

---

[1]Mahmud Yazid. (2001) *The Qur'an: an English Translation of the Qur'an,*(Beirut: Dar al chopro, p. 20.
[2]J. C. Richards, and W. A. Renandya,(Eds). (2002). *Methodology in language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

Every educated child in developed countries learns the rudiments of writing in his or her native language, but very view learn to express themselvesclearly with logical, well-developed organization that accomplishes an intended purpose".[3]

According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps. Seow states as follows: "Process Writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting), and editing – and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage".[4]

Actually, it could be found that there were some problems in English teaching and learning especially in teaching and learning writing skill at class VIII of MTsPN 4 Medan. They came from students and teacher's factor. One of the factors coming from the students was concerning with students' low motivation. It could be seen from the situation in the classroom.

---

[3]Douglas Brown. (2004). *Language Assessment: Principles and Classroom Practices.*
New York: Longman.com
[4]A Seow. (2002). *The Writing Process and Process Writing*.

Many of them did not do the homework, some of them looked sleepy, doodling, day-dreaming, yawning, and did not pay attention to the teaching and learning process. Besides, students' ability in writing was low. Teacher need a good strategy to make students more active and interesting in study english especially at writing narrative text. Actually students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well.

The important of this research is the students have some problem in writing like the students sometimes not have any ideas to write. In other words, they had blank minds when they were asked to write a text, for example a narrative text. Therefore, some strategy were needed to bring out their ideas. Some strategy here could be Alpha-ball Game strategy, comics, movies, and Active-Knowledge-Sharing strategy. Of course each medium has its advantages and disadvantages. One medium might be appropriate for teaching a certain skill and it might be unappropriate for teaching other skills.

In teaching narrative texts, Active-Knowledge-Sharing strategy are the one of good strategy to be used as strategy. Active-Knowledge-Sharing strategy are interesting strategy because students will hearing and write the story from their friends. They can get story and knoweldge from their friend and they can improve their writing skill.

Active-Knowledge-Sharing strategy are the one of good strategy to be used as strategy because it can help student to sharing their story and knowledge with their friend. So,their teamwork its more good. And they can get knowledge from their friend about what they not know before.

B. Identification of the Problem

Based on the background of the study above, the problem of the study is formulated inform of questions as follows :

1. The students did not have any ideas to write.

2. The students have less motivation from the teacher.

3. The students' ability in writing was low.

C. Limitation of the Problem

From the identification of the problems that occured in class VIII MTsPN 4 medan above, it can be seen that there were many problems related to the students' achievement in learning writing. So, it is impossible to solve all the problems. Therefore, this research limited the problems in the strategy to improve students' ability in writing. The strategy used were is Active-Knowledge-Sharing (AKS) strategy.

The writing products were limited in the narrative texts. The limitation was based on the discussion between the researcher and the English teacher of the class, because writing was the most difficult from 4 skills in English lesson, especially writing narrative texts. Limitation of problem is focuse on writing narrative text.

D. Formulation of the Problem

Based on the background and identification of the problem, the writer would like to formulate the problem in this paper as follows:

1. How is The Students' Ability at Writing Narrative Text before implementing Active-Knowledge-Sharing Strategy?

2. How is The implementation of Active-Knowledge-Sharing Strategy in Writing Narrative Text?

3. How is The Students' Ability at Writing Narrative Text after implementing Active-Knowledge-Sharing Strategy?

E. Objective of the Study

Based on the formulation of the problem above, this study aimes to knowthe implementation of Active-Knowledge-Sharing Strategy in Writing Narrative text, and to know the Students' Ability at Writing Narrative text before and after implementing Active-Knowledge-Sharing Strategy of students at Class VIII B MTsPN 4 Medan.

F. Significance of Study

1. For teachers, this study is expected to be one input to improve their teaching strategies especially in teaching writing.

2. For the researcher, this study is expected to be a great experience to face the future when she becomes a real teacher.

3. For other researchers, this study is expected to be one of references for relevant researches.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Review of Literature

1. Writing Skill

a. Defenition of Writing

Writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects.[5] It means that writing is an activity to share information which is understandable for the readers. So, the writer should be able to communicate to the readers through his sentences.

Writing is combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehendsible to readers.[6]

Meanwhile, writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down.[7] It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing. Furthermore, writing skill is a person's ability to express his/her mind

---

[5] Nystrand. (2005). *Writing English Language Test*. New York: Longman. P.75

[6]Caroline T. Linse, *Practical English Language Teaching: Young Learners,* (NY: Mc Graw Hill, 2006), p. 98.

[7] H. Randal. (2004). *Literacy an Introduction*. Edinburgh: Edinburgh University. P.160

andfeeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside.[8]

From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers. In line with this opinion, Tarigan states that writing is a process in describing a language that can be understood by others, i.e readers.[9] It means that writing needs a process so that the idea can be understandable and expressed smoothly Nura says that writing is an activity. Writing is not merely symbolize spoken language. Writing is a person's way to express him/herself and to addapt with the society.[10]

Through writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind. In addition, Harmer states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities.[11] It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom. From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language.

---

[8] Sudaryanto.(2001). *Peningkatan keterampilan menyusun wacana narasi melalui penerapan pendekatan ekletik.* Cakrawala Pendidikan. Th XX, No 1, 61-69. P.64

[9] H.G Tarigan. (2001). *Pengajaran Kompetensi Bahasa*: Suatu Penelitian Kepustakaan. Jakarta: P2LPTK. P.7,8,21

[10] A Nura. (2003). *Problematik pengajaran keterampilan menulis lanjut: Upaya menumbuh kembangkan minat menulis di usia dini.* Komposisi, Vol. 4 No 1, 69-80. Padang: FBSS UNP Press. P.71

[11] Jeremy Harmer. (2007). *How To Teach Writing*. New York: Longman. P.86

In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting laguange. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed. This research have knowledge value because in this research have sources from many expert about writing.

b.The Purpose of Writing

Writing as the productive skill, requires students to produce a written text. It is not as easy as we imagine. Writing for some writers have different purpose. Students have some reasons to write. The students need to know for what they write in order to make them easier in developing their ideas. If students do not have clear purpose of writing, they will feel bored and can not focus on their writing. By knowing the purpose, students will be easy to decide the techniques to achieve good writing. Therefore, students need to identify a purpose of their writing. There are several general purposes for writing: to explain or educate, to entertain or amuse, to persuade or convince. Furthermore, the purpose of writing:[12]

- **Writing to Entertain**

  It does not necessarily make the readers laugh, but at least engagetheir feelings in some way. Writing to entertain is also known as

---

[12] Kate Grenville.(2010). *Writing from Start to Finish: A Six Step Guide [Electronic Book].* Sydney, South Australia: Giffin Press. 2001. P.1. http://www.library.nu.com.Retrieved on June 18th 2010.

creativewriting or imaginative writing. The examples of creative writing arenovels, stories,poems, song lyrics, etc.

- **Writing to Inform**

  It tells the reader about something. The examples of writing toinform are newspapers, reports, articles, procedures, etc.

- **Writing to Persuade**

  It tries to convince the readers about something. This type ofwritingmay include writer's opinion, but as a part of logical case backedup with evidence, rather than just as an expression of feelings.

The writers need, at least:[13]

a. *Grammatical competence*-knowledge of grammar, vocabulary, and the language system.

b. *Discourse competence*-knowledge of genre and the rhetorical patterns that create them.

c. *Sociolinguistic competence*- the ability to use language appropriately in different contexts, understanding readers and adopting appropriate authorial attitudes.

d. *Strategic competence*- the ability to use a variety of communicative strategies.

---

[13] Ken Hyland. (2004). *Second Language Writing [Electronic Book]*. Cambridge:Cambridge University Press. P. 32. http://library.nu.com. on February 1st, 2011.

Our holy qur'an also taught us for writing, it's proof from a piece of verse of qur'an surah al-alaq verse 4-5:

Meaning:

4. Who taught by the pen. 5.taughttheman what he did not know.

And here the explain of the verse qur'an.

That is, it is a great favor of Allah that starting man's creation from a most insignificant state, He made him possessor of knowledge which is the noblest attribute of creation, and He made him not only possessor of knowledge but also taught him the art of writing by the use of pen, which became the means of propagation, progress, dissemination and preservation of knowledge on a large scale. Had He not given man the knowledge of the art of pen and writing (by inspiration) his intellectual faculty would have stagnated, and it would have had no opportunity to develop, expand and become a means of transmission of knowledge from one generation to the next and make future progress.

That is, man originally was absolutely illiterate. Whatever of knowledge he obtained, he obtained it as a gift from Allah. Whatever doors of knowledge at any stage did Allah will to open for man, they went on opening up before him. This same thing has been expressed in the verse of the Throne (Ayat-ul-Kursi), thus: And the people cannot comprehend anything of His knowledge save what He Himself may please to reveal. (Surah Al-Baqarah, Ayat 255).

Whatever man looks upon as his own scientific discovery was, in fact, unknown to him before. Allah gave him its knowledge whenever He willed without his realizing that Allah by His grace had blessed him with the knowledge of it.

c.The Process of Writing

If the teaching of writing is divided into separate stages to reflect the various moments involved in the process of writing then perhaps many of the obstacles experienced by both students and teachers could be addressed. Writing practice in the classroom however, is often taken up for display purposes, to assess if students have learned language structures taught in class and forexamination purposes.

Here, the teacher is concerned with the final product of writing: an essay, a report, an article or story, based on standard models; that these meet the standard English rhetorical style; and are grammatically correct and organised in a conventional manner .[14] Thus writing is apparently used to promote language learning, through models, rather than to encourage creativity and communication and language acquisition. Good writers will manage without any real difficulty and will know how to include more detailed information, whereas weak writers will limit themselves to the pre-set structures and will not learn nor practice how to develop ideas and put these into words.

---

[14] D. Brown.(2001).*Teaching by Principles: An Interactive Approach toLanguage Pedagogy*, Second Edition New York: Pearson Education.P.65

Process writing may be a more effective method of teaching writing as it helps students to focus on the process of creating text through the various stages ofgenerating ideas, drafting, revising and editing, a number of activities which a model of writing can be represented as in Figure 1.[15]
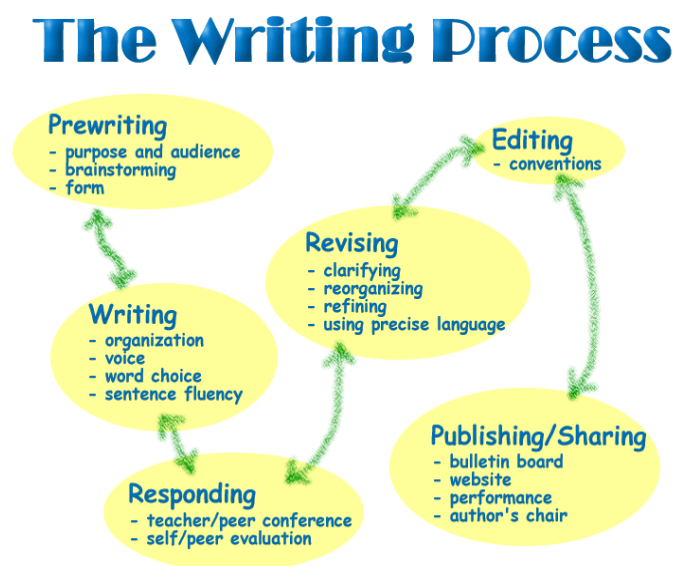
Figure 1. Diagram of Process Writing

It is possible that teachers assume students know how to organise their ideas and write as they have 'picked it up' in their reading or they have transferred the skill. This may pose a problem as not all languages (and cultures) follow the same patterns of written discourse. Much contrastive rhetoric research has focused on these differences to aid writing teachers.[16]

---

[15] , R. White, and V Arndt. (2001). Process Writing. Essex: Addison Wesley LongmanLtd.P.56

[16] Brown, D. (2001).*Teaching by Principles: An Interactive Approach to LanguagePedagogy*, Second Edition New York: Pearson Education. P.38

Since writing involves a process of 'generating, formulating and refining one's ideas, writing practice in class should reflect the same process where attention and adequate time is provided for revision and re-drafting while the teacher intervenes throughout the whole process.[17]

Good writing means good thinking. There are three stages in writing process, they are:[18]

a. Preparing to write

Most of writing requires some preparation. It means that writershould be able to prepare anything which is related to his or her writingsuch as ideas, brainstorming, speed writing, and ask WH question.

b. Drafting

It means that the writer begins to write the ideas in a paper. Some learners are able to say their ideas orally but have difficulty in putting itinto written text.

c. Revising

It is the most important stages in the writing process. It includes tocontent,purpose, spelling, punctuation, grammar, arranging, changing, adding, and so on. It means writer should be able to revise his or her writing.

---

[17] V. Zamel. (2005). *'The Process of Discovering Meaning'*. TESOL Quarterly. 16/2: 195-209

[18] Brown Kristine, and Susan Hood. (2011). *Writing Maters: Writing Skills and Strategies for Students of English [Electronic Book].* Cambridge: Cambridge University Press. P. 7-20

The basic competence of English language for the first year students of Junior high School refers to capability of students in expressing the meaning and the rule of monologue text and simple essay that use various written language accurately and fluently in the form of text such as: narrative, descriptive, and news item.

It means that the teacher should teach the students to write some kind of texts: narrative, descriptive, and news item. But in this research, the researcher only will focus on writing descriptive text.

d. The Component of Writing

There are some aspeccts of making a good writing, they are:[19]

a. Grammar

Grammar is pattern of form and arrangement of theknowledge. It is important for the students to master because it is basic to understand a language. It can help students in composing atext.

b. Vocabulary

Vocabulary plays an important role in developing sentencebecome a paragraph or text, even vivid words for description. In orderto make the writing process flows significantly, the ability inexpanding and choosing appropriate vocabulary should be mastered.So the students can explore more deeply about what ideas they want toexpress properly.

c. Mechanics

---

[19]Arthur Hughey.(2003).*Testing for Language Teachers.* Edinbrugh: Cambridge University Press. P. 101-102

Mechanics include some matters such as spelling, punctuation,and capitalization. Spelling is very important in order to make ameaningful writing. Meaning of one word can be changed if a wordmisspelled. Both capitalization and punctuation are signal that helpreaders to understand what the writer means.

d. Fluency

Fluency can be stated as the use of correct structure andappropriate vocabulary to make the composition easy to understand.

e. Form (Organization)

It is important for a text to have organization. It has function todifferenciatebetween introduction paragraph, body paragraph, andclosing paragraph.

e.The Importance of Writing

Writing really started in long ago, it has remained for of most its history a minority occupation because although most all human being grow up speaking their first language and sometimes their second or third as a matter of course, writing has to be taught. Spoken language, for a achild, is acquired naturally because of being exposed to it, whereas the ability to write has to be consciously learned.[20]

Imam Asy Syafi'i *rahimahullah* said:

الْعِلْمُ صَيْدٌ وَ الْكِتَابَةُ قَيْدُهُ قَيِّدْ صُيُوْدَكَ بِالْحِبَالِ الْوَاثِقَةْ

فَمِنَ الْحَمَاقَةِ أَنْ تَصِيْدَ غَزَالَةً وَ تَتْرُكَهَا بَيْنَ الْخَلاَئِقِ طَالِقَةْ

---

[20]Harmer, *How to Teach Writing,* p. 3.

Science is prey and writing is the bond, Tie your quarry with a strong rope Including folly if you hunt deer After that you leave off just like that[21]

From the verse above, it shows that writing is really important in our life. We asked to write the knowladge for remember it always. If you forgot the knowladge or your ideas, by writing you can remember again the knowledge cause you have written it before. So, writing is very important for everyone to learning.

In the modern world, written language serves a range of function in every life, there are three functions of written language. In the firstly is primarily for action. In this part, written language has the function to give public sign as a direction for public people that key will do based on written have they read. For example, writing on the road and station the function of written language as primarily for action is very useful for public people as a guidance for them. Primary for action also can be found in product and instruction, that is useful for people as a clues when they buy food tools, toys, map, televison and radio guides. The second is primarily for information, in this case, written language can be used to give contribution to many people as a field of information, someone may takes some information from magazine, newspaper, and nonfiction book for his needs including sports, business, politics, vacancy, and medical.

---

[21]Diwan Syafi'i, p. 103

The last function is primarily for entertainment, most of people need to be enjoyable, some of them spend the part time to entertain themselves by watching television, listening music, going recreationand activities that they like, by reading newspaper, magazine and some books, some people feel relaxed and entertained beside they get many knowladge.[22]

2. Narrative Texts

a. Definition of Narrative Texts

Narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener.[23] Meanwhile, narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story.[24]

The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers. According to Ayres, narrative texts are a form of discourse that has been fixed by writing.[25] Definition of narrative as the following quotes: "A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not

---

[22]David Nunan, *Language Teaching Methodology,*(London: Phoniex ELT,), p. 84.

[23]Mark Anderson, and Kathy Anderson. (2002). *Text Types in English 2*. South Yarra: Macmillan Education Australia PIY LTD.

[24] Dwi Permana, dan Fauris Zuhri. (2013). *The Implementation of Picture Series as Media in Teaching Writing of A Narrative Text of the Tenth Graders of Senior High School.* Retain, Volume 01 Nomor 01 Tahun 2013.

[25]Lioness Ayres. (2013)*Narrative Texts*. http://srmo.sagepub.com/view/sage-encyc-qualitative-research-methods/n278.xml.

merely random.[26]Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology."

From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically. In order that the text can be enjoyed by the readers, the writer should arrange the text interestingly to make the readers enjoy and enthusiastic to listen the story. The purpose of telling the story is to give meaning, and to entertain the readers.

b. Generic Structure of Narrative Texts

The steps for constructing a narrative are:

1)   Orientation, when people talk about orientation, they mean is the beginning of the story in which the writer tells the audience about who the characters in the story are, and also tell the setting, where the story is taking place, and when the action is happen.

2)   Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

---

[26]Kane. (2013). in *http://www.englishindo.com/2013/08/narrative-text*.html

3) Resolution is an integral part of the conflict of the story. Resolution In a "satisfying "narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but itis rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end? Sad ending or happy ending).[27]

Meanwhile, the steps for constructing a narrative text. They are: (1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place. (2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story. (3) Sequence of events, where the characters react to the complication. (4) Resolution, where the characters finally solve the problem in the complication. (5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step. narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.

Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened.

---

[27] Beverly Derewianka. (2000). *Exploring How Texts Work*. London: Primary English Teaching Association.

(2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

c. Language Features of Narrative Text

1. Past tense (killed, drunk, etc)

2. Adverb of time (Once upun a time, one day, etc)

3. Time conjunction (when, then, suddenly, etc)

4. Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)

5. Action verbs. A verb that shows an action. (killed, dug, walked, etc)

6. Direct speech. It is to make the story lively. (Snow White said,"My name is Snow White). The direct speech uses present tense.[28]

d. Active-Knowledge-Sharing (A-K-S) Strategy

Active learning is a learning process with a view to empowering learners to learnwith using various ways / strategies actively. Active learning (active learning) is intended to optimize the use of all potential owned by the students, so that all students can reach satisfactory learning outcomes according to personal characteristics they have.

---

[28] www.britishcourse.com

In addition, active learning (active learning) as well intended to keep the attention of students / students to stay fixed on the learning process. Some research proves thatthe attention of the students decreases as time passes. Pollio Research shows that students in the classroom only pay attention to the lesson about 40% of the available learning time.[29]

The language of active knowledge sharing means mutual exchange knowledge. The active knowledge sharing strategy is a strategy learning by emphasizing the studentsto each other help answer questions unknown to other friends This means that students who can not answer questions are invited to looking for answers from friends who know the answers and students who knows the answer is emphasized to help that friend difficulty The concept of active knowledge sharing strategy is almostthe same as strategy every one is teacher. That science gained is not forever only comes from a teacher alone but every student too can provide knowledge or information to other friends. [30]

As explained above, the active learning strategy knowledge sharing is one part of the learning strategy active commonly known as active learning The concept of active learning can be interpreted as an instructional model which leads to the optimization of intellectual-emotional engagement students in the learning process.22 with physicalengagement where necessary.

---

[29] Hisyam zaini dkk. (2008)*Strategi Pembelajaran Aktif,* (yogyakarta: Insan Madani, 2008), P.22

[30]Sutaryo. (2008).*Strategi Active Knowledge Sharing,* makalah work shop pembelajaran model PAKEM KKGPAI Kabupaten Bondowoso.

Student's emotional-intellectual / physical involvement and deep optimization learning, directed to membelajarkan students how to learn acquire and process his or her learning acquisition of knowledge, skills, attitudes and values Learners need to learn actively because the brain will not only accept information but also respond. In many ways, the brain is like computer. Our brains need to question information, formulate or explain it to others in order to store itin memory.

When learning passively, the brain does not store what is presented. Active learning is a variation of teaching styles to overcome lethargy of the brain and boredom of students. Besides teaching and learning process as well is the process of socializing and active learning is one social side learn.[31]

Table 2.1
The Example of Active-Knowledge-Sharing Strategy

Knowledge	Sharing
Alone	When I was child, I had a bad experience. It's when I far with my mother and it was cloudy. One day, I helped my mother with bought some egg for lunch. I must walked alone because my brother and my sister were not in my house. I started walked and I passed some houses that quiet. Then, I looked one of the houses is not locked and I looked some dog slept. I was shocked and scared. Then I ran so fast, but I stumble because the rock. Then the dog opened their eyes and started bark and pursue me. I was so shocked and I ran so fast but the dog is faster than me. My shoes was chased by a dog. Then I fell. 'Cause

---

[31] Hisyam zaini dkk, *Strategi active knowledge sharing*. hal 12

	I scared I ran again and climbed the tree. Luckily, the dog can't climbed, so I safe on the tree. Then I scream, with hope there was people to help me. Luckily, the dog master came to me. Then the dog was tame if there the master. Then I went down, and bought some egg for lunch and finally i back to my house.

B. Related of Study

1. Puspitasari in her research in 2007 showed that teaching writing of a narrative text by using Brother Bear, a film can help students develop their writing skill. It is proved that students are more interested in producing a narrative text by listening to the dialogue of the film.[32]

2. Fitriana in her research in 2012 proved that animation movies could improve the students' writing skill of narrative texts and the class situation. 1) The improvement of the students' writing skill included: (a) The students got easy in exploring ideas in their writing, (b) They could produce the sentences with the better construction and minimize their mistakes in English grammar, (c) They were able to use the appropriate word order and used the various words to express their ideas well, (d) They could state the ideas more clearly, organizedthe ideas better than previous result, used logical sequencing and produced text well in good cohesion and coherence, (e) They were able to demonstrate the

---

[32] Retno Puspitasari A. W. (2007). *The Use of Animation Movies for Improving Students' Writing Skill of Narrative Texts* (A Case Study of Teaching English at Eleventh Grade Students of SMA Negeri 10 Semarang in the Academic Year of 2006/2007). http://lib.unnes.ac.id/1223/ Dec 21, 2013

convention and minimize the errors and mistakes of spelling, punctuation, and capitalization. 2) The improvement of class situation included: (a) The students focused seriously on their tasks, (b) They involved and participated actively during the lesson, (c) They became more confident in doing the activities during lesson,

(d) They were more enthusiastic andwere motivated in joining the writing class, (e) They were not getting bored or made noise but they looked happy in the writing class.[33]

3. Akmala (2011) proved that Animated films can improvestudents' ability in writing narrative text. The students could catch the idea because they watched and knew the plot. Using animated film could be a newatmosphere for the students who had not been taught using film before. After the students were motivated by the material, they could rise their spirit to write something using their answer from the questions of film as guidance in learning writing process so that their writing ability improved.[34]

Based on the related of the study on Puspitasaria, Fitriana and akmalas' research, the researcher concluded that there is the different strategy withActive-Knowledge-Sharing strategy. On their research, they use animation film to improve students' ability in writing narrative text. They just showing the film to

[33]FitrianaNafik. (2012*). The use of animation movies to improve students' writing skill of narrative text(An action research conducted at the eleventh grade of SMAN 1 Teras in 2010/2011.* http://english.fkip.uns.ac.id/index.php/research/7-research-mahasiswa/102-the-use-of-animation-movies-to-improve-students-writing-skill-of-narrative-text-an-action-research. Dec 21, 2013.

[34] Tatum Ariesya Akmala. (2011). *The use of animated film to improve Students' ability In writing narrative text: A Classroom Action Research at the 10th Grade of Madrasah Aliyah Negeri PemalangintheAcademicYearof2010/2011.* http://library.walisongo.ac.id/digilib/files/disk1/105/jtptiain-gdl-tatumaries-5202-1 tatumar-a.pdf Dec 21, 2013

students and after that students write the story from the film. All of students have some story from the film. Their strategy really different with the reserchers' strategy. The students tell their story to their friend, after that their friend write their story. And one by one of student have different story with their friends.

In this research, the researcher do research from one class on junior high school of MTsPN 4 medan to know the students' ability at writing narrative text and to know is the Active-Knowledge-Sharing strategy can improve the students writing skill atnarrative text or not.

And in the research before the researcher just ask to the students write narrative text by using Active-Knowledge-Sharing strategy. However in this research the researcher will ask to the students write narrative text by using Active-Knowledge-Sharing strategy after that the students have to read the result of their writing narrative text in front of the class. So that's why this research is important to do. Because it can make the students improve the writing skills in narrative text and can improve the creativity of the students in writing narrative text.

C. Conceptual Framework

From the concept stated previously, it can be known that Active-Knowledge-Sharing strategy can be used to help the students in writing especially in narrative text. This strategy helps the students to get knowledge about the topic. They try to make their writing clearly from knowledge that they get from their friend. By sharing the topic clearly, their friend can imagine the story on their mind. This strategy is one of the development of the technique of T-Chart.

This strategy begins by making two columns resembling the letter T which is divided into columns Knowledge and columns Sharing.

In column Knowledge students were asked to write down the topic they tell, while the columns sharing the students are asked to write a story of the list of topics that they wrote in the column Knowledge in detail. After that student share the story to their friend and write the story[35]

To facilitate the students to use these strategies teachers can share in advance which topics should be written by the students, then the teacher can lead the students to write the details in column Sharing topic by asking a few questions related to the topics covered. To make writing more detail, each list in the column Sharingstill be made in a new Knowledge column. Moreover, this strategy will be a critical power train students on topics they write because the more they are able to write the list in the column Sharing then they write a paragraph narrative will become more and more detail. So, this strategy can facilitate students to write better narrative paragraph.

---

[35]Peha. (2003)*Writing the Teacher's Strategy Guide [Electronic Book]*. 2003. P . 33.http//ttms.teachingthatmakessense.org. Retrived on 15th, March 2011

CHAPTER III

RESEARCH METHOD

A. Research Design

The research conducted here was classroom action research is a part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'.Furthermore, defines action research as the study of a social situation with the view to improving the quality of the action in it. So, this research was done to look for the weaknesses and tried to get the way to improve the quality of the activities.[36]

Action research has three major characteristics: it is carried out by practitioners (i.e., classroom teachers), it is collaborative, and it is aimed at changing things. It means that action research can be done by a teacher in a classroom with the help of other teachers to discuss what and how to improve the classroom activities so that the students achievement will be better. [37]

From the definitions above, it can be concluded that action research is research done by individuals on their own fields to improve their skill, for example, a teacher who wants to improve their teaching.

---

[36]Anne Burns. (2010) *Doing Action Research in English Language Teaching.* New York: Routledge. P. 2, 5.

[37] Sandra Lee McKay. (2006). *Researching Second Language Classrooms*. London: Lawrence Erlbaum Associates. P. 29.

The research is evaluative and reflective which means that the action can be evaluated used to be reflection to make a better result. Besides, the research needs at least one collaborator to record and discuss the action that has been done. In action research, there some processes. Action research typically involves four broad phases in a cycle of research. The four phases in a cycle are: (1) planning, (2) action, (3) observation, and (4) reflection.[38]

B. Subject of The Research

The subjects of this research were Grade VIII Junior High School of MTsPN 4 Medan academic year 2018. The subjects consisted 29 students.

C. The time and Place of the Research

This action research was conducted about for 1 month started on April 2018 at MTsPN 4 Medan. Itis located on Jl. Martubung, Kelurahan Martubung, Kecamatan Medan Timur. This subject choosen because the researcher found the problem on the students's skills at writing and the researcher assumed that the students need the improvement for their writing skills.

So, it is needed to improve the students' ability at writing narrative text by implementing A-K-S strategy. By implement this strategy, it is hoped the students' ability at writing narrative text will be improved.

---

[38]Anne Burns. (2010) *Doing Action Research in English Language Teaching.* New York: Routledge. P. 7.

D. The Procedure of Data Collection

Before the procedure of data collection was began, the writer wasadminister to identify the basic knowledge of the students' writing skill. The data collections' procedure conducted by first implementing, namely Cycle 1 and Cycle 2. Cycle 1 consist of one meeting.

Cycle 2 was consist of one meeting. And especially for first meeting was in Precycle. So, there was be three meetings all together. Each meeting wasincluded four stages namely planning, action, observation, and reflection.

CYCLE	STAGES	ACTIVITY
Pre-cycle: In the first meeting.	Analysis Situation	• The teacher observes the situation of the class
Cycle 1: The researcher is conducted in the second meeting.	Planning	• The teacher prepares lesson plan • The teacher prepares the material which the topic is used is a text book • The teacher prepares the notebook and observation sheet

	Action	a. Opening
		  • The teacher starts the class and introduces the topic that is discussed at that time
		b. Main
		  • The teacher divides the students into four group
		  • The teacher explain the concept of sharing story
		  • The teacher starts playing of story
		c. Closure
		  • The teacher sums all score of each group

	Observation	• The teacher observes every action and students' attitude that are happened during teching-learning process.
	Reflection	• The teacher evaluates the results of the students' score and the results of observation • Decide the next action
Cycle 2: The second cycle is conducted in the third meeting. Cycle 2 is conducted based on the problems which are finding in cycle 1. In the cycle 2, the teaching-learning process will be focused on tasks.	Planning	• The teacher prepares lesson plan • The teacher prepares the material which the topic is used is a text book • The teacher prepares notebook and observation sheet.

	Action	a. Opening
		  • The teacher stars the class and introduce the topic that is discussed at that time
		b. Main
		  • The teacher divides the students into four group
		  • The teacher explain the concept of sharing story
		c. Closure
		  • The teacher sums all score of each group

	Observation	• The teacher observes the learning process • All activities, students' behaviors, and classroom contact write in the notebook
	Reflection	• The teacher evaluates the results of the students' score and the results of observation

E. Technique for Data Collection

In collecting the data, the following instruments were used:

1. Test would used to know how far the skill of the students atwriting.

2. Observation sheet would prepared to observe the situation and the problems would find during the teaching-learning process.

3. Interview sheet would done to the students to investigate the improvement of teaching-learning process, and then it would used to discover the feelings, problems, and other conditions of the students.

4. Diary notes would used to analyze in order to know all things that would included the evluation of running the class.

5. Photography would used to capture the students' activities with camera.

F. Technique For Data Analysis

Technique for data analysis in this research would apply qualitative and quantitative data. The qualitative data were taken from interview, notebooks, and observation sheet to describe the situation during the teaching-learning process.While quantitative data were taken from the students' test score to analyze the improvement of the students' writingskill in each cycle.

To find out the class means score in each cycle, the following formula would applied:

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

Where:

X   : class means score

∑x   : total score

N   : the total number of students

The categorize the number of master students, the following formula will be applied:

$$P = \frac{R}{T} x 100\%$$

Where:

P   : percentage of students getting score 75

R   : number of students getting score 75

T   : the total number of students taking the test

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The kinds of data were analyzed by qualitative and quantitative data. The qualitative data were taken from interview, observation sheet and book notes. The quantitative data was taken from the mean of the students' score in taking test. The researcher conducted in one class with 29 students from 132 population number of eight grade students MTsPN 4 Medan. It was accomplished in two cycles. Each cycle consisted of four steps, they are planning, action, observation and reflection. Each cycle was conducted for two meetings. And one meeting for pre-test. So, there were five meetings for this research.

1. The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle.The test was given to the students in forms of pre-test, post test of cycle I and cycle II. The result of the students' score showed consistent improvement.

a. Pre-Test

The researcher gave a test. The test was given for the students before treatment of using A-K-S strategy. The researcher noted that the score which passed of 75 was success depending on KKM in the school. It was found that the mean of students' score was kept improving from pre-test until post-test of the second cycle.

Below the students' score of Pre-test as follow:

Table 4. The Students' Score of Pre-Test

No.	Initial of Students	Pre-Test Score	
		Post-Test	Criteria of Success ≥ 75
1	ANR	54	Unsuccess
2	MTE	60	Unsuccess
3	FI	39	Unsuccess
4	NS	68	Unsuccess
5	AA	62	Unsuccess
6	RPT	76	**Success**
7	SW	78	**Success**
8	NRR	79	**Success**
9	EMN	61	Unsuccess
10	PSL	48	Unsuccess
11	NSN	60	Unsuccess
12	GA	61	Unsuccess
13	AB	68	Unsuccess
14	Z	73	Unsuccess
15	FAH	72	Unsuccess

16	AZM	43	Unsuccess
17	MFA	77	**Success**
18	FAL	76	**Success**
19	AF	76	**Success**
20	MJ	76	**Success**
21	RAS	76	**Success**
22	DFA	68	Unsuccess
23	AA	47	Unsuccess
24	EP	47	Unsuccess
25	UAH	72	Unsuccess
26	MFA	47	Unsuccess
27	AR	70	Unsuccess
28	ANR	59	Unsuccess
29	MS	62	Unsuccess
	Total	$\sum X = 1855$	
	Mean	$\overline{X} = 63,9$	

From the table of pre-test, the students that got success the test was 8 students and the students did not get success was 21 students. In addition, the total score of the students was 1855 and the number of the students who took the test was 29 students. So, the mean of the students was:

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

$$\overline{X} = \frac{1855}{29}$$

$$\overline{X} = 63,9$$

From the analysis above, the students ability in writing narrative text was low. The mean of the students' score was 63,9. The percentage of the students who got success in writing test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{8}{29} \times 100\%$$

$$= 27,6\%$$

And,

$$P = \frac{R}{T} \times 100\%$$

$$P2 = \frac{21}{29} \times 100\%$$

$$= 72,4\%$$

Table 4.1 Table the Percentage of Students Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Success	8	27,6%
P2	Unsuccess	21	72,4%
Total		29	100%

From thetable above, the students' ability in writing narrative text was low. It could be seen from the mean of the students' score was 63,9. The percentage of the students score was 8 students got success or it was 27,6%. In the other hand, 21 students got unsuccess score or it was 72,4%. It can be concluded that the students' writing ability in pre-test was low. Therefore, the researcher would do post-test in the first cycle.

b. Post-Test I

The researcher gave the test in post-test I, the test was given after applied the Active-Knowledge-Sharing strategy. The researcher found improvement of the students' score in post-test of the first cycle. The students' score of post-test in the first cycle can be seen in the table below :

Table 5. The Students' Score of Post -Test I

No.	Initial of Students	Post Test of The first Cycle	
		Post-Test	Criteria of Success ≥ 75
1	ANR	68	Unsuccess
2	MTE	62	Unsuccess
3	FI	60	Unsuccess
4	NS	68	Unsuccess
5	AA	79	**Success**
6	RPT	78	**Success**

7	SW	76	**Success**
8	NRR	76	**Success**
9	EMN	78	**Success**
10	PSL	76	**Success**
11	NSN	65	Unsuccess
12	GA	60	Unsuccess
13	AB	64	Unsuccess
14	Z	78	**Success**
15	FAH	78	**Success**
16	AZM	77	**Success**
17	MFA	78	**Success**
18	FAL	76	**Success**
19	AF	80	**Success**
20	MJ	79	**Success**
21	RAS	78	**Success**
22	DFA	77	**Success**
23	AA	60	Unsuccess
24	EP	60	Unsuccess
25	UAH	62	Unsuccess

26	MFA	59	Unsuccess
27	AR	76	**Success**
28	ANR	72	Unsuccess
29	MS	67	Unsuccess
	Total	**∑X = 2071**	
	Mean	$\overline{X}$ **=71,4**	

From the table of post-test in the first cycle, the students who got success the test was 16 students, and the students did not get success was 13 students. Total score of the students was 2071 and the number of students who took the test was 29 students, so the mean of the students was:

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

$$\overline{X} = \frac{2071}{29}$$

$$\overline{X} = 71,4$$

From the data analysis above, the students' writing narrative text in the post test I was still low. It could be seen of the mean score of the students was 71,4. It's mean that the score did not get success categorize. The percentage of students who got success in writing descriptive text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P1 $= \frac{16}{29}$ x 100%

     = 55,2%

And,

P $= \frac{R}{T}$ x 100%

P2 $= \frac{13}{29}$ x 100%

     = 44,8%

5.1 Table of the Percentage of Students Score in Post-Test I

	Criteria	Total Students	Percentage
P1	Success	16	55,2%
P2	Unsuccess	13	44,8%
Total		29	100%

From the table above showed that the students' score was low. It could be seen from the mean of the students' score was 71,4. There were 16 students passed the test and 13 students are failed in the test. Because the students' ability in writing narrative text post-test I in the first cycle was categorized unsuccess, the researcher would continue in the second cycle.

c. Post-Test II

The researcher was continued the research in cycle two. The aim was to improve the students' score in writing narrative text by using Active-Knowledge-Sharing strategy after doing post-test in the first cycle. The students' score of post-test 2 in the second cycle can be seen from the table below:

Table 6.The Students' Score of Post -Test II

No.	Initial of Students	Post Test of The second Cycle	
		Post-Test	**Criteria of Success ≥ 75**
1	ANR	72	Unsuccess
2	MTE	84	**Success**
3	FI	81	**Success**
4	NS	83	**Success**
5	AA	82	**Success**
6	RPT	84	**Success**
7	SW	82	**Success**
8	NRR	80	**Success**
9	EMN	84	**Success**
10	PSL	86	**Success**
11	NSN	72	Unsuccess
12	GA	68	Unsuccess
13	AB	85	**Success**
14	Z	83	**Success**
15	FAH	81	**Success**
16	AZM	71	Unsuccess

17	MFA	83	**Success**
18	FAL	83	**Success**
19	AF	82	**Success**
20	MJ	80	**Success**
21	RAS	81	**Success**
22	DFA	80	**Success**
23	AA	74	Unsuccess
24	EP	63	Unsuccess
25	UAH	83	**Success**
26	MFA	81	**Success**
27	AR	81	**Success**
28	ANR	80	**Success**
29	MS	81	**Success**
	Total	$\sum X = 2310$	
	Mean	$\overline{X} = 79,6$	

From the data above, the students that got success the test were 23 students, and the students did not get success were 6 students. The total score of the students was 2310 and the number of students who took the test was 29 students, so the mean of the students was:

$$\overline{X} = \frac{\Sigma \mathbf{X}}{N}$$

$$\overline{X} = \frac{2310}{29}$$

$$\overline{X} = 79{,}6$$

From the analysis data above, the students' ability in writing narrative text in post-test II was improved. It could be seen of the mean score of the students was 79,6. It means that the score was categorized success. The percentage of students who were success in writing text was calculated by applying the following formula:

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P1 = \frac{23}{29} \text{ x } 100\%$$

$$= 79{,}3\%$$

And,

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P2 = \frac{6}{29} \text{ x } 100\%$$

$$= 20{,}7\%$$

6.1 Table of the Percentage of Students Score in Post-Test II

	Criteria	Total Students	Percentage
P1	Success	23	79,3%
P2	Unsuccess	6	20,7%
Total		29	100%

From the table above, the researcher concluded that the students' ability in writing narrative text was improved. It could be seen from the mean of the students' score was 79,6. The percentage of the students' score was 23 students got success or it was 79,3%. In the other hand, 6 students got unsuccess score in the post test 2 or it was 20,7%. It can be concluded that the students' ability in writing narrative text post-test 2 in the second cycle was categorized success and improved. So the researcher stopped the research in this cycle.

Table 7 The Percentage of Students who got point up to 75

Competence test	Percentage
Pre –test	27,6%
Post –test I	55,2%
Post- test II	79,3%

Based on the table above, the result of analysis data showed that there was an improvement on the students' ability in writing narrative text by using Active-Knowledge-Sharing strategy. It was showed from the mean of pre-test was 63,9 the mean of post-test I in the first cycle was 71,4 and the mean of post-test II in the second cycle was 79,6. The percentage of the students' score in pre-test who got point up to 75 was 8 students. It means that there was improvement about 27,6%. The percentage of the students' score in post-test 1 of the first cycle who got point up to 75 was 16 students. It means that there was improvement about 55,2% . Then, The percentage of the students' score in post-test 2 of the second cycle who got point up to 75 here were 23 from 29 students. It means that improvement was about 79,3%.

From the data, it indicated that by using Active-Knowledge-Sharing strategy in learning narrative text in writing was effective. In addition, by using Active-Knowledge-Sharing strategy also can make the students' more enjoyable and interested in writing narrative text and the data above can be concluded that the student's ability in writing narrative text have been increased by Active-Knowledge-Sharing strategy.

2. The Qualitative Data

The qualitative data was analyzed from observation sheet and interview sheet. The research was done in to cycles, and each cycle consists of two meetings and one test.

a. Cycle I

The researcher also have done some steps in the first cycle, they were planning, action, observation and reflection. Here the activities that have done in every steps:

1) Planning

The plan was arranged before researcher conducting the research. First, the researcher prepared lesson plan for two meetings, material which was took from the internet and some books that suitable with topic discussion that is about narrative text, and applying the Active-Knowledge-Sharing strategy in teaching writing narrative text. All of the material is used by researcher in teaching writing narrative text in the classroom.

2) Action

All plan that had arranged were conducted in teaching learning process in writing narrative text by Active-Knowledge-Sharing strategy.

(1) Explained the narrative text. (2) Gave the example of narrative text by using English in the classroom. (3) Applied Active-Knowledge-Sharing strategy. Before the teacher gave them a test in cycle I, Teacher review the topic of the study which had been discussed in the classroom in order to make them easier to answer the test.

3) Observation

The observation was done to observe how the students' behavior and what the students' problem during the teaching and learning process in the classroom. Most of the students had participated effectively during teaching and learning process. They were enthusiastic and interested about the topic which discussed by teacher in classroom. They also seriously to shared each other about their idea that related to the topic. The activity of students could be seen in the observation sheet and also documentation was took by researcher during the teaching and learning process in classroom.

4) Reflection

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning writing by using Active-Knowledge-Sharing strategy, the students' difficulties and got some problems while learning process. It would be asked by the teacher in the end of the meeting. Through the reflection, the researcher knew the problems and the result of the students when did test.

From the students' response and the students' scores, the researcher continued in the cycle two in hoping it could be better than before. Second cycle was held to improve score of the students' ability in writing narrative text.

b. Cycle II

The researcher also have done some steps in the second cycle, they were planning, action, observation and reflection. Here the activities that have done in every steps:

1) Planning

In this step, there were some activities had been done by the teacher they are: making the lesson plan consist of the action, preparing the teaching material which related to use of A-K-S strategy that was needed in action, preparing the test to know the result of the test, observation sheet, interview sheet and book notes.

2) Action

In this step, there were some activities that had been done by the researcher. First, the researcher explained about narrative text, and give some example to make the student more understood about narrative text. After they were know the generic structure of narrative text and the language features of narrative text, the teacher was applied the A-K-S strategy to improving the students' ability in writing narrative text. And then, the researcher ask to the students to write narrative text by using A-K-S strategy then collect has finished.

3) Observation

The observation was done for the last time in cycle 2. The activity of students was observed and it showed that most of the students did not have problems anymore in writing narrative text. The students were interested in learning the topic discussion and they were active during teaching learning process and more pay attention than before.

4) Reflection

Based on the observation and test done by the students, it can be concluded that:

1. The researcher can make the improvement of students' ability in writing narrative text by using A-K-S strategy.

2. The students' score in the second cycle had improved then in the first cycle. In cycle I, the improvement of the result of students' percentage was **55,2%.**Then in the cycle II, it increase become 79,3%.

Based on the observation and the result of the students' test, researcher concluded that the students had improved in writing narrative text by using A-K-S strategy. The students' score in the second cycle had improved then in the first cycle.

B. Discussion

This research was conducted to find out the improvement of the students' ability in writing narrative text by using A-K-S strategy. it is one of the strategy that could be used by the teacher in teaching English to improve the students' ability in writing narrative text.The research that had been done by the researcher indicated that the A-K-S strategy was effective and could be used in teaching writing. It could be seen from the tables that showed us the improvement of the students' score from pre-test, post-test 1 of cycle I and post-test 2 of cycle II. The improvement because of the teacher knew how to control the class and created the active class. Besides that, A-K-S strategy helped the students to understand the subject easily.

Based on quantitative data could be seen the students' ability in writing narrative text improved and became well in the first meeting to the next meeting. The mean of the students' score in the pre- test was 63,9, the mean of the students' score in post-test I was 71,4, and the mean of the students' score in post-test II was 79,6.

Based on the result of the qualitative data which was taken from the observation sheet, interview and diary notes, it was found that the class ran effectively. In cycle, the researcher was arranged planning before conducting the research, the researcher had been prepared : lesson plan, material about narrative text, Exercise as the instrument of collecting data by applied A-K-S strategy. Furthermore, the action of researcher explained the material that is narrative text, gave the example of narrative text by using A-K-S strategy, and applied A-K-S strategy.

The students paid attention to the researcher during teaching learning process in the classroom. The students' also feel interested and keep spirit in doing the task by using A-K-S strategy. It showed that A-K-S strategy could be motivated the students became more interested in learning English especially in English writing.

It could be concluded that the result of the research showed that A-K-S strategy could improve the students' ability in writing narrative text. It can make the students more excited in learning writing narrative text. It could be proven by the quantitative data which showed the students' score get more better from the pre-test to the post-test I of cycle I and from the post-test I to the post-test II in cycle II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and pay attention in learning writing narrative text.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

To Improve The Students' Ability At Writing Narrative Text At The Eight Grade Of MTsPN 4 Medan by using Active-Knowledge-Sharing Strategy, the researcher gave test in the cycle I and II to know how far the students' ability, it could be concluded that:

1. The students' ability at writing narrative text before implementing A-K-S strategy, the students felt difficulties to learn writing narrative text, and students still had low ability at writing narrative text. Before implementing A-K-S strategy, the researcher gave tests to the students. The result of the analysis data showed that mean of the pre-test was 63,9 and only 8 students (27,6%) who got score 75 and passed the test.

2. The students response in teaching learning process the implementation A-K-S strategy, the students more active in teaching learning process, and the students felt interesting and enjoy at writing narrative text by using A-K-S strategy. When used A-K-S strategy, the researcher gave test to the students. The result of analysis data showed that mean of post-test I was 71,4 and only 16 students (55,2%) who got score 75 and passed the test.

3. The students' ability at writing narrative text after implementing A-K-S strategy, the students felt enjoy and happy in teaching learning process by using A-K-S strategy. This strategy make the students more active and do the test best on their understanding. After implementing A-K-S strategy,

the researcher gave test to the students. The result of analysis the data showed that the mean of the students' writing skill post test II was 79,6 and 23 students (79,3%) who got score 75 and passed the test. The score continuously improved from the first evaluation to the third evaluation. The observation result showed that the students gave their good attitude and responses during teaching and learning process by applying the A-K-S strategy in third meeting.

B. Suggestion

Some suggestions were offered namely:

1. For Principal of MTsPN 4 Medan, to encourage the teacher to apply A-K-S strategy.

2. For the English teacher, it is useful to apply A-K-S strategy as one of alternative strategies in teaching writing narrative text

3. The resarcher should develop A-K-S strategy in teaching writing narrative text, because the students' ability at writing can improve especially in writing narrative text.

4. For the other researcher, it is very useful as the additional and become reference in conducting a research which relate to this research.

REFERENCES

Anderson, Mark, and Kathy Anderson. (2002). *Text Types in English 2*. South Yarra: Macmillan Education Australia PIY LTD.

Ariesya Akmala, Tatum. (2011). *The use of animated film to improve Students' ability In writing narrative text: A Classroom Action Research at the10thGradeofMadrasahAliyahNegeriPemalangintheAcademicYearof2010 /2011*.http://library.walisongo.ac.id/digilib/files/disk1/105/jtptiain-gdl tatumaries-5202-1 tatumar-a.pdf Dec 21, 2013.

Ayres, Lioness. (2013). *Narrative Texts*. http://srmo.sagepub.com/view/sage-encyc-qualitative-research-methods/n278.xml.

Brown, D. (2001).*Teaching by Principles: An Interactive Approach to LanguagePedagogy*, Second Edition New York: Pearson Education. P.38.

Brown, D. (2001).*Teaching by Principles: An Interactive Approach toLanguage Pedagogy*, Second Edition New York: Pearson Education.P.65.

Brown, Douglas. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman.com.

Burns, Anne. (2010). *Doing Action Research in English Language Teaching*. New York: Routledge. P. 2, 5.

Burns, Anne. (2010). *Doing Action Research in English Language Teaching*. New York: Routledge. P. 7.

Caroline T. Linse, *Practical English Language Teaching: Young Learners,* (NY: Mc Graw Hill, 2006), p. 98.

David Nunan, *Language Teaching Methodology,*(London: Phoniex ELT,), p. 84.
Derewianka, Beverly. (2000). *Exploring How Texts Work*. London: Primary English Teaching Association.

Grenville, Kate. (2010). *Writing from Start to Finish: A Six Step Guide [Electronic Book]*. Sydney, South Australia: Giffin Press. 2001. P.1. http://www.library.nu.com. Retrieved on June 18th 2010.

Harmer, *How to Teach Writing,* p. 3.

Harmer, Jeremy. (2007). *How To Teach Writing*. New York: Longman. P.86.

Hughey, Arthur.(2003).*Testing for Language Teachers.* Edinbrugh: Cambridge University Press. P. 101-102.

Hyland, Ken. (2004). *Second Language Writing [Electronic Book].* Cambridge: Cambridge University Press. P. 32. http://library.nu.com. on February 1st, 2011.

Kane. (2013). in *http://www.englishindo.com/2013/08/narrative-text*.html.

Kristine, Brown, and Susan Hood. (2011). *Writing Maters: Writing Skills and Strategies for Students of English [Electronic Book].* Cambridge: Cambridge University Press. P. 7-20.

Lee McKay, Sandra. (2006). *Researching Second Language Classrooms.* London: Lawrence Erlbaum Associates. P. 29.

Mulyadi, Mohammad. (2014). *Metode Penelitian Praktis Kuantitatif dan Kualitatif*: Publika Institute Press.

Nafik, Fitriana. (2012*). The use of animation movies to improve students' writing skill of narrative text(An action research conducted at the eleventh grade of SMAN 1 Teras in 2010/2011.* http://english.fkip.uns.ac.id/index.php/research/7-research-mahasiswa/102-the-use-of-animation-movies-to-improve-students-writing-skill-of-narrative-text-an-action-research. Dec 21, 2013.

Nura, A. (2003). *Problematik pengajaran keterampilan menulis lanjut: Upaya menumbuh kembangkan minat menulis di usia dini.* Komposisi, Vol. 4 No 1, 69-80. Padang: FBSS UNP Press. P.71.

Nystrand. (2005). *Writing English Language Test.* New York: Longman. P.75.

Peha. (2003). *Writing the Teacher's Strategy Guide [Electronic Book].* 2003. P . 33.http//ttms.teachingthatmakessense.org. Retrived on 15th, March 2011.

Permana, Dwi, dan Fauris Zuhri. (2013). *The Implementation of Picture Series as Media in Teaching Writing of A Narrative Text of the Tenth Graders of Senior High School.* Retain, Volume 01 Nomor 01 Tahun 2013.

Puspitasari A. W, Retno. (2007). *The Use of Animation Movies for Improving Students' Writing Skill of Narrative Texts* (A Case Study of Teaching English at Eleventh Grade Students of SMA Negeri 10 Semarang in the Academic Year of 2006/2007). http://lib.unnes.ac.id/1223/ Dec 21, 2013.

Randal, H. (2004). *Literacy an Introduction*. Edinburgh: Edinburgh University. P.160.

Richards, J. C., and W. A. Renandya,(Eds). (2002). *Methodology in language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

Seow, A.. (2002). *The Writing Process and Process Writing*.

Sikolia, David et.al. (2013). *"Trustworthiness Of Grounded Theory Methodology Research In Information Systems"* retrieved in March 19th 2018 from http://pdfs.semanticscholar.org, p, 2-3.

Sudaryanto.(2001). *Peningkatan keterampilan menyusun wacana narasi melalui penerapan pendekatan ekletik.* Cakrawala Pendidikan. Th XX, No 1, 61-69. P.64.

Sutaryo. (2008). *Strategi Active Knowledge Sharing,* makalah work shop pembelajaran model PAKEM KKGPAI Kabupaten Bondowoso.

Syafi'i, Diwan, p. 103.

Tarigan, H.G. (2001). *Pengajaran Kompetensi Bahasa*: Suatu Penelitian Kepustakaan. Jakarta: P2LPTK. P.7,8,21.

White, R, and V Arndt. (2001). Process Writing. Essex: Addison Wesley LongmanLtd.P.56.

Yazid, Mahmud. (2001). *The Qur'an: an English Translation of the Qur'an,*(Beirut: Dar al chopro, p. 20.

Zaini, Hisyam dkk, *Strategi active knowledge sharing*. hal 12.

Zamel, V. (2005). *'The Process of Discovering Meaning'*. TESOL Quarterly. 16/2: 195-209.

www.britishcourse.com

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : MTsPN 4 Medan

Mata Pelajaran :Bahasa Inggris

Kelas/Semester : VIII/Genap

Pertemuan : 1

Aspek Skill : Menulis

Alokasi Waktu : 2 x 40 menit

Standar Kompetensi :Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar :Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.

Indikator :

1**.** Siswa mampu menjawab pertanyaan *guidedquestions* yang telahdiberikan**.**

2**.** Siswa mampu menuliskan sebuah *narrative text* tentang pengalaman nya yang sesuai dengan generic structure of narrative text

Materi Pembelajaran:

a. Definition of narrative text

b. The generic structure of narrative text

c. Language features of narrative text

Metode Pembelajaran:

1. Ceramah

2. Demonstrasi

3. Penugasan dan Latihan

Langkah-langkah Kegiatan :

Kegiatan	Langkah	Waktu
Motivasi	Mengucapkan salam. Absensi. Guru meminta salah seorang siswa menjelaskan pengertian *narrative text*.	10 menit
Presentasi	Guru menjelaskan *narrative text*. Guru menjelaskan cara membuat *narrative text* dengan menggunakan *guided questions*.	30 menit
Latihan	Siswa membuat *narrative text* dengan metode *guided questions*.	30 menit
Evaluasi	Membahas hasil kerja siswa.	10 menit

Sumber Belajar **:** Buku teks yang relevan

Penilaian **:**

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk instrumen	Instrumen / Soal
Menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar	Tes Tertulis	Uraian	Please make a narrative paragraph about your experience with use good generic structure of narrative text.

a. Instrument

Please make a narrative paragraph about your experience with use good generic structure of narrative text.!

b. Pedoman Penilaian

Nilai masing-masing elemen = 25 Point

Nilai Maksimal = 100

$$\text{Nilai Perolehan} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

c. Rubrik Penilaian

Element	20
Grammar	20
Spelling	20
Diction	20
Paragraph Development	20

No	Score	Category
1	90 – 100	Excellent
2	80 – 89	Very Good
3	70 – 79	Good
4	60 – 69	Sufficient
5	0 – 59	Bad

Medan, 23 Juli 2018

Guru Bahasa Inggris

(Nuraniah)

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah   **:** MTsPN 4 Medan

Mata Pelajaran   **:** Bahasa Inggris

Kelas/Semester   **:** VIII/Genap

Pertemuan   **:** 2

Aspek Skill   **:** Menulis

Alokasi Waktu   **:** 2 x 40 menit

Standar Kompetensi: Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar: Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.

Indikator   **:**Siswa mampu menuliskan sebuah *narrative text* tentang pengalaman nya yang sesuai dengan generic structure of narrative text.

Materi Pembelajaran   **:**

    a. Definition of narrative text

    b. The generic structure of narrative text

    c. Language features of narrative text

Metode Pembelajaran   **:**

    1. Ceramah

    2. Active-Knowledge-Sharing Strategy

    3. Penugasan dan Latihan

Langkah-langkah Kegiatan :

Kegiatan	Langkah	Waktu
Motivasi	Mengucapkan salam. Absensi. Guru meminta salah seorang siswa menjelaskan pengertian *narrative text*.	10 menit
Presentasi	Guru menjelaskan *narrative text*. Guru menjelaskan cara membuat *narrative text* dengan menggunakan *active-knowledge-sharing strategy*. Dengan prosedur yang pertama siswa dibagi menjadi 4 kelompok, kemudian satu siswa dari masing-masing kelompok menceritakan tentang narrative text dan kemudian di tulis oleh teman yang mendengarkan. Kemudian setiap siswa membacakan tulisan nya didepan kelas.	30 menit
Latihan	Siswa membuat *narrative text* dengan metode *guided questions*.	30 menit
Evaluasi	Membahas hasil kerja siswa.	10 menit

Sumber Belajar   **:** Buku teks yang relevan

Penilaian :

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk instrumen	Instrumen / Soal
Menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar	Tes Tertulis	Uraian	Please make a narrative paragraph about your experience with use good generic structure of narrative text!

    a. Instrument

Please make a narrative paragraph about your experience with use good generic structure of narrative text!

    b. Pedoman Penilaian

Nilai masing-masing elemen = 25 Point

Nilai Maksimal = 100

$$\text{Nilai Perolehan} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

    c. Rubrik Penilaian

Element	20
Grammar	20
Spelling	20
Diction	20
Paragraph Development	20

No	Score	Category
1	90 – 100	Excellent
2	80 – 89	Very Good
3	70 – 79	Good
4	60 – 69	Sufficient
5	0 – 59	Bad

Medan, 23 Juli 2018

Guru Bahasa Inggris

(Nuraniah)

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	**:** MTsPN 4 Medan
Mata Pelajaran	**:** Bahasa Inggris
Kelas/Semester	**:** VIII/Genap
Pertemuan	**:** 3
Aspek Skill	**:** Menulis
Alokasi Waktu	**:** 2 x 40 menit

Standar Kompetensi **:**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar **:**

Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.

Indikator **:**

1. Siswa mampu menjawab pertanyaan *guided questions* yang telah diberikan
2. Siswa mampu menuliskan sebuah *narrative text* tentang pengalaman nya yang sesuai dengan generic structure of narrative text.

Aspek Skill	**:** Menulis
Alokasi Waktu	**:** 2 x 40 menit

A. Materi Pembelajaran **:**

Buatlah sebuah paragraf *narrative* menggunakan *guided questions*!

B. Metode Pembelajaran **:**

1. Ceramah
2. Demonstrasi
3. Penugasan dan Latihan

C. Langkah-langkah Kegiatan

Kegiatan	Langkah	Waktu
Motivasi	Mengucapkan salam. Absensi. Guru meminta salah seorang siswa menjelaskan pengertian *narrative text*.	10 menit
Presentasi	Guru menjelaskan *narrative text*. Guru menjelaskan cara membuat *narrative text* dengan menggunakan *active-knowledge-sharing strategy*. Dengan prosedur yang pertama siswa dibagi menjadi 4 kelompok, kemudian satu siswa dari masing-masing kelompok menceritakan tentang narrative text dan kemudian di tulis oleh teman yang mendengarkan. Kemudian setiap siswa membacakan tulisan nya didepan kelas.	30 menit
Latihan	Siswa membuat *narrative text* dengan metode *guided questions*.	30 menit
Evaluasi	Membahas hasil kerja siswa.	10 menit

D. Sumber Belajar   **:** Buku teks yang relevan

E. Penilaian

   3. Teknik   : Praktek
   4. Bentuk   : Pertanyaan tertulis

Latihan

Instruction:

Please make a narrative paragraph about your experience with your family and including Generic Structure of Narrative text!

Answer :

_____

_____

_____

_____

_____

_____

Medan, 23 Juli 2018

Guru Bahasa Inggris

(Nuraniah)

STUDENT WORKSHEETS (pre tests)

Name : _____   **Date**_____

Instruction :

      Please write a narrative text about experience with your friends and including generic structure of narrative text!

Answer :

                   _____

_____

_____

_____

_____

_____

Example

Going Camping With Friend

      Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp. The next day, we spent our time observed plantation and insects while the girls were prepared meals. In the afternoon we went to the river and caught some fish for supper.

      At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy. Finally on Monday, we packed our bags and got ready to go home.

ASSESSMENT SHEET (post tests – cycle 1)

Name : _____   **Date** _____

Instruction:

Please write a narrative text about experience with your friends and including generic structure of narrative text!

Answer :

_____

_____

_____

_____

_____

_____

Example

Going Camping With Friend

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp. The next day, we spent our time observed plantation and insects while the girls were prepared meals. In the afternoon we went to the river and caught some fish for supper.

At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy. Finally on Monday, we packed our bags and got ready to go home.

ASSESSMENT SHEET (post tests - cycle 2)

Name : _____   **Date** _____

Instruction:

Please write a narrative text about experience with your family and including generic structure of narrative text!

Answer :

_____

_____

_____

_____

_____

_____

Example

Trip to the Zoo With Family

One day my family went to the zoo to see the elephant and other animal. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed. finally we returned home. we were tired but happy because we had so much fun.

OBSERVATION SHEET

Focus	Topic	Cycle I		Cycle II	
		Yes	No	Yes	No
The researcher as the teacher	• The teacher explains about tell-show strategy • The teacher gave chance for students to ask about tell-show strategy • The teacher observes students' activities and behavior while teaching learning process runs • The teacher motivates students to show their best writing in descriptive text				
Students	• Students listen and pay attention to the teacher explaining tell-show strategy • Students deliver questions when the teacher gives them a chance • Students ask the teacher about tell-show strategy • Some of students are still confuse and do not know what to				

	do				
	• All of students come to follow the test				
	• Students use dictionary to help them find the difficult word				
	• All of students use dictionary when they are studying in the class				
	• Students give good response to the activities in the classroom				
	• Students are interesting to the teacher instruction and explanation				
	• Students always get out and get in during learning and teaching process				
	• Students always play in the classroom				
Situation	• The classroom is comfortable				
	• The classroom is far from crowd				
	• The classroom is noisy				
	• The classroom has media such as whiteboard, marker, duster.				

INTERVIEW SHEET

1. **Interview between the researcher and the English teacher before implementing the A-K-S strategy of eight grade.**

The researcher : what is the background of your education, Mom ?

The teacher : my background is English department, I was graduate from UNIMED.

The researcher : How long have you been teaching here ?

The teacher : I have teaching English in this school about one year.

The researcher : How the students responses in study English?

The teacher : Their response is good. They paid attention when I teach.And also they always do the exercise when I give them exercise.

The researcher : What are the problem that you are face in teaching English especially in writing?

The teacher : The problem that I face when I teaching English is the language itself, because so many students didn't know many vocabulary. butwhen I teach I always give them some vocabulary.

The researcher : How do you teach English especially writing narrative text to the students in the classroom?

The teacher : I teach English writing by using some strategy, but strategy conventional that usually use by the other teacher.

The researcher : what the strategy that you have been applied in teaching writing?

The teacher   : I just use conventional strategy.

The researcher   : have you ever hear about A-K-S strategy?

The teacher   : not yet.

2. **Interview between the researcher and the English teacher after implementing A-K-S strategy of eight grade.**

The researcher: Excuse me Miss, I'd like to ask you some questionabout my research A-K-S strategy in improving the students' ability at writing narrative text. So, what do you think about A-K-S strategy, Mom?

The teacher   : I think it is the which one of the good strategy. I see that many students active and enjoy in studying English especially in writing.

The researcher   : Do you think A-K-S strategy can improve the students' ability in writing narrative text?

The teacher   : I think yes. A-K-S strategy can improve the students' ability in writing. Because this strategy can make the students interesting to write narrative text. This strategy also fun because after theysharing about their story,their friend write their story.

The researcher   : Do you want to try this strategy mom ?

The teacher   : Yes of course, because this is the good strategy and suitable for English writing.

The researcher   : Ok Mom, Thank you.

The teacher   : You are welcome.

3. Interview Sheet with the students After applyA-K-S Strategy

- *Fist Student*

The researcher : assalamualaikum Egy.

Egy : Walaikumsalam kak.

The researcher : Kakak mau bertanya beberapa pertanyaan, tolong di jawabya.

Egy : Iya kak.akan di jawab

The researcher : Apakah kamu sudah pernah belajar bahasa Inggris dalam menulis dengan menggunakan A-K-S strategy?

Egy : Belum Pernah kak.

The researcher : Bagaimana pendapat kamu ketika belajar menulis bahasa Inggris dengan menggunakan A-K-S strategy ini?

Egy : Sangat suka kak. Karena cerita saya bisa ditulis oleh teman saya. Saya sangat suka bercerita.

The researcher : Apakah A-K-S strategy ini membuat kamu lebih mudah untuk menulis dalam bahasa Inggris?

Egy : Iya kak, tentu saja membuat saya lebih mudah dalam menulis, karena saya dapat menulis cerita teman saya.

The researcher : Baiklah, Terimakasih Egy.

- *Second Student*

The researcher : assalamualaikum Diva.

Diva : Walaikumsalam kak.

The researcher : Kakak mau bertanya beberapa pertanyaan, tolongdi jawab ya.

Diva : Baik kak.

The researcher : Apakah kamu sudah pernah belajar bahasa Inggris dalam menulis dengan menggunakan A-K-S strategy?

Diva : Belum Pernah kak.

The researcher : Bagaimana pendapat kamu ketika belajar menulis bahasa Inggris dengan menggunakan A-K-S strategy ini?

Diva : Menurut saya strategi nya membuat saya lebih semangat menulis kak, karena bisa dapat cerita baru dari teman.

The researcher : Apakah A-K-S strategy ini membuat kamu lebih mudah untuk menulis dalam bahasa Inggris?

Diva : Iya kak, lebih mudah untuk menulis.

The researcher : Baiklah, Terimakasih Diva.

BOOK NOTES

First Meeting (Tuesday, 17 July 2018)

In the first meeting, the researcher introduced herself and explained the purpose of her coming. The students gave a good response of the researchers coming. The researcher made discussion about writing narrative text with the students. The students answered by using Indonesian language. And then, the researcher explain about writing narrative text. After the students understand, the researcher give the test and explain the test to the students. The researcher gave thirty minutes to the students to write narrative text under title "story experience with friend". The students can write narrative but students ask some vocabulary to the researcher. The students write the narrative text in a paper. After finish it, the researcher collected the students' worksheet.

Second Meeting (Wednesday, 18 July 2018)

In the second meeting, the researcher explain about narrative text to the students for the next meeting that's post-test 1. The researcher explain the A-K-S strategy to the students. Where, the procedure is the first step student make some groups and students have to sharing their story to their friends, and their friends write about narrative paragraph from their story. The lesson was focused on understanding of narrative text and the example of narrative text by using A-K-S strategy. But the students have some difficult in vocabulary.

Third Meeting (Tuesday, 24 July 2018)

In the third meeting, the researcher remaind the students about writing narrative text by using A-K-S strategy. The researcher is giving the post-test 1 to the student. The students look felt interested to write narrative text by using A-K-S strategy with title "The experience story with friend" and the students was very enthusiastic to write narrative text by using A-K-S strategy. The researcher give thirty minutes to the students to write narrative text. The students finish write narrative text by using A-K-S strategy, the researcher collected the students worksheet.

Fourth Meeting (Wednesday, 1 august 2018)

In this meetingwas fun. Students felt enjoy during the learning process because this meeting was to continue the material. The researcher gave post-test II to the students. The researcher explain more deeply again about writing narrative text by using A-K-S strategy. The students also give nice response with the explanation of the researcher. The students more active in learning process.the researcher giving the exercise for post-test 2 to the students with title "Experience story with my family". The researcher give thirty minutes to the students for write narrative text in their worksheet. The students finish writenarrative text, the researcher collected the students worksheet.

Fifth Meeting (Friday, 3 August 2018)

After conducting these two cycles, the researcher interviewed the students and the teacher in order to get their opinions, responses, and perceptions about the implementation of A-K-S strategy as the strategy to improve the students' ability in writing narrative text. The transcript had been written by the researcher in interview sheet.

SCORING RUBRIC PARAGRAPH

Criteria	Score
Element – 20 Points	
There is a title	5
The paragraph used space	5
Capital letters are used correctly	5
Punctuation are used correctly	5
Total	**20**
Grammar – 20 Points	
Use present tense correctly, use relational verb and adjective words correctly	15
Use present tense, use relational verb but do not use adjective words correctly	3
Make errors of tenses, use relational verb and use adjective words	2
Make errors of tenses, do not use relational verb and use adjective words.	1
Total	**20**
Spelling – 20 points	
The spelling is correct	16
Make 1 until 4 errors of spelling	3
Make more than 5 errors of spelling	1
Total	**20**
Diction – 20 Points	
The paragraph is use simple words	10
The paragraph is coherence	8
The paragraph is not coherence	2
Total	**20**

Paragraph development – 20 Points	
There is a identification	5
There is a description	9
There is a conclusion	5
There is no identification, description, and conclusion	1
Total	**20**
Grand Total	**100**

Nilai masing-masing criteria = 20 Point

Nilai Maksimal = 100

$$\text{Nilai Perolehan} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

CRITERIA OF SCORE QUALIFICATION

No	Score	Category
1	90 – 100	Excellent
2	80 – 89	Very Good
3	70 – 79	Good
4	60 – 69	Sufficient
5	0 – 59	Bad

Documentation

(The Researcher explain the narrative text)

(The Students write narrative text by using conventional strategy)

(The researcher give the example of narrative text by using A-K-S Strategy)

(The Students write narrative text by using A-K-S Strategy)

(The Students write narrative text by using A-K-S Strategy)