

**THE INFLUENCE OF USING TRANSITION-ACTION-DETAIL STRATEGY  
TOWARDS STUDENTS' NARRATIVE TEXT WRITING ABILITY AT THE  
FIRST SEMESTER OF THE EIGHTH GRADE OF SMPN 1 NGAMBUR  
PESISIR BARAT IN THE ACADEMIC YEAR OF 2016/2017**



**A Thesis**

**Submitted in A Partial Fulfillment of The Requirements for S1 Degree**

**By**

**Mira Sutrianita**

**NPM.1211040182**

**Study Program: English Education**

**Advisor : Iwan Kurniawan, M.Pd**

**Co-advisor : Dewi Kurniawati, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE OF ISLAMIC STUDIES  
RADEN INTAN LAMPUNG  
2017**

**ABSTRACT**  
**THE INFLUENCE OF USING TRANSITION-ACTION-DETAIL (TAD)**  
**TOWARDS STUDENTS' NARRATIVE TEXT WRITING ABILITY AT THE**  
**FIRST SEMESTER OF THE EIGHTH GRADE OF SMPN 1 NGAMBUR**  
**PESISIR BARAT IN THE ACADEMIC YEAR OF 2016/2017**

**By**  
**Mira Sutrianita**

This research focused on using Transition-Action-Detail to towards students' writing ability, so the objective of this research was to find out whether there is significant influence of using Transition-Action-Detail towards students' narrative text writing ability at the first semester of the eighth grade of SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017.

The research methodology was quasi experimental design with the treatment held in 3 meetings 40 minutes for each. In this research, the writer took two classes, one class as the experimental class and one class as the control class. In the experimental class, the writer used Transition-Action-Detail strategy and in the control class the writer used expository strategy. The population of research was the eighth grade of SMPN 1 Ngambur, Pesisir Barat. The samples of this research were two classes consisting of 60 students. In collecting the data, the writer used instrument in the form of writing test. The instrument was used for pre-test and post-test. After giving the post-test, the writer analyzed the data by using t-test formula.

Form the data analysis; it was found that the result of T-test was 3.17. This result was consulted to the score of  $t_{critical}$  with level of significant 0.05 was 1.67. Due to  $t_{observed}$  is higher than  $t_{critical}$  ( $3.17 > 1.67$ ), so  $H_a$  is accepted. It can be concluded that there is a significant influence of using Transition-Action-Detail towards students' narrative text writing ability at the first semester of the eighth grade of SMPN 1 Ngambur Pesisir Barat in the academic year of 2016/2017

*Keywords: Transition-Action-Detail Strategy, Writing, Narrative Text, Experimental design*



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI RADEN INTAN  
LAMPUNG  
FAKULTAS TARBIYAH**

Alamat: Jl. Letkol. H. Endro Suratmin Sukarame I Bandar Lampung (0721)703260

**APPROVAL**

**Title : THE INFLUENCE OF USING TRANSITION-ACTION-  
DETAIL STRATEGY TOWARDS STUDENTS'  
NARRATIVE TEXT WRITING ABILITY AT THE  
FIRST SEMESTER OF THE EIGHT GRADE OF SMPN  
1 NGAMBUR PESISIR BARAT IN THE ACADEMIC  
YEAR OF 2016/2017**

**Student's name : MIRA SUTRIANITA**  
**Student's number : 1211040182**  
**Study program : English Education**  
**Faculty : Tarbiyah and Teacher Training**

**APPROVED**

To be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies,  
Raden Intan Lampung

**Advisor**

**Iwan Kurniawan, M.Pd**  
**NIP. 19601020 198803 1 005**

**Co-Advisor**

**Dewi Kurniawati, M.Pd**  
**NIP. 19800601 2006 04 2047**

**The Chaiperson of  
English Education Study Program**

**Meisuri, M.Pd**  
**NIP. 198005152003122004**



**KEMENTERIAN AGAMA RI  
INSTITUT AGAMA ISLAM NEGERI RADEN INTAN  
LAMPUNG  
FAKULTAS TARBIYAH**

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung ☎ (0721)703289

**ADMISSION**

A thesis entitled: **“THE INFLUENCE OF USING TRANSITION-ACTION-DETAIL STRATEGY TOWARDS STUDENTS’ NARRATIVE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMPN 1 NGAMBUR PESISIR BARAT IN THE ACADEMIC YEAR OF 2016/2017”**, by **MIRA SUTRIANTA**, NPM : **1211040182**, Study Program: **English Education**, Was tested and defended in the examination session held on **Wednesday, January 18<sup>th</sup>, 2017.**

**Board of Examiners:**

**The Chairperson : Bambang Irfani, M.Pd** (.....)

**The Secretary : Nurul Puspita, M.Pd** (.....)

**The Primary Examiner : Rohmatillah, M.Pd** (.....)

**The First Co- Examiner : Iwan Kurniawan, M.Pd** (.....)

**The Second Co-Examiner : Dewi Kurniawati, M.Pd** (.....)

**The Dean of  
Tarbiyah and Teacher Training Faculty**

**Dr. H. CHAIRUL ANWAR, M.Pd**  
**NIP. 19560810 198703 1 0011**

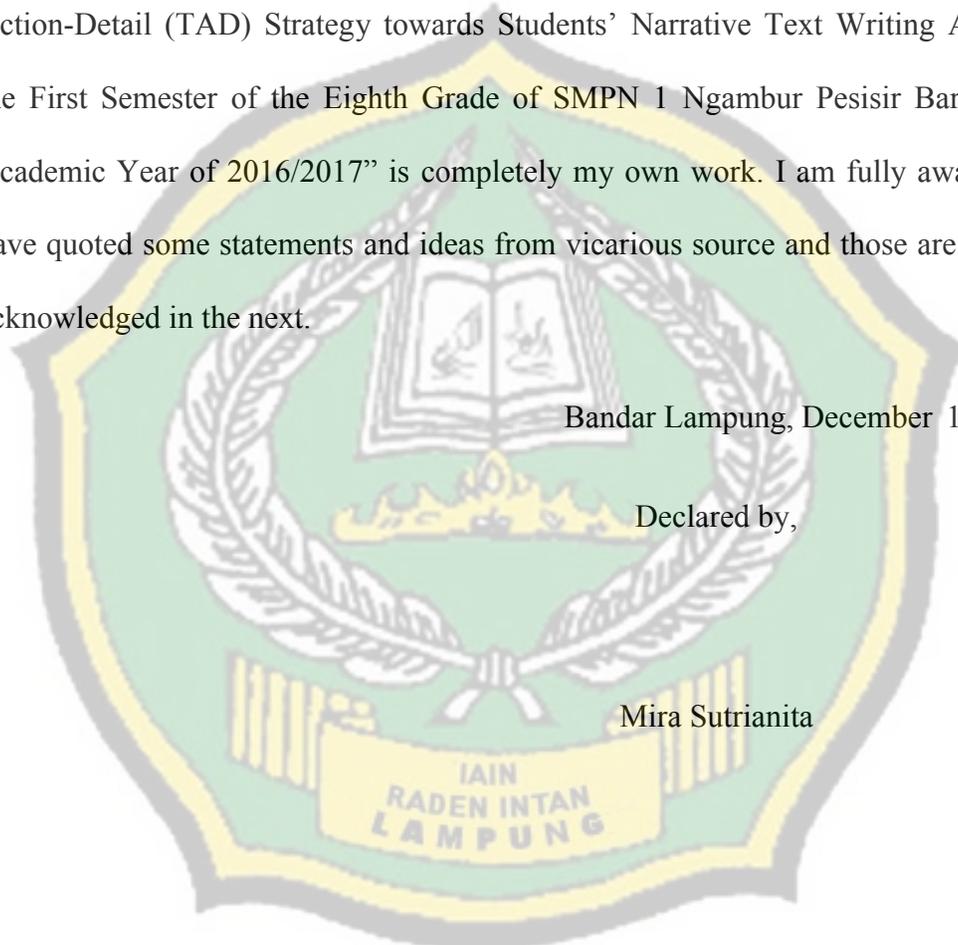
## DECLARATION

I hereby declare that this thesis entitled “The Influence of Using Transition-Action-Detail (TAD) Strategy towards Students’ Narrative Text Writing Ability at the First Semester of the Eighth Grade of SMPN 1 Ngambur Pesisir Barat 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 vicarious source and those are properly acknowledged in the next.

Bandar Lampung, December 18<sup>th</sup>, 2016

Declared by,

Mira Sutrianita



## MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun, by the pen and by the (record) which (men) write.” (QS. Al Qalam:1)<sup>1</sup>



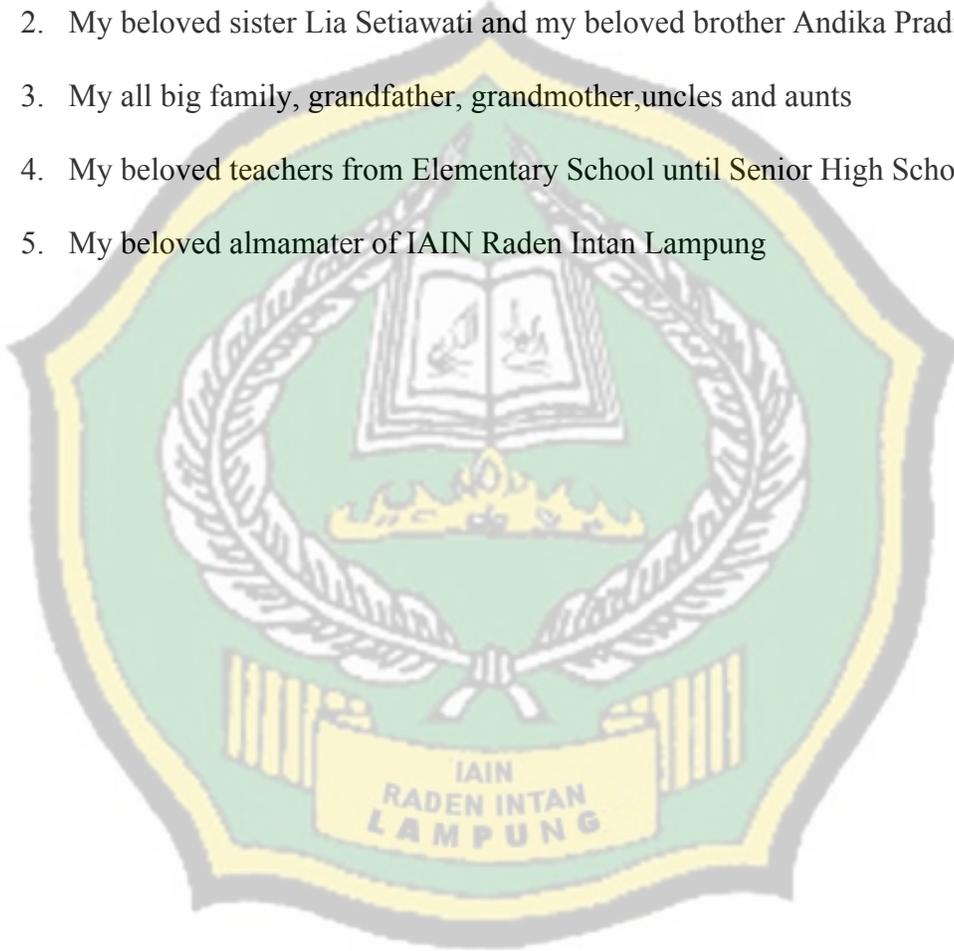
---

<sup>1</sup> Abdullah Yusuf Ali, *The Meaning of Holy Qur'an New Edition Revised Translation, commentary and Newly Comprehensive Index* (Beltsville: Amana Publication, 2005), p. 106

## **DEDICATION**

This thesis is dedicated to:

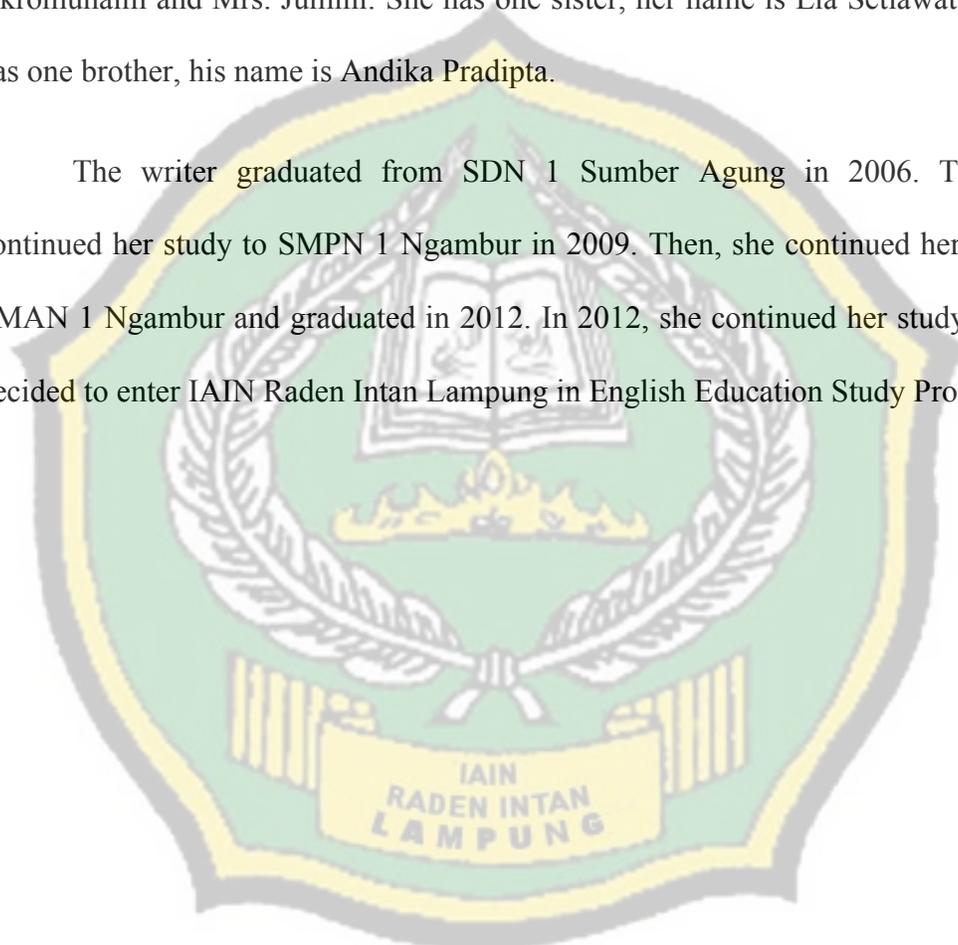
1. My beloved parents, Mr. Akromunaim and Mrs. Jumini
2. My beloved sister Lia Setiawati and my beloved brother Andika Pradipta
3. My all big family, grandfather, grandmother,uncles and aunts
4. My beloved teachers from Elementary School until Senior High School
5. My beloved almamater of IAIN Raden Intan Lampung



## **CURRICULUM VITAE**

The name of writer is Mira Sutrianita. She was born in Pasar Minggu, Pesisir Barat, on January 11<sup>th</sup>, 1994. She is the first child of three children of Mr. Akromunaim and Mrs. Jumini. She has one sister, her name is Lia Setiawati and she has one brother, his name is Andika Pradipta.

The writer graduated from SDN 1 Sumber Agung in 2006. Then, she continued her study to SMPN 1 Ngambur in 2009. Then, she continued her study at SMAN 1 Ngambur and graduated in 2012. In 2012, she continued her study and she decided to enter IAIN Raden Intan Lampung in English Education Study Program.



## ACKNOWLEDMENT

First of all, all praises to be Allah, the Most Merciful, the Most Beneficent for the blessing and mercy given to the writer during her study and in completing this final project. Then the best wishes and salutation be upon the great messenger prophet Muhammad peace is upon him.

This thesis is presented to the English Study Program of IAIN Raden Intan Lampung in order to fulfill a part of students' task in partial fulfillment of the requirements to obtain S1-degree.

Then the writer would like to thank the following people for their ideas, time and guidance for this thesis:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, IAIN Raden Intan Lampung, with his staff, who have given the writer opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of IAIN Raden Intan Lampung.
3. Iwan Kurniawan, M.Pd, the Advisor, who has patiently guided and directed the writer until the completion of this thesis.
4. Dewi Kurniawati, M.Pd, the second advisor, who has spent countless hours correcting this final project for its betterment.
5. The English Department lecturers of IAIN Raden Intan Lampung.

6. Drs. Indaris Indriyanta, MM, the principal of SMPN 1 Ngambur Pesisir Barat for allowing her to conduct the research.
7. Dwi Apyanti Cahyalina, S.Pd, as the English teacher of SMPN 1 Ngambur Pesisir Barat for being helpful during the research process and giving suggestion during the research.
8. The students of SMPN 1 Ngambur Pesisir Barat for being cooperative during the research.
9. My beloved friends, Rita Jayanti, Istiqomah, Desma Yulita, Emilia Nandasari, Nurul Hasanah Marsyabaya, Miri Yadi and Daratul Inayah who have given her motivation and support to finish my thesis.
10. My beloved friends in Ngambur Boarding House who have given supports especially for Miri Yadi and Daratul Inayah.
11. My friends in class E, of 2012 of English Study Program who have greatly contributed toward the completion of this thesis.

Finally, none is perfect and neither is this final project. Any correction, comments, and criticisms for the betterment of this final project are always wholeheartedly welcome.

Bandar Lampung, December 18<sup>th</sup> 2016

The Writer,

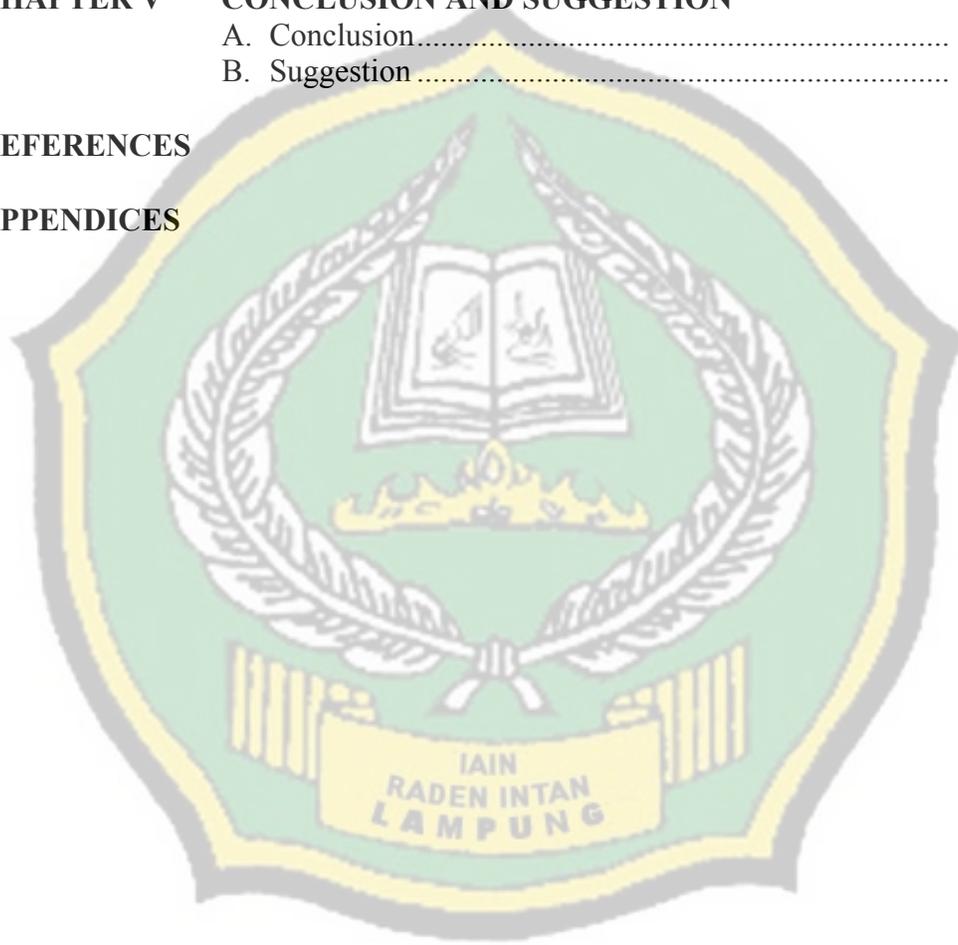
Mira Sutrianita

## TABLE OF CONTENTS

|  |      |
|--|------|
| <b>TITLE</b> .....   | i    |
| <b>ABSTRACT</b> .....  | ii   |
| <b>APPROVAL</b> .....  | iii  |
| <b>ADMISSION</b> .....                                       | iv   |
| <b>DECLARATION</b> .....                                     | v    |
| <b>MOTTO</b> .....   | vi   |
| <b>DEDICATION</b> .....                                      | vii  |
| <b>CURRICULUM VITAE</b> .....                                | viii |
| <b>ACKNOWLEDGMENT</b> .....                                  | ix   |
| <b>TABLE OF CONTENTS</b> .....                               | xi   |
| <b>LIST OF TABLES</b> .....                                  | xiv  |
| <b>LIST OF APPENDICES</b> .....                              | xv   |
| <br>   |      |
| <b>CHAPTER 1</b>   |      |
| <b>INTRODUCTION</b>  |      |
| A. Background of the Problem .....                           | 1    |
| B. Identification of the Problem .....                       | 6    |
| C. Limitation of the Problem .....                           | 7    |
| D. Formulation of the Problem .....                          | 7    |
| E. Objective of the Research .....                           | 7    |
| F. Use of the Research .....                                 | 8    |
| 1. For the students .....                                    | 8    |
| 2. For the teachers .....                                    | 8    |
| 3. For the Other Research .....                              | 8    |
| G. Scope of the Research .....                               | 8    |
| a. Subject of the Research .....                             | 8    |
| b. Object of the Research .....                              | 8    |
| c. Place of the Research .....                               | 9    |
| d. Time of the Research .....                                | 9    |
| <br>   |      |
| <b>CHAPTER II</b>  |      |
| <b>REVIEW OF RELATED LITERATURE</b>                          |      |
| A. Concept of Teaching English as a Foreign Language .....   | 10   |
| B. Concept of writing .....                                  | 13   |
| C. Component of Writing Ability .....                        | 17   |
| D. Concept of Teaching Writing .....                         | 18   |
| E. Concept of Text .....                                     | 21   |
| F. Text Types in English .....                               | 22   |
| G. Concept of Narrative Text .....                           | 24   |
| H. Concept of Students' Narrative Text Writing Ability ..... | 28   |

|                    |   |    |
|--------------------|---|----|
| I.                 | Concept of Transition-Action-Detail Strategy.....                                       | 29 |
| J.                 | Procedure of Teaching Narrative Text<br>Through Transition-Action-Detail Strategy ..... | 33 |
| K.                 | Advantages and Disadvantages of Using<br>Transition-Action-Detail Strategy .....        | 35 |
| L.                 | Concept of Expository Strategy.....   | 36 |
| M.                 | Procedure of Teaching Narrative Text Writing<br>Through Expository Strategy.....        | 37 |
| N.                 | Advantages and Disadvantages of Using Expository<br>Strategy .....                      | 38 |
| O.                 | Frame of Thinking.....  | 39 |
| P.                 | Hypothesis .....  | 41 |
| <br>               |   |    |
| <b>CHAPTER III</b> | <b>RESEARCH METHODOLOGY</b>   |    |
| A.                 | Research Design .....   | 42 |
| B.                 | Variable of the Research.....   | 43 |
| C.                 | Operational Definition of Variable .....  | 44 |
| D.                 | Population, Sample and Sampling Technique .....   | 44 |
|                    | 1. Population of Research.....  | 44 |
|                    | 2. Sample of Research .....   | 45 |
|                    | 3. Sampling Technique of Research .....   | 45 |
| E.                 | Instrument of the Research .....  | 46 |
| F.                 | Data Collecting Technique.....  | 47 |
| G.                 | Research Procedure.....   | 47 |
| H.                 | Criteria for Evaluating Students' Writing.....  | 49 |
| I.                 | Validity and Reliability .....  | 52 |
|                    | 1. Validity of the Test.....  | 52 |
|                    | 2. Readability of the Test .....  | 54 |
|                    | 2. Reliability.....   | 55 |
| J.                 | Data Analysis.....  | 56 |
|                    | 1. Fulfillment of the Assumptions .....   | 56 |
|                    | a. Normality Test .....   | 56 |
|                    | b. Homogeneity Test.....  | 58 |
|                    | 2. Hypothetical Test.....   | 59 |
| <br>               |   |    |
| <b>CHAPTER IV</b>  | <b>RESULT AND DISCUSSION</b>  |    |
| A.                 | Profile of SMPN 1 Ngambur Pesisir Barat .....   | 61 |
| B.                 | Result of the Research.....   | 63 |
|                    | 1. Result of Pre-test .....   | 63 |
|                    | 2. Result of Post-test.....   | 65 |
|                    | 3. The Increase of Students' Narrative  |    |

|                   |  |    |
|-------------------|--|----|
|                   | Text Writing Ability .....               | 67 |
| C.                | Result of Analysis Data.....             | 69 |
|                   | 1. Result of Normality Test.....         | 69 |
|                   | 2. Result of Homogeneity Test .....      | 69 |
|                   | 3. The Result of Hypothetical Test ..... | 71 |
| D.                | Discussion .....                         | 73 |
| <b>CHAPTER V</b>  | <b>CONCLUSION AND SUGGESTION</b>         |    |
| A.                | Conclusion.....                          | 78 |
| B.                | Suggestion .....                         | 79 |
| <b>REFERENCES</b> |  |    |
| <b>APPENDICES</b> |  |    |



## LIST OF TABLES

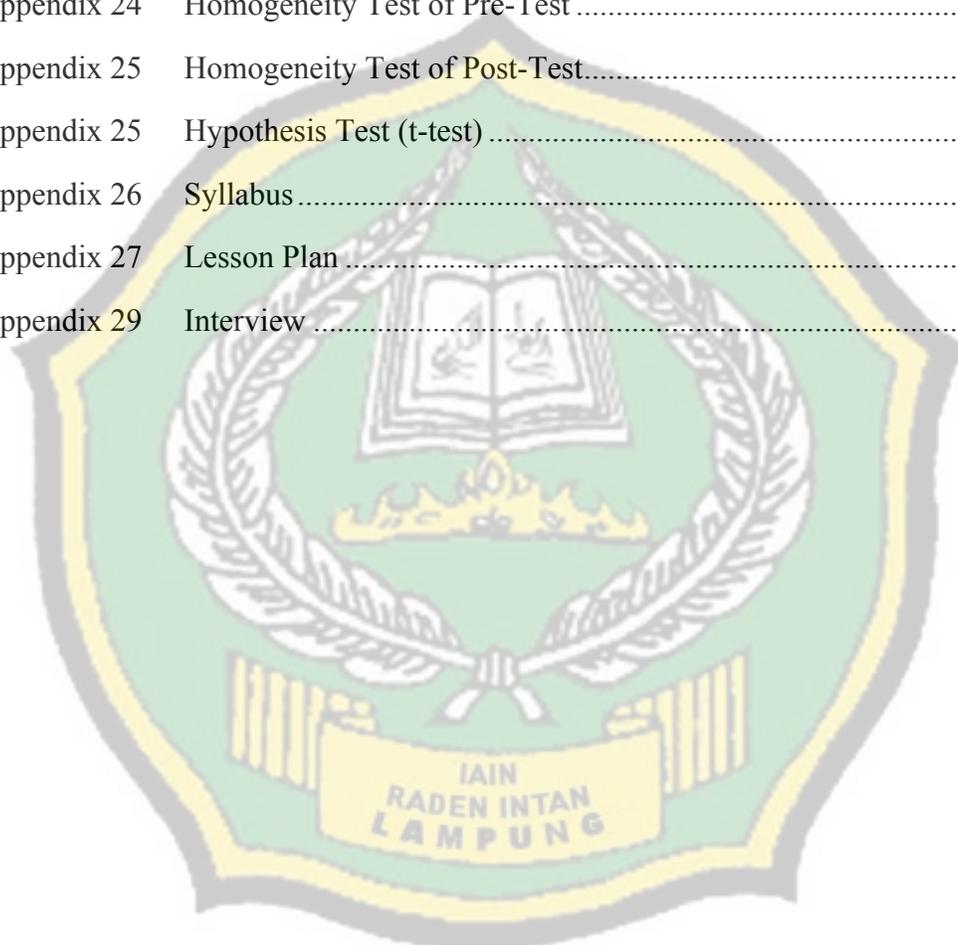
Table

|   | Pages |
|---|-------|
| 1. Students' Narrative Text Writing Test Score in the Eighth Grade of SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2015/2016..... | 4     |
| 2. TAD Chart.....   | 30    |
| 3. Example of Narrative Text in TAD Chart.....  | 30    |
| 4. Pre-test and Post-test Design.....   | 42    |
| 5. The Population of Eighth Grade of SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017.....                                  | 44    |
| 6. Scoring System Writing.....  | 49    |
| 7. Data of Teachers at SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017.....  | 61    |
| 8. Data of Students of SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017.....  | 61    |
| 9. Increase from Pre-Test to Post-Test in the Experimental Class.....   | 68    |
| 10. The increase from the Pre-test to Post-test in Control Class.....   | 69    |
| 11. Normality Test of the Experimental Class and Control Class.....   | 69    |
| 12. Homogeneity Test.....   | 70    |

## LIST OF APPENDICES

|             |   |     |
|-------------|---|-----|
| Appendix 1  | Assessment Scale for Written Work.....  | 81  |
| Appendix 2  | Pre-test Instrument.....  | 83  |
| Appendix 3  | Post-test Instrument.....   | 88  |
| Appendix 4  | Readability Instrument.....   | 93  |
| Appendix 5  | Result of Readability Test.....   | 94  |
| Appendix 6  | Instrument of Validity Form.....  | 95  |
| Appendix 7  | The Name of Students in Experimental Class.....                               | 96  |
| Appendix 8  | The Name of Students in Control Class.....                                    | 97  |
| Appendix 9  | Pre-test Score of Students in Experimental Class.....                         | 98  |
| Appendix 10 | Pre-test Score Analysis of Students in Experimental class.....                | 99  |
| Appendix 11 | Pre-test Score of Students in Control Class.....                              | 100 |
| Appendix 12 | Pre-test Score Analysis of Students in Control Class.....                     | 101 |
| Appendix 13 | Post-test Score of Students in Experimental Class.....                        | 102 |
| Appendix 14 | Post-test Score Analysis of Students in Experimental Class.....               | 103 |
| Appendix 15 | Post-test Score Of Students in Control Class.....                             | 104 |
| Appendix 16 | Post-test Score Analysis of Students in Control Class.....                    | 105 |
| Appendix 18 | Reliability Test of Pre-test in Experimental Class<br>and Control Class.....  | 106 |
| Appendix 19 | Reliability Test of Post-test in Experimental Class<br>and Control Class..... | 107 |
| Appendix 20 | The Analysis of Normality Test of Pre-test<br>in Experimental Class.....      | 108 |
| Appendix 21 | The Analysis of Normality Test of Pre-test in<br>Control Class.....           | 109 |

|             |  |     |
|-------------|--|-----|
| Appendix 22 | The Analysis of Normality Test of Post-test<br>in Experimental Class ..... | 110 |
| Appendix 23 | The Analysis of Normality Test of Post-test<br>in Control Class.....       | 111 |
| Appendix 24 | Homogeneity Test of Pre-Test .....   | 112 |
| Appendix 25 | Homogeneity Test of Post-Test.....   | 113 |
| Appendix 25 | Hypothesis Test (t-test).....  | 114 |
| Appendix 26 | Syllabus.....  | 119 |
| Appendix 27 | Lesson Plan .....  | 121 |
| Appendix 29 | Interview .....  | 156 |



## CHAPTER I INTRODUCTION

### A. Background of the Problem

Human being needs communication to deal with one and another in their lives. They express their idea and thought to get information by using language. "Language is fundamental human faculty use for creative expression, face-to-face communication, scientific, inquiry, and many other purposes."<sup>1</sup> It means that language is very important, because language is a tool that is used to communicate.

People in a country have their own language used to communicate with other people. In the same country, they have to use a language that is known by many people in the world to communicate with other people countries, which is international language. The most use international language is English. English becomes an intermediary language of science use to develop knowledge in many aspects such as economy, politics, social, and culture.

English as a foreign language is generally taken to apply to the students who are studying general English at school and institutes in their own country or as transitory visitors in target language country.<sup>2</sup> It can be concluded that English is not used to communicate in daily life but many people learn English, not only in formal institution but also in informal institution because of its importance.

---

<sup>1</sup> Elly Van Gelderen, *A History of the English Language*, Amsterdam: John Benjamin Publishing Company, 2006, p. 1

<sup>2</sup> Jeremy Harmer, *How to Teach Writing*, Harlow: Pearson Longman, 2007, p. 39

English involves four basic skills; they are listening, speaking, reading and writing<sup>3</sup>. The four skills are useful in communication. They are used in written and oral form. When we learn a foreign language, we learn to communicate with them.<sup>4</sup> We use all the skills to communicate with other people. It means that all basic skills in English are communication tools. In this research, the researcher just focused on one skill, which is writing.

Writing is different from the other of English's basic skills. In writing, the writer does not face the reader directly. So, if there are mistakes or structural errors, the writer cannot overcome it with body language, face expression, or speak tone. These mistakes can result in different understanding of meaning or information. Therefore, in order that information can be received by the reader, the writer must have good competency in writing.

In addition, Harmer states that writing is always formed part of syllabus in the teaching of English.<sup>5</sup> From the statements above, it is obvious that writing is an important and useful part which we have to master. In writing, the students have to be able to express their ideas in a good writing form. A good writing is a writing which fulfills five aspects of writing; they are content, organization, vocabulary, language,

---

<sup>3</sup> *Ibid*, p. 67

<sup>4</sup> Ann Rimes, *Techniques in Teaching Writing*, London: Oxford American Press, 1983, p. 3

<sup>5</sup> Jeremy Harmer, *Op. Cit.*, p. 31

and mechanics.<sup>6</sup> It means that to be a good writer the writer must know the aspects of writing.

Writing is more complex and difficult to be taught and mastered especially for students. The students have problem in English learning. Harmer states that one of the obstacles that writing' teachers have to overcome, at this time, is a reluctance on the part of their students to engage in writing activities with any enthusiasm.<sup>7</sup> The students are not interested in learning activities and teaching process because the activity is monotonous. Not only monotonous technique that used by the teacher but also in writing there are many kinds of texts that should be mastered by the students, these become the problem that was faced by the students in learning writing.

In English, there are many kinds of text that should be mastered by the students. One of the texts is narrative text. Narrative text is kind of text that contains of story which has a problematic, climax, an solution as the end of story. Based on the 2006 curriculum, learning writing in Junior High School is aimed at making the students to be able to express ideas on simple written text in the form of recount and narrative.<sup>8</sup> It can be seen that narrative text is one kind of the text should be mastered by the

---

<sup>6</sup> Cristopher Tribble, *Language Teaching Writing*, New York: Oxfords University Press, 1996, p. 130

<sup>7</sup> Jeremy Harmer, *Op. Cit*, p. V

<sup>8</sup> Syllabus of 2006 Curriculum for SMPN 1 Ngambur Pesisir Barat, Unpublished

students in Junior High School. Narrative is a text type which has purpose to present a view of the world that entertains or informs the reader.<sup>9</sup>

In doing preliminary research the writer got students' narrative writing score at the eighth grade of SMPN 1 Ngambur Pesisir Barat from the English teacher. The following table is the result of students' narrative writing score.

**Table 1**  
**Students' Narrative Writing Test Score in the Eighth Grade of SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2015/2016**

| No.        | Class  | Student's Score |      | Number of Students |
|------------|--------|-----------------|------|--------------------|
|            |        | < 70            | ≥ 70 |                    |
| 1.         | VIII A | 19              | 11   | 30                 |
| 2.         | VIII B | 20              | 10   | 30                 |
| 3.         | VIII C | 17              | 13   | 30                 |
| 4.         | VIII D | 18              | 12   | 30                 |
| Total      |        | 74              | 46   | 120                |
| Percentage |        | 62%             | 38%  | 100%               |

Source: SMPN 1 Ngambur Pesisir Barat

The criteria of Minimum Mastery (KKM) in SMPN 1 Ngambur Pesisir Barat is 70. From the Table 1, it can be seen that 38% students got score more than KKM and 62% students got score less than KKM. It means that there were many students who were unable to pass the KKM. In other words, the students at the eighth grade of SMPN 1 Ngambur Pesisir Barat still have difficulties in mastering writing, especially in writing narrative text.

By interviewing the English teacher, it was found that most of students have less comprehension in grammar and vocabulary. They also have difficulties in making

---

<sup>9</sup> Mark, Anderson and Kathy Anderson, *Text Type in English*, South Yara: Macmilian Education, 1997, p. 2

and combining sentences. In teaching writing, the teacher uses expository<sup>10</sup>. Expository strategy is one of learning strategy is used in classroom, where the teacher focus to explain the material, in other words the teacher is talkative.<sup>11</sup> In addition, based on the result of interview with the students, it was found that they have difficulties in narrative writing because they felt that English is a hard and frightening lesson. Even, some students said that they felt bored in learning English because the teachers always teach writing in the same way; the teacher does not make variation in teaching process, so they are lazy to follow the lesson and keep attention to teacher explanation.<sup>12</sup>

From the explanation above, the researcher found the causes of the problem such as students' narrative writing ability is still low because the teacher does not use interesting strategy which can make the students interested in English learning, and the students have difficulties to develop their students to make a text. So, the researcher is interested in improving the students' writing ability by using of strategy that is Transition-Action-Detail (TAD).

According to Peha, Transition-Action-Detail strategy is a perfect strategy for narrative sequencing. It also works well for summaries and procedural writing of all

---

<sup>10</sup> Dwi Aprianti, *Interview with the Writer*, SMPN 1 Ngambur Pesisir Barat, January 10<sup>th</sup>, 2016, Unpublished

<sup>11</sup> Wina Sanjaya, *Strategies Pembelajaran: Berorientasi Standar Proses Pendidikan*, Jakarta: Kencana Prenada Media Group, 2006, p. 179

<sup>12</sup> 8<sup>th</sup> grade students, *Interview with the Writer*, SMPN 1 Ngambur Pesisir Barat, January 10<sup>th</sup>, 2016, Unpublished

kinds including step-by-step instructions.<sup>13</sup> It means that Transition-Action-Detail is the writing strategy that can be used in several kinds of text including narrative, summaries and procedure. In addition, the result of the research which conducted by Rina showed that Transition-Action-Detail (TAD) strategy can be used to improve the students' writing ability.<sup>14</sup> It can be concluded that Transition-Action-Detail (TAD) strategy is one of strategy which can be used to teach writing text, such as narrative text and procedure text. In this researcher the writer focused on the using of Transition-Action-Detail to teach narrative text.

In line with the background above, the researcher was interested in conducting a research entitled: The Influence of Using Transition-Action-Detail (TAD) Strategy towards Students' Narrative Text Writing Ability at the Eighth Grade of SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017.

### **B. Identification of the Problem**

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

1. The students have difficulties in writing narrative text.
2. The students get bored and uninterested to learn writing.

---

<sup>13</sup> Steve Peha, *The Writing Teacher's Strategy Guide, Teaching That Make Sense*, New York: Inc, 2003, p. 38

<sup>14</sup> Winda Wilanda Octa Rina, *The Influence of Transition-Action-Detail (TAD) Strategy towards Students' Recount Paragraph Writing Ability at the Second Semester of the Eight Grade of SMPN 14 Bandar Lampung in 2013/2014 Academic Year*, S1, Bandar Lampung: English Education, Tarbiyah and Teacher Training Faculty, Raden Intan State Institute for Islamic Studies of Lampung, 2013, p. 45, Unpublished

3. The teacher always uses the same way in teaching writing.

### **C. Limitation of the Problem**

Referring to background and identification of the problem, the researcher focused on the use of Transition-Action-Detail (TAD) strategy for teaching narrative text writing at the eighth grade of SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017.

### **D. Formulation of the Problem**

Based on the limitation of the problem above, the researcher formulated the problem in this research as follows:

Is there any significant influence of using *Transition-Action-Detail (TAD)* towards students' narrative text writing ability at the first semester of the eighth grade of SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017?

### **E. Objectives of the Research**

The objective of the research was to know whether there is a significant influence of using *Transition-Action-Detail (TAD)* towards students' narrative text writing ability at the first semester of the eighth grade of SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017.

## **F. Uses of the Research**

The researcher expects that there are some uses of the research as follows:

1. For the students

It is hoped that using Transition-Action-Detail (TAD) strategy can make the students more interested and motivated in learning English especially in making narrative text.

2. For the Teacher

It is hoped that using Transition-Action-Detail (TAD) strategy can help the teachers to improve their creativity in teaching process so that the goal of teaching and learning can be achieved.

3. For the Institution

It is hoped that the research can be useful in improving the quality of learning in the school.

## **G. Scope of the Research**

The researcher limited this research as follows:

1. Subject of the research

The subject of the research was the students at the eighth grade of SMPN 1 Ngambur Pesisir Barat.

2. Object of the research

The objects of the research were the use of *Transition-Action-Detail (TAD)* and students' narrative text writing ability.

3. Place of the research

The research was conducted at SMPN 1 Ngambur Pesisir Barat.

4. Time of the research

The research was conducted at the first semester in the Academic Year of 2016/2017.



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Concept of Teaching English as a Foreign Language

Harmer states that, English as a foreign language is generally taken to 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.<sup>1</sup> 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 used 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 used 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.<sup>2</sup> It means that acquisition and learning are the way to develop the ability in target

---

<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, London: Longman Group UK Limited, 3<sup>rd</sup> Edition, 1991, p. 39

<sup>2</sup> Ag. Bambang Setiyadi, *Teaching English as Foreign Language*, Yogyakarta: Graha Ilmu, 1<sup>st</sup> Edition, 2006, p. 21

language, the acquisition of the language will be easier achieved by the people who live in the society where the language is used in their daily lives, while learning 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.<sup>3</sup> Referring to the theory of gaining a target language mentioned above, the process of gaining English in Indonesia is regarded more as learning English as foreign language while in Malaysia more as acquisition.

Based on the explanation above, the writer 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 that at the end of teaching activities the students will understand the subject that is taught.

### **B. Concept of Writing**

Writing is as one of four skills in English that must be mastered by students. Writing is part of the syllabus in teaching of English. Writing has been characterized as a written thinking. The students should be encouraged to express their ideas, experiences, thoughts and feelings through writing.

Then, writing is clearly much more dependent on how effectively we use the linguistic resources of the language, it would be wrong to conclude that all the advantages are on the side of speech. While it is true that in writing we have the task of organizing our sentences carefully so as to make our meaning as explicit as possible without the help of feedback from the reader, in the other hand we do not normally have to write quickly: we can rewrite and revise our sentences until we are

---

<sup>3</sup> *Ibid*, p. 22

satisfied that we have expressed our meaning. Equally, the reader is in a more privileged position than the listener to some extent: he can read at his own pace and reread as often as likes.<sup>4</sup> It means that to write to good writing the writer need to organize the sentences correctly.

Moreover, writing is a kind of linguistic behavior; a picture is not. It presents the sounds of language through visual symbols. Writing may be very important for one group of students but much less important for others. The decision on how much writing to include will be made independently according to the needs of each group of students. Writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentences pattern.<sup>5</sup> It means that writing is a skill that can improve others components of the language such as vocabulary, spelling, and grammar.

In addition, writing is a complex process, and most of the research literature recognizes the difficulty it poses for students. It seems reasonable to expect, then, that the teaching of writing is complex as well.<sup>6</sup> It means writing is a thinking process in which ideas are arranged and combine with complex knowledge of target language as structure, vocabulary, organization, content and language use. It is one of the means

---

<sup>4</sup> Donn Byrne, *Teaching Writing Skills New Edition*, New York: Longman, 1993, p. 3

<sup>5</sup> Patel and Preveen M. Jain, *English Language Teaching Methods, Tools and Technique*, Jaipur: Sunrise, 2008, p. 125

<sup>6</sup> Vicki Urquhat and Monette Molver, *Teaching Writing in the Content Areas*. Alexandria: ASDC. 2005, p. 6

of communication use between the writer and readers to express ideas, interests, and experience in written form.

Based on those explanations, it can be concluded that writing is an activity to express and put on the ideas or thought on written form. It can be said that when we are trying to write something, we need some steps. Writing is a progressive activity. It means that when we first write something down, we have already been thinking about what we are going to say and how we are going to say it. It can be concluded that writing is never a one-step action, or in other words it is a process that has several steps.

Harmer states that writing process will be divided into four stages. They are:

#### 1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detail notes. When planning, writers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

#### 2. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way the final version.

### 3. Editing (reflecting and revising)

Once writer have produced a draft they then, usually read through what they have written to see where it works and where it doesn't.

### 4. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.<sup>7</sup>

Pardiyono states that writing is one of form of embodiment of linguistic competence that are expressed in the form of written language use, in addition to the form of oral language.<sup>8</sup> Writing is an ability that is still difficult to master by the people. In writing activities, the author as a resource does not deal directly with the reader as a target information. Likewise, Linderman states that writing as a process of communication use of conventional graphic system to convey a message to a reader or receiver.<sup>9</sup> It can be concluded that writing is a process of graphic system that used by the writer to deliver the message to the readers.

Besides, writing skill deals with the ability to arrange the graphic system such as the letter, words and sentences of certain language being use in written communication in order that reader can understand the message or the information. This also means that writing is use for communicating ones idea in written form to the readers.

---

<sup>7</sup> Jeremy Harmer, *Op. Cit.* p. 4

<sup>8</sup> Pardiyono, *12 Writing clues for Better Writer Competence*, Yogyakarta: C.V ANDI OFFSET, 2006, p. 9

<sup>9</sup> Linderman, *A Rethoric for Writing Teacher*, New York: Oxford University Press, 1983, p.

Furthermore, Raimes states that writing is skill in which we express ideas which are arranged in words, sentences and paragraph by using eyes, brain and hand.<sup>10</sup> Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writers' ideas as a means of communication.

Based on the definitions of writing above, it can be concluded that writing is an activity that is done by fulfills four stages including: planning, drafting, editing and final version. It is used to expresses the writer's ideas, thought, expressions and feeling which is use for communicating to the readers and writer in writing form.

### **C. Component of Writing Ability**

Siahaan states that writing is the skill of a writer to communicate information to a reader or group of readers.<sup>11</sup> 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)

---

<sup>10</sup> Ann Raimes, *Technique in Teaching Writing*, London: Oxford American Press, 1983, p. 3

<sup>11</sup> Sanggam Siahaan, *Issues in Linguistics*, Yogyakarta: Graha Ilmu, 2008, p. 2

5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).<sup>12</sup>

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. Concept of Teaching Writing**

Writing has become a valuable tool in the school classroom for engaging students in thinking, showing understanding, creating, communicating, and learning.<sup>13</sup> Further, Harmer said that by far the most important reason for teaching writing, of course is that a basic language skill.<sup>14</sup> It means that teaching writing is the most important not only writing is a part of basic language skill but also teaching writing focus to help students in the writing classroom as a the students activity in the teaching learning process.

---

<sup>12</sup> Cristopher Tribble, *Language Teaching Writing*, New York: Oxford University Press, 1996, p. 130

<sup>13</sup> Jim Burke, *Writing Across the Curriculum*, Carolina: Public Schools of North Carolina, 2012. p. 2

<sup>14</sup> Jeremy Harmer, *How to Teach English*, Edinburgh Gate: Pearson Longman, 2004, p. 49

In teaching writing, the teacher has important roles to help students to express their idea, opinion, and their feeling in written form by letting and guiding the students. Moreover, when teacher uses writing to reinforce and extend teaching in the content areas, they can support their students throughout the process by intentionally scaffolding their instruction so that students are given an opportunity to make sense of the content in intellectually challenging ways.<sup>15</sup> It means that the teacher has important roles to guide the students in writing activity to expand their knowledge, and then the teacher has to support their students in teaching writing process. To teach writing teacher can choose one of the types writing class performance, which is the best one that can be applied in her/his class.

Brown states that there are five types of writing class performance:

1. Imitative or writing down

Beginning level of learning to write, students will simply “writing down” English letters, words, and possibly sentences in order to learn to convention of the orthographic code.

2. Intensive or controlled

Writing is sometimes used as production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much, if any, creativity on the part of the writer.

---

<sup>15</sup> Jim Burke, *Op. Cit*, p. 9

### 3. Self writing

As significant proportion of classroom writing may be devoted to self-writing or writing with only the self in mind as an audience.

### 4. Display writing

It was noted earlier that writing the second curricular context is a way of life. For all language students, short answer exercise, essay examinations, and even research reports will involve an element of display.

### 5. Real writing

While virtually every classroom writing task will have an element of display writing in it, the same classroom writing aims at the genuine communication of messages to an audience in need of those messages.

There are subcategories illustrate how reality can be injected:

1. Academic
2. Vocational/technical
3. Personal<sup>16</sup>

Another way to model writing is to have students analyze the characteristic of a particular genre of writing.<sup>17</sup> It means an English teacher must guide the students in writing, in which the material presented are relevan for necessity of the students. In this case, researcher use procedure text as a material for the students.

---

<sup>16</sup> H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, Longman: Pearson Edition, 2<sup>nd</sup> Edition, 2001, pp. 343-346

<sup>17</sup> *Ibid*, p. 9

Based on those explanations, it can be concluded that teaching writing becomes as a part of writing activity in the classroom. Teaching writing can help students to think creatively for their writing, because writing is not spontaneous activity and more carefully to write something. Then, teachers also hold the most important role for giving support and guiding the students in the teaching writing process to make the writing more effective.

### **E. Concept of Text**

A text is meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse.<sup>18</sup> It means that a text is a number of words to give a message to somebody in written or spoken.

According to Anderson and Anderson, there are two main categories of text, they are literary and factual. The literary are narrative, poetry and drama; the factual are recount, response, explanation, discussion, exposition and procedure.<sup>19</sup> It means that the pieces of writing are classified in based relation to the writer's intention to form a writing and readership. The writer sets a task for this research based on the student need which related to the teaching learning at junior high school, those are: report, descriptive, recount, procedure text and narrative. They will be further discussed with a focus on narrative text.

---

<sup>18</sup> Sanggam Siahaan, *Generic Text Structure*, Yogyakarta: Graha Ilmu, 2008, p. 1

<sup>19</sup> Mark Anderson and Kathy Anderson, *Text Type in English*, South Yara: MacMilian Education, 1997, p. 2

From the explanation above, it can be concluded that text is a original word of something written, printed, or spoken in contrast a summary paraphrase that used to deliver message or information from the writer to the reader. There are many kinds of text in English for teaching and learning.

### **F. Text Types in English**

According to English syllabus for junior high school there many kinds of text that are taught in junior 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.<sup>20</sup> The generic structure is orientation, record of event and 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.<sup>21</sup> The purpose of procedure text is to describe how something is accomplished through a series of action or steps.<sup>22</sup> 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

---

<sup>20</sup> *Ibid*, p. 16

<sup>21</sup> *Ibid*, p. 51

<sup>22</sup> *Ibid*, p. 50

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.<sup>23</sup> 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.<sup>24</sup> 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*, *Malin Kundang*, etc.

---

<sup>23</sup> Petter Knapp and Megan Watkins, *Genre, Text, Grammar*, Sidney: UNSW Press, 2005, pp. 98-99

<sup>24</sup> *Ibid*, p. 8

Based on the explanations above, it can be concluded that there are many kinds of texts in teaching writing for student of junior high school and each student must be able to understand the generic structure and language feature of the texts.

## **G. Concept of Narrative Text**

### **1. Definition of Narrative Text**

There are some text types such as narrative, descriptive, recount, procedure, exposition, and etc.<sup>25</sup> 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.<sup>26</sup> It is in line with 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.<sup>27</sup>

In addition, narrative is kind of text that contains of story which has a problematic, climax and solution as the end of the story.<sup>28</sup> 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.

---

<sup>25</sup> Mark Anderson and Kathy Anderson, *Loc. Cit*

<sup>26</sup> *Ibid*, p. 6

<sup>27</sup> Pardiyono, *Teaching Genre-Based Writing*, Yogyakarta: Penerbit ANDI, 2001, p. 94

<sup>28</sup> Pardiyono, *The Art of Teaching Technique of Classing Handling as Food-like Service*, Yogyakarta: Penerbit ANDI, 2001, p. 30

There are several things which we need to know about narrative text, they are purpose of the text, rhetorical structures and language features used in narrative text. The explanations of them are as bellow:<sup>29</sup>

### 1. Purpose of narrative text

The purpose of narrative text is to present a view the world that entertains or informs the reader or listener.

### 2. Rhetorical Structure of narrative text

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

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 react to complication.

It includes their feelings and what they do. The events can be told in

---

<sup>29</sup> Mark Anderson and Kathy Anderson, *Op. Cit*, p. 8

chronological order (the order in which they happen) or with flashback. The audience is give the narrator's point of view.

d. Resolution

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

e. Coda

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

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
- d. Descriptive words to portray the characters and settings

4. Example of Narrative Text

| <b>King Midas</b>                      |  |
|--|--|
| Orientation<br>Telling who and         | Long ago there lived a king who was the richest man in the world. His name was Midas; however he was not happy.  |
| Complication that triggers a series of | Midas longed to be even richer. He wanted to be richer than all the Kings in the world put together.   |
| Sequence of events where the character | One day, as Midas sat on his throne thinking of ways to become richer, his servants came to him with an old man.<br><br>'Master.' Said the first servant. 'We have found this person wandering around in your orchard.'<br><br>'It is Silenus, the friend of the god Bacchus,' said the second servant.<br><br>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 at 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.'

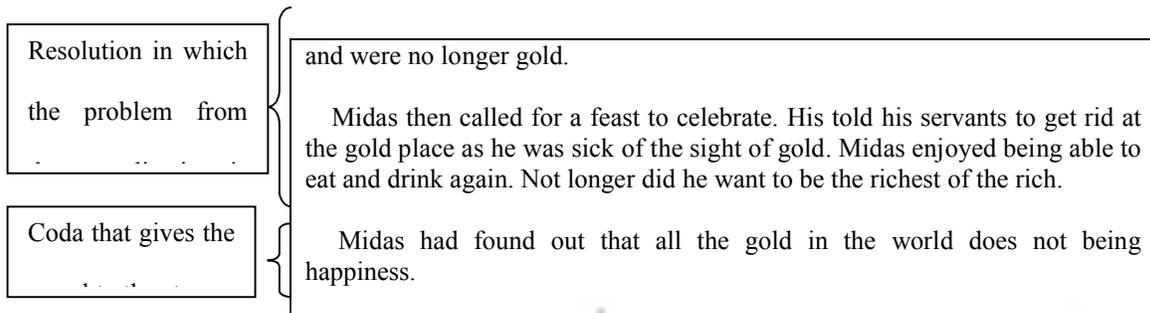
Then Midas went down on his knees and, with golden tears running down his cheeks, begged to Bacchus to show mercy.

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. His took this back to the garden and poured it over his golden children. Immediately they came alive

Sequence of events

where the character



*Source: Nina Bates, An Interactive English Course for junior High School Students year VIII, Erlangga, 2000*

Based on the explanation above, the writer 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.

#### **H. Concept of Students' Narrative Text Writing Ability**

To make a good narrative text the writer must be creative. The writer also has to understand about points that must be there in narrative text writing. In writing a narrative text, the writer expresses the idea or topic of the text by keep attention about rhetorical structure and language features of narrative text. The writer 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.

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 use, and mechanics.

### **I. Concept of Transition-Action-Detail (TAD) Strategy**

Transition-Action-Detail (TAD) is very useful to writing strategy that can be used write the story which has sequences of event such as narrative fiction and non-fiction.<sup>30</sup> Transition-Action-Detail (TAD) strategy describes something as a sequence of event, first, transitions are short phrase like “then” or “in the beginning” that help to introduce each new action in the sequences. Second, actions are the actual events (that things that happened) listed in order in which they occurred. The last, detail are conditional information about each action.<sup>31</sup> Transition-Action-Detail (TAD) strategy helps the students to make a story by dividing the sequences of event of the story they want to write.

There are three structures of Transition-Action-Detail (TAD) strategy, namely transition, action and detail. The descriptions are below:

#### 1. Transition

To make a text be coherence, it needs a transition. Transition is used to make the reader can understand the content of the text easier. Peha states that transition is short phrase like “Then” or “After that a while” or “In the beginning” that helps to

---

<sup>30</sup> Steve Peha, *The Writing Teacher's Strategy Guide, Teaching That Make Sense*, New York: Inc, 2003, p.38

<sup>31</sup> M. Rizky Alamsyah Hutari, *The Effect of Using Transition Action Detail Strategy Toward Students' Writing Achievement A Study on Students at VIII<sup>th</sup> Class in Junior High School 31 Padang STKIP PGRI Sumatra Barat*, on-line, [http://download. Portalgaruda. Org/article](http://download.portalgaruda.org/article). Accessed on January 12<sup>th</sup>, 2015, 9:15 pm

introduce each new action in these sequences. We do not have to a transition for each action, but transition can help our writing flow more smoothly from section to section. It means that transition can be a connector which connects one sentence into another sentence.

## 2. Action

Peha states that action is actual events (the thing that happened) listed in the order in which they occurred. So, in this sequences the writer need the event to describe the action in order to know what happen is. In conclusion, action is the process event which is done by the people based on their sequences of events.

## 3. Detail

Detail is additional information about each action. For each action, your audience will probably have two or three important questions you need to answer. These answers are you details. In conclusion, detail is the way to support information of an action is one or several sentences to be completed. Without details, it is hard for the readers to know exactly what the writer is trying to say. It is why detail is important point in writing.<sup>32</sup>

In making narrative text by TAD strategy, we need a TAD chart. This is the example of the chart.

---

<sup>32</sup> Steve Peha. *Loc. Cit*

**Table 2**  
**TAD chart**

| <b>Transition</b><br>(introduce the action) | <b>Action</b><br>(describe what happened) | <b>Detail</b><br>(answer audience question) |
|---|---|---|
|   |   |   |
|   |   |   |
|   |   |   |

*Source: Steve Peha, The Writing Teacher's Strategy Guide, New York TTMS, Inc.*

Here is an example of narrative text in TAD chart:

**Table 3**  
**Example of narrative text in TAD chart**

| <b>Transition</b><br>(introduce the action) | <b>Action</b><br>(describe what happened)                     | <b>Detail</b><br>(answer audience question)   |
|---|---|---|
| Deep in a quiet tropical jungle,            | A smart mouse deer went to the side of a river.               | He was very hungry.<br>There was a crocodile which sleeping.  |
|   | He wanted to eat some fruits in the other side of the river.  | But there were many dangerous crocodiles in the river.<br>The mouse deer thought hard and found smart idea.   |
| Then,                                       | He woke the crocodile and said that tiger would make a party. | The tiger wanted to know how many crocodile were there in the river.<br>The mouse deer asked all of the crocodile to line up across the river.<br>He jumped all of the crocodiles and counted them. |
| Not long,                                   | He arrived in the side of the river.                          | "Ha ha ha... I just wanted to cross this river, and there is no party".<br>He laughed and ran away from the river.  |

*Source: Steve Peha, The Writing Teacher's Strategy Guide, New York, TTMS, Inc.*

There are some stages to fill the chart, as follows: when filling out the TAD chart, start in “Action” column first and fill in the first box with the first thing that happened. Then, go to the last “action” box and write the end. Now fill everything between. When you finish the “action” column, add details for each action. Finally come up with simple phrases in the “transition” column that introduce the action.<sup>33</sup> In addition, Transition-Action-Detail (TAD) strategy is the best strategy to convey information in a particular order.<sup>34</sup> It means that Transition-Action-Detail (TAD) strategy can help the writer to deliver the information to the reader in a better way.

From explanation above, the researcher makes the conclusion that Transition-Action-Detail (TAD) strategy is a strategy for teaching narrative text writing by asking the students to fulfill the TAD Chart which shows the sequences of events and consists of “transition” column, “action” column, and “detail” column. This strategy can be used to write narrative and procedure text. In this case the writer will use Transition-Action-Detail (TAD) to teach narrative text or procedure text.

---

<sup>33</sup> Steve Peha, *Loc. Cit*

<sup>34</sup> Chirstian D. Manurung, *Improving Students' Achievement in Writing Recount Text by Using Transition-Action-Detail (TAD) Strategy*, <http://www.google.co.id/url?Fjurnal>. Accessed on January 12<sup>nd</sup>, 2016, 7:11 pm

## J. Procedure of Teaching Narrative Text through Transition-Action-Detail (TAD) Strategy

### a. The original of teaching procedure of Transition-Action-Detail (TAD) Strategy

The writer will use the original procedure of Transition-Action-Detail (TAD) Strategy by Freesoul, the procedure are as follows:

1. **Transition Columns:** In this column the students write the time of the events that had taken place. The students in transition column, they must write time and place so that helps students for introduce each new action in the sequence transition action details.
2. **Action Columns:** In this second column the students write the corresponding action to the transition time. The students write corresponding action in action column, so that they can describe what happened.
3. **Detail Columns:** In this column the students write any information and detail to support the action. The students write any information and details, so that the audience understand what information from event that students story.<sup>35</sup>

Based on Freesoul's explanations, it can be concluded that the procedure of Transition-Action-Detail is consist of three columns, in the first column called transition column that must be fulfilled by the time and place of the events happened, the second column is action column, in this column the students need to tell the action

---

<sup>35</sup> Freesoul, *Writing, Transition-Action-Details: Hikaru 100*. 2004, <http://www.writing.transition-action-detail.hikaru:100.com>. accessed on oktober 4<sup>th</sup>, 2016, 07:15 pm

or activity that was done. The last column is detail column, the content in the detail column is the information about the activity or action that retell in detail explanation.

**b. The procedure of teaching narrative text writing by using Transition-Action-Detail (TAD) strategy**

Based on the procedure of TAD by Freesoul, the writer will modify it to teach narrative text. The procedure of teaching narrative text by TAD as follows:

1. The teacher explains about TAD strategy
2. The teacher divides the students into some groups to discuss the topic
3. The teacher gives the topic
4. The teacher asks the students to describe the topic used Transition-Action-Detail (TAD) strategy.
5. The first, the students fill the transition column, they write the time of the events that had taken place (Transition). Next, the students fill the action column, they write the corresponding action to the transition time (Action). Finally, the students write any information and details to support the action (Detail).
6. The students have opportunity to present the conclusion for they discuss in the front of class.

## **K. Advantages and Disadvantages of Using Transition-Action-Detail Strategy**

There are some advantages and disadvantages of using TAD in teaching narrative text writing, namely:

### **1. Advantages of Using Transition-Action-Detail Strategy**

There are some advantages of using Transition-Action-Detail (TAD) strategy, namely:

- a. TAD strategy is easy to do and efficiently help the students to clearing their writing, step by step.
- b. TAD strategy can engage the students' imagination to express their ideas in written from easier.
- c. TAD strategy can help the students to construct and build their own ideas become a simple text.
- d. This strategy can help the students to work together.<sup>36</sup>

Based on the explanation above, it can be said that TAD strategy can help the students to engage students' ideas easier to construct narrative text from their ideas step by step.

### **2. Disadvantages of using Transition-Action-Detail (TAD) Strategy**

There are some disadvantages of using Transition-Action-Detail (TAD) strategy, namely:

- a. TAD strategy only supports a simple text
- b. TAD strategy make students spend most their time for doing the stages.<sup>37</sup>

---

<sup>36</sup> *Ibid*, p. 25

Based on the explanation above, this strategy only supports a simple text and needs a long time to do it. So to solve the problems the teacher should prepare the material based on the students' need and use the time effectively and efficiently. Therefore, it can be seen that teaching narrative text by using Transition-Acton-Detail (TAD) strategy has more advantages than disadvantages. That is why the writer believes that TAD strategy can be used to teaching narrative text, because it is easy to do and efficiently helps the students to clearing their activities step by step.

## **L. The Concept of Expository Strategy**

### **a. 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.<sup>38</sup> Further, expository strategy is one of learning strategy that emphasizes to order material through oral from the teacher to the students.<sup>39</sup> It means that the expository strategy is a strategy where the teacher is the most important role there and focus 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 directly.<sup>40</sup> It can be inferred that expository

---

<sup>37</sup> *Ibid*, p.26

<sup>38</sup> Sofyana Hanani, *Penerapan Strategi Pembelajaran Expository*, Semarang: Program Studi Pendidikan IKIP Veteran, 2005, p.59

<sup>39</sup> Wina Sanjaya, *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan*, Jakarta: Kencana Prenada Media Group, 2006, p.179

<sup>40</sup> *Ibid*. p.179

strategy as one-way communication, it also describes that the students ability has limited knowledge cause 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.<sup>41</sup> 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 students.

#### **M. 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 give an example of narrative text for the students.
3. The teacher explains about narrative text with generic structure.

---

<sup>41</sup> Novita Fuji Astuti, *Efektivitas Model Pembelajaran Expositori Hasil Belajar Siswa Pokok Bahasan Ayat Jurnal Penyesuaian*. Pontianak: Universitas Tanjung Pura, 2010, <http://jurnal.untan.ac.id/index.php/jdpdp/article/view/3137>. Accessed on November 12<sup>nd</sup>, 2016, 8:15 pm

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.<sup>42</sup>

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.

#### **N. 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:

##### **1. Advantages of Using Expository Strategy**

- a. 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.
- b. Through this strategy the students can hear through speech from the teacher, then look the demonstration about the material.<sup>43</sup>

Based on these explanations, it can be concluded that the expository strategy has strength for the students through oral by their teacher.

---

<sup>42</sup> *Ibid*, p. 4

<sup>43</sup> Sofyana Hanani, *Op. Cit.*, p. 60

## 2. Disadvantages of Using Expository Strategy

- a. 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.
- b. 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.
- c. 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.<sup>44</sup>

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.

### O. Frame of Thinking

As we know that language is an important aspect in our lives, because language is a tool which we use to communicate with other people. The most used of international language is English. It can be used to communicate with people in the world who come from different country. Writing is one of skill in English that must be mastered by the learners. In teaching and learning writing, the teacher and the students have to

---

<sup>44</sup> Wina Sanjaya, *Op. Cit.*, pp.190-191

discuss several writing texts. One of the texts is narrative text; narrative text has become the material in Junior High School. Narrative text is one of text that is taught in learning process. It means that the students must have ability in narrative text writing.

Because writing is a difficult skill, we need a strategy which can be used to teach writing in order the students can make a writing text easier. One of strategy that can be used is Transiion-Action-Detail (TAD) strategy. This strategy can be used to teach writing, especially narrative text writing. This strategy can be used to increase students' narrative text writing ability. In this strategy the student will be explained and guided how to produce a narrative text correctly step by step by fulfills the chart of Translation, Action, Detail (TAD). By using strategy in teaching and learning writing the process of teaching and learning will be fun and enjoyable, and the goal of teaching and learning will be easier achieved. This strategy can help the students to clearing their writing, step by step, engage the students' imagination to express their ideas in written from easier, help the students to construct and build their own ideas become a simple and help the students to work together.

## P. Hypothesis

Based on the frame of thinking above, the researcher formulates the hypotheses as follows:

$H_a$  : There is a significant influence of using *Transition-Action-Detail (TAD)* towards students' narrative text writing ability at the first semester of the eighth grade of SMPN 1 Ngambur pesisir Barat in the Academic Year of 2016/2017.

$H_o$  : There is no significant influence of using *Transition-Action-Detail (TAD)* towards students' narrative text writing ability at the first semester of the eighth grade of SMPN 1 Ngambur pesisir Barat in the Academic Year of 2016/2017.



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research the writer used experimental design. Experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.<sup>1</sup>

In experimental design the writer used quasi experimental design. The writer selected two classes, one class as control class and another class as experimental class. This design is used because if the writer randomly assigns the students to classes, it will disturb classroom in learning process. Therefore, when randomized designs are not feasible, the writer must make use of quasi-experimental design.<sup>2</sup>

The variety of quasi experimental design can be divided into two main categories; they are post-test only control group design and pre-test-posttest group design.<sup>3</sup> In this research, the writer assigned intact groups the experimental and control, administered a pre-test to both groups, conducted treatment activities with the

---

<sup>1</sup> Donald Ary, Luci Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, Wadsworth: Nelson Education, 8<sup>th</sup> Edition, 2010, p. 301

<sup>2</sup> Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology*, New Jersey: John Wiley & Sons. Inc, 2005, p. 137

<sup>3</sup> *Ibid*, p. 138

experimental group only and then administered a posttest to assess the differences between the two groups.<sup>4</sup> The research design can be presented as follows:

**Table 4**  
**Pre-test and Posttest Design**

|                    |         |                        |          |
|--------------------|---------|------------------------|----------|
| Control Class      | Pretest | No Treatment           | Posttest |
| Experimental Class | Pretest | Experimental Treatment | Posttest |

The writer used two classes as the sample of this research consisting of experimental class and control class. The experimental class was taught by using Transition-Action-Detail (TAD) as treatment, whereas in the control class was taught by using expository. In this research the students were given pre-test and post-test to both classes. Pre-test was given to know students' narrative text writing ability before treatment and post-test was given to know the students' narrative text writing ability after treatment.

### **B. Variable of Research**

In this research, there were two variables, namely:

#### 1. Independent variable

The independent variable in this research was Transition-Action-Detail (TAD) strategy that is symbolized by (X)

#### 2. Dependent variable

The dependent variable in this research was students' narrative text writing ability that is symbolized by (Y)

---

<sup>4</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Boston: Pearson Education, 4<sup>th</sup> ed., 2012, p. 310

### C. Operational Definition of Variable

The operational definition of variable were follows:

1. Transition-Action-Detail (TAD) strategy is a strategy to teaching descriptive text writing ability by asking the students to fulfill the TAD Chart which shows the sequence of event and consists of “transition” column, “action” column, and “detail” column.
2. 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.

### D. Population, Sample and Sampling Technique

#### 1. Population of Research

According to Arikunto, population is all of the research subjects.<sup>5</sup> It is supposed by Setiyadi who states that all individuals which can be the target in research were called population.<sup>6</sup> Thus, the population in this research was the students at the first semester of the eighth grade of SMPN 1 Ngambur Pesisir Barat in the academic year of 2016/2017. The total number of population in this research was 120 students consist of 4 classes.

---

<sup>5</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka cipta, 2010, p.173

<sup>6</sup> Ag Bambang Setiadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pndekatan Kuantitatif dan Kualitatif*, Yogyakarta: Graha Ilmu, 2006, p. 38

**Table 5**  
**The population of Eighth Grade of SMP N 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017**

| No           | Class  | Gender    |           | Number of Student |
|--------------|--------|-----------|-----------|-------------------|
|              |        | Male      | Female    |                   |
| 1            | VIII A | 12        | 18        | 30                |
| 2            | VIII B | 15        | 15        | 30                |
| 3            | VIII C | 13        | 17        | 30                |
| 4            | VIII D | 15        | 15        | 30                |
| <b>Total</b> |        | <b>55</b> | <b>65</b> | <b>120</b>        |

*Source : SMPN 1 Ngambur Pesisir Barat in 2016/2017 Academic Year.*

## 2. Sample of Research

According to Arikunto, sample is several or representation of the population research.<sup>7</sup> In this research, the writer chose two classes, one class as experimental class and one class as control class. Each class consists of 30 students.

## 3. Sampling Technique

In this research, the writer used cluster random sampling technique. Fraenkel and Wallen state that the selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.<sup>8</sup> The writer used this sampling because all the classes were homogeneous and the writer took two classes. One class was a control class and one class was an experimental class. The writer conducted the research at the eighth grade. The eighth grade consist of 4 classes, but was quite hard to maintain all of the eighth grade students as the sample of this research, so the writer selected two classes as the sample.

<sup>7</sup> Suharsimi Arikunto, *Op. Cit.*, p. 174

<sup>8</sup> Jack R. Fraenkel, *How to Design and Evaluate Research in Education*, New York: McGraw-Hill, 2009, p.105

1. The writer provided 4 pieces of small paper, each paper was contained the name of 4 classes.
2. The writer rolled up and put in to a box.
3. The writer shaken the box
4. The writer chose one pieces of paper randomly, the first as experimental class and the second as control class.

After conducting steps above, the writer finally found that class B as experimental class and class D as control class.

#### **E. Instrument of the Research**

In this test the writer used test in writing form. This test was aimed to measure the students' narrative text writing ability. The writer made two instruments, they were pre-test and post-test. In this case the students were given three topics of narrative text, the writer asked the students to choose one of the stories and read it. After that, they were asked to retell the story of the text in narrative text form that consists of minimally ten sentences.

The topics that were given to the students as follows:

1. Pre-test
  - a. The Legend of Tangkuban Perahu
  - b. Snow White
  - c. A Mouse Deer and Crocodile

2. Post-test
  - a. The Story of Rorojonggrang
  - b. Cinderella
  - c. The Deer and the Snail

## **F. Data Collecting Technique**

In collecting the data, the writer used the following techniques:

### **1. Pre-test**

The writer conducted the pre-test in order to find the students' score of narrative text writing ability before treatments is given. In pre-test the students were asked to write narrative text that consists of minimally ten sentences with topics provided.

### **2. Post-test**

The post test was done to know the students' writing ability after being taught by using Transition-Action-Detail (TAD) strategy. It administered after treatments give to measure the influence of using Transition-Action-Detail (TAD) strategy towards students' narrative text writing ability. In post test the students were asked to write narrative text that consists of minimally ten sentences with topics provided.

## **G. Research Procedure**

The procedure of the research as follows:

### **1. Planning**

Before the writer applied the research procedure, the writer made planning of making plan as follows:

a. Detemining the subject

The writer chose the students at the eighth grade of SMPN 1 Ngambur Pesisir Barat as the subject of the research. One class as experimental class and one class as control class.

b. Preparing pre-test

The writer prepared the pre-test that was given to know the students' narrative text writing ability before giving the treatment. The students were given three topics, they were: The Legend of Tangkuban Perahu, Snow White, and Mouse Deer and Crocodile.

c. Detemining the material

The writer determined the material which was taught to the students, that was narrative text the topics were: Pinocchio, Lake Toba, and Golden Snail.

d. Preparing post-test

The writer prepared the post-test that was given to know the students' narrative text writing ability after giving the treatment. The students were given three topics, they were: The Story of Rorojonggrang, Cinderella, and The Deer and the Snail.

## 2. Application

The writer conducted the research in five meetings for each class. The five meetings consist of several activities as follows:

- a. One meeting is for pre-test. The writer asked the students to make a narrative text that consists of minimally ten sentences to know students' narrative text writing ability before giving the treatment with the topics provided.
- b. Three meetings are to introduce the material and teaching technique. In this research, the writer as a teacher taught narrative text by using transition-action-detail (TAD) in experimental class and by using expository in control class.
- c. One meeting for post-test. The writer as the teacher asked the students to make a narrative text that consists of minimally ten sentences to know students' narrative text writing ability after giving the treatment with the topics provided.

### **3. Reporting**

In this step, the writer collected the data of the pre-test and post-test. After that, the writer analyzed whether the result of the post-test is higher than pre-test or not. In other words, it known whether transition-action-detail (TAD) can give a significant influence of students' narrative text writing ability or not. The last point in research procedure is reporting. The writer reported the result of the research.

### **H. Criteria for Evaluating Students' Writing**

There were some aspects must be used to measure the result of students' score in writing. They were: content, organization, vocabulary, language use and mechanics.

The following were some criteria for evaluating students in writing proposed by Tribble.

**Table 6**  
**Scoring System Writing**

| Area                | Score  | Description  |
|---------------------|--------|--|
| <b>Content</b>      | 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' conten relevant to the topic; accurate detail. |
|                     | 16-12  | Good to average : adequate treatment of topic; some variety of ideas of argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.                      |
|                     | 11-8   | Fair to poor : treatment of the topic is hardly adequate; little variety off ideas or argument;some irrelevant content, lacking detail.  |
|                     | 7-5    | Very poor : inadequate treatment of the topic;no variety of ideas or argument; content irrelevant, or very restricted; almost useful detail.   |
|                     | 4-0    | Inadequate: fails to address the task with any effectiveness   |
| <b>Organization</b> | 20-17  | Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence);connectivesappropriately used (cohesion)                  |
|                     | 16-12  | Good to average: uneven expression, but main ideas stand out; paragraphing or section organization evident, logically sequenced (coherence); connectives used (cohesion).  |
|                     | 11- 18 | Fair to poor : very uneven expression, ideas difficult to follow; paragraphing or organization does not to help the reader;  |

|                     |       |   |
|---------------------|-------|---|
|                     |       | logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).   |
|                     | 7-5   | Very to poor : lack fluent expression, ideas very difficult to follow, little sense of paragraphing or organization; no sense of logical sequence difficult to follow (coherence); connectives not used (cohesion).             |
|                     | 4-0   | Inadequate : fails to address this aspect of the task with any effectiveness.   |
| <b>Vocabulary</b>   | 20-17 | Excellent to very good : wide range of vocabulary; accurate work or idiom choice and usage; appropriate selection to match register.  |
|                     | 16-12 | Good to average; adequate range of vocabulary; occasional mistakes in word or idiom choice and usage; register not always appropriate.  |
|                     | 11-8  | Fair to poor: limited rang vocabulary; a noticeable number of mistakes in word or idiom choice and usage; register not always appropriate.  |
|                     | 7-5   | Very poor : no range of vocabulary; uncomfortably frequent mistakes in word or idiom choice and usage; no apparent sense of register.   |
| <b>Language Use</b> | 30-24 | Excellent to very good: confident handling appropriate structures, hardly any errors of agreement, tenses, number, word order articles, pronouns, prepositions; meaning never obscured.   |
|                     | 23-18 | Good to average : acceptable grammar but problems with more complex structure; mostly appropriate structute; some errors of agreement. Tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured. |
|                     | 17-18 | Fair to poor : insufficient range of structure with control only shown in simple constructions; frequent errors of agreement. Tense, number, word order, articles, pronouns, preposition, meaning                               |

|                  |      |   |
|------------------|------|---|
|                  |      | sometimes obscured.   |
|                  | 9-6  | Very poor: major problems with structures even simple ones; frequent errors of negation, agreement, tense, number, word other or function, articles, pronouns, preposition; meaning often obscured. |
|                  | 5-0  | Inadequate: fails to adres this aspect of the task with any effectiveness.  |
| <b>Mechanics</b> | 10-8 | Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, layout.   |
|                  | 7-5  | Good to average: occasional errors in spelling, punctuation, capitalization, layout.  |
|                  | 4-2  | Fair to poor: frequent errors in spelling, punctuation, capitalization, layout.   |
|                  | 1-0  | Very poor: fails to address this aspects of the task with any effectiveness.  |

*Source: Christoper Tribble, Language Teaching Writing (New York: Oxford University Press, 1996)*

## **I. Validity, Readability, and Realibility of the Test**

### **1. Validity of the Test**

Validity is the most important consideration in developing and evaluating measuring instruments.<sup>9</sup> It means that a good test must have validity, so the test can measure the aspects that will be measured. To measure whether the test has good validity or not, the writer used the content and construct validity.

#### **a. Content Validity**

Content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be

<sup>9</sup> Donal Ary, *et. al*, *Op. Cit*, p.225

asked about the content or skills.<sup>10</sup> To get the content validity, the test was adapted by the students' book and the objectives of teaching in the school based curriculum for junior high school. It can be said that the test has content validity for the test was suitable with the materials.

Based on the statement above, the writer arranges materials based on the objectives of teaching in the school based on the curriculum for the eighth grade of SMP students. After that, the writer consulted the instrument to the English SMPN 1 Ngambur, Dwi Apyanti Cahyalina, S.Pd, to make sure that the instrument is valid, and she said that the instrument of writing has content validity.

#### **b. Construct Validity**

Construct validity refers to assumption, showing the measurement use contains correct operational definition, which is based on the theoretical concept. In other words, construct validity is just like a concept. Construct validity focuses on the kind of the test that is used to measure the students' writing ability. The scoring covers five aspects of writing that are adapted from Tribble. They are content, organization, vocabulary, language use and mechanics. The test items must measure the students' narrative text writing ability. To know the construct validity writer consulted to the English teacher of SMPN 1 Ngambur to make sure that the instruments are valid or not based on the constructs as mentioned in the syllabus such as standard competence, materials, indicators, instruction, and types of instrument.

---

<sup>10</sup> John W. Creswell, Op. Cit, p. 618

## 2. Readability of the Test

To measure internal validity of instrument test of text writing, the writer measured readability of the instrument. Readability tests are indicators that measure how text 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.<sup>11</sup> In addition, according to Jorner and Bartlett, the best way to know whether documents are truly easy to read is by asking for feedback from readers representing the intended audience.<sup>12</sup>

To know readability of the text test instrument, the writer followed Kouame's research. Participants will be asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 describe an item that is easy to read and 10 described an item that is difficult to read.<sup>13</sup> The questions are tested individually. The participants may not have difficulties in understanding because they take the context of the writing into consideration. After that, the writer measured mean of each item. Based on the finding of Kouame's research, if the mean of all items of the instrument

---

<sup>11</sup> Julien B. Kouame, Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants, *Journal of Multi, Disciplinary Evaluation Vol. VI NO. 14 August 2010*, Michigan: Western Michigan University, 2010, p. 133. Accessed on July 10<sup>th</sup>, 2016, 7:15 pm

<sup>12</sup> Jones and Bartlett, *Assessing Readability with Grade Level Formula*, <http://www.readability.com-assesing-readability-with-grade-level-formula>. Accessed on October 4<sup>th</sup>, 2014, 21:12 pm

<sup>13</sup> Julien B. Kouame, *Loc. Cit.*

text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.<sup>14</sup>

### 3. Reliability

Indeed Arikunto says that: Reliability shows that the instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough.<sup>15</sup> If the data are true based on the facts, how many data will take the result will be same. Reliability shows the degree of main stays about something. Reliability means the data can be believed so it can be relied on.

To know the reliability of test, the writer uses the following steps:

1. Giving pre-test and post-test items to students out of sample.
2. Collecting the result and analyzing it.
3. Analyzing the difference between the pre-test and post-test result.

To get the reliability of the test, the writer used inter-raters reliability. It was done by three raters who examine the students' narrative text writing ability test with the intention of knowing the reliability of the test. The statistical formula for counting the reliability is variant formula as follows:

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

---

<sup>14</sup> *Ibid.*, p.134

<sup>15</sup> Suharsimi Arikunto, *Op. Cit*, p. 60

Notes :

- $\rho$  : The number of rank order correlation (Rho)
- D : Difference of rank correlation ( $D = R_1 - R_2$ )
- N : Number of students
- 6 & 1 : Constant number

The writer used the criteria of reliability are as follows:<sup>16</sup>

1. Between 0.800 until 1.000 (very high)
2. Between 0.600 until 0.799 (high)
3. Between 0.400 until 0.599 (medium)
4. Between 0.200 until 0.399 (low)
5. Between 0.000 until 0.199 (very low)

## J. Data Analysis

### 1. Fulfillment of the Assumptions

The data gained were statistically analyzed by using technique and steps as the following:

#### 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.<sup>17</sup> In this research, the writer used *Liliefors* test as explained below.

1. The hypothesis for the normality test are formulated as follows:

$H_0$ : the data have normal distribution

---

<sup>16</sup> Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif dan R & D*, Bandung: Alfabeta, 2010, p. 184

<sup>17</sup> Sudjana, *Metode Statistika*, Bandung: Tarsito, 2005, p.466

$H_a$ : the data do not have normal distribution

- a. The average rates ( $\bar{x}$ ) are calculated by formula:

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

Notes:

$X_i$ : the score achieve by students  
 $n$ : the total of students

- b. Variants ( $S^2$ ) calculated by formula:

$$S^2 = \frac{\sum (X_i - \bar{x})^2}{n}$$

Notes:

$X_i$ : the score achieve by students  
 $n$ : the total of students.

- c. The test of hypothesis is as follows:

1. 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:

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

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

3. 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

$$S_z = \frac{\sum (Z_i - \bar{Z})^2}{n}$$

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

5. Calculate the highest numbers and calls the number as  $t_{\text{observed}}$ .

6. The criteria are as follows:

$H_0$  is accepted if  $L_{\text{observed}}$  is lower than  $L_{\text{critical}}$ , means that the distribution of the data is normally distributed.

$H_0$  is rejected if  $L_{\text{observed}}$  is higher than  $L_{\text{critical}}$ , means that the distribution of the data is not normally distributed.

### b. 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.<sup>18</sup>

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.

b. The formula is :

$$F = \frac{v_b}{v_k}$$

F: The homogenous  
 $v_b$ : the biggest variant  
 $v_k$ : the smallest variant

c. The testing criteria are:

$H_0$  is accepted if  $F_{\text{observed}}$  is lower than  $F_{\text{critical}}$  at certain level of significance. It uses the level of significant 0.05.

---

<sup>18</sup>*Ibid*, p.250

## 2. Hypothetical Test

In this research the writer used the quantitative analysis to know whether there is any significance influence of using transition-action-detail (TAD) towards students' narrative text writing ability or not. The data were analyzed by using  $t$ -test -for there are two variables – as explained below in order to know the significant of the treatment effect.<sup>19</sup> The significance of the different in the average pretest-posttest change for two groups could be determined by a  $t$ -test.<sup>20</sup>

- a. The  $t$ -test formula is:

$$t = \frac{M_x - M_y}{\sqrt{\frac{\Sigma x^2}{N} - \frac{(\Sigma x)^2}{N^2}}}$$

Note :

$M_x$  : mean of control class.

$M_y$  : mean of experimental class.

$\Sigma x^2$  : average of deviation of control class.

$\Sigma y^2$  : average of deviation of experimental class.

$N$  : Number of subject.

- b. The hypothesis are:

$H_a$  : There is a significant influence of using transition-action-detail (TAD) strategy towards students' narrative text writing ability at the first semester of the eighth grade of SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017.

<sup>19</sup> Suharsimi Arikunto, *Op.Cit.* p. 354

<sup>20</sup> *Ibid*, p.307

$H_0$  : There is no a significant influence of using transition-action-detail (TAD) strategy towards students' narrative text writing ability at the first semester of the eighth grade of SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017.

c. The criteria are:

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

$H_0$  is rejected if  $t_{\text{observed}}$  is lower than  $t_{\text{critical}}$ .



## **CHAPTER IV RESULT AND DISCUSSION**

### **A. Profile of SMPN 1 Ngambur Pesisir Barat**

SMPN 1 Ngambur is located on Jl. Raya Lintas Barat, Pekon Sumberagung, Kec. Ngambur Kab. Pesisir Barat. This school was established in 1991. The activities of teaching learning process are done in the morning. The classes begin at 07.30 A.M. and finish at 13.00 P.M. The name of the headmaster is Drs Indaris Indriyanta, MM. In this school there are some extracurricular activities, they are Scout, football, volleyball, dance, choir, pramuka, English club and chess. Then, there are some offices, namely headmaster office, teacher office, administration office, UKS, OSIS. This school also has mosque, library, physics laboratory, and auditorium. As sport facilities, the school provide a football court, volleyball court as multifunction place for other sport and as the field flag-raising ceremony, with is held every Monday morning. In the academic year of 2016/2017, SMPN 1 Ngambur Pesisir Barat has 27 teachers and 4 staff officers.

And who has served as the principal of SMPN 1 Ngambur :

- |                               |                         |
|-------------------------------|-------------------------|
| 1. Drs. NIZRON IBRAHIM        | (1991-1998)             |
| 2. HILMANSYAH, S.Pd           | (1998-2002)             |
| 3. L. LIASTUTI, S.Pd          | (2002-2010)             |
| 4. HI.MIFTAH HAZAD, S.Pd      | (2010-2011)             |
| 5. Drs. INDARIS INDRIYANTA,MM | (2011- SAMPAI SEKARANG) |

**Table 7**  
**Data of Teachers at SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017**

| No | Name                        | Nip                   | Subject          |
|----|-----------------------------|-----------------------|------------------|
| 1  | Drs. INDARIS INDRIYANTA, MM | 19681223 199412 1 001 | Penjas Orkes     |
| 2  | LESTARI, S.Pd               | 19690201 199203 2 002 | Matematika       |
| 3  | AGUS SUPRIYO, S.Pd          | 19650810 1998021 003  | Matematika       |
| 4  | HERI GUNAWAN, M.Pd          | 19700608 199803 1 002 | Bahasa Indonesia |
| 5  | DEWI YULIA, S.Pd            | 19610706 199203 2 002 | Bahasa Indonesia |
| 6  | CHAIRUNNISAH, S.Pd          | 19750310 200501 2 012 | Bahasa Inggris   |
| 7  | LISMAWATI, S.Pd             | 19790911 200501 2 009 | MIPA             |
| 8  | YUNIA ASNITA, S.Pd          | 19820624 200604 2 032 | MIPA             |
| 9  | Dra. RULIAN RELAWATI        | 19650916 200701 2 008 | Pkn              |
| 10 | FITRI MARINI, S.Pd          | 19850227 200804 2 001 | Sejarah          |
| 11 | YESI GUSTIARINI, S.Pd       | 19840816 200804 2 001 | Sejarah          |
| 12 | MARNASIYAH, S.Pd            | 19740627 200801 2 007 | Bahasa Indonesia |
| 13 | SUMIATI, S.Ag               | 19860826 201001 2 001 | Agama Hindu      |
| 14 | MARDALENA, S.Pd             | 19790615 200604 2 010 | Bahasa Indonesia |
| 15 | RAHMAWATI, S.PdI            | -                     | Pend Agama Islam |
| 16 | IIS SAPUTRI, S.Pd           | -                     | Matematika       |
| 17 | DWI APYANTI CAHYALINA, S.Pd | -                     | Bhs Inggris      |
| 18 | MULYANA, S.Pd               | -                     | Pkn              |
| 19 | EKA MELIYANA, S.Pd          | -                     | Bahasa Indonesia |
| 20 | ERSYAD ELANDA, A.Md         | -                     | Penjaskes        |
| 21 | LEDYA RESTUTI, S.Pd         | -                     | Bahasa Inggris   |
| 22 | CUT MEILIA ISHARNI, S.Pd    | -                     | Biologi          |
| 23 | TAKIM, S.Pd                 | -                     | Agama Hindu      |
| 24 | ERSYONSYAH                  | -                     |                  |
| 25 | SRI MULYATI                 | -                     |                  |
| 26 | ELVI RIYANTI                | -                     |                  |
| 27 | DENI ISMAIL                 | -                     |                  |
| 28 | RATNA SHOLEHA, S.Pd         | -                     | Bahasa Inggris   |
| 29 | RUSLAIDI, S.Kom             | -                     | Komputer         |
| 30 | WAWAN SETIAWAN, S.Pd        | -                     | Matematika       |

**Table 8**  
**Data of Students of SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017**

| No | Class  | Number of Students | L  | P  |
|----|--------|--------------------|----|----|
| 1  | VII A  | 30                 | 11 | 19 |
| 2  | VII B  | 28                 | 16 | 12 |
| 3  | VII C  | 33                 | 16 | 17 |
| 4  | VII D  | 34                 | 15 | 19 |
| 5  | VII E  | 31                 | 15 | 16 |
| 6  | VIII A | 30                 | 12 | 18 |
| 7  | VIII B | 30                 | 15 | 15 |
| 8  | VIII C | 30                 | 13 | 17 |

|              |        |            |            |            |
|--------------|--------|------------|------------|------------|
| 9            | VIII D | 30         | 15         | 15         |
| 10           | IX A   | 30         | 12         | 18         |
| 11           | IX B   | 33         | 18         | 15         |
| 12           | IX C   | 31         | 14         | 17         |
| 13           | IX D   | 30         | 13         | 17         |
| <b>Total</b> |        | <b>400</b> | <b>185</b> | <b>215</b> |

## B. Description of Treatment

At the beginning of the research, the pretest of experimental class was administered on November 25<sup>th</sup>, 2016 at 7.30 until 09.00. On the other hand, the pretest of control class was in the same day but in different time that was at 9.15 to 10.45. Then, the researcher did the treatment for both of classes.

### 1. Description of the first treatment

The treatment was administered from November 25<sup>th</sup>, 2016 until December 2<sup>nd</sup>, 2016. At the first treatment, the researcher greeted to the students, prayed together, checked the attendant list, and gave motivation to make them interested in teaching learning process. The researcher divided the students into ten groups; each group consisted of three students. The students were asked to gather with their own groups.

In this treatment the researcher gave the explanation about narrative text included the purpose, rhetorical structure, and language features of the text. The writer gave an example of narrative text about legend with the title “legend of “Pinocchio”. The writer also explained how to make narrative text by using transition-action-detail (TAD) strategy.

In the first treatment, the students looked nervous. They looked difficult to understand the material. To make the students understand the material easier, the writer gave an example of the story of making text by transition-action-detail (TAD). The researcher explained the material by using transition-action-detail (TAD). Then, the writer asked the students to make a narrative text by using transition-action-detail (TAD) with their own group. After that, the writer gave chance to the students to ask if they had difficulty about the material. Finally, the writer guided the students to make a conclusion about the material.

Finally, the researcher and the students concluded the material has been studied together. The writer asked to the students if they had difficulty in understanding this lesson. Then, the researcher closed the lesson.

## 2. Description of the second treatment

At the second treatment, the researcher greeted to the students, prayed together, checked the attendant list, and gave motivation to make them interested in teaching learning process. Before using transition-action-detail strategy, the researcher reviewed the material.

In the beginning of the treatment the researcher asked the students to gather with their own group. Then the teacher asked about the material in the previous meeting that was about purpose, rhetorical structure, and language features of the narrative text. The teacher gave an example of narrative text about legend with the title “Lake

Toba”. The researcher asked the students to discuss and identify the purpose, rhetorical structure, and language features of the text with their own groups.

After that, the researcher explained again the procedure of making narrative text by using transition-action-detail (TAD) strategy. Then, the writer asked the students to make a narrative text by using transition-action-detail (TAD) and submit their text. As the last activity of this treatment, the writer gave chance to the students to ask if they had difficulty about the material and the task.

The researcher and the students concluded the material has been studied together. The writer asked to the students if they had difficulty in understanding this lesson. Then, the researcher closed the lesson.

### 3. Description of the third treatment

At the third treatment, the researcher greeted to the students, prayed together, checked the attendant list, and gave motivation to make them interested in teaching learning process. Before using transition-action-detail (TAD) strategy, the writer reviewed the material.

In this treatment the students looked more enthusiastic to follow the learning process. The researcher asked to the students about the material in the previous meeting and discussed about the students’ task in previous meeting. The students were given an example of narrative text about legend with the title “Golden Snail”. The writer also

explained again about the procedure of making narrative text by using transition-action-detail (TAD) strategy.

The students felt easier to understand the example because they have studied about the purpose, rhetorical structure, and language features of the text and transition-action-detail (TAD) strategy in two previous meetings. In this treatment the students were asked to make a narrative text by using transition-action-detail (TAD) with their own group and presented their task in front of the class. Their task in third treatment was better than their task in second treatment. As the last activity of this treatment, the researcher gave chance to the students to ask if they had difficulty about the material and the task. The students looked more interested in the learning process.

The researcher and the students concluded the material has been studied together. The writer asked to the students if they had difficulty in understanding this lesson. Then, the researcher closed the lesson.

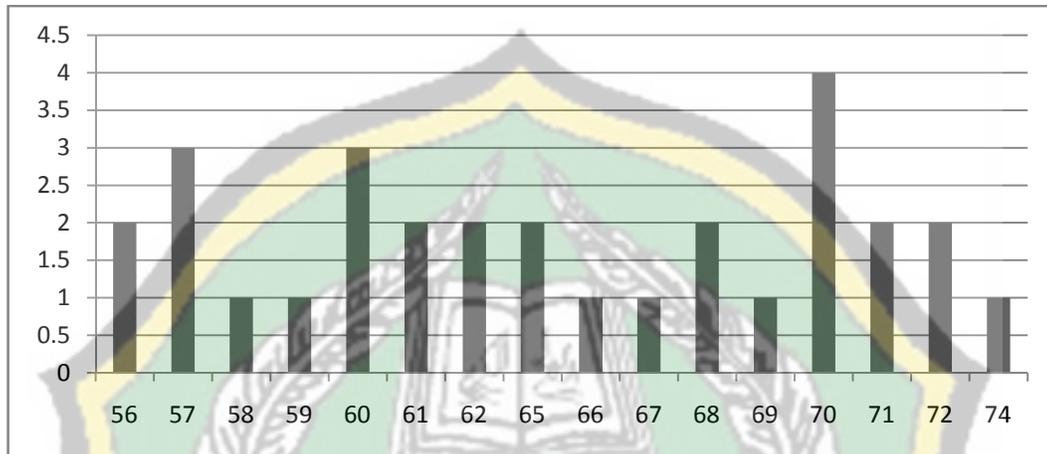
At the end of the research, post-test was administered on December 2<sup>nd</sup>, 2016. It was given to measure the improvement of the students' narrative text writing ability in both classes after treatment done.

## **C. Result of the Research**

### **1. Result of the Pre-Test in Experimental Class and Control Class**

After the first meeting, the researcher conducted pre-test in order to find out the previous students' narrative text writing ability. The pre-test was administered on

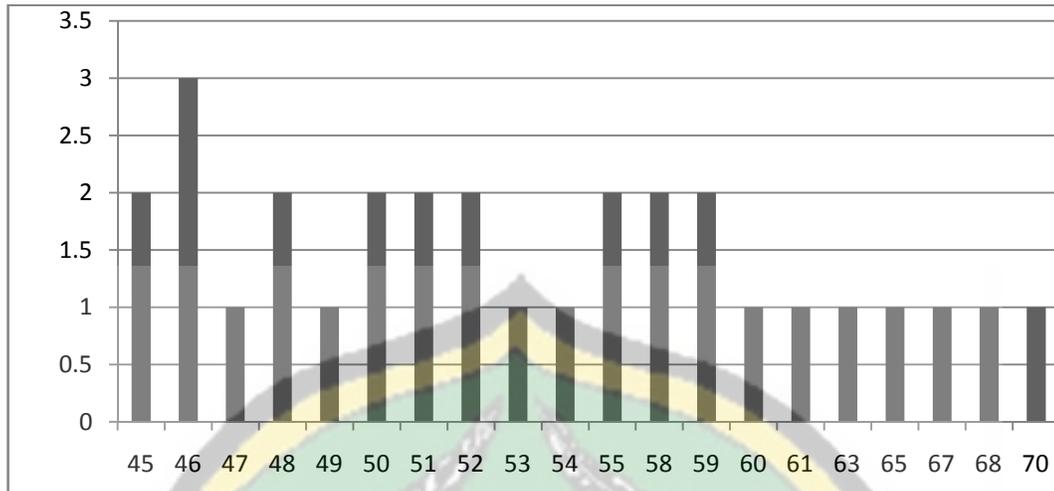
November 23<sup>th</sup>, 2016. The analysis of the test score shown that the average score experimental class, the average score was 64.50, whereas control class was 54.80, that could be seen on figure 1 and figure 2.



Source: the data of pre-test in experimental class

**Figure 1**  
**The result of the pre-test in experimental class**

In experimental class, the mean of pre-test was 64.50, where there 7 students got score higher than 70, and 23 students got score lower than 70. Figure1 shows that there was out 2 students who got 56 score, 3 students who got 57 score, 1 student who got 58 score, 1 student who got 59 score, 3 students who got 60 score, 2 students who got 61 score, 2 students who got 62 score, 2 students who got 65 score, 1 student who got 66 score, 1 student who got 67 score, 2 students who got 68 score, 1 student who got 69 score, 4 students who got 70 score, 2 students who got 71 score, 2 students who got 72 score, and 1 student who got 74 score.



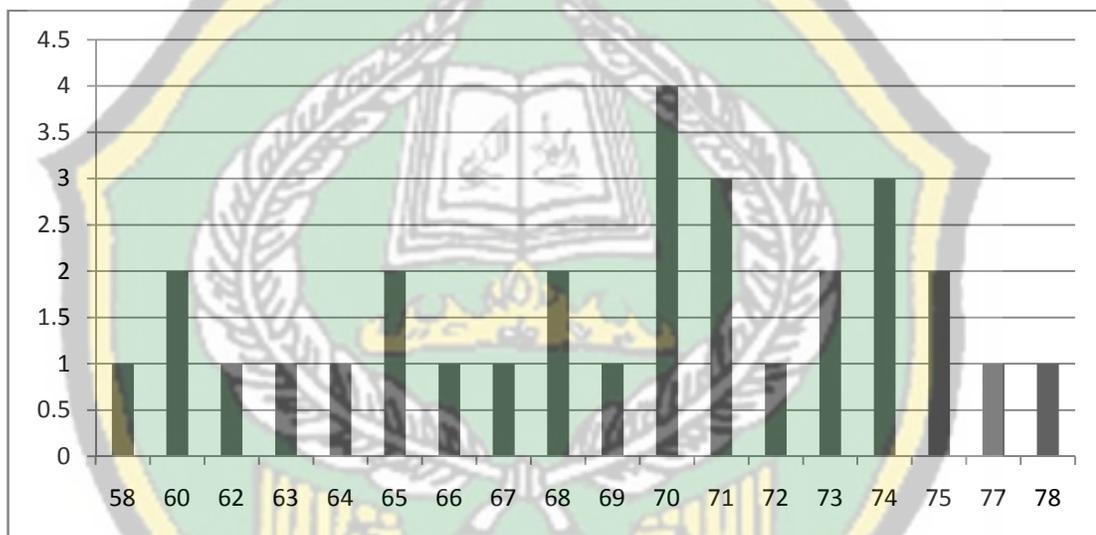
Source: the data of pre-test in control class

**Figure 2**  
**The result of the pre-test in control class**

Based on the figure 2 in control class, the mean of pre-test was 54.80. Where there were 1 student got score higher than 70 and 29 students got score lower than 70. Figure 2 shows that there was 2 students who got 45 score, 3 students who got 46 score, 1 student who got 47 score, 2 students who got 48 score, 1 student who got 49 score, 2 students who got 50 score, 2 students who got 51 score, 2 students who got 52 score, 1 student who got 53 score, 1 student who got 54 score, 2 students who got 55 score, 2 students who got 58 score, 2 students who got 59 score, 1 student who got 60 score, 1 student who got 61 score, 1 student who got 63 score, 1 student who got 65 score, 1 student who got 67 score, 1 student who got 68 score, and 1 student who got 70 score.

## 2. Result of the Post-Test in Experimental Class and Control Class

After conducted 3 treatments, researcher gave post-test, it was administered on Monday, 12<sup>th</sup>, 2016 and after the data were analyzed, the result shown that the average score of experimental class was 69.63. Whereas control class, the average score was 56.07. The table of students' score of post-test in the experimental class and control class were presented below:

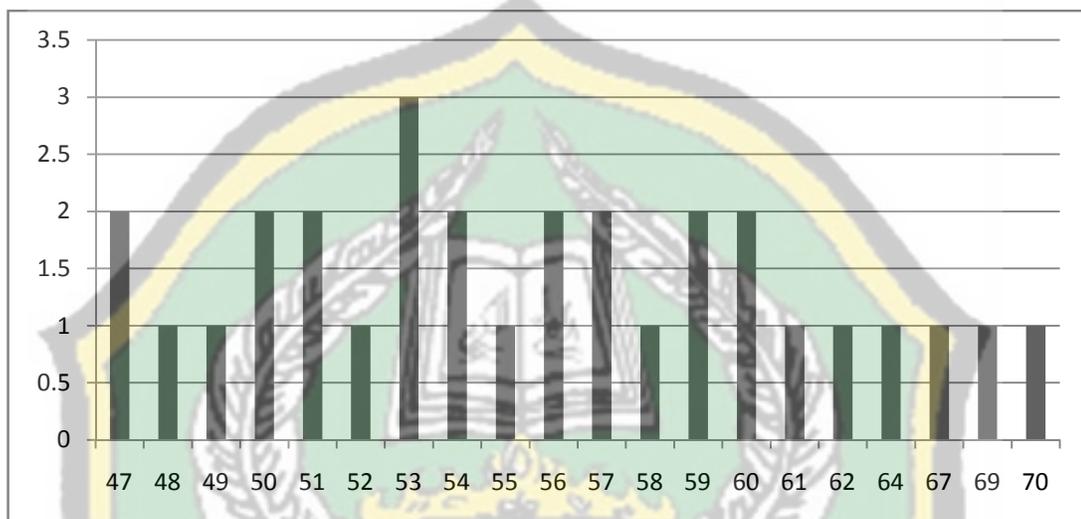


Source: the data of post-test in experimental class

**Figure 3**  
**The result of the post-test in experimental class**

Based on the figure 3 in experimental class, the mean of post-test was 69.63. Where there were 17 students got score higher than 70, and 13 students got score lower than 70. Figure 3 shows that there was out 1 student who got 58 score, 2 students who got 60 score, 1 student who got 62 score, 1 student who got 63 score, 1 student who got 64 score, 2 students who got 65 score, 1 student who got 66 score, 1 student who got

67 score, 2 students who got 68 score, 1 student who got 69 score, 4 students who got 70 score, 3 students who got 71 score, 1 student who got 72 score, 2 students who got 73 score, 3 students who got 74 score, 2 students who got 75 score, 1 student who got 77 score, and 1 student who got 78 score.



Source: the data of post-test in control class

**Figure 4**  
**The result of the post-test in control class**

Based on the figure 4 in the control class, the mean of post-test was 56.07. Where there were 1 student got score higher than 70, and 29 students got score lower than 70. Figure 4 shows that there was out 2 students who got 47 score, 1 student who got 48 score, 1 student who got 49 score, 2 students who got 50 score, 2 students who got 51 score, 1 student who got 52 score, 3 students who got 53 score, 2 students who got 54 score, 1 student who got 55 score, 2 students who got 56 score, 2 students who got 57 score, 1 student who got 58 score, 2 students who got 59 score, 2 students who got 60 score, 1 student who got 61 score, 1 student who got 62 score, 1 student who got

64 score, 1 student who got 67 score, 1 student who got 69 score, and 1 student who got 70 score.

From the average score of both experimental class and control class, it can be concluded that the students' writing achievement that were taught by using Transition-Action-Detail Strategy the students were taught Expository Strategy.

### 3. The Increase of Students' Narrative Text Writing Ability

The result of the pre-test and post-test in the experimental class implied that transition-action-detail (TAD) could increase students' achievement in narrative text writing. It can be observed from the total score of pre-test and post-test in the experimental class, 1935 up to 2089. The mean was from 64.50 up to 69.63. It can be seen in table below:

**Table 9**  
**Increase from Pre-Test to Post-Test in the Experimental Class**

| Mean (X) | The score of pre-test | The score of post-test | Increase |
|----------|-----------------------|------------------------|----------|
|          | 64.50                 | 69.63                  | 5.13     |

Having seen the result of the pre-test and post-test in the experimental class, we can see the increase of the students' score (see appendix 10 and appendix 12). It included the increase of content, organization, vocabulary, language, and mechanics.

From the result above, it could be stated that Transition-Action-Detail (TAD) could improve each aspect of writing including content, organization, vocabulary, language, and mechanics. It could be concluded the transition-action-detail(TAD) can be use to develop students' narrative text writing ability.

The result of the pre-test and the post-test in the control class implied that expository strategy could not be used to increase students' achievement in narrative text writing as that in the experimental class. It can be observed from the total score of pre-test and post-test in the control class, 1644 up to 1682. The mean was from 54.80 up to 56.07 (see appendix 14 and appendix 16). It can be seen in table below:

**Table 10**  
**The increase from the Pre-test to Post-test in the Control Class**

| Mean (X) | The score of pre-test | The score of post-test | The increase |
|----------|-----------------------|------------------------|--------------|
|          | 54.80                 | 56.07                  | 1.27         |

#### D. Result of Analysis Data

##### 1. Result of Normality Test

- a. The hypothesis for normality test formulated as follows:

$H_0$  = the data have normal distribution

$H_a$  = the data do not have normal distribution

- b. The test criteria:

$H_0$  is accepted if  $L_{observed} \leq L_{critical}$ , it means that the data are in normal distribution.

$H_a$  is accepted if  $L_{observed} > L_{critical}$ , it means that the data are not in normal distribution

**Table 11**  
**Normality Test of the Experimental class and Control Class**

| Class        | Pre-test       |                | Post-test      |                | Conclusion |
|--------------|----------------|----------------|----------------|----------------|------------|
|              | $L_{observed}$ | $L_{critical}$ | $L_{observed}$ | $L_{critical}$ |            |
| Experimental | 0.1379         | 0.161          | 0.0856         | 0.161          | Normal     |
| Control      | 0.1333         | 0.161          | 0.0817         | 0.161          | Normal     |

Based on the table above, it can be seen that in experimental class and control class shown  $L_{\text{observed}} \leq L_{\text{critical}}$ , so the conclusion is the population is in normal distribution (see 19, 20, 21 and 22).

## 2. Result of Homogeneity Test

a. The hypothesis are:

$H_0$ : the variance of the data is homogeneous

$H_a$ : the variance of the data is not homogeneous

b. The criteria of the test are as follows:

$H_0$  is accepted if  $F_{\text{observed}} \leq F_{\text{critical}}$

$H_a$  is accepted if  $F_{\text{observed}} > F_{\text{critical}}$

1) Pre-test and Pre-test of Experimental Class and Control Class

Standard Deviation (SD) of Pre-test and Pre-test: 30.23

Post-test and Post-test of Experimental Class and Control Class

Standard Deviation (SD) of Post-test and Post-test: 26.43

$$F_{\text{observed}} = \frac{30.23}{26.43} = 1.143$$

2) Post-test and Post-test of Experimental Class and Control Class

Standard Deviation (SD) of Post-test and Post-test: 37.20

Pre-test and Pre-test of Experimental Class and Control Class

Standard Deviation of Post-test and Post-test: 26.43

$$F_{\text{observed}} = \frac{37.20}{26.43} = 1.407$$

**Table 12**  
**Homogeneity Test**

| -         | The biggest variant | The smallest variant | F <sub>observed</sub> | F <sub>critical</sub> | Conclusion  |
|-----------|---------------------|----------------------|-----------------------|-----------------------|-------------|
| Pre-test  | 30.23               | 26.43                | 1.143                 | 1.85                  | Homogeneous |
| Post-test | 37.20               | 26.43                | 1.407                 | 1.85                  | Homogeneous |

Based on table above, it can be seen at the result of the test in pre-test and post-test are 1.143 and 1.407 while the F<sub>critical</sub> at the significant level of 0.05 is 1.85. It Proved that H<sub>0</sub> is accepted because F<sub>observed</sub> < F<sub>critical</sub>. It means that the variance of the data is homogenous (see appendix 23).

**c. The Result of Hypothetical Test**

The researcher used the following t-test formula:

$$t = \frac{\sum \dots}{\sum \dots}$$

1. The deviation: Experimental Class

To analyze the significance of the Treatment Effect Test is used:

The formula is:

The deviation: Experimental Class

To analyze the significance of the Treatment Effect Testis used:

The formula is:

$$M_x = \frac{\sum}{\dots}$$

$$M_x = \frac{\dots}{\dots}$$

$$M_x = 5.27$$

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{n}$$

$$\sum x^2 = 1340 - \frac{(\sum x)^2}{n}$$

$$\sum x^2 = 1340 - \frac{(\sum x)^2}{n}$$

$$\begin{aligned} \sum x^2 &= 1340 - 832.13 \\ &= 507.87 \end{aligned}$$

## 2. The deviation: Control Class

To analyze the significance of the Treatment Effect Testis used:

The formula is:

$$M_y = \frac{\sum y}{n}$$

$$M_y = \frac{\sum y}{n}$$

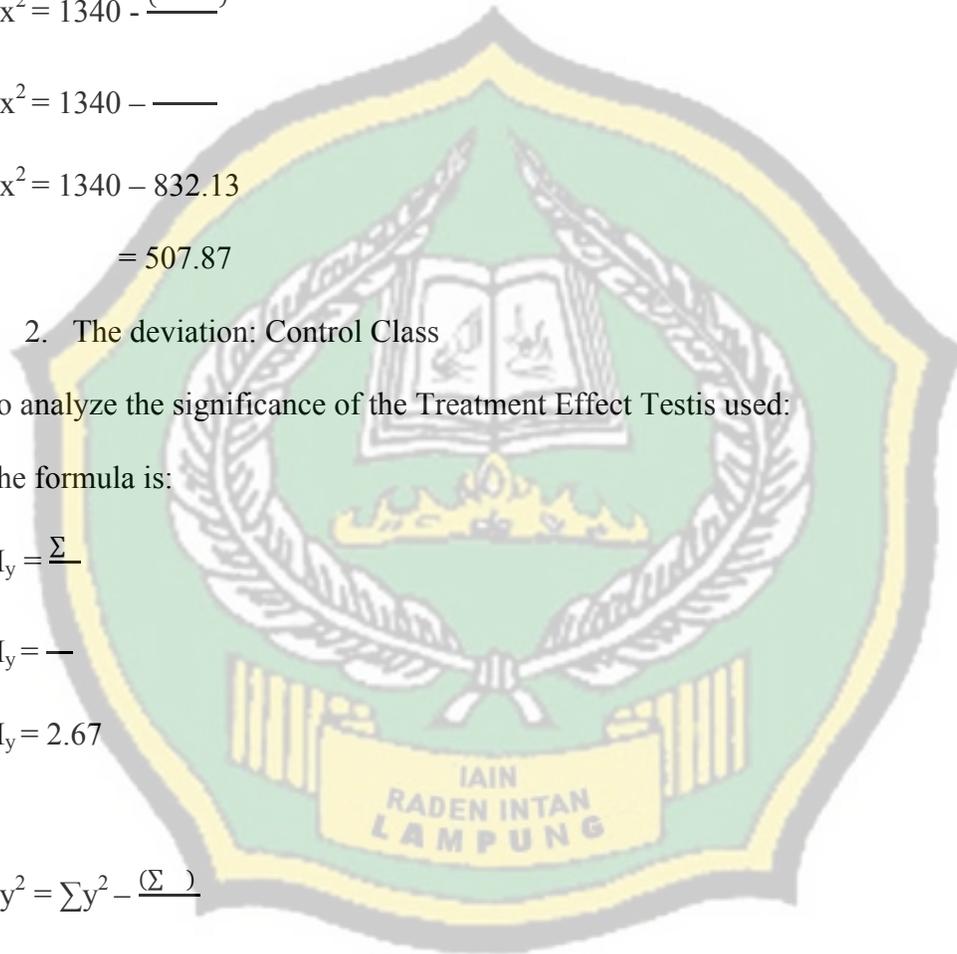
$$M_y = 2.67$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{n}$$

$$\sum y^2 = 350 - \frac{(\sum y)^2}{n}$$

$$\sum y^2 = 350 - \frac{(\sum y)^2}{n}$$

$$\begin{aligned} \sum y^2 &= 350 - 213.33 \\ &= 136.67 \end{aligned}$$



The Calculating of Hypothesis Test:

$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{s_p^2}{n_x} + \frac{s_p^2}{n_y}}}$$

$$t = \frac{3.1707 - 1.6759}{\sqrt{\frac{0.05}{30} + \frac{0.05}{30}}}$$

$$t = \frac{3.1707 - 1.6759}{\sqrt{0.00333 + 0.00333}}$$

$$t = 3.1707 (t_{\text{observed}})$$

$$df = (N_x + N_y - 2)$$

$$df = (30 + 30 - 2)$$

$$df = 58 \text{ (significance } 0.05) = 1.6759 (t_{\text{critical}}).$$

The value of t-critical at  $df = 58$  and at significant degree 5% (0.05) is 1.6759  $H_a$  is accepted IF t-observed is higher than t-critical or ( $t\text{-observed} > t\text{-critical}$ ).  $H_o$  is accepted IF t-observed is lower than t-critical or ( $t\text{-observed} < t\text{-critical}$ ). So, since  $3.1707 > 1.6759$ , shows that there is a significant difference. So,  $H_o$  is accepted and  $H_a$  is accepted. It means that there was a significant influence of using Transition-Action-Detail (TAD) Strategy towards Students' Narrative Text Writing Ability.

### E. Discussion

Based on the finding of the research, it was found that the students who were taught by using transition-action-detail strategy have increased their writing ability. It might be due to in transition-action-detail strategy the students were highly involved in ideas easier to construct narrative text and students' form their ideas step by step.

Based on the result of the pre-test before transition-action-detail strategy was implemented, the students' narrative text was lower. After transition-action-detail strategy was implemented, students' narrative text was higher than before. After getting the treatments and post-test was conducted, it found that there were significant differences between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of experimental class was 64.50 and in the post-test was 69.63 while the mean of pre-test score of 54.80 control class was and in the post-test was 56.07.

After the writer analyzed pretest and posttest score, the writer used the data to find out increase score. Increase score obtained from posttest score minus pretest score. Increase score was used to analyze the data of normality test score and it showed that the data were normal. After the normality test, the writer analyzed the data of homogeneity test based on increase score and it showed that the data were homogeneous. According to the result of the students' pre-test score and post-test score, it shows that the students' post-test is higher than in pre-test.

Transition-Action-Detail strategy was implemented in teaching narrative text writing ability. The strategy made students interested in learning narrative text. Then, students were easier to construct narrative text form their ideas step by step besides transition-action-detail strategy can make students felt more fun and they were not bored in the classroom during the process of teaching learning.

In general, the teaching learning process ran well, the students cooperated well throughout third treatments. Based on the analysis of the data and the testing of hypothesis, the result of the calculation by t-test found that the hypothesis null ( ) was rejected and the hypothesis alternative ( ) was accepted. From the analysis above, we knew that the students using transition-action-detail strategy in teaching narrative text could improve students' narrative text writing ability.

The result of the data analysis show that the use of transition-action-detail strategy in teaching narrative text seemed to be applicable for the eighth grade of SMPN 1 Ngambur Pesisir Barat. The strategy made student easier to construct narrative text form their ideas step by step. Then, students are enthusiastic through teaching and learning narrative text writing ability by using transition-action-detail strategy. It was supported by the previous research conducted by Nofriyanti about Teaching Writing of Narrative text by Using Transition-Action-Detail Strategy for Junior High School, this strategy was effective in enhancing the students' performance in writing ability.

From the explanation above, it can be concluded that was influence of using Transition-Action-Detail strategy towards students' narrative text writing ability at the first semester of the eighth grade of SMPN 1 Ngambur Pesisir Barat in the academic year of 2016/2017.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

In the previous chapter the writer analyzed the data statistically. Based on the statistical analysis, the writer concluded that there is a significant influence of using Transition-Action-Detail (TAD) strategy towards students' narrative text writing ability of the eighth grade of SMPN 1 Ngambur Pesisir Barat.

The reason for taking the conclusion above, it can be proved from hypothetical test. In the hypothetical test, the writer used  $t_{\text{critical}}$  (1.67) of t-value distribution for  $n = 60$ .  $H_a$  is accepted if  $t_{\text{observed}}$  is higher than  $t_{\text{critical}}$  or ( $t_{\text{observed}} > t_{\text{critical}}$ ).  $H_0$  is rejected if  $T_{\text{observed}}$  is lower than  $T_{\text{critical}}$  or ( $t_{\text{observed}} < t_{\text{critical}}$ ). Since  $3.17 > 1.67$  it means that is a significant influence of using Transition-Action-Detail (TAD) strategy towards students' narrative text writing ability.

#### **B. Suggestion**

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

1. For the Teacher
  - a. In this research found out that Transition-Action-Detail (TAD) can be used to improve students' narrative text writing ability. Due to finding, English teacher can help students to increase their narrative text writing ability by using other effectives and relevant strategy. This can be done, among others, by providing

certain clues based on the strategy so that they can develop their composition appropriately.

- b. From the result, the score of 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. For the Other Researchers

- a. The writer applied transition-action-detail (TAD) to increase students' narrative writing ability. Further, other researchers should conduct this strategy on the different skill and genre.
- b. In this research, the writer used transition-action-detail (TAD) to help students of Junior High School, especially in narrative text writing. Further other researchers should conduct this strategy on different level of students.

## 3. For the Students

- a. The students should know their advantages and disadvantages in writing and to improve their writing ability.
- b. The students should be able to identify their need in learning. They can choose the way of learning that seems to be more compatible for them.
- c. The students should practice writing that they have learned in real situation.
- d. The students should know extent they can understand the use of transition-action-detail (TAD) in narrative text writing.
- e. The students should study to write hard to prove that they are able write better.

## REFERENCES

- Anderson, Mark and Kathy Anderson. 1997. *Text Type in English*. South Yara: MacMillan Education
- Arikunto, Suharsimi. 2010. *Procedure Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- Ary, Donald, et. al. 2010. *Introduction to Research in Education*, Canada: Wadsworth. Nelson Education. 8<sup>th</sup> Edition
- Astuti, Novita Fuji. 2010. *Efektivitas Model Pembelajaran Expository Untuk Meningkatkan Hasil Belajar Siswa Pokok Bahasan Ayat Jurnal Penyesuaian*. Pontianak: Universitas Tanjung Pura. <http://jurnal.untan.ac.id/index.php/jpdpb/article/view/3137/>. Accessed on November 12<sup>nd</sup>. 2016. 8:15 pm
- Burke, Jim. 2012. *Writing Across the Curriculum*. Carolina: Public Schools of North Carolina
- Brown, H. Douglas. 2001. *Teaching by Principle an Interactive Approach to Language Pedagogy*. Longman: Pearson Edition. 2<sup>nd</sup> Edition
- \_\_\_\_\_. 2007. *Principles of Language Learning and Teaching*. Longman: Pearson Education. 5<sup>th</sup> Edition
- Byrne, Donn. 1993. *Teaching Writing Skills*. New York: Longman. New Edition
- Creswell, John W. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education. 4<sup>th</sup> edition
- Derewianka, Beverly. 1992. *Exploring How Texts Work*. New South Wales: Primary English Teaching Association
- Freesoul, 2004. *Writing, Transition-Action-Detail: Hiraku 100*. <http://www.writing.transition-action-details.hikaru:100.com>. Accessed on October 4<sup>th</sup>. 2016. 7:15 pm
- Fraenkel, Jack R. 2009. *How to Design and Evaluate Research in Education*. New York: McGraw-Hill

- Gelderen, Elly Van. 2006. *A History of the English Language*. Amsterdam: John Benjamin Publishing Company
- Hanani, Sofyana. 2005. *Penerapan Strategi Pembelajaran Expository*. Semarang: Program Studi Pendidikan IKIP Veteran
- Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. London: Longman Group UK Limited. 3<sup>rd</sup> Edition
- \_\_\_\_\_. 2001. *How to Teach English*. Harlow: Longman
- \_\_\_\_\_. 2007. *How to Teach Writing*. Harlow: Pearson Longman
- Hutari, M. Rizky Alamsyah. 2015, January 12<sup>th</sup>. *The Effect of Using Transition Action Detail Strategy Toward Students' Writing Achievement A Study on Students at VIII<sup>th</sup> Class in Junior High School 31 Padang STKIP PGRI Sumatra Barat*. [http://download. Portalgaruda. Org/article](http://download.portalgaruda.org/article). Accessed on January 12<sup>th</sup>. 2015. 9:15 pm
- Jones and Bartlett. 2014, October 4<sup>th</sup>. *Assessing Readability with Grade Level Formula*. <http://www.readability.com-asesing-readability-with-grade-level-formula>. Accessed on October 4<sup>th</sup>. 2016. 21:12 pm
- Kouame, Julien B. 2010. Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants. *Journal of Multi. Disciplinary Evaluation Vol. VI NO. 14 August 2010*. Michigan: Western Michigan University
- Knapp, Petter and Megan Watkins. 2005. *Genre, Text, Grammar*. Sidney: UNSW Press
- Linderman. 1983. *A Rethoric for Writing Teacher*. New York: Oxford University Press
- Manurung, Chirstian D. 2016, January 12<sup>nd</sup>. *Improving Students' Achieviement in Writing Recount Text by Using Transition-Action-Detail (TAD) Strategy*. <http://www.google.co.id/url?Fjurnal>. Accessed on January 12<sup>nd</sup>. 2016. 7:11 pm
- Marczyk , Geoffrey, et. al. 2005. *Essentials of Research Design and Methodology*. New Jersey: John Wiley & Sons. Inc
- Pardiyono. 2001. *Teaching Genre-Based Writing*. Yogyakarta: Penerbit ANDI

- \_\_\_\_\_. 2001. *The Art of Technique of Classing Handling as Food-like Service*. Yogyakarta: Penerbit ANDI
- \_\_\_\_\_. 2006. *12 Writing clues for Better Writer Competence*. Yogyakarta: C.V ANDI OFFSET
- Patel and Preveen M. Jain. 2008. *English Language Teaching, Methods, Tools and Technique*. Jaipur: Sunrise
- Peha, Steve. 2003. *The Writing Teacher's Strategy Guide. Teaching That Make Sense*. Inc. New York
- Richards, Jack C and Theodore. S. Rodgers. 2001. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press. 2<sup>nd</sup> Edition
- Rimes, Ann. 1983. *Techniques in Teaching Writing*. London: Oxford American Press
- Sanjaya, Wina. 2006. *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media Group
- Siahaan, Sanggam. 2008. *Issues in Linguistics*. Yogyakarta: Graha Ilmu
- \_\_\_\_\_. 2008. *Generic Text Structure*. Yogyakarta: Graha Ilmu
- Setiyadi, Ag Bambang. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu
- \_\_\_\_\_. 2006. *Teaching English as Foreign Language*. Yogyakarta: Graha Ilmu. 1<sup>st</sup> Edition
- Sudjana. 2005. *Metode Statistika*. Bandung: Tarsito
- Sugiyono. 2010. *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta
- Tribble, Cristopher. 1996. *Language Teaching Writing*. New York: Oxfords University Press
- Urquhat, Vicki and Monette Molver. 2005. *Teaching Writing in the content areas*. Alexandria: ASDC

Winda, Wilanda Octa Rina. 2013. *The Influence of Transition-Action-Detail (TAD) Strategy towards Students' Recount Paragraph Writing Ability at the Second Semester of the Eight Grade of SMPN 14 Bandar Lampung in 2013/2014 Academic Year*. S1. Bandar Lampung. English Department. Tarbiyah and Teacher Training Faculty. Raden Intan State Institute for Islamic Studies of Lampung. Unpublished



## Appendix 1: Assessment scale for written work

There are the assessment scale for written work:

| Area         | Score  | Description   |
|--------------|--------|---|
| Content      | 20-17  | <b>Excellent to very good:</b> excellent to very good treatment of the subject; considerable variety of ideas or argument' independent and through interpretation of the topic' conten relevant to the topic; accurate detail.        |
|              | 16-12  | <b>Good to average:</b> adequate treatment of topic; some variety of ideas of argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.                             |
|              | 11-8   | <b>Fair to poor:</b> treatment of the topic is hardly adequate; little variety off ideas or argument;some irrelevant content, lacking detail.   |
|              | 7-5    | <b>Very poor:</b> inadequate treatment of the topic;no variety of ideas or argument; content irrelevant, or very restricted; almost useful detail.  |
|              | 4-0    | <b>Inadequate:</b> fails to address the task with any effectiveness   |
| Organization | 20-17  | <b>Excellent to very good:</b> fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence);connectivesappropriately used (cohesion)                        |
|              | 16-12  | <b>Good to average:</b> uneven expression, but main ideas stand out; paragraphing or section organization evident, logically sequenced (coherence); connectives used (cohesion).  |
|              | 11- 18 | <b>Fair to poor:</b> very uneven expression, ideas difficult to follow; paragraphing or organization does not to help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).           |
|              | 7-5    | <b>Very to poor:</b> lack fluent expression, ideas very difficult to follow, little sense of paragraphing or organization; no sense of logical sequence difficult to follow (coherence); connectives not used (cohesion).             |
|              | 4-0    | <b>Inadequate:</b> fails to address this aspect of the task with any effectiveness.   |
| Vocabulary   | 20-17  | <b>Excellent to very good:</b> wide range of vocabulary; accurate work or idiom choice and usage; appropriate selection to match register.  |
|              | 16-12  | <b>Good to average:</b> adequate range of vocabulary; occasional mistakes in word or idiom choice and usage; register not always appropriate.   |
|              | 11-8   | <b>Fair to poor:</b> limited rang vocabulary; a noticeable number of mistakes in word or idiom choice and usage; register not always appropriate.   |
|              | 7-5    | <b>Very poor:</b> no range of vocabulary; uncomfortably frequent mistakes in word or idiom choice and usage; no apparent sense of register.   |
| Language Use | 30-24  | <b>Excellent to very good:</b> confident handling appropriate structures, hardly any errors of agreement, tenses, number, word order articles, pronouns, propositions; meaning never obscured.  |
|              | 23-18  | <b>Good to average:</b> acceptable grammar but problems with more complex structure; mostly appropriate structute; some errors of agreement. Tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured. |
|              | 17-18  | <b>Fair to poor:</b> insufficient range of structure with control only shown  |

|                  |      |  |
|------------------|------|--|
|                  |      | in simple constructions; frequent errors of agreement. Tense, number, word order, articles, pronouns, preposition, meaning sometimes obscured.   |
|                  | 9-6  | <b>Very poor:</b> major problems with structures even simple ones; frequent errors of negation, agreement, tense, number, word other or function, articles, pronouns, preposition; meaning often obscured. |
|                  | 5-0  | <b>Inadequate:</b> fails to adres this aspect of the task with any effectiveness.  |
| <b>Mechanics</b> | 10-8 | Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, layout.  |
|                  | 7-5  | <b>Good to average:</b> occasional errors in spelling, punctuation, capitalization, layout.  |
|                  | 4-2  | <b>Fair to poor:</b> frequent errors in spelling, punctuation, capitalization, layout.   |
|                  | 1-0  | <b>Very poor:</b> fails to address this aspects of the task with any effectiveness.  |

Final: C + O + V + L + M

With:

C = Content

O = Organization

V = Vocabulary

L = Language

M = Mechanics



## Appendix 2

### WRITING TEST FOR PRE-TEST

Subject : English

Sub Matter : Writing (Narrative Text)

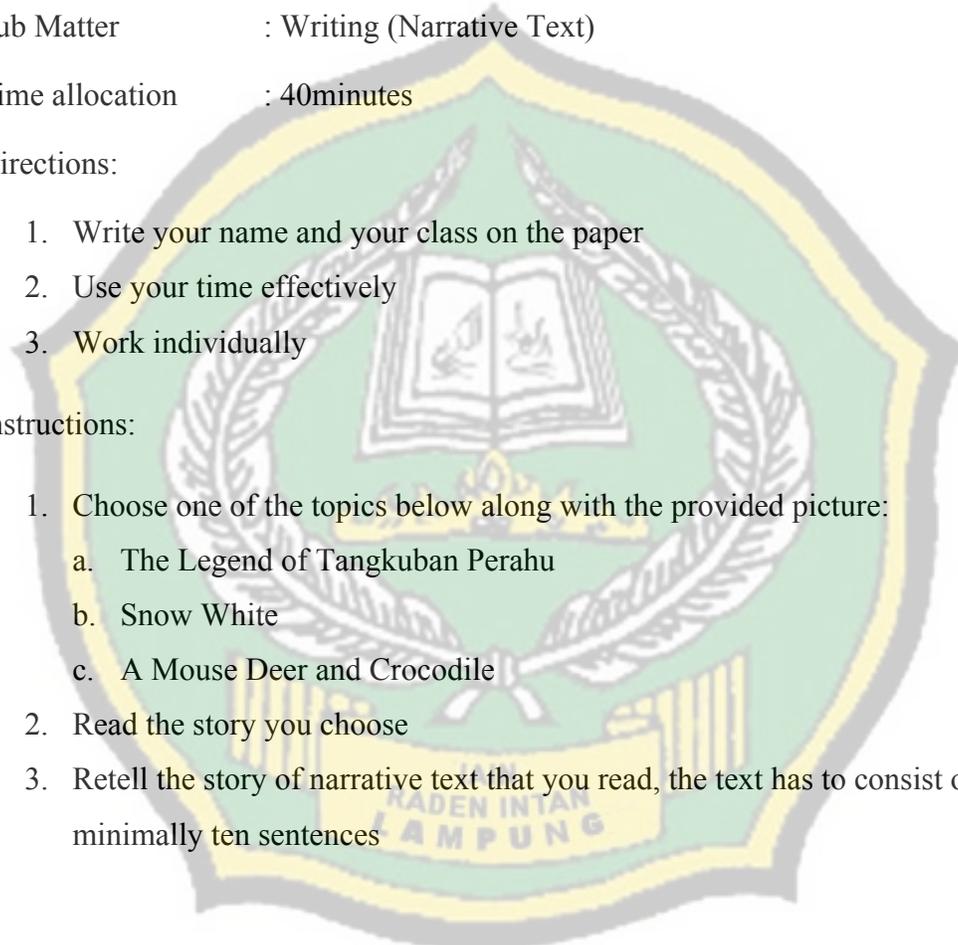
Time allocation : 40minutes

Directions:

1. Write your name and your class on the paper
2. Use your time effectively
3. Work individually

Instructions:

1. Choose one of the topics below along with the provided picture:
  - a. The Legend of Tangkuban Perahu
  - b. Snow White
  - c. A Mouse Deer and Crocodile
2. Read the story you choose
3. Retell the story of narrative text that you read, the text has to consist of minimally ten sentences



A

### **The Legend of Tangkuban Perahu**

Once upon a time, there lived a happy family in Priangan Land. They were a father in form of dog, his name was Tumang, a mother which was called Dayang Sumbi, and a child which was called Sangkuriang.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shoot his own dog. Then he took the dog liver and carried home,

Soon Dayang Sumbi found out that it was not deer liver but Tumang's liver, his own dog. So, she was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years go by, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, the woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had felt several years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him out how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

Finally, Sangkuriang failed to marry her. She was very angry and kicked the boat. It fell over and became the mountain of Tangkuban Perahu Bandung.

*Source, An Interactive English Course For Junior High School Students Year VIII, Erlangga, 2000*

**B****Snow White**

A long time ago, a child was born to a queen and king and she was called Snow White. When the queen died, the king married again. This new queen was wicked and hated Snow White. The queen gave orders that Snow White was to be treated as a servant.

Snow White grew very beautiful and one day a princess riding by, saw her at work and fell in love with her. The queen was beautiful too, and every day she asked her Magic Mirror.

“Who is the fairest in the land?”

And the mirror always answered, “You are the fairest of all’.

But one day the mirror answered Snow White was the fairest in the land, and in a rage the queen gave orders to one of her Huntsmen to take Snow White into the woods and kill her.

The Huntsmen had a kind heart and couldn’t do the deed so told her to run away. She fled into the woods where seven little dwarfs lived. Their house was small and strange.

Snow White entered the little house and finding it very untidy, started to clean up. Upstairs she found seven little beds. She was very tired and stretching out on one of the beds, was soon asleep. When the Dwarfs came home they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them.

The Queen discovered where Snow White was living and disguising herself as a witch, took a poisoned apple and set out for the Dwarfs cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness.

Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin. One day, the prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy. The prince took Snow White to his palace where they were married and lived happily ever after.

*Source, An Interactive English Course For Junior High School Students Year VIII, Erlangga, 2000*

### A Mouse Deer and Crocodile

Deep in a quiet tropical jungle, a crocodile was having a blast swimming in the river. He hummed and frolicked by himself while his other friends were napping. After feeling exhausted, he decided to take a rest underneath a durian tree.

In meanwhile, at the nearby area, a mouse deer was scavenging for fruits. But he was having a difficulty as fruits were scarce when he suddenly noticed that there were a lot of fruits on the other side of the river. “Hmmm... how can I go to the other side of the river? There are a lot of hungry crocodiles in this river. But the fruits are really looking delicious”, the mouse deer was saying to himself.

“I need to think of a clever plan”. So the mouse deer decided to sit underneath a rambutan tree while munching some fruits. It took him in no more than a few rambutan fruits to concoct a plan since it’s a clever animal. “What a clever plan that I’ve come up, if I say so myself” said the mouse deer with a smile.

“Psttt... psttt... Wake up Mr. Crocodile” said the mouse deer to the sleeping crocodile. It took a while for the crocodile to open his eyes. First, he opened his right eye, and when he saw a nice plump looking mouse deer near him, he opened both eyes. He was thinking “hmm... what a pretty plump nice dinner this deer going to be”.

“What do you want, O Little Mousy Deer?” said the crocodile. “I have an important message from our leader the Tiger”, said the mouse deer. “He wants to have a party to celebrate his birthday, and he likes to invite every animal in this jungle to attend. But he needs to know how many animals are there in this jungle so that he can prepare enough food for everyone”.

“Wow, this is good news indeed, O Little Mousy Deer. What do you want me to do?” asked the crocodile excitedly. “I would like for all the crocodiles in this river to line up across this river, and then I will count the number one by one “, said the deer with a very serious tone.

The crocodile shouted to every sleeping crocodiles and asked them to line up across the river. “Please make sure they don’t snap at me when I started to jump and count the number”, the mouse deer reminded the crocodile. Then he started to jump.

“One two, little feet”

“Three four, a little bit more”

“Five six, big belly indeed”

The mouse deer repeated the lines until he jumped safely to the other side of the river bank. “How many of us are there?” shouted the crocodile from across the river. “Hoch... there are just nine stupid crocodiles. I just wanted to cross the river, and there is no party” replied the mouse deer while laughingly running away from the river bank.

The crocodiles were angry for being made a fool by a little mouse deer. Meanwhile, the mouse deer was enjoying the abundance of fruits. However, he needed to think of a way to return back to his home across the river.

*Source, An Interactive English Course For Junior High School Students Year VIII, Erlangga, 2000*



### Appendix 3

#### WRITING TEST FOR POST-TEST

Subject : English

Sub Matter : Writing (Narrative Text)

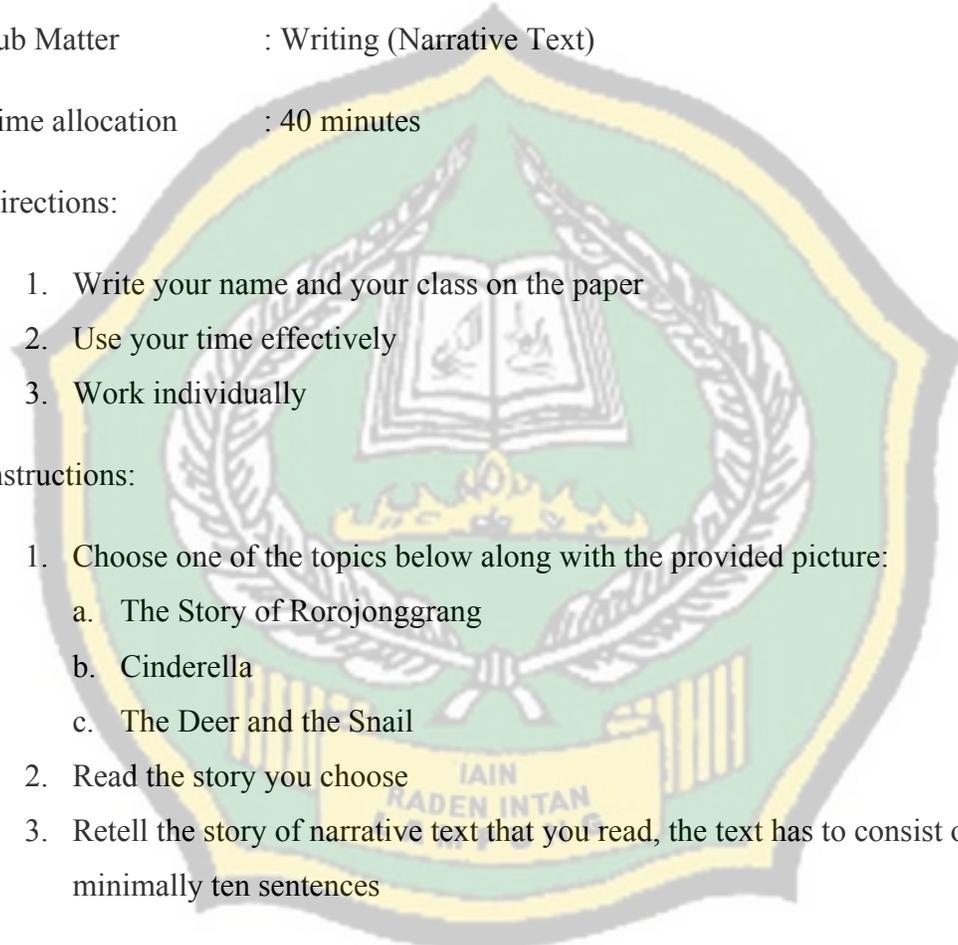
Time allocation : 40 minutes

Directions:

1. Write your name and your class on the paper
2. Use your time effectively
3. Work individually

Instructions:

1. Choose one of the topics below along with the provided picture:
  - a. The Story of Rorojonggrang
  - b. Cinderella
  - c. The Deer and the Snail
2. Read the story you choose
3. Retell the story of narrative text that you read, the text has to consist of minimally ten sentences



### **The Story of Rorojonggrang**

Once upon a time, there was a prince named Bondowoso. He was famous for his powerful weapon, called Bandung. Therefore, Bondowoso was called Bandung Bondowoso. Bandung Bondowoso felt in love a beautiful princess, Rorojonggrang. He wanted to marry her but she was not interested in him. Rorojonggrang was afraid to refuse his proposal because Bandung Bondowoso would destroy her kingdom if she refused.

To make things difficult for Bandung Bondowoso to marry her, Rorojonggrang gave some requirements. She asked him to build her one thousand temples within one night. Bandung Bondowoso had finish them before sunrise. Without doubt of his success, he accepted requirements.

With the help of genies and spirits, Bandung Bondowoso almost built one thousand temples. It was amazing how fast Bandung Bondowoso and his allies built the temples. At four o'clock in the morning, Bandung Bondowoso had only five more temples to build. Rorojonggrang got panic because she knew he would complete the task.

Suddenly, Rorojonggrang had an idea. She called all the women in the kingdom and asked them to pound the rice. She also asked the men to burn a lot of wood at the east side of the kingdom. Hearing the sound of the pounding and seeing a bright sky, the genies and spirits were afraid. They ran away with only one more temple to complete. They thought the morning had come.

Bandung Bondowoso was extremely angry when he found out what Rorojonggrang had done to him. He cursed Rorojonggrang and turned her into a statue.

**B****Cinderella**

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered.

They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many beautiful dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not go and she was crying after they had left.

"Why are you crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her.

"Because I want so much to go to the ball" said Cinderella.

"Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slippers was left behind.

A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king's son was everjoyed to see her again. They were married and live happily ever after.

C

### The Deer and the Snail

A long time ago in a jungle, there lived a group of deer. They were very proud of their ability in running very fast. They always stayed in different places. They challenged other animals in a running match. If the deer won the match, they took over the place and stayed there.

Not far from the jungle, there was a beautiful beach. A group of sea snail lived there. The deer heard about the beautiful beach and planned to live there. They had a plan to challenge snails in a running match. They were very sure to win the match. Sea snails were slow in walking.

“What’s the rule?” asked the leader of the sea snails after he heard about the challenge.

“Do you see all the capes there? There are twelve capes, from here until there,” the deer leader pointed the capes. The distance between one cape to another was very far. “We run from the first cape until the twelfth cape. If my runner arrives first at the twelfth cape, we’re the winner and we stay here!”

The sea snails then had a meeting. They set a strategy to win the match. “My plan is to put the twelve of us in every cape. If their runner arrives in every cape, you shout. So, the deer will never rest and gets very tired,” said the leader.

And the day of the match finally arrived. All animals watched this unique match, the deer versus the sea snail. The runners were standing side by side. Then, the deer ran very fast. In just a second, he already left a the sea snail. After a few hours of running, he arrived at the first cape. He shouted, “Hey? Where are you?” “I’m here,” said the sea snail. He was another sea snail that was hiding in the first cape. The deer was surprised. He cancelled his plan to get some rest. He continued running. In every cape, there was always a sea snail and the deer always cancelled his plan to get some rest.

Finally, the deer almost reached the twelfth cape but he was exhausted. He was really tired. And he gave up. He did not have any more strength to run. He fell down on the ground. “Hooray!” said all the sea snails. The deer were so embarrassed. They were just tricked by the clever sea snails. So, the deer came back to the jungle and never returned to the beach.

*Source, An Interactive English Course for Junior High School Students Year VIII, Erlangga, 2000*



## Appendix 4

### READABILITY OF THE WRITING SHEET

Name :

Class :

Based on the instrument of essay writing test, please answer the following questions.

| No | Questions   | Yes | No | Scale<br>(1-10) | Comments |
|----|---|-----|----|-----------------|----------|
| 1. | Apakah anda paham dengan petunjuk (direction) no 1?   |     |    |                 |          |
| 2. | Apakah anda paham dengan petunjuk (direction) no 2?   |     |    |                 |          |
| 3. | Apakah anda paham dengan petunjuk (direction) no 3?   |     |    |                 |          |
| 4. | Apakah anda paham dengan perintah (instruction) no 1? |     |    |                 |          |
| 5. | Apakah anda paham dengan perintah (instruction) no 2? |     |    |                 |          |

**\*Skala 1 menggambarkan instruksi mudah dibaca dan skala 10 menggambarkan instruksi sulit dibaca.**

## Appendix 5: Result of Readability Test

**The Result of Readability**

| No    | Code | Scale |   |   |    |   |   | Total | Average |
|-------|------|-------|---|---|----|---|---|-------|---------|
|       |      | 1     | 2 | 3 | 4  | 5 | 6 |       |         |
| 1     | A-1  | 1     | 1 | 3 | 7  | 1 | 4 | 17    | 2.83    |
| 2     | A-2  | 1     | 2 | 1 | 8  | 1 | 6 | 19    | 3.17    |
| 3     | A-3  | 1     | 2 | 1 | 2  | 1 | 2 | 9     | 1.5     |
| 4     | A-4  | 1     | 2 | 1 | 2  | 1 | 1 | 8     | 1.33    |
| 5     | A-5  | 1     | 1 | 4 | 2  | 1 | 1 | 10    | 1.67    |
| 6     | A-6  | 1     | 1 | 5 | 4  | 1 | 1 | 13    | 2.17    |
| 7     | A-7  | 1     | 1 | 2 | 6  | 1 | 1 | 12    | 2       |
| 8     | A-8  | 1     | 1 | 1 | 10 | 1 | 1 | 15    | 2.5     |
| 9     | B-1  | 1     | 1 | 1 | 8  | 2 | 1 | 14    | 2.33    |
| 10    | B-2  | 1     | 2 | 1 | 7  | 2 | 4 | 17    | 2.83    |
| 11    | B-3  | 1     | 2 | 3 | 7  | 2 | 8 | 23    | 3.83    |
| 12    | B-4  | 1     | 1 | 1 | 7  | 1 | 1 | 12    | 2       |
| 13    | B-5  | 1     | 1 | 1 | 7  | 1 | 1 | 12    | 2       |
| 14    | B-6  | 1     | 1 | 2 | 7  | 1 | 1 | 13    | 2.17    |
| 15    | B-7  | 1     | 2 | 2 | 7  | 1 | 1 | 14    | 2.33    |
| 16    | B-8  | 1     | 2 | 2 | 7  | 1 | 1 | 14    | 2.33    |
| 17    | C-1  | 1     | 2 | 1 | 6  | 1 | 7 | 18    | 3       |
| 18    | C-2  | 1     | 1 | 1 | 2  | 1 | 7 | 13    | 2.17    |
| 19    | C-3  | 1     | 1 | 6 | 2  | 1 | 1 | 12    | 2       |
| 20    | C-4  | 1     | 1 | 2 | 2  | 2 | 1 | 9     | 1.5     |
| 21    | C-5  | 1     | 1 | 1 | 7  | 1 | 2 | 13    | 2.17    |
| 22    | C-6  | 1     | 1 | 1 | 7  | 1 | 1 | 12    | 2       |
| 23    | C-7  | 1     | 2 | 6 | 6  | 1 | 1 | 17    | 2.83    |
| 24    | D-1  | 1     | 2 | 4 | 6  | 1 | 2 | 15    | 2.5     |
| 25    | D-2  | 1     | 2 | 1 | 5  | 1 | 1 | 11    | 1.83    |
| 26    | D-3  | 1     | 1 | 1 | 5  | 1 | 1 | 10    | 1.67    |
| 27    | D-4  | 1     | 1 | 1 | 5  | 1 | 1 | 10    | 1.67    |
| 28    | D-5  | 1     | 1 | 1 | 4  | 1 | 2 | 10    | 1.67    |
| 29    | D-6  | 1     | 1 | 2 | 6  | 2 | 2 | 14    | 2.33    |
| 30    | D-7  | 1     | 1 | 2 | 2  | 1 | 2 | 9     | 1.5     |
| Total |      |       |   |   |    |   |   |       | 65.83   |
| Mean  |      |       |   |   |    |   |   |       | 2.19    |

## Appendix 6

### EXPERT VALIDATION FORM FOR WRITING TEST

Direction:

For each question, please give your response by ticking (√) a box representing your choice.

| No | Questions  | Yes | No | Comments |
|----|--|-----|----|----------|
| 1. | Soal sesuai dengan indicator (menurut test tertulis)                                   |     |    |          |
| 2. | Soal sesuai dengan materi yang di ajarkan teks naratif)                                |     |    |          |
| 3. | Menggunakan perintah dan petunjuk pengerjaan soal yang jelas                           |     |    |          |
| 4. | Batasan jawaban yang diharapkan sudah sesuai (membuat teks naratif minimal 10 kalimat) |     |    |          |
| 5. | Batas waktu yang diberikan cukup untuk mengerjakan soal                                |     |    |          |

Date,

Validator

Dwi Aprianti, S.Pd

## Appendix 7: The Name of Students in Experimental Class

### The Name of Students in Experimental Class (VIII B)

| No | Name                | Students' Code |
|----|---------------------|----------------|
| 1  | Adhitia Gumai       | E1             |
| 2  | Adi Purnama         | E2             |
| 3  | Adi Zeptiawan       | E3             |
| 4  | Arista              | E4             |
| 5  | Ayu Wulandari       | E5             |
| 6  | Dani Saputra        | E6             |
| 7  | Dedi Kurniawan      | E7             |
| 8  | Dewi Sri            | E8             |
| 9  | Eko Wijaya          | E9             |
| 10 | Eliya Novika Sari   | E10            |
| 11 | Epi Herniwati       | E11            |
| 12 | Halimatus Sa'diyah  | E12            |
| 13 | I Putu Adi Wardana  | E13            |
| 14 | Kurniawan           | E14            |
| 15 | Lesi Mayasari       | E15            |
| 16 | Lia Gustina         | E16            |
| 17 | Made Riane          | E17            |
| 18 | Medi Hidayat        | E18            |
| 19 | Mera Yulyani        | E19            |
| 20 | Mia Aulina          | E20            |
| 21 | Mutahir Oktasa      | E21            |
| 22 | Pahlepi             | E22            |
| 23 | Patmawati           | E23            |
| 24 | Pertika Fetri       | E24            |
| 25 | Putra Romadhon      | E25            |
| 26 | Reci Mandala Satika | E26            |
| 27 | Reli Saputra        | E27            |
| 28 | Reni Tri Astuti     | E28            |
| 29 | Seno Rianto         | E29            |
| 30 | Septiawan Saputra   | E30            |

## Appendix 8: The Name of Students in Control Class

### The Name of students in control Class (VIII D)

| No | Name                   | Students' Code |
|----|------------------------|----------------|
| 1  | Afriani                | C1             |
| 2  | Agung Sadita           | C2             |
| 3  | Agus Saputra           | C3             |
| 4  | Aldi Yudistira Wardana | C4             |
| 5  | Ari Sanjaya            | C5             |
| 6  | Aziz Supriyanto        | C6             |
| 7  | Deddi Wahyu Pratama    | C7             |
| 8  | Dewi Anggunawati       | C8             |
| 9  | Eka Wahyuni            | C9             |
| 10 | Eti Rohayati           | C10            |
| 11 | Evi Rosmawati          | C11            |
| 12 | Irpan Aprizal          | C12            |
| 13 | Jepri Andeska Wijaya   | C13            |
| 14 | Mera Restia            | C14            |
| 15 | Nurul Nikmah           | C15            |
| 16 | Rangga Prastiawan      | C16            |
| 17 | Reki Junaidi           | C17            |
| 18 | Reki Kurniawan         | C18            |
| 19 | Ripkhi Parhan          | C19            |
| 20 | Riski Septiana         | C20            |
| 21 | Romadhan Yudianto      | C21            |
| 22 | Ruwi Erawati           | C22            |
| 23 | Selpi Lestari          | C23            |
| 24 | Sindi Maharani         | C24            |
| 25 | Tomi Tambrin           | C25            |
| 26 | Warda Sari             | C26            |
| 27 | Wiji Sunarni           | C27            |
| 28 | Winda Permata Sari     | C28            |
| 29 | Yudhi Mauliza          | C29            |
| 30 | Zaima Noni             | C30            |

## Appendix 9: Pre-Test Score of Students in Experimental Class

### STUDENTS' PRE-TEST RESULT OF EXPERIMENTAL CLASS (VIII B)

| NO | STUDENTS' CODE | SCORE |
|----|----------------|-------|
| 1  | E1             | 57    |
| 2  | E2             | 60    |
| 3  | E3             | 68    |
| 4  | E4             | 61    |
| 5  | E5             | 57    |
| 6  | E6             | 56    |
| 7  | E7             | 68    |
| 8  | E8             | 58    |
| 9  | E9             | 61    |
| 10 | E10            | 69    |
| 11 | E11            | 58    |
| 12 | E12            | 59    |
| 13 | E13            | 62    |
| 14 | E14            | 71    |
| 15 | E15            | 72    |
| 16 | E16            | 70    |
| 17 | E17            | 60    |
| 18 | E18            | 72    |
| 19 | E19            | 70    |
| 20 | E20            | 62    |
| 21 | E21            | 65    |
| 22 | E22            | 60    |
| 23 | E23            | 65    |
| 24 | E24            | 56    |
| 25 | E25            | 66    |
| 26 | E26            | 70    |
| 27 | E27            | 70    |
| 28 | E28            | 67    |
| 29 | E29            | 71    |
| 30 | E30            | 74    |

**Appendix 11: Pre-Test Score of Students in Control Class**

**STUDENTS' PRE-TEST RESULT OF CONTROL CLASS (VIII D)**

| NO | STUDENTS' CODE | SCORE |
|----|----------------|-------|
| 1  | C1             | 47    |
| 2  | C2             | 64    |
| 3  | C3             | 46    |
| 4  | C4             | 48    |
| 5  | C5             | 61    |
| 6  | C6             | 59    |
| 7  | C7             | 45    |
| 8  | C8             | 48    |
| 9  | C9             | 52    |
| 10 | C10            | 63    |
| 11 | C11            | 46    |
| 12 | C12            | 52    |
| 13 | C13            | 45    |
| 14 | C14            | 55    |
| 15 | C15            | 49    |
| 16 | C16            | 65    |
| 17 | C17            | 51    |
| 18 | C18            | 50    |
| 19 | C19            | 53    |
| 20 | C20            | 58    |
| 21 | C21            | 68    |
| 22 | C22            | 46    |
| 23 | C23            | 50    |
| 24 | C24            | 54    |
| 25 | C25            | 59    |
| 26 | C26            | 55    |
| 27 | C27            | 58    |
| 28 | C28            | 70    |
| 29 | C29            | 67    |
| 30 | C30            | 60    |

**Appendix 13: Post-Test Score of Students in Experimental Class**

**STUDENTS' POST-TEST RESULT OF EXPERIMENTAL CLASS (VIII B)**

| NO | STUDENTS' CODE | SCORE |
|----|----------------|-------|
| 1  | E1             | 60    |
| 2  | E2             | 62    |
| 3  | E3             | 68    |
| 4  | E4             | 73    |
| 5  | E5             | 63    |
| 6  | E6             | 58    |
| 7  | E7             | 73    |
| 8  | E8             | 69    |
| 9  | E9             | 74    |
| 10 | E10            | 70    |
| 11 | E11            | 64    |
| 12 | E12            | 70    |
| 13 | E13            | 74    |
| 14 | E14            | 78    |
| 15 | E15            | 77    |
| 16 | E16            | 75    |
| 17 | E17            | 65    |
| 18 | E18            | 75    |
| 19 | E19            | 71    |
| 20 | E20            | 71    |
| 21 | E21            | 65    |
| 22 | E22            | 66    |
| 23 | E23            | 72    |
| 24 | E24            | 60    |
| 25 | E25            | 68    |
| 26 | E26            | 70    |
| 27 | E27            | 70    |
| 28 | E28            | 67    |
| 29 | E29            | 71    |
| 30 | E30            | 74    |

**Appendix 15: Post-Test Score of Students in Control Class**

**STUDENTS' POST-TEST RESULT OF CONTROL CLASS (VIIID)**

| NO | STUDENTS' CODE | SCORE |
|----|----------------|-------|
| 1  | C1             | 51    |
| 2  | C2             | 56    |
| 3  | C3             | 47    |
| 4  | C4             | 53    |
| 5  | C5             | 69    |
| 6  | C6             | 59    |
| 7  | C7             | 47    |
| 8  | C8             | 49    |
| 9  | C9             | 54    |
| 10 | C10            | 62    |
| 11 | C11            | 50    |
| 12 | C12            | 56    |
| 13 | C13            | 48    |
| 14 | C14            | 54    |
| 15 | C15            | 50    |
| 16 | C16            | 59    |
| 17 | C17            | 53    |
| 18 | C18            | 52    |
| 19 | C19            | 57    |
| 20 | C20            | 57    |
| 21 | C21            | 64    |
| 22 | C22            | 51    |
| 23 | C23            | 53    |
| 24 | C24            | 55    |
| 25 | C25            | 60    |
| 26 | C26            | 58    |
| 27 | C27            | 60    |
| 28 | C28            | 70    |
| 29 | C29            | 67    |
| 30 | C30            | 61    |

## Appendix 17

### RELIABILITY OF THE TEST PRE-TEST BASED ON TWO RATERS

| CRITERIA     | SCORE |     | RANK |    | D=(R1-R2)D2 | D2 |
|--------------|-------|-----|------|----|-------------|----|
|              | R1    | R2  | R1   | R2 |             |    |
| Content      | 1001  | 925 | 1    | 1  | 0           | 0  |
| Organization | 863   | 807 | 2    | 3  | -1          | 1  |
| Vocabulary   | 798   | 775 | 4    | 4  | 0           | 0  |
| Language     | 831   | 822 | 3    | 2  | 1           | 1  |
| Mechanics    | 170   | 169 | 5    | 5  | 0           | 0  |
| Total        |       |     |      |    |             | 2  |

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

$$= 1 \frac{6(2)}{60(60 - 1)}$$

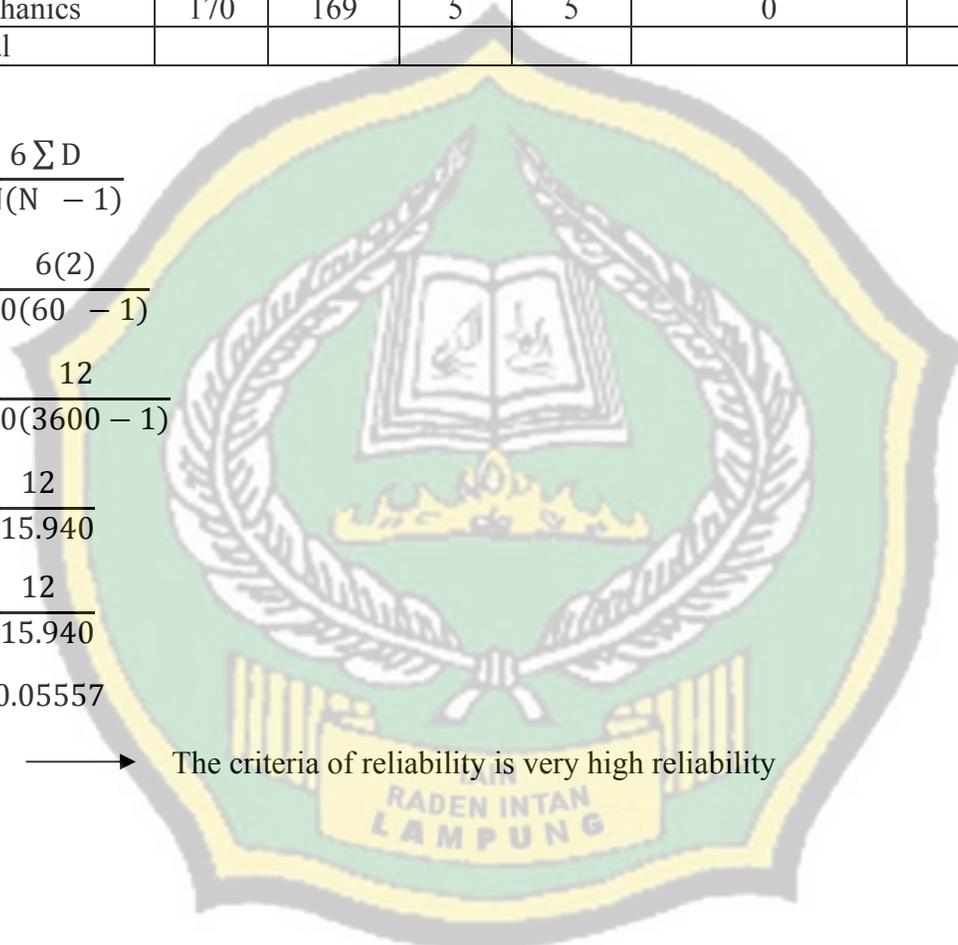
$$= 1 \frac{12}{60(3600 - 1)}$$

$$= 1 \frac{12}{215.940}$$

$$= 1 \frac{12}{215.940}$$

$$= 1 - 0.05557$$

$$= 0.94 \longrightarrow \text{The criteria of reliability is very high reliability}$$



## Appendix 18

### RELIABILITY OF THE TEST POST-TEST BASED ON TWO RATERS

| CRITERIA     | SCORE |      | RANK |    | D=(R1-R2)D2 | D2 |
|--------------|-------|------|------|----|-------------|----|
|              | R1    | R2   | R1   | R2 |             |    |
| Content      | 1071  | 836  | 1    | 2  | -1          | 1  |
| Organization | 907   | 1012 | 2    | 1  | 1           | 1  |
| Vocabulary   | 835   | 831  | 4    | 3  | 1           | 1  |
| Language     | 868   | 800  | 3    | 2  | 1           | 1  |
| Mechanics    | 189   | 162  | 5    | 5  | 0           | 0  |
| Total        |       |      |      |    |             | 4  |

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

$$= 1 - \frac{6(4)}{60(60-1)}$$

$$= 1 - \frac{24}{60(3600-1)}$$

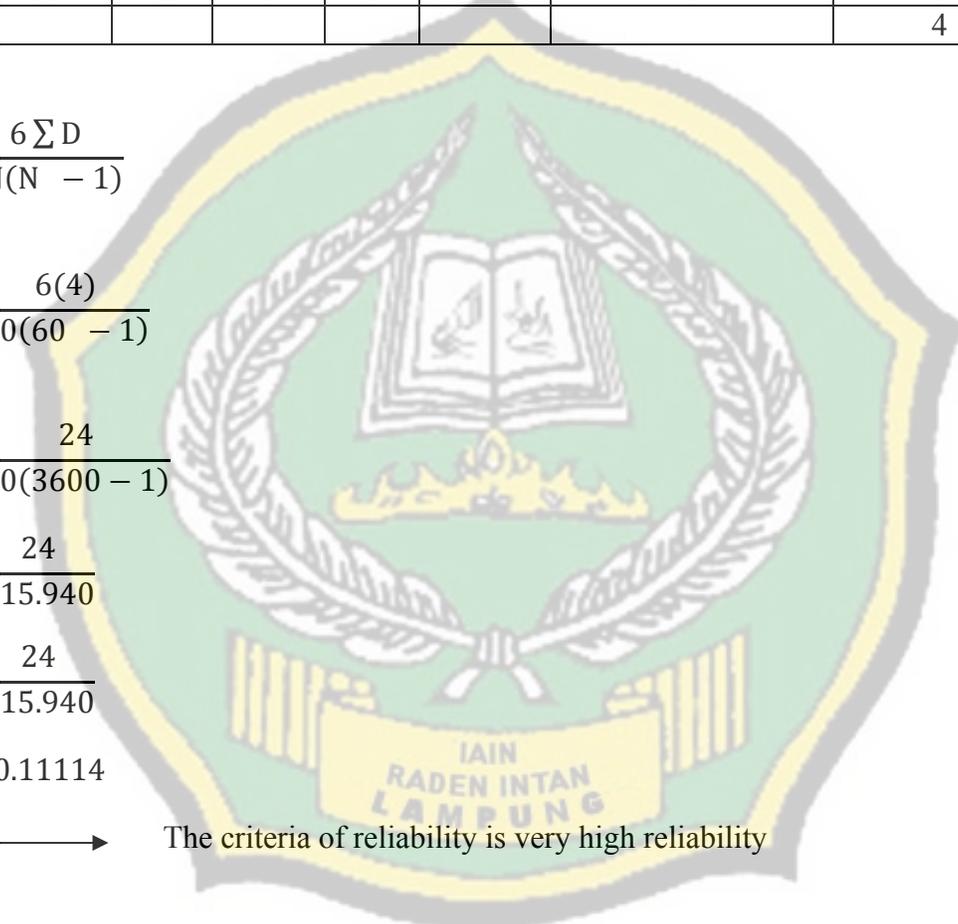
$$= 1 - \frac{24}{215.940}$$

$$= 1 - \frac{24}{215.940}$$

$$= 1 - 0.11114$$

$$= 0.88 \longrightarrow$$

The criteria of reliability is very high reliability



APPENDIX 26

SILABUS PEMBELAJARAN

Sekolah : SMPN 1 Ngambur  
 Kelas : VIII ( Delapan )  
 Mata Pelajaran : BAHASA INGGRIS  
 Semester : 1 (satu)  
 Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

| Kompetensi Dasar   | Materi Pembelajaran   | Kegiatan Pembelajaran  | Indikator Pencapaian Kompetensi  | Penilaian  |   |  | Alokasi Waktu | Sumber Belajar  |
|--|---|--|--|--|---|--|---------------|---|
|  |   |  |  | Teknik   | Bentuk Instrumen  | Contoh Instrumen   |               |   |
| 12.1. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan | 1. Teks Essai <i>narrative / recount</i><br>2. Ciri kebahasaan teks <i>narrative / recount</i><br>3. Langkah retorika teks <i>narrative / recount</i><br>4. Tatabahasa<br>- Simple past<br>- Past | 1. Review ciri kebahasaan teks <i>narrative / recount</i><br>2. Membuat kalimat sederhana terkait teks <i>narrative / recount</i><br>3. Mengembangkan langkah retorika teks <i>recount</i> dan | Menulis teks pendek dan sederhana dalam bentuk <i>recount / narrative</i> dengan langkah retorika yang benar | Tes tertulis<br><br><br><br><br><br><br><br><br><br><br>Proyek | Uraian<br><br><br><br><br><br><br><br><br><br><br>Penugasan | <i>Write a short recount/narrative text based on:</i><br>a. <i>Your experience happend to you</i><br>b. <i>The story You have ever read</i><br>c. <i>Series of pictures given.</i> | 8 x 40 menit  | 1. Buku teks yang relevan<br>2. Buku cerita bahasa Inggris<br>3. Gambar - gambar terkait cerita |

| Kompetensi Dasar   | Materi Pembelajaran  | Kegiatan Pembelajaran  | Indikator Pencapaian Kompetensi | Penilaian |                  |   | Alokasi Waktu | Sumber Belajar |
|--|--|--|---------------------------------|-----------|------------------|---|---------------|----------------|
|  |  |  |                                 | Teknik    | Bentuk Instrumen | Contoh Instrumen  |               |                |
| berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>   | continuous<br>5. Kosakata - Kata terkait tema dan jenis teks<br>6. Tandabaca, spelling | <i>narrative</i><br>4. Membuat draft teks <i>recount</i> dan <i>narrative</i><br>5. Menulis teks <i>recount</i> dan <i>narrative</i> berdasarkan draft yang dibuat<br>6. Memajang hasil tulisan di dinding |                                 |           |                  | <i>Find 5 short texts of recount or narratives and expose them.</i> |               |                |
| ❖ Karakter siswa yang diharapkan : Dapat dipercaya ( <i>Trustworthines</i> )<br>Rasa hormat dan perhatian ( <i>respect</i> )<br>Tekun ( <i>diligence</i> ) |  |  |                                 |           |                  |   |               |                |

**Appendix 27**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**EXPERIMENTAL CLASS**

Satuan Pendidikan : SMPN 1 Ngambur

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ I

Pertemuan ke : I (Experimental Class)

Alokasi Waktu : 2 x 40 Menit

Skill : Writing

**Standar Kompetensi**

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**Kompetensi Dasar**

12.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

**Tujuan Pembelajaran**

Setelah pembelajaran ini diharapkan siswa mampu:

1. Memahami pengertian *rhetorical structure*, dan *language features* sebuah *narrative text*
2. Membuat sebuah *narrative text*

**Indikator**

- Memahami pengertian *narrative text*
- Mengidentifikasi *rhetorical structure*, dan *language features* sebuah *narrative text*

- Membuat *narrative text*

### A. Tujuan Pembelajaran

Setelah pembelajaran ini diharapkan siswa mampu:

- Memahami pengertian *rhetorical structure*, dan *language features* sebuah *narrative text*
- Membuat sebuah *narrative text*

### B. Pokok bahasan: *Narrative text (Legend)*

### C. Metode / Strategi Pembelajaran: Transition-Action-Detail Strategy

### D. Nilai Karakter

1. Religius
2. Disiplin
3. Kerjasama
4. Tanggung Jawab

### E. Materi Pembelajaran

Narrative text is a text which tells the story in the past to entertain and inform the readers.

The purpose of narrative text is to present a view the world that entertains or informs the reader or listener.

#### Rhetorical Structure:

##### 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**

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 react 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 give the narrator's point of view.

d. **Resolution**

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

e. **Coda**

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

**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
- d. Descriptive words to portray the characters and settings

**Example of narrative**

**Pinocchio**

Once upon a time, Gepetto, an old woodsman, living in the great Italian pine forest, was lonely. He always dreamed about having a son. Each day, he went cutting woods for the town's people. One day, an idea illuminated his mind, the idea of crafting a puppet, which he will call it Pinocchio. He crafted that puppet and during the night, the puppet becomes alive!

One year of happiness and thriller passed, on a Sunday morning, Gepetto told Pinocchio: "It's my birthday soon, my little son! I hope you didn't forget it!"

"Euh, sure, I didn't!"

Pinocchio felt awkward. He didn't thought about that. Gepetto's birthday was coming in only three days, and he hadn't even a present. After a long night of reflecting, Pinocchio finally decided to offer a homemade

chocolate cake to him as a present.

When the sun rose, Pinocchio was already ready to go outside find the ingredients. The main problem was he didn't even know the ingredients and the recipe. So after school, he decided to go ask someone for the ingredients to bake a cake. During his walk, Pinocchio, the wooden puppet, met the town's sorcerer.

"Hey, little boy, do you need some help for your chocolate cake?"

"Hum... You can help me?", asked Pinocchio.

"Sure, I can. Follow me!"

After walking a few minutes so, Pinocchio saw a big, big, big candy house. They entered together and Pinocchio got caught by a big cage.

"Mouahahaha!!! I finally caught you! You'll be mine, you're gonna work for me!", said the evil sorcerer. Pinocchio was so scared. When the guards came and took him out of the cage, he immediately ran away very fast and he succeeded to escape. At the same time, the evil sorcerer, calling all his troops with him, ran after him and he took out his magic wand. The evil devil changed the little wooden puppet into a chocolate cake! When he came back home, he told the entire story to his father and they went to find the god fairy. After a long trip, they finally find the god fairy and they got the magical potion for Pinocchio.

### **Definition of Transition-Action-Detail (TAD) Strategy**

Transition-Action-Detail (TAD) strategy is a strategy for teaching descriptive text writing by asking the students to fulfill the TAD Chart which shows the sequences of events and consists of "transition" column, "action" column, and "detail" column.

### **The way to use Transition-Action-Detail (TAD) Chart**

There are some stages to fill the chart, as follows: when filling out the TAD chart, start in "Action" column first and fill in the first box with the first thing that happened. Then, go to the last "action" box and write the end. Now fill everything between. When you finish the "Action" column, add details for each action. Finally come up with sample phrases in the "Transition" column that introduce the action.

***Transition-Action-Detail (TAD) chart***

| <b>Transition</b> | <b>Action</b> | <b>Detail</b> |
|-------------------|---------------|---------------|
|                   |               |               |
|                   |               |               |
|                   |               |               |

### F. Tahapan kegiatan pembelajaran

| No | Tahapan       | Rincian Kegiatan   | Waktu    |
|----|---------------|--|----------|
| 1  | Pre-activity  | <ul style="list-style-type: none"> <li>• Mengucapkan salam</li> <li>• Berdoa</li> <li>• Mengecek kehadiran siswa</li> <li>• Menyampaikan tujuan pembelajaran</li> </ul>  | 10 menit |
| 2  | Main-activity | <p>1. Eksplorasi.</p> <ul style="list-style-type: none"> <li>• Mengaitkan materi yang akan dibahas dengan menanyakan tentang cerita narrative yang biasa mereka dengar (legenda, dongeng, fable)</li> <li>• Memberikan contoh narrative text (<i>legend</i>) berjudul <i>Pinocchio</i> kepada siswa dan meminta mereka membaca teks tersebut</li> <li>• Memberikan pertanyaan-pertanyaan singkat mengenai teks</li> </ul> <p>2. Elaborasi</p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang strategi Transisi-Action-Detil</li> <li>• Guru membagi siswa ke dalam beberapa kelompok untuk mendiskusikan topik</li> <li>• Guru memberikan topik</li> <li>• Guru meminta siswa untuk menggambarkan topik yang digunakan Transisi-Action-Detil (TAD) strategi.</li> <li>• Yang pertama, siswa mengisi kolom transisi, mereka menulis saat peristiwa yang telah terjadi (Transition). Selanjutnya, siswa mengisi kolom tindakan, mereka menulis tindakan yang sesuai dengan waktu transisi (Action). Akhirnya, para siswa menulis informasi dan rincian untuk mendukung aksi (Detil).</li> <li>• Para siswa harus kesempatan untuk mempresentasikan kesimpulan untuk mereka membahas di depan kelas.</li> </ul> <p>3. Konfirmasi</p> <ul style="list-style-type: none"> <li>• Memberikan kesempatan kepada siswa untuk bertanya dan mengajukan pendapat</li> <li>• Memberikan <i>feedback</i> terhadap proses belajar</li> </ul> | 60 menit |
| 3  | Post-activity | <ul style="list-style-type: none"> <li>• Membantu siswa membuat kesimpulan</li> <li>• Berdoa</li> <li>• Salam</li> </ul>   | 10 menit |

### G. Sumber/Media Pembelajaran

- Buku teks *real time, An interactive English Course for Junior High School Students Year VIII*, tahun 2000, halaman 59-78. Penulis: Nina Bates. Penerbit: Erlangga

### G. Penilaian

1. Teknik : Tertulis

2. Instrument penilaian:

*Read the text and make a descriptive text by using TAD Chart based on the text.*

3. Rubrik penilaian.

| NO    | Aspect       | Score |
|-------|--------------|-------|
| 1     | Content      | 20    |
| 2     | Organization | 20    |
| 3     | Vocabulary   | 20    |
| 4     | Language     | 30    |
| 5     | Mechanics    | 10    |
| Total |              | 100   |

Ngambur, 2016

Guru Mapel Bahasa Inggris

Mahasiswa Peneliti

Dwi Apyanti Cahyalina, S.Pd

Mira Sutrianita

NPM. 1211040182

Mengetahui,

Kepala Sekolah

Drs. Indaris Indriyanta, MM

NIP. 19681223 199412 1 001

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**EXPERIMENTAL CLASS**

Satuan Pendidikan : SMPN 1 Ngambur  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VIII/ I  
Pertemuan ke : II (Experimental Class)  
Alokasi Waktu : 2 x 40 Menit  
Skill : Writing

**Standar Kompetensi**

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**Kompetensi Dasar**

12.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

**Tujuan Pembelajaran**

Setelah pembelajaran ini diharapkan siswa mampu:

1. Memahami pengertian *rhetorical structure*, dan *language features* sebuah *narrative text*
2. Membuat sebuah *narrative text*

**Indikator**

- Memahami pengertian *narrative text*
- Mengidentifikasi *rhetorical structure*, dan *language features* sebuah *narrative text*
- Membuat *narrative text*

### A. Tujuan Pembelajaran

Setelah pembelajaran ini diharapkan siswa mampu:

- Memahami pengertian *rhetorical structure*, dan *language features* sebuah *narrative text*
- Membuat sebuah *narrative text*

### B. Pokok bahasan: *Narrative text (Legend)*

### C. Metode / Strategi Pembelajaran: Transition-Action-Detail Strategy

### D. Nilai Karakter

1. Religius
2. Disiplin
3. Kerjasama
4. Tanggung Jawab

### E. Materi Pembelajaran

Narrative text is a text which tells the story in the past to entertain and inform the readers.

The purpose of narrative text is to present a view the world that entertains or informs the reader or listener.

#### Rhetorical Structure:

##### 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

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 react 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 give the narrator's point of view.

d. Resolution

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

e. Coda

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

**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
- d. Descriptive words to portray the characters and settings

**Example of narrative**

**Lake Toba**

Long ago , in a village in the northern part of Sumatra island there lived a young orphan farmer. He lived from farming and fishing . One day he was fishing a very beautiful fish . The color is golden yellow. When he holds, the fish turned into a beautiful princess. He doomed to be a fish for violating a ban. He will turn into a kind of creature who first touched it . Because the human touched, then she turns into a princess.

The young man fascinated by the beauty of the princess and ask her to marry. The application is accepted on condition that the young man would not tell the origin of the princess who comes from

fish. He agreed the terms. After a year, the couple blessed with a boy. He has a bad habit that is never satiated . He ate all the food .

One day the child was eating all the food from their parents. The young man was very annoyed said: "The basis, this child, breeds fish ! " That statement by it self had unlocked the secrets of their promise has been violated. Hearing the words of the father, the child complained to her mother, asking what the meaning of his father's words. Knowing the husband had broken a promise. The princess and son disappeared mysteriously . The land of their former footing bursts a springs. Then the water that flows from the spring growing bigger and bigger. And become a vast lake. Now, The lake is called Lake Toba

### **Definition of Transition-Action-Detail (TAD) Strategy**

Transition-Action-Detail (TAD) strategy is a strategy for teaching descriptive text writing by asking the students to fulfill the TAD Chart which shows the sequences of events and consists of “transition” column, “action” column, and “detail” column.

### **The way to use Transition-Action-Detail (TAD) Chart**

There are some stages to fill the chart, as follows: when filling out the TAD chart, start in “Action” column first and fill in the first box with the first thing that happened. Then, go to the last “action” box and write the end. Now fill everything between. When you finish the “Action” column, add details for each action. Finally come up with sample phrases in the “Transition” column that introduce the action.

*Transition-Action-Detail (TAD) chart*

| <b>Transition</b> | <b>Action</b> | <b>Detail</b> |
|-------------------|---------------|---------------|
|                   |               |               |
|                   |               |               |
|                   |               |               |

### F. Tahapan kegiatan pembelajaran

| No | Tahapan       | Rincian Kegiatan   | Waktu    |
|----|---------------|--|----------|
| 1  | Pre-activity  | <ul style="list-style-type: none"> <li>• Mengucapkan salam</li> <li>• Berdoa</li> <li>• Mengecek kehadiran siswa</li> <li>• Menyampaikan tujuan pembelajaran</li> <li>• Membagi siswa kedalam beberapa kelompok</li> </ul>   | 10 menit |
| 2  | Main-activity | <p>1. Eksplorasi.</p> <ul style="list-style-type: none"> <li>• Menanyakan materi di pertemuan sebelumnya</li> <li>• Memberikan contoh <i>narrative text (legend)</i> berjudul <i>Lake Toba</i> kepada siswa dan meminta mereka membaca teks tersebut</li> <li>• Memberikan pertanyaan-pertanyaan singkat mengenai teks</li> </ul> <p>2. Elaborasi</p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang strategi Transisi-Action-Detil</li> <li>• Guru membagi siswa ke dalam beberapa kelompok untuk mendiskusikan topik</li> <li>• Guru memberikan topik</li> <li>• Guru meminta siswa untuk menggambarkan topik yang digunakan Transisi-Action-Detil (TAD) strategi.</li> <li>• Yang pertama, siswa mengisi kolom transisi, mereka menulis saat peristiwa yang telah terjadi (Transition). Selanjutnya, siswa mengisi kolom tindakan, mereka menulis tindakan yang sesuai dengan waktu transisi (Action). Akhirnya, para siswa menulis informasi dan rincian untuk mendukung aksi (Detil).</li> <li>• Para siswa harus kesempatan untuk mempresentasikan kesimpulan untuk mereka membahas di depan kelas.</li> </ul> <p>3. Konfirmasi</p> <ul style="list-style-type: none"> <li>• Memberikan kesempatan kepada siswa untuk bertanya dan mengajukan pendapat</li> <li>• Memberikan <i>feedback</i> terhadap proses belajar</li> </ul> | 60 menit |
| 3  | Post-activity | <ul style="list-style-type: none"> <li>• Membantu siswa membuat kesimpulan</li> <li>• Berdoa</li> <li>• Salam</li> </ul>   | 10 menit |

### G. Sumber/Media Pembelajaran

- Buku teks *real time, An interactive English Course for Junior High School Students Year VIII*, tahun 2000, halaman 59-78. Penulis: Nina Bates. Penerbit: Erlangga

### H. Penilaian

1. Teknik : Tertulis

2. Instrument penilaian:

*Read the text and make a descriptive text by using TAD Chart based on the text.*

3. Rubik penilaian.

| NO    | Aspect       | Score |
|-------|--------------|-------|
| 1     | Content      | 20    |
| 2     | Organization | 20    |
| 3     | Vocabulary   | 20    |
| 4     | Language     | 30    |
| 5     | Mechanics    | 10    |
| Total |              | 100   |

Guru Mapel Bahasa Inggris

Ngambur, 2016  
Mahasiswa Peneliti

Dwi Apyanti Cahyalina, S.Pd

Mira Sutrianita

NPM. 1211040182

Mengetahui,  
Kepala Sekolah

Drs. Indaris Indriyanta, MM

NIP. 19681223 199412 1 001

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**EXPERIMENTAL CLASS**

Satuan Pendidikan : SMPN 1 Ngambur  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VIII/ I  
Pertemuan ke : III (Experimental Class)  
Alokasi Waktu : 2 x 40 Menit  
Skill : Writing

**Standar Kompetensi**

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**Kompetensi Dasar**

12.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

**Indikator**

- Memahami pengertian *narrative text*
- Mengidentifikasi *rhetorical structure*, dan *language features* sebuah *narrative text*
- Membuat *narrative text*

**A. Tujuan Pembelajaran**

Setelah pembelajaran ini diharapkan siswa mampu:

1. Memahami pengertian *rhetorical structure*, dan *language features* sebuah *narrative text*
2. Membuat sebuah *narrative text*

**B. Pokok bahasan:** *Narrative text (Fable)*

**C. Metode / Strategi Pembelajaran:** Transition-Action-Detail Strategy

**D. Nilai Karakter**

1. Religius
2. Disiplin
3. Kerjasama
4. Tanggung Jawab

**E. Materi Pembelajaran**

Narrative text is a text which tells the story in the past to entertain and inform the readers.

The purpose of narrative text is to present a view the world that entertains or informs the reader or listener.

**Rhetorical Structure:**

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

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 react 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 give the narrator's point of view.

d. Resolution

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

e. Coda

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

### 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
- d. Descriptive words to portray the characters and settings

### Example of narrative

#### Golden Snail

Long time ago there lived a king of Daha Kingdom named Kertamarta. He had two daughters named Dewi Galuh and Candra Kirana. Candra Kirana was a very beautiful and kind girl but his sister was an evil. One day, Candra Kirana was engaged to a prince of Kahuripan Kingdom named Raden Inu Kertapati who was handsome and wise.

This engagement made Dewi Galuh envied to his sister. Then she went to a witch to harm Candra Kirana. The witch agreed to do what Dewi Galuh asked. When Candra Kirana was walking around the palace garden, the witch came and cursed her. She transformed her into a golden snail. After that, Dewi Galuh threw her which has become a snail in the river.

One day, an old woman was looking for fish in the river using nets. When she was about to lift the net, she saw a golden snail transported. Then she brought the golden snail went home and put it in a jar. The next day, she returned to the river to look for fishes but unfortunately she did not get any fish. She was disappointed and returned to her house. However when she arrived, she was very surprised to see a lot of delicious dishes had been presented at the top of the table.

This incident occurred over and over in the next days. The old woman was curious. She finally decided to find out who did it to her by pretending to go to the river. She hid behind her house and peeked at what's going on inside. Then she saw the snails turned into a beautiful woman and cooked meals for her. Soon the old woman came into her house, "Who are you?" Asked the old woman "I was a princess of Daha were cursed by a witch into a golden snail" said her. After telling what had happened to her, she was invited Chandra Kirana to stay with her.

### Definition of Transition-Action-Detail (TAD) Strategy

Transition-Action-Detail (TAD) strategy is a strategy for teaching descriptive text writing by asking the students to fulfill the TAD Chart which shows the sequences of events and consists of “transition” column, “action” column, and “detail” column.

### The way to use Transition-Action-Detail (TAD) Chart

There are some stages to fill the chart, as follows: when filling out the TAD chart, start in “Action” column first and fill in the first box with the first thing that happened. Then, go to the last “action” box and write the end. Now fill everything between. When you finish the “Action” column, add details for each action. Finally come up with sample phrases in the “Transition” column that introduce the action.

*Transition-Action-Detail (TAD) chart*

| Transition | Action | Detail |
|------------|--------|--------|
|            |        |        |
|            |        |        |
|            |        |        |

### F. Tahapan kegiatan pembelajaran

| No | Tahapan       | Rincian Kegiatan   | Waktu    |
|----|---------------|--|----------|
| 1  | Pre-activity  | <ul style="list-style-type: none"> <li>• Mengucapkan salam</li> <li>• Berdoa</li> <li>• Mengecek kehadiran siswa</li> <li>• Menyampaikan tujuan pembelajaran</li> <li>• Membagi siswa kedalam beberapa kelompok</li> </ul> | 10 menit |
| 2  | Main-activity | 1. Eksplorasi. <ul style="list-style-type: none"> <li>• Menanyakan tentang materi sebelumnya kepada siswa</li> <li>• Membahas hasil kerja/tugas siswa di pertemuan</li> </ul>  | 60 menit |

|   |               |   |          |
|---|---------------|---|----------|
|   |               | <p>sebelumnya</p> <ul style="list-style-type: none"> <li>• Memberikan contoh <i>narrative text (legend)</i> berjudul <i>Golden Snail</i> kepada siswa dan meminta mereka membaca teks tersebut</li> <li>• Memberikan pertanyaan-pertanyaan singkat tentang isi teks</li> </ul> <p>2. Elaborasi</p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang strategi Transisi-Action-Detil</li> <li>• Guru membagi siswa ke dalam beberapa kelompok untuk mendiskusikan topik</li> <li>• Guru memberikan topik</li> <li>• Guru meminta siswa untuk menggambarkan topik yang digunakan Transisi-Action-Detil (TAD) strategi.</li> <li>• Yang pertama, siswa mengisi kolom transisi, mereka menulis saat peristiwa yang telah terjadi (Transition). Selanjutnya, siswa mengisi kolom tindakan, mereka menulis tindakan yang sesuai dengan waktu transisi (Action). Akhirnya, para siswa menulis informasi dan rincian untuk mendukung aksi (Detil).</li> <li>• Para siswa harus kesempatan untuk mempresentasikan kesimpulan untuk mereka membahas di depan kelas.</li> </ul> <p>3. Konfirmasi</p> <ul style="list-style-type: none"> <li>• Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan pendapat</li> <li>• Memberikan <i>feedback</i> terhadap proses belajar</li> </ul> |          |
| 3 | Post-activity | <ul style="list-style-type: none"> <li>• Membantu siswa membuat kesimpulan</li> <li>• Berdoa</li> <li>• Salam</li> </ul>  | 10 menit |

### G. Sumber/Media Pembelajaran

- Buku teks *real time, An interactive English Course for Junior High School Students Year VIII*, tahun 2000, halaman 59-78. Penulis: Nina Bates. Penerbit: Erlangga

### G. Penilaian

1. Teknik : Tertulis

2. Instrument penilaian:

*Read the text and make a descriptive text by using TAD Chart based on the text.*

3. Rubik penilaian.

| NO    | Aspect       | Score |
|-------|--------------|-------|
| 1     | Content      | 20    |
| 2     | Organization | 20    |
| 3     | Vocabulary   | 20    |
| 4     | Language     | 30    |
| 5     | Mechanics    | 10    |
| Total |              | 100   |

Ngambur, 2016

Guru Mapel Bahasa Inggris

Mahasiswa Peneliti

Dwi Apyanti Cahyalina, S.Pd

Mira Sutrianita

NPM. 1211040182

Mengetahui,  
Kepala Sekolah

Drs. Indaris Indriyanta, MM  
NIP. 19681223 199412 1 001

## Appendix 28

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CONTROL CLASS

Satuan Pendidikan : SMPN 1 Ngambur

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ I

Pertemuan ke : I (Control Class)

Alokasi Waktu : 2 x 40 Menit

Skill : Writing

#### Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

#### Kompetensi Dasar

12.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

#### Indikator

- Memahami pengertian *narrative text*
- Mengidentifikasi *rhetorical structure*, dan *language features* sebuah *narrative text*
- Membuat *narrative text*

#### A. Tujuan Pembelajaran

Setelah pembelajaran ini diharapkan siswa mampu:

1. Memahami pengertian *rhetorical structure*, dan *language features* sebuah *narrative text*

2. Membuat sebuah *narrative text*

**B. Pokok bahasan:** *Narrative text (Legend)*

**C. Metode / Strategi Pembelajaran:** Expository Strategy

**D. Nilai Karakter**

1. Religius
2. Disiplin
3. Kerjasama
4. Tanggung Jawab

**E. Materi Pembelajaran**

Narrative text is a text which tells the story in the past to entertain and inform the readers.

The purpose of narrative text is to present a view the world that entertains or informs the reader or listener.

**Rhetorical Structure:**

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

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 react 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 give the narrator's point of view.

d. Resolution

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

e. Coda

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

### 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
- d. Descriptive words to portray the characters and settings

### Example of narrative

#### Pinocchio

Once upon a time, Gepetto, an old woodsman, living in the great Italian pine forest, was lonely. He always dreamed about having a son. Each day, he went cutting woods for the town's people. One day, an idea illuminated his mind, the idea of crafting a puppet, which he will call it Pinocchio. He crafted that puppet and during the night, the puppet becomes alive!

One year of happiness and thriller passed, on a Sunday morning, Gepetto told Pinocchio: "It's my birthday soon, my little son! I hope you didn't forget it!"

"Euh, sure, I didn't!"

Pinocchio felt awkward. He didn't thought about that. Gepetto's birthday was coming in only three days, and he hadn't even a present. After a long night of reflecting, Pinocchio finally decided to offer a homemade chocolate cake to him as a present.

When the sun rose, Pinocchio was already ready to go outside find the ingredients. The main problem was he didn't even known the in and the recipe. So after school, he decided to go ask someone for the ingredients to bake a cake. During his walk, Pinocchio, the wooden puppet, met the town's sorcerer.

"Hey, little boy, do you need some help for your chocolate cake?"

"Hum... You can help me?", asked Pinocchio.

"Sure, I can. Follow me!"

After walking few minutes so, Pinocchio saw a big, big, big candy house. They entered together and Pinocchio got caught by a big cage.

"Mouahahahaha!!! I finally caught you! You'll be mine, you're gonna work for me!", said the evil sorcerer.

Pinocchio was so scared. When the guards came and took him out of the cage, he immediately ran away very

fast and he succeeded to escape. At the same time, the evil sorcerer, calling all his troops with him, ran after him and he took out his magic wand. The evil devil changed the little wooden puppet into a chocolate cake! When he came back home, he told the entire story to his father and they went to find the god fairy. After a long trip, they finally find the god fairy and they got the magical potion for Pinocchio.

#### F. Tahapan kegiatan pembelajaran

| No | Tahapan       | Rincian Kegiatan  | Waktu    |
|----|---------------|---|----------|
| 1  | Pre-activity  | <ul style="list-style-type: none"> <li>• Mengucapkan salam</li> <li>• Berdoa</li> <li>• Mengecek kehadiran siswa</li> <li>• Menyampaikan tujuan pembelajaran</li> <li>• Membagi siswa kedalam beberapa kelompok</li> </ul>  | 10 menit |
| 2  | Main-activity | <p>1. Eksplorasi.</p> <ul style="list-style-type: none"> <li>• Mengaitkan materi yang akan dibahas dengan menanyakan tentang cerita narrative yang biasa mereka dengar (legenda, dongeng, dan fable)</li> <li>• Memberikan contoh <i>narrative text (legend)</i> berjudul <i>Pinocchio</i> kepada siswa dan meminta mereka membaca teks tersebut</li> <li>• Memberikan pertanyaan-pertanyaan singkat mengenai isi teks</li> </ul> <p>2. Elaborasi</p> <ul style="list-style-type: none"> <li>• Guru mempersiapkan materi yang terkait dengan narasi teks untuk siswa.</li> <li>• Guru menyajikan teks naratif material dan memberikan contoh narasi teks untuk siswa.</li> <li>• Guru menjelaskan tentang narasi teks dengan struktur generik.</li> <li>• Guru meminta siswa untuk membuat teks naratif oleh menceritakan kembali kisah berdasarkan teks yang mereka baca.</li> <li>• Guru memberikan kesimpulan di akhir materi</li> </ul> | 60 menit |

|   |               |   |          |
|---|---------------|---|----------|
|   |               | 3. Konfirmasi <ul style="list-style-type: none"> <li>• Memberikan kesempatan kepada siswa untuk bertanya dan mengajukan pendapat</li> </ul> |          |
| 3 | Post-activity | <ul style="list-style-type: none"> <li>• Menarik kesimpulan</li> <li>• Berdoa</li> <li>• Salam</li> </ul>                                   | 10 menit |

### G. Sumber/Media Pembelajaran

- Buku teks *real time, An interactive English Course for Junior High School Students Year VIII*, tahun 2000, halaman 59-78. Penulis: Nina Bates. Penerbit: Erlangga

### G. Penilaian

1. Teknik : Tertulis

2. Instrument penilaian:

*Read the text and make a descriptive text by using TAD Chart based on the text.*

3. Rubik penilaian.

| NO    | Aspect       | Score |
|-------|--------------|-------|
| 1     | Content      | 20    |
| 2     | Organization | 20    |
| 3     | Vocabulary   | 20    |
| 4     | Language     | 30    |
| 5     | Mechanics    | 10    |
| Total |              | 100   |

Ngambur, 2016

Guru Mapel Bahasa Inggris

Mahasiswa Peneliti

Dwi Apyanti Cahyalina, S.Pd

Mira Sutrianita

NPM. 1211040182

Mengetahui,  
Kepala Sekolah

Drs. Indaris Indriyanta, MM  
NIP. 19681223 199412 1 001



**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**CONTROL CLASS**

Satuan Pendidikan : SMPN 1 Ngambur  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VIII/ I  
Pertemuan ke : II (Control Class)  
Alokasi Waktu : 2 x 40 Menit  
Skill : Writing

**Standar Kompetensi**

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**Kompetensi Dasar**

12.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

**Indikator**

- Memahami pengertian *narrative text*
- Mengidentifikasi *rhetorical structure*, dan *language features* sebuah *narrative text*
- Membuat *narrative text*

**A. Tujuan Pembelajaran**

Setelah pembelajaran ini diharapkan siswa mampu:

1. Memahami pengertian *rhetorical structure*, dan *language features* sebuah *narrative text*
2. Membuat sebuah *narrative text*

**B. Pokok bahasan:** *Narrative text (Legend)*

**C. Metode / Strategi Pembelajaran:** Expository Strategy

**D. Nilai Karakter**

1. Religius
2. Disiplin
3. Kerjasama
4. Tanggung Jawab

**E. Materi Pembelajaran**

Narrative text is a text which tells the story in the past to entertain and inform the readers.

The purpose of narrative text is to present a view the world that entertains or informs the reader or listener.

**Rhetorical Structure:**

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

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 react 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 give the narrator's point of view.

d. Resolution

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

e. Coda

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

**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
- d. Descriptive words to portray the characters and settings

**Example of narrative**

**Lake Toba**

Long ago, in a village in the northern part of Sumatra island there lived a young orphan farmer. He lived from farming and fishing. One day he was fishing a very beautiful fish. The color is golden yellow. When he holds, the fish turned into a beautiful princess. He doomed to be a fish for violating a ban. He will turn into a kind of creature who first touched it. Because the human touched, then she turns into a princess.

The young man fascinated by the beauty of the princess and ask her to marry. The application is accepted on condition that the young man would not tell the origin of the princess who comes from fish. He agreed the terms. After a year, the couple blessed with a boy. He has a bad habit that is never satiated. He ate all the food.

One day the child was eating all the food from their parents. The young man was very annoyed said: "The basis, this child, breeds fish!" That statement by itself had unlocked the secrets of their promise has been violated. Hearing the words of the father, the child complained to her mother, asking what the meaning of his father's words. Knowing the husband had broken a promise. The princess and son disappeared mysteriously. The land of their former footing bursts a springs. Then the water that flows from the spring growing bigger and bigger. And become a vast lake. Now, The lake is called Lake Toba.

### F. Tahapan kegiatan pembelajaran

| No | Tahapan       | Rincian Kegiatan  | Waktu    |
|----|---------------|---|----------|
| 1  | Pre-activity  | <ul style="list-style-type: none"> <li>• Mengucapkan salam</li> <li>• Berdoa</li> <li>• Mengecek kehadiran siswa</li> <li>• Menyampaikan tujuan pembelajaran</li> <li>• Membagi siswa kedalam beberapa kelompok</li> </ul>  | 10 menit |
| 2  | Main-activity | <ol style="list-style-type: none"> <li>1. Eksplorasi. <ul style="list-style-type: none"> <li>• Menanyakan materi dipertemuan sebelumnya</li> <li>• Memberikan contoh <i>narrative text (legend)</i> berjudul <i>Lake Toba</i> kepada siswa dan meminta mereka membaca teks tersebut</li> <li>• Memberikan pertanyaan-pertanyaan singkat mengenai isi teks</li> </ul> </li> <li>2. Elaborasi <ul style="list-style-type: none"> <li>• Guru mempersiapkan materi yang terkait dengan narasi teks untuk siswa.</li> <li>• Guru menyajikan teks naratif material dan memberikan contoh narasi teks untuk siswa.</li> <li>• Guru menjelaskan tentang narasi teks dengan struktur generik.</li> <li>• Guru meminta siswa untuk membuat teks naratif oleh menceritakan kembali kisah berdasarkan teks yang mereka baca.</li> <li>• Guru memberikan kesimpulan di akhir materi</li> </ul> </li> <li>3. Konfirmasi <ul style="list-style-type: none"> <li>• Memberikan kesempatan kepada siswa untuk bertanya dan mengajukan pendapat</li> </ul> </li> </ol> | 60 menit |
| 3  | Post-activity | <ul style="list-style-type: none"> <li>• Menarik kesimpulan</li> <li>• Berdoa</li> <li>• Salam</li> </ul>   | 10 menit |

### G. Sumber/Media Pembelajaran

- Buku teks *real time, An interactive English Course for Junior High School Students Year VIII*, tahun 2000, halaman 59-78. Penulis: Nina Bates. Penerbit: Erlangga

### H. Penilaian

1. Teknik : Tertulis
2. Instrument penilaian:  
*Read the text and make a descriptive text by using TAD Chart based on the text.*
3. Rubrik penilaian.

| NO    | Aspect       | Score |
|-------|--------------|-------|
| 1     | Content      | 20    |
| 2     | Organization | 20    |
| 3     | Vocabulary   | 20    |
| 4     | Language     | 30    |
| 5     | Mechanics    | 10    |
| Total |              | 100   |

Guru Mapel Bahasa Inggris

Dwi Apyanti Cahyalina, S.Pd

Ngambur, 2016  
Mahasiswa Peneliti

Mira Sutrianita

NPM. 1211040182

Mengetahui,  
Kepala Sekolah

Drs. Indaris Indriyanta, MM

NIP. 19681223 199412 1 001

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**(CONTROL CLASS)**

Satuan Pendidikan : SMPN 1 Ngambur  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VIII/ I  
Pertemuan ke : III (Control Class)  
Alokasi Waktu : 2 x 40 Menit  
Skill : Writing

**Standar Kompetensi**

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**Kompetensi Dasar**

12.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

**Indikator**

- Memahami pengertian *narrative text*
- Mengidentifikasi *rhetorical structure*, dan *language features* sebuah *narrative text*
- Membuat *narrative text*

**A. Tujuan Pembelajaran**

Setelah pembelajaran ini diharapkan siswa mampu:

1. Memahami pengertian *rhetorical structure*, dan *language features* sebuah *narrative text*
2. Membuat sebuah *narrative text*

**B. Pokok bahasan:** *Narrative text (Fable)*

**C. Metode / Strategi Pembelajaran:** Expository Strategy

**D. Nilai Karakter**

1. Religius
2. Disiplin
3. Kerjasama
4. Tanggung Jawab

**E. Materi Pembelajaran**

Narrative text is a text which tells the story in the past to entertain and inform the readers.

The purpose of narrative text is to present a view the world that entertains or informs the reader or listener.

**Rhetorical Structure:**

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

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 react 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 give the narrator's point of view.

d. Resolution

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

e. Coda

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

### 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
- d. Descriptive words to portray the characters and settings

### Example of narrative

#### Golden Snail

Long time ago there lived a king of Daha Kingdom named Kertamarta. He had two daughters named Dewi Galuh and Candra Kirana. Candra Kirana was a very beautiful and kind girl but his sister was an evil. One day, Candra Kirana was engaged to a prince of Kahuripan Kingdom named Raden Inu Kertapati who was handsome and wise.

This engagement made Dewi Galuh envied to his sister. Then she went to a witch to harm Candra Kirana. The witch agreed to do what Dewi Galuh asked. When Candra Kirana was walking around the palace garden, the witch came and cursed her. She transformed her into a golden snail. After that, Dewi Galuh threw her which has become a snail in the river.

One day, an old woman was looking for fish in the river using nets. When she was about to lift the net, she saw a golden snail transported. Then she brought the golden snail went home and put it in a jar. The next day, she returned to the river to look for fishes but unfortunately she did not get any fish. She was disappointed and returned to her house. However when she arrived, she was very surprised to see a lot of delicious dishes had been presented at the top of the table.

This incident occurred over and over in the next days. The old woman was curious. She finally decided to find out who did it to her by pretending to go to the river. She hid behind her house and peeked at what's going on inside. Then she saw the snails turned into a beautiful woman and cooked meals for her. Soon the old woman came into her house, "Who are you?" Asked the old woman "I was a princess of Daha were cursed by a witch into a golden snail" said her. After telling what had happened to her, she was invited Chandra Kirana to stay with her

### F. Tahapan kegiatan pembelajaran

| No | Tahapan       | Rincian Kegiatan  | Waktu    |
|----|---------------|---|----------|
| 1  | Pre-activity  | <ul style="list-style-type: none"> <li>• Mengucapkan salam</li> <li>• Berdoa</li> <li>• Mengecek kehadiran siswa</li> <li>• Menyampaikan tujuan pembelajaran</li> <li>• Membagi siswa kedalam beberapa kelompok</li> </ul>  | 10 menit |
| 2  | Main-activity | <p>1. Eksplorasi.</p> <ul style="list-style-type: none"> <li>• Menanyakan maetri di pertemuan sebelumnya</li> <li>• Memberikan contoh <i>narrative text (legend)</i> berjudul <i>Golden Snail</i> kepada siswa dan meminta mereka membaca teks tersebut</li> <li>• Memberikan pertanyaan-pertanyaan singkat mengenai isi teks</li> </ul> <p>2. Elaborasi</p> <ul style="list-style-type: none"> <li>• Guru mempersiapkan materi yang terkait dengan narasi teks untuk siswa.</li> <li>• Guru menyajikan teks naratif material dan memberikan contoh narasi teks untuk siswa.</li> <li>• Guru menjelaskan tentang narasi teks dengan struktur generik.</li> <li>• Guru meminta siswa untuk membuat teks naratif oleh menceritakan kembali kisah berdasarkan teks yang mereka baca.</li> <li>• Guru memberikan kesimpulan di akhir materi</li> </ul> <p>3. Konfirmasi</p> <ul style="list-style-type: none"> <li>• Memberikan kesempatan kepada siswa untuk bertanya dan mengajukan pendapat</li> </ul> | 60 menit |
| 3  | Post-activity | <ul style="list-style-type: none"> <li>• Menarik kesimpulan</li> <li>• Berdoa</li> <li>• Salam</li> </ul>   | 10 menit |

### G. Sumber/Media Pembelajaran

- Buku teks *real time, An interactive English Course for Junior High School Students Year VIII*, tahun 2000, halaman 59-78. Penulis: Nina Bates. Penerbit: Erlangga

### G. Penilaian

1. Teknik : Tertulis
2. Instrument penilaian:  
*Read the text and make a descriptive text by using TAD Chart based on the text.*
3. Rubik penilaian.

| NO    | Aspect       | Score |
|-------|--------------|-------|
| 1     | Content      | 20    |
| 2     | Organization | 20    |
| 3     | Vocabulary   | 20    |
| 4     | Language     | 30    |
| 5     | Mechanics    | 10    |
| Total |              | 100   |

Ngambur, 2016

Guru Mapel Bahasa Inggris

Mahasiswa Peneliti

Dwi Apyanti Cahyalina, S.Pd

Mira Sutrianita

NPM. 1211040182

Mengetahui,  
Kepala Sekolah

Drs. Indaris Indriyanta, MM  
NIP. 19681223 199412 1 001

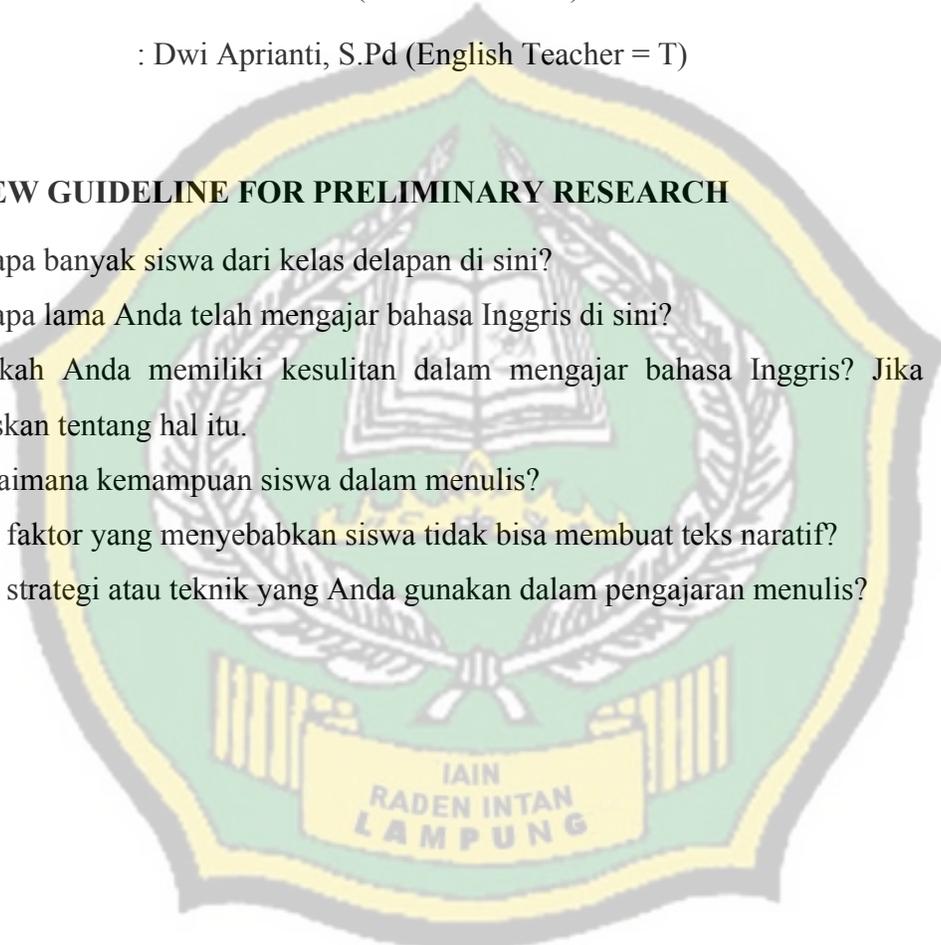
## Appendix 29: Interview Script

### INTERVIEW GUIDELINE

Day/Date : Tuesday, 12 January 2016  
Place : SMPN 1 Ngambur  
Interviewer : Mira Sutrianita (The Writer = W)  
Interviewee : Dwi Aprianti, S.Pd (English Teacher = T)

### INTERVIEW GUIDELINE FOR PRELIMINARY RESEARCH

1. Berapa banyak siswa dari kelas delapan di sini?
2. Berapa lama Anda telah mengajar bahasa Inggris di sini?
3. Apakah Anda memiliki kesulitan dalam mengajar bahasa Inggris? Jika ada, tolong jelaskan tentang hal itu.
4. Bagaimana kemampuan siswa dalam menulis?
5. Apa faktor yang menyebabkan siswa tidak bisa membuat teks naratif?
6. Apa strategi atau teknik yang Anda gunakan dalam pengajaran menulis?



## INTERVIEW TRANSCRIPT

Day/Date : Tuesday, 12 January 2016  
 Place : SMPN 1 Ngambur  
 Interviewer : Mira Sutrianita (The Writer = W)  
 Interviewee : Dwi Aprianti, S.Pd (English Teacher = T)

W: Berapa banyak siswa dari kelas delapan di sini?

T: Para siswa dari kelas delapan di sekolah ini adalah 120 orang. Masing-masing kelas akan dibagi menjadi empat kelas.

W: Berapa lama Anda telah mengajar bahasa Inggris di sini?

T: Saya telah mengajar bahasa Inggris di sini selama 2 tahun sejak 2014 sampai sekarang

W: Apakah Anda memiliki kesulitan dalam mengajar bahasa Inggris? Jika ada, tolong jelaskan tentang hal itu.

T: Ya, saya punya. Ada beberapa kesulitan yang saya hadapi dalam mengajar bahasa Inggris seperti siswa kurang menarik dalam proses pembelajaran. Mereka berpikir bahwa bahasa Inggris sulit untuk dipelajari. Selain itu, banyak kosa kata yang tidak bisa dipahami dan diingat oleh siswa. Jadi, saya harus menjelaskan lebih.

W: Bagaimana kemampuan siswa dalam menulis?

T: Saya pikir itu cukup baik, tetapi ada banyak kesalahan yang saya temukan ketika siswa menulis sesuatu terutama dalam teks prosedur. Selain itu, mereka berpikir bahwa bahasa Inggris adalah pelajaran yang sulit.

W: Apa faktor yang menyebabkan siswa tidak bisa membuat teks naratif?

T: Ada beberapa faktor yang menyebabkan siswa tidak bisa membuat teks naratif: siswa tidak dapat membuat sebuah cerita. Selain itu, siswa masih bingung tentang struktur generik teks naratif.

W: Apa strategi atau teknik yang Anda gunakan dalam pengajaran menulis?

T: Saya sering menggunakan strategi Ekspositori. Saya meminta siswa mendiskusikan materi dalam proses belajar di kelas.

## Appendix 30

### The Result of Interview for Students

| No | Questions  | Yes | No  |
|----|--|-----|-----|
| 1  | Apakah Anda belajar tentang menulis teks naratif?                                  | 97% | 3%  |
| 2  | Apakah Anda memiliki masalah dalam belajar menulis teks naratif?                   | 83% | 17% |
| 3  | Apakah Anda suka dengan cara guru dalam proses pengajaran?                         | 75% | 25% |
| 4  | Apakah guru Anda selalu menggunakan cara yang berbeda untuk mengajar menulis teks? | 92% | 8%  |

