



**THE IMPLEMENTATION OF SMALL GROUP DISCUSSION IN WRITING  
NARRATIVE TEXT AT CLASS X OF SMA NEGERI 2 PADANGSIDIMPUAN IN  
ACADEMIC YEAR 2019/2020**

**A THESIS**

*Submitted to the Tarbiyah and Teachers' Training Faculty of State Islamic University  
North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan*

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2019**



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for the S1 Degree*

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Assalamualaikum Wr.Wb

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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.

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## PERNYATAAN KEASLIAN SKRIPSI

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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 sebelumnya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan Universitas batal saya terima.

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Yang Membuat Pernyataan



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## **ABSTRACT**

**Roslina Hasibuan. 34153079. The Implementation of Small Group Discussion To Improve The Students' Writing Narrative Text At Class X of Sma Negeri 2 Padangsidimpun . Thesis. Faculty of Tarbiyah and Teachers Training. State Islamic University of North Sumatera Medan. 2019.**

The study was aimed to measure the improvement of the students' writing skill through small group discussion. The subject of this study was the 10<sup>th</sup> grade students of senior high school 2 Padangsidimpun which was consisted of 30 students. The method of this research was classroom action research (CAR) that consisted of 2 cycles. The instruments used were observation and interview. In analyzing the data, this study used both quantitative and qualitative data. Quantitatively, the data was obtained from the students' score of test. The result of the test of pre-test showed that the mean of students' score was 57 which only 15% or 5 from 30 students who passed the minimum passing grade (MPG). In the cycle I there were 10 or 35% who improved and the mean score was 62. Meanwhile In the cycle II, the students' mean score was 75 which indicate that 23 students or 69% passed the MPG. Qualitatively, the data was taken from observation and interview. In observation, the researcher observed the situation and the condition before and after the treatment. While in interview, the researcher asked some question to the teacher and the students about their feelings or responds before and after doing the treatment. Based on the result of data analysis there was improvement on student's writing achievement in each cycle and strengthened by the observation and the interview that showed the condition or situation of the class was students were motivated and interested during the teaching and learning process which means that small group discussion could improve the students' writing skills.

**Keywords: Narrative, Writing, Group discussion**

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Medan, October 24<sup>th</sup>, 2019

Writer

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

In Indonesia, English is a foreign language that should be taught from elementary level to university level (EFL). English as one of the subjects in school has an important role because English is categorized into the subjects on the national exam .

According to the national curriculum<sup>1</sup>, each level of English education in Indonesia has it's own objectives. The students are expected to develop communicative competence both in speaking and writing to achieve functional literacy stage. It means that these skills should be interrelated and supported one another.

English is taught at schools in order that students are able to master the four skills, they are listening, speaking, reading, and writing. Harmer (2007) states as follows “we use language in terms of four skills- reading, writing, speaking and listening. These are often divided into two types. *Receptive skills* is a term used for reading and listening, skills where meaning is extracted from the discourse. *Productive skills* is the term for speaking and writing, skills where students actually have to produce language themselves.”<sup>2</sup>

English has always been considered as a subject difficult to learn by most Indonesian students<sup>3</sup>. The level of difficulty is more significant in writing skills, compared to the other three skills; listening, speaking, and reading, because it

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<sup>1</sup>Syllabus Of 2006 *Kurikulum Tingkat Satuan Pendidikan* Forr Sma/Ma.

<sup>2</sup>Jeremy Harmer, *How To Teach Writing*. (New York: Longman.2007)

<sup>3</sup> Fithriani, Rahma. Essay for LPDP Dissertation Scholarship: The Urgency of English Writing Skills in Indonesia Academic Setting. State Islamic University of North Sumatra

encompasses problem-solving and deploying strategies to achieve communicative goal

Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill<sup>4</sup> so that students who are learning writing have to learn how to find ideas, and express them into writing. According to Santoso, there is another factor that made student's writing skill low, it's come from an internal and external factor<sup>5</sup> that are age, skill motivation, cognitive style and learning style.

Based on the first observation at the school when Teaching Practice (PPL 3), most students are not really interested in writing lesson. It becomes a problem when we are demanded to fulfill this skill as part of the subject. Based on four skills, writing skill is the most difficult and complicated skill. In writing we have to pay attention on the grammar, diction, punctuations, structures, cohesion and coherence to make sure that the sentences we make are right and appropriate with the contexts. There are twelve kinds of genre of texts, such as recount, report, procedures, narrative, news item, descriptive, hortatory etc.

Building students' writing habit needs more efforts, especially in catching their interest. Building confidence and enthusiasm are also needed to grow students' proclivity in writing. Writing skill is one of the ways to improve students' ability in expressing their ideas, stories, and memories into the written forms. Based on the Kurikulum Tingkat Satuan Pendidikan (School-Based Curriculum) 2006, in the syllabus of Senior High School that narrative text

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<sup>4</sup>Ibid p1

<sup>5</sup>Didik Santoso, *Keterampilan Berbicara Bahasa Inggris*, (Medan: Duta Azhar, 2017, ed.2), p.

included one of subject material in writing. Narrative can be described as a way of telling the story, since the process of recounting events and describing details of our lives contributes to our conscious understanding of what has happened and what happens in general.

Harmer (2004) says that although some students are always happy to have gone at writing in English, others can be less keen.<sup>6</sup> They are afraid of making mistakes. Some facts show that even in their own language, they are still unwilling to write something. In condition which the students have low self-confidence in writing, building writing habit is needed. To build students' writing habit, we can start with something pleased and convenient way to attract students' attention in writing.

On the other hand some factors may cause students' interest in writing. Shirly (2011) say that there are a number of factors that affect the success of English Language Teaching (ELT). One of these factors is teacher. However there are some constraints to be responded, they are; the first is the awareness of writing skill is still low. Second was about the students' self-confidence and motivation. Third, the technique which used in teaching-learning process as well.

Some studies show that small group discussion can help students in learning process. The researcher took some previous studies. The first thesis entitled "Improving Students' Achievement In Procedure Text Writing Through Small Group Discussion Technique by Edy Rahmat . The second from Him'mawan Adi Nugroho his thesis title Developing Descriptive Writing Skill By Using Small

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<sup>6</sup>J.Harmer, *The Practice of English Language Teaching*.(England: Pearson Education Limited 2004), p.61

Group Discussion For Tenth Graders of Sman 1 Menganti surabaya . The third thesis entitled The Influence Of Using Small Group Discussion Towards Students' Descriptive Text Writing Ability by Yusu Efendi.

From all those previous of theses, the result show that small group discussion is a very good technique for using in the learning process. The implementation of small group discussion in learning process will play an important role in that. It may arouse students' attention. Monotonous activities or strategies of a teacher in teaching will make students bored. To avoid being bored and tired of studying and to make teaching of narrative text more effective and interesting, the writer believes that by implementing small group discussion in teaching narrative texts, the students will interest and enthusiastic in learning English.

Based on the background above, the researcher would like to take a research study under the title "*The Implementation of Small Group Discussion In Writing Narrative Text At X Grade of Senior High School*".

## **B. Identification of the study**

Based on the result preliminary data collected during practical teaching practice conducted by the researcher in Sma Negeri 2 Padangsidempuan on September-November 2018, there were problem faced by Students grade X MIA B Student in learning writing.

1. Students were passive during the lesson. They let the teacher dominant in the classroom
2. When the teacher order to student to write narrative, student confuse.

### 3. Student Have Low Ability In Writing

#### **C.Limitation of the Study**

The writer limits the study in order to achieve the goal of the research. The writer limits the study on teaching writing narrative at X grade students of Sma Negeri 2 Padangsidempuan the academic year of 2019/2020. This study also limits on the use of small group discussion as the teaching technique in improving the students ability in writing narrative.

#### **D. Formulation of the study**

This research will be conducted at class X/MIA B Sma Negeri 2 Padangsidempuan and it is aim to answer the question: How can students' writing skill in narrative text be improved through the implementation of small group discussion approach?

#### **E.Objectives of the Study**

Based on the formulation of the study above, the objectives of the study will point to:

1. know the process of writing narrative through Small Group Discussion
2. find out the improvement on the students' writing narrative by implementing Small Group Discussion.

#### **F.Significance of the study**

There are two significances of the study, they are:

1. Theoretically:

The English teacher, as the information which can enlarge their knowledge

in teaching writing.

2. Practically:

The students, to make students easier in writing narrative.

This study will provide information for those who are interested in dealing with writing.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A.Theoretical Framework**

Theoretical framework is presented in order to give some clearer concept being applied in this study that is the students' writing narrative by implementing small group discussion. To support the ideas of this research, some theories and some information will be included to help the writer design this research. In this chapter the researcher describes concept of theories, and this chapter also describes a related research .The descriptions of theories written here are not as hypotheses, but as principles to understand concepts used in this research.

#### **A.1 Writing as a EFL Skill**

In studying English as a foreign language, writing is one of the productive language skills. It is like speaking. The difference between writing and speaking mainly lies on the product. In speaking, the product is a spoken text may be in the form of monologue or dialogue. On the other hand, in writing, the main product is a written text .Spratt, Pulvernes, and Williams (2005) states that writing is one of the productive language skills which deals with conveying messages with the use of graphic symbols<sup>7</sup>. According to them, writing is an activity to communicate ones idea by using letters, words, phrases, and clauses to from a series of related sentences. This definition shows that writing is conveying a message through a written text. In other words, writing is a communication between a writer and a reader with the use of printed symbols. Writing is the expression of language in

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<sup>4</sup>Spratt, M. Pulverness, A, and Williams, *The TKT Course*. (Cambridge: Cambridge University Press 2005) P 26

the forms of letter, symbols, or words.<sup>8</sup> At the most basic level, writing is the physical act of committing words or ideas to some medium.

From the ideas above, the researcher concludes that writing is a complex process for conveying or delivering ideas, thoughts, opinions and feelings using combination of letters in written language that other people can understand. Writing is an activity that is very important for humans. It is supported by Hadist our prophet Muhammad (Peace be upon him)<sup>9</sup>

*اذسمعت شيئاً فكتبه ولو في الحائط*

The meaning: When you hear something (from knowledge) then write it even though it is on the wall. "(Narrated by Abu Khaitamah in Al-Ilmu no.146)

Based on the Hadist above shows that writing is so important for us because humans have the nature of forgetfulness. If there was no written culture, surely that knowledge would be lost from the face of the earth, there were no traces left of this religion. Because writing is the binder of all kinds of knowledge and all kinds of knowledge, writing as an intermediary limits and retains information and expressions from earlier people. Writing is a tool for connecting and relaying knowledge from people to people, generation after generation, time to time, so that knowledge is maintained and protected.

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<sup>8</sup>Utami Dewi. *How to Write*. (Medan: Latansa Press 2013) p. 2 .

<sup>9</sup>Izzan,Ahmad , *Tafsir Pendidikan Studi Ayat-Ayat Berdimensi Pendidikan*,(Tangerang: Pustaka AuFa Media 2012).

## A.2 Writing Instruction In Indonesia EFL Context

The term 'EFL' is used to refer to the function of English in a country in which there is little or no community use but it is taught as a subject in educational institutions (i.e., Japan, Korea, and Indonesia). According to Fithriani writing has been only practiced as a wrap-up activity used to reinforce the learning of vocabulary and language structures at the sentence level. The neglect of writing instruction in English classrooms can be ascribed to the teaching method and approach used by most English teachers in Indonesia<sup>10</sup>. English teaching is usually dominated by teacher-centered activities in order to meet the language teaching goals. English teaching is usually dominated by teacher-centered activities in order to meet the language teaching goals. In teaching writing to EFL students, we as teachers cannot always use the writing instruction such as asking the students to write one or two paragraphs regarding a certain topic. The process approach in writing pedagogy was first developed in the first language context as the result of dissatisfaction with the product approach.

Writing instructions have been explained in Al-Quran surah Al-Qalam:1

ن ۚ وَالْقَلَمِ وَمَا يَسْطُرُونَ

The meaning : Nun. By the pen and what they inscribe. (QS. Al-Qolam 1).

Allah swears by two things, namely kalam / pen and what was written<sup>11</sup>. The verse encourages people to learn to write that has a connection with the first revelation in Surah al-'Alaq that encourages people to learn to read and write.

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<sup>10</sup>Rahmah Fithriani, *Indonesian Students' Perceptions of Written Feedback in Second Language Writing* (Doctoral Dissertation 2017). p 28

<sup>11</sup> Izzan, Ahmad, *Tafsir Pendidikan Studi Ayat-Ayat Berdimensi Pendidikan*, (Tangerang: Pustaka Afa Media 2012).

### A.3.Genres Of Text

In Indonesia Based on the school based-curriculum as endorsed by the Department of National Education of the Republic of Indonesia in 2004, the teaching of English writing should cover five different text genres, namely: recount, narrative, procedure, descriptive and report at the Junior Secondary Schools. Whereas, twelve text genres, namely: recount, narrative, procedural, descriptive, report, news items, analytical exposition, persuasive exposition, spoof, explanation, discussion and review at the Senior High Schools (Depdiknas, 2005).<sup>12</sup>

#### a. Narrative Text

Based on school curriculum senior high school 2006 narrative is one of the text which is taught in senior high school . Many students like reading narrative text because it can entertain them through the story, for example ; Cinderella,Snow white, Tangkuban Perahu etc . Percy in Permana (2013) state that narrative is a type of essay that tells a story or a series of events in which they occur<sup>13</sup>. 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. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

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<sup>12</sup>Depdiknas. *Peraturan pemerintah republik Indonesia nomor 19 Tahun 2005 tentang standar nasional pendidikan*. (Jakarta: Depdiknas Republik Indonesia 2005).

<sup>13</sup>Permana, Zuhri, *The Implementation of Picture Series as Media in Teaching Writing of A Narrative Text of the Tenth Graders of Senior High School*. (Retain,2013)

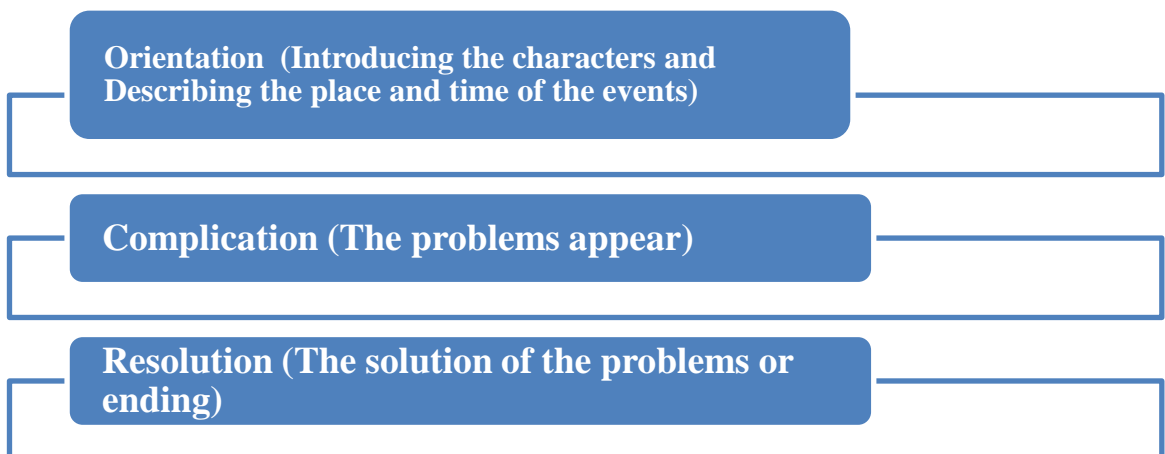
The social purpose of this type the text is entertaining because they deal with the unusual and unexpected development of events. It also instruct because they teach readers and listeners that problems patterns of behavior that re generally highly valued.

Therefore, narrative text is tried to answer the question: what had happened?" Narrative text as a story, so it is should have the element that makes the story more interesting to the reader such a conflict and conclusion of the story. Narrative text is different in other text. For example, in descriptive text, the writers just describe people or things, but in narrative text, the writer should arise a problem that the main character should face it and solve it. Keraf (2000) also stated that narrative text has a special characteristic. The characteristics of narrative text are concern in action, set in the time sequences; try to answer the question, what happened? And it has a conflict. In short, a narrative text should have a problem and process of events to solve the problem. In the process of solving the problem, the character will get some events in their life. The events will include all steps of the character problem solving. Furthermore, the conflict in the problem should not too difficult, but it is enough to make a simple idea based on the real life. For example, the writer, can write that the poor character wants to buy a new dress for her mother. It is a simple problem, but it can arise some event and process of the character to buy a new dress for her mother. Every text has a generic structure that will help the reader to write it. According to Joyce, H &

Feez (2013) there are three generic structures lexicogramatical of narrative text. They are orientation, complication and resolution<sup>14</sup>.

The generic structures of narrative text are: (1) Orientation/Exposition: The introduction of what is inside the text. What the text is talk in general. Who involves in the text. When and where is happen, (2) Complication/rising action: A crisis arises. The complication is pushed along by a series of events, during which usually expect some sort of complicating or problem to arise. It explores the conflict among the participant. Complication is the main element of narrative. Without complication, the text is not narrative. The conflict can be shown as natural, social or psychological conflict, (3) Resolution: The crises are resolved. In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved although this is of course possible in certain types of narrative which leaves us wondering “How did it end.

**Figure 1.1 Generic Structure Narrative Text**



<sup>14</sup>Joyce, H & Feez S. (2000). *Writing skills: Narrative and non-fiction text types*. (Sydney: Phoenix Education Pty Ltd), p. 57

### b. Language Feature

The language features of narrative text are: (1) A narrative text usually uses past tense, (2) The verbs used in narrative are behavioural processes and verbal processes. Behavioral processes: do, make, sing, sit, sleep. Verbal processes: say, remark, insist, ask, (3) The use of noun phrase, that is a noun that followed by adjective, for example; 40 cruel thieves, a beautiful princess and a kinds person.

**Table 1.1 Example of Narrative Text Title “Pinocchio”**

<b>Orientation</b>	Once upon a time, there lived a poor man named Gepetto, a carpenter. He made puppets from pieces of wood. He called his favorite puppet —Pinocchio. Gepetto wished to be a father to a real boy. One right, a fairy who knew that Gepetto was a good man, cast a magic spell over Pinocchio. The next day, Gepetto awoke and he was very happy to find that Pinocchio could walk, sit, sing, talk, and run.
<b>Complication</b>	Poor Gepetto wanted to send Pinocchio to school. He sold his only coat for a spelling book. —Now you can go to school like a real boy! said Gepetto. On the way to school, Pinocchio stopped to watch a puppet show in the town. —Would you like to join my puppet show? asked the evil puppet master. Pinocchio happily agreed. He was locked inside the master’s caravan. He was shocked why he was tied. He raised his protest to the master but he didn’t hear him. The good fairy appeared and set him free. He promised not to repeat his mistake. He continued his journey to the school. However, he met a fox who told him about Fun Island. Pinocchio sold his spelling book to buy a ticket to Fun Island. He didn’t know that in Fun Island the little boy would be turned into donkey and asked to work hard. Pinocchio went with his school friends by ship. Pinocchio

	was very sad. He wished he hadn't looked like a silly donkey. Once more, the good fairy helped him and turned him into Pinocchio again. Pinocchio wished Gepetto had been there with him. Suddenly, he saw Gepetto was in the middle of the sea to save him. Unfortunately, a big whale swallowed him with his boat. Pinocchio wanted to save Gepetto. He got closer to the whale in got into the whale's mouth. In the whale's stomach Pinocchio and Gepetto made a fire. It made the whale sneezing and threw them out. They both swam safely to the shore.
<b>Resolution</b>	They were both tired. They were laid down on the sand and felt asleep. When Gepetto awoke, Pinocchio had become a real boy. At last his dream came true. They lived happily ever after.

Based on the above description, it can be concluded that narrative text is storytelling. When we write a narrative essay, we can essentially telling a story, whether we are relating a single story of several related ones, and we can tell it in the first person and third person. Through narration we make statements clear by relating in detail something that has happened. We can develop the story in chronological order.

#### **A.4.Teaching Method in Indonesia**

In teaching, one of the most important for teachers is the performance of teachers in the classroom. How can a teacher master the state of the class so that it creates a pleasant learning atmosphere. Thus the teacher must apply learning methods that are in accordance with the characteristics of the students. According

to Sutikno 2014 There are many methods in teaching<sup>15</sup>: Lecture method, Demonstration Method, Discussion Method, Recitation method and Project Method.

#### **a. Small group discussion**

Small group discussion is one of the cooperative learning techniques in which students work in groups of three or four. A small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal.<sup>16</sup> Small group discussion is a cooperative learning which gives more opportunities to students in gathering their ideas, experience, knowledge, and actualizing. The teacher should have a good maturity to be able to support his/her students in order to carry out the teaching learning process well. It's related to Kelly and Stafford stated in order to prepare effectively for a series of discussion sessions, teachers need a good appreciation of the level that students have reached, based on their previous experience and the value of the institution in which the work will occur.<sup>17</sup>

According to Sagala, he said that "group discussion team is more effective if the group consists of 3-4 students, enable student gives their opinions or ideas to other students easily.<sup>18</sup> In short, it can be said that small group discussion is the process by which three or more people of a group exchange verbal and nonverbal messages in an attempt to influence one another. By using this technique, it could

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<sup>15</sup>Sutikno, *Pemimpin dan gaya kepemimpinan*. (Lombok: Holistica 2014).

<sup>16</sup>Kenz, M.A. & Greg, J.B, *Effective in Theory and Practice*, (Massachusetts: A Person Education Company: 2000), p. 4.

<sup>17</sup>Kelly and Stafford, *Managing Small Group Discussion*, (Workshop Series No.9 1993) p.3.

<sup>18</sup>Syaiful Sagala, *Konsep dan Makna Pembelajaran*, (Bandung: Alfabeta, 2007), p. 20

be easier for the students to actively participate and a small group gives students the chance to hear other students thinking about their responses to texts.

Allah also says Holly Qur'an An-Nahl 125<sup>19</sup>:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُنْتَهِدِينَ (١٢٥)

Meaning : —Invite (all) to the way of thy Lord with wisdom and beautiful preaching, and argue with in ways that are best and most gracious. For thy Lord Knoweest best, who have strayed from His path, and who receive guidance.

The word "wisdom" means "the utmost of all things, both knowledge and deed". In other words al-hikmah is to invite to the way of Allah by way of justice and wisdom, always consider various factors in teaching and learning process, both subject factor, object, medium, media and teaching environment. In addition, in the delivery of materials and guidance to learners should be done in a good way that is with gentle, good words, and with a wise way. The word "al-Mauizhah" which means advice while the word "hasanah" which means good. So if combined "Mauizhah hasanah" means good advice. The word deceased (جادلهم) comes from the word jidal (جدال) which has a meaningful discussion<sup>20</sup>. The discussion referred to in this Qur'an is a discussion carried out in a good and polite manner. Which is the purpose of this method is to further strengthen the understanding and attitude of their knowledge of a problem.

<sup>19</sup>Al-Quran, Verse An-Nahl :125

<sup>20</sup>Tafsir Al-Misbah; *pesan. Kesan dan keserasian al-Qur'an*. (Jakarta: Lentera Hati. 2002.)

The definition of discussion itself is the way to deliver learning material by providing opportunities for students to discuss, analyze to gather opinions, make conclusions or arrange various alternative solutions to problems. In the study of teaching methods it is called the "hiwar" method (dialogue). The discussion provides the greatest opportunity for students to explore their knowledge and then integrate it with the opinions of other students. One side of maturing thoughts, respecting the opinions of others, aware that there are opinions outside of their opinions and on the other hand students feel valued as individuals who have the potential, abilities and talents innate.

#### **b. The Advantages and disadvantages Of Small Group Discussion**

There are some advantages of using Small Group Discussion technique<sup>21</sup>

- Each student has practice it in self-teaching, which is the most valuable of the entire skill teacher can help them learn.
- Students have practice in peer teaching, which requires that they understand the material at deeper level than student typically do when simply asked to produce an exam
- Increased frequency and variety of second language practice through different types of instructional.
- Opportunities of students to act as resources for each, thus, assuming a more active role in their learning.
- Freedom for teachers to master new professional skill, particularly those

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<sup>21</sup>Fibrina Hanung Siswanti, *The Use of Small Group Discussion to Improve Students' Reading Comprehension*, (Surakarta: English Education Department of Teacher Training and Education Faculty Sebelas Maret University, 2012) p. 225-228

emphasizing communication.

Implementation of Small Group Discussion technique in class not only has the advantages but also disadvantages, such as follow:

- It takes much time to organize the group
- If one or two obstinate students don't participate a whole group or two will lose out on a piece of the text.
- The class situation become noisy, so the teacher needs to control the students
- Teacher cannot monitor all groups at once.

## **B. Related Study**

Many researchers have proved that using small group discussion is a good technique in English learning process. There are several researches related .

1. Edy Rahmat in his Article research has done the research about improving students' achievement in procedure text writing through small group discussion. This is a quasi-experimental research and the sample of this research are 37 students of class XB and XC. The data is collected by measurement technique. The tool of data collecting is writing test. The result of t-test computation is 11.6 that is higher than t-table (2.045). it mean that the alternative hypothesis ( $H_a$ ) which states the use of small group discussion technique is effective in improving students' achievement in procedure text writing to tenth year students of SMA Negeri 1 Sukadana, Kabupaten Kayong Utara in Academic Year of 2011 – 2012 is accepted. In

conclusion, the use of small group discussion is highly effective to improve the students' ability in writing narrative.

2. Yusuf Efendi in his Thesis about the influence of using small group discussion towards students' descriptive text writing ability at the first semester of the tenth grade of sma hidayatul muslihin way kanan in the academic year of 2016/2017. Based on the research, the writer might draw a conclusion as follows: After analyzing the data using independent sample t-test, it was found that the result of t-test was 2.50, the result then it was consulted to the score of t-critical in significance level of 0.05 was 1.68. It means that the alternative hypothesis ( $H_a$ ) was accepted. Therefore, there is a significant influence of using small group discussion towards' students descriptive text writing ability at the first semester of the tenth grade of SMA Hidayatul Muslihin Way Kanan in the academic year of 2016/2017.

3. Himawan Adi Nugroho entitle Developing Descriptive Writing Skill By Using Small Group Discussion For Tenth Graders The data gathered from the field notes revealed that the teacher implemented small group discussion. The instruments used are questionnaire and students' compositions, which they were used to gather the students' responses towards of small group discussion to teach writing descriptive. The result showed that students viewed small group discussion as a useful teaching technique. The questionnaire revealed that small group discussion helped and enjoyable for writing skills. Moreover, the analysis of students' compositions revealed that the students wrote better

after the provision of small group discussion. In conclusion, small group discussion was able to motivate students to write better.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter consists of the research subject of the study, method, and design, the procedures of research, instrument of collecting data, and technique of analyzing data.

#### **A. Research Design**

In order to get deep understanding about the implementation of SGD in teaching writing, the researcher uses Classroom Action Research (CAR). According to Burns action research is an action as the study of a social situation with the view to improving the quality of the action in it.<sup>22</sup> It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. So, this research was conducted to look for the weaknesses and the strengths of the researcher and try to get the way to improve the quality of the activities. According to Kemmis and McTaggart in Burns (2010), 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.

Classroom Action Research helped teachers to understand more about teaching and learning, to develop teaching skills and knowledge and to take action to improve student learning. The characteristic of classroom action research was a dynamic process that is done in four steps namely; plan, action, observation and reflection. By applying this technique, it was expected to solve students'

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<sup>22</sup>Burns, Anne. *Doing Action Research in English Language Teaching*. New York: Routledge 2010. p 2

problems in the teaching-learning process of building up the students' interest in writing especially narrative text.

## **B.Location and Subject of Research**

### **1.Location of research**

The location of this research was at Sma negeri 2 padangsidimpuan. The school is located at Jl merdeka,padangsidimpuan. The researcher chose this school because this school had lots of prestige and researcher sure that it helped the researcher doing the research in this school.

### **2. The Subject Of The Research**

The subject of this reserach is the X grade MIA B Sma Negeri 2 Padangsidimpuan 2019-2020.The Sample consists of 30 students of Academic year 2019-2020

## **C.Technique Of Collecting Data**

The data will be collected in the form of qualitative data and quantitative data. The qualitative data are in the form of interview transcript and videos got from the observation .The quantitative data will in the form of cycle 1,cycle 2 and post test score. The process of collecting data qualitative as follows:

### **1. Tests**

Quantitative data will obtained through test. Test were used to know the student s' improvement in writing. The reseracher give a pre-test and a post-test to the students. The score got from the test then be analysed . The assessment based on the writing rubric in lesson plan. Researcher and teacher collaborate to give the score of the test.

## 2. Observations

Observation done during the classroom action research is going on. The researcher observe the condition of teaching-learning process and the student behaviour during the class. The researcher will collaborate with the english teacher. The results of the observation will present in the form of field notes which consisted of the students' behavior, the researcher actions, and everything happened in the process of teaching and learning.<sup>23</sup>

## 3. Interviews

Interview conduct by the researcher at the end of meeting. The interview is instrument of collecting data aimed for direct communication between the reseracher and research subject.<sup>24</sup> I will interview some students and the teacher to know the student collaborator's responses about the actions implemented. The data gained from the interview helped to replect the weakness of the actions.

## 4. Diary Notes

Diary note is one of important of research that use to record every that happens during the research and observation, which is going on. It is a private note about observing, feeling, responding, reflecting, hypothesis, mind, imagination and explaining. The researcher observes the students activities when receiving the materials and the situation in the class. The researcher will notes the students response and activity during class in this diary notes.

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<sup>23</sup>A. Burns, *Doing Action Research in English Language Teaching. A Guide for Practitioners*. (New York: Routledge, 2010), p.75

<sup>24</sup> Rusdy ananda dkk, *Penelitian tindakan kelas* (Bandung: citapustaka media, 2015) p 88

#### **D.Technique Of Analyzing Data**

The data will be collected in the form of qualitative and quantitative data. After getting all of the data needed in the research, the researcher analyzed the data. The data of this research will be analyzed by using the mean formula for quantitative data and Miles and Huberman technique for qualitative data.

##### **1. Technique of Analyzing Qualitative Data**

In qualitative data, there is the description about the data, for instance, in Syaukani<sup>25</sup> state that the description of the data is for the basic research which only explain about the variable during the research. Meanwhile, in this case, the researcher will use Miles and Huberman technique to analyze the qualitative data, the process of the analysis is starting from data reduction, data display, and conclusion drawing/verification.

##### **a. Data reduction**

There were some steps that the researcher have done in the process of data reduction: 1) The researcher had summarized the data directly related to event, situation and condition in the class. In this step, the researcher chose the relevant data appropriate with to the research. 2) The second was coding, the researcher had made the detail information from the data that has already summarize before. 3) The researcher had noted the data objectively. The researcher also made the classification and edit the data based on the factual situation. 4) The researcher

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<sup>25</sup> Syaukani. Metode Penelitian: Pedoman Praktis Penelitian dalam Bidang Pendidikan. (Medan: Perdana Publishing,2017). p.6

had reflected the data and gave the ideas of thinking related to the data information.

b. Data display.

In data display there are some steps, there are: 1) Collecting the result of data reduction, 2) Arrange the relevant data of research, 3) Make a diagram or matrix. The contain of diagram or matrix will present in codes or symbols (words or phrasal verbs).

c. Conclusion/verification

The last process of qualitative analysis was conclusion. The researcher made the conclusion from the result of data display. The conclusion aims to make clear explanation that has already presented in data display.

After the process of data qualitative analysis was finished, the researcher ensure the trustworthiness at the data analysis by using peer debrief, member check, and inter-rater reliability. In peer debrief, there were at least two peer debrief that helped the researcher, she is a lecturer who is an expert in analyzing qualitative data. In the process of peer debrief, the researcher consulted to the lecturer to reflect on what went right (or wrong) in each stage of data analysis.

The second is member check. In member check, the researcher was re-check the data that already got from the students or the English teacher as the collaborator, The researcher answered interview sheet from the students and collaborator to ensure that their answer was same like with the interview transcripts.

The last is inter-rater reliability. In inter rater reliability, the researcher needs help from English teacher to checked the students' work with the rubric assessment as the guideline in order to avoid the gap of score among the students. The score must be objective.

The researcher will apply the following formula of mean by M. Toha Anggoro.<sup>26</sup>

$$X = \frac{\sum x}{N} \times 100\%$$

Where X = The means of students' score

$\sum x$  = The total score

N = The number of the students

#### E. Research Procedures

Table 2.1 Cycle I of implementing the Classroom Action Research

No	Action	Activity
CYCLE I	First Meeting	<ul style="list-style-type: none"> <li>• The researcher explain about narrative text adn give an example .</li> <li>• The research asks students to form groups of 4 people</li> <li>• The researcher ask the students to identify and understand the generic structure and answer the question then discuss about it.</li> </ul>

<sup>26</sup>Toha Anggoro. Metodologi Penelitian. (Jakarta: Universitas Terbuka.2007). p.3

	Second Meeting	<ul style="list-style-type: none"> <li>• The researcher ask each students to write narrative text while duscuss with their partner.</li> </ul>
	Third Meeting	<ul style="list-style-type: none"> <li>• The research instructs the students to give feedback on the results of writing from their partner before collected</li> <li>• The researcher make interview to the students to know about the difficulties they have in writing proccess.</li> </ul>

### C. Observation

Observation is direct observation of the learning process that takes place in the classroom. Observation will do during teaching and learning process. The writer take notes in the teacher's journal to write the teaching and learning activities<sup>27</sup>.

### D.Reflection

Reflection is the feedback process from the action that has been done. It was used to help teacher made decision by analyzing the situation and the students' difficulties of problem in understanding the lesson. The second cycle should be conducted to gain better result and handle the weakness in the previous cycle.

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<sup>27</sup>Rusydi Ananda. Penelitian Tindakan Kelas. (Bandung: Citapustaka Media, 2015). p.79

## Cycle 2

In the second cycle, the writer will divide the activities into 2 parts. The first is to do Modeling of the text where there will be three activities. The second part is to Independent Construction of the Text. Cycle two will conduct to observe the effectiveness of small group discussion in writing narrative text. The following are the phases in cycle two and more:

### a. Revised Planning

The action will do based on the result of the observation in the first cycle.

### b. Action

In the action of cycle two, the writer deliver the new materials in writing narrative through small group discussion.

Table 3.1 Cycle 2 of implementing the Classroom Action Research.

No	Action	Activity
<b>CYCLE 2</b>	First Meeting	<ul style="list-style-type: none"> <li>• The researchee explain about narrative text adn give new example .</li> <li>• The research asks students to form groups of 4 people</li> <li>• The researcher will ask the students to identify and understand the generic structure and discuss about it.</li> </ul>
	Second Meeting	<ul style="list-style-type: none"> <li>• The researcher ask each students to write narrative text.</li> </ul>

	Third Meeting	<ul style="list-style-type: none"> <li>• The research instructs the students to give feedback on the results of writing from their partner before collected</li> <li>• The researcher will make interview to the students to know about the difficulties they have in writing proccess.</li> </ul>

### c. Observation

The writer will observe the action of cycle two and take notes during the observation to write the teaching and learning activities and tests will give to obtain their opinions toward the treatment used.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the result of the research will be presented by the researcher. It includes the way of teaching Narrative text by the implementation of small group discussion at Tenth Grade of Sma Negeri 2 Padangsidimpuan.

#### **A. Research Findings**

The findings of this research existed in preliminary data and two cycles. Before conducting the first cycle, the researcher did the preliminary study to find out the students' writing ability of narrative text. The research findings that showed the result of qualitative and quantitative data. The qualitative data were taken by the interview sheet, observation sheet and researcher notes. This research conducted in x mia b class sma negeri 2 padangsidimpuan that consists of 30 students . This research would be done by 2 cycles. Each cycle would be done by doing 4 stages, that were planning, acting, observing, and reflecting. In cycle I researcher would be done by 2 meetings. In cycle I, the researcher was given the post-test I and the material and test in cycle I. Similarly, in cycle 2 would be done by 2 meetings also. The researcher was given the material and the test in cycle 2, the test was post-test II.

#### **A.1 Preliminary Data**

To collect the data analysis, the researcher gave written test and observation sheet. The written test is used to know the students' ability in writing narrative text. The passing grade (KKM) for English subject in the school was 75. The

number of the students who took the test was 30 . From the result of writing test in pre-test, the students' score of the test was 5 students who passed or got score up to 75, On the other hand, 25 students failed or didn't get score up to 75. The result of the pre test indicated that the students' skill in writing narrative text was low. The data from interview also revealed that the students still had difficulties how to start their idea in writing and how to choose the right words. It was supported from the result of interview with the English teacher:

*In my opinion, the studentd's ability to write English text in class X is still fit the KKM.,but some are still not interested in writing.Plus most of them are often confused about how to find their ideasand how to choose the right words. You can see later in class.*

(Interview with the teacher)

The qualitative data were taken by the interview sheet, observation sheet and researcher notes. The interview sheet was done to the teacher and the students before the cycle and after the implementation of small group discussion. The observation sheet was used to measure the level of the students' activities during teaching learning process. The observation sheet was focussed on the situation of teaching learning process by the implementation of small group discussion.

The result that researcher got in interview sheet before doing the research was the cause of students difficulty in writing narrative text, less supportive method and students don't like writing.

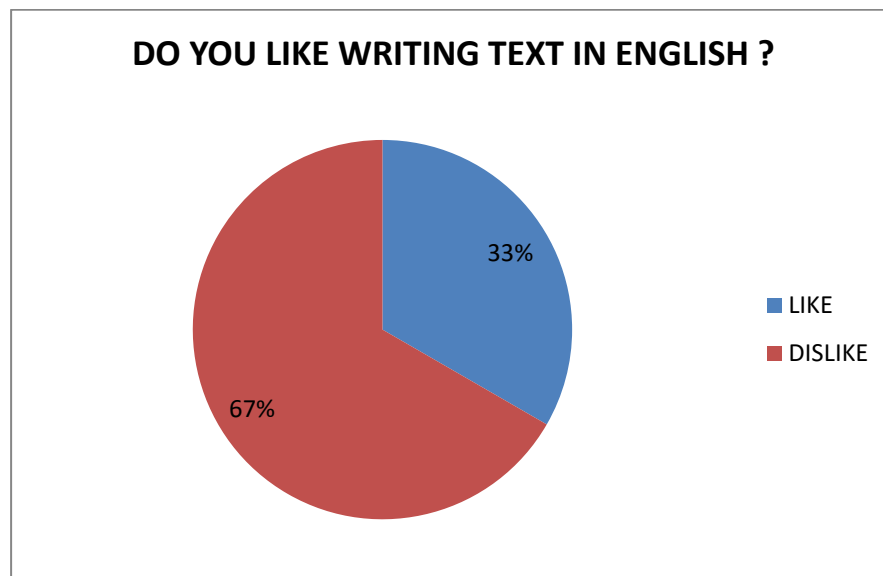


Figure 1.2 The result of observation sheet

From the result of the interview data and observation sheet, it can be concluded that the students got some problems and difficulties in writing English text. Meanwhile, the researcher continued the preliminary data to the first cycle.

the total score of the students was 1713 and the mean of the students' score 57. Based on the test result, it is indicated that the students' achievement in writing narrative text was low. It can be seen from the mean score of the students.

### **A.2. Findings of Cycle I**

There were four steps in cycle I namely planning, acting, observing, and reflecting. This cycle was conducted in two meetings and the test was given in the end of learning process. The result from this phase is divided in two parts, that were qualitative data and quantitative data.

### A.2.1 Qualitative Data

The findings of cycle I to the implementation of small group discussion in writing narrative text at class x of SMA Negeri 2 Padangsidempuan are discussed in following:

#### a) **The Implementation of Small Group Discussion In Cycle I**

The actions in cycle I were carried out in two meetings on August 12, and August 14, 2019. Based on the data observation and interview which were done by the researcher, implementing small group discussion involves three stages, they are: 1) Reconnaissance, 2) The implementation of the action(SGD), 3) Independent construction of the text and Feedback. Before the researcher started to implementation of small group discussion, there were some activities which were done by the researcher, they were: The researcher greetings the students by saying “*Assalamu’alaikum*” to the students, instructings to pray before the learning process started, checking the students’ attendance list, and checking the cleanness of the classroom.

Based on the data of observation and interview which were done by the researcher implementing SGD method involves three stages, they are: Reconnaissance, the implementation of the action(SGD), independent construction of the text and Feedback.

➤ First Meeting (12 August 2019)

In the first meeting, the researcher did two stages of small group discussion. those werer reconnaissance and the implementation of the action(SGD). It was outlined below:

1.Reconnaissance

In the reconnaissance stage, several steps were done to identify the problems of the research in the field. The first step was to conduct a preliminary observation of the English teaching and learning process, especially in writing skills of class X MIA B SMA N 2 Padangsidempuan. The other step was to hold interviews with the English teacher and students of class X as the research participants. Reconnaissance is the stage where students are asked to analyze text such as generic structure and answer some questions about the text by discussing with their seatmate. At the beginning, the researcher was asked to student by random what is narrative text. From five students who were asked, 3 students answered correctly. Then the researcher gave an example of a narrative text on the board and explains about narrative text. next, the researcher distributed questions on a sheet of paper to each student in order to answer questions about narrative that have been discussed. The results of the students' analysis texts are very good because they understood the contents of the story provided without translating the text. The researcher changed the title of the narrative text. In this case half the students have started to get confused and asked lots of questions. when the class started to get noisy because of many questions, the researcher instructs students to stop for a moment then the researcher gave directions and explained. After being given an explanation then students understood and analyzed the text.

## 2. The implementation of the action (SGD)

The implementation of the action(SGD) of the text was started with separated the students to each group consisted of 4 persons.The researcher asked them to think of the popular fairy tale that still existed in their mind .The students were engaged to the activity that they actively gave their ideas on the topic, some of them said, “ Beauty and the Beast, Snow White and Cinderella. Because there were so many stories that they mentioned the researcher led them to decide which story they want to write.

They began to write with their groups. They began their writing into Bahasa. The researcher examines student work by moving around the class. Sometimes, researcher stops in a group and reminds them to pay attention to the language features of the text type. Activity going well. After the students are finished, the researchers examined their work so they can continue their writing into the English version. The bell rang so the researcher instructs students to continue their writing into the English version as homework.

- Meetings II ( 14 August 2019)

In the second meetings, the researchers did the last stages of small group discussion , it was independent construction of the text. The activity would explained below.

### 1. Independent Construction of the Text

The independent construction of the text phase was manifested in an activity where students write a text on their own. In the second meeting, students continued their writing into the English version. There are some students have

finished and some just starting to write in the English version. In this second meeting students focus on writing into English but at this stage the students were very noisy because they asked a lot about vocabulary, diction choice and grammar. It was difficult to make the students work independently. Then, the researcher went around the class to encourage the students to start writing. After a few minutes, all students began to write. However, some worked with reluctance that they frequently stopped working and turned to chat or play with others.

When the time 15 minutes more will end, the researcher instructs students that their written work is given feedback by a groupmate. After being given feedback then the results of their writing are collected to researcher.

**a) The Problems Faced by The Researcher after The Implementation of Small Group Discussion In Cycle I**

**1. Classroom management**

The researcher feels difficulty in managing the class especially from the condition and time. It is proven some students are noisy and walked towards another friend, duration of students permission to go to the toilet too often.

“why are you standing while walking? yes ma'am I want with my best friend.” “Ma'am, excuse me I want to go to the bathroom?” Ok 2 minutes. .

*(Researcher notes)*

“The Researchers took the time too long in the reconnaissance stage because the researcher replaced the example of text”

*(Researcher notes)*

There are some reasons why the researcher feels difficulty in managing the class because, some students who don't like English immediately given up and condition of the students not appropriate with time that given in teaching learning English because each student had different capability in receiving the materials. There are some students participate actively in writing class, but the other didn't. So the researcher repeat explained the materials for the students understand until the students got the point of the lesson.

## 2. The students have less vocabulary

In the teaching learning process, the researcher found that the students so difficult to translate of the text type especially in the narrative text. This also can be seen from the questionnaire "What makes you have difficulty writing English text?" from the results of a questionnaire as many as 26 students from 30. answered less vocabulary, also another reason is strengthened from Researcher note:

*Ma'am ... Ma'am ,what is Raksasain english  
? oh What about ibu tiri yang kejam in  
English?*

*(Researcher notes)*

### A.2.2 Quantitative Data

The quantitative data were taken from the results of the test given to the students. The test given still relevant to the topic taught and discussed in the classroom. According to the passing grade (KKM) for English subject in the school was 75.

The total score of the students in pre-test was 1713 and the mean of the students' score 57. The number of the students who took the test was 30 from the result of writing test in cycle I, the total score of the students was 1887 and the mean of the students' score 62. The result is higher than pre-cycle test. Below is the comparison between the results of students' writing performance in pre-cycle and cycle I.

Table 4.1 The comparison of students' writing performance

No	Cycle	Mean Score	The Percentage
1	Pre-cycle	57	15%
2	Cycle 1	62	30%

Based on the test result, it is indicated that the students' achievement in writing narrative text was higher than pre-cycle test. It can be seen from the mean score of the students was 62 and the percentage of the students' score of the test was 10 students who passed or got score up to 75, it was 35%. On the other hand, 20 students failed or didn't get score up to 75 and it was 65%.

a) Reflection

The implementation of SGD in Cycle I was not performed without any obstruction. Therefore, the researcher reflected on the implementation of the actions. The collaborator and the researcher analyzed the data from the observations and questionnaire to evaluate the actions, and to find out what worked and what did not work in the actions. All individuals were equally free to give their voices, feelings, and expectations related to the implemented actions.

The implementation of the actions, however, showed that the students could be encouraged to ask questions. The most frequently asked questions were about vocabulary. The students also did not hesitate to ask me questions regarding their works while doing the task. To make sure that the students got the necessary assistance while doing classroom activity, the researcher walked around the class while they were working.

However, the process of the implementation of actions needed to be evaluated as well as to see which actions were effective on the improvement and which ones were not. Analysis on the effectiveness of actions was performed by reflecting on the teaching and learning process.

## **2. Reports of Cycle II**

After having discussion about the result of Cycle I with the collaborator, the researcher planned to conduct Cycle II. Cycle II aimed at giving solutions to the weaknesses of Cycle I. The focuses of the actions in Cycle II which were planned by the collaborators and her were still the same as those in Cycle I.

There are two kinds of data analyzed that we will describe in this cycle, they are qualitative data and quantitative data. The qualitative data was analyzed from observation sheet and questionnaire. The quantitative data was taken from the mean of the students' score in taking test.

### **A.3.1 Qualitative Data**

The finding of the researcher concerning to The Implementation of Small Group Discussion To Improve The Students' Writing Narrative Text At Class X

of Sma Negeri 2 Padangsidempuan In Academic Year 2019/2020 are discussed in following:

a) **The Implementation of Small Group Discussion in Cycle II**

The actions on Cycle II were carried out in two meetings on August 19, and August 21, 2019. Each meeting lasted for 80 minutes. The actions were focused on implementing the cycles in the small group discussion and the principles of the small group discussion. In executing the actions, the researcher acted as the teacher, while the English teacher as the collaborator observed the teaching and learning process at the back of the classroom. The English teacher also took notes on how the teaching and learning process went.

The data in Cycle II were collected through classroom observations and questionnaire. The details of the process are presented below.

- Meetings III (19 August 2019)

In the third meetings, the researchers did one stages of SGD. It was modeling of the text stages because in cycle I the researchers used too many times so the researchers tried other ways . It was outlined below:

1. Modeling of the text

Modeling of the text was done by analyzing the sample text. The researcher asked the students if they knew what type of text that was. The students recognized that it was a narrative text, suggesting that they still remembered the last week's lesson about narrative texts. This stage was also focused on learning language features of a narrative text. Noticing students' mistakes in their works by

the end of the cycle, the researcher explained again about the generic structure and grammatical features that used in narrative text. Therefore, in the grammatical feature, this stage focused on the use of was/were.

The outcome was good in term of students' participation—they learned simple things little by little, through the easy tasks. As the students had clear ideas about the sample text, in terms of the content and the context and invited students to analyze the simple past sentences that most students were able to complete easily, also gave the students a sense of achievement, which in return made them more confident and eager to learn more.

To overcome the problem of managing class in cycle 1, the researcher changed groups of several students because they did not feel comfortable with the previous group. In cycle 1 the problem faced by students was less vocabulary so the researcher instructed the students to find out the new vocabulary through google translate on their android.

### **A.3.2 Quantitative Data**

The number of the students who took the test was 30 from the result of writing test in cycle I, the total score of the students was 2251 and the mean of the students' score was 75. The result is higher than pre-cycle test. Below is the comparison between the results of students' writing performance in pre-cycle and cycle I and II.

Table 4.2 The comparison of students' writing performance

No	Cycle	Mean Score	The Percentage
1	Pre-cycle	57	15%
2	Cycle 1	62	30%
3	Cycle 2	75	69%

From the data above, the results show the improvement of students score in writing narrative text. In the pre-cycle test, the number of students who passed the standard minimum score was 5 from 30 students (15%). The test in cycle I, there were 10 students of 30 students who passed the standard minimum score (30%). While in the post-test II, there were 23 of 30 students who passed the test (69%). The improvement of the students' score from pre-cycle test and test in cycle II was about 60%. While the improvement of the students' score from test in cycle I and test in cycle II was about 40%.

The classroom interaction was also accommodated by the games, in addition to various activities including group works. Through these activities, both the teacher and the students were given opportunities to manifest interaction between the students and the teacher, and among the students. While it was indeed an English class, the interaction in the classroom was mostly dominated by Bahasa. English was used in a small portion due to the students' low proficiency in English. When the researcher asked questions in English, the students often fell silent until the researcher repeated the question in Bahasa. However, they were able to answer some simple questions in English and when they did not know the

word; they would say it in Bahasa. Throughout the implementation of actions, the researcher was not being strict on the use of language. The researcher believed that it was more important to raise students' self-esteem by not criticizing them on their weaknesses, one of which was the fluency of English.

#### a) **Reflection**

The implementation of SGD Approach in Cycle II was not performed without many obstruction. Therefore, the researcher reflected on the implementation of the actions.

Based on the observation sheet, the researcher's ability in teaching writing showed the improvement too. The researcher could motivate the students' score showed the improvement. It can be seen from the mean of the students' scores that was getting increased. Most of students' score increased from the first test to the third test. It made the researcher and the collaborator felt that the cycle could be stopped because the students' ability in writing narrative text was improved by the implementation of small group discussion.

### **B. Discussion**

The purpose of the study is to find out whether there is improvement in writing ability on narrative of grade X students who are taught by using small group discussion. Discussions of this research were Pre-Cycle, Cycle I and Cycle II. At the pre-cycle, the writer held a writing test to know the student's writing skill. Then, at the Cycle I, the writer had done the action of using small group discussion. The writer continued to Cycle II to prove that implementing small group discussion improves the grade x students writing ability on narrative.

Related to the findings of this study about the influence of using small group discussion towards students' descriptive text writing ability Yusuf Efendi (2016) also admitted that the implementation of small group discussion is significant to improve students' ability in English writing narrative by implementing small group discussion. The researcher noticed that there are some similarities they are: modeling of the text and reconnaissance support students' knowledge in vocabulary, grammar, and text features.

On the other hand Related to the findings of the study about Developing Descriptive Writing Skill By Using Small Group Discussion For Tenth Graders by Himawan Adi Nugroho same as the finding of my research which The instruments used are questionnaire and students' compositions, which they were used to gather the students' responses towards of small group discussion to teach writing . The result showed that students viewed small group discussion as a useful for teaching .

From the explanation above, the research could be concluded that the implementation of small group discussion can improve the students' in writing narrative text. It could be seen from quantitative data which the students, score got better in every test. And also it could be showed by the qualitative data which prove that the students were active and interested in learning English and easy to in writing narrative text.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Based on the research findings, it was indicated that the writing ability of grade X students of SMA NEGERI 2 PADANGSIDIMPUAN improved after the implementation of small group discussion in writing narrative. The teaching writing using SGD could improve the students' skills in writing narrative text. The response of the students about the implementation of SGD were they enjoyed in the writing class.

The research was conducted in two cycles. First cycle consisted of two meetings and the second cycle consisted two meetings. In every cycle, some research steps namely planning, action and observation, and reflection were included. In cycle I, the researcher implemented SGD and some other actions, such as giving a model of narrative text and listing difficult words. The students got the opportunity to write two narrative texts. The researcher also conducted interview with one of the students after the implementation of SGD to know their responses about the implementation of SGD. The result of the interview was that they enjoyed the writing class. The students also said their self-confidence built and increased. The students made a quite much improvement in the aspect of content. As the result, they could develop their ideas into long paragraphs. They also could write fluently. In addition, the students' writing skills also improved in the aspect of language use. By the explanation and worksheet

given by the teacher the students had a better mastery . In addition, during the whole class discussions the students corrected each other so they could realize their mistakes. The research findings also indicated that the students' mean scores in writing increased cycle by cycle. The increase of the students writing skill was also supported by the result of the test scores. The mean scores of pre-test was only 57, then improved to 62 and in the final test, it increased 75. It can be concluded that the implementation of small group discussion in writing narrative text does improve the students writing skill.

#### B.SUGGESTION

It is suggested for the English teachers to use small group discussion in teaching writing narrative texts since the result of the research show that SGD were useful to help students in generating the ideas. The students could write the narrative texts in good order. The learning using SGD was able to enhance the students' interests and preference to do writing activities.

The students should manage themselves to always have positive attitudes towards English. They also should have motivation in learning for their own benefits. It is important for them to always practice writing so that they could improve their skills. In addition, they should always actively participate in the process of teaching and learning and do the tasks

given by the teacher. They should also manage themselves to work in pairs, in groups, or individually.

This research is only a small study in improving students' writing skill. This study was done by implementing SGD as the method in teaching-learning process. It is expected for the other researchers that this study can be used as additional reference in the future in order to create better teaching learning process, especially for writing skill.

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## APPENDIX I

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA Negeri 2 Padangsidimpuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / I
Topik	: <b>Narrative Text</b> (Teks Naratif)
Alokasi Waktu	: 2 x 45 menit
Lokasi	: Laboratorium Komputer (Online Classroom)

#### A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

#### B. Kompetensi Dasar

Kompetensi Dasar	Indikator
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat	<ul style="list-style-type: none"><li>• Membandingkan teks recount dan teks naratif dengan tepat.</li><li>• Mengembangkan kreatifitas yang ditunjukkan dalam menulis teks</li></ul>

belajar.	naratif dengan tepat.
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.	<ul style="list-style-type: none"> <li>• Memberikan masukan (feedback) yang membangun terhadap hasil tulisan teman mereka dengan tepat.</li> <li>• Mendukung kemajuan teknologi (terutama penggunaan blog dan komputer) dalam dunia pendidikan.</li> </ul>
3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> <li>• Menganalisa fungsi sosial yang terkandung dalam teks naratif dengan tepat.</li> <li>• Menganalisa struktur teks yang digunakan dalam teks naratif dengan tepat.</li> <li>• Menganalisa unsur kebahasaan yang digunakan dalam teks naratif dengan tepat.</li> <li>• Menganalisa penggunaan past tense dalam teks naratif dengan tepat.</li> </ul>
4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.	<ul style="list-style-type: none"> <li>• Menganalisa gagasan pokok yang terdapat di setiap paragraf teks naratif dengan tepat.</li> <li>• Menyusun gagasan pokok yang terdapat di setiap paragraf teks naratif yang ditulis dengan tepat.</li> <li>• Menganalisa keteladanan atau nilai moral yang terkandung dalam teks naratif dengan tepat.</li> <li>• Membubuhkan keteladanan atau nilai moral yang terkandung dalam teks naratif yang ditulis dengan tepat.</li> <li>• Membuat sebuah teks naratif yang mengandung nilai moral dan budaya Indonesia dengan tepat.</li> </ul>

### **C. Tujuan Pembelajaran**

1. Dengan memberikan tugas naratif di kelas, siswa mampu membedakan antara teks recount dan teks naratif dengan tepat.
2. Dengan memberikan tugas melalui online (tugas yang diakses melalui blog guru <http://utma.edublogs.org/>), siswa mampu mendukung kemajuan teknologi (terutama penggunaan blog dan komputer) dalam dunia pendidikan.
3. Dengan memberikan tugas berupa menulis teks naratif dan dilakukan secara online, siswa mampu mengembangkan kreatifitas dalam menulis teks naratif dengan tepat.
4. Dengan memberikan tugas menulis teks naratif dan mengumpulkannya secara online, siswa mampu memberikan masukan (feedback) yang membangun terhadap hasil tulisan teman mereka dengan tepat.
5. Dengan meninjau kembali teks naratif yang telah diberikan pada pertemuan sebelumnya, siswa mampu menganalisa fungsi sosial yang terkandung dalam teks naratif dengan tepat.
6. Dengan meninjau kembali teks naratif yang telah diberikan pada pertemuan sebelumnya, siswa mampu menganalisa struktur teks yang digunakan dalam teks naratif dengan tepat.
7. Dengan meninjau kembali teks naratif yang telah diberikan pada pertemuan sebelumnya, siswa mampu menganalisa unsur kebahasaan yang digunakan dalam teks naratif dengan tepat.
8. Dengan memberikan quiz berkaitan dengan tenses, siswa mampu menganalisa penggunaan past tenses dalam teks naratif dengan tepat.
9. Dengan meninjau kembali teks naratif yang telah diberikan pada pertemuan sebelumnya, siswa mampu menganalisa gagasan pokok yang terdapat di setiap paragraf teks naratif dengan tepat.
10. Dengan memberikan tugas menulis teks naratif, siswa mampu menyusun gagasan pokok yang terdapat di setiap paragraf teks naratif yang ditulis dengan tepat.
11. Dengan meninjau kembali teks naratif yang telah diberikan pada pertemuan sebelumnya, siswa mampu menganalisa keteladanan atau nilai moral yang terkandung dalam teks naratif dengan tepat.
12. Dengan memberikan tugas menulis teks naratif, siswa mampu membubuhkan keteladanan atau nilai moral yang terkandung dalam teks naratif yang ditulis dengan tepat.
13. Dengan memberikan tugas menulis teks naratif, siswa mampu membuat sebuah teks naratif yang mengandung nilai moral dan budaya Indonesia dengan tepat.

### **D. Materi Pembelajaran**

### **What is Narrative?**

Porter Abbott (2002) defines narrative as “the representation of an event or a series of events that happens over a length of time and has an order of events”. Besides, Narrative can be also defined as a complicated or problematic events which the meaning is to find out the solution of that problem.

### **Social Purpose of Narrative:**

- To amuse or entertain the readers with actual or imaginary experiences in different way. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem.

### **Generic Structure of Narrative**

- Orientation (who were involved in the story, when and where)
- Complication (a problem arises followed by other problems)
- Resolution (solution to the problem)
- Re-orientation

### **Language Feature of Narrative**

- The use of noun phrases (*a beautiful princess, a huge temple*)
- The use of connectives (*first, before that, then, finally*)
- The use of adverbial phrases of time and place (*in the garden, two days ago*)
- The use of the simple past tense (*He walked away from the village*)
- The use of action verbs (*walk, sleep, wake up*)
- The use of saying verbs (*say, tell, ask*)
- The use of thinking verbs, feeling verbs, verbs of senses (*She felt hungry, she thought she was clever, she smelt something burning*)
- The use of time words (*once upon a time, long time ago, then, last week*)

**Types of Narrative** : Myth, fable, legend, fairy tale, science fiction, etc.

**Example of Narrative :**

<b>Title</b>	<b>Fox and A Cat</b>
<b>Orientation</b>	<p>One day, a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. “Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,” she said.</p> <p>“I know only one trick to get away from dogs,” said the cat. “You should teach me some of yours!”</p> <p>“Well, maybe someday, when I have the time, I may teach you a few of the simpler one,” replied the fox airy.</p>
<b>Complication</b>	<p>Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder—the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. “This is the trick I told you about, the only one I know,” Said the cat. “Which one of your hundred tricks are you going to use?”</p>
<b>Resolution</b>	<p>The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.</p>

**E. Model/Metode Pembelajaran**

- a. Pendekatan: *scientific*
- b. Strategi: Observing, Questioning, Gathering information, associating, Communicating
- c. Metode: *Communicative Language Learning*, Computer-based
- d.

#### F. Kegiatan Pembelajaran

Kegiatan	Keterangan	Alokasi Waktu
Pendahuluan	<p><b>a. Apersepsi</b> Siswa diberikan beberapa pertanyaan acuan mengenai materi teks naratif yang telah dipelajari pada pertemuan sebelumnya.</p> <p><b>b. Orientasi</b> Siswa dijelaskan mengenai tujuan pembelajaran dari menulis teks naratif ini.</p> <p><b>c. Motivasi</b> Mengaitkan aktifitas kehidupan sehari-hari dengan materi yang akan dipelajari.</p>	10 menit
Inti	<p><b>a. Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa diminta untuk membuka blog guru dengan alamat URL: <a href="http://utma.edublogs.org/">http://utma.edublogs.org/</a> dan membuka pertemuan 4.</li> <li>Siswa mengamati kembali fungsi sosial, struktur kalimat, dan unsur kebahasaan dari teks naratif yang sudah dijelaskan pada pertemuan sebelumnya.</li> <li>Siswa mengamati kembali gagasan pokok, pemberian informasi secara rinci yang terpapar dalam teks naratif yang diberikan pada pertemuan sebelumnya.</li> <li>Siswa mengamati kembali keteladanan atau nilai moral yang terkandung dalam teks naratif sebelumnya.</li> <li>Siswa mengamati beberapa topik yang disediakan pada <a href="http://utma.edublogs.org/activities/meeting-14/">http://utma.edublogs.org/activities/meeting-14/</a>; step 2.</li> </ul> <p><b>b. Mempertanyakan / Menanya</b></p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan bagaimana memberikan atau menyusun gagasan utama pada setiap paragraf yang akan mereka tulis berdasarkan topik yang sudah disediakan.</li> </ul>	115 menit

	<ul style="list-style-type: none"> <li>• Siswa mempertanyakan bagaimana membubuhkan atau memberikan atau menciptakan nilai keteladanan atau nilai moral dan budaya Indonesia.</li> <li>• Siswa mempertanyakan ketentuan atau kriteria dalam memberikan komentar terhadap hasil tulisan teman mereka.</li> </ul> <p><b>c. Menalar</b> Guna menjawab pertanyaan yang diajukan, siswa diminta untuk mengikuti dan membaca instruksi yang tercantum pada blog. Dengan bimbingan dan arah yang tepat dari guru, siswa diminta untuk meninjau kembali teks naratif yang telah dipelajari pada pertemuan sebelumnya. Disamping itu, siswa juga diminta untuk melihat teks naratif baru yang disediakan pada blog guna memberikan tambahan ilmu terhadap pemahaman teks naratif terutama yang berkaitan dengan keteladanan dan nilai moral dan budaya bangsa Indonesia.</p> <p><b>d. Mencoba</b> Siswa diminta untuk membuat sebuah cerita naratif berdasarkan topic yang telah disediakan sebanyak kurang lebih 500 words. Cerita tersebut harus mencerminkan keteladanan atau nilai moral dan budaya bangsa Indonesia.</p> <p><b>e. Membentuk jejaring</b> Siswa diminta untuk menerbitkan/mempublikasikan hasil tulisan mereka ke <i>Edmodo</i> yang sudah disediakan (<a href="http://monicautami.edublogs.org/">http://monicautami.edublogs.org/</a>). Kemudian, setiap siswa wajib memberikan paling sedikit dua (2) komentar untuk setiap hasil cerita teman mereka. Komentar yang diberikan dapat berupa saran yang membangun (<i>suggestion for improvement</i>). Sebagai contoh, mengenai <i>grammar</i>, kelengkapan unsur kebahasaan dan keterkaitan isi cerita dengan topik yang diangkat.</p>	
<b>Penutup</b>	<p><b>a. Merangkum</b> Guru dan siswa membuat hasil kesimpulan atas materi yang telah dibahas.</p> <p><b>b. Menilai</b> Guru dan siswa berdiskusi mengenai kesulitan</p>	<b>10 menit</b>

	<p>siswa atas materi yang telah dibahas, serta topik cerita yang diangkat oleh masing-masing siswa.</p> <p><b>c. Refleksi</b></p> <p>Guru dan siswa berdiskusi mengenai nilai kehidupan yang dapat dipetik dari materi cerita naratif terutama keteladanan dan nilai moral dan budaya bangsa Indonesia.</p> <p>Guru dan siswa berdiskusi mengenai kemajuan teknologi yang berguna dalam mengembangkan atau membantu proses belajar mengajar dalam dunia pendidikan sekaligus memberikan kesempatan kepada siswa dalam mengembangkan kreatifitas menulis dan mengeksplorasi rasa keingintahuan mereka terhadap dunia melalui tulisan.</p>	
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## G. Sumber Pembelajaran

- Kurikulum 2013
- Gambar cerita naratif Bahasa Inggris: [www.google.com](http://www.google.com).
- Online Article:
  - <https://www.dur.ac.uk/resources/anthropology/writingacrossboundaries/WHATISNARRATIVE.pdf>
  - <http://guruberbagirasa.blogspot.com/2013/06/narrative-text-definition-purposes.html>
- English on Sky Kelas X
- Lesson plan dapat diakses pada <http://monicautami.edublogs.org>, final project, narrative.

## H. Media Pembelajaran

Komputer, blog (<http://monicautami.edublogs.org>) atau <http://utamimonica.pbworks.com> atau <http://englisheducation21.pbworks.com>. The class should be conducted in laboratory computer.

## I. Penilaian

### A. Penilaian Kognitif

Untuk menilai hasil cerita, guru menggunakan rubric penilaian sebagai berikut:

Traits	4	3	2	1
Organization	The introduction is inviting, states	The introduction includes the	The introduction includes the	There is no clear introduction,

	the goal or thesis, and provides an overview of the issue. Information is presented in a logical order and maintains the interest of the audience. The conclusion strongly states a personal opinion.	goal or thesis and provides an overview of the issue. Information is presented in a logical order but does not always maintain the interest of the audience. A conclusion states a personal opinion.	main goal or thesis. Most information is presented in a logical order. A conclusion is included, but it does not clearly state a personal opinion.	structure, or conclusion.
Word Choice	Word choice is creative and enhances the argument.	Word choice enhances the argument.	There is evidence of attention to word choice.	Word choice is limited.
Grammar, Mechanics, & Spelling	There are no errors in grammar, mechanics, and / or spelling.	There are few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	There are several errors in grammar, mechanics, and/or spelling.	There are numerous errors in grammar, mechanics, and/or spelling.
Focus	Subject and unifying event clear and maintained. Has effective closing.	Subject and unifying event clear and maintained. Has closing.	Subject and unifying event are clear-may be prompt dependent (requiring reader inference). May end abruptly.	Subject/topic event may not clear. Abrupt ending.

Scoring:

$$score = \frac{\text{total score}}{16} \times 100$$

#### Grading Range

A	80-100
B	70-79
C	60-69
D	50-59
E	<50

### Contoh Lembar Observasi Diskusi Kelompok

Nama peserta didik: \_\_\_\_\_ Kelas: \_\_\_\_\_

Keterangan :

No.	Aspek Yang Dinilai	Baik	Tidak baik
1.	Kemampuan mengemukakan pendapat		
2.	Kemampuan bertanya		
3.	Kemampuan mempertahankan pendapat		
4.	Penguasaan Substansi materi		
Skor yang dicapai			
Skor maksimum			

Baik mendapat skor 1

Tidak baik mendapat skor 0

$$\text{Nilai akhir} = \frac{\text{Skor perolehan}}{\text{Jumlah skor}} \times 100$$

### **B. Penilaian Psikomotorik**

No.	Kegiatan	Benar	Salah
1.	Membaca dengan pelafalan serta intonasi yang benar.		
2.	Merangkai kalimat demi kalimat dalam menyusun sebuah teks secara akurat.		
3.	Menggunakan <i>eye contact</i> dengan baik pada saat mempresentasikan hasil diskusi di depan kelas.		

4.	Menulis dan mempresentasikan karya cerita naratif mereka sesuai dengan persyaratan minimal.		
----	---	--	--

Keterangan :

Benar mendapat skor 1

Salah mendapat skor 0

### C. Penilaian Afektif

	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Attitude	Consistently ready to participate. Supports others. Works to include others. Enthusiastic.	Ready to participate. Comes with a positive attitude and stays positive.	Will participate with prodding and able to change to a more positive attitude.	Refuses to participate.
Organization	Prepared with all materials. Manages time and produces best work. Materials and space are organized, neat, and precise. Reminds others to be ready.	Prepared with all materials. Work done on time. Materials and space organized and neat.	Some missing materials. Work is sometimes turned in late. Materials and space are sometimes messy and disorganized.	Does not bring materials. Work turned in late. Materials and space are messy and disorganized.
Respect For Others	No disruptions. Supportive of others. Takes leadership role.	No disruptions. Polite to others. Regularly ready to work with others.	Occasionally disrupts and makes unsupportive comments. Prodding needed to work with others.	Disrupts others. Unsupportive comments and unwilling to work with others.
Initiative	After trying independently, always asks	Regularly asks for help when	Sometimes asks for help when	Does not ask for help. Needs

	for help. Consistently goes beyond expectations. Then always puts for best effort.	needed and ready to work. Regularly revises work.	needed. Sometimes requires cues to begin work. Generally revises work.	frequent clues to begin tasks.
Attention	Attentive, involved. Initiates discussion. Encourages others. Helps bring back focus.	Focused, involved, asks relevant questions, and makes relevant comments.	Inconsistent engagement and sometimes distracted.	Inattentive, disengaged, and distracted.

(Taken from: <http://www.teacherjet.com/rubrics/general/AttitudeandEffort.html>)

**Scoring:**

$$score = \frac{\text{total score}}{20} \times 100$$

Mengetahui

Padangsidempuan, 21 Agustus 2019

Guru Pamong

Mahasiswa

**Edi siregar**

**Roslina Hsb**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 2 Padangsidimpuan  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X / I  
Topik : **Narrative Text** (Teks Naratif)  
Alokasi Waktu : 3 x 45 menit  
Lokasi : Laboratorium Komputer (Online Classroom)

### J. Kompetensi Inti

5. Menghayati dan mengamalkan ajaran agama yang dianutnya.
6. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
7. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
8. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

### K. Kompetensi Dasar

Kompetensi Dasar	Indikator
1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	<ul style="list-style-type: none"><li>• Membandingkan teks recount dan teks naratif dengan tepat.</li><li>• Mengembangkan kreatifitas yang ditunjukkan dalam menulis teks naratif dengan tepat.</li></ul>

<p>4.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.</p>	<ul style="list-style-type: none"> <li>• Memberikan masukan (feedback) yang membangun terhadap hasil tulisan teman mereka dengan tepat.</li> <li>• Mendukung kemajuan teknologi (terutama penggunaan blog dan komputer) dalam dunia pendidikan.</li> </ul>
<p>6.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> <li>• Menganalisa fungsi sosial yang terkandung dalam teks naratif dengan tepat.</li> <li>• Menganalisa struktur teks yang digunakan dalam teks naratif dengan tepat.</li> <li>• Menganalisa unsur kebahasaan yang digunakan dalam teks naratif dengan tepat.</li> <li>• Menganalisa penggunaan past tense dalam teks naratif dengan tepat.</li> </ul>
<p>8.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.</p>	<ul style="list-style-type: none"> <li>• Menganalisa gagasan pokok yang terdapat di setiap paragraf teks naratif dengan tepat.</li> <li>• Menyusun gagasan pokok yang terdapat di setiap paragraf teks naratif yang ditulis dengan tepat.</li> <li>• Menganalisa keteladanan atau nilai moral yang terkandung dalam teks naratif dengan tepat.</li> <li>• Membubuhkan keteladanan atau nilai moral yang terkandung dalam teks naratif yang ditulis dengan tepat.</li> <li>• Membuat sebuah teks naratif yang mengandung nilai moral dan budaya Indonesia dengan tepat.</li> </ul>

## L. Tujuan Pembelajaran

14. Dengan memberikan tugas naratif di kelas, siswa mampu membedakan antara teks recount dan teks naratif dengan tepat.
15. Dengan memberikan tugas melalui online (tugas yang diakses melalui blog guru <http://utma.edublogs.org/>), siswa mampu mendukung kemajuan teknologi (terutama penggunaan blog dan komputer) dalam dunia pendidikan.
16. Dengan memberikan tugas berupa menulis teks naratif dan dilakukan secara online, siswa mampu mengembangkan kreatifitas dalam menulis teks naratif dengan tepat.
17. Dengan memberikan tugas menulis teks naratif dan mengumpulkannya secara online, siswa mampu memberikan masukan (feedback) yang membangun terhadap hasil tulisan teman mereka dengan tepat.
18. Dengan meninjau kembali teks naratif yang telah diberikan pada pertemuan sebelumnya, siswa mampu menganalisa fungsi sosial yang terkandung dalam teks naratif dengan tepat.
19. Dengan meninjau kembali teks naratif yang telah diberikan pada pertemuan sebelumnya, siswa mampu menganalisa struktur teks yang digunakan dalam teks naratif dengan tepat.
20. Dengan meninjau kembali teks naratif yang telah diberikan pada pertemuan sebelumnya, siswa mampu menganalisa unsur kebahasaan yang digunakan dalam teks naratif dengan tepat.
21. Dengan memberikan quiz berkaitan dengan tenses, siswa mampu menganalisa penggunaan past tenses dalam teks naratif dengan tepat.
22. Dengan meninjau kembali teks naratif yang telah diberikan pada pertemuan sebelumnya, siswa mampu menganalisa gagasan pokok yang terdapat di setiap paragraf teks naratif dengan tepat.
23. Dengan memberikan tugas menulis teks naratif, siswa mampu menyusun gagasan pokok yang terdapat di setiap paragraf teks naratif yang ditulis dengan tepat.
24. Dengan meninjau kembali teks naratif yang telah diberikan pada pertemuan sebelumnya, siswa mampu menganalisa keteladanan atau nilai moral yang terkandung dalam teks naratif dengan tepat.
25. Dengan memberikan tugas menulis teks naratif, siswa mampu membubuhkan keteladanan atau nilai moral yang terkandung dalam teks naratif yang ditulis dengan tepat.
26. Dengan memberikan tugas menulis teks naratif, siswa mampu membuat sebuah teks naratif yang mengandung nilai moral dan budaya Indonesia dengan tepat.

#### **M. Materi Pembelajaran**

##### **What is Narrative?**

Porter Abbott (2002) defines narrative as “the representation of an event or a series of events that happens over a length of time and has an order of events”. Besides, Narrative can be also defined as a complicated or problematic events which the meaning is to find out the solution of that problem.

### **Social Purpose of Narrative:**

- To amuse or entertain the readers with actual or imaginary experiences in different way. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem.

### **Generic Structure of Narrative**

- Orientation (who were involved in the story, when and where)
- Complication (a problem arises followed by other problems)
- Resolution (solution to the problem)
- Re-orientation

### **Language Feature of Narrative**

- The use of noun phrases (*a beautiful princess, a huge temple*)
- The use of connectives (*first, before that, then, finally*)
- The use of adverbial phrases of time and place (*in the garden, two days ago*)
- The use of the simple past tense (*He walked away from the village*)
- The use of action verbs (*walk, sleep, wake up*)
- The use of saying verbs (*say, tell, ask*)
- The use of thinking verbs, feeling verbs, verbs of senses (*She felt hungry, she thought she was clever, she smelt something burning*)
- The use of time words (once upon a time, long time ago, then, last week)

**Types of Narrative** : Myth, fable, legend, fairy tale, science fiction, etc.

**Example of Narrative** :

Title	Fox and A Cat
<b>Orientation</b>	<p>One day, a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. “Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,” she said.</p> <p>“I know only one trick to get away from dogs,” said the cat. “You should teach me some of yours!”</p> <p>“Well, maybe someday, when I have the time, I may teach you a few of the simpler one,” replied the fox airy.</p>
<b>Complication</b>	<p>Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder—the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. “This is the trick I told you about, the only one I know,” Said the cat. “Which one of your hundred tricks are you going to use?”</p>
<b>Resolution</b>	<p>The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.</p>

## N. Model/Metode Pembelajaran

- a. Pendekatan: *scientific*

- b. Strategi: Observing, Questioning, Gathering information, associating, Communicating
- c. Metode: *Communicative Language Learning*, Computer-based
- d.

#### O. Kegiatan Pembelajaran

Kegiatan	Keterangan	Alokasi Waktu
<b>Pendahuluan</b>	<p><b>d. Apersepsi</b> Siswa diberikan beberapa pertanyaan acuan mengenai materi teks naratif yang telah dipelajari pada pertemuan sebelumnya.</p> <p><b>e. Orientasi</b> Siswa dijelaskan mengenai tujuan pembelajaran dari menulis teks naratif ini.</p> <p><b>f. Motivasi</b> Mengaitkan aktifitas kehidupan sehari-hari dengan materi yang akan dipelajari.</p>	<b>10 menit</b>
<b>Inti</b>	<p><b>f. Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa diminta untuk membuka blog guru dengan alamat URL: <a href="http://utma.edublogs.org/">http://utma.edublogs.org/</a> dan membuka pertemuan 4.</li> <li>Siswa mengamati kembali fungsi sosial, struktur kalimat, dan unsur kebahasaan dari teks naratif yang sudah dijelaskan pada pertemuan sebelumnya.</li> <li>Siswa mengamati kembali gagasan pokok, pemberian informasi secara rinci yang terpapar dalam teks naratif yang diberikan pada pertemuan sebelumnya.</li> <li>Siswa mengamati kembali keteladanan atau nilai moral yang terkandung dalam teks naratif sebelumnya.</li> <li>Siswa mengamati beberapa topik yang disediakan pada <a href="http://utma.edublogs.org/activities/meeting-14/">http://utma.edublogs.org/activities/meeting-14/</a>; step 2.</li> </ul> <p><b>g. Mempertanyakan / Menanya</b></p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan bagaimana memberikan atau menyusun gagasan utama pada setiap paragraf yang akan mereka tulis berdasarkan topik yang sudah disediakan.</li> <li>Siswa mempertanyakan bagaimana</li> </ul>	<b>115 menit</b>

	<p>membubuhkan atau memberikan atau menciptakan nilai keteladanan atau nilai moral dan budaya Indonesia.</p> <ul style="list-style-type: none"> <li>• Siswa mempertanyakan ketentuan atau kriteria dalam memberikan komentar terhadap hasil tulisan teman mereka.</li> </ul> <p><b>h. Menalar</b> Guna menjawab pertanyaan yang diajukan, siswa diminta untuk mengikuti dan membaca instruksi yang tercantum pada blog. Dengan bimbingan dan arah yang tepat dari guru, siswa diminta untuk meninjau kembali teks naratif yang telah dipelajari pada pertemuan sebelumnya. Disamping itu, siswa juga diminta untuk melihat teks naratif baru yang disediakan pada blog guna memberikan tambahan ilmu terhadap pemahaman teks naratif terutama yang berkaitan dengan keteladanan dan nilai moral dan budaya bangsa Indonesia.</p> <p><b>i. Mencoba</b> Siswa diminta untuk membuat sebuah cerita naratif berdasarkan topic yang telah disediakan sebanyak kurang lebih 500 words. Cerita tersebut harus mencerminkan keteladanan atau nilai moral dan budaya bangsa Indonesia.</p> <p><b>j. Membentuk jejaring</b> Siswa diminta untuk menerbitkan/mempublikasikan hasil tulisan mereka ke <i>Edmodo</i> yang sudah disediakan (<a href="http://monicautami.edublogs.org/">http://monicautami.edublogs.org/</a>). Kemudian, setiap siswa wajib memberikan paling sedikit dua (2) komentar untuk setiap hasil cerita teman mereka. Komentar yang diberikan dapat berupa saran yang membangun (<i>suggestion for improvement</i>). Sebagai contoh, mengenai <i>grammar</i>, kelengkapan unsur kebahasaan dan keterkaitan isi cerita dengan topik yang diangkat.</p>	
<b>Penutup</b>	<p><b>d. Merangkum</b> Guru dan siswa membuat hasil kesimpulan atas materi yang telah dibahas.</p> <p><b>e. Menilai</b> Guru dan siswa berdiskusi mengenai kesulitan siswa atas materi yang telah dibahas, serta topik</p>	<b>10 menit</b>

	<p>cerita yang diangkat oleh masing-masing siswa.</p> <p><b>f. Refleksi</b>  Guru dan siswa berdiskusi mengenai nilai kehidupan yang dapat dipetik dari materi cerita naratif terutama keteladanan dan nilai moral dan budaya bangsa Indonesia.  Guru dan siswa berdiskusi mengenai kemajuan teknologi yang berguna dalam mengembangkan atau membantu proses belajar mengajar dalam dunia pendidikan sekaligus memberikan kesempatan kepada siswa dalam mengembangkan kreatifitas menulis dan mengeksplorasi rasa keingintahuan mereka terhadap dunia melalui tulisan.</p>	
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#### P. Sumber Pembelajaran

- f. Kurikulum 2013
- g. Gambar cerita naratif Bahasa Inggris: [www.google.com](http://www.google.com).
- h. Online Article:
  - <https://www.dur.ac.uk/resources/anthropology/writingacrossboundaries/WHATISNARRATIVE.pdf>
  - <http://guruberbagirasa.blogspot.com/2013/06/narrative-text-definition-purposes.html>
- i. English on Sky Kelas X
- j. Lesson plan dapat diakses pada <http://monicautami.edublogs.org>, final project, narrative.

#### Q. Media Pembelajaran

Komputer, blog (<http://monicautami.edublogs.org>) atau <http://utamimonica.pbworks.com> atau <http://englisheducation21.pbworks.com>. The class should be conducted in laboratory computer.

#### R. Penilaian

##### D. Penilaian Kognitif

Untuk menilai hasil cerita, guru menggunakan rubric penilaian sebagai berikut:

Traits	4	3	2	1
Organization	The introduction is inviting, states the goal or	The introduction includes the goal or thesis	The introduction includes the main goal or	There is no clear introduction, structure, or

	thesis, and provides an overview of the issue. Information is presented in a logical order and maintains the interest of the audience. The conclusion strongly states a personal opinion.	and provides an overview of the issue. Information is presented in a logical order but does not always maintain the interest of the audience. A conclusion states a personal opinion.	thesis. Most information is presented in a logical order. A conclusion is included, but it does not clearly state a personal opinion.	conclusion.
Word Choice	Word choice is creative and enhances the argument.	Word choice enhances the argument.	There is evidence of attention to word choice.	Word choice is limited.
Grammar, Mechanics, & Spelling	There are no errors in grammar, mechanics, and / or spelling.	There are few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	There are several errors in grammar, mechanics, and/or spelling.	There are numerous errors in grammar, mechanics, and/or spelling.
Focus	Subject and unifying event clear and maintained. Has effective closing.	Subject and unifying event clear and maintained. Has closing.	Subject and unifying event are clear-may be prompt dependent (requiring reader inference). May end abruptly.	Subject/topic event may not clear. Abrupt ending.

Scoring:

$$score = \frac{\text{total score}}{16} \times 100$$

Grading Range

A	80-100
B	70-79
C	60-69
D	50-59
E	<50

### Contoh Lembar Observasi Diskusi Kelompok

Nama peserta didik: \_\_\_\_\_ Kelas: \_\_\_\_\_

Keterangan :

No.	Aspek Yang Dinilai	Baik	Tidak baik
1.	Kemampuan mengemukakan pendapat		
2.	Kemampuan bertanya		
3.	Kemampuan mempertahankan pendapat		
4.	Penguasaan Substansi materi		
Skor yang dicapai			
Skor maksimum			

Baik mendapat skor 1

Tidak baik mendapat skor 0

$$\text{Nilai akhir} = \frac{\text{Skor perolehan}}{\text{Jumlah skor}} \times 100$$

### E. Penilaian Psikomotorik

No.	Kegiatan	Benar	Salah
1.	Membaca dengan pelafalan serta intonasi yang benar.		
2.	Merangkai kalimat demi kalimat dalam menyusun sebuah teks secara akurat.		
3.	Menggunakan <i>eye contact</i> dengan baik pada saat mempresentasikan hasil diskusi di depan kelas.		
4.	Menulis dan mempresentasikan karya cerita naratif mereka sesuai		

	dengan persyaratan minimal.		
--	-----------------------------	--	--

Keterangan :

Benar mendapat skor 1

Salah mendapat skor 0

**F. Penilaian Afektif**

	<b><u>4</u></b>	<b><u>3</u></b>	<b><u>2</u></b>	<b><u>1</u></b>
Attitude	Consistently ready to participate. Supports others. Works to include others. Enthusiastic.	Ready to participate. Comes with a positive attitude and stays positive.	Will participate with prodding and able to change to a more positive attitude.	Refuses to participate.
Organization	Prepared with all materials. Manages time and produces best work. Materials and space are organized, neat, and precise. Reminds others to be ready.	Prepared with all materials. Work done on time. Materials and space organized and neat.	Some missing materials. Work is sometimes turned in late. Materials and space are sometimes messy and disorganized.	Does not bring materials. Work turned in late. Materials and space are messy and disorganized.
Respect For Others	No disruptions. Supportive of others. Takes leadership role.	No disruptions. Polite to others. Regularly ready to work with others.	Occasionally disrupts and makes unsupportive comments. Prodding needed to work with others.	Disrupts others. Unsupportive comments and unwilling to work with others.
Initiative	After trying independently, always asks for help. Consistently	Regularly asks for help when needed and ready to	Sometimes asks for help when needed. Sometimes	Does not ask for help. Needs frequent clues to

	goes beyond expectations. Then always puts for best effort.	work. Regularly revises work.	requires cues to begin work. Generally revises work.	begin tasks.
Attention	Attentive, involved. Initiates discussion. Encourages others. Helps bring back focus.	Focused, involved, asks relevant questions, and makes relevant comments.	Inconsistent engagement and sometimes distracted.	Inattentive, disengaged, and distracted.

(Taken from: <http://www.teacherjet.com/rubrics/general/AttitudeandEffort.html>)

**Scoring:**

$$score = \frac{\text{total score}}{20} \times 100$$

Mengetahui

Padangsidimpun, 21 Agustus 2019

Guru Pamong

Mahasiswa

**Edi siregar**

**Roslina Hsb**

### **APPENDIX III**

#### **PRE TEST**

#### **Pinocchio**

Once upon a time, there lived a poor man named Gepetto, a carpenter. He made puppets from pieces of wood. He called his favorite puppet Pinocchio. Gepetto wished to be a father to a real boy. One night, a fairy who knew that Gepetto was a good man, cast a magic spell over Pinocchio. The next day, Gepetto awoke and he was very happy to find that Pinocchio could walk, sit, sing, talk, and run. In the next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school.

One day Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Gepetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied. The next morning, Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Gepetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out.

In the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Latter on, he searched Gepetto in the sea. He got the same accident like Gepetto and he met Gepetto in whale's stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

#### **Question**

1. Identify the generic structure of the text .

2. Who are the main character of the story?
3. Why Did the pinocio's nose grow longer?
4. Who was kidnaped the pinocchio?
5. What is the moral message from the story?

Answer key :

1. Orientation, complication, resolution, re-orientation.
2. pinocchio
3. He was lie
4. The owner of circus
5. Do not lie to parents, be honest in talking

## POST TEST II

### POST TEST

Nama : Sawal Riandi Pulungan

Kelas : X MIA 2

Pilihlah salah satu judul cerita dibawah ini dan Tuliskan kedalam narrative text berbentuk paragraf sesuai dengan Generic structure :

- Cinderella
- Snow white
- Timun Emas
- Bawang Merah & Bawang Putih

NP: Rahmad Hidayat Para

Komen: Tulisannya bagus banget omg...  
Dia tuh orangnya semangat aku  
blajar di londo bareng sawal kami  
Makin pintar. !!!!!

Cinderella

Orientation

upon  
Once ~~upon~~ a time there was a daughter who had an older sister and stepmother who were very cruel towards her, even she was treated like her maid in her own home. her ~~name~~ name was Cinderella.

Complication

One time there was a soldier who announced to the villages that tonight there would be a celebration in the kingdom. Cinderella also intends to go to the celebration, but his mother did not allow him to go to the celebration. She was a fairy who came to the support of her better, but with the condition that until 12 o'clock tonight, but at 12 o'clock in the evening Cinderella was still at the party, the palace was destroyed into a pumpkin. Cinderella was in a hurry<sup>xx</sup> to go home and left her glass slipper in the place.

Resolution

The Prince ~~finds~~ <sup>find</sup> his glass slipper, and the Prince looks for some who matches his feet with the shoe. But he did not find the owner of the shoes, until one day he met with Cinderella. He also matched the shoes to Cinderella's feet and the shoes fit on this, the prince also took Cinderella to the palace to marry. Cinderella wanted and they lived happily and the sufferings! Cinderella's suffering was no longer endured.

**INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER BEFORE IMPLEMENTING  
CLASSROOM ACTION RESEARCH**

R : According to you sir, how the students ability in writing English texts at class X?

T : In my opinion, the students ability to write English text in class X is enough in passing grade value limit, but some are still not interested in writing. Plus most of them are often confused about how to find their ideas and how to choose the right words. You can see later in class.

R : So, according to you, can writing be taught to grade X students?

T : eeeemm, yes writing can also be taught to grade X students because in mastering English we must fulfill 4 skills, i.e.: speaking, writing, listening dan reading. so in class x writing this is taught too

R : What is your opinion on the group discussion method based on your teaching experience?

T : If based on my teaching experience in this school, using the discussion method usually there are always advantages and disadvantages. Like the shortcomings. most make students passive because they only depend on friends who are above average of them.

R : What problems do you face in teaching English in class?

T : Well, the problem is, students only lack vocabulary so they have difficulty interpreting the context of the text and it's difficult to speak.

R : How do you deal with these problems and solve students' problems in writing?

T : Yes, to overcome the problem with the teacher approach method to the student and must be patient. We must not force students to be ready to write in such a short amount of time.

R : How do you teach students to write English texts? and what methods have you used?

T : I more often teach English with the method of playing games or story telling, so far I explain more to students than the students themselves.

R : Researcher

T : Teacher

**INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER AFTER IMPLEMENTING  
CLASSROOM ACTION RESEARCH**

R : In your opinion, how did students' skill in writing after being taught by using small group discussion?

T : In my opinion, the students' skill in writing after being taught with that method was increase. I mean like there were some students who can construt their own text, They were write step by step so it would make them easyly to write.

R : So, do you think small group discussion was suitable method to teaching writing for students?

T : I think so! It was very suitable method that can be used or applied in the class, especially for writing. It was a good method.

R : So, would you like to apply that method in every time you teaching writing?

T : Sometimes, so after this I would like to learnt about your method so that I cand applied it in the class as regularly.

R :Researcher

T : Teacher

**OBSERVATION SHEET****(CYCLE I)**

Date : 14<sup>th</sup> August 2019

Class : X

School : Sma Negeri 2 Padangsidempuan

Subject : English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	<ol style="list-style-type: none"><li>1. The teacher motivates the students.</li><li>2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.</li><li>3. The teacher tells the students the goal of the study.</li><li>4. The teacher gives explanation about the topic of study.</li><li>5. The teacher explains the material clearly.</li><li>6. The teacher uses media of teaching.</li><li>7. The teacher gives the students chance to ask the teacher related to the topic of study.</li><li>8. The teacher gives test to the students.</li></ol>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	<div>✓</div>
The Students	<ol style="list-style-type: none"><li>1. The students are interested and enthusiastic in studying.</li></ol>		<div>✓</div>

	2. The students participate in the learning process.	✓	
	3. The students ask the teacher about material that they do not understand.		✓
	4. The students answer the question which is given by the teacher.		✓
	5. The relationship between the students and the teacher is good.	✓	
	6. The students do the test seriously.		✓

English Teacher

Researcher

Edi siregar  
NIP.

Roslina Hsb  
Nim. 34153079

## OBSERVATION SHEET

### (CYCLE II)

Date : 21<sup>th</sup> August 2019

Class : X

School : Sma Negeri 2 Padangsidempuan

Subject : English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	<ol style="list-style-type: none"><li>1. The teacher motivates the students.</li><li>2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.</li><li>3. The teacher asks the students what they have learned before</li><li>4. The teacher gives explanation about the topic of study.</li><li>5. The teacher explains the material clearly.</li><li>6. The teacher uses media of teaching.</li><li>7. The teacher gives the students chance to ask the teacher related to the topic of study.</li><li>8. The teacher gives test to the students.</li></ol>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div></div> <div>✓</div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div>✓</div> <div>✓</div> <div></div> <div></div>
The Students	<ol style="list-style-type: none"><li>1. The students are interested and enthusiastic in studying.</li></ol>	<div>✓</div>	<div></div>

	2. The students participate in the learning process.	✓	
	3. The students ask the teacher about material that they do not understand.	✓	
	4. The students answer the question which is given by the teacher.	✓	
	5. The relationship between the students and the teacher is good.	✓	
	6. The students do the test seriously.		✓

English Teacher

Researcher

Edi siregar  
NIP.

Roslina Hsb  
Nim. 34153079

**OBSERVATION SHEET****(CYCLE II)**

Date : 22<sup>th</sup> August 2019

Class : X

School : Sma Negeri 2 Padangsidempuan

Subject : English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	<ol style="list-style-type: none"><li>1. The teacher motivates the students.</li><li>2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.</li><li>3. The teacher gives explanation about the topic of study.</li><li>4. The teacher uses media of teaching.</li><li>5. The teacher gives the students chance to ask the teacher related to the topic of study.</li><li>6. The teacher gives test to the students.</li></ol>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	
The Students	<ol style="list-style-type: none"><li>1. The students are interested and enthusiastic in studying.</li><li>2. The students participate in the learning process.</li><li>3. The students ask the teacher about material that they do not understand.</li><li>4. The students answer the question which is given by the teacher.</li></ol>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	

	5. The relationship between the students and the teacher is good.	✓	
	6. The students do the test seriously.	✓	

English Teacher

Researcher

Edi Siregar  
NIP.

Roslina Hsb  
Nim. 34153079

## **DIARY NOTES**

### **Thursday, 12 August 2019**

The class consist of 30 students. The researcher as observer asked the students to pay attention and gave the researcher a chance to introduce herself to the students. The researcher introduced herself and explained to the students her purpose in their class. The researcher could say welcome. First of all, the researcher called the students' names one by one to make it easy to notice them. Then, the researcher gave the students the pre-test and the reasearcher explained the instruction in the pre-test sheet. It was done to know the basic skill of the students in the vocabulary mastery. After that, the researcher explained about group discussion that would be applied in learning writing.

### **Saturday, 14 August 2019**

It was the second meeting. In this meeting, the learning process was done based on the lesson plan. The researcher explained about the material based on the method. The researcher gave the students some paragraf narrative based on the material and help them to write by implementing sgd. The students seemed enthusiast to master it.

### **Thursday,20 August 2019**

It was the third meeting. First, teacher reminded the students about what they have learned about in the last meeting. Then the teacher gave the students the post-test I. Before doing the post-test I , the reasearcher explained the instruction in the paper, some of the students have known about the instruction. The student did the test by themselves.

### **Friday, 21 August 2019**

It was the fourth meeting, since this was the first meeting in the second cycle, the researcher explained about the the material based on the lesson plan. The researcher guide the students in mastering writing .In this meeting the

students seemed more enthusiast in learning. The researcher also aks the student to mention the generic structure that they know.

**The students' Score during Cycle I (Pre-test and Post-test I)  
and Cycle II (Post-test II)**

No	NAME	Pre-Test	Post Test I	Post Test II
1	MIRA WAHYUNI	55	60	75
2	LENNI SYAHFITRI	50	55	70
3	ILHANRI	55	55	75
4	NUHRI ANUGRAH	40	50	73
5	ERMISYAH MUHAMMAD	50	50	73
6	ADILLAH AFIYAH	60	65	78
7	WULAN FEBRIANTI	60	75	80
8	NUR RODIAH	60	65	78
9	FAIZ IQMAL	68	75	82
10	ABDUL RIZKY	60	60	75
11	HAFIZ ABDULKARIM	60	75	80
12	FARHAN	55	75	78
13	CINDY LAILA	55	70	80
14	RAHMI AINUN	60	75	78
15	ISMELIA	60	70	80
16	DONNY SALSABILA	75	77	83
17	PUTRI YOLANDA	75	75	83
18	DINDA SYAFITRI	65	73	80
19	MUHAMAD SALEH	70	70	78
20	GILANG ASMARA KHAN	75	77	85
21	DEVA ANDINI	50	60	73
22	SAWAL RIANDI PULUNGAN	75	77	88
23	MUHAMMAD GIBRAN	50	50	70
25	NUR RAMADHAN	50	50	70
26	AMELIA FEBRIANI	75	78	86
27	SUFYAN ASSAURI	50	55	75
28	ADINDA ANGREINI	50	55	73
29	AISYAH	50	55	75
30	TRISNO ARFINA	55	60	77
	<b>TOTAL</b>	$\Sigma x = 1713$ $X = 57$	$\Sigma x = 1887$ $X = 62$	$\Sigma x = 2251$ $X = 75$

## **DOKUMENTASI**



**Pic. 1. The teacher open the class and introduce herself**



**PIC 2 The teacher ask students randomly about narrative text**



**Pic 3 the teacher explains about narrative text**



**Pic 4 the student discussion on their group**



**Pic 5 The teacher guide some student who confuse**



**Pic 6 The student submit their writting**

## **CURRICULUM VITAE**

### **Data Pribadi**

Nama : Roslina Hasibuan  
NIM : 34153079  
Tempat/ Tanggal Lahir : Padangsidempuan, 10 Agustus 1997  
Jenis Kelamin : Perempuan  
Fakultas / Prodi: Fak. Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris  
Agama : Islam  
Tinggi/ Berat Badan : 155 cm / 55 kg  
Golongan Darah : B  
Kewarganegaraan : Indonesia  
Alamat Rumah : Padangsidempuan, Sumatera Utara  
E-Mail : Roslinahsb@gmail.com  
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### **Pendidikan**

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Perguruan Tinggi : UINSU MEDAN 2015- 2019

Tgl 12-21-08-2019



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN**  
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Nomor : B-9735/ITK/ITK.V.3/PP.00.9/08/2019  
Lampiran : -  
Hal : Izin Riset

Medan, 01 Agustus 2019

**Yth.Ka. SMA NEGERI 2 PADANGSIDIMPUAN**

*Assalamu'alaikum Wr Wb*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

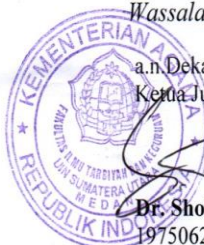
NAMA : ROSLINA HASIBUAN  
T.T/Lahir : Padangsidimpuan, 10 Agustus 1996  
NIM : 34153079  
Sem/Jurusan : VIII / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di SMA NEGERI 2 PADANGSIDIMPUAN guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

**"THE IMPLEMENTATION OF SMALL GROUP DISCUSSION IN WRITING NARRATIVE AT CLASS X OF SMA NEGERI 2 PADANGSIDIMPUAN IN 2019/2020 ACADEMIC YEAR"**

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalam*



a.n. Dekan

Ketua Jurusan PBI

**Dr. Sholihatul Hamidah Dty, M.Hum**

19750622 200312 2 002

Tembusan:  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



**PEMERINTAH PROVINSI SUMATERA UTARA**  
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**KOTA PADANGSIDIMPUAN**

**SURAT KETERANGAN**

Nomor : 060/070/SMA.02/2019

Yang bertanda tangan di bawah ini :


Nama : MANAOR BAHARUDDIN TAMPUBOLON, S.Pd  
NIP : 19660401 199403 1 003  
Pangkat /Gol.ruang : Pembina Tk.I. IV/b  
Jabatan : Kepala SMA Negeri 2 Padangsidimpuan

Menerangkan bahwa :

Nama : ROSLINA HASIBUAN  
N IM : 34153079  
Jurusan : Pendidikan Bahasa Inggris  
Asal Mahasiswa : Universitas Islam Negeri Sumatera Utara

Nama tersebut di atas benar telah melaksanakan riset pada tanggal 12 s/d 21 Agustus 2019 di SMA Negeri 2 Padangsidimpuan sesuai dengan surat nomor : B-9735/ITK.V.3/PP.00.9/08/2019 tertanggal 01 Agustus 2019 , dengan judul Skripsinya :“ **THE IMPLEMENTATION OF SMALL GROUP DISCUSSION IN WRITING NARRATIVE AT CLASS X OF SMA NEGERI 2 PADANGSIDIMPUAN IN 2019/2020 ACADEMIC YEAR “.**

Demikianlah surat keterangan ini diperbuat untuk dapat di pergunakan sebagai mana mestinya.

Padangsidimpuan , 22 Agustus 2019  
Kepala Sekolah  
  
**Manaor Baharuddin Tampubolon, S.Pd**  
Pembina Tk.I  
NIP. 19660401 199403 1 003

