THE USE OF SWELL (SOCIAL-INTERACTIVE WRITING FOR ENGLISH LANGUAGE LEARNERS) METHOD IN TEACHING WRITING NARRATIVE TEXT AT TENTH GRADE STUDENTS OF SMAN 1 PANYABUNGAN SELATAN IN ACADEMIC YEAR 2018/2019

THESIS

Submitted to the English Department, Faculty of Tarbiyah Science and Teacher Training UINSU Medan as a Partial Fulfillment of the Requirement for S-1 Program (Degree of Sarjana Pendidikan)

By :

RIADOH

NIM. 34.15.3.092

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERAMEDAN

2019 M / 1440 H

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Nomor	: Istimewa	Medan, 15 Juli 2019

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Lampiran   : -   Kepada Yth:

Perihal   : Skripsi   Bapak Dekan Fakultas Ilmu Tarbiyah

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                                        Di-

                                        Medan

Assalamualaikum Wr. Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudari

Nama   **: Riadoh**

NIM   **: 34.15.3.092**

Jurusan   **: Penddikan Bahasa Inggris**

Judul   **:** The Use Of Swell (Social-Interactive Writing For English Language Learners) Method In Teaching Writing Narrative Text At Tenth GradeStudents Of Sman 1 Panyabungan Selatan In Academic Year 2018/2019

Dengan ini kami menilai skripsi tersebut dapat disetuji untuk diajukan dalam

sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera

Utara.

Medan, August 1th 2019

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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

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

Medan, 1 Agustus 2019
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ABSTRACT

The Use of SWELL (Social-Interactive Writing For English Language Learners Method in Teaching Writing Narrative Texts at Tenth Grade of SMAN 1 Panyabungan Selatan in Acdemic Year 2018/2019

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Keywords: Writing Narrative Text, Classroom Action Research, SWELL Method.

This research was aimed to find out the usability of SWELL method in teaching writing narrative text.This research was conducted by using Classroom Action Research (CAR). The subject of this research was tenth grade of SMAN 1 Panyabungan Selatan in academic year 2018/2019 which consisted of 20 students. The objective of this research was to investigate the use of SWELL method on teaching writing narrative text. This research was conducted in two cycles which each consists' of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. The result of this reserach showed that there was increasing of students in writing. The mean of pre-test was 51.8. The mean of post-test 1 was 70.25. the mean of post-test 2 was 82.25. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 up were 2 students (10%). In the post-test of cycle 1 students who got point >75 up were 12 students (60%). The post-test of cycle 2, students who got point >75 were 16 students (80%). In other words, the students' are more interest and motivate in writing narrative text during teaching and learning process by used SWELL method. The result shows that ability in writing narrative became well in the first meeting to the next meeting by used SWELL method.

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All praise is due to Allah SWT, the sustainer, the most gracious, and the most merciful, who had given the writer love and blessing to finish a last assignment in my study, "Thesis". Peace and His blessing, mercy is onto beloved and our dear the holly prophet Muhammad Saw (peace be upon Him) and his family, his companion, and his adherence.

The thesis: "The Use of SWELL (Social-Interactive Writing For English Language Learners) Method in Teaching Writing Narrative Texts at Tenth Grade of SMAN 1 Panyabungan Selatan in Acdemic Year 2018/2019" is a simple and small creation was created by me to fulfill the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera 2019.

My great appreciation goes to all the people who helped me and supported me from the beginning. They are:

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CHAPTER I

INTRODUCTION

A. Background of the Study

In globalization era, English language is very important for our lives and our studies. For real, it is the second language in the world. In this era, the using of English language more widen. The English language learners has been variation by age, means not only teenagers learn English but adult also. The ability to speak and write in English property has been one essential skills in the professional world. Learning English in Senior High Schools are important given other than us a preparation of the globalization process but as the provision of Senior High School students to continue higher education level of established English teaching as lesson that must be controlled by students.

English study as a foreign language is gradually getting more important. In Indonesia government, English is consider as a first foreign language and compulsory subject to be taught in secondary schools.[1] For student, they only get a few times to learn or practice English in school. So they are not interest and always be shy to use English. For that reason, it is important for people to master English orally and in writing, in order to be able to communicate and socialize with world community.

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[1]Depdiknas, *Peraturan Menteri Pendidikan Nasional, No. 22 tentang Kerangka Dasar dan Struktur Kurikulum Bahasa Inggris SMP dan MTS*, (Jakarta:2003), p.11

Generally, the purpose of teaching English language at school is to develop the students' language skills. Teaching English in Indonesia concerns with communicative based acquisition. It contains four basic skills that are usually taught in an integrated way. The basic skills are listening, speaking, reading, and writing. Writing is the skill that involves communicating a message by making sign on page.

Teacher are responsible to educate the students from little or no knowledge to sufficient English speaking environment. Mostly of teaching before the past few decades, found the teacher tend to carry out the teaching process in the classroom by applying traditional and monolingual principle ways of teaching with unsatisfactory. This shows that teachers an enrichments with appropriate ways of teaching atmosphere, that why in teaching English as the second language by applying new and modified fashions in order that the result of the teaching process would contribute more input to reach satisfied learning outcome.

In terms of language skills, writing is the ability to speak the final master. The ability to write is more difficult to control, even by native speakers of the language concern though. This is due to the ability to write which requires mastery of various linguistic elements and elements outside the language itself.[2] By writing, can be more familiar with the capabilities and potential. In order to know the extent to which knowledge of a topic. Writing is a means of both communication and self expression. Writing is one of the most significant cultural accomplishments of human being. It

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[2]Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: PT BPFE, 2001), p. 296

allows us to record and convey information and stories beyond the immediate moment.[3] Writing is not only just talking about the post, but also the process of writing that would make a lot of writing that makes people interested.[4]

As one of the language skill, writing can not be ignored from its role to improve students' knowledge. Writing skill needs to be mastered by the learners, because learning how to write in English is important. In last few years, the schools have been emphasizing the importance of knowing how to write. In many countries, education systems emphasize writing for taking tests. For many students, the only reason to practice writing is to pass examinations or to get a good grade in the class. This is not likely to make students interested in writing.

In English classes, students frequently complain that finding something to write about is more difficult than writing. They do not have any idea of what to write. The students also can not choose the right words, and they do not know how to start their writing. One factor causes the problem is the strategy applied by the English teachers. They do not have sufficient and suitable teaching techniques, and also lack of appropriate materials in their classes. Besides, many teachers still use the traditional teacher-centered method in writing classes, which makes classes boring and ineffective.

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[3]Henry Rogers. *Writing Systems: A Linguistic Approach.* (Oxford: Blackwell Publishing: 2005), p.1

[4]John Langan, *English Skill: Eight Edition*, (New York: McGraw Hill Higher Education, 2006), p.20

To solve the problem, English teachers would do well to provide students with as many acceptable suggestions as they can. Teachers also must find an effective strategy in teaching writing skill, especially in teaching writing narrative text– and SWELL (Social-Interactive Writing for English Language Learners) is the answer. Based on the above problems the researcher intends to conduct research on "The Use of SWELL (Social-Interactive Writing for English Language Learners) Method in Teaching Writing Narrative Texts at Tenth Grade of SMAN 1 Panyabungan Selatan".

B. Identification of the Problems

In relation to the background, the problem of this research was identified as the following:

1. The students have difficulties in writing, especially in writing narrative text.
2. The teachers do not have sufficient and suitable teaching strategies in writing classes.

C. Limitation of the Problem

Based on the identification of study above, problems that arise so wide that needs to be restricted. Therefore, researcher limit problem the point on "The Use of SWELL (Social-Interactive Writing for English Language Learners) Method in Teaching Writing Narrative Texts at Tenth Grade of SMAN 1 Panyabungan Selatan".

D. Formulation of the Problem

In the relation to the background of the study, the research addresses the problem as the following: "How is the use of SWELL (Social-Interactive Writing for English Language Learners) method on students in writing narrative text?"

E. Objective of the study

Applying SWELL (Social-Interactive Writing for English Language Learners) method as one of the writing method in teaching is to expected to help the students in writing competence and help teachers sufficient and suitable teaching strategies in writing classes. Based on the question in the formulation of problem above, the objective of this study is to investigate the use of SWELL (Social-Interactive Writing for English Language Learners) strategy on teaching writing narrative text.

F. Significances of the Study

The result of the study was expected to be useful theoretically and practically.

1. **Theoretically**

   The result of the study was expected to be useful for the readers, to enrich their horizon in theory of English learning. The result of the study is also expected to be useful for the researcher for their future study.

2. **Practically**

   a. English teachers, as an alternative teaching resource to give them more information about another strategy which can be applied in teaching writing, especially in narrative writing.

   b. To school : as the archives for school and foster cooperation between teachers to improve the quality of education in sustainable manner.

   c. Researcher, be useful as a reference in the learning process in the future.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting the research, theories are needed to tell and explain the concept applied concerning to the research. The collection of literature that related to this study will be explain and conducted on this study. This chapter consist of the definition of writing, process of writing, genre of writing, purpose of writing, general concept of SWELL (Social-Interactive Writing for English Language Learners) method, definition of teaching, characteristics of narrative text, the use of concept SWELL (Social-Interactive Writing for English Language Learners) method on teaching narrative text, related study, conceptual framework, and hypothesis.

1. Writing

In writing consist with definition of writing, process of writing, genre of writing, and the purpose of writing. Many experts have proposed about the part of it.

1.1 Definition of Writing

Writing is one of the four skills in teaching English language. Writing is result of   thinking process that show in written. Beside, writing is thinking on paper, or taking to someone on paper, it means that someone conveys his thinking, feeling, idea and intention to other people through writing. Writing

is a dynamic process. It is a process of translating ideas into written symbols; it combines thinking, feeling, and talking silently to readers and oneself. Writing is the ability which help the writers put their thoughts into words in a meaningful form. The writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.[5]

Thus, writing is an effort by thinking an idea or some experience that the result invented by written, then the written added some editing or revising to make better than first time and make interesting to publishing, have many information and advantages for reader also. Writing is the expression of language in the form of letters, symbol, or word. The primary purpose of writing is communication. Regardless of the language, writing has many rules including grammar, spelling, and punctuation. People us many tools to assist in their writing such as dictionaries and thesaurus.[6]

In the holy Al-Qur'an writing is also important skill should be learned and there is verse that state the existance of writing that be stated in Al-Qur'an, that is Surah Al-Qalam:

<div dir="rtl">

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ)١(

</div>

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[5]J.B. Heaton, *Writing English Language Test*,(New York: Addition Longman Group, 1988), p. 135

[6]Utami Dewi, *How to write*, (Medan: La-Tansa Press), p. 2

"Nun. By the Pen and by the (record) which (men) write"[7]

The Almighty Allah ask the human to write because it is one of ways to get knowledge and develop the knowledge. Therefore, by writing, human get knowledge.

The verses are Al-Alaq (4-5):

<div dir="rtl">

الَّذِي عَلَّمَ بِالْقَلَمِ)٤(عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ)٥(

</div>

"who taught (man) by the pen ? He taught man, what he knew not"[8]

This surah begins with the first message from Allah SWT. He is not directly teach the human, but they are taught by another human in which their ability to teach comes from Allah. It mainly deals with importance of knowledge to man, for his development. Mankind has a common origin. His development, progress and status mainly depend on the knowledge he gains. For this, Allah has provided man with the sense of observation and thinking.

Prophet sallallahu 'alaihi wa sallam said,

<div dir="rtl">

قيدوا العلم بالكتابة

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[7] Saad Al-Ghamadi, *The Quranic Arabic Corpus*,(2009), verses.1
[8] Ibid, verses.5-6

Meaning: "tie the science by writing" [9]

Shaykh Muhammad bin Salih Al 'Uthaymeen rahimahullah said, "A student of science should be spirit of memorizing what has been learned, whether by memorizing in your heart or by writing it. In truth, mankind is the place of forget, then if he was not eager to repeat and review the lessons learned, the knowledge that has been achieved could be lost in vain or he forgotten".[10]

Based on some opinions on the above, researcher can concluded that writing is an effort to produce language by putting down words or ideas then make sentences that easy to understand. In writing needed rules to turn by writer that make easy to writer the best written, and it is a learned process that takes time and concentrated practice because the writer has more time to think than they do in oral.

1.2 Process of Writing

In process of writing, these are stages of writing process, According to Utami Dewi, the process of writing occurs in several stages:

1) Prewriting

Students generate ideas for writing: brainstorming, reading, literature; creating life maps, webs, and story charts; developing word banks; deciding on form, audience, voice, and purpose as well as through teacher motivation.

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[9] Genealogy of hadith Ash Shahihah no. 2016
[10] Wisma MTI:Yogyakarta. 2012. http://kunaasya.wordpress.com/2012/11/08/ikatlahilmu-dengan-tulisan/. Accessed on friday, 5th 2019.

2) Rough Draft

Students get their ideas on paper. They write without concern for conventions. Written work does not have to be neat; it is a sloppy copy.

3) Reread

Students proof their own work by reading aloud and reading for sensibility.

4) Share With a Peer Reviser

Students share and make suggestions for improvement: asking who, what, when, where, why, and how questions about parts of the story the peer does not understand; looking for better words; and talking about how to make the work better.

5) Revise

Improve what the narrative says and how it says it: write additions, imagery, and details. Take out unnecessary work. Use peer suggestions to improve. Clarify.

6) Editing

Work together on editing for mechanics and spelling. Make sure the work is good proof'.

7) Final Draft

Students produce their final copy to discuss with the teacher and write a final draft.

8) Publishing

Students publish their written pieces; sending their work to publishers; reading their finished story aloud, making books. This is a time to celebrate.[11]

In other process of writing, there are three main process, namely: preparing to write, drafting, and revising. Can be described as follows:

1) Preparing to write

Most work in writing need some preparations. How to long spend on this preparation, and what you do, largely depends on your readers, your purpose, the content and the writing situation. For example, a quick massage to a friend requires deferent preparation from a letter to a company applying for a job.

2) Drafting

The drafting stage is where the writer really begin writing. The most important thing here is to get words into paper. It is not the time to worry about spelling, grammar, punctuation, or the best wording.

3) Revising

[11]Utami Dewi, *How to write*, (Medan: La-Tansa Press), p. 9-11

In this stage revising is the most importance in writing process. Revising might take place while drafting or after finished draft.[12]

Revising are often helped by other readers or editors who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.[13]

1.3 Genre of Writing

The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write. As students prepare to write, they need to think about the purpose of their writing: are they writing to entertain, to inform, to persuade.? Setting the purpose for writing is just as important as setting the purpose for reading, because purpose influences decisions students make about form.

Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose.[14]

There are twelve types genre of writing, they are:

1) Spoof has function to retell an event with a humorous twist,

2) Recount has a function to retell or inform an event or activity in the past,

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[12] Kristine Brown & Susan Hood, *Writing Skill and Strategies for Student of English,* (Cambridge: Cambridge University Press, 1993), p. 6

[13]Barli Bram, *Write Well Improving Writing Skills,* (Yogyakarta: Penerbit Kanisius, 1995), p.64.

[14]Rudi Hartono, *Genres of Text*, (Semarang: UNNES, 2005), p. 4.

3) Report has a function to describe the way things are, with the reference to a range of natural or non-natural phenomena or things in the world,

4) Exposition has a function to persuade the reader that something in the case or not,

5) News item has a function to inform readers about events of a day,

6) Anecdote has a function to share with others an account of an unusual or amusing story,

7) Narrative has a function to amuse, entertain actual or vicarious experience in a different way,

8) Procedure has a function to explain how something through a sequence of action of steps is done,

9) Description has a function to describe a certain person, or thing,

10) Explanation has a function to explain the processes involved in the formation of natural or socio cultural phenomena,

11) Discussion has a function to present (at least) two points of view about an issue,

12) Review has a function to give critique about an art or event for a public audience.[15]

1.4 The Purpose of Writing

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[15] L. Gerrot& P. Wignell, *Making Sense of Functional Grammar,* (Cammeray: Antipodean Educational Entterprises, 1994), p. 190-219

In purpose of writing, there are three general purpose in writing that can occur in a single essay, and usually one the purpose can be dominant, there are three purpose of writing:

1) To explain (educate, inform)

2) To entertain (amuse, give pleasure)

3) To persuade (convince, change the reader's mind)[16]

From three purpose they can be external purpose or internal based on what kind of writing that writers' has wrote. Some purpose are made to fulfill an assignment, to demonstrate knowledge to people, and to enrich good grade.

So, the researcher can conclude that writers' should focus on the purpose of writing that can help to guide what writers' have to do, what kind of information they need, and how they get, organize or develop the information, and the reason the important of it.

2. Narrative Text

In Narrative Text consist of definition of narrative text, kinds of narrative text, generic structure of narrative text, and language feature.

2.1 Definition of Narrative Text

A narrative text tells a story by representing a sequence of events. Narrative can be dominant pattern in many types of writing formal, such as history, biography, autobiography, and journalism as well as less formal such

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[16]J.M. Reid, *Basic Writing,* (California: Prentice Hall, 2008), p. 8

as personal letters and entries in diaries and journals. Narrative text is also an essential part of casual conversation, and it may dominate tell tales. Speeches and shaggy dog stories, as well as news the feature stories presented on television. According to Keraf states that "Narrative text as a story tells or describes an action in the past time clearly. In addition, according to Pratyasto, narrative text is a type of text that is purposed to amuse and to deal with actual and various experience in different ways, narrative text also deals with problematic events which lead to a crisis or turning points of kind, which in turn find a resolution.[17]

Based on the definition above narrative text is a description of a series of events, either real or imaginary, that is written or told in order to entertain people. This type of text structurally organizes the action, thought, and interactions of its characters into pattern of plot. In short, any time you "tell what happened" you are using narrative text. Although a narrative text may be written for its own sake-that is simply to recount events in most college writing narrative text is used for purpose, and a sequence of events is presented to prove a point. The socail purpose of this type the text is entertaining because they deal with the unusual and unexpected development of events. It also instruct because

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[17]Wikipedia. "Text_types". Obtained 01 Februari 2019 (http://wikipedia.org/wiki/Text_types)

they teach readers and listeners that problems patterns of behavior that re generally highly valued.[18]

For instance, a narrative essay about first date, your purpose may be to show your readers that dating as a bizarre and often unpleasant ritual. Accordingly, you select and arrange details of the evening that show your readers why dating is bizarre and unpleasant.

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 a description of series events, either real or imaginary, that is written or told in order to entertain and to amuse the reader. [19]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.

2.2 Kinds of Narrative

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[18]Joko Priiyana and Anita Prasetyo, (2008*). Interlangauge: Science and Social Study Programme*. (Jakarta: PT Grasindo), p. 94

[19]Mukarto and dkk, (2004). *English on Sky*. (Jakarta: Penerbit Erlangga), p. 133

Narrative writings are divided into two kinds by Joyce and Feez: (1) Nonfiction is a kind of narrative writing that tells the true story. It is often used to recount a person's life story, important historical event, or new stories. This is really a combination of narrative and informational writing, (2) Fiction is a kind of narrative that tells the untrue story. The story made up by the writer such as short story, comics, novels, etc. The main purpose of this fiction is to amuse, or sometimes to teach moral lessons.

2.3 Generic Structure

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 serious 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?."[20]

2.4 Language Feature

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[20]Alifiyanti Nugrahani and Fernando, (2006). *Language To Use English*. (Jakarta: Piranti Darma Kalokatama), p. 147

The language features of narrative text are: (1) A narrative text usually uses past tense, (2) The verbs used in narrative are behavioral 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. [21]

3. **SWELL (Social-Interactive Writing for English Language Learning)**

In this part will explain about definition of SWELL (Social-Interactive Writing for English Language Learning), SWELL method modification, and SWELL method procedures.

3.1 Definition of SWELL (Social-Interactive Writing for English Language Learning)

Swell is Collaborative writing that encourages social interaction among writers through activities such as peer response. The social interaction and dialogue with others are considered crucial by social interactionist theorists.

3.2 SWELL method modifications

The SWELL modifications are described below.

a. Use students' linguistic and cultural knowledge in L1. In this context, the outcomes were positive.

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[21]Mukarto, *ibid,* p. 134

b.   Provide timely, explicit, and direct intervention, students evaluate each other's writing in the final step and are expected to proofread and edit each other's writing on their own without the teacher's intervention.

c. To help novice writers, SWELL has the Writer read the draft with as much expression and attention to punctuation as possible, while both the Helper and the Writer look at the text together. This gives the Writer the opportunity to see if the writing is clear to the audience.

d. SWELL method, the words meaning, order, spelling, and punctuation, which are the editing criteria, are listed in the box in Step 4 (Editing) as a reference for the students as they edit their own and their peer's writing.

e. SWELL adds the editing criterion style to the four described above. Style is defined as "the clarity of sentences," which includes making appropriate word choices and using correct sentence structure. Style was added to help students ensure that their sentences are clearly written in their final draft.

This modification is based on belief that most English language learners are novice writers, still struggling with L2, and might not be able to choose for themselves an appropriate stage. Teachers are thus encouraged to play an active role in their students' writing process by choosing a stage for each pair based on the teachers' understanding of their students' writing levels. An additional advantage of having the teacher choose a stage for each pair is that the students can focus solely on the writing task without having to worry about whether they chose the appropriate stage.

3.3 SWELL method procedures

In this stage will describe about SWELL method procedures as steps to use this method. The following describes in detail the procedures that teachers of English language learners can use to implement SWELL in their classrooms.

Step 1: Ideas To help students understand important components such as character, setting, problem, and solution in narrative writing, SWELL provides complete questions, most of which begin with wh- words. They are: Who did what? , Who did what to whom? , What happened? , Where did it happen? , When did it happen? , Who are the important people (main characters) in the story? , Why did he/she/they do that? , What was the problem? , How did he/she/they solve the problem? , What happened next? , Then what? , Did anyone learn anything at the end? What was it? , (Ask any other questions you can think of).

To help Writers stimulate ideas, their Helpers raise the questions stated above in any order that seems appropriate, or the Helpers can put forth their own questions. As Writers respond verbally to the questions, they jot down key words and are encouraged to add any relevant information they might want to write about. The pairs then review the Writer's key words to establish some kind of rough order or organization for the writing.

This could be indicated by numbering the ideas or, perhaps, by observing that they fall into obvious categories. Such categories could be color-coded, with the ideas belonging to them underlined or highlighted with a marker. Pairs

may also choose to draw lines linking related ideas, thereby constructing a "semantic map." They could also organize ideas using word webs, clustering, and mind maps.

Step 2: Draft with their amended and reorganized idea notes clearly in sight, and after the pairs receive instruction from the teacher on what they are expected to do in the stage the teacher chose for them, the Writer begins writing. In this step, the teacher emphasizes that Writers do not have to worry much about spelling as they write their first draft. Rather, the stress should be on allowing ideas to flow. In determining the writing stage for the pair, the teacher should remain flexible, relying on the students' writing development and process (or lack thereof) to guide them. It may be necessary for the pair to go back one or more stages if they encounter a particularly difficult problem.

Step 3: Read The Writer reads the writing aloud. If a word is read incorrectly, the Helper provides support if able to do so.

Step 4: Edit Helper and Writer look at the draft together, and consider what improvements might be made. Problem words, phrases, or sentences could be marked. The Writer and Helper inspect the draft more than once, checking the following five SWELL editing criteria: Meaning, Order (organization of the separate ideas in the text, organization within a phrase or sentence, and organization of the order of sentences), Spelling, Punctuation, Style (word choice and sentence structure) While editing, the Writer and Helper consider the following questions: Does the Helper understand what the Writer wants to

say? (idea and meaning), Does the writing have a clear beginning, middle, and end? (order) , Are the words and sentences correct? (style) , Are the words spelled correctly? , Is the punctuation correct and in the right place?

The order of each question shows its relative importance in writing. With the questions in mind, the Helper marks areas the Writer has missed; the Helper can also suggest other changes. The symbol' used in the Edit step indicates that it is an interactional process between Writer and Helper. They use a dictionary to check spelling.

Step 5: Best Copy the Writer copies out a readable "best" version of the corrected draft and turns it in to the teacher. The Helper may help if necessary, depending on the skill of the Writer.

Step 6: Teacher Evaluate In this final step, the teacher meets with the pair and, based on what she or he observes in the product they turned in, provides explicit instruction in writing and grammar or provides other corrective feedback associated with the five editing criteria of Step 4. The pair then review the teacher's comments together.[22]

B. Related Study

There are several researches related to the writing narrative text among others:

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[22]Adelina Teo, (2007). *English teaching Forum.* (Taiwan: number 4), p. 18-23

1. Juniarti (2012) conducted a research about ' The Use of Picture Series on writing Narrative Text Skill; an experimental study at grade X students of MAN 1 Mataram in academic Year 2016/2017. The purpose of this research to find out whether there was an effect of using Picture Series media on writing narrative text or not. The population of this research was 284 students at grade X. the result of mean score was 76,41 for the experimental group and 65,5 for the control group. Then the data were analyzed by using t-test formula to see the level of significance of the difference. Research result showed the t- test value was 4.049 and was higher than value of t-table at 2.0017 in the degree of freedom 58 and at the confidence level 0,05 (95%). Consequently, the null hypothesis (Ho) is successfully rejected, which also means that picture series media has a significant effects on students' narrative text writing.

2. Anwar (2011) conducted a reserach about „An Analysis the students‟ ability in writing narrative text‟. This research was aimed at describing the ability of the grade IX of students at SMPN 2 GunungTalang in writing narrative text dealing with generic structure of narrative text, vocabulary, and mechanics. The total population were 205 students. The researcher took 31 students as the sample. It means that the percentage of the member of sample was 15.12%. The researcher used writing test in the form of narrative text to collect the data. In general, the result of this research showed that the ability of grade IX students of SMPN 2 GunungTalang in writing narrative text was moderate (18 students). In specific, there were 19

students had moderate ability in writing generic structure of narrative text, 17 students had moderate ability in applying language feature of narrative text, 22 students had moderate ability in using appropriate vocabulary, and 19 students had moderate ability in applying mechanics.

3. Fahmi Aulia Batubara (2017), conducted a research about improving Students' Ability In Writing of Annoucement Through Gallery Walk Technique of Eight Grade At MTs Jam'iyatul Alwasliyah Tembung In Academic Year 2016/2017. This research of this study was conducted by using classroom action research as the methodology of this research. The technique of analyzing the data of this research was applied by quantitative and qualitative data. The quantitative data were taken from the students' test. The qualitative data were taken from the students' score., interview sheet, observation sheet and documentation. There were four meetings during the research, they were pre test, post test I, and post test II. The result of this research showed the mean score in the pre test was 57,6 and there was 15.4% (6 students) who got the score $\geq$ 75, the mean score in the cycle I test was 73.8, and there was 53.8% (21 students) who got score $\geq$ 75, the mean score in the cycle II test was 92.3% (36 students) who got score $\geq$ 75, it indicated that the scores and the mean in second cycle were better than the first cycle.

4. Desitawardhani (2014), conducted action research by using picture series to improve students' writing ability. From their study, it was revealed that picture series were useful to improve students writing ability. In line with

them, In 2014, Aschawir carried out a quantitative study on the development of English narrative writing though pictures series. Aschawir used a Control group and an Experimental group which he implemented pictures series technique with. Aschawir contrasted the results from the post-test and concluded that the Experimental group outperformed the Control group in writing narrative text as a result of the strategy implemented. The findings revealed that the motivation and the writing performance of the students were positively affected by the implementation series. Based on the explanation above, finally it has been found that students can become more actively involved through the using of visual materials (Pictures) because it provides a stimulating focus for students' attention.

5. Satriani (2012), developed writing materials by using picture series for eight grade student of SMPN 4 Playen Gunungkidul. The result was a set of English writing materials consisted of three different text namely descriptive text, recount text, and narrative text. In designing the materials, the researcher used genre-based approach by Agustien et al. (2004). The steps of this approach are *Building Knowledge of the Field (BKoF), Modelling of the Text (MoT), Joint Constructing of Text (JCoT), and Independent Constrution of the Text (ICoT).* In BKoF, students' prior knowledge of the text will be activated. Pictures series were provided and followed by some questions based on the pictures. In MOT, text were given to build deeper understanding rhen analyze the text. In the next step, JCoT, the students were asked to make a draft of a text and write a story in a

group.Finally, In JCoT, students wrote the text individually. In the end of each unit, grammar, word list and summary, teachers' comments sheet were added. The result of this study showed that the using picture series could improve srudent's writing ability, especially in Narrative text. Even though, the set of the materials were better to be edited again so it can be more interesting especially in the layout and then choose more interesting pictures.

C. Conceptual Framework

Writing is an essential skill besides speaking, reading, and listening. Writing as a process of transferring ideas, thoughts, feelings, and intentions in the written form, is important for student to be learnt. By learning writing, students train their ability to express their idea and knowledge to give information in certain situation by using words.

The problem is student find difficulty how to begin and to organize ideas and extent the idea because the lack of vocabulary, interest and prior knowledge particularly in narrative writing. Narrative writing is one of the writing texts that functions to amuse, entertain, and to deal with actual or vicarious experience in different ways and contains morality in it.

As writing is a part of the English teaching syllabus, it is important to find an effective strategy in order to let students get better achievement in writing. And SWELL method writing is one of the best strategies which can be applied in the classroom. It is kind of collaborative writing, this method provides opportunities to students to work in groups for generating ideas, organize the materials, to support

group cooperation and interaction among students. Being active learners is essential for students when they work in group more than work individually.

Swell is Collaborative writing that encourages social interaction among writers through activities such as peer response, it is best method by social interaction and dialogue with others are considered crucial by social interactionist theorists.

D. Actional Hyphothesis

A hypothesis is the statement or estimation of identifying feature in temporary of research problem which has weak correctness son that it needs empirical experiment. In this research, the hypothesis may be stated as follow: SWELL (Social-Interactive Writing for English Language Learners) method can improve students' ability in writing narrative text.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

Class action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and developing capabilities to detected and solve the problem.[23]

Classroom action is a method of finding out what the best way in the classroom. So that, we can improve students ability in learning process. This action research tries to identify the problem that happened in the teaching and learning class and then decides an action to overcome the problems. In this research, the researcher identified some problems related to the students' writing skill. In classroom action research, there were four phases that should be conducted namely: planning, action, observation and reflecting. The four phases were done in two cycles, each cycle consisting of 4 stages. This aim of classroom action research is to improve the teachers' teaching their own classroom or school.

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[23]M. Djuanaidi Ghory, (2008), *Penelitian Tindakan Kelas*, Malang: UIN Malang press, p. 8

B. Subject and Participant of Research

The subject of this study was the Tenth Grade of Senior High School, in academic year 2018/2019 at class X-1 SMAN 1 Panyabungan Selatan. This total number of students in the class is 20 students consist of 4 male and 16 female students.

C. Location and Time of the Research

This study took place in SMAN 1 Panyabungan Selatan which is located in Jl. Willem Iskandar, Tanobato, Panyabungan Selatan, Mandailing Natal. The research study is conducted at X-1 Grade of SMAN 1 Panyabungan Selatan.

The research study was conducted in the second semester of the academic year of 2018/2019. The actions will be carried out in March-April 2019.

D. Procedure of Observation

There was two cycles in this study. There are four components in one cycle for doing action research, they are:

1. Planning

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research.

   a. Researcher prepares some materials that will use in research process,

   b. Make lesson plan based on the teaching material,

   c. Choose the theme,

d. Prepare the materials that needed in the learning process, and

e. Prepare checklist for observation and formative test.

2. Acting

This section discusses about the steps and activities that will be taken by the researcher. The steps in activities are:

a. Researcher tries to take how much students' abilities to understand in writing narrative text,

b. Guide students to write step by step,

c. Give students assignments in group,

d. Evaluate their mistakes and make summarize about materials.

3. Observing

In this step, a researcher has to observe all events or activities during the research. The steps are:

a. Researcher observes the situation in class during lesson,

b. Response and attitude of students when they are given explanation,

c. Doing task, and know their difficulties.

4. Reflecting

Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably make to gate the final goals of the research.

E. Technique of Collecting Data

In this research, the data was collected by using quantitative and qualitative data. Quantitative is broadly used to describe what can be counted or measured and

can be considered objective. In collecting quantitative data, the researcher conducting reading test, while qualitative data is used to describe data which are not able to counted or measured in an objective way.

1. The Quantitative Data

In scoring of writing test the researcher used the categories that evaluate for criteria. There are five scoring scales in scoring students' writing test, namely content, organization, vocabulary, language use and mechanics.[24] The specific criteria are described by Arthur Hughes as follows:

Table 3.2

Scoring Scale in Scoring Writing Test by Arthur Hughes (2003)

Component	Criteria	Score
Content	Excellent to very good (Knowledgeable, substantive relevant to assigned topic)	30-27
	Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail)	26-22
	Fair to poor (Limited knowledge of subject, little substance inadequate development of topic)	21-17
	Very poor (Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate)	16-13

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[24]Arthur Hughes, (2003), *Testing for Language Teachers (Second Edition),* Cambridge: Cambridge University Press, p. 104.

Organization	Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive)	20-18
	Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing)	17-14
	Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development)	13-10
	Very poor (Does not communicate, no organization, or not enough to evaluate)	9-7
Vocabulary	Excellent to very good (Sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register)	20-18
	Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)	17-14
	Fair to poor (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured)	13-10
	Very poor (Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate)	9-7
Language Use	Excellent to very good (Effective complex constructions, few errors of agreement,	25-22

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

	Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate)	2
Total Score		100

2. The Qualitative Data

a. Observations: is a technique for collecting data about researcher and students' activities in teaching and learning process. Then observation sheet is given based on reality in the classroom, the type of observation which is used in this research is direct observation.

b. Interview: used to get data about implementation of Classroom Action Research (CAR) to the teacher.

c. Documentation: To collect all the data, a camera were utilized to record the students' performance in the teaching and learning process.

F. Technique of Analysis Data

This study applied the quantitative and qualitative data. The quantitative data was used to analyze the score of students while qualitative data was used to describe the situation during on the teaching process.

1. Quantitative Data

The quantitative data was analyzed to see the improving of students writing ability. The writer searched the mean of each post test from every cycle. The writer applied the following formula:

$$X = \frac{\sum X}{n}$$

Where :

X = The mean of the students score

$\sum$X = The total score

N = The member of the students[25]

In order to categories the member of master students, the writer used the following formula:

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

Where:

P = The percentage of students who get the point 75

R = The number of students who get point up to 75 above

T = The total of students who do the test

Then, after getting mean of students' score per actions, the writer identifies whether or not there might have students' improvement score on writing skill from pre-test and post-test score in cycle 1 and cycle 2. In analyzing that, the writer uses the formula:

$$P = \frac{y1-y}{y} \; x100\%$$

Where:

P = Percentage of students' improvement

y = Pre-test result

y_1= Post-test I

$$P = \frac{y2-y}{y} \; x100\%$$

[25]Anas Sudijono, (2014), *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, p. 86.

Where:

P= Percentage of students' improvement

y = Pre-test result
y_2= Post-test II

2. Qualitative Data

In analyzing the qualitative data, the researcher used qualitative technique as suggested by Miles and Huberman. The analysis can be define as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification so there are three steps to do, they are: [26]

a. Data Reduction

Data reduction become the first steps to do in analyzing the data in this research. According to Miles (1994:10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript. Based on Miles theory, in this step the researcher firstly analyzing the data checking the data by reading the students writing in narrative text.

The next step, the researcher decided to evaluation criteria of good writing in narrative text and also make summarize to make easy in analyzing the data in next step.

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[26] Miles, M. B. & huberman, A.M. (1984). *Qualitative Data Analysis: A Sourcebook of New Methods.* California; SAGE publications Inc

b. Data Display

The second steps data display. According to Miles (1994:11), generally a display is an organized, compressed assembly of information that permits conclusion drawing and action. In display data, the researcher analyze what was happening with the data presented. And the researcher began to do the next plan of the research.

c. Conclusion Drawing

After finished doing data reduction and data display, the last steps to analyze the data in this research is drawing conclusion. According to Miles (1994:11), final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. In conclusion drawing In this step the researcher concludes the result of the research based on the research problems.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

A. The description of the data

A preliminary study was conducted on Friday 17th may until 21st june 2019 in SMAN 1 Panyabunagn Selatan to get the data about the factual condition of the problems faced by the teacher and the students in teaching writing especially narrative.

The data was analyzed by quantitative and qualitative data. The quantitative data was taken from the mean of the students scoring in taking narrative writing test. The qualitative data was taken from observation sheets, interview, and photography evidence. This research was conducted in one class of SMAN 1 Panybungan Selatan that class was X-1 with 20 students. This reseach was accomplished in two cycles, in every cycle consist of four steps(planning, acting, ovbserving, and reflectng). In the last meeting of each cycle was taken the test as the post-test consist of post test 1 for cycle 1 and post-test II for cycle II.

1. The Quantitative Data

The quantitative data were taken the test results during conducted research which carried out in two cycles. Form of the test is writing. Writing test was taken from pretest, post test of cycle 1 and post test of cycle 2. The result of the student's score could be seen in the following table.

Table 4.1

The Student's Score from the Pre-test, the Post-Test in

Cycle I and the Post-Test in Cycle II

No	Initial Name	Student Score		
		Pre-test	Post Test of Cycle 1	Post Test of Cycle II
1.	NH	68	75	80
2.	NA	55	65	75
3.	NF	40	55	85
4.	AS	55	75	90
5.	UH	60	80	95
6.	MSN	45	55	65
7.	ZA	73	80	85
8.	RSP	30	50	65
9.	MD	25	50	70
10.	NA	40	55	75
11.	MP	45	80	90
12.	AFS	50	75	85
13.	SL	35	70	85
14.	HS	45	75	90
15.	NH	50	70	75
16.	RF	75	80	95
17.	FAL	70	75	85
18.	SAH	45	75	90
19.	RA	50	80	70
20.	EYH	80	85	95
Total		**1036**	**1405**	**1645**
Mean		**51,8**	**70,25**	**82,25**

2. The Qualitative Data

The Qualitative data were taken from the result of the observation and interview. Both teacher and student's behaviour during the teaching learning process in the classroom were evaluated in qualitative data.

accomplishment of each cycle of this research. Aspects in observation activity follows: students participate toward teacher explanation, students activity in make a note from teacher explanation, students asks question to the teacher clarify understanding, the students are

2.1 Observation sheet

In the observation sheet, there were some items that are supposed represents the situation during the enthusiastic in responding teacher's question, and the students are enthusiastic doing and complete the written test.

Researcher observed the learning process by asking the collaborator to help him in monitoring the class situation and students enthusiastic using observation checklist. in pre-cycle there were only half of the students were active and enthusiastic. A half of students need more attention from the teacher in teaching and learning process. In cycle I most of the students had participated effectively during the teaching and learning process. In cycle II the activities of the students were observed and it showed the most of the students did not have significant problems about writing. The majority of the students joined actively response with the teacher explanation. The result of observation during the resarch can be seen in Appendix IV, Appendix V, and Appendix VI.

2.2. Interview

The interview was done before conducting the first cycle. The researcher interviewed the teacher and students. Researcher also shared with Mrs. Epy as the English teacher of ninth grade students of SMAN Panyabungan Selatan. The teacher explained that the students of ninth grade still poor on ability in writing especially in writing recount text, because the motivation of students to learn English was poor.

The interview also was done after implemented the technique to the English teacher and some students who got the law and high value during the learning process. From the students and teacher's answer in interview, showed that the teacher felt the learning process was more active and the students' ability in writing was improve. From the students in interview pointed that they pleasure and enjoy learned narrative text by used SWELL Method in Appendix IX.

2.3 Documentation

Photoghraphy is one of source as documentation or responding for researcher to catch every moment. It was taken when the students did the writing narrative test and during the teaching learning process in classroom. From the photo will be found the response of student that student was active and enthusiatic during teaching learning process. (see on appendix X).

B. Data Analysis

The research analyzed two kinds of data. They were qualitative and quantitative data. The quantitative data were taken from the test score. The qualitative data involved observation sheet and interview. The data were taken only one class. The class X- MIA 1 which 20 students. This research was done in two cycles. Every cycle consisted of four steps of classroom action research, namely : Planning, action, observation, and reflection.

1. Quantitative Data

Pre-test meeting was conducted at the beginning of the research. The purpose of this meeting was to find out the students' ability in writing narrative text. In pre-cycle concist of four steps: planning, action, observation, and reflection.

Table 4.2

Students Score in Pre-Test

No	Initial Name	Pre-test	
		Student Score	Succesful Criteria (>75)
1.	NH	68	Unsuccessful
2.	NA	55	Unsuccessful
3.	NF	40	Unsuccessful
4.	AS	55	Unsuccessful
5.	UH	60	Unsuccessful
6.	MSN	45	Unsuccessful
7.	ZA	73	Unsuccessful
8.	RSP	30	Unsuccessful
9.	MD	25	Unsuccessful

10.	NA	40	Unsuccessful
11.	MP	45	Unsuccessful
12.	AFS	50	Unsuccessful
13.	SL	35	Unsuccessful
14.	HS	45	Unsuccessful
15.	NH	50	Unsuccessful
16.	RF	75	Successful
17.	FAL	70	Unsuccessful
18.	SAH	45	Unsuccessful
19.	RA	50	Unsuccessful
20.	EYH	80	Successful
Total		**1036**	
Mean		**51,8**	

From the result, researcher calculated the mean of the score of students' writing result, therefore the mean of pre-test:

The number of students who pass the test was calculated as follows:

$$X = \frac{\sum X}{n}$$

$$X = \frac{1036}{20} = 51,8$$

The percentage of student writing narrative text formulated as below:

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

$$P_1 = \frac{18}{20} \times 100\% = 90\%$$

$$P_2 = \frac{2}{20} \times 100\% = 10\%$$

From the result of students writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different criteria. The result was below:

Table 4.3

Distribution of Students' Ability in Writing Narrative Text in Pre-Test

Criteria	Total students	Percentage
Successful	**2**	**10%**
Unsuccessful	**18**	**90%**

From the table above, it can be concluded that the students' ability in writing narrative text was low. The mean of student was 51,8. from the table above shown that 2 students got successful it was 10% and 18 students got unsuccessful it was 90%. It means that the students ability in writing narrative text is low. Based on the achievement above, the means of students' score in pre-cycle was still poor and not satisfactory. The researcher was aware that most the students still had difficulties to write a narrative text.

Then post-test continued in cycle I. in the post test of cycle I, the analysis can be followed below:

Table 4.4

The Students Score in Post-test I

No	Initial Name	Post Test of Cycle 1	
		Score	Successful criteria (>75)

No.	Name	Score	Result
1.	NH	75	Successful
2.	NA	65	Unsuccessful
3.	NF	55	Unsuccessful
4.	AS	75	Successful
5.	UH	80	Successful
6.	MSN	55	Unsuccessful
7.	ZA	80	Successful
8.	RSP	50	Unsuccessful
9.	MD	50	Unsuccessful
10.	NA	55	Unsuccessful
11.	MP	80	Successful
12.	AFS	75	Successful
13.	SL	70	Unsuccessful
14.	HS	75	Successful
15.	NH	70	Unsuccessful
16.	RF	80	Successful
17.	FAL	75	Successful
18.	SAH	75	Successful
19.	RA	80	Successful
20.	EYH	85	Successful
Total		**1405**	
Mean		**70,25**	

From the result, researcher calculated the mean of the score students' writing result, therefore the mean of post-test in cycle I:

$$X = \frac{\sum X}{n}$$

$$X = \frac{1405}{20} = 70,25$$

The number of students who pass the test was calculated as follows:

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

$$P_1 = \frac{8}{20} \times 100 \% = 40\%$$

$$P_2 = \frac{12}{20} \times 100 \% = 60\%$$

From the result of students writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different criteria. The result was belows:

Table 4.5

Distribution of Students' Ability in Writing Narrative Text in Post-Test I

Criteria	Total students	Percentage
Successful	12	60%
Unsuccessful	8	40%

From the table above, there was an improvement of students ability in writing narrative text from pre-test. It could be seen from that the mean of students in post-test I was 70,25. From the table above shown 12 students got successful it was 60% and 8 students got unsuccessful it was 40%. Based on the problem above, researcher conducted cycle 2 in order to improve the students writing narrativ text.

Then post-test continued in cycle II. in the post test of cycle II, the analysis can be followed below:

Table 4.6

Students Score in Post Test II

No	Initial Name	Post Test of Cycle II

		Students Score	Successful Criteria (>75)
1.	NH	80	Successful
2.	NA	75	Successful
3.	NF	85	Successful
4.	AS	90	Successful
5.	UH	95	Successful
6.	MSN	65	Unsuccessful
7.	ZA	85	Successful
8.	RSP	65	Unsucessful
9.	MD	70	Unsuccessful
10.	NA	75	Successful
11.	MP	90	Successful
12.	AFS	85	Successful
13.	SL	85	Successful
14.	HS	90	Successful
15.	NH	75	Successful
16.	RF	95	Successful
17.	FAL	85	Successful
18.	SAH	90	Successful
19.	RA	70	Unsuccessful
20.	EYH	95	Successful
Total		**1645**	
Mean		**82,25**	

From the result, researcher calculated the mean of the score students' writing

result. The result of the evaluation test in cycle II was as follow:

$$X = \frac{\Sigma X}{n}$$

$$X = \frac{1645}{20} = 82,25$$

The percentage of student writing narrative text formulated as below:

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

$$P_{1=} \frac{4}{20}x\ 100\ \% = 20\%$$

$$P_{2=} \frac{16}{20}x\ 100\ \% = 80\%$$

From the result of students writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different criteria. The result was below:

Table 4.7

Distribution of Students' Ability in Writing Narrative Text in Post-Test II

Criteria	Total students	Percentage
Successful	16	80%
Unsuccessful	4	20%

From the table above, shown that 16 students get success score or it was 80% and 4 students got unsuccess score or it was 20%. It could conclude that the students ability in writing narrative text. The researcher concluded that the problems have been solving through social-interactive writing for english language learners in teaching narrative text and the teaching and learning process is effective to improve their writing skill.

Based on the analysis of the whole meeting, it can be seen that there were some significant improvements from pre-cycle to cycle I and cycle II. The improvements of students' ability in writing recount text can be seen in the following table:

Table 4.8

Comparison the results of observation on pre-test, cycle I, and cycle II

Name of Test	Number of the Students who Got the Score >75	Percentage
Pre-test	2	10%
Post-test I	12	60%
Post-test II	16	80%

The students' score in those three test were varied. In the first lowest score was 25 and the highest one was 80. In the second test, the lowest score was 55 and highest one was 85. In the third test, the lowest score was 65 and the highest one was 95. The achievement of the students' score in the vocabulary tests can be seen in the table:

Table 4.9

The Comparison of the Students' score in Three Test

Name of Test	Pre-Test	Post-Test I	Post-Test II
Lowest Test	25	55	65
Highest Test	80	85	95
X	51,8	70,26	82,26
N	20	20	20

The result of students ability was indicated that there was an improvement on the students' abiliy in writing narrative text by used swell method. The mean of the pre-test 51.8, it was very low. The mean of the post-test I cycle I was 70.26, then the mean of post-test II cycle II was 82.26. It was indicated that the scores and the mean in second cycle were better than pre-test and post-test I.

2. The Qualitative Data

In qualitative data, the researcher was conducted in two cycle and each of cycle consisted of four steps.

2.1 The Cycle I

There were several procedure that were conducted this cycle I, such as planning, action, observation, and reflection. The detail of each procedure was as follow:

a. Planning

Based on the result of pre-cycle, it showed that the students' ability in writing narrative text was still low. In the planning step, the researcher prepared the teaching learning design, such as:

1. Arranged lesson plan based on teaching material.
2. Prepared to observe the students and teachers performance by using observation sheet.
3. Prepared to post-test 1 to collect the data to know the students improvement after used SWELL Method.

b. Action

In the action phase have some activities in action, they were:

1. Researcher opened the teaching and learning process by greeting, ask students condition, and check the attendance.

2. Then researcher give explanation about narrative and give the example of narrative text.

3. The researcher introduced and explain the SWELL Method and how to use it by make example.

4. The researcher demostrated how to use SWELL Method in writing narrative text.

5. After that researcher give students the sample question based on example of narrative text by used SWELL Method.

6. Then researcher gave feedback to students.

7. In the last, the researcher gave conslusion which is about material.

c. Observation

The observation was done to observe the students' behavior and what the students problem during the teaching learning process. Most of the students had participated effectively during the teaching and learning process and also most of students joined the class most enthusiast than previous meeting.

d. Reflection

After whole activity had finished, the researcher assessed the students' writing result. The researcher as the teacher ask the students about their difficulties and problems understanding the lesson. The evaluation became the reflection to the researcher in making second cycle. The evaluation could be from the students result test and observation of the attitude to the second cycle in order to get the better result.

2.2 Cycle II

The cycle II was done based on the result of cycle I. If the result from observation tells that the quality was still low, so it was needed another action in order the next cycle made some improvement of the quality. The second cycle was done by the researcher in order to get better improvement of students' result. The researcher conducted the steps as follow:

a. Planning

Based on the result of the cycle I, it showed that the students' ability in writing narrative text was still low. The researcher made some planning that was conducted in this cycle. The palnned as below:

1. Researcher arranging lesson plan based on the teaching material by used SWELL Method but there were some modification.
2. The use of SWELL Method in this phase using sticky note to write down the difficult word.
3. Then, asked the students demonstrated the material in front of calss.
4. The researcher prepared the observation sheet to analyze students and teachers activity in during learning and teaching.

b. Action

The researcher did the appropriate treatment to solve the problem that was faced by the students in the previous test (assesment). The procedure of teaching and learning process in this treatment is made sure every student sit well.

1. Researcher started ask one writer and helper to come to front and read they are difficult word that have write.

2. Then researcher give feedback about their writing and ask the helper to fixed the wrong word in their written.

3. As the previous meeting, the researcher ask the students to make a narrative based on their experience.

c. Observation

The observation was still done during the teaching and learning process. The activities of the students were observed and it showed the most of the students did not have significant problems about writing. The majority of the students joined actively response with the teacher explanation, it can be seen while the teacher was presenting the lesson they were paying attention enthusiast then before meeting.

d. Reflection

In this cycle, the researcher motivated the students before writing the paragraph. The students' activity in learning process was enough maximum they were more interesting and enthusiastic in the learning process. After whole activity had finished, the researcher assessed students' writing result as in second cycle.

C. Research Finding

Based on the analysis of the whole meeting, it can be seen that there were some significant improvements from pre-cycle to cycle I and cycle II. The students' score in those three test were varied. In the first lowest score was 25 and the highest one was 80. In the second test, the lowest score was 55 and highest one was 85. In the third test, the lowest score was 65 and the highest one was 95.

The result of students ability was indicated that there was an improvement on the students' abiliy in writing narrative text by used swell method. The mean of the pre-test 51.8, it was very low. The mean of the post-test I cycle I was 70.26, then the mean of post-test II cycle II was 82.26. It was indicated that the scores and the mean in second cycle were better than pre-test and post-test I.

The researcher also analyzed qualitative data to support the research finding beside quantitative data. Its organized from observation sheets for stuents and teacher, interview and documentation. The result of those are showed that students and teacher gave good response and attitude. Based of the quantitative and qualitative data was indicated the the use of swell method could give good effect to the students skill in writing narrative text.

D. Disscussion

Using a strategy can influence the result of teaching. The fact said that the students more interesed in learning writing narrative text by SWELL method.

They were fun and still serious to study about narrative text. Based on the research in SMAN 1 Panyabungan Selatan at the tenth grade, the researcher found that

social interactive writing was good strategy to increase the students ability in writing narrative text, because this strategy made students enjoy, fun, easy, and freely to write narrative text as a material in class. The students also more braveness and had self convidence and know what they will write. Based on the result, there was an effective improvement on the students' ability in writing narrative text by SWELL method.

This result conducted with Juniartis' research that showed the null hypothesis (Ho) is successfully rejected, which also means that picture series media has a significant effects on students' narrative text writing. In Faahmi Aaulia Batubara result showed and indicated that the scores and the mean in second cycle were better than the first cycle. Next related study by Deshitawardani showed The findings revealed that the motivation and the writing performance of the students were positively affected by the implementation series. Based on the explanation above, finally it has been found that students can become more actively involved through the using of visual materials (Pictures) because it provides a stimulating focus for students' attention.

There are a lot of media can be applied in the classroom such as When the teacher teaching in front of class, that teacher should be choose the good and creative strategy or media that can make their students understood the lesson and enjoy their study.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the researcher concluded that: The use of swelll method describe in detail that researcher use in classroom, it start from choose the helper and writer based on the score that have done in pre-test (who get the highest scores as helper, and the lowest score as a write). The the use of swell begun from helped the students to find out the idea that important to understand the component of the text such as problem, setting, or solution in writing narrative and to stimulate ideas, their Helpers raise the questions stated above in any order that seems appropriate, or the Helpers can put forth their own questions.

In the next step, asked the students tonmake a draft and recognize their ideas notes clearly and the teacher emphasizes that writers do not have to worry much about spelling as they write their first draft. Rather, the stress should be on allowing ideas to flow. Then, teachers asked the writer reads the writing aloud. If a word is read incorrectly, the Helper provides support if able to do so.

After that, teacher asked helper to edit the writer wrting and consider what improvement might be made. It is contain about the spelling, meaning, phrase, punctuation, style and etc. While editing, the Writer and Helper consider the following questions: Does the Helper understand the idea and meaning?, Does the writing have a clear about the purpose?, Are the words and sentences correct?, and etc.

For next, the best Copy the Writer copies out a readable "best" version of the corrected draft and turns it in to the teacher. The Helper may help if necessary, depending on the skill of the Writer. In last, teacher evaluate in this final step, the teacher meets with the pair and, based on what she or he observes in the product they turned in, provides explicit instruction in writing and grammar or provides other corrective feedback associated with the five editing criteria.

B. Suggestions

From the conclusion above, there were some suggestions that are proposed by the researcher:

1. For teacher, to enrich teachers about swell method is a better to teaching writing narrative text, it can be apply in teaching narrative so that students can be more active, enthusistic, and enjoy durung teaching and learning process.

2. For Students it's good to practice their writing ability, because can make them more easier and enjoyble in writing activities.

3. To the other researcher, it is useful as information and the researcher suggested to conduct research related to the topic of study.

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PLESSON PLAN

CYCLE I

Sekolah	**: SMAN 1 Panyabungan Selatan**
Mapel	**: Bahasa Inggris**
Kelas/Semester	**: X/2**
Topik	**: Teks Naratif**
Skill	**: Writing**
Pertemuan	**: ke 1 - 2**
Waktu	**: 2 x 45 Menit**

A. KOMPETENSI INTI:

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan 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, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif dalam 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, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

• Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait	• Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait

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cerita pendek, sesuai dengan konteks penggunaannya	cerita pendek, sesuai dengan konteks penggunaannya • Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya • Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya • Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya
• Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif,lisan dan tulis, terkait cerita pendek	• 4.5.1 Menjelaskan makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif,lisan dan tulis, terkait cerita pendek • 4.5.2 Menyimpulkan makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek

C. Indikator

Spiritual

• Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris.

Sosial

• Peserta didik bertanggung jawab selama proses belajar berlangsung

• Peserta didik menunjukkan rasa peduli selama proses belajar berlangsung

• Peserta didik mampu bekerjasama selama proses belajar berlangsung

• Peserta didik mampu menunjukan rasa cinta damai selama proses belajar berlangsung

Pengetahuan

• Peserta didik mampu mengidentifikasi fungsi social dari naratif text dalam bentuk fairy story

• Peserta didik mampu mengidentifikasi unsur kebahasaan pada naratif teks dalam bentuk fairy story.

• Peserta didik mampu menulis naratif teks dalam bentuk fairy story dari contoh tertulis yang telah diberikan. (Writing)

Skill

• Peserta didik mampu mengidentifikasi generic structure dari naratif text dalam bentuk fairy story.

• Peserta didik mampu mengidentifikasi unsur kebahasaan pada naratif teks dalam bentuk fairy story.

• Mengidentifikasi ide utama dari naratif.

• Mengidentifikasi informasi spesifik dari teks

• Mengetahui arti kata yang terdapat pada naratif text.

D. Tujuan Pembelajaran

Spiritual

• Pada akhir pelajaran, peserta didik bersyukur mendapat kesempatan belajar bahasa Inggris dengan membuat refleksi pribadi (manfaat belajar teks naratif dalam bentuk fairy story) dengan bahasa inggris yang benar.

Sosial

• Dengan belajar materi pada teks naratif dalam bentuk fairy story, peserta didik mampu bertanggung jawab akan tugas yang diberikan secara konsisten.

• Dengan belajar materi pada teks naratif dalam bentuk fairy story, peserta didik mampu menunjukan rasa peduli pada lingkungan selama proses belajar secara aktif.

• Dengan belajar materi pada teks naratif dalam bentuk fairy story, peserta didik mampu bekerjasama dalam kelompok maupun dengan yang lain selama proses belajar dengan bekerjasama

• Dengan belajar materi pada teks naratif dalam bentuk fairy story, peserta didik mampu menunjukan rasa cinta damai secara konsisten.

Pengetahuan

• Setelah belajar matari pada teks naratif dalam bentuk fairy story, peserta didik mampu mengidentifikasi fungsi social dalam naratif teks terutama pada bentuk fairy story menggunakan bahasa inggris yang tepat.

• Setelah belajar matari pada teks naratif dalam bentuk fairy story, peserta didik mampu mengidentifikasi unsur bahasa pada teks naratif dalam bentuk fairy story menggunakan bahasa inggris yang benar dan tepat

• Setelah belajar matari pada teks naratif dalam bentuk fairy story, peserta didik mampu mengidentifikasi generic structure pada teks naratif dalam bentuk fairy story menggunakan bahasa inggris yang benar dan tepat.

• Setelah belajar matari pada teks naratif dalam bentuk fairy story, peserta didik mampu mengidentifikasi generic structure dari teks naratif text (fairy story) yang disajikan dalam bentuk audio maupun lisan menggunakan bahasa inggris yang baik dan benar.

Skill

• Setelah belajar matari pada teks naratif dalam bentuk fairy story peserta didik mampu membuat tulisan dalam bentuk naratif pendek dan sederhana dengan bahasa inggris yang baik dan benar

E. Materi Pembelajaran

Teks Naratif:

• Teks naratif

Fungsi Sosial:

• Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui tokoh cerita

Struktur teks: Gagasan utama dan informasi rinci

• Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).

• Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.

• Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)

• Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih.

• Memberikan alasan atau komentar umum (reorientasi), opsional.

Unsur Kebahasaan

• Beberapa unsur kebahasaan yang menjadi ciri fabel antara lain,

• Kata kerja dalam bentuk Past tense: Simple, Continuous, Perfect,

• Terdapat banyak kalimat langsung dan tidak langsung (quoted dan reported),

• Kosa kata mencakup nama binatang dan tempat, waktu, dan situasi yang terkait dengan tokoh,

• Penggunaan adverbia penghubung waktu, seperti first, then, after that, before, at last, finally, dsb.

• Adverbia dan frasa preposisional penunjuk waktu: a long time ago, one day, in the morning, the next day, immediately, dsb.

• Penggunaan nominal singular dan plural secara tepat dengan atau tanpa Deictic (a, the, my, dsb.),

• Isi, kosa kata, penggunaan bahasa dan tanda baca,

• Tulisan tangan.

Teks Naratif

• Three Little pigs

• Cinderella

F. Kegiatan Belajar Mengajar

Pertemuan 1.

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pembukaan.	• Guru memberi salam. • Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. • Guru memeriksa kehadiran peserta didik. • Guru menyiapkan peserta didik secara psikis dan fisik • Guru menjelaskan tentang tujuan dan metode pembelajaran atau kompetensi dasar yang akan dicapai. • Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 Menit	Power Point
Kegiatan Inti	**Mengamati** • Peserta didik memperhatikan gambar dan teks narasi bahasa inggris berjudul "Three Little Pigs". • Peserta didik mengamati dan menentukan hal-hal yang mereka ingin	70 Menit	

	tahu tentang teks tersebut seperti, (generic structure, social function, language feature, main idea, etc) **Menanya (ASK)** • Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan. • Dengan bimbingan guru, peserta didik • Dengan bantuan guru, peserta didik mencari ide pokok dan keywords maupun kata-kata sulit yang telah mereka dapat. **Mengasosiasi** • Peserta didik secara individu menulis kembali cerita dari ide utama maupun ide pendukung dari setiap paragraph dari teks cerita berjudul "Three Little Pigs" • Peserta didik menyusun kembali teks cerita berdasarkan keyword yang mereka dapat sebelumnya untuk mengecek pemahaman mereka terkait dengan teks yang telah dipelajari. **Menkomunikasikan** • Peserta didik mempresentasikan hasil teks cerita mereka dengan membaca teks naratif yang beberapa kata dan kalimat nya telah berubah. merumuskan pertanyaan tentang bagaimana cara menentukan dan menuliskan main idea dan supporting idea dengan kalimat sendiri. • Peserta didik mengamati kembali teks yang telah dipelajari dan menemukan kata-kata sulit di dalam teks		
Penutup	• Guru dan peserta didik secara bersama-sama membuat ringkasan	10 Menit	

| | bahan yang sudah dipelajari pada pertemuan ini.
• Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
• Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. | | |

Pertemuan 2.

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pembukaan.	• Guru memberi salam. • Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. • Guru memeriksa kehadiran peserta didik. • Guru menyiapkan peserta didik secara psikis dan fisik • Guru menjelaskan tentang tujuan dan metode pembelajaran (SWELL method) atau kompetensi dasar yang akan dicapai. • Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 Menit	Power Point
Kegiatan Inti	Mengamati • Peserta didik memperhatikan gambar dan teks narasi bahasa inggris berjudul "Cinderella". • Peserta didik mengamati dan menentukan hal-hal yang mereka ingin tahu tentang teks tersebut seperti, (generic structure, social function, language feature, main idea, etc) **Menanya (ASK)** • Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan.	70 Menit	

	Mengumpulkan data (Collecting Information) • Dengan bimbingan guru, peserta didik dibuat menjadi beberapa kelompok consist of two person (Helper and Writer) yang menjadi Helper mulai merumuskan ide dengan memulai menentukan 5W+1H dan menuliskannya • Peserta didik yang menjadi writer menjawab pertanyaan Helper dan boleh menambahkan selain yang ditulis oleh helper • Peserta didik mencari arti kata sulit dengan bantuan kamus • peserta didik (helper and writer) mulai menulis. **Mengasosiasi** • Peserta didik yang menjadi writer membacakan yang telah ditulis dalam catatan dan teman yang menjadi helper akan menambahkan kekurangan jika ada. • Peserta didik yang menjadi helper membantu peserta didik yang menjadi writer untuk menuliskan bagaimana mengeja kata sulit yang telah ditemukan **Menkomunikasikan** • Peserta didik yang menjadi writer membacakan kembali yang dicatatnya dan Helper memeriksa kebenaran dan kesalahannya mempresentasikan hasil teks •peserta didik saling bertukar catatannya dan setiap peserta didik menyampaikan pendapatnya mengenai tulisan apa yang perlu ditambah dan dikurangi.		
Penutup	• Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.	10 Menit	

	• Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. • Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.		

G. Media Pembelajaran

• Teks narasi

• Lembar kerja

• White board

• Spidol

• Power point

• LCD

H. Teknik

Pendekatan : Scientific Learning

Strategi : Clustering Technique

I.Assesment

Component	Criteria	Score
Content	Excellent to very good (Knowledgeable, substantive relevant to assigned topic)	30-27
	Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail)	26-22
	Fair to poor (Limited knowledge of subject, little substance inadequate development of topic)	21-17
	Very poor (Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate)	16-13
Organization	Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct,	20-18

	well-organized, logical sequencing, cohesive)	
	Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing)	17-14
	Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development)	13-10
	Very poor (Does not communicate, no organization, or not enough to evaluate)	9-7
Vocabulary	Excellent to very good (Sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register)	20-18
	Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)	17-14
	Fair to poor (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured)	13-10
	Very poor (Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate)	9-7
Language Use	Excellent to very good (Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions)	25-22
	Good to average (Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured)	21-18
	Fair to poor (Major problems in simple/ complex constructions, frequent errors of negation, agreement, tense, number, word	17-11

	order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured)	
	Very poor (Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate)	10-5
Mechanics	Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing)	5
	Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured)	4
	Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured)	3
	Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate)	2
Total Score		100

1. **Material**

   1. Narrative text

   1.1 Definition Narrative text is a text which contains about story (fiction/nonfiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution. A narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution 1.2 Structure In a Traditional Narrative the focus of the text is on a series of actions:

1) Orientation: (introduction) in which the characters, setting and time of the story are established. Usually answers who? when? where? eg. Mr Wolf went out hunting in the forest one dark gloomy night.

2) Complication or problem: The complication usually involves the main character(s) (often mirroring the complications in real life).

3) Resolution: There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

To help students plan for writing of narratives, model, focusing on:

a. Plot: What is going to happen?

b. Setting: Where will the story take place? When will the story take place?

c. Characterisation: Who are the main characters? What do they look like?

d. Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?

e. Theme: What is the theme / message the writer is attempting to communicate?

1.3 Types of narrative There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

1.4 Language Features

a. Using specific noun as pronoun of person, animal in the story. Example: The king, the queen, etc.

b. Using time connectives and Conjunctions to arrange the events. Examples: Then, before, after, soon, etc

c. Using Past Tense

d. Using of variety of simple, compound and complex sentences

the example of narrative text

Cinderella

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for

the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two-step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the god mother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball". Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper, but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

PLESSON PLAN

CYCLE II

Sekolah	**: SMAN 1 Panyabungan Selatan**
Mapel	**: Bahasa Inggris**
Kelas/Semester	**: X/2**
Topik	**: Teks Naratif**
Skill	**: Writing**
Pertemuan	**: ke 1 - 2**
Waktu	**: 4 x 45 Menit**

A. KOMPETENSI INTI:

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan 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, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif dalam 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, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

• Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait	• Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait

cerita pendek, sesuai dengan konteks penggunaannya	cerita pendek, sesuai dengan konteks penggunaannya • Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya • Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya • Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya
• Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif,lisan dan tulis, terkait cerita pendek	• 4.5.1 Menjelaskan makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif,lisan dan tulis, terkait cerita pendek • 4.5.2 Menyimpulkan makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek

C. Indikator

Spiritual

• Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris.

Sosial

• Peserta didik bertanggung jawab selama proses belajar berlangsung

• Peserta didik menunjukkan rasa peduli selama proses belajar berlangsung

• Peserta didik mampu bekerjasama selama proses belajar berlangsung

• Peserta didik mampu menunjukan rasa cinta damai selama proses belajar berlangsung

Pengetahuan

• Peserta didik mampu mengidentifikasi fungsi social dari naratif text dalam bentuk fairy story

• Peserta didik mampu mengidentifikasi unsur kebahasaan pada naratif teks dalam bentuk fairy story.

• Peserta didik mampu menulis naratif teks dalam bentuk fairy story dari contoh tertulis yang telah diberikan. (Writing)

Skill

• Peserta didik mampu mengidentifikasi generic structure dari naratif text dalam bentuk fairy story.

• Peserta didik mampu mengidentifikasi unsur kebahasaan pada naratif teks dalam bentuk fairy story.

• Mengidentifikasi ide utama dari naratif.

• Mengidentifikasi informasi spesifik dari teks

• Mengetahui arti kata yang terdapat pada naratif text.

D. Tujuan Pembelajaran

Spiritual

• Pada akhir pelajaran, peserta didik bersyukur mendapat kesempatan belajar bahasa Inggris dengan membuat refleksi pribadi (manfaat belajar teks naratif dalam bentuk fairy story) dengan bahasa inggris yang benar.

Sosial

• Dengan belajar materi pada teks naratif dalam bentuk fairy story, peserta didik mampu bertanggung jawab akan tugas yang diberikan secara konsisten.

• Dengan belajar materi pada teks naratif dalam bentuk fairy story, peserta didik mampu menunjukan rasa peduli pada lingkungan selama proses belajar secara aktif.

• Dengan belajar materi pada teks naratif dalam bentuk fairy story, peserta didik mampu bekerjasama dalam kelompok maupun dengan yang lain selama proses belajar dengan bekerjasama

• Dengan belajar materi pada teks naratif dalam bentuk fairy story, peserta didik mampu menunjukan rasa cinta damai secara konsisten.

Pengetahuan

• Setelah belajar matari pada teks naratif dalam bentuk fairy story, peserta didik mampu mengidentifikasi fungsi social dalam naratif teks terutama pada bentuk fairy story menggunakan bahasa inggris yang tepat.

• Setelah belajar matari pada teks naratif dalam bentuk fairy story, peserta didik mampu mengidentifikasi unsur bahasa pada teks naratif dalam bentuk fairy story menggunakan bahasa inggris yang benar dan tepat

• Setelah belajar matari pada teks naratif dalam bentuk fairy story, peserta didik mampu mengidentifikasi generic structure pada teks naratif dalam bentuk fairy story menggunakan bahasa inggris yang benar dan tepat.

• Setelah belajar matari pada teks naratif dalam bentuk fairy story, peserta didik mampu mengidentifikasi generic structure dari teks naratif text (fairy story) yang disajikan dalam bentuk audio maupun lisan menggunakan bahasa inggris yang baik dan benar.

Skill

• Setelah belajar matari pada teks naratif dalam bentuk fairy story peserta didik mampu membuat tulisan dalam bentuk naratif pendek dan sederhana dengan bahasa inggris yang baik dan benar

E. Materi Pembelajaran

Teks Naratif:

   • Teks naratif

Fungsi Sosial:

   • Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui tokoh cerita

Struktur teks: Gagasan utama dan informasi rinci

   • Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).

   • Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.

   • Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)

   • Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih.

   • Memberikan alasan atau komentar umum (reorientasi), opsional.

 Unsur Kebahasaan

   • Beberapa unsur kebahasaan yang menjadi ciri fabel antara lain,

• Kata kerja dalam bentuk Past tense: Simple, Continuous, Perfect,

• Terdapat banyak kalimat langsung dan tidak langsung (quoted dan reported),

• Kosa kata mencakup nama binatang dan tempat, waktu, dan situasi yang terkait dengan tokoh,

• Penggunaan adverbia penghubung waktu, seperti first, then, after that, before, at last, finally, dsb.

• Adverbia dan frasa preposisional penunjuk waktu: a long time ago, one day, in the morning, the next day, immediately, dsb.

• Penggunaan nominal singular dan plural secara tepat dengan atau tanpa Deictic (a, the, my, dsb.),

• Isi, kosa kata, penggunaan bahasa dan tanda baca,

• Tulisan tangan.

Teks Naratif

• Three Little pigs

• Cinderella

F. Kegiatan Belajar Mengajar

Pertemuan 1.

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pembukaan.	• Guru memberi salam. • Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. • Guru memeriksa kehadiran peserta didik. • Guru menyiapkan peserta didik secara psikis dan fisik • Guru menjelaskan tentang tujuan dan metode pembelajaran atau kompetensi dasar yang akan dicapai. • Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 Menit	Power Point
Kegiatan Inti	**Mengamati** • Helper membuat pertanyaam kepada writer seperti (siapa, kapan, dimana, kenapa dll) • Peserta didik sebagai writer menulis dan menjawab yang dibuat oleh helper.	70 Menit	

	Menanya (ASK) • Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait hal hal yang tidak diketahui helper. • Dengan bantuan guru, peserta didik mencari ide pokok dan keywords maupun kata-kata sulit yang telah mereka dapat. **Mengasosiasi** • Peserta didik membacakan kembali kalimat/ kata yang telah ditulis sebelumnya • Peserta didik menyusun kembali teks cerita dan membuat draft dan saling memberi masukan satu sama lain **Menkomunikasikan** • Peserta didik mempresentasikan hasil teks cerita mereka dengan membaca teks naratif yang beberapa kata dan kalimat nya telah berubah. merumuskan pertanyaan tentang bagaimana cara menentukan dan menuliskan main idea dan supporting idea dengan kalimat sendiri. • Peserta didik mengamati kembali teks yang telah dipelajari dan menemukan kata-kata sulit di dalam teks		
Penutup	• Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. • Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. • Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	10 Menit	

Pertemuan 2.

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pembukaan.	• Guru memberi salam. • Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. • Guru memeriksa kehadiran peserta didik. • Guru menyiapkan peserta didik secara psikis dan fisik • Guru menjelaskan tentang tujuan dan metode pembelajaran (SWELL method) atau kompetensi dasar yang akan dicapai. • Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 Menit	Power Point
Kegiatan Inti	**Mengamati** • Helper membuat pertanyaam kepada writer seperti (siapa, kapan, dimana, kenapa dll) • Peserta didik sebagai writer menulis dan menjawab yang dibuat oleh helper. **Menanya (ASK)** • Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait hal hal yang tidak diketahui helper. • Dengan bantuan guru, peserta didik mencari ide pokok dan keywords maupun kata-kata sulit yang telah mereka dapat. **Mengasosiasi** • Peserta didik membacakan kembali kalimat/ kata yang telah ditulis sebelumnya • Peserta didik menyusun kembali teks cerita dan membuat draft dan saling memberi masukan satu sama lain. • peserta didik saling memeriksa dan menambahi satu sama lain jika diperlukan	70 Menit	

	Menkomunikasikan • Peserta didik mempresentasikan hasil teks cerita mereka dengan membaca teks naratif yang beberapa kata dan kalimat nya telah berubah. merumuskan pertanyaan tentang bagaimana cara menentukan dan menuliskan main idea dan supporting idea dengan kalimat sendiri. • Peserta didik mengamati kembali teks yang telah dipelajari dan menemukan kata-kata sulit di dalam teks • peserta didik yang menjadi writer menyalin kalimat yang bagus yang telah diperiksa oleh helper		
Penutup	• Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. • Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. • Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	10 Menit	

G. Media Pembelajaran

• Teks narasi

• Lembar kerja

• White board

• Spidol

• Power point

• LCD

H. Teknik

Pendekatan : Scientific Learning

Strategi : Clustering Technique

I.Assesment

Component	Criteria	Score
Content	Excellent to very good (Knowledgeable, substantive relevant to assigned topic)	30-27
	Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail)	26-22
	Fair to poor (Limited knowledge of subject, little substance inadequate development of topic)	21-17
	Very poor (Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate)	16-13
Organization	Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive)	20-18
	Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing)	17-14
	Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development)	13-10
	Very poor (Does not communicate, no organization, or not enough to evaluate)	9-7
Vocabulary	Excellent to very good (Sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register)	20-18
	Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)	17-14
	Fair to poor (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured)	13-10
	Very poor	9-7

	(Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate)	
Language Use	Excellent to very good (Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions)	25-22
	Good to average (Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured)	21-18
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	Very poor (Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate)	10-5
Mechanics	Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing)	5
	Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured)	4
	Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured)	3
	Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing,	2

handwriting illegible, or not enough to evaluate)	
Total Score	100

1. **Material**

   1. Narrative text

   1.1 Definition Narrative text is a text which contains about story (fiction/nonfiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution. A narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution

   1.2 Structure In a Traditional Narrative the focus of the text is on a series of actions:

   1) Orientation: (introduction) in which the characters, setting and time of the story are established. Usually answers who? when? where? eg. Mr Wolf went out hunting in the forest one dark gloomy night.

   2) Complication or problem: The complication usually involves the main character(s) (often mirroring the complications in real life).

   3) Resolution: There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

   To help students plan for writing of narratives, model, focusing on:

   a. Plot: What is going to happen?

   b. Setting: Where will the story take place? When will the story take place?

   c. Characterisation: Who are the main characters? What do they look like?

   d. Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?

   e. Theme: What is the theme / message the writer is attempting to communicate?

   1.3 Types of narrative There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

   1.4 Language Features

a. Using specific noun as pronoun of person, animal in the story. Example: The king, the queen, etc.

b. Using time connectives and Conjunctions to arrange the events. Examples: Then, before, after, soon, etc

c. Using Past Tense

d. Using of variety of simple, compound and complex sentences

the example of narrative text

Cinderella

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two-step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the god mother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball". Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper, but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let

Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

Observation Sheet Teaching And Learning Process In Writing Narrative Text Using Swell Method To The Tenth Grade Students Of Sman 1 Panyabungan Selatan in Cycle I

No	Students' Activities	yes	No
	For Students' Activities		
1	H asks W Questions (Who did what? Who did what to whom? What happened? Where did it happen? When did it happen?, (Ask any questions you can think of.))	√	
2	W answers and takes notes. W can add things that are not in H's questions.	√	
3	Both H & W read the notes. Are ideas in proper places? Make changes if needed.	√	
4	Both H & W make draft about hard words, Use your notes	√	
5	W read drafts out loud and makes it sound good! H corrects words read wrong if he/she can.	√	
6	H and W both look at Draft. W asks himself/herself (Does H understand what I want to say in my writing? (meaning) H asks himself/herself (Do I understand what W wants to say in his/her writing? (meaning)	√	
7	We make changes ' H suggests changes. Use dictionary when necessary.	√	
8	W copies "best" writing from Step 6. H may help if necessary. Write both H and W's names on paper. Turn in the completed copy to teacher.	√	

Observation Sheet Teaching And Learning Process In Writing Narrative Text Using Swell Method To The Tenth Grade Students Of Sman 1 Panyabungan Selatan in Cycle I

No	Teacher's Activities		Indicators	Yes	No
1	Pre- Activities	1	Preparing the syllabus, lesson plan, teaching material, and everything in relation with the teaching learning process.	√	
		2	Starting the class with pray.	√	
		3	Taking students' attendance list.	√	
		4	Giving motivation to students.	√	
		5	Asking students some pre-questioning related to the topic which being learned.	√	
		6	Telling the objectives of teaching and learning process to the students at the time.	√	
2	While Activities	1	Presenting materials.	√	
		2	Giving example to students	√	
		3	Giving motivation to students	√	
		4	Playing a role as a facilitator	√	
		5	Creating an active teaching and learning process	√	
		6	Helping the students in difficulties	√	
		7	Walking from one student to another student to monitor their writing	√	
		8	Answering students' questions	√	
3	Post activities	1	Guiding the students to make conclusion	√	
		2	Giving students (quizzes).	√	

		3	Giving reward to the best students.	√	
		4	Giving motivation.	√	
		5	Closing class with pray.	√	
4	Classroom management	1	Starting the class on time	√	
		2	Determining the time allocation in doing the tasks	√	

Observer

Riadoh nasution

Observation Sheet Teaching And Learning Process In Writing Narrative Text Using Swell Method To The Tenth Grade Students Of Sman 1 Panyabungan Selatan in Cycle II

No	Students' Activities	yes	No
	For Students' Activities		
1	H asks W Questions (Who did what? Who did what to whom? What happened? Where did it happen? When did it happen?, (Ask any questions you can think of.))	√	
2	W answers and takes notes. W can add things that are not in H's questions.	√	
3	Both H & W read the notes. Are ideas in proper places? Make changes if needed.	√	
4	Both H & W make draft about hard words, Use your notes	√	
5	W read drafts out loud and makes it sound good! H corrects words read wrong if he/she can.	√	
6	H and W both look at Draft. W asks himself/herself (Does H understand what I want to say in my writing? (meaning) H asks himself/herself (Do I understand what W wants to say in his/her writing? (meaning)	√	
7	We make changes ' H suggests changes. Use dictionary when necessary.	√	
8	W copies "best" writing from Step 6. H may help if necessary. Write both H and W's names on paper. Turn in the completed copy to teacher.	√	

Observation Sheet Teaching And Learning Process In Writing Narrative Text Using Swell Method To The Tenth Grade Students Of Sman 1 Panyabungan Selatan in Cycle II

No	Teacher's Activities		Indicators	Yes	No
1	Pre- Activities	1	Preparing the syllabus, lesson plan, teaching material, and everything in relation with the teaching learning process.	√	
		2	Starting the class with pray.	√	
		3	Taking students' attendance list.	√	
		4	Giving motivation to students.	√	
		5	Asking students some pre-questioning related to the topic which being learned.	√	
		6	Telling the objectives of teaching and learning process to the students at the time.	√	
2	While Activities	1	Presenting materials.	√	
		2	Giving example to students	√	
		3	Giving motivation to students	√	
		4	Playing a role as a facilitator	√	
		5	Creating an active teaching and learning process	√	
		6	Helping the students in difficulties	√	
		7	Walking from one student to another student to monitor their writing	√	
		8	Answering students' questions	√	

3	Post activities	1	Guiding the students to make conclusion	√	
		2	Giving students (quizzes).	√	
		3	Giving reward to the best students.	√	
		4	Giving motivation.	√	
		5	Closing class with pray.	√	
4	Classroom management	1	Starting the class on time	√	
		2	Determining the time allocation in doing the tasks	√	

Observer

Riadoh nasution

AFFENDIX VII

THE TEST OF WRITING ENGLISH SKILL

Cycle I

Nama `:

Kelas :

Time : 45 minutes

1. Write down your personal narrative, do not forget to include the orientation, the complication and the resolution.

THE TEST OF WRITING ENGLISH SKILL

Cycle II

Nama `:

Kelas :

Time : 45 minutes

1. Write down your personal narrative, do not forget to include the orientation, the complication and the resolution.

AFFENDIX IX

Interview Sheet

A. Interview with the teacher before using SWELL Method.

1. Bagaimana pendapat bapak/ibu mengenai kemampuan siswa dalam menulis?

Jawab : kalo kemampuan menulis siswa menurut saya masih sangat rendah karena dikendala oleh kurangnya menguasai kosa kata bahasa inggris dan masih sulit dalam menyusun kalimatnya.

2. Jika kemampuannya baik atau buruk, menurut bapak/ibu apa saja yang mendukung dan menghambat kemampuan siswa tersebut?

Jawab: minat siswanya lemah, kemudian mereka sangat minim dalam penguasaan vocabulary, maupun pemahaman grammar, jadi saya harus bener bener bisa mengguide mereka dalam pembelajaran writing.

3. Metode yang seperti apa yang anda gunakan dalam proses pengajaran writing?

Jawab: ya seperti metode biasa, beracuan pada contoh yang saya berikan

4. Apakah anda pernah mendengar SWELL sebagai metode ataupun strategi?

Jawab: pernah

5. Menurut bapak/ibu apakah SWELL efektif pada pengajaran skill writing?

Jawab: ya, saya rasa efektif untuk mengajarkan kepada siswa dalam menulis.

6. Menurut ibu, apakah SWELL Method dapat meningkatkan kemampuan menulis siswa dalam bahasa inggris?

Jawab : tentu ya, karna dengan SWELL Method kita kan bisa melihat kembali atau mengevaluasi perkembangan siswa kita.

B. Interview with the students before using SWELL Method.

1. Apakah kamu suka menulis menulis?

The student 1 : suka sih buk, tapi kadang-kadang

The student 2 : suka buk, tapi kalo ceritanya seperti cerita-cerita rakyat

The student 3 : nggak buk

2. Tulisan yang seperti apa yang kamu suka?

The student 1 : saya suka tulisan yang ada gambarnya gitu buk

The student 2 : ya tulisan seperti cerita rakyat itulah buk

The student 3 : saya suka tulisan yang menceritakan pahlawan buk

3. Media/ metode apa yang sering digunakan guru pada saat mengajar writing?

The student 1 : kalo guru mengajarnya buk ya biasanya di jelaskan dulu, di kasi contoh, terus kita lah di suruh menulis kayak yang sudah di contohkan

The student 2 : biasanya sih buk di jelaskan dari contoh di buku, setelah itu baru kita di suruh buat kayak yang ada di buku

The student 3 : ya biasanya di suruh artikan dulu cerita yang ada di buku baru di jelaskan . terus baru kita di suruh buat lagi buk.

4. Menurut kalian penting atau tidak media dalam writing?

The student 1 : penting buk

The student 2 : penting buk

The student 3 : ya penting lah buk

AFFENDIX X

C. Interview with the teacher after used SWELL Method

1. bagaimana pendapat ibu/bapak tentang pembelajaran narrative text melalui metode SWELL?

Jawab : bagus ya, karna dengan metode SWEEL ini anak-anak lebih bisa bekerja sama dan sesama kawan juga kan tak sungkan bertanya jadi kawannya yang nggak tau pun bisa leluasa menanyakan pada temannya, karna pada guru kan kadang anak-anak ini suka sungkan untuk menanyakan materi yang sulit.

2. Apakah anda merasa termotivasi setelah melihat penggunaan tehnik metode SWELL dalam pembelajaran dikelas?

Jawab : termotivasi ya buk, karna kan metodenya juga bagus pada saat di gunakan, dan terlihat juga perkembangannya.

D. Interview with the students at the second session

1. Apakah dengan metode baru (SWELL) memudahkan kamu dalam menulis?

The student 1 : lebih mudah sih buk

The student 2 : iya buk

The student 3 : iya lebih mudah buk

2. Apakah kamu setuju metode ini digunakan guru saat proses menulis narative teks?

The student 1 : setuju buk

The student 2 : setuju

The student 3 : setuju

DOCUMENTATION

(The students do the task)

(The students collaborate each other)

(The student read their written in front of the class)

DIARY NOTES

First Meeting (Friday, May 17th 2019)

The first meeting of the research was the pre-test. The researcher gave the students the pre-test to know how far their capability in english especially writing. The researcher gave them the task. All of them complain to the researcher. The students seemed very difficult to do the task. Some of them didn't know what to do first, but the other just tried with dictionary. Most of them did not know how to start writing although they had an idea. It could be seen from their face and expression. They looked confused and bored. Many problems have been found during pre-test. The condition of classroom was not condusive. So, it could be concluded that the students still had difficulties in writing.

Second Meeting (Tuesday, May 21st 2019)

In second meeting, the researcher make them into group, in group consist of two students, its divided based on the score. The student who got highest score as a helper and the lowest score as a writer. The students were taught about how to write the simple narrative text with partner without think about the grammar, every group can use dictionary. In writing process, the students were active, they knew what must to do with their partner. Eventhough there were some students made noisy in the classroom.

Third Meeting (Tuesday, May 28 2019)

In this meeting, the researcher asked the students to convey and share their written in front of class by turn. The student more looked enthusias than before. Every group as a writer read their written loudly and helper try to catch the wrong word or sentences. The students looked more serious than before. The students who red make some note in sticky note for fix. Then, the student disscussed about it. Some of them were serious but others made noisy and disturbed their friends.

Fourth Meeting (Tuesday, June 18th 2019)

In this meeting, the reseaarcher felt need teach them about aspects of writing narrative, such as general structure, language features, and how the procedure of method and how to used it in writing narrative text. Because the researcher found that some students got the difficulties about it and confuse how to do with their partner, and the result of the test was not satiesfied.

Fifth Meeting (Friday, June 21st 2019)

In this last meeting, the researcher changed the topic and had the students shape their seat same as before. The researcher tried to the best in teaching students and motivated them to increase their ability in writing. In this last meeting, teaching-learning process was very conductive, live, and active. The students were more active and serious then before. Action learning strategy successfully worked in helping students' ability in writing. It was effective and applicable. Based on the reflection of the cycle II, this research could be stopped because students' ability had been increased.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
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Nomor   : B-5550/ITK/ITK.V.3/PP.00.9/ 05/2019   Medan, 14 Mei 2019
Lampiran : -
Hal   : **Izin Riset**

Yth. Ka. SMA N 1 Panyabungan Selatan

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   : RIADOH NASUTION
Tempat/Tanggal Lahir   : Roburan Lombang, 05 Desember 1996
NIM   : 34153092
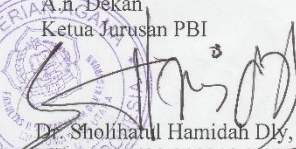Semester/Jurusan   : VIII/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMA N 1 Panyabungan Selatan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE USE OF SWELL (SOCIAL-INTERACTIVE WRITING FOR ENGLISH LANGUAGE LEARNERS) METHOD IN TEACHING WRITING NARRATIVE TEXT AT TENTH GRADE OF SMAN 1 PENYABUNGAN SELATAN IN ACADEMIC YEAR 2018/2019.

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

Wassalam
A.n. Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Dly, M.Hum
NIP:19750622 200312 2 002

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

DINAS PENDIDIKAN
SMA NEGERI 1 PANYABUNGAN SELATAN
Jl.Willem Iskander Tanobato Kecamatan Panyabungan Selatan POS.22952.

SURAT IZIN
NOMOR : 424/153/SMA N.1/2019

Yang bertanda tangan dibawah ini :

Nama	: Drs. SUKYAR
NIP	: 19640804 199303 1 004
Pangkat/Gol	: Pembina Tk.1 / IV.b
Jabatan	: Kepala Sekolah
Instansi	: SMA Negeri 1 Panyabungan Selatan

Dengan ini memberikan izin kepada

Nama	: RIADOH NASUTION
Tempat/Tanggal Lahir	: Roburan Lombang, 05 Desember 1996
NIM	: 34153092
Semester/Jurusan	: VIII / Pendidikan Bahasa Inggris

Untuk pelaksanaan riset di SMA Negeri 1 Panyabungan Selatan.

Demikian Surat Izin ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Tanobato, 17 Juli 2019
Kepala Sekolah

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