

**THE INFLUENCE OF USING ACTION-FEELINGS-SETTING (AFS)
STRATEGY TOWARD STUDENTS' NARRATIVE TEXT WRITING
ABILITY AT THE FIRST SEMESTER AT THE ELEVENTH
GRADE OF SMAN 1 KATIBUNG SOUTH LAMPUNG
IN THE ACADEMIC YEAR OF 2017/2018**

A THESIS

Submitted as a Partial Fulfillment of
The Requirements for S1-Degree

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ABSTRACT

THE INFLUENCE OF USING ACTION-FEELING-SETTING (AFS) STRATEGY TOWARDS STUDENTS' NARRATIVE TEXT WRITING ABILITY AT THE FIRST SEMESTER AT THE ELEVENTH GRADE OF SMAN 1 KATIBUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018.

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This research was conducted in SMAN 1 Katibung South Lampung. Based on preliminary research that was done in the school, there were many students who had low ability in writing especially narrative text. The strategy that the teacher used to teach the students was not interesting to express the students' idea in writing. Therefore, the research applied Action-Feeling-Setting (AFS) strategy as an effective strategy to change the discourse pattern in classroom, give the students question or a problem and have them think quietly of an answer or solution. The objective of the research was to find out whether there was a significant influence of using Action-Feeling-Setting (AFS) strategy towards students' narrative text writing ability at the first semester of the eleventh grade of SMAN 1 Katibung South Lampung in the academic year of 2017/2018.

The research methodology was quasi experimental design. The population of this research was the eleventh grade of SMAN 1 Katibung South Lampung. The researcher took two classes consisting of 30 students for experimental class and 32 students for control class. In experimental class, the researcher used Action-Feeling-Setting (AFS) strategy, whereas in control class the researcher used Expository strategy. The treatments were held in 3 meetings in which 2 x 45 minutes for each meeting.

After doing the data analysis, it was found that there was a significant influence of using Action-Feeling-Setting (AFS) strategy toward students' narrative text writing ability at the first semester of the eleventh grade of SMAN 1 Katibung South Lampung. It can be seen from the result of T-test was 3.5 and of $t_{critical}$ was 1.67. The criteria to know whether the hypothesis is accepted or not, was $t_{observed}$ higher than 1.67. This result means that there is a significant influence of using Action-Feeling-Setting (AFS) strategy towards students' narrative text writing ability at the first semester of the eleventh grade of SMAN 1 Katibung South Lampung in the academic year 2017/2018.

Keyword : Narrative Text, Action-Feeling-Setting (AFS) strategy, Student' Writing Ability, Quasi Experimental Research.



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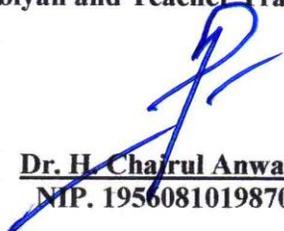
ADMISSION

A thesis entitled: **THE INFLUENCE OF USING ACTION-FEELINGS-SETTING (AFS) STRATEGY TOWARDS STUDENTS' NARRATIVE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMAN 1 KATIBUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR 2017/2018**, by: Emilia Nandasari, NPM: 1211040179, Study Program English Education, was tested and defended in the examination session on December, 11th 2017

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I hereby state that this thesis entitled “the Influence of Using Action-Feeling-Setting (AFS) Strategy towards Students’ Narrative text Writing Ability at the First Semester of the Eleventh Grade of SMAN I Katibung South Lampung in the Academic Year of 2016/2017” is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in this thesis.

Bandar Lampung, December, 2017

Declared by,

EMILIA NANDASARI



DEDICATION

I dedicate this thesis to:

1. My beloved parents Mr. Yurizal Efendi and Mrs. Nur'aini who always support and pray for my success.
2. My beloved brothers Khairul Efendi and Putra Alam, and sisters Mayasari and Desilia Wulandari who have motivated and prayed for me a lot in my life.
3. My families, who always support, and pray for my success,
4. My beloved lecturers and almamater UIN Raden Intan Lampung.



MOTTO

ذَٰلِكَ بِأَنَّ اللَّهَ لَمْ يَكُ مُغَيِّرًا نِّعْمَةً أَنْعَمَهَا عَلَىٰ قَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ ۗ وَأَنَّ

اللَّهُ سَمِيعٌ عَلِيمٌ ﴿٥٣﴾

That is because Allah would not change a favor which He had bestowed upon a people until they change what is within themselves. And indeed, Allah is Hearing and knowing.

(Chapter Al-anfal: Verse 53).¹

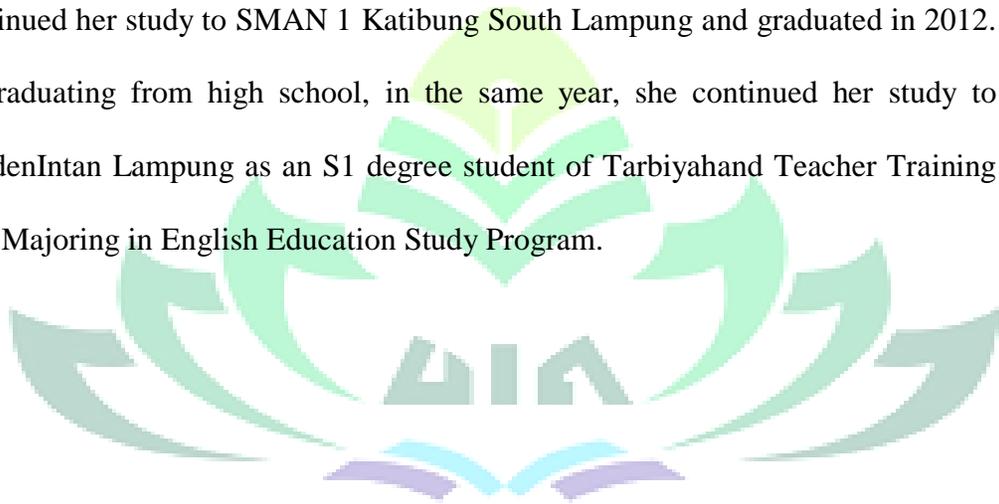


¹ Maulawi Sher Ali, *The Holy Qur'an Arabic Text and English Translation*, Islamabad, Islam International Publications, 2004, p.277

CURRICULUM VITAE

The name of the researcher is Emilia Nandasari. She was born in Bandar Lampung on September 17th, 1993 from the couple of the late Mr. Yurizal Efendi and Mrs. Nur'aini. They always pray for the researcher and the researcher hopes may Allah forgive them Amin. The researcher is the first child of four children, she has one brother and two sisters, and she lives in Rajabasa Bandar Lampung.

Her education started at SDN 1 Sindang Sari III Tangerang and finished in 2007. In the same year, she entered MTs Yapenbaya South Lampung and finished in 2009. Then, she continued her study to SMAN 1 Katibung South Lampung and graduated in 2012. After graduating from high school, in the same year, she continued her study to UIN Raden Intan Lampung as an S1 degree student of Tarbiyah and Teacher Training Faculty Majoring in English Education Study Program.



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Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. For this, she truthfully welcomes criticism and suggestion from the readers to enhance the quality of this thesis to be better.

Bandar Lampung, December,2017

The researcher,

EMILIA NANDASARI
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is an important thing in our life, because everyone needs language as a part of communication or communication activity with other people. According to Harmer, language is used widely for communication between people who do not share the same first (or even second) language.² It means that language is a tool of communication to express what we thought. Language also makes us for giving and receiving some information.

People in a country have their own language to communicate with other people in the same country. To communicate with the people in other countries, we need a language that is known by many people in the world, which is called as international language. The most used international language is English. English is one of the international language in the world, by mastering it either actively or passively, people can grasp a half of this world, not only in business world but also economy, politics, social, educational, and culture.

English becomes the first foreign language in Indonesia. As foreign language so Indonesian people do not use it in daily activity, it is just used and learnt in specific purpose. English is taught at junior high school through university level. Learning English is very important moreover in this era. In order

²Jeremy Harmer, *The Practice of English Language Teaching*, (4th Ed), (London: Longman, 2007), p. 13.

to master English, the students are obligated to learn the four language skills, namely listening, reading, speaking, and writing.

In learning English, there are plenty of subject matters that should be learnt in order to master English, one of the subject that should be learnt is writing. As Allah said in the holy Q.S Luqman: 27

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَنْهَارٍ مَا نَفَدَتْ كَلِمَاتُ اللَّهِ

إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing)”³

From the Qur'an verse above, Allah said that writing is very important for education world. Because from writing we know about something we don't know. Writing is one for four language skill, as a process of communication, which uses conventional graphic system to convey a message to

³ Abdullah Yusuf Ali Translation, *The Meaning of Holy Qur'an*, (Maryland: Amana Publication, 2011), p.413

reader.⁴ It means that writing is the process to deliver the message with detail information to the reader by using graphic system.

Writing is important English skill for students because writing has some benefits for them. In fact many of students faced difficulties in learning writing. Writing is one of difficult subjects at school because writing need composition well. It is supported by Oshima and Hogue, they state that writing is not easy; it takes study and practice to develop this skill.⁵ It means that writing is not an instant product that can be served instantly, but it is a continual process. Writing is more complex and difficult to be learnt and mastered by the students moreover in writing there are many kinds of text that should be mastered by the students.

In writing, there are some kinds of genre. Every genre has a number of features which make it different to other genres, each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture.⁶ It means that there are many genres of writing text; every genre has different purpose, structure, linguistic features, and culture. One of the genres is

⁴ Erlika Linderman, *A Rhetoric for Writing Teachers*, (New York: Oxford University Press, 1983), p. 11

⁵ Alice Oshima and Ann Hogue, *Writing Academic English*, (New York: Longman, 1999) p.3

⁶ Regina and Mary K Ruetten, *Refining Composition Skill Rhetoric and Grammar for ESL Students*, (2nd Ed), (New York: Macmillan Publishing Company, 2000), p.58

Narrative text. Narrative text is a text type which has purpose to present a view of the world that entertains and inform the reader.⁷

In reality, most of students at the eleventh grade of SMAN 1 Katibung South Lampung still had problem in writing Narrative text. Based on the preliminary research on July, 10th, 2017, by interviewing the English teacher of the eleventh grade of SMAN 1 Katibung South Lampung Maria Endah S.Pd. She said most of the students cannot express their ideas or thought in written form. It means that students found difficulties to develop the idea in their writing especially Narrative text writing and in teaching writing the teacher uses Expository strategy.⁸ Expository strategy is one of learning strategy is used in classroom, where the teacher focuses to explain the material, in other words the teacher is talkative.⁹ According to Sanjaya, expository strategy is one of learning strategy that emphasize to order material through oral from the teacher to the students.¹⁰ To get the data of preliminary research the researcher used interview. According to Sugiyono, interview is a conversation between two people (the

⁷Mark, Anderson and Kathy Anderson. *Text Type in English*. (South Yara: Macmilian Education, 1997), p. 2

⁸ Maria Endah, *Interview With The English Teacher of SMAN 1 (Katibung South Lampung*, on Wednesday, November, 1st, 2016), Unpublished

⁹ Sofyana Hanani, *Penerapan Strategi Pembelajaran Expository*. (Semarang: Program Studi Pendidikan IKIP Veteran, 2005), p.59. Unpublished.

¹⁰Wina Sanjaya, *Strategi Pembelajaran: Berorientasi Standar Pendidikan*, (Edisi ke-1), (Jakarta: Kencana, 2006), p. 179.

interview and interviewee) where questions will be asked by the interviewer to obtain information from the interview.¹¹

It can be seen on the table below:

Table 1
Students' Writing Narrative Test Score at the Tenth Grade
at the second semester of SMAN 1 Katibung South Lampung
in the Academic Year of 2017/2018

No.	Class	Score		Total
		<70	≥70	
1	X. 1	20	10	30
2	X. 2	24	8	32
3	X. 3	18	12	30
4	X. 4	20	10	30
Total		82	40	122
Percentage		66.12%	33.88%	100%

Source: *The score from English teacher of SMAN 1 Katibung South Lampung*

Based on the table above the criteria in Minimum Mastery (KKM) in SMAN 1 Katibung South Lampung is 70. From the table 1 it could be seen that students get score under 70 are 70%. It means that there were still many students who were unable to passed the KKM. In the other words, the students' score in eleventh grade of SMAN 1 Katibung South Lampung was still low especially in Narrative text.

In addition, based on the result of questionnaire with the students, it was found that they have difficulties in narrative writing because they felt that English is a hard lesson. Even, some students said that they felt bored in learning

¹¹Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. (Bandung: Alfabeta, 2009). p. 218

English because the teachers always teaches writing in the same way the teacher did not make variation in teaching process, so they were lazy to follow the lesson and keep attention to teacher explanation.¹²

For some students, writing seems to be boring and hard lesson.¹³ In order to prevent those situations and to improved students' narrative writing text ability the teacher needed to find and to use an appropriate, fun, and effective strategy to teach writing and to motivate students to write so that the objectives of teaching and learning would be increased optimally.

The students needed a new learning strategy, so that they would be more interest in learning writing subject. There were many kinds of good strategy that could be used in teaching writing one of the strategies is Action-Feelings-Setting (AFS). The Action-Feelings-Setting (AFS) was one of strategy as one alternative strategy to teach English especially writing. According to Peha, this strategy can be applied for teaching narrative text writing.¹⁴ Peha also said, action feeling setting as a strategy of teaching writing is “create an effective description of any scene”.¹⁵ It means that Action-Feelings-Setting (AFS) was the strategy to write some texts by representing every scene in action. Action was describing what was going on, feelings are describing about how people felt, and setting was

¹²11th grade students, *Interview with the Writer*, SMAN 1 Katibung South Lampung, November, 1st, 2016, Unpublished

¹³*Ibid.*,

¹⁴ Steve Peha, *The Writing Teacher's Strategy Guide, Teaching That Make Sense*, (New York: Inc, 2003), p.53

¹⁵*Ibid.*,

describing about where and when the event took place. Based on previous research had been done by Rahmawati that, there is significant influence of using Action Feelings Setting (AFS) strategy towards students' recount paragraph writing ability. She said, the action feelings setting strategy is has a significant influence on the students' recount paragraph writing ability at the eighth grade of MTS Ma'arif NU 14 East Lampung.¹⁶

By using Action-Feelings-Setting (AFS) strategy, it could motivate and encourage the students to be more interested and enthusiastic in learning English especially in learning Narrative text. Therefore, from the explanations above, the researcher conducted the research entitled: "The Influence of Using Action-Feelings-Setting (AFS) Strategy Towards Students' Narrative Text Writing Ability at the First Semester in the Eleventh Grade of SMAN 1 Katibung South Lampung".

B. Identification of The Problem

Based on background of the problems above, the researcher identifies the problem as follows:

1. The students had difficulties in the writing narrative text.
2. The students got boring, sleepy and uninterested to learn writing.

¹⁶Rahmawati, *The Influence of Using AFS Strategy Toward Students' Recount Paragraph Writing Ability at the Second Semester of Eighth Grade at MTs NU 14 Sidorejo East Lampung*, (IAIN RadenIntan Lampung: Prodi Pendidikan BahasaInggris, 2014), p. 32. Unpublished.

3. The teacher always used the same way in teaching writing using expository strategy.

C. Limitation of the Problem

Based on the identification of the problem above, the research focused only on the influence of Using Action-Feelings-Setting (AFS) towards Students' Narrative Text Writing Ability at the first Semester in the Eleventh Grade Students of SMAN 1Katibung South Lampung in the Academic Year of 2016/2017.

D. Formulation of the Problem

Based on identification and limitation of the problem above, the researcher formulated problem: "Is there any significant Influence of using Action-Feelings-Setting (AFS) Strategy towards Students' Narrative Text Writing Ability at the First Semester in the Eleventh Grade of SMAN 1Katibung South Lampung in the Academic Year of 2016/2017?"

E. Objective of the Research

The objective of the research is to find out whether there was any significant Influence of using Action-Feelings-Setting (AFS) Strategy towards students' narrative text writing ability at the first semester in the eleventh grade of SMAN 1 Katibung South Lampung in the academic year of 2016/2017.

F. Use of the Research

1. To give information to the teachers and students about the influence of using Action-Feelings-Setting (AFS) strategy and their writing ability.
2. To give information to the teachers alternative strategy to improve their students' narrative writing.
3. As a motivation to the students in order that they were able to be more interesting in learning writing subject.

G. The Scope of the Research

1. The Subject of the Research

The subjects of the research were the students of the eleventh grade of SMAN 1 Katibung, South Lampung in the Academic Year of 2017/2018.

2. The Object of the Research

The object of the research focused on the influence of using Action-Feelings-Setting (AFS) strategy towards students' narrative text writing ability.

3. The Place of the Research

The research was conducted at SMAN 1 Katibung, South Lampung in the academic year of 2017/2018.

4. The Time of the Research

The research time was conducted at the first semester in the academic year of 2017/2018.

CHAPTER II LITERATURE REVIEW

A. Teaching English as a Foreign Language

Language is considered to be a system of symbols and words, primarily through oral and written communication as well as using expressions through body language. Language is sets of habits.¹⁷ As Allah said in the Holy Qur'an Ibrahim 4:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ

وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

“and we did not send any messenger except in the language of his people to state clearly for them, and Allah sends astray (thereby) whom he wills and guides he wills. And he is the exalted in Might, the wise”¹⁸

This suggests that acquiring a language require the frequent uses of the language. In other words, learners need lots of practices to master the language. Harmer states that, English as a foreign language is generally taken to

¹⁷Jack C Richards and Theodore. S. Rodgers, *Approaches and Methods in Language Teaching*, (2nd Ed), (New York: Cambridge University Press, 2001), p. 55

¹⁸Abdullah Yusuf, *Al- Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) al-qolam- 1, p.1138

apply the students who are studying general English at the schools and institutes in their own country or as transitory visitors in a target language country.¹⁹ It means that the purpose of teaching English as foreign language is to create a situation that the students can use English as a means of communication. The students should be put into situation that they can use English for communication both oral and written

In the case, there are two ways of developing ability in a target language such as acquisition and learning. Acquisition is defined as a subconscious process that is identical to the process use in first language acquisition in all important ways, while learning is defined as conscious knowing about a target language. While acquisition is taking place, language learners are not always aware of the results; they are not very concerned with grammatical rules and error correction. They are gaining a target language by living in the society where the language is use in their daily lives. When people talk about the rules of a target language, they correct errors, and people in the society do not speak the target language, they are learning the target language.²⁰ It means that acquisition and learning are the way to develop the ability in target language, the acquisition of the language will be easier achieved by the people who life in the

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (3rd Ed), (London: Longman Group UK Limited, 1991), p. 39

²⁰Ag.Bambang Setiyadi, *Teaching English as Foreign Language*, (1st Ed), (Yogyakarta: Graha Ilmu, 2006), p. 21

society where the language is used in their daily lives. Learning language is the process to learn the target language which is not used in daily communication.

English as a foreign language occurs in countries where English is not actually used or spoken in daily life. English is really a foreign language for language learners in Indonesia because in Indonesia English is just learned at school and people do not speak the language in the society. English is introduced as a local content in elementary school and as a compulsory subject from junior high school to university level. Learner who learn English as foreign language do not use English in their daily communication. The reason for this is because the environments do not support the learner to use English for communication. English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. It means that English is not spoken in the society, accuracy is really focus in learning English. They use English only when they learn English subject in the classroom and the learner has no appropriate time to practice the knowledge outside the classroom.

It is not the case when people learn English in countries where English as a second language, such as in Malaysia, Singapore, etc. English as a second language occurs in countries where English is spoken in the society. People in those countries emphasize on the ability and fluency in communication of daily lives. They acquire English because they are exposed to the language in the

society. They are not always aware of the process of gaining the language.²¹ Referring to the theory of gaining a target language mentioned above, the process of gaining English in Indonesia is regarded more as learning while in Malaysia more as acquisition.

Teaching English as foreign language means that English is used by the people not as their mother tongue or their native language. According to Brown, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge and causing to know and understand.²² It means that teaching is the process to show, give, guide, and provide the knowledge from the teachers or educators to the students, and the goal of the teaching process is to make students understand the new knowledge. Teaching is a process that should be done by teacher based on knowledge, teaching skills, personal qualities, professionalism and has done interesting teaching method in order that the students are interested in learning English.

Based on the explanation above, the researcher concludes that in teaching English as a foreign language, the teacher should assist and guide students in the mastery of the material. In other words the teacher as a facilitator must be able to provide a good method or technique in teaching and learning so

²¹ *Ibid*, p. 22

²² H. Douglas Brown, *Principles of Language Learning and Teaching*, (5th Ed), (Longman: Pearson Edition, 2007), p. 7

that at the end of teaching activities English as foreign language the students will understand the subject that is taught.

B. Writing

Writing is one of four skills in English that must be mastered by students. Rimes states that writing is a skill in which we express ideas which are arranged in word, sentence and paragraph by using eyes, brain, and hand.²³ When we write, our mind gets an idea and expresses the idea by letter that is arranged to be word form and the word is arranged to be sentence form, so that the writer can give the information or tell the reader about their ideas by using writing. It is supported by Leo *et al*, said that writing as a process of expressing ideas or thoughts in words should be done at our leisure.²⁴ It can be said that writing is skill to express idea and thought on their mind in writing form.

The aim of writing is to give information from the writer to the reader. Writing has been characterized as written thinking to convey message and as a communication indirectly. The writer should be able to communicate the idea or thought in written language clearly in order the reader can understand what are the writer' ideas or thoughts and the writer can attain the purpose of her/his written text. In addition, Brown states that written products are often the result

²³Ann Rimes, *Techniques in Teaching Writing*, (London: Oxford University Press, 1983), p. 3.

²⁴ Sutanto Leo *et. al.*, *English for Academic Purpose Essay Writing*, (Yogyakarta: Penerbit ANDI), p. 1.

convention of thinking, drafting, and revising procedures.²⁵ Based on the statement above, it can be concluded that writing is a process to deliver the writers' idea into written form that need some procedures include think the topic, drafting, and the final is revising.

Elbow in Brown also states that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.²⁶ Writing represents what people think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Writing is a progressive activity. When you first write something down, you have already been thinking about what you are going to say and how you are going to say it. After you have finished writing, you read over what you have written and make changes and corrections.²⁷ It means that writing is not an instant activity, it needs some steps and use thought, mind, and feeling based on what we want to write.

²⁵ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (2nd Edition), (San Francisco: Longman, 2007), p. 335.

²⁶ *Ibid*, p.336

²⁷ Alice Oshima, Ann Hogue, *Writing Academic English*, (3rd Ed), (New York: Longman, 1999), p.3

Another idea about writing is expressed by Raimes. Learning to write is not “natural” extension of learning speaks language.²⁸ It means that we do not need systematic instruction when we learn to speak our first language at home, while most of us had to be taught in school how to write that same language by using systematic instruction. Based on several definitions about writing, the researcher concludes that writing is the activity to communicate the information from the writer into reader. Writing is not only an activity of arranging words into form of sentences, but also when people write, they should organize some interesting stuffs, which are experiences or ideas in written form.

C. Writing Ability

Siahaan states that writing is the skill of a writer to communicate information to a reader or group of readers.²⁹ It means that writing is the writer’s skill to give the information to the readers in written form. In writing, there are five aspects which have to fulfill. The five aspects of writing are as the criteria of good writing. Here they are:

1. Content (the ability to think creatively and develop thoughts)
2. Organization (the ability to write in appropriate manner)
3. Vocabulary (the ability to use of word/idiom)
4. Language use (the ability to write in appropriate structure)

²⁸ Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press), 1983, p.4

²⁹ Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 2

5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).³⁰

Writing ability is one of the most important skills that must be mastered. If we are able to write well, it means we are able to communicate effectively. The reader can get the information from the writer about something explained through writing. Based on the explanation above, it can be concluded that writing ability is an ability to communicate or express idea and thoughts on written form which fulfills five aspects of writing including, content, organization, vocabulary, language, and mechanics effectively.

D. Students' Writing Ability

Writing is aimed to train the students to have good written language. Writing taught in order the students are able to write a good paragraph. As the other skill in which the communication in English developed, writing also become very crucial in order the learners are able to do all writing activities such as doing a test, composing story, writing a letter. Without ability in writing, the learners will not able to communicate their ideas in written form. According to brown, writing is a transaction with words whereby you free yourself from what

³⁰ Cristopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p. 130

you presently think, feel, and perceive.³¹ It means that by practicing writing, students are able to explore their ideas as much as they can in form of written.

To be successful in writing, students should require more attentions on their writing. According to Brown, a writer has to master the components of language, namely; spelling, vocabulary, punctuation, and grammar to make a good writing. All of the components above will influence the writer to create good sentences.³² According to Harmer, states that if we want our students to be a good writers in English we need to teach them how to use punctuation conventions correctly.³³ It means that using punctuation correctly is important, because it make the students' writing good and they can be a good writers. Based on the statements above, it can be concluded that to have ability in writing and to make a good writer, the students has to master the component of language such as spelling, vocabulary, punctuation, and grammar.

According to Rahmawati in her S1 thesis, traditionally, teaching writing in schools only focuses on the grammar and vocabulary but punctuation is rarely learn in English class specifically.³⁴ Therefore Nurhayati states, basically, the problem which is found in writing skill are spacing between words, punctuation, italicization, including parenthesis, underlining, upper and lowercase, capitalization to indicate sentence beginnings and proper nouns;

³¹ H. Douglas Brown, 2007, *Op Cit*, p.362

³² *Ibid*, p.365

³³ Jeremy Harmer, 2007, *Op Cit*, p.49

³⁴ Lia Rahmawati, *Error Analysis of Using Punctuation Made by Students In Writing II Class*, (Salatiga: S1 Thesis of STAIN Salatiga, 2014), p.1. <http://stainsalatiga/erroranalysis/ac/html> Unpublished.

inverted commas, etc.³⁵ It means that teaching learning process in writing, teacher and students were less pay attention in learning about punctuation, so most of the students' problem is not using punctuation correctly in their writing.

From the explanation above, the researcher summarized that by practicing writing, students are able to explore their ideas as much as they can in form of written. To be a good written in English, the students must have the ability in using all of the component of writing. It means it becomes homework for the teacher to improve the students' ability in writing. Giving the students motivation and understanding what they will understand and do in writing. Guiding the students how to express the idea or the imagination in writing form. Without ability in writing, the students will not able to communicate their ideas in written form.

E. Types of The text

According to English syllabus for senior high school there many kinds of text that are taught in senior high school. They are, recount, procedure, descriptive and narrative text.

1. Recount

Recount text is a piece of text that retells past event usually in order in which they happened. The generic structure is orientation, record of event and

³⁵Tri Nurhayati, *Error Analysis of Using Punctuation in English Text*, in Journal English Language Teaching (ELT) Volume 1 Nomor 2, Juli 2013. <http://englishlanguageteaching/2013/pbi/html>. Accessed on February, 26th, 2017.

reorientation. While its language features are focuses on the participant, uses time connective and conjunction, uses past tense, and uses adverb and adverb phrase.

2. Procedure

Procedure text is instruction how to do and how to make something through a sequence of step. The purpose of procedure text is to describe how something is accomplished through a series of action or steps. The generic structure of this text is goal, material and steps. The language feature of procedure text are focus on general human agents, use simple present tense, often imperative, use mainly of temporal conjunction or numbering to indicate sequence, and use mainly of material process. The example of procedure text are how to make sandwich, how to make a cup of coffee, how to make an omelet, etc.

3. Descriptive

Descriptive text describes person, place or thing. Generic structures of descriptive text are identification and description. Identification identifies phenomenon to be described, and description describes parts qualities and characteristics. The language feature of descriptive text is focus on specific participants, use of adjectives and adverb and use of simple present tense. The example of descriptive text such as describes about people (an artist, teacher, best friend). Place, such as Borobudur and Prambanan Temple. Thing such as plant, for example *Rafflesia Arnoldi*.

4. Narrative

Narrative text is a piece of text which tells a story to entertain and inform the reader and listener. The generic structures of narrative text are orientation, complication, evaluation, and resolution. While the language feature as follows focuses on specific participant, uses past tense, uses time connective and conjunction uses saying verb. The examples of narrative text are Cinderella, Mouse Deer and Crocodile, MalinKundang, etc.³⁶

Based on the explanations above, it can be concluded that there are many kinds of texts in teaching writing for student of senior high school and each student must be able to understand the generic structure and language feature of the texts. In this research the researcher will focus on narrative text. Because, this text has been thought at the first semester of SMAN 1 Katibung South Lampung.

F. Narrative Text

1. Definition of Narrative Text

There are some text types such as narrative, descriptive, recount, procedure, exposition, and etc.³⁷ each of them has different definition and function. According to Anderson, narrative is a text which tells a story and in doing so, entertains or informs the reader or listener.³⁸ It is in line with

³⁶ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Queen lands: AAE Publishing, 1994), pp.192-220.

³⁷ Mark Anderson and Kathy Anderson, *Text Type in English*, (Australia: Mc millan, 1997), p.2

³⁸ *Ibid*, p. 6

Pardiyono's statement which is narrative is kind of the text appropriate to tell activities or events in the past which has purpose to amuse and give moral lesson to reader.³⁹In addition, narrative is kind of text that contains of story which has a problematic, climax and solution as the end of the story.⁴⁰ It means that in narrative there is a conflict that will reach the solution in the end of story. Usually, the students like to read legend of the country, fairy tale of the world, or fable such as Malin Kundang, Cinderella, and Mouse deer and Crocodile. They are known as narrative text.

2. Purpose and Rhetorical Structure of Narrative Text

The purpose of narrative text is to present a view the world that entertains or informs the reader or listener. The rhetorical structures are the parts of the text. Each part has its own function. In other words, rhetorical structures are the elements existing in the text. The rhetorical structures of narrative text are:

a. Orientation

In this paragraph the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is going on

b. Complication

³⁹ Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Penerbit ANDI, 2001), p. 94

⁴⁰ Pardiyono, *The Art of Teaching Technique of Classing Handling as Food-like Service*, (Yogyakarta: Penerbit ANDI, 2001), p. 30

This is part of the story in which the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters.

The complication is the trigger.

c. Sequence of events

This is the way how the narrator tells how the character reacts to complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashback.

The audience is given the narrator's point of view.

d. Resolution

e. In this part, the complication is sorted out or the problem is solved.

f. Coda

The narrator includes a coda if there is to be a moral or message to be learned from the story.⁴¹

3. Language Features

The language features in narrative text are:

- a. Specific character
- b. Time words that connect events to tell when they occur
- c. Verb to show the actions that occur in the story

⁴¹ Th. M. Sudarwati, *Look Ahead An English Course For Senior High School Students Year XI*, (Jakarta: Erlangga, 2007), p.52

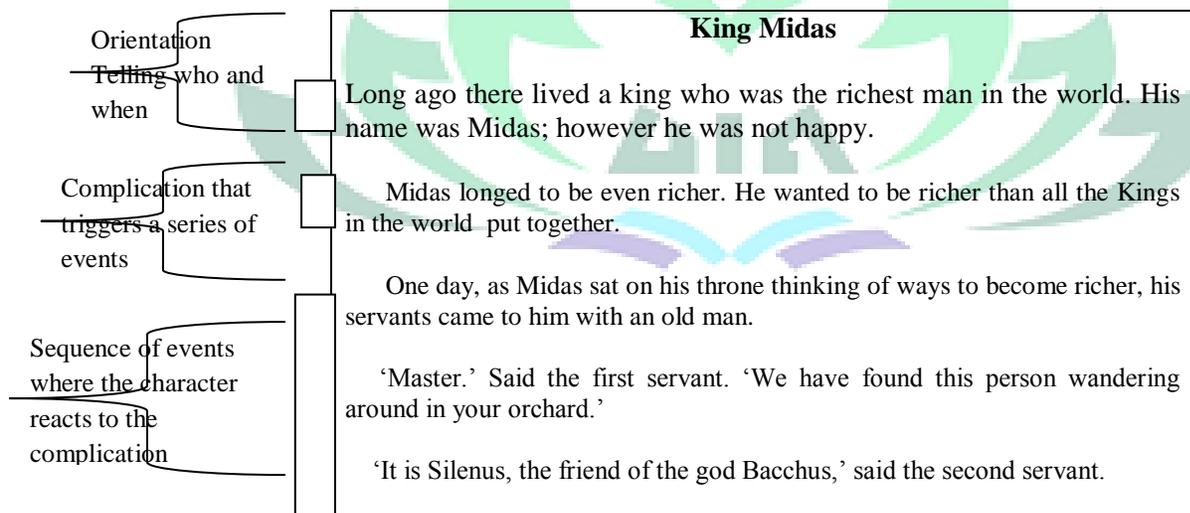
d. Descriptive words to portray the characters and settings.⁴²

4. Kinds of Narrative Text

Narrative is kind of text that contains of story which has a problematic, climax and solution as the end of the story. It means that in narrative there is a conflict that will reach the solution in the end of story. There are many kinds of narrative text, they are:

- 1) Fable
- 2) Fairy tale
- 3) Legend
- 4) Myth
- 5) Folk tales.⁴³

5. Example of Narrative text



⁴² Sanggam Siahaan and Kisno, S, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.73

⁴³ Emi Emilia, *Pendekatan Genre Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*, (Bandung: Rizqi Press, 2011), p.94

Sequence of events
where the character
reacts to the
complication

Midas had an idea. He welcomed the old man and said, 'you shall be my guest for ten days. Please, eat and drink as much as you like.'

At the end of the ten days Midas took Silenus back to Bacchus. The god was very happy to see his lost friend. Bacchus turned to Midas and said, 'I will grant you any wish you make.'

Midas could hardly believe his ears. Here was his chance to become richer. He could become richer. He could become richer than all the kings in the world put together.

'My wish is...that everything I touch will turn into gold!'

'Your wish is granted,' laughed Bacchus, 'but will that really make you happy, Midas?'

On this return to his palace Midas tried out his new power. He picked up a stone and it turned to gold. He touched his clothes and they turned to gold. He changed a whole tree into gold by rubbing his hands over the trunk. Midas was so excited.

Back at the palace, Midas sat down and called for some food and drink. His chair turned to gold and, although it was uncomfortable, Midas still was happy that all he touched turned to gold.

A servant brought Midas a bowl of water so that he could wash his hand. As soon as Midas put his hands into the bowl, the water turned to gold. Next, Midas took a piece of bread. Before he could get it to his mouth, it too had turned to gold. He could eat nothing without it turned to gold.

Miserable, Midas went for walk in his garden. His children ran up to him. Without thinking, Midas put his arms around them and instantly they turned into gold statues. Midas now cried.

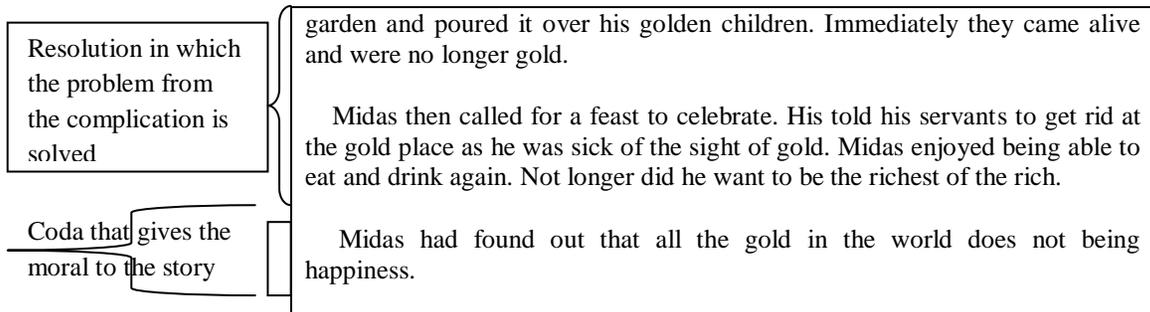
Midas hurried to Bacchus and pleaded that he take away his golden touch.

'Didn't I tell you that the golden touch would not bring you happiness?' asked Bacchus. 'Keep your gift and don't come whingeing to me.'

Then Midas went down on his knees and, with golden tears running down his cheeks, begged to Bacchus to show mercy.

Bacchus felt sorry for Midas and told him how to cure the golden touch. He had to go to the river Pactolus and wash in its clear water. This would take away the golden touch. Midas did so.

Midas then returned to his palace. On the way he touched a branch of the tree and it did not turn to gold. Midas was so relieved. But in this garden he saw his children, still as golden statues. He quickly grabbed a bucket, ran to the river Pactolus and scooped up some water. He took this back to the



Source: Nina Bates, An Interactive English Course for senior High School, page 20.

Based on the explanation above, the researcher makes a conclusion that narrative text is a text which tells problematic story in the past and gives the resolution of the problem in the end, whose purpose is to entertain and give moral lesson to readers, this text has many of kind such as fable, fairy tale, legend, and fiction non fiction

G. Students' Narrative Text Writing Ability

According to Susanti, to make a good narrative text the researcher must be creative. The researcher also has to understand about points that must be there in narrative text writing. In writing a narrative text, the researcher expresses the idea or topic of the text by keep attention about rhetorical structure and language features of narrative text. The researcher also has to keep attention about five aspects of writing (content, organization, vocabulary, language, and mechanics) because they will be the assessment of writing. In this research, the

students have to retell the story of narrative text they read.⁴⁴ Based on the explanation above, the researcher makes conclusion that students' narrative text writing ability is their ability to procedure or compose a text, by retelling a story in the past whose purpose is to entertain and give moral lesson to the readers, which fulfills the criteria of good writing including content, organization, vocabulary, language, and mechanics.

H. Action-Feeling-Setting (AFS) Strategy

1. Definition of Action-Feeling-Setting (AFS) Strategy

David says in Sanjaya's books, strategy is a plan, method, or series of activities designed to achieve a particular educational goal.⁴⁵ Based on this definition, strategy is a plan to operate the system to reach the goals. Strategy also can be defined as a skill to manage an event. It is a plan to reach the goal through the learning process. According to Siahaan, Students who are taught with a strategy are more highly motivated than those who are not and can be lead to more effective learning.⁴⁶ Moreover, Siahaan says, teachers are always motivated to select a certain strategy that evidently effects to change the students behavior.⁴⁷

⁴⁴ Isa Susanti, *The Influence of Using Transition-Action-Detail (TAD) Strategy towards Students' Narrative text Writing Ability at the Eighth grade of SMPN 1 Gedung Meneng Tulang Bawang*, (Bandar Lampung: S1 Thesis of IAIN Raden Intan Lampung, English Education, 2015), p. 17-18. Unpublished.

⁴⁵Wina Sanjaya, *Op, Cit* p.126

⁴⁶Sanggam Siahaan, *Issues In Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.221

⁴⁷*Ibid*, p.220

In teaching and learning, the strategy is very urgent to simplify learning English process. Then, Action-Feelings-Settings Strategy is one of strategy in teaching writing process. This strategy has three steps, namely Action, Feelings, Setting. The explanation of three steps as follow:

a). Action there's something important happening in this scene. If there wasn't, you wouldn't be writing about it. Your readers are following the action closely. You need to describe the action simply and completely, so people will know what's going on.⁴⁸ Based on the definition, the researcher concludes that action is process of doing something by using energy.

b). Feelings describe the feelings of the important people in this scene. Tell what feeling.⁴⁹ According to Suryabrata in his book Psikologi Pendidikan usually a feeling defined as psychology symptoms that are subjective, generally associated with symptoms to know and be experienced in happy or not happy in various level. In the generally, feeling pertinent with the function of knowing; meaning feelings can arise due to observe, perceive, imagining, remembering or thinking about something.⁵⁰ Based on the definition above, the researcher concludes that feeling is the nature sense of every person to felt something.

⁴⁸ Steve Peha, *The Writing Teacher's Strategy Guide, Teaching That Make Sense*, (New York: Inc, 2003), p.52

⁴⁹*Ibid*, p.53

⁵⁰Sumadi Suryabrata, *Psikologi Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2007), p.66

c). **Setting** tells where and when this is taking place. Also, include a detail or two that tells something interesting about what led up to this situation.⁵¹ Based on the definition above, the researcher concludes that setting is the background of situation where or when the situation was set.

Based on the theory above, the researcher concludes that AFS strategy is the strategy to write some paragraph by presenting every scene inaction, action describe what was going on, feelings describe about how the people felt, and settings describe about where and when the event taking place.

2. Procedure of Action-Feelings-Setting Strategy

In applying strategy, of course there is a procedure that must be followed. Procedure is very useful in order to make the process of doing the strategy run well. According to Richard that procedure is a model of skill learning involving progression from a controlled stage.⁵² In this paper the researcher will show the procedure of the action-feelings-setting strategy, they are:

1. Choose one topic to be your something to focus.

2. Action

Describe what is happening. A sentence or two about the main action is all you really need.

3. Feelings

⁵¹ Steve Peha, *Op Cit*, p.53

⁵² Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic*, (London: Longman, 2002), p. 421

Describe the feelings of the important people in the story. Tell what they are feeling and why they felt that way.

4. Setting

Tell where and when this is taking place. Also include a detail or two that tells something interesting about what led up to the situation.

5. Put it all together

Use your pre-writing to get started. Make a narrative story. Move things around. Leave things out. Add new stuff. Make it sound great.

Example:

SNOW WHITE

Action : Snow White lived in the forest because the queens' men brought the Snow White in to the forest, because the queen was jealous with the Snow White's beauty. One day come an old lady and gave her an apple, after ate an apple, she slept for a long time until a prince came and woke her white his kissed.

Feelings : when the 7 dwarfs' comeback to their house, they felt shock when they see a beauty girl slept into their beds. After Snow White woke up, Snow White told them all of true story.

Setting : Snow White lived happily in the forest white 7 dwarfs and Prince.

Put it all together :

Once upon a time, lived a beautiful princess her name is snow with. She lived in the forest with 7 dwarfs. She lived in the forest because the queens'

men bring her in to the forest, because the queen was jealous with the snow whites' beauty. When the 7 dwarfs' comeback to their house, they felt shock when they see a beauty girl slept into their bed. After snow white wakeup, she told all of story to 7 dwarfs, after that 7 dwarfs ask snow white to live with them. Finally, snow white and 7 dwarfs lived together in the forest after the prince woke her with his kissed because she was slept for a long time after ate an apple from an old lady. Snow White and the Prince lived happily in the forest with 7 dwarfs.

Based on the explanation above the fifth steps in action-feelings-setting strategy will help students as a writer to write narrative text well. By using steps in action-feelings-setting strategy will be guided to write what students should write in their story. The students also can describe the action simply and completely so people will know what is going on, describe how people feel and describe where and when something is taking place in their narrative story.

Peha also said, there are three variations to write, they are:

- Action-Feelings-Setting
- Setting-Action-Feelings
- Feelings-Setting-Action⁵³

From the statements above it can be concluded that there are three variations to write a paragraph. It means that the students can write narrative text using action-feeling-setting strategy not only start from action-feelings-setting,

⁵³*Ibid*, p.55

but also they able to write a paragraph start from settings-action-feelings or feeling-settings-action.

3. Advantages and Disadvantages of Using Action-Feeling-Setting (AFS) Strategy

a. Advantages of Using Action-Feeling-Setting (AFS) Strategy

1. The reader can feel what the writers' feeling. If the reader read your writing, the reader may not be able to fully understand your experiences because the readers does not have the same to experience, but if you say you feel embarrassed or scared or excited about something. The reader knows exactly what you mean because the reader have those feelings.
2. The readers or the writers already know words like "happy" and "sad" and "angry", so look for other synonyms and learn more about what those words mean.
3. The action is explained in detail.
4. AFS can be called "mini story".⁵⁴

From statement above it can be concluded that the AFS strategy has many of advantages that can be used to increase students writing ability by using AFS strategy that writer can give the reader information and experience same as the writer does, in this strategy the writer has to give the detail information to the readers.

⁵⁴ Rahmawati, *The Influence of Using AFS Strategy Toward Students' Recount Paragraph Writing Ability at the Second Semester of Eight Grade at Mts NU 14 Sidorejo East Lampung*, Bandar Lampung: S1 Thesis of IAIN Raden Intan Lampung, English Education, 2014, p.32. Unpublished.

b. Disadvantages of Using Action – Feeling – Setting (AFS) Strategy

This is different from how we normally think about the setting. Usually, we think of the setting as simply time and place, when the story happened and where. We still need that information but we need bit more.⁵⁵ According to the explanation above, strategy that also has disadvantages. The problems in using this strategy always occur in the setting step, in this step just explain the place and time when the story happened. This case does not give detail information to the readers. To solve this problem the teacher need to explain how to retail the setting in detail so the reader will satisfy with the information.

I. Procedure of Teaching Narrative text using Action-Feeling-Setting (AFS) strategy.

To apply the AFS Strategy in teaching narrative text, there are some steps as follows:

- 1). The teacher explains about narrative text
- 2). Then, the teacher explains about AFS Strategy
- 2). The teacher explains about narrative text using AFS strategy.
- 3). The teacher shared the students' a text related to the material.
- 4). The teacher guides again the students to express their idea, beginning from the action. Describe what is happening.

⁵⁵*Ibid*, p.33

- 5). The secondly is feelings. Describe the feelings of the important people in this scene. Feel what they are feeling and why they feel that way.
- 6). Then setting. Tell where and when this taking place, also include a detail or two that tells something interesting about what led up to this situation.
- 7). The teacher gives time to finish.
- 8). The teacher ask students to retell the story.
- 9). The teacher and the students together check the exercise.
- 10). The teacher gives feedback for the students.⁵⁶

J. Expository Strategy

1. Definition of Expository Strategy

Expository Strategy is one of learning strategy is used in the classroom, where the teacher focuses to explain the material, in other words the teacher is talkative.⁵⁷ Further, expository strategy is one of learning strategy that emphasizes to order material through oral from the teacher to the students.⁵⁸ It means that the expository strategy is a strategy where the teacher is the most important role there and focuses material only from the teacher. Moreover, the teacher hold most important rule, because expository strategy is the manner of presentation lesson which is done by the teacher with the verbal explanation

⁵⁶ Novi Sulastris, *The Effect of Using Action-Feeling-Setting Strategy Toward the Ability in Writing Narrative Text*, (Riau: S1 Thesis of UIN Suska Riau, Pendidikan Bahasa Inggris, 2013), p.30. <http://uinsuskariau.pbi/2013/html>. Accessed on January 1st 2017. Unpublished.

⁵⁷Sofyana Hanani, *Penerapan Strategi Pembelajaran Expository*, (Semarang: S1 Program Studi Pendidikan IKIP Veteran, 2005), p.59. <http://expositorystrategy/ikipveteran.ac.id/html>. Accessed on Desember 10th 2016. Unpublished.

⁵⁸Wina Sanjaya, *Op, Cit* p.179

directly.⁵⁹ It can be inferred that expository strategy as one-way communication, it also describes that the students' ability has limited knowledge because the students just focus on the teacher explanation.

According to Astuti, expository teaching model is a model of learning that suppress the verbal process of delivering material from a teacher to a group of student with the intention that students can master the subject matter is optimal.⁶⁰ It means that expository is one kind of teaching model that can be used by the teacher orally to explain the material to the students in order to make the students master the material.

Based on these explanations, the writer concludes that expository strategy is the strategy of the teacher use to teach which the focus or the central material only given by the teacher with explanation to the directly. In this strategy the teacher more active than the students.

2. Advantages and Disadvantages of Using Expository Strategy

The advantages and disadvantages of using expository strategy as a strategy in writing of English teaching learning process. There are some of advantages and disadvantages of using expository strategy, they are as follows:

⁵⁹*Ibid.* p.179

⁶⁰Novita Fuji Astuti, *Efektivitas Model Pembelajaran Expositori Hasil Belajar Siswa Pokok Bahasan Ayat Jurnal Penyesuaian*. Pontianak: Thesis S1 Universitas Tanjung Pura, 2010, <http://jurnal.untan.ac.id/index.php/jdpdp/article/view/3137>. Accessed on November 12nd, 2016, 8:15 pm

a. Advantages of Using Expository Strategy

1. Through this strategy the teacher can control the material and this strategy can be used of the total students, in another word in the large class.
2. Through this strategy the students can hear through speech from the teacher, then look the demonstration about the material.⁶¹

Based on these explanations, it can be concluded that the expository strategy has strength for the students through oral by their teacher, by using this strategy the students will be more focus on the teacher explanation.

b. Disadvantages of Using Expository Strategy

1. This strategy only can be done for students that have good listening ability and give good attention. For students do not have good listening ability, need another strategy.
2. Because this strategy is given by talkative teacher. So that, it is difficult to increase students ability in socialization, interpersonal related, and critical think ability.
3. So that, this strategy happen in one-way communication, then the opportunity for controlling the students understand about the material is limited. Besides that, the one-way communication can cause the students knowledge is narrow about what their teacher given.⁶²

⁶¹ Wina Sanjaya. *Op Cit*, p.189

⁶² *Ibid*,p.190

Based on these explanations, it can be concluded that the expository strategy has weakness to be used in the writing classroom. To solve the problem the teacher needs to explain the material slowly and clearly and the teacher should make the teaching and learning process enjoyable by giving opportunity to the students become active.

K. Procedure of Teaching Narrative Text Writing through Expository Strategy.

There is procedure of Teaching Narrative Text Writing through Expository Strategy:

- 1) The teacher prepares the material that related with narrative text for the students.
- 2) The teacher presents the material narrative text and gives an example of narrative text for the students.
- 3) The teacher explains about narrative text with generic structure.
- 4) The teacher asks the students to make a narrative text by retelling the story based on the text they read.
- 5) The teacher gives conclusion in the end of material.⁶³

Based on these explanations, it can be concluded that the procedure of teaching procedure text writing through expository strategy start from the teacher prepares until the teacher closes the material.

L. Frame of Thinking

⁶³*Ibid*, p. 4

Language is one of important aspects in our life, with it can interact with other peoples also it can express our idea in speaking or especially in written form. There are still many senior high school students who are not able to write well. In facts, students writing ability is still low. Even though, the students only make a summary form the text, there are still many students who are not able to make it. It may be caused by the lack of practice done by the students or by inappropriate strategy that the teacher uses to teach writing. We know that writing seems to be boring for some people because it is time consuming and needs much patience to do. Therefore, teacher must be aware of the importance of practice in study writing. Besides, teacher must also try to find an appropriate technique or strategy engaging students in studying writing. The strategies or techniques used should be interesting, so that they will not be bored in studying writing.

Action-Feeling-Setting (AFS) Strategy is a good strategy to help students to increase their ability in writing. Besides that, AFS strategy is one of the strategies that can motivate students and make students easy to get idea. Students will decide that studying English is comfortable by using this strategy. The students' also will enjoy and relax in the teaching and learning process. AFS can help students to increase their writing ability, because in AFS strategy the students are showed how to write a paragraph step by step. So it will help them to easier understand the main idea of the paragraph. They will feel comfortable and relax during the teaching learning process.

Thus by using AFS strategy the learner will have a good ability in English especially in writing. The researcher would assumed that there is influence of using Action-Feeling-Setting (AFS) strategy towards students' Narrative Text Writing Ability, because AFS strategy is one kinds of writing strategy that give explanation how to write step by step. So, by using this strategy students will be easier to write a paragraph.

M. Hypothesis

The hypotheses of the research are as follows:

H₀ : There is no a significant influence of using *Action-Feeling-Setting (AFS)* strategy towards students' narrative text writing ability.

H_a : There is a significant influence of using *Action-Feeling-Setting (AFS)* strategy towards students' narrative text writing ability.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In conducting this research the researcher applied experimental design in order to know the influence of using action-feeling-setting (AFS) Strategy towards student's narrative text writing ability. Experimental design is the general plan to carrying out a study with and active independent variable.⁶⁴In this research, the researcher used quasi experimental. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to group. This is because the experimenter cannot artificially create groups for the experiment.⁶⁵ It means that the researcher did not have the opportunity for random assignment of students to special groups in different conditions. In this research, the researcher used two classes of students that consist of one class as the experimental class and another class as the control class.

According to Ary, *et.al*, who state that the variety of quasi experimental designs, which can be divided into two main categories, there are pretest, posttest, and posttest-only.⁶⁶The researcher used pre-test and post-test.

⁶⁴Donald Ary, *et.al*, *Introduction to Research in Education*, (8th Edition), (Canada: Wadsworth Cengage Learning, 2010), p.301.

⁶⁵ John W. Creswell, *Education Research; Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p.309

⁶⁶ Donald Ary, *et.al*, *Op Cit*, p.307.

The researcher applied the pre-test and post-test design approach to a quasi-experimental design.

The design as follows:⁶⁷

Table 2
Pre and Posttest Design

Select Control Group	Pretest	Treatment by Using Expository Strategy	Posttest
Select Experimental Group	Pretest	Treatment by AFS Strategy	Posttest

The researcher would observe the result of the pre-test and post-test, and compare them. The researcher used the control group pre-test and post-test design to measure both control class and experimental class' achievement. The pre-test was done to both classes before the treatment to know the students' early achievement. Then, the treatment was done only to the experimental class, while for the control class was taught by expository strategy. The post-test was done to both classes; the comparison was done between the result of the students' achievement before the treatment and after the treatment.

B. Variable of the Research

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organizations studied.⁶⁸ There are two variables in this research namely: independent variable and dependent variable. Independent variable is the

⁶⁷ John W. Creswell, *Op Cit.*, p.310

⁶⁸*Ibid*, p. 112.

major variable which investigated. It is the variable that is selected, manipulated, and measured in the research. While the dependent variable is a variable which is observed and measured to determine the effect of the independent variable.⁶⁹

After determining of the research, the researcher focused on two variables:

1. The independent variable is using AFS strategy(X)
2. The dependent variable is students' narrative text writing ability (Y)

C. Operational Definition of Variable

The operational definition of variable is used to describe the variables which are used in this research to avoid misconception of variables presented in this research. It is also aim in other the research has clarity about the data needed, so the researcher investigates the data that will be related with the variables of this research. The operational definitions of the variables of this research are as follows:

1. Independent Variable (X)

Action-Feeling-Setting (AFS) strategy is the strategy to write some paragraph by present every scene in action, action is describing what was going on, feelings is describing about how the people felt, and setting is describing about where and when the event taking place.

2. Dependent Variable (Y)

⁶⁹*Ibid*, p.115-116.

The students' narrative text writing ability is their ability to procedure or composes a text, by retelling story in the past whose purpose is to entertain and give moral lesson to the readers, which fulfills the criteria of good writing including content, organization, vocabulary, language, and mechanics.

D. Population, Sample of the research and Sampling Technique

1. Population

The population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.⁷⁰ According to Ary *et .al.*, state that the larger group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events, or objects.⁷¹ In this case, the population was the total number of students in the research. The population of this research is the eleventh grade of SMAN 1 Katibung south Lampung in the academic year of 2017/2018. The numbers of students are 122 distributed in 4 classes.

Table 3
Population of the Students
at the First Semester of the Eleventh Grade of SMAN 1 Katibung
South Lampung in the Academic Year of 2016/2017

No	Class	Gender		Numberof Student
		Male	Female	
1.	X.1	12	18	30
2.	X.2	10	22	32

⁷⁰James B. Schreiber and Kimberly Asner-Self, *Educational Research, The Interrelationship of Question, Sampling, Design and Analysis* , (India: John Willey and Sons Inc, 2011), p.83.

⁷¹Donald Ary, *et.al.*, *Op. Cit*, p.148.

3.	X.3	13	17	30
4.	X.4	15	15	30
Total		50	72	122

Source : The Document of Sman 1 Katibung South Lampung

2. Sample of the research

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁷² It could be elaborated that sample was a group of individuals as a part of population which is chosen as representative data of the whole population. So, the researcher takes two classes of the sample in this research. Therefore, the researcher took two classes out of four classes as the sample in this research.

3. Sampling Technique

In conducting this research, the researcher took the sample from the population of the research by using cluster random sampling technique. Cluster random sampling occurs when the population is already divided into natural, preexisting groups. A cluster could be a state, district, school, classroom, metropolitan statistical area, city zone area, neighborhood block, street, and etc.⁷³

The researcher conducted the research at eleventh grade. In this research, the researcher used Cluster Random Sampling technique because the population is in groups and homogenous. The researcher took the sample from group of class.

⁷²John W. Creswell, *Op. Cit.*, p.142

⁷³James B. Schreiber, *Op. Cit.*, p.89.

Based on the explanation above, to determine the class of cluster random sampling, the researcher took the sample from group of class. Steps in determining the experimental class and control class are as follows:

1. The researcher wrote all of the class of the eleventh grade on the piece of paper.
2. The papers were rolled.
3. Then, shake the papers to determine both of the classes, one paper is for the experimental class and another paper is for the control class.

E. Data Collecting Technique

In the research the researcher used the data which would be taken from:

1. Pre-test

Pre-test administered to know the students' narrative text writing ability before the treatment. The scoring is only based on five aspects to be considered, there are: content, organization, vocabulary, language and mechanics.

2. Post-test

Post-test administered to know the students' narrative text writing ability after they were given the treatment by using action-feelings-setting strategy in experimental class and expository strategy in control class. The scoring is only based on five aspects to be considered, there are: content, organization, vocabulary, language and mechanics.

F. Research Instrument

The research instrument that used in this research is writing test. The researcher asked the students to make their own narrative text correctly and clearly. The researcher made two instruments, they are pre-test and post-test. There are many kinds of narrative text, fable, fairy tale, legend, myth, and folktales. The researcher only chooses fable and fairy tale for material in the pre-test and post-test. Based on the English teachers' said, fable and fairy tale are the famous story for students.

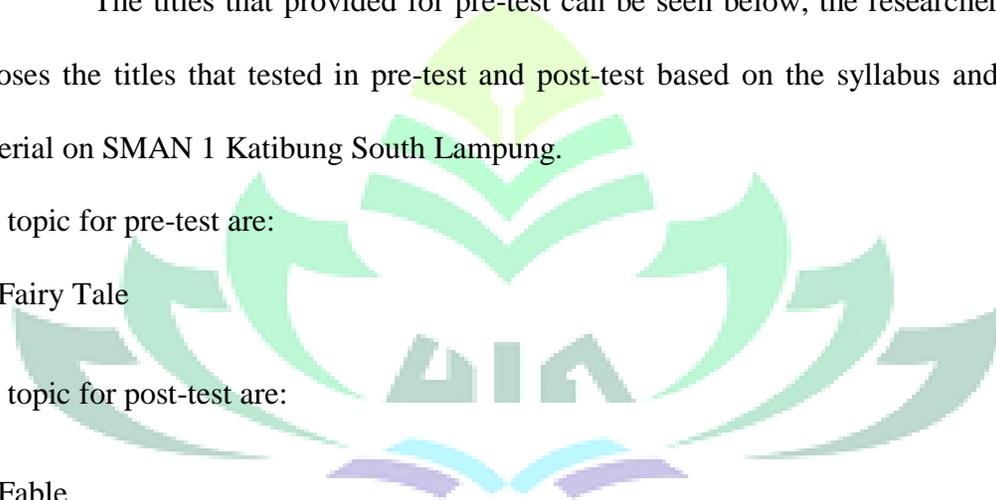
The titles that provided for pre-test can be seen below, the researcher chooses the titles that tested in pre-test and post-test based on the syllabus and material on SMAN 1 Katibung South Lampung.

The topic for pre-test are:

- a. Fairy Tale

The topic for post-test are:

- b. Fable



According to Imam in his research journal, the students were asked to write a narrative composition about 120-150 words within 60 minutes.⁷⁴ It was supported by Siregars' and Sitepus' journal, to collect the data, the students of both groups were asked to write a text. The length of the text is maximum 150 words.⁷⁵ In line with Widiokos' journal in his research, the students made a narrative text that they knew within 60 minutes and consists 150 words.⁷⁶ It means that, the good writing instrument must consist of 120-150 words in 60 minutes allocation time. The researcher prepared the instrument of pre-test and post-test is test to make a narrative text. The students will be asked to write a narrative text that consists of 120-150 words in 60 minutes allocation time. The instruments of pre-test and post-test are tests to compose narrative text by choosing one topic that are provided based on the English book that is used by the researcher in this research at SMAN 1 Katibung South Lampung.

G. Scoring Procedure

To score the result of the writing test, the researcher uses inter-rater. That is another person who scores besides the writer herself. Here, the copied

⁷⁴ Sahran Imam, *Morphological Errors In Narrative Writing of Eleventh Grade sStudents at Madrasah Aliyah Negeri 2 Palembang*, (Palembang: UIN Raden Fatah, 2015). Available at www.e-jurnal.org. Accessed on April 17th, 2017, 20.00 pm. Unpublished.

⁷⁵ Masitowarni Siregar and Roy Batman Sitepu, *The Effect of Using Multiple Intelligence Strategy On Students' Achievement in Writing Narrative Text*, (Kabanjahe : STKIP PGRI Medan, 2014). Available at www.id.portalgaruda.org. Accessed on April 17th, 2017, 20.00 pm. Unpublished.

Tri Widioko, Patuan Raja, and Flora, *Text less Comic to Improve Narrative Text Writing Ability*, (Lampung: UNILA, 2015). Available at www.id.portalgaruda.org. Accessed on April 17th, 2017, 20.10 pm. Unpublished.

students' writing is kept by the researcher herself and another copy is kept by another person who also score the students' work. The scores from two scorers summed up and then divided into two.

In scoring the students' narrative text writing, the score of test calculated in scoring system proposed by Tribble as follows:⁷⁷

Table 4
Scoring System

Area	Score	Descriptor
Task Fulfillment/ Content	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness.
Organization	20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	Very poor: Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
Vocabulary	20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.

⁷⁷Christopher Tribble, *Writing*, (New York: Oxford University Press, 1996), p. 130

	16-12	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
Language	30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23-18	Good to average: Acceptable grammar-but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
Mechanics	10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	Very poor: Fails to address his aspect of the task with any effectiveness.

Source: Christopher Tribble, *Language Teaching Writing*, New York: Oxford University Press, 1996.

- | | |
|-----------------|-------|
| 1. Content | : 20% |
| 2. Organization | : 20% |
| 3. Vocabulary | : 20% |
| 4. Language | : 30% |
| 5. Mechanics | : 10% |

H. Research Procedure

In conducting the research, the researcher applied some procedures of the research is as follows:

1. Planning

- a. Determining the subject of the research

The researcher chooses the students at the eleventh grade students of SMAN 1 Katibung South Lampung as a subject of the research.

- b. Preparing pre-test

Pre-test gave to know the students' narrative text writing ability before given the treatment. The students gave three topics, they are: sleeping beauty, a mouse and a lion, and rapunzel.

- c. Determining the material to be taught

The researcher determines the material to be taught to the students that is writing narrative text.

- d. Designing the instruments of the research

The instrument which gave to the students is in the form of writing test.

The students' got the same test for both of the classes.

2. Application

After making the planning, the researcher applies the research procedure that has been already planned before. The steps are as follows:

a. Administering the pre-test

The researcher administers the pre-test in order to find out the students' basic ability before treatment. In this test, the researcher asked the students to write narrative text writing.

b. Conducting treatment

The treatment gave for three meetings. The researcher explains by using AFS strategy. In the every meeting the students are given the picture with different topic.

c. Administering the post-test

The post-test conducted after the treatments. In this test, the students are asked to write a narrative writing based on the topic chosen correctly and clearly.

3. Reporting

The last point have been in the research procedure is reporting. There are some steps in reporting. The steps are as follows:

a. Analyzing the test result (pre-test and post-test)

Having finished scoring students' work, the researcher compared the result of the pre-test and post-test to see whether the score of the post-test is higher than the score in post test.

b. Analyzing the data

After collecting the data, the researcher calculates the data.

c. Making a report on the findings.

I. Validity of Test, Reliability of Test, and Readability of the Test.

1. Validity of the test

Validity is the most important consideration in developing and evaluating measuring instruments.⁷⁸ It means that a good test must have validity, so the test can measure the aspects that measured. The scoring norm is covered by five aspects of writing including content, organization, vocabulary, language and mechanics. Validity has two basic types: the content and construct validity as follows:

a. Content validity

Content validity is the extent to which the question on the instrument and the scores from the questions are representative of all the possible questions that could be asked about the content or skills.⁷⁹ Content validity can be found by relating the material of the test with the curriculum for SMA/MA. It means that the researcher gives the test to the sample based on the current curriculum in the school.

To get contents validity of the writing test, the researcher tries to arrange the material based on the objective of teaching in the school based on the curriculum for the eleventh grade of SMAN 1 Katibung then the researcher

⁷⁸Donal Ary *et. al*, *Op. Cit*, p.225.

⁷⁹ John W. Creswell, *Educational Research; Planning and Conducting Quantitative and Qualitative Research* , (Boston: Pearson, 2012), p.618

consulted the instrument to the English teacher of SMAN 1 Katibung, to make sure that the instrument is valid. Then to make the test was valid, the researcher gave it related to the students' material in their school. To know whether the test had good validity or not, the item of the test was consulted to the English teacher of SMAN 1 Katibung south lampung, Mrs. Maria Endah to make sure that the instrument were valid. After analyzed it, she said that the instrument were valid. See appendix (13).

b. Construct validity

Construct validity is a determination of the significant, meaning, purpose, and use of scores from an instrument.⁸⁰ Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language.

Construct validity focused on the kind of the test that is used to measure the ability. It means that the items should really test the students whether they mastered narrative text writing. In this research, the researcher asked students make a narrative text test that can measure the students' narrative text writing ability based on the scoring covers five aspects of writing that are adapted from Tribble, and they are, content, organization, vocabulary, language and mechanics. To make sure, the researcher consult to the English teacher of SMAN 1 Katibung South Lampung, Mrs. Maria Endah, S.Pd for determining whether the

⁸⁰*Ibid.*p.618

test has obtained construct validity or not. The questionnaire validation form for writing test is attached (see appendix).

2. Reliability of the Test

Reliability is a measurement of accuracy, consistency, dependability of fairness of scores resulting from administration of particular examination. To ensure the reliability of the scores and to avoid the subjectivity of the researcher uses inter-rater reliability. Inter-rater reliability used when scores on the test are independently estimated by two judges or raters. They are the teacher and the researcher. To estimate the reliability of the test, the researcher used rank order correlation as follows:⁸¹

$$\rho = 1 - \frac{6\sum D^2}{N(N^2 - 1)}$$

Note:

ρ = the number of rank order correlation (Rho)

6 & 1 = Constant Number

D = Difference of rank correlation ($D = R1 - R2$)

N = the number of students

The researcher also used the criteria of reliability as follows:⁸²

1. 0.80 – 1.00 = very high
2. 0.60 – 0.79 = high
3. 0.40 – 0.59 = medium
4. 0.20 – 0.39 = low
5. 0.00 – 0.19 = very low

⁸¹Anas Sudijono, *PengantarS tatistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p. 232

⁸²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT RinekaCipta,2002), p. 319

After calculating the reliability, the researcher found that the Cronbach's alpha of reliability was 0.938. The researcher conducted that the degree of the level of reliability of the students' writing ability was very high and sufficiently reliable. See appendix (28)

3. Readability of the Test

Readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.⁸³ To know readability of the narrative text writing ability test instrument, the researcher followed Kouamés' research. The participants asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.⁸⁴ The questions will be tested individually the questionnaire for readability is attached (see appendix).

J. Data Analysis

After collecting the data, the researcher is going to analyze the data by using independent sample t-test. There are two tests that must be done before

⁸³Julien B. Kouamé, *Journal of Multi Disciplinary Evaluation* Vol. VI No. 14 August 2010: *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, (Michigan: Western Michigan University), p.133.

⁸⁴*Ibid*,p.133

analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researcher since many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

a. Normality test

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this research, the researcher used Liliefors test as explained below.⁸⁵

1. Hypothesis formula

H_0 :The data have normal distribution.

H_a :The data do not have normal distribution.

2. The average rates (x) are calculated by formula:

⁸⁵Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p.466

$$\bar{x} = \frac{\sum x_i}{n}$$

Notes :

X_i : The score achieved by students

N : The total of students

3. Variance (S^2) calculated by formula:

$$S^2 = \sqrt{\frac{nx^2 - (\sum x_i)^2}{n(n-1)}}$$

Notes:

x_i : The score achieved by students

n : The total of students.

4. The test of hypothesis is as follows:

a. For $x_1, x_2, x_3, \dots, x_n$ assumed as number $z_1, z_2, z_3, \dots, z_n$ by using the formula:

$$Z_i = \frac{x_i - \bar{x}}{S}$$

b. For each this absolute number is arranged in the normal distribution, then it calculated $F(Z_i) = P(Z \leq Z_i)$

c. Next calculate the proportion $z_1, z_2, z_3, \dots, z_n$ then can be smaller or just the same as z_i . The proportion is represented by

$$S_z = \frac{\sum Z_1, Z_2, Z_3, \dots, Z_n \text{ that } \leq Z_i}{n}$$

d. Calculate $F(Z_i) - (Z_i)$ and calculate the absolute number.

e. Calculate the highest numbers and calls the number as t_{observed} .

5. The criteria are as follows:

H_0 is accepted if L_{observed} is lower than L_{critical} , means the data is normally distributed.

H_0 is rejected if L_{observed} is higher than L_{critical} , means the data is not normally distributed.

6. Homogeneity Test

Before administering the data in t-test, it is necessary that the data are homogenous or not. The following explanation is to prove homogeneity of the test.⁸⁶

a. The hypothesis for the homogeneity tests are :

H_0 : The variance of the data is homogenous.

H_a : The variance of the data is not homogenous.

1. The formula is :

$$F = \frac{vb}{vk}$$

F : The homogenous

Vb : The biggest variant

vk : The smallest variant

2. The testing criteria are :

H_0 is accepted if F_{observed} is lower than F_{critical} ($F_{\text{observed}} < F_{\text{critical}}$) it means the variance of the data are homogeneous.

H_a is rejected if F_{observed} is higher than F_{critical} ($F_{\text{observed}} > F_{\text{critical}}$). It means the variance of the data are heterogeneous.⁸⁷

⁸⁶ *Ibid*, p.250

¹⁷ Suharsimi Arikunto, *Prosedure Penelitian : Suatu Pendekatan Praktik*, (jakarta: RinekaCipta, 2010), p.354

7. Hypothetical Test

In this research the researcher used the quantitative analysis to know whether there is any significance influence of using action-feeling-setting (AFS) strategy in students' narrative text writing ability or not. Because the data was taken from homogeneous population and were normally distributed, the research used hypothesis. The significance of the different in the average pretest-posttest change for two groups could be determined by a *t* test.⁸⁸

a. The t-test formula is :

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Note :

t : t test

M_x : mean of control class.

M_y : mean of experimental class.

Σx^2 : average of deviation of control class.

Σy^2 : average of deviation of experimental class.

N : Number of subject.

b. The hypothesis are :

H_a : There is a significant Influence of Using Action-Feeling-Setting (AFS) Strategy towards Students' Narrative Text Writing Ability in the Eleventh Grade of SMAN 1 Katibung South Lampung at the First Semester in the Academic Year of 2017/2018.

⁸⁸*Ibid*, p.307

H_0 : There is no significant Influence of Using Action-Feeling-Setting (AFS) Strategy towards Students' Narrative Text Writing Ability in the Eleventh Grade of SMAN 1 Katibung South Lampung at the First Semester in the Academic Year of 2017/2018.

The criteria are:

H_a is accepted if t_{observed} is higher than t_{critical} .

H_0 is rejected if t_{observed} is lower than t_{critical}



CHAPTER IV RESULT AND DISCUSSION

A. Description of the Treatment

The research has been conducted since September, 1st 2017 to October 1st 2017. They involved pretest, three times treatments and posttest. In the experimental class, the researcher gave three times treatments by using Action-Feeling-Setting (AFS) Strategy to find out the influence of using Action-Feeling-Setting (AFS) Strategy. Meanwhile, in the control class the researcher gave expository strategy that usually is used by the teacher there. The researcher identified several results, they were: the score of the students before treatment in pretest, score of students after treatment in posttest.

1. Description of the First Treatment

The first treatment on September 5th 2017, the students looked nervous. The students were not interested when the researcher said about writing. They assumed that it was very difficult to express their ideas because they were lack of vocabulary, did not want to try writing an narrative text, and they were low motivation.

From the situation above, the researcher gave the motivation first. The researcher shared her experiences when she was student in senior high school. And then, the researcher explained about writing aspects and narrative text included generic structure and grammatical features of narrative text. After the

students understood about narrative text, the researcher introduced Action-Feeling-Setting (AFS) Strategy as a strategy to teach writing especially narrative text. And then, the researcher asked students to make narrative text related phenomenon surrounding using action-feeling-setting (AFS) strategy.

2. Description of Second Treatment

The second treatment on September 7th 2017 for this session, it was better than first because the students did not look nervous anymore. The researcher started the teaching learning process with explained of materials. In this treatment, the researcher reviewed about narrative text include generic structure and grammatical features of narrative text. After that, the researcher remind the students about action-feeling-setting (AFS) strategy and explained again the steps to make narrative text by using Action-Feeling-Setting (AFS) strategy. The last session of this lesson, the researcher asked students to make narrative text and some of students to read result their writing.

3. Description of Third Treatment

The third treatment on September 9th 2017 for this session, it was better than the second because they felt enjoyable with the materials of writing. In this session the researcher gave the new example about narrative text. The researcher explain more details so that students understood about it.

B. Result of the Research

1. Result of Pre-test in Control Class

The researcher conducted pre-test in order to know students' ability before the treatment. The pre-test was administered on September 1st, 2017 at 09.00 pm. The score of the Pre-test in the control class can be seen in figure 1.

Frequency

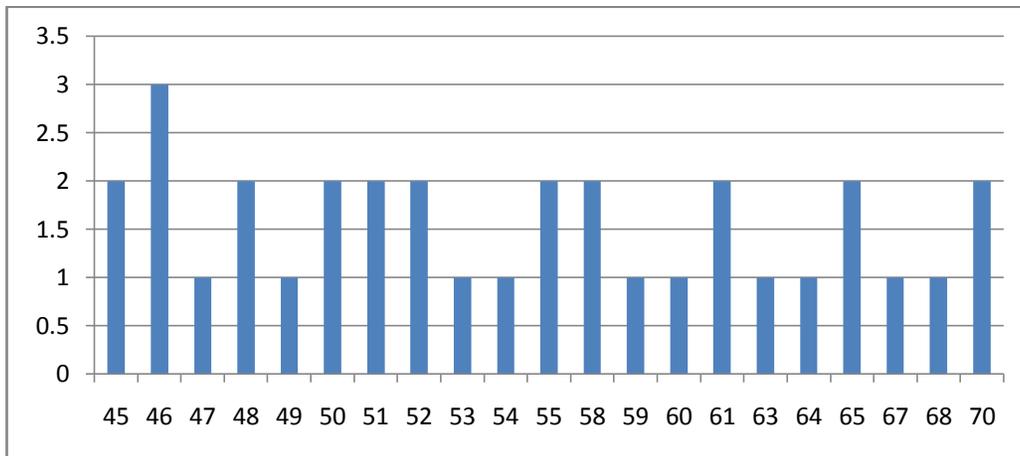


Figure 1
Result of the Pre-Test in the Control Class

Based on the figure 1, it could be seen that there was two students who got 45 score, three students who got 46 score, one student who got 47 score, two students who got 48 score, one student who got 49 score, two students who got 50 score, two students who got 51 score, two students who got 52 score, one student who got 53 score, one student who got 54 score, two students who got 55 score, two students who got 58 score, one student who got 59 score, one student who got

60 score, two students who got 61 score, one student who got 63 score, one student who got 64 score, two students who got 65 score, one student who got 67 score, one student who got 68 score, one student who got 70 score. It can be seen that the highest score of pre-test of X1 was 70 and the lowest score was 45.

The researcher also showed mean of pre-test in control class was $1770:32 = 64.50$.(See appendix 16).

2. Result of the Pre-test in the Experimental Class

The researcher conducted pre-test in order to know students' ability before the treatment. The pre-test was administered on September 2nd, 2017. The score of the Pre-test in the experimental class can be seen in figure 2.

frequenc score

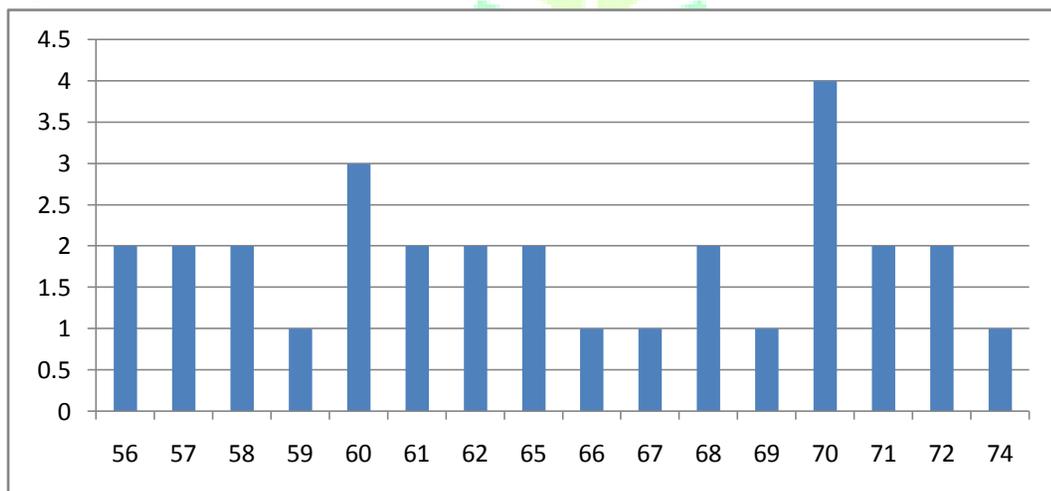


Figure 2
Result of Pre Test in the Experimental class

Based on the figure 2, it could be seen that there were one student who got 74 score, two students who got 72 score, two students who got 71 score, four students who got 70 score, one student who got score 69, two students who got 68

score, one student who got 67 score, one student who got 66 score, two students who got 65 score, two students who got 62 score, two students who got 61 score, three students who got 60 score, one student who got score 59, two students who got 58 score, two students who got 57 score, two students who got 56 score. It can be seen that the highest score of pre-test of XI 2 was 74 and the lowest score was 56. The researcher also showed the mean of pre-test in experimental class was $1935:30 = 64.5$ (See appendix 24).

3. Result of the Post-test in Control Class

The researcher also gave post-test in experimental class to know students' narrative text after the treatment. It was administered on September 15th, 2017. The score of post-test in control class are presented in figure 3.

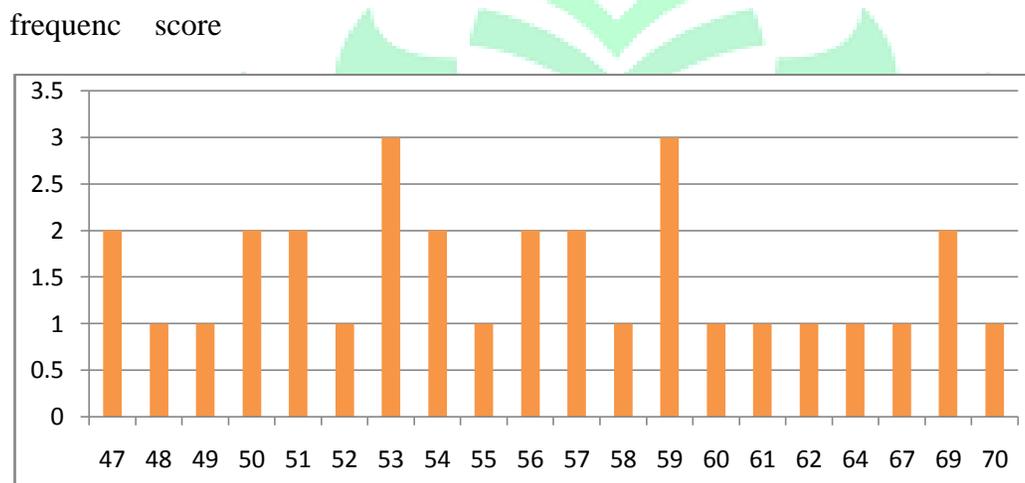


Figure 3
Result of Post test in the Control Class

Based on the figure 3, it could be there were two students who got 47 score, one student who got 48 score, one student who got 49 score, two students

who got 50 score, two students who got 51 score, one student who got 52 score, three students who got 53 score, two students who got 54 score, one student who got 55 score, two students who got 56 score, two students who got 57 score, one student who got 58 score, three students who got 59 score, one student who got 60 score, one student who got 61 score, one student who got 62 score, one student who got 64 score, one student who got score 67, two students who got score 69, and one student who got 70 score .It can be seen that the highest score of post-test of X3 was 70 and lowest score was 50. The researcher also showed the mean of post-test in control class was $1810 : 32 = 56.5$ (See appendix 17) it increased from 55.3 to 56.5.

4. Result of the Post-Test in Experimental Class

The researcher also gave post-test in experimental class to know students' narrative text after the treatment. It was administered on September 16th, 2017. The score of post-test in control class are presented in figure 4.

Frequency Score

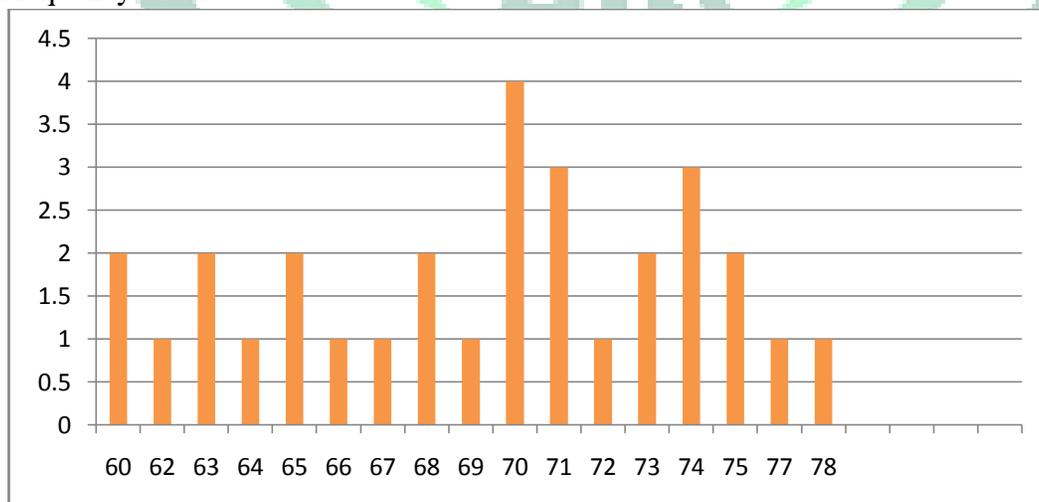


Figure 4

Result of the post-test in the experimental class

Based on the figure 4, it could be seen that there were two students who got 60 score, one student who got 62 score, two students who got 63 score, one student who got 64 score, two students who got 65 score, one student who got 66 score, one student who got 67 score, two students who got 68 score, one student who got 69 score, four students who got 70 score, three students who got 71 score, one student who got 72 score, two students who got 73 score, three students who got 74 score, two students who got 73 score, three students who got 74 score, two students who got 75 score, one student who got 77 score, one student who got 78 score. It can be seen that the highest score of post-test of X1 was 78 and the lowest score was 60. The researcher also showed the mean of post-test in experimental class $2078 : 30 = 69.3$ (See appendix 25) it increased from 64.5 to 69.3.

C. Data Analysis

1. Result of Reliability

Reliability shows that the instrument can be believe to be used the data collecting technique when the instrument is good enough.

a. Reliability of Pretest Control Class

The statistical formula is:

$$\rho = 1 - \frac{6\sum D^2}{N(N^2-1)}$$

$$\rho = 1 - \frac{6(67)}{32(1024-1)}$$

$$\rho = 1 - \frac{402}{32(1023)}$$

$$\rho = 1 - \frac{402}{32736}$$

$$p = 1 - 0.0123$$

$p = 0.987$ --> Reliability is Very High

From the calculation above, the result of pretest experimental class is 0.984. It means that the instrument has very high reliability.

b. Reliability of Posttest Control Class

The statistical formula is:

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2-1)}$$

$$\rho = 1 - \frac{6(60)}{32(1024-1)}$$

$$\rho = 1 - \frac{360}{32(1023)}$$

$$\rho = 1 - \frac{360}{32736}$$

$$p = 1 - 0.0109$$

$p = 0.989$ --> Reliability is Very High

From the calculation above, the result of posttest control class is 0.984. It means that the instrument has high reliability.

c. Reliability of Pre test Experimental Class

The statistical formula is:

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2-1)}$$

$$\rho = 1 - \frac{6 (80.25)}{30(900-1)}$$

$$\rho = 1 - \frac{481.5}{30(899)}$$

$$\rho = 1 - \frac{481.5}{26970}$$

$$\rho = 1 - \frac{481.5}{26970}$$

$$p = 1 - 0.0178$$

$p = 0.982$ --> reliability is Very High

From the calculation above, the result of pretest control class is 0.972.

It means that the instrument has very high reliability.

d. Reliability of Posttest Experimental Class

The statistical formula is:

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6 (277.5)}{30(900 - 1)}$$

$$\rho = 1 - \frac{1665}{30(899)}$$

$$\rho = 1 - \frac{1665}{26970}$$

$$\rho = 1 - \frac{1665}{26970}$$

$$p = 1 - 0.062$$

$p = 0.938$ --> reliability is Very High

From the calculation above, the result of posttest control class is 0.938.

It means that the instrument has very high reliability. Based on the data above, it can be seen that the result of the experimental class and control class have the high reliability by the criteria of reliability.

2. Result of Normality Test

The researcher did normality test to measure whether the data has normal distribution or not. The hypothesis for the normality test are formulated as follow:

H_0 = the data are normally distributed.

H_a = the data are not normally distributed.

Test criteria :

$L_{observed} > L_{critical}$: it means that the data is not in the normal distribution.

$L_{observed} < L_{critical}$: it means the data is in the normal distribution.

Table 5
Normality of the Experimental and Control Class

Class	Pre Test		Post Test		Conclusion
	$L_{observed}$	$L_{critical}$	$L_{observed}$	$L_{critical}$	
Experimental	0.140	0.161	0.0985	0.161	Normal
Control	0.127	0.156	0.0972	0.156	Normal

Based on the table above, it can be seen that in experimental and control class shows $L_{observed} \leq L_{critical}$, so, the conclusion is that the population is in the normal distribution (see appendix).

3. Result of Homogeneity Test

Homogeneity test is used to know wheter the variance of the data is homogenous or not.

a. Hypothesis formula

H_0 = The variance of the data homogenous

H_a = The variance of the data not homogenous

criteria for the test are as follows :

H_0 is accepted if $F_{observed} < F_{critical}$

H_a is refused if $F_{observed} > F_{critical}$

Table 6
Homogeneity of Experimental and Control Class

Class	The biggest variant	The smallest variant	$F_{observed}$	$F_{critical}$	Conclusion
Experimental	31.276	27.35	1.143	1.61	Homogeneous
Control	52.223	37.184	1.40	1.56	Homogeneous

Based on the table above, it can be seen that the result of the test in experimental class and the control class, the $F_{observed}$ are 1.143 and 1.40 while the $F_{critical}$ at the significant level of 0.05. It proves that H_0 is accepted because $F_{observed} < F_{critical}$. It means that the variance of the data is homogenous. (see appendix)

4. Result of Hypothetical Test

The researcher used the following t-test formula:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Notes:

- M_x = Mean of control class
- M_y = Mean of experimental class
- $\sum x^2$ = Average of deviation of control class
- $\sum y^2$ = Average deviation of experimental class
- N = Number of subject⁸⁹

The hypotheses formula is:

H₀ : There is no a significant influence of using action-feeling-setting (AFS)

strategy towards students' narrative text writing ability at the first semester of the eleventh grade SMAN 1 katibung south lampung in the academic year of 2017/2108.

H_a : There is a significant influence of using action-feeling-setting (AFS) strategy towards students' narrative text writing ability at the first semester of SMAN

1 katibung south lampung in the academic year of 2017/2018.

Testing criteria:

H₀ is accepted if t observed < t critical

H_a is accepted if t observed > t critical

⁸⁹ Arikunto, *Op. Cit.*, pp 306-308

Based on the result (see appendix) obtain $t_{\text{observed}} = 3.5$ t_{critical} at degree of significance 0.05 and $d.f = N_x + N_y - 2 = 30 + 32 - 2 = 60$ gain $t_{\text{critical}} = 1.67$. Since $3.5 > 1.67$, H_0 is refused and H_a is accepted. It means that the treatment has influence of the students' score. It means that there is significant influence of using action-feeling-setting strategy towards students narrative text writing ability at the first semester of the eleventh grade of SMAN 1 Katibung South Lampung in the academic year of 2017/2018.

D. Discussion

Based on the pre-test and post-test score, it showed that the students' post-test was higher than in the pre-test. Action-Feelings-Setting strategy can improve each aspect of students' narrative text writing ability including content, organization, vocabulary, language, and mechanics. The result of pre-test and post-test also shows that the students' who taught by using Action-Feelings-Setting strategy got better result than the students who taught by using Expository strategy. As Allah said in the holly Qur'an Al-alaaq 1-5

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ أَكْرَمًا ۝ الَّذِي

عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“Recite in the name of your lord who created. Created man from a clinging substance. Recite, and your lord is the most generous. Who taught by the pen, Taught man that which he knew not.”

It means that we can express our idea, feeling, and information by writing, because Allah also explained for us in the Q.S al-alaaq 1-5 that Allah had taught us how to read and write something, from that, we can get the knowledge for getting the information. So, writing is important for educations. It was supported by Peha, he said that AFS strategy is a strategy to write some paragraph by presenting a scene in action-feelings-setting.

The process of research at the beginning of class, the students were taught through Action-Feelings-Setting strategy in the experimental class and expository strategy in the control class. The material was two topics of narrative text for three treatments. Before doing Action-Feelings-Setting strategy, the researcher explained about narrative text and after that explained about the procedure of Action-Feelings-Setting Strategy. The last of the research, pre-test and post-test was given to measure the improvement of narrative text writing ability in both classes after treatment done.

Based on the analysis of the data and testing hypothesis, the result of the calculation was found that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. From the analysis above, the researcher know that the students who got high frequency of using Action-Feelings-Setting strategy get better score than the students without using Action-Feelings-Setting

strategy. The mean in pre-test in experimental class was 64,5 and the mean score of pre-test in control class was 55,3. The mean of students' post-test score in experimental class was 69,5 and the mean of students' post-test score in control class was 64,5. Therefore it can be concluded that using Action-Feelings-Setting strategy was one of good strategy in motivating students in learning English, especially in writing by seeing the score in experimental class that is higher than control class. It means that Action-Feelings-Setting strategy could improve students' narrative text writing ability.

Action-Feelings-Setting strategies, the students' are supported to be active in teaching learning process. It had been supported by the previous research conducted by Rahmawati about influence of the students' recount paragraph writing ability at the Eight grade of Mts Ma'arif Nu 14 east Lampung, this strategy was effective in enhancing the students' writing skill of recount paragraph, and another previous research, conducted by Meivasari about improving recount text writing ability by Action-Feelings-Setting strategy was revealed that AFS strategy made the students' were more active and enthusiastic because the hypothesis alternative was accepted, the researcher concluded that there was the influence of using Action-Feelings-Setting strategy towards students' narrative text writing ability at the first semester of the eleventh grade of SMAN 1 Katibung South Lampung in the academic year of 2017/2018.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

In the previous chapter the researcher analyzed the data statistically. Based on the statistical analysis, the researcher concluded that there is a significant influence of using Action-Feeling-Setting (AFS) strategy towards students' narrative text writing ability of the eleventh grade at SMAN 1 Katibung South Lampung in the academic year of 2017/2018.

The reason for taking conclusion above, it can be proved from hypothetical test. In the hypothetical test, the research used t-critical (1.67) of t-value distribution for $n= 60$. H_a is accepted if t observed is higher than tcritical, or (tobserved > tcritical). H_o is rejected if t observed is lower than tcritical, or (tobserved < tcritical).

So, since $3.5 > 1.64$ there is a significant influence of using Action-Feeling-Setting (AFS) strategy towards students' narrative text writing ability at the first semester of the eleventh grade of SMAN 1 Katibung South Lampung in the academic year of 2017/2018.

B. Suggestion

In reference to the conclusion above, the researcher proposes some suggestion as follows:

1. Suggestion For The Teacher

- a. In this research the researcher find out that Action-Feeling-Setting (AFS) strategy can be used to improve students' narrative text writing ability. Due to the finding, English teacher can help students increase their narrative text writing ability by using other effective and relevant strategy. This can be done, among others, by providing certain clues based on the strategy so that they can develop they Action-Feeling-Setting (AFS) strategy appropriately.
- b. From the result, the score the students are not really satisfying. Therefore, the teacher can still improve the students' writing ability. The teacher should help the students increase their score by giving more explanation.

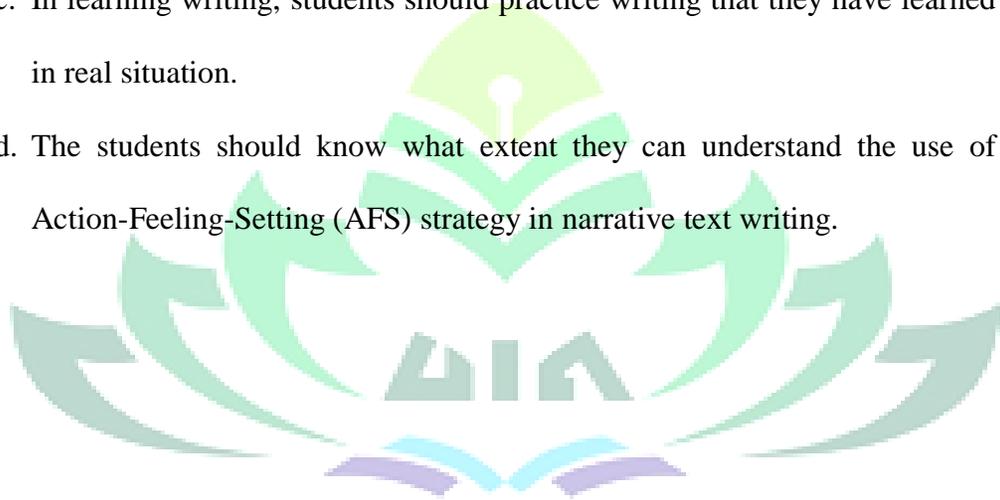
2. Suggestion to Other Researcher

- a. The researcher applied Action-Feeling-Setting (AFS) strategy to increase students' narrative text writing ability. Further other researcher should conduct this strategy on different skill and genre of text.
- b. In this research, the researcher used Action-Feeling-Setting (AFS) strategy to help the students of senior high school, especially in narrative text

writing ability. Further other researcher should conduct this technique on different level of students.

3. Suggestion For the Students

- a. The students should use Action-Feeling-Setting (AFS) strategy for write in writing ability especially in narrative text.
- b. The students should be able to identify their need in learning, they can choose Action-Feeling-Setting (AFS) strategy to make the students easy to write.
- c. In learning writing, students should practice writing that they have learned in real situation.
- d. The students should know what extent they can understand the use of Action-Feeling-Setting (AFS) strategy in narrative text writing.



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