IMPROVING STUDENT’S WRITING ABILITY IN NARRATIVE TEXT THROUGH WHOLESOME SCATTERING GAME

(A Classroom Action Research of the Tenth Grade of SMK Islam Sudirman 2 Ambarawa in the Academic Year of 2018/2019)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for

The Degree of Sarjana Pendidikan (S.Pd)

By:

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113 14 016

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TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2019
STATEMENT OF ORIGINALITY AND PUBLICATION'S WILLINGNESS

For myself who got a signature below:

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Student Number : 113-14-016
Faculty : Teacher Training and Education Faculty
Program : English Education Department

The researcher fully declares that this graduating paper was made by the writer herself, and it is not contained the materials written or has been published by other people and other people's ideas. The materials and ideas from the other people in this graduating paper were cited scientifically. The writer be pleased if this graduating paper to be published at e-repository IAIN Salatiga.

Salatiga, March 12th 2018

The researcher

Nastiti Arif Fadhilah Aina Mardziyah
NIM 11314016
DECLARATION

In the name of Allah,

Hereby the writer fully declares that this graduating paper is written by the writer. This paper does not contain any materials published and it does not cite any other people’s ideas except those quoted overtly.

This declaration is written with the full concern of the writer.

Salatiga, November 16th, 2018
Researcher

Nastiti Arif Fadhilah Aina Mardziyah
113-14-016
Salatiga, November 16th 2018

Hammam, Ph.D

The Attentive Counselor’s Note

Nastiti Arif Fadhilah Aina Mardziyah

To the Dean of Teacher Training and Education Faculty

Assalamualaikum Wr. Wb

After reading and correcting Nastiti Arif Fadhilah Aina Mardziyah’s graduating paper entitled IMPROVING STUDENTS’ WRITING ABILITY IN NARRATIVE TEXT THROUGH WHOLESOME SCATTERING GAME (A Classroom Action Research of the Tenth Grade Students of SMK Islam Sudirman 2 Ambarawa in The Academic Year 2018/2019), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamualaikum Wr. Wb

Counselor

Hammam, Ph.D

NIP. 19730610 200003 1001
A GRADUATING PAPER
IMPROVING STUDENTS’ WRITING ABILITY IN NARRATIVE TEXT
THROUGH WHOLESOME SCATTERING GAME

WRITTEN BY:
Nastiti Arif Fadhilah Aina Mardziyah
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Has been brought to the board of examiner of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on March 08th 2019, and hereby considered to have completed the requirement for the degree of Sarjana Pendidikan (S.Pd) in English and Education.

Board of Examiners
Head : Dr. Mashhatul Umami, M.A
Secretary : Hammam, Ph.D
First examiner : Hanung Triyoko, M.Hum, M.Ed
Second examiner : Dr. Ruwandi, M.A

Salatiga, March 20th 2019
MOTTO

“All our dreams can come true, if we have the courage to pursue them.”

-Walt Disney-
DEDICATION

This graduation paper is especially dedicated to:

1. My beloved parents Budiyono and Rusmiyati, who always love and support me. You are my everything

2. My beloved grandmother Rumini

3. My beloved big brother Ersa Dewana S.Pd.I

4. My big family that supported for my education and finishing this graduating paper
ACKNOWLEDGEMENT

All praises be to Allah, the most Gracious, the most Merciful, the lord of the universe, because of HIM, the writer could finish this graduating paper as one of requirement for Sarjana Pendidikan in English Department of Educational faculty of State Institute for Islamic studies (IAIN) Salatiga in 2018.

Secondly, may peace and salutation always be given to our prophet Muhammad S.A.W who has guided us from the darkness to the lightness.

However, this success would not be achieved without those supports, guidance, advice, help and encouragement from individual and institution, and I somehow realized that an appropriate moment for me to deepest gratitude for:

1. Dr. Rahmat Hariyadi, M. Pd., the Rector of State Institute for Islamic studies (IAIN) of Salatiga.
2. Suwardi, M. Pd., as a Chief of Education Faculty.
3. Noor Maliah, Ph. D., as the Head of English Education Department of State Institute for Islamic studies (IAIN) of Salatiga.
4. Hammam, Ph. D, as my counselor of this paper, who gives great attention, suggestion and guidance for this graduating paper from beginning educating until the end.
5. All lecturers and staff of State Institute for Islamic Studies (IAIN) of Salatiga.
6. My beloved mother, Rusmiyati and father Budiyono, thanks for your love, support, trust, finance, encouragement and everlasting prayer to me.
7. My beloved grandmother **Rumini**, thanks for carrying me since I was child until now.

8. My beloved brother **Ersa Dewana S.Pd.I** thanks for your support and always pushed me to finish this graduating paper.

9. My friends in TBI ’14, especially TBI A.

10. My friends in YA BISMILLAH 2014 that I cannot mention one by one.

11. The big family of boarding school API AL-MASYKUR


13. The big family of SMK Islam Sudirman 2 Ambarawa, especially the Head master Nurdiansyah A.W, S.T., M.Kom thanks for permitting me to do the research, and Mrs Apri Wulandari S.Pd.I as my collaborator, thanks for your kindness and helping me doing this research.

    **Salatiga, November 16th 2018**

    Nastiti Arif Fadhilah Aina Mardziyah
ABSTRACT

Nastiti Arif Fadhillah Aina Mardziyah. 2019. Improving Students’ Writing Ability in Narrative Text through Wholesome Scattering Game (A classroom Action Research of the Tenth Grade of SMK Islam Sudirman 2 Ambarawa in the Academic Year 2018/2019). A Graduating Paper, English Education Department, Teacher Training and Education Faculty State Institute for Islamic Studies Salatiga. Counselor: Hammam, Ph.D.

The objectives of this study is to find out the improvement and to know the significant of using wholesome scattering game to improve the students’ writing ability in narrative text of the tenth grade of SMK Islam Sudirman 2 Ambarawa in the Academic Year 2018/2019.

The methodology of this research was classroom action research, the technique of collecting data was observation to know the students’ activity during the teaching learning process, written test to measure the students’ achievement before and after the technique was implemented and documentation to know the condition and activity as long as teaching learning process.

From the result mean score of post-tests were higher that pre-test. In the cycle I showed that pre –test score was 60,74 and the post-test is 66,30 and in the cycle II showed that the pre-test score was 70 and the post-test are 76,67. The result of statistic calculation indicated that the result of t-test of cycle I (To) calculation (2,71) and in the cycle II (To) calculation (2,63) and t-table (TT) value is 2,05 because the result of t-test cycle I and cycle II ≥ t-table, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Based on the result of this study it could be concluded that the implementation of Wholesome Scattering Game could improve students’ writing ability in narrative text of the tenth grade of SMK Islam Sudirman 2 Ambarawa in academic year 2018/2019.

Key Words: Writing; Narrative Text; Wholesome Scattering Game
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CHAPTER I
INTRODUCTION

A. Background of the Study

English is an international language used for communication by people all over the world. It will become *lingua franca* that is language used as means of communication among speakers of other languages (Richards, 2007:2). English subject is one of lessons that have been taught in Indonesian school. English becomes a compulsory lesson in junior high school. English also has an important role to students because in this era the students have to know and understand about English.

Language skills are important and deserve special attention and action English has four skills, according to Rebecca (2003:57) all four. Learning strategies also help students to develop each of skills. The four English skills are listening, reading, writing, and speaking. In this research, the researcher will focus on writing aspect.

Writing has a very important role as one language skill. The students have to comprehend the writing for certain purposes, however it needs a practical and suitable method. According to Brown (2001: 335), the criteria of good writing are content, organization, vocabulary use, grammatical use and mechanical considerations such as spelling and punctuation. Writing can help students to understand a text.

According to Barrass (2002:4), writing is therefore a creative process that helps us to sort our ideas and preserve them for later
consideration. Preparing a memorandum, or a report, makes us set down what we knew, and so leads us to a deeper understanding of our work. Based on Harmer (2004:31) writing as one of the four skills of listening, reading, speaking and writing) has always formed part of the syllabus in teaching of English.

Bell and Burnabi (in Kamilatun, 2011) said that writing is one of the most difficult skills for learners because they have to think about many things such as the grammar, idiom, expression, vocabulary, etc. at the same time. That statement is little bit correct. According to the interview of English teacher in SMK Islam Sudirman 2 Ambarawa on Tuesday, 14 August 2018 at from 10.00 a.m-10.30 a.m. that she faced the problems of language teaching process in tenth grade students. The students have less skill in four aspects of English, especially writing skill.

They still confused and difficult to write a narrative text correctly and completely and also they still took a long time to finish the story. It can be measured from the students’ written task score and the students’ written exercise in the classroom. Therefore, the teacher usually implemented imitation strategy in previous of English teaching learning. Method and technique of teaching are conditional based on the materials which would be tough. Besides, the students’ response of English subject also is less. Therefore, both teacher and researcher make an agreement to improve students’ writing skill. Based on that problem, the teacher must have an appropriate strategy to decrease the student’s problem.
According to Wright (2006:1-2) game is an entertaining and interesting activity, often the activity is challenging and the students can play and interact with the other students. Games also can help the teachers to create their lesson more interesting. It is due to games are one way to help the students to create an experience and not only for study but also for make their new experiences.

Lewis (1999:6) stated that games can be competitive, but this is not a precondition. Children can also employ their language skills strategically in co-operative games, where a group works together to achieve certain goals.

In this research, the writer only discusses about teaching narrative text to improve writing ability. Narrative text is a kind of text that focuses on specific participants which tell an interesting story and have a purpose to amuse or to entertain the reader. The researcher will be using wholesome scattering game to give a different teaching way to the teacher. The researcher hopes it can help students to write narrative text easily and completely.

Based on the explanation above, the researcher decided to conduct a research entitled “IMPROVING STUDENTS’ WRITING ABILITY IN NARRATIVE TEXT THROUGH WHOLESOME SCATTERING GAME” (A classroom Action Research of the Tenth Grade of SMK Islam Sudirman 2 Ambarawa in the Academic Year 2018/2019).
B. Problem of the Study

Based on the background of the study, the researcher decides the problems of the research are:

1. How is the implementation of *wholesome scattering game* in order to improve the student’s writing ability in the tenth grade of SMK Islam Sudirman 2 Ambarawa?

2. How significant is the improvement of using *wholesome scattering game* to improve student’s writing ability in the tenth grade of SMK Islam Sudirman 2 Ambarawa?

C. Objective of the Study

The objectives of the study are to answer the question above. In this research, the researcher has some purposes according to the statement of the problems.

1. To identify the implementation of the student’s writing ability through *wholesome scattering game* in the tenth grade of SMK Islam Sudirman 2 Ambarawa.

2. To find out the use of *wholesome scattering game* to improve the student’s writing ability in the tenth grade of SMK Islam Sudirman 2 Ambarawa?
D. Significance of the Study

The researcher hopes that the result of this study gives information for the teachers, the students, the readers, the researcher and the other researcher:

1. For the teachers

   The positive result of this result can support the English teacher to apply this game in teaching learning writing, and the teachers can teach with this game in their class sometimes to make their lesson more variety.

2. For the students

   The positive result of this research can support the students to improve their writing ability. Teaching with wholesome scattering game makes them more comfortable and it prevent from bored and confused.

3. For the researcher

   The positive result of this research can support the researcher to enrich the learning method in writing. The researcher understands about teaching writing with wholesome scattering game deeply.

4. For other researcher

   The result of this study can be used as the reference for future research.
E. Hypothesis and Success Indicator

Hypothesis is temporary for the problems of research to reasonable show with the grouping of data (Arikunto, 1998:7). According to Hopkins (1980:15), “Hypothesis provides a very important element of the scientific approach by giving something for collected data and results to support or not support”.

According to Sukidin (2002:70) Hypothesis is a first assumption that will happen if an action is done.

C.R. Kothari (2004:184) said in his book “Hypothesis is usually considered as the principal instrument in research. Its main function is to suggest new experiments and observations. For a researcher, hypothesis is a formal question that’s he intends to resolve”. It means that hypothesis is used to measuring result for the researcher. Hypothesis of this research is if the researcher uses wholesome scattering game for the tenth grade of SMK Islam Sudirman 2 Ambarawa, it will improve the students’ writing ability in narrative texts.

It means that hypothesis is used to measuring rod for the researcher. Hypothesis of this research is if use wholesome scattering game can achieve the students in writing texts. The teacher and the researcher expect that there are improvements in students’ writing ability especially in narrative text by using wholesome scattering game.
F. Research Methodology

1. Research Design

The research will use classroom action research.

In this study the writer used Classroom Action Research (CAR). The action research refers to teacher-conducted classroom research that seeks to clarify and resolve practical teaching issues and problems. The term “action research” refers to two dimensions of this kind of activity: the word research in “action research” refers to a systematic approach to carrying out investigations and collecting information that is designed to illuminate an issue or problem and to improve classroom practice. The word action refers to taking practical action to resolve classroom problems (Jack, 2005:171)

Purwadi, 1999: in (Sukidin, 2002:10) said Classroom Action Research is a type of a classroom research carried out by the teacher in order to solve problems or to find answer toward context specific issues. The purpose of classroom action research in general is to repair the action in the classroom.

According to Hopkins, 1993: in (Sukidin, 2002:16) Classroom Action Research is a form of self-reflective inquiry undertaken by participant in a social (including educational) situation in order to improve the rationality and justice of: their own social or educational practice, the understanding of these practices, and the situations in which practices are carried out.
According to Watts (1985:118 in Ferrarne, 2000: 1) Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions:

a. Teachers and principals work best on problems they have identified for themselves
b. Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently
c. Teachers and principals help each other by working collaboratively
d. Working with colleagues helps teachers and principals in their professional development

Although there are many types of research that may be undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher’s environment—that is, with the students and at the school in which the teacher works—on questions that deal with educational matters at hand. While people who call for greater professionalization say (Watts, 1985: 118)
There will take two cycles in this action research. The designs of activities that will be done by researcher according Kemmis and Mc Taggart, 1988: in (Hopkins, 1993:47) are as follows:

a. Planning

In this step, the writer offered new technique in improving students writing ability. It was the use of wholesome scattering game as a learning technique. The action was based on the lesson plan applied in the class. Beside that the researcher also prepared materials that was going to be taught in the class, make lesson plans, the form of observation in order that the class can be observe well, teaching aids, test instrument, etc.

b. Action

In this action, the researcher would implement action research and do some actions. The teacher will carried out the lesson plan in the classroom, and then explain how to use wholesome scattering game can promote students writing ability.

To reach the purposes, the teacher have to create a good atmosphere in the classroom.in this case, the teacher took roles as a controller of student’s activity and also guide them when they get a difficulties in their task.

c. Observation

The teacher was actively involved in this step. The teacher was not only the participant in the classroom but also as the
observer. The researcher observed the students participation in the class. The students writing skill improvement will observe directly by the writer through their active participant in doing exercise, in group working, and test result.

d. Reflection

Based on the result of the observation, the researcher makes an evaluation to the students during teaching learning process. It is important action if the researcher finds the problem of the students in first cycle. The researcher will do better in the next cycle like the first cycle.

Four activities in each cycle can be described as follows:


2. Subject of the Study

The object of this research is the tenth grade of SMK Islam Sudirman 2 Ambarawa in the academic year of 2018/2019.
Table 1.1 List of the Students’ Name of class 10 MM (multi media) and X BC (broad casting) of SMK Islam Sudirman 2 Ambarawa in the Academic Year 2018/2019.

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A. I</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>A. S. B</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>A. S</td>
<td>Male</td>
</tr>
<tr>
<td>4</td>
<td>A. F</td>
<td>Male</td>
</tr>
<tr>
<td>5</td>
<td>A. A</td>
<td>Male</td>
</tr>
<tr>
<td>6</td>
<td>A. R. A</td>
<td>Female</td>
</tr>
<tr>
<td>7</td>
<td>A. A. M</td>
<td>Male</td>
</tr>
<tr>
<td>8</td>
<td>B. P</td>
<td>Male</td>
</tr>
<tr>
<td>9</td>
<td>D. E. L</td>
<td>Male</td>
</tr>
<tr>
<td>10</td>
<td>E. N.</td>
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<tr>
<td>11</td>
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</tr>
<tr>
<td>12</td>
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<tr>
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<td>21</td>
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<td>Female</td>
</tr>
<tr>
<td>22</td>
<td>Y. B. D</td>
<td>Male</td>
</tr>
</tbody>
</table>
3. Steps of the Research

In conducting the research, the researcher carries out the steps which summarize in the following research schedule. This research will do on August 28th 2018 until September 5th 2018. The table of research schedule is written below:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 Agustus 2018</td>
<td>Cycle I</td>
</tr>
<tr>
<td>29 Agustus 2018</td>
<td>Cycle I</td>
</tr>
<tr>
<td>4 September 2018</td>
<td>Cycle II</td>
</tr>
<tr>
<td>5 September 2018</td>
<td>Cycle II</td>
</tr>
</tbody>
</table>

4. Technique of Data Collection and Research Instrument

The researcher will present the act of collecting data as follows:

a. Observation

Observation is the process of observe toward the subject of observation by using all of sense (Suharsimi: 2002).
Observation is a way of collect information about teaching, rather than a way of teaching evaluation. It involves visiting class to observe different aspects of teaching (Richard Lockhart: 1994).

According to Kothari (2004: 96) has argue that the observation method is the most commonly used method especially in studies relating to behavioral sciences.

The researcher will observe the learning process by two cycles. The researcher uses the observation checklist to make it more systematic. It consists of the students’ observation checklist. The students’ observation checklist is bellowed:

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>1</td>
<td>A. I</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>A. S. B</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>A. S</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>A. F</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>A. A</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>A. R. A</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>A. A. M</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>B. P</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>D. E. L</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>E. N.</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
The researcher also will use students’ observation sheet to monitor the students’ activity in the class. The researcher will give the check list to every students’ activity, their activeness, their creativeness, also their attention while learning process are ongoing. The table of students’ sheet bellow shows the table of observation sheet as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>1.</td>
<td>A. D. P</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>I. A. Y</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>L. I. W</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>L. F</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>P. N. S</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Table 1.4. Students’ Observation Sheet

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Student</th>
<th>Paying Attention</th>
<th>Participating In The Learning Process</th>
<th>Activeness in Asking Question</th>
<th>Activeness in Responding Question</th>
<th>Enthusiasm in Doing Test</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Moreover, the teacher’s observation sheet is also used by
the researcher to know the teacher’s activities during the teaching
and learning process. It can be seen in the table below

1.5. Teachers’ Observation Sheet

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting students before the lesson begin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Checking the student’s attendance list</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Asking the students’ condition and their readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Giving icebreaker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Telling the purposes of learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Asking the related material to the student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Reminding previous material</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Giving an explanation of the material
10. Giving opportunity for asking questions and suggestions
11. Clarifying and explaining the students’ questions
12. Guiding the student’s activity
13. Giving feedbacks after the lesson
14. Helping students to conclude the lesson
15. Informing next materials for next meeting
16. Giving motivations for students
18. Praying and closing the lesson

b. Test

To get the data, the researcher will give to the students the test that consists of pre-test and post-test. The function of pretest is to know how far the students’ achievement in writing texts before applying “wholesome scattering game”. The function of post-test is to know the students’ achievement in writing texts after applying “wholesome scattering game”.

c. Documentation

The researcher needs some documentations and data to know about the school situation of this study. Documentations include the official, report, pictures, and materials, so this study can produce good finding.

5. Research Instrument

Research instrument is used to collect the data and all the instruments are used in this research have been validated by validator to
show that all the instruments are valid and can be used in the research. In this study, there are three kinds of research instrument. There are:

a. **Written Test**

Written test uses to know how far the students’ competence in writing before and after applying outdoor activity strategy. The forms of the test were the essay test. In this test, the teacher gives some grade based on some aspects. That is grammar, content, organization of form, and vocabulary.

b. **Observation sheet**

Observation sheet uses to know how far the students motivation before and after applying the strategy. This instrument gives monitor and records the students’ improvement during the lesson. In the observation sheet, there are many aspects that are consider focuses, those are: paying attention, activeness in asking questions, activeness in responding questions, and enthusiasm while doing the test.

c. **Documentation**

In this research, the researcher will use the cellphone camera to take a photos of the students’ activity during the research is running.

6. **Data Analysis**

After collecting the data, the next steep of study is analyzing the data. There are two ways to analyze the data, they are:
a. Descriptive technique

A descriptive technique is used to know the students behavior during the teaching-learning process. In descriptive technique, the researcher will describe the activities that will happen in the classroom.

b. Statistical technique

A statistical technique is used to know the extent to using wholesome scattering game toward the students’ achievement in writing texts the result of pre-test and post-test. This research is calculated by t-test analysis:

1) Mean

The result of the research will analyze by finding the average score of students’ writing test and the students’ score will calculate o find out the mean (average) score. The formula to find the mean is:

\[
M = \frac{\Sigma X}{N}
\]

Explanation:

\(M\) = Mean of the students’ score

\(\Sigma X\) = the sum of the students’ score

\(N\) = the total number of students

2) SD (Standard Deviation) The formula is:

\[
SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}
\]
Explanation:

SD = Standard Deviation
D = Difference between pre-test and post test
N = Total number of students

3) T-test Calculation

T-test is formula to know the significant differences between pre-test and post-test. The formula is:

\[
To = \frac{\left( \frac{\sum D}{N} \right)}{\sqrt{\frac{SD}{N-1}}}
\]

Explanation:

To = T-test for different of pre-test and post-test
SD = Standard deviation for one sample t-test
D = Difference between pre-test and post-test
N = Total number of students

G. Graduating Paper Outline

This study organizes into five chapters as follows:

Chapter I is introduction. It consists of the background of the research, problem of study, objectives of the study, significance, limitation, definition of the keywords, and organization of the graduating paper. Chapter II is review of literature. It consists of previous study and supporting theories. Chapter III is research design methodology. It consists of location of the study, research design, subjects of the study, techniques of collecting data, cycles of classroom action research, evaluation criteria, and techniques of analyzing data.
Chapter IV presents about research finding data analysis. This chapter consists of the result of the implementation wholesome scattering game to improve students’ writing ability in narrative text the tenth grade of SMK Islam Sudirman 2 Ambarawa in the Academic year 2018/2019. Chapter V, as the last chapter in this study contains the conclusion and suggestion of the research based on the analysis in chapter four.

Bibliography

Appendix
CHAPTER II
THEORIZTICAL FRAMEWORK

A. Review of Previous Study

In order to improve the understanding of this research, the researcher presented three relevant studies. The first research conducted by Handayani (2015). The research finding showed that the use of the Wholesome Scattering Game could improve the students’ achievement in writing descriptive text significantly. It showed from the mean score of pre-test and post-test. In cycle I, post-test was higher that pre-test: 70.34 > 65.98, and in the cycle II, post-test was also higher than pre-test; 76.67 > 71.87. It was also proved by the score of t-test from each cycle higher than t-table. Cycle I 2.613 and cycle II 2.843 with df (58) at the level of significance (0.05) = 2,004.

The next research was conducted by Hami (2011). The result of this research said that the students have a better score when they used the wholesome scattering game. It showed by the score of pre-test and each cycle. In the pre-test found the total score of students’ writing result was 982, its mean was 31.7. It means that the value of students’ writing result was poor. In the first cycle found the total score of students’ writing result was 1570, its mean was 50.7. It means that the value of students’ writing result was average, but based on criteria assessment, students are still fair. In the second cycle found the total score of students’ writing result was 2095, its mean was
67.6. It means that the value of students’ writing result was good. It means the use of wholesome scattering game can improve the students’ skill

Furthermore, the other research was conducted by Nisa’ (2015). In this research, the result showed that based on the analysis in each cycles the T-table of cycle I is 2.06 and the T-test is 5.17, it can be concluded that wholesome scattering game can be applied well for teaching descriptive writing. This technique can help the learners’ writing ability. They can stimulate their ideas to write through wholesome scattering game. Moreover, the learners were enthusiastic in learning descriptive writing.

From the previous studies above, the researcher interested to get idea to do a research about teaching writing using wholesome scattering game. The researcher will use the same technique, which is wholesome scattering game, and she will use narrative text to complete the subject of her research.

The differences between the previous research and this research are the researcher takes the different objects and more focuses on writing narrative text. In the previous studies above, the wholesome scattering game technique is used to improve the students’ writing ability in descriptive text and in this research, the researcher wants to develop the wholesome scattering game in narrative text.
B. Writing Text

1. Definition of Writing Text

Writing is therefore a creative process that helps us to sort our ideas and preserves them for later consideration. Preparing a memorandum, or a report, makes us set down what we knew, and also leads us to deeper understanding of our work (Barras, 2002:4).

Lynn (2004:67) states that writing is first and foremost an intellectual activity. It combines intuition with deliberation and inspiration with perseverance. It is the hard copy of your thinking: your thoughts committed to paper. At the same time, writing is a discovery process. Writing is also a social process. It puts one mind (the writer’s) in touch with other minds (those of the audience) and creates a community.

According to Widdowson (1978: 62), he said that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper. On the other hand, Gould (1989:30) defines writing is an effort to create a dialogue with the readers. It is a way or process of discovery and developing our responses to an event, test or situation.

White and Arndt (1991:1) in (Reis, 2008:3) point out, ‘writing has much important part of the language programme, despite the power of writing as a permanent record, as a form of expression and as a means of communication.
2. Teaching Writing

Writing is an important part that must be mastered by the students. So that, from earlier enter the school, the students are able to learn writing. Harmer (2001:79) state that, the reasons for teaching to the students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right. It will explain as follow:

1) Reinforcement

This way is used for reinforcement the students’ ability and skills by using oral way and written text (Harmer, 2001:79).

2) Language development

The learning experience is one of the important factor in developing the writer’s ability in writing (Harmer, 2001:79).

3) Learning style

The differences in the learning styles on each students can be fixed by writing and reading (Harmer, 2001:79).

4) Writing as a skill

The students have to be general with writing skill and make writing as their habit. So, they can improve their writing skills (Harmer, 2001:79-80).

3. Criteria of Good Writing

According to Haris (1969:68) there are five components in good writing:
a. Content

The substance of writing, the ideas expressed. Writing must convey the main idea or an attentive reader should be able to grasp the writer purpose (Haris, 1969:68).

b. Form

The organization of the content. Writing should content logical or associative connection and transition which clearly express the relationship of the idea described (Haris, 1969:68).

c. Grammar

The employment of grammatical form and syntactic pattern. Writing should adhere to the rules of grammar related to the tenses with sequence of time (Haris, 1969:38).

d. Style

The choice of structure of lexical items to give a particular tone or flavor to the writing. Writing should engage its reader through original insight and precise (Haris, 1969:69).

e. Mechanic

The use of graphic convention of the language. Writing must use a good spelling, punctuation, and tidy and clean writing.

According to Reid (1993:235) the evaluation which using analytic method elaborate writing product into five components. They
are content, form or organization, vocabulary or style, language use or grammar and mechanic.

**Table 2.1: List of Component Evaluation of Writing**

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30-27</td>
<td>Knowledgeable, substantive, development of thesis, relevant to assign topic</td>
</tr>
<tr>
<td></td>
<td>26-22</td>
<td>Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td>Limited knowledge of subject, little substance, inadequate development of topic</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td>Does enough to evaluate not show knowledge of subject, non-substantive, pertinent, or not enough to evaluate</td>
</tr>
<tr>
<td><strong>Form/organization</strong></td>
<td>20-18</td>
<td>Fluent expression, ideas, clearly stated/supported, succinct, well-organized, logical sequencing, cohesive</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td>Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequence</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td>Non-fluent, ideas confused or</td>
</tr>
<tr>
<td>Component</td>
<td>Score</td>
<td>Criteria</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Fair to poor</td>
<td>disconnected, lack logical sequencing and development</td>
</tr>
<tr>
<td>Vocabulary/style</td>
<td>12-10</td>
<td>Does not communicate, no organization or not enough to evaluate</td>
</tr>
<tr>
<td></td>
<td>Very poor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20-18</td>
<td>Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register</td>
</tr>
<tr>
<td></td>
<td>Excellent to very good</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td>Adequate range, occasional errors of word/idiom form choice, usage but meaning not obscured.</td>
</tr>
<tr>
<td></td>
<td>Good to average</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>Limited range, frequent error of word/idiom form, choice, usage, meaning confused or obscured.</td>
</tr>
<tr>
<td></td>
<td>Fair to poor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>Essentially translation, little knowledge of English, vocabulary, idiom, word form, or not enough to evaluate.</td>
</tr>
<tr>
<td></td>
<td>Very poor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25-22</td>
<td>Effective, complex construction, few error of agreement, tense, number, word, order/function, articles, pronouns, preposition</td>
</tr>
<tr>
<td></td>
<td>Excellent to very good</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17-11</td>
<td>Effective but simple construction, minor problem complex construction, several errors agreement, tense, number, word, order/function, articles, pronoun, preposition, but meaning</td>
</tr>
<tr>
<td></td>
<td>Fair to poor</td>
<td></td>
</tr>
<tr>
<td>Component</td>
<td>Score</td>
<td>Criteria</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>Grammar</td>
<td>10-5</td>
<td>Very poor</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Seldom obscured</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Major problem in simple/complex construction, frequent error of negation, agreement, tense, number, word, order/function, articles, pronouns, preposition and or fragment, run-ons, deletions, meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Virtually no mastery of sentence construction rule, dominated by errors, does not communicate, or not enough to evaluate</td>
</tr>
<tr>
<td>Mechanic</td>
<td>5</td>
<td>Excellent to very good</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Good to average</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Fair to poor</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Very poor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
</tbody>
</table>
From the explanation above the researcher conclude that the criteria of scoring are

**Table 2.2: Criteria of Scoring**

<table>
<thead>
<tr>
<th>Criteria of Mastery (Total Score)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>81 – 90</td>
<td>Very Good</td>
</tr>
<tr>
<td>71 – 80</td>
<td>Good</td>
</tr>
<tr>
<td>61 – 70</td>
<td>Fair</td>
</tr>
<tr>
<td>51 – 60</td>
<td>Poor</td>
</tr>
<tr>
<td>41 – 50</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

4. **School Benchmark (KKM)**

KKM define as the minimum mastery criteria according to Permendikbud no 23 (2006:3), school Benchmark (KKM) is the criteria of mastery learning which is determined by the educational unit based on standard of passing competence by considering the characteristics of learners, characteristics of subject and the condition of the education unit. Based on the curriculum, every school determines KKM. The entire students reaching the minimum criteria (KKM), so the teacher knows the successful of students’ achievement.
There are three aspects to decide the Minimum Completeness Criteria (KKM), They are:

a. Complexity Aspects (Competency)

The teachers have to understand the basic competency (KD) accurately

b. Intake Aspects (The Learner Quality)

It is based on the students’ characteristics which can be measured with national examination

c. Educators capacity

This aspects consist of the teachers’ educational background, the availability of teachers subject, facility of teaching-learning process, the foundation, etc.

In addition, Fauziati (2005:74) stated that the school has the determination of the students’ mastery level which determined by considering students’ intake, complexity, and supporting factors. She also explained that the criterion which is used for determining the mastery level of each basic competence is 0%- the ideal one is 75%.

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
</tr>
<tr>
<td>1</td>
<td>Students’ intake</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Complexity</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Supporting Factors</td>
<td>3</td>
</tr>
</tbody>
</table>
Students’ Intake + Complexity + Supporting Factors  X  100

9

If the students’ intake was medium, the complexity was high and the supporting factors were high, KKM that used is 70

5. Writing Process

Harmer (2004:4) said that writing has four main elements. It can be explained as follows:

1) Planning

The first step in writing is planning. Planning is a plan that the researcher must have before they start their written, it concludes the view how the plot or the plan will be going. Before the researcher start to write, they have to think about three main issues:

a. They have to consider the purpose of their writing.

b. They have to know their audiences that they are writing for. Because they have to choose the language properly.

c. They have to consider the content of their writing. Choose the best facts, ideas, or arguments (Harmer, 2004: 4-5).

2) Drafting

The writers or the researchers have to draft their plans systematically. So, they can develop their ideas easily and systematically (Harmer, 2004:5).

3) Editing (reflecting and revising)

Editing is a process that is used by the writer before they produce their written. Reflecting and revising are often helped by
other readers (or editors) who comment and make suggestions. Another reader’s reaction to a piece of writing will help the author to make appropriate revisions (Harmer, 2004:5).

4) Final version

The final and the last process in writing is the writer have to edit their draft, making the changes they consider to be necessary, they produce their final version.

However, there are two reasons why this diagram is not entirely satisfactory. In this first place, it tells us little about how much weight is given to each stage, but, more importantly, by suggesting that the process of writing is linear it misrepresents the way in which the majority of writers produce written text. The process of writing is not linear, as indicated above, but rather recursive. This means that writers plan, draft, and edit but then often re-plan, re-draft, and re-edit. Even when they get to what they think is their final draft they may find themselves changing their mind and re-planning, drafting, or editing (Harmer, 2004:5).

6. Writing Ability

On the other hand, Harmer (2004:3) mentioned that writing is a skill unlike speaking which may be acquired naturally by children through exposing the language to them and requires some learning.
7. **Purpose of Writing**

According to Greenville (2001:1) writing has some purposes as follows:

1) **Writing to Entertain**

   Writing to entertain is a writing that may engage the readers’ feeling through its plot or the emotion provided in the writing. Some examples of writing which purpose to entertain are novels, stories, poems, song lyrics, plays, and screenplays.

2) **Writing to Inform**

   Writing to inform is intended to tell readers about something. For examples are newspapers, articles, scientific and essay for school.

8. **Genre of Writing**

Based on the competencies standard and basic competencies recommended by the government, there are some types of writing which have to be taught in senior high school, they are; procedure, descriptive, recount, narrative, exposition, anecdote, news item, and discussion.

   a. **Procedure**

      According to Mark Anderson (1998: 28) a procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction
for making something. Example of procedure texts include: recipes, itineraries, instruction manuals, directions.

1) Features of Procedure

a) Constructing of Procedure

Procedure text usually has three sections. There is an introductory statement or title that gives the aim or goal of the procedure, followed by a list of materials that will be needed to complete the procedure. The final section is a sequence of steps, in the order they need to be completed, to achieve this goal.

b) Grammatical feature of a procedure

- Sentences that begin with verbs and are started as commands.

- Time words or numbers that show the order for carrying out the procedure.

**Example of procedure text:**

<table>
<thead>
<tr>
<th>You will need:</th>
<th>How to</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 2 cups of rolled oats</td>
<td>- Turn oven to 160°C and Lightly grease oven tray.</td>
</tr>
<tr>
<td>- 1 ½ cups caster sugar</td>
<td>- Mix oats, flour and sugar in a large bowl.</td>
</tr>
<tr>
<td>- 4 tablespoons golden syrup</td>
<td>- Melt butter and golden syrup in a pan after that Mix baking soda</td>
</tr>
<tr>
<td>- 2 tablespoon boiling water</td>
<td>and boiling water in a cup.</td>
</tr>
<tr>
<td>- 1 cup plain flour</td>
<td>- Add this mixture to melted butter and golden syrup.</td>
</tr>
<tr>
<td>- 250 grams butter</td>
<td>- Rolls tablespoon full of the mixture into balls. Put on tray 5 cm</td>
</tr>
<tr>
<td>- 1 teaspoon baking soda</td>
<td>apart.</td>
</tr>
<tr>
<td></td>
<td>- Press lightly on top of each with a fork and bake for 20 minutes.</td>
</tr>
</tbody>
</table>

b. Descriptive

Descriptive presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words. The explanation about this term will be presented in the next session (Elizabet, 1998: 148).

c. Recount

According to Mark Anderson and Kathy Anderson (1998: 48-49) recount is a piece of text that retells past events, usually in the order which they happened. The aim of a recount is to give the audience a description of what occurred and when it occurred. Some example of recount text types are; newspaper, reports, conversation, speeches, television interviews.

1) Feature in Recount

a) A first paragraph that gives background information about who, what, where, and when called an orientation.

b) A series of paragraphs that retell the events in the order in which they happened called events.

c) A concluding paragraph is called re-orientation, but it is not necessary.
2) Language Feature in Recount

a) Proper noun and pronouns to identify those involved in the text.

b) Action verb

c) Descriptive word to give details about who, what, what, when, where, and how.

d) The use of the past tense to retell the events.

e) Conjunction and time connectives.

f) Adverb and adverbial phrase.

g) Words that show the order the events.

d. Anecdote

   Anecdote is a story about funny or silly events that have occurred in order to invite readers to share your emotions with the reader. Because it is ridiculous, basically has a funny character. (Pardiyono, 2008:104)

e. News Item

   News item is a type of writing that has the main function or communication purpose is to inform readers or listener about events of the day that are considered newsworthy or important (Pardiyono, 2008:246).

f. Exposition

   Exposition is a method that explains or clarifies some one purpose by presenting examples. Exposition is the common
method of development whether of his evokes specific sensory
detail. For a description he must provide example to illustrate
the purpose. (Pardiyono, 2008:86).

g. Discussion

Discussion is the type of writing that used to inform the
ideas or opinion of the writer. Through this discussion text, the
writer offer ideas neutrally and impartial to anyone but the side
with the accuracy of insight or idea itself (Pardiyono,
2008:185)

C. Concept of Narrative Text

1. Definition of Narrative Text

Narrative text is a text focuses on specific participants. It is a text
that to retell the stories in the past and Its purposes are to amuse or to
entertain the readers or listeners about the story.

2. The Purpose of Narrative Text

The basic purpose of narrative text is to amuse or to entertain, to
gain and hold a readers’ interest. However, narratives can also be
written to teach or inform, to change attitudes/ social opinions e.g.
television drama that are raise topical issues. Narratives sequence
people/characters in time and place but differ from recounts in that
through the sequencing, the stories set up one or more problems,
which must eventually find a way to be resolved (Wikipedia, 2017).
3. Kind of Narrative Text

a. Myth

Myth is not quite the same as a legend. Sometimes a myth is loosely based on a real event but, more often than not, it is a story that has been created to teach people about something very important and meaningful.

Many of the myth relating to such events have survived for a very long time sometimes for a thousand of year, as it is only in recent times that we have begun to understand why some of these things happen. It is considered a true sacred story in the remote past

(http://myths.e2bn.org/about/info272-whatare-wyths-legends-and-folktales.html.)

b. Legend

A legend is usually based on a true event in the past. However, the story may have changed over time to take on some special 'mythical-feature. Legends usually have a real hero at the centre of the story and they are often set in fantastic places.

The story will have been passed on from person to person, sometimes over a very long period of time. The fact that so many people have taken the trouble to keep the tory alive, usually tells you that it has some very important meaning for the culture or region in which the story was first told.
c. Folktales

Folktales are usually stories that have been passed down from generation in spoken form. Often we do not know who the original author was and it is possible that some stories might have been concocted around a campfire by a whole group of people.

It is quite normal to discover that there are many versions of the tale, some very similar but others may have only one or two characters in common and take place in totally different settings.

Many of the stories we call fairy tales are really folktales—sleeping beauty, Hansel and Gretel, the three little pigs. These stories were probably inspired by events which happened so long ago that we no longer have a record of what those events were.

(d. Folklore

Folklore is a collection of fictional tales about the people and animals, such as myth and tales. Example: Timun Mas
4. **Generic Structure**

The generic structure of narrative text is:

a. **Orientation**
   
   Introducing the participants and informing the time and the place

b. **Complication**
   
   Describing the rising crises which the participants have to do with

c. **Resolution**
   
   Showing the way of participant to solve the crises, better or worse

5. **Language Feature**

a. **Simple past:**
   
   - Using V2 (s + V2+O )
   
   - With most verb we add “ed” to form the simple past
   
   - We use simple past for an action in the past
   
   - In the negative we used did not+ base form
     
     - The past simple can also refer to a series of action in the past

     (Eastwood, 2008:29)

b. **Past continuous tense**
   
   - Using past of to be (was/ were) + V.ing
- We use the past continuous to express the idea that at
time in the past we were in the middle of something.
Sometimes is used for an action going on over a whole
period (Eastwood, 2008:33)

c. Past perfect
- Using had + Past Participle (V3)
- Is used for an action or state before a past time or when
we have done something (Eastwood, 2008:35)

d. Past perfect continuous
- Using Had been + V-ing
- Is used for an action that went on over a period before a
past time (Eastwood, 2008:43)

e. Using adjective

Example: small, big, large, beautiful, stupid, weak, small,
etc. (Eastwood, 2008:115)

f. Using adverb of time and temporal conjunction

Examples: once upon a time, once, later, two days later,
then, before, after, and finally (Eastwood, 2008:125)

g. Using action verb such as: killed, threw, ran, walked, read,
run (Eastwood, 2008:63)

h. Often using direct speech.

Example: Sidopekso said, “…… Banyuwangi, banyuwangi,
oh banyuwangi.” (Eastwood, 2008:28)
i. Using specific noun as pronoun of person, animal in the story.

Example: The King, the Owl. First or third person pronoun forms are used.

Here some examples from narrative text:

Cinderella

Once upon time, there was a beautiful girl called Cinderella. She lived with her stepsisters and stepmother. They were very bossy. She had to do all the housework. One day an invitation to the ball came to the family. Her stepsisters did not let her go, so Cinderella was very sad. The stepsisters went to the ball without her. Fortunately, the good fairy came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her. They live happily ever after.

(Source: http://britishcourse.com/narrative-text-definition-prps-generic-structure.php)

Baruklintang (Rawa Pening)

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy. Finally, a generous woman helped him. She gave him a meal. The little boy continued his journey. While he was passing through the village, he saw many people have a party on the field. The boy came closer and implanted a palm leaf in the ground. The boy asked to the people and challenged them to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. He could do it very easily. Everybody shocked. Suddenly, there was a big flood came and no one was saved from the water except the little boy and the kind old woman who gave him a meal. The whole village became a huge lake. It is now known as Rawa Pening.

(Source: http://zoaet.blogspot.com/2013/02/contoh-narrative-text.html)

(Source: http://zoaet.blogspot.com/2013/02/contoh-narrative-text.html)
D. Game and Wholesome Scattering Game

1. Game in Language Learning

Harmer (2001:41-42) stated that language learning is hard work. One must take an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work. And games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their point of view or give information.

According to Wright (2006:1-2) game is an entertaining and interesting activity, often the activity is challenging and the students can play and interact with the other students. Games also can help the teachers to create their lesson more interesting. It is due to games are one way to help the students to create an experience and not only for study but also for make their new experiences.

Lewis (1999:6) stated that games can be competitive, but this is not a precondition. Children can also employ their language
skills strategically in co-operative games, where a group works together to achieve certain goals.

2. **Wholesome Scattering Game**

   According to Hess (1991) *wholesome scattering game* is a game which teacher gives keywords to the learner from a text then the teacher asks the learners to make sentences to create a good text from those keywords. The text should be as close as possible with the original text. It is a game which the students predict the content of passage and duplicate sentences by using a single word that has been given by the teacher. From the statement above, *wholesome scattering game* is a game that used some keyword from a text and then, the keyword is dictated to the students by the teacher.

   According to Hess (1991:39) procedure of *wholesome scattering game*

   1. Ask three to five students to come to the board. Their task is to write down the words related to descriptive text that the teacher dictates. Each student writes each word so that each word is written as many times as there are students at the board. They scatter these words at random all over the board, and try to arrange the words in unusual ways. Some will be written horizontally, other vertically, others in shapes, others upside down. Do not comment on spelling at this stage. Some students
will change their spelling as they observe how the student next to them has spelt a word or as they are corrected by others in the class.

2. While the students at the board are doing this, those in their seats can produce their own arrangements of the words either on paper or in their notebook. They arrange the words with good descriptive text.

3. When the teacher has finished dictating the words, the students who were at the board return to their seats.

4. The teacher asks if anyone in the class thinks they have produce a particularly unusual arrangement of the words. If there are volunteers, teacher asks them to display their arrangements.

5. The teacher goes over the words on the board, eliciting correct spelling and meaning.

6. Teacher asks the students (in pairs, group and individually) to write as many sentences as possible using the words on the board. They should try to put more than one of the words in each sentences. Tell them that they have only twenty five minutes to arrange descriptive text.

7. Teacher should stop them when the time is up and ask them to tell in front of class, how many sentences they have succeeded in writing.
8. At the end of the game, the player who has scored the most points is declared the winner. This score is based on the matrix assessment for students’ writing in descriptive text and quickly time to write descriptive text

Although wholesome scattering game has many advantages (Hami, 2011), they still have some limitations or disadvantages as follows:

a. The teacher needs more time to collect and prepare the key words appropriate for material before teaching and learning process.

b. Students are limited by the key words that have been given by the teacher, in organizing sentences.
CHAPTER III
RESEARCH IMPLEMENTATION

A. Description of Teaching and Learning Process in Cycle I

The researcher uses wholesome scattering game technique to teach narrative text, in order to improve students’ writing ability. The procedure as below:

1. Planning

The activities in the planning are presented as follows:

a. Preparing the English syllabus, making a lesson plan for the cycle I, materials, and designing the steps in doing action

b. Preparing sheet for class observation

c. Preparing the worksheet for the students

d. Preparing song to stimulate the students in order that interest to lessons

e. Preparing two test ; pre-test and post –test

f. Preparing pictures with words

2. Action

In this section, the learning process is led by the teacher.

a. Giving pre-test to the students to write narrative text.

b. Explaining the students about generic structure, and language feature of narrative text.

c. Explaining the students what is wholesome scattering game.
d. Teaching writing narrative text using wholesome scattering game technique.
e. Asking students to come forward.
f. Dictate a keyword to the student.
g. Explaining a keyword.
h. Pronounce the keyword and the students follow it.
i. Asking the students to write narrative text by using the keyword
j. Giving opportunities to the students to ask about the difficulties and the problems
k. Giving feedback.
l. Giving feedback

3. Observation
   a. Observing the learning process concentrate on the students’ capability which shows their understanding in lesson
   b. Observing the students attention and all the activities in the learning process
   c. Observing teacher activities

4. Reflection
   a. Analysing the data of this cycle.
   b. The teacher and the researcher will discuss the result of this cycle.
   c. Make a conclusion of the cycle 1.
d. The standardized score KKM (Kriteria Ketuntasan Minimum) in SMK Islam Sudirman 2 Ambarawa is 70. Based on this rule, the mean score post-test must pass the KKM.

B. Description of teaching and learning process in cycle II

The cycle II will be done based on the result of reflection from the first cycle. If the result from the observation shows that the quality from the students still low, it is needed the other action in order to make enhancement of the quality for the next cycle. The topic is simialry with cycle I, the procedures are as follows:

1. Planning
   a. Preparing the English syllabus, making a lesson plan for the cycle I, materials, and designing the steps in doing action
   b. Preparing sheet for class observation
   c. Preparing the worksheet for the students
   d. Preparing two test; pre-test and post-test

2. Action
   a. Giving narrative pre-test
   b. The teacher asked to the students what is their difficulties andn problems in the previous lesson
   c. The teacher giving feedback
   d. The teacher re-explaining about wholesome scattering game technique
   e. Giving a post-test
f. Giving motivation for the students.

3. Observation
   
a. Observing the learning process concentrate on the students’ capability which shows their understanding in lesson
   
b. Observing the students attention and all the activities in the learning process
   
c. Observing teacher activities

4. Reflection
   
a. Analysing the data of this cycle.
   
b. The teacher and the researcher will discuss the result of this cycle.
   
c. Make a conclusion of the cycle 1.
   
d. The standardized score KKM (Kriteria Ketuntasan Minimum) in SMK Islam Sudirman 2 Ambarawa is 70. Based on this rule, the mean score post-test must pass the KKM.
CHAPTER IV
RESEARCH FINDING AND DATA ANALYSIS

In this chapter, the researcher shows the findings of the study by discussing the enhancement of students’ writing ability in narrative text through *wholesome scattering game*.

A. Research Finding

The research consists of two cycles, each cycle consists of planning, action, observation and reflection. The whole steps of this research will be explained below:

1. Cycle I

   a. Planning

   Before doing the research, the researcher prepared the instrument of the research as follows:

   1) English syllabus of Senior high school

      The use of English syllabus is as guidance to arrange the lesson plan

   2) Lesson plan

      The researcher makes a lesson plan and designs the steps in doing action. The lesson plan is used as guidance for the teachers’ activity in the class.
3) Material

The teacher used book “Be Smart in English” (paket siswa) and internet as sources of materials.

4) Teaching aid

The researcher prepared some instruments, such as students’ work sheet, example of narrative text, and board marker.

5) Observational checklist for cycle I

The researcher used the observational checklist to know the condition of teaching-learning in the class.

6) Prepared test instrument

There are two kinds of test. First test is pre-test and the second is post-test. Pre-test was a test that was given to the students before the teaching-learning was started. In addition, post-test was a test that was given to the students after the students had given a treatment (after teaching-learning process).

b. Implementation of action

The cycle I was held on 28 and 29 August 2018. The cycle 1 was conducted in 2 days; where in the first day was pre-test and treatment and the day 2 was post-test.

The first day of cycle I held at 08.35 a.m. on Tuesday, August 28th, 2018. The teacher and the researcher came to the
classroom, and the teacher greeted the students in the class by saying “Assalamualaikum Wr. Wb”. All the students answered the greeting and then the teacher began the classroom to pray “Basmallah” before started the lesson and all the students followed her. After that, the teacher asked the students to keep silent because the students were crowded while they saw the researcher. “anak-anak, tolong diam sebentar, ibu mau memperkenalkan mbak yang berjas hijau ini kepada kalian (Hello everybody, be quite please. i will introduce someone who wear a green coat for you all).”

Then the teacher gave a time to the researcher to introduce herself. “Assalamualaikum adik-adik, nama saya Nastiti. Saya disini ingin meneliti kelas ini, untuk ke depannya mohon bantuan ya adek-adek, wassalamualaikum wr. wb (Assalamualaikum everyone, my name is Nastiti. Here I will research this class. I hope you will help me while I am doing this research)”. After that, the researcher went to the corner of the class and prepared the pre-test to the students but before the researcher giving the pre-test, the teacher checked the students’ attendance list and all the students attended (27 students).

Before the lesson began, the teacher gave a pre-test to the students for about 30 minutes. The researcher helped to divide the worksheet. The teacher walked around the class to check the
students doing the test. They looked so confused to write the narrative text. The boys did not focus on their work, they asked to their friend about the answer, but the girls very focused on their test.

The second part of this cycle was treatment. The teacher gave a material to the students about narrative text at 09.10 a.m. on August 28th 2018. In the class the researcher observed the students’ and teachers’ activities during teaching learning process. The researcher had a partner which helped her to take a photo for documentation.

Before the material began, the teacher gave ice breaker because the teacher saw that the students bored. The teacher asked the students to stand up and dance “banana” together. The teacher asked to the students whether they have learned about a narrative text or not. The students said, “Yes, we have learned about a narrative text, Miss”. Then the teacher asked the class what narrative text is about. Putri said, “maybe the narrative text is text which tells the past event”. “Thanks for your bravery to answer, but it is still wrong. Maybe any others answer?” asked the teacher. No one can answer completely. They forgot about a definition of narrative text because it was learned when they was in junior high school. “Narrative text is a story which is aimed to amuse or entertain the readers or listeners” said the teacher. The teacher
asked the students to open and read their book on page 11-12. The students read their book on page 11-12 and open the dictionary to found out the meaning. After they read, the teacher asked about the generic structure and language features in narrative text and the students could answer by saying it together. They got understanding of the narrative text.

The teacher asked to the students to open the book page 10 and asked evan to read the example of narrative text. “Evan, please read Lutung Kasarung loudly, and other students pay attention please.” After evan finished his read, the teacher explained the generic structure of narrative text to the students.

The next activity in the class is to learn about wholesome scattering game at 09.30 a.m. on August, 28th 2018, this strategy was to make easier and didn’t waste time when they wrote narrative text. The teacher asked Ferra to comeforward and wrote a keyword on white board that was dictatedby the teacher.

After finished writing, the teacher asked Ferra to comeback to her chair. And then the teacher asked to the students “ada yang sudah tahu artinya ? (is that any students who knows he meaning of this words?)”. Some students answered yes, and the others said no. The teacher asked the students to open their dictionary to find the meaning of the keyword. After that the teacher pronounced the keyword and discussed the meaning with the students. Then, the
students were asked to arrange those keyword in paragraph. “Okay everyone, arrange that sentences into a good paragraph. After you finished your work, collect in front of my table, be quick please”.

The teacher walked around the class and checked one by one the students’ work and helped them when they were confused by the assignment. After all of the studnets collected their work, the teacher finished the teaching-leaning that day. The teacher asked the students to end the class by saying *hamdalah* together. “Oke see you tomorrow, and don’t forget to study about narrative text on your home. *Wassalamualaikum wr wb*”. All the students answered “*Wa’alaikumsalam wr wb* “ together.

The third part of this cycle the teacher gave a post-test at 07.40 a.m. on Wednesday, August 29th, 2018. The teacher came in the class and greeted the students in the class by saying “*Assalamualaikum wr wb*”. All the students answered the greeting of the teacher. The teacher and students were praying together. Before she gave the post-test, she asked Agam to come forward and wrote a keyword on the white board by dictating him. After Agam had done, the teacher asked him to back to his chair. After that, the teacher divided post-test to students to know their writing ability about narrative text. The teacher gave 35 minutes to finish it. “*Kerjakan soalnya berdasarkan keyword yang sudah di tulis di white board. Kerjakan sendiri*. (Do the test based on the key word
that had written in the whiteboard. Please doing your work by yourself!”. The students submitted the answer, then the teacher closed the meeting by reciting hamdalah together.

c. Observation

In the cycle 1, the researcher made two observational checklists for the teacher and the students. The explanation of the result of the teacher’s observational checklist is as follows:

Table 4.1 Teacher’s Observational Sheet of Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting students before the lesson begin</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Checking the student’s attendance list</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Asking the students’ condition and their readiness</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Giving icebreaker</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Telling the purposes of learning</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Asking the related material to the student</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Reminding previous material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Giving an explanation of the material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Giving opportunity for asking questions and suggestions</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Clarifying and explaining the students’ questions</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Guiding the student’s activity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Giving feedbacks after the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Helping students to conclude the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Informing next materials for next meeting</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Giving motivations for students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Praying and closing the lesson</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Based on the observation checklist above, the teacher gave icebreaker like “let’s sing and dance banana. Peel banana, cut banana,
eat banana, digest banana, eat banana, out banana, and etc.”. She also gave motivation like “Keep study hard please, don’t be a lazy”. Then the teacher delivered the learning goal like “I hope that you all can write a narrative text through wholesome scattering game”. The teacher reviewed the definition of narrative text until the students understood. Secondly, the teacher explained the rules of wholesome scattering game. Third, the students wrote a narrative text by using wholesome scattering game.

The curriculum used K13 which the learning steps consist of Observing, Questioning, Exploring, Associating, Communicating. Later on, the resulted of the students’ observation checklist was explained below:

**Table 4.2 Students’ Observational Checklist of Cycle 1**

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Student</th>
<th>Paying Attention</th>
<th>Participating In The Learning Process</th>
<th>Activeness in Asking Question in Responding Question</th>
<th>Enthusiasm in Doing Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AI</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>ASB</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>AF</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>AA</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>ARA</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>7</td>
<td>AAM</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>
Based on the students’ observational checklist above, the researcher was observing and monitoring all the students’ learning activity. The result of this learning was very needed in enhancement.
The first day of cycle I held at 08.35 a.m. on Tuesday, August 28th, 2018. The teacher and the researcher came to the classroom, and the teacher greeted the students in the class by saying “Assalamualaikum Wr. Wb”. All the students answered the greeting and then the teacher began the classroom to pray “Basmallah” before started the lesson and all the students followed her. After that, the teacher asked the students to keep silent because the students were crowded while they saw the researcher. “anak-anak, tolong diam sebentar, ibu mau memperkenalkan mbak yang berjas hijau ini kepada kalian (Hello everybody, be quite please. i will introduce someone who wear a green coat for you all).”

Then the teacher gave a time to the researcher to introduce herself. “Assalamualaikum adik-adik, nama saya Nastiti. Saya disini ingin meneliti kelas ini, untuk kedepannya mohon bantuannya ya adik - adik, wassalamualaikum wr. wb (Assalamualaikum everyone, my name is Nastiti. Here I will research this class. I hope you will help me while I am doing this research)”. After that, the researcher went to the corner of the class and prepared the pre-test to the students but before the researcher giving the pre-test, the teacher checked the students’ attendance list and all the students attended (27 students).

Before the lesson began, the teacher gave a pre-test to the students for about 30 minutes. The researcher helped to divide the worksheet. The teacher walked around the class to check the students doing the test. They looked so confused to write the narrative text. The boys did not focus on
their work, they asked to their friend about the answer, but the girls very focused on their test.

The second part of this cycle was treatment. The teacher gave a material to the students about narrative text at 09.10 a.m. on August 28th 2018. In the class the researcher observed the students’ and teachers’ activities during teaching learning process. The researcher had a partner which helped her to take a photo for documentation.

Before the material began, the teacher gave ice breaker because the teacher saw that the students bored. The teacher asked the students to stand up and dance “banana” together. The teacher asked to the students whether they have learned about a narrative text or not. The Amggita said, “Yes, we have learned about a narrative text, Miss”. Then the teacher asked the class what narrative text is about. Putri said, “maybe the narrative text is text which tells the past experience”. “Thanks for your bravery to answer, but it is still wrong. Maybe any others answer?” asked the teacher. No one can answer completely. They forgot about a definition of narrative text because it was learned when they was in junior high school. “Narrative text is a story which is aimed to amuse or entertain the readers or listeners” said the teacher. The teacher asked the students to open and read their book on page 11-12. The students read their book on page 11-12 and open the dictionary to found out the meaning. Some of students asked to the researcher what is the meaning from some words. After they read, the teacher asked about the generic structure and language
features in narrative text and the students could answer by saying it together. They got understanding of the narrative text.

The teacher asked to the students to open the book page 10 and asked evan to read the example of narrative text. “Evan, please read Lutung Kasarung loudly, and other students pay attention please”. After evan finished his read, the teacher explained the generic structure of narrative text to the students.

The next activity in the class is to learn about wholesome scattering game at 09.30 a.m. on August, 28th 2018, this strategy was to make easier and didn’t waste time when they wrote narrative text. The teacher asked Ferra to come forward and wrote a keyword on white board that was dictated by the teacher.

After finished writing, the teacher asked Ferra to comeback to her chair. And then the teacher asked to the students “ ada yang sudah tahu artinya ? (is that any students who knows he meaning of this words?)”. Some students answered yes, and the others said no. The teacher asked the students to open their dictionary to find the meaning of the keyword. After that the teacher pronounced the keyword and discussed the meaning with the students. Then, the students were asked to arrange those keyword in paragraph. “ Okay everyone, arrange that sentences into a good paragraph. After you finished your work, collect infrot of my table, be quick please”:
The teacher walked around the class and checked one by one the students’ work and helped them when they were confused by the assignment. After all of the studnets collected their work, the teacher finished the teaching--leaning that day. The teacher asked the students to end the class by saying *hamdalah* together. “*Oke see you tomorrow, and don’t forget to study about narrative text on your home. Wassalamualaikum wr.wb*”. All the students answered “*Wa’alaikumsalam wr. wb* “ together.

From the statement above, there were some students showed that they felt difficulties to imagine the content of the theme that had given by the teacher. However, there are some students had a good ability in writing

To know a significant enhancement in writing ability, the researcher analyzed the result using t-test calculation from the result of the pre-test and post-test. The calculation is presented as follows:

**Table 4.3 Students’ Result of Pre-test and Post-Test cycle I**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Cycle I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre test</td>
</tr>
<tr>
<td>1</td>
<td>AI</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>ASB</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>AF</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>AA</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>ARA</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>AAM</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>BP</td>
<td>45</td>
</tr>
<tr>
<td>9</td>
<td>DES</td>
<td>55</td>
</tr>
<tr>
<td>10</td>
<td>EN</td>
<td>70</td>
</tr>
</tbody>
</table>
1) The calculation of the mean and standard deviation

a) Mean of Pre-test 1

\[ M = \frac{\sum X}{N} \]

\[ M = \frac{1640}{27} \]

M = 60,74

b) Mean of Post-test 1

\[ M = \frac{\sum Y}{N} \]

\[ M = \frac{1790}{27} \]

M = 66,30
i. Mean of pre-test 1 = 60.74

ii. Mean of post-test 1 = 66.30

iii. Mean of post-test 1 ≥ pre-test 1

iv. There is an enhancement of writing ability between pre-test 1 and post-test 1

c) Calculation of the Mean of Difference

\[ MD = \frac{\sum D}{N} \]

\[ MD = \frac{165}{27} \]

\[ MD = 6.11 \]

d) Calculation of Standard Deviation

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD = \sqrt{169.44 - (6.11)^2} \]

\[ SD = \sqrt{169.44 - 37.33} \]

\[ SD = \sqrt{131.67} \]

\[ SD = 11.47 \]

e) Standard Error for the Mean Difference

\[ SE_{MD} = \frac{SD}{\sqrt{N - 1}} \]

\[ = \frac{11.47}{\sqrt{27 - 1}} \]

\[ = \frac{11.47}{\sqrt{26}} \]

\[ = \frac{11.47}{\sqrt{5.09}} \]
f) Calculation of T-test

\[ T_o = \frac{MD}{SE_{MD}} \]

\[ = \frac{6.11}{2.25} \]

\[ = 2.71 \]

i. T-test is 2.71

ii. T-table is 2.05

iii. T-test > t-table = 2.71 > 2.05

Based on the result above, it shows that the mean of pre-test and post-test are raising. It seems from a comparison of the mean score of pre-test and post-test in cycle 1. The mean of pre-test is 60.74 while the mean of post-test is 66.30. The researcher also finds that the T-test is 2.71 and the T-table with N-1 is 2.05. The significant level is 5%. The value of the T-test is bigger than the value of the T-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

d. Reflection

The reflection was done by the researcher and the teacher about the activity during the teaching learning process. In this
cycle there were many students faced the problems such as the students still had some difficulties in arranged the keyword that had given by the teacher. They still confused to develop the keyword into a paragraph. Another problem was there were students who still unfocused on the lesson and there were hardly students to asking question.

KKM score is 70 and from the post test, there were 48.15% students passed the score. Because the target is 70% students passed the KKM. It meant that the researcher needed 21.85% again to reach the target. So, the researcher and teacher decided to continue the next treatment to fix the problems. The teacher and researcher decided to use wholesome scattering game again to make students more interesting.

2. Cycle 2

Based on the result of the cycle 2, it is necessary for the researcher to continue to the next cycle:

a. Planning

Before doing the research, the researcher prepared the instrument of the research as follows:

1) English syllabus of Senior high school

The use of English syllabus is as guidance to arrange the lesson plan.
2) Lesson plan

The researcher makes a lesson plan and designs the steps in doing action. The lesson plan is used as guidance for the teachers’ activity in the class.

3) Material

The teacher used book of “Be Smart in English” page 11-14 (paket siswa) and internet as sources of materials.

4) Teaching aid

The researcher prepared some instruments, such as students’ work sheet, example of narrative text, and board marker.

5) Observational checklist for cycle I

The researcher used the observational checklist to know the condition of teaching-learning in the class.

6) Prepared test instrument

There are two kinds of test. First test is pre-test and the second is post-test. Pre-test was a test that was given to the students before the teaching-learning was started. And post-test was a test that was given to the students after the students had given a treatment (after teaching-learning process) it can be seen in the appendix.
b. Implementation of Action

The cycle 2 was held on September, 4\textsuperscript{th} and 5\textsuperscript{th} 2018. There were 3 parts of this cycle. The first part, the researcher wanted to conduct cycle 2 in 2 days; where pre-test & treatment were conducted on day 1 and treatment & post-test on day 2.

In the first part in cycle 2 held on Tuesday, at 08.35 a.m. September, 4\textsuperscript{th} 2018. The teacher and the researcher entered the class, the teacher opened the lesson and asked Agam to lead the pray by saying “Bismillahirrohaminorrim”. Then the teacher checked the students’ attendance list. It was followed by 27 students in the class. The teacher gave the pre-test for students in 35 minutes about the narrative text before using wholesome scattering game strategy. She divided the test and walked around the class in order to check the students along doing the test.

The second part of this cycle, the teacher gave the treatment for students at 09.10 a.m. on September, 4\textsuperscript{th} 2018. In the class, the researcher observed the students’ and the teacher’s activities during the lesson. The researcher had a partner which helped the researcher to take photos for documentation.

The using of wholesome scattering game in cycle 2 was similar to the cycle 1. At the first, the teacher explained the students’ general mistakes by using their worksheets. The teacher emphasized learning material about Simple Past Tense.
Moreover, the teacher reviewed about the generic structure and the language feature in narrative text. Almost all the students focused, they listened to the teacher and took notes for something important. But there were students did not focus, they were the students that sat in the corner. So, the teacher always asked both of them in order to make them focused on their worksheets. *When you write narrative text you have to focus on the keyword too, and don’t forget to put the generic structure correctly. Do you get it?*” asked the teacher. “*Yes, mom*” said the students. After the students got understanding better, the teacher asked the students to repeat what they understood and also applied it to their worksheets. The teacher gave conclusion a material.

The next meeting was also treatment at 07.40 a.m. on September, 5th 2018. The teacher and the researcher entered the class, the teacher opened the lesson and checked the students’ attendance list. It was followed by 27 students in the class. The activity was using *wholesome scattering game* and was begun by review Past Tense. The teacher asked *Evan* to come forward and write the keyword that was dictated by the teacher. After finished, *Evan* was asked to sit again on his chair.

The third part of this cycle is giving a post-test. The students shocked because they did a test again. Then, the teacher divided post-test to students to know their writing ability about
narrative text. The teacher gave 35 minutes to finish it and the teacher also reminded the students to write the keyword on the answersheet. All the 27 students submitted the answer.

c. Observation

In the cycle 2, the researcher made two observational checklist for the teacher and the students. The explanation of the result of the teacher’s observational checklist as follows:

**Table 4.4 Teacher’s Observational Sheet of Cycle 2**

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Checking the student’s attendance list</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Asking the students’ condition and their readiness</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Giving icebreaker</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Telling the purposes of learning</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Asking the related material to the student</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Reminding previous material</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Giving an explanation of the material</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Giving opportunity for asking questions and suggestions</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Clarifying and explaining the students’ questions</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Guiding the student’s activity</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Giving feedbacks after the lesson</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Helping students to conclude the lesson</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Informing next materials for next meeting</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Giving motivations for students</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Praying and closing the lesson</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>
Based on the observation checklist above, the teacher gave icebreaker like “head shoulders knees and toe (with dancing)”. Then the teacher delivered the learning goal and The teacher explained the materials detail. The teacher reviewed about past tense and the generic structure of narrative text. Also the teacher pronounced the keywords and it was followed by the students. Later on, the result of the students’ observation checklist was explained below:

Table 4.5 Students’ Observational Checklist of cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Student</th>
<th>Paying Attention</th>
<th>Participating in The Learning Process</th>
<th>Activeness in Asking Question</th>
<th>Activeness in Responding Question</th>
<th>Enthusiasm in Doing Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AI</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>ASB</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>AF</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>AA</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>ARA</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>AAM</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>BP</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
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<td>---</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>DES</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>EN</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>ESF</td>
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<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>FIA</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>GUW</td>
<td>√</td>
<td>√</td>
<td>√</td>
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<td>16</td>
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<td>√</td>
<td>√</td>
<td>√</td>
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<tr>
<td>17</td>
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<td>√</td>
<td>√</td>
<td>√</td>
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</tr>
<tr>
<td>18</td>
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<td>√</td>
<td>√</td>
<td>√</td>
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<td>√</td>
<td>√</td>
<td>√</td>
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<td>RNM</td>
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<td>√</td>
<td>√</td>
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<tr>
<td>21</td>
<td>RR</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>YB</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

X.Bc (Broad Casting)

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ADP</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>IAY</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>LIW</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>
Based on the students observational sheet above, the researcher concluded that the students had participated the class well. The students who lead to pray was Agam. The students followed all of the teacher’s instruction during the lesson. The students were more active than cycle 1 and students were serious in learning.

The second part of this cycle was treatment. The teacher gave a material to the students about narrative text at 09.10 a.m. on August 28th 2018. In the class the researcher observed the students’ and teachers’ activities during teaching learning process. The researcher had a partner which helped her to take a photo for documentation.

Before the material began, the teacher gave ice breaker because the teacher saw that the students bored. The teacher asked the students to stand up and dance “banana” together. The teacher asked to the students whether they have learned about a narrative text or not. The students said, “Yes, we have learned about a narrative text, Miss”. Then the teacher asked the class what narrative text is about. Putri said, “maybe the narrative text is text which tells the past event”. “Thanks for your bravery to answer, but it is still wrong. Maybe any others answer?” asked the teacher. No one can answer completely. They forgot about a definition of narrative text because it was learned
when they was in junior high school. “Narrative text is a story which is aimed to amuse or entertain the readers or listeners” said the teacher. The teacher asked the students to open and read their book on page 11-12. The students read their book on page 11-12 and open the dictionary to found out the meaning. After they read, the teacher asked about the generic structure and language features in narrative text and the students could answer by saying it together. They got understanding of the narrative text.

The teacher asked to the students to open the book page 10 and asked evan to read the example of narrative text. “Evan, please read Lutung Kasarung loudly, and other students pay attention please”. After evan finished his read, the teacher explained the generic structure of narrative text to the students.

The next activity in the class is to learn about wholesome scattering game at 09.30 a.m. on August, 28th 2018, this strategy was to make easier and didn’t waste time when they wrote narrative text. The teacher asked Ferra to comeforward and wrote a keyword on white board that was dictated by the teacher.

After finished writing, the teacher asked Ferra to comeback to her chair. And then the teacher asked to the students “ ada yang sudah tahu artinya ? (is that any students who knows he meaning of this words?)”. Some students answered yes, and the others said no. The teacher asked the students to open their dictionary to find the meaning
of the keyword. After that the teacher pronounced the keyword and discussed the meaning with the students. Then, the students were asked to arrange those keyword in paragraph. “Okay everyone, arrange that sentences into a good paragraph. After you finished your work, collect in front of my table, be quick please”.

The teacher walked around the class and checked one by one the students’ work and helped them when they were confused by the assignment. After all of the students collected their work, the teacher finished the teaching-learning that day. The teacher asked the students to end the class by saying hamdalah together. “Oke see you tomorrow, and don’t forget to study about narrative text on your home. Wassalamualaikum wr.wb”. All the students answered “Wa’alaikumsalam wr. wb. “ together.

The third part of this cycle the teacher gave a post-test at 07.40 a.m. on Wednesday, August 29th, 2018. The teacher came in the class and greeted the students in the class by saying “Assalamualaikum wr wb”. All the students answered the greeting of the teacher. The teacher and students were praying together. Before she gave the post-test, she asked Agam to come forward and wrote a keyword on the white board by dictating him. After Agam had done, the teacher asked him to back to his chair. After that, the teacher divided post-test to students to know their writing ability about narrative text. The teacher gave 35 minutes to finish it.“Kerjakan soalnya berdasarkan keyword yang
"sudah di tulis di white board. Kerjakan sendiri! (Do the test based on the key word that had written in the whiteboard. Please doing your work by yourself !”). The students submitted the answer, then the teacher closed the meeting by reciting hamdalah together.

Comparing with cycle 1, the results of post-test and pre-test also improve in cycle 2. The researcher will calculate the results of pre-test and post-test in cycle 2 are as follows:

**Table 4.6 The Result of Pre-test and Post-test of Cycle 2**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Cycle II</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre test</td>
<td>Post test</td>
<td>D</td>
<td>D^2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>AI</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
<td></td>
</tr>
<tr>
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<td>7</td>
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<td>15</td>
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<td>70</td>
<td>-5</td>
<td>25</td>
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<td>80</td>
<td>10</td>
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</tr>
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<td>60</td>
<td>50</td>
<td>-10</td>
<td>100</td>
<td></td>
</tr>
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<td>RNM</td>
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<td>90</td>
<td>20</td>
<td>400</td>
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</tr>
<tr>
<td>21</td>
<td>RR</td>
<td>75</td>
<td>70</td>
<td>-5</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>YB</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

X.Bc (Broad Casting)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>ADP</td>
<td>75</td>
<td>70</td>
<td>-5</td>
</tr>
<tr>
<td>2</td>
<td>IAY</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
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<td>3</td>
<td>LIW</td>
<td>60</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>LF</td>
<td>70</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>PNS</td>
<td>75</td>
<td>85</td>
<td>10</td>
</tr>
</tbody>
</table>

JUMLAH | 1890 | 2070 | 175 | 3225 |

Rata’’ | 70 | 76,67 | 6,48 | 119,44 |

2) The calculation of the mean and standard deviation

g) Mean of Pre-test 2

\[
M = \frac{\sum X}{N}
\]

\[
M = \frac{1890}{27}
\]

\[
M = 70
\]

h) Mean of Post-test 2

\[
M = \frac{\sum Y}{N}
\]

\[
M = \frac{2070}{27}
\]
M = 76.67

i. Mean of pre-test 2 = 70

ii. Mean of post-test 2 = 76.67

iii. Mean of post-test 2 ≥ pre-test 2

There is an enhancement of writing ability between pre-test 2 and post-test 2

i) Calculation of the Mean of Difference

\[ MD = \frac{\Sigma D}{N} \]

\[ MD = \frac{175}{27} \]

MD = 6.48

j) Calculation of Standard Deviation

\[ SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{3225}{27} - \left(\frac{175}{27}\right)^2} \]

\[ SD = \sqrt{119.44 - 6.48^2} \]

\[ SD = \sqrt{119.44 - 41.99} \]

\[ SD = \sqrt{77.45} \]

SD = 12.93

k) Standard Error for the Mean Difference

\[ SE_{MD} = \frac{SD}{\sqrt{N-1}} \]

\[ = \frac{12.53}{\sqrt{27-1}} \]

\[ = \frac{12.53}{\sqrt{26}} \]
$$T_o = \frac{MD}{SE_{MD}}$$

$$= \frac{12.53}{5.09}$$

$$= 2.46$$

1) Calculation of T-test

i. T-test is 2.63

ii. T-table is 2.05

iii. T-test > t-table = 2.63 > 2.05

From the data of the cycle 2 above, the researcher finds that the t-test is 2.63 and the t-table with N-1 is 2.05. The significant level is 5%. The value of t-test is bigger than the value of the t-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Therefore, the researcher and the teacher conclude that the result of the cycle 2 is really significant. Finally, the teacher and the researcher successfully conduct this research. It also means that wholesome scattering game could improve the students’ writing ability in the narrative text at the tenth grade of SMK Islam Sudirman 2 Ambarawa in the academic year of 2018/2019
d. Reflection

The teacher along with the researcher reflected the revised lesson plan and the action of the cycle 2. The students’ score of cycle 1 and the observations’ checklist were used to make a proper reflection. In cycle 2, the teacher emphasized learning material about past tense. She also explained how to write a narrative text based on keyword that had given on the white board.

The passing grade (KKM) for English subject is 70%. The students’ scores in the post-test of the cycle 2 show that there are 85,15% of the students who get the score higher than KKM. The students’ answers in the post-test of the cycle 2 were better. Some students can answer the questions correctly. In the pre-test of the cycle 2, there are 70,37% of the students who get the score higher than KKM. It means that after reflection from the cycle 1 was applied in the action of the cycle 2, there was an enhancement of using wholesome scattering game in the narrative text at the tenth grade of SMK Islam Sudirman 2 Ambarawa. Finally, the teacher and the researcher stop the cycle because 85,18% of the students have already passed the passing grade.

B. Discussions

1. Profile of Students’ writing ability in Narrative Text at The Tenth Grade of SMK Islam Sudirman 2 Ambarawa Before The Treatment is Given in The Academic Year of 2018/2019
According to the obtained information from English teacher Mrs. Apri Wulandari, S.Pd.I at the tenth grade of SMK Islam Sudirman 2 Ambarawa, the researcher finds out that;

The tenth grade of SMK Islam Sudirman 2 Ambarawa still had the difficulties in writing narrative text, they had to imagine the story and it needed a long time. And sometimes the grammatical still error and they commonly lack of vocabulary mastery.

2. Implementation of wholesome scattering game to Improve the Students’ writing ability in Narrative Text at The Tenth Grade of SMK Islam Sudirman 2 Ambarawa in The Academic Year of 2018/2019

From this study, the researcher could conclude that the implementation of wholesome scattering game to improve students’ writing ability in narrative text at the tenth grade students of SMK Islam Sudirman 2 Ambarawa was successful. The researcher got the information from cycle 1 and cycle 2.

The implementation of this study was divided into three parts. The first part, the teacher conducted pre-test, the teacher gave pre-test to the students for about 30 minutes. In cycle 1, the students shocked and looked so confused to start their pre-test. In the pre-test, some students got difficulties. They were difficult to tell the theme, and needed a lot of time to imagine the story. However, in cycle 2 the students got easy to write the
narrative text. The second part, the teacher conducted treatment by using *wholesome scattering game*. The teacher gave students a keyword, and then they had to develop it into one paragraph. The third part was post-test. The teacher gave post-test to the students. The post-test was done for about 35 minutes.

The researcher analysed the reading comprehension of the students, and they increased their comprehension from cycle 1 until cycle 2. The implementation of *wholesome scattering game* could improve the students’ writing ability in the narrative text.

3. The Result of Students’ writing ability in Narrative Text before *wholesome scattering game* was implemented in The Tenth Grade of SMK Islam Sudirman 2 Ambarawa in The Academic Year of 2018/2019

After analysed the students’ score in the cycle 2 and the cycle 2, the researcher concludes that there is a significant enhancement of the students’ understanding in the narrative text being taught by using *wholesome scattering game*. The enhancement can be seen as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of pre-test</td>
<td>60,74</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>66,30</td>
<td>76,67</td>
</tr>
<tr>
<td>2</td>
<td>Total of the students who pass the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>passing grade (70)</td>
<td>48.15 %</td>
<td>55.56 %</td>
<td></td>
</tr>
<tr>
<td>Enhancement</td>
<td>7.41 %</td>
<td>14.81 %</td>
<td></td>
</tr>
<tr>
<td>T-Table with N-1(N=23)</td>
<td>2,05</td>
<td>2,05</td>
<td></td>
</tr>
<tr>
<td>3 T-test</td>
<td>2,71</td>
<td>2,63</td>
<td></td>
</tr>
</tbody>
</table>

From the table above, it indicates that the t-test is bigger than t-table. It means that there is a significant enhancement of the students’ writing ability in the narrative text after being taught through *wholesome scattering game*. The improvement can also be seen from the total of the students who pass the passing grade (KKM). In the cycle 1, the enhancement is as many as 7.41%, and in the cycle 2, the improvement is as many as 14.81%. On the result of t-test of cycle 1 was 2.71 and cycle 2 was 2.63 was higher than t-table with N-1 (2.05).

Based on the result above, the researcher concludes that *wholesome scattering game* can improve the students’ writing ability in narrative text.
CHAPTER V
CLOSURE

A. Conclusions

After the research was conducted, the researcher drew conclusion of the use of wholesome scattering game to improve students’ writing ability in narrative text (a classroom action research of the tenth grade at SMK Islam Sudirman 2 Ambarawa in the academic year of 2018/2019), the researcher can conclude that:

1. This research deals with the implementation of wholesome scattering game after analyzing the data there was an improvement. The ability in writing narrative text improved after being taught by using wholesome scattering game. The implementation of wholesome scattering game was good, in the first meeting the teacher greetings, check the students’ attendance list and giving ice breaker before start the lessons. Then the students were given a pre-test by the researcher. After that, the teacher gave treatment for the student. Then, the teacher explained about the procedure of using wholesome scattering game strategy in the learning process in the classroom. The students were enthusiastic and pay attention to the teacher explanation. In the cycle one, the students still got difficulties in writing narrative text by using wholesome scattering game because the students still confused with the strategy. And in the cycle two, there was improvement by implementing wholesome
scatter game, the students more confidence and did not confused anymore in writing narrative text by using wholesome scattering game. They could write easily without consuming more time because they were arranging and writing narrative text based on the key words. They were able to develop the story included the generic structure orientation, event and re-orientation. The use of wholesome scattering game contributed to the students. It helped the students to write narrative text. It showed by the score of pre-test and post-test in each cycle.

2. The use of wholesome scattering game could improve writing ability of the tenth grade at SMK Islam Sudirman 2 Ambarawa in the academic year of 2018/2019. It was relevant with the data of mean score in pre-test and post-test in each cycle. Mean score of post-tests were higher than the pre-test. In the cycle 1 showed that the mean of pre-test score was 60,74 and the post test was 66,30 and in the cycle 2 shows that the pre-test score is 70 and the post test is 76,67. Then, the t-test calculation which is higher than t-table in each cycle. In cycle 1 the t-test score is 2,63 higher than t-table, 2,05553 and in cycle 2 the t-test score is 2,71 higher than t-table 2,05553. It meant there was significant score after applying wholesome scattering game in teaching writing narrative text
B. Recommendation and Suggestions

Based on finding in this observation, the researcher would like to give recommendation and suggestion as follows:

1. For the English Teacher

   The result of this research can support the English teachers to apply this game in teaching writing. Teachers should prepare materials well and make fun atmosphere in the class in order to students enjoy and interested

2. For the Students’

   The result of this study can motivate the students to improve their reading comprehension. Through wholesome scattering game, students can be fun and enjoy in teaching and learning process. Students should not be afraid to make mistakes in writing. They should believe in themselves in doing writing. The students also have to read more about narrative text for example myth, legend, fairy tale, etc.

3. For the Other Researcher

   The writer is aware that the research is not the end of the problems being studied. The writer does hope that the findings of the research will be used as starting point of the next research on similar problems. There are many other instructional media that can be used in teaching English to make the lessons more interesting and enjoyable.
REFERENCES


Freeman, Donald, *Doing Teacher Research from Inquiry to Understanding*, Canada: Heinle and Heinle Publisher, 1998.


http://myths.e2bn.org/about/info272-whatare-wyths-legends-and-folktales.html


APPENDICES
Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah : SMK Islam Sudirman 2 Ambarawa
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 1
Waktu : 4 x 45 Menit (2 Kali Pertemuan)
Skill : Menulis
Jenis Teks : Narrative Text

A. Standar Kompetensi
K3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu, pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
K4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuannya.

B. Kompetensi Dasar
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

C. Indikator
1. Membuat narrative text dimulai dengan menggunakan wholesome scattering game
2. Membuat narrative text dengan menggunakan generic structure dan language feature yang sesuai.

D. Tujuan Pembelajaran
Pada akhir pembelajaran siswa mampu:
1. Membuat narrative text dimulai dengan menggunakan wholesome scattering game
2. Membuat narrative text dengan menggunakan generic structure dan language feature

E. Metode/ Teknik Pembelajaran
Wholesome Scattering Game

F. Materi Pembelajaran
a. Tata kebahasaan
   - Simple past tense
   - Past continuous tense
   - Past perfect
   - Past perfect continuous
   - Adjective
   - Adverb of time
   - Action verb
   - Direct speech
   - Specific noun

b. Narrative Text
   The purpose of narrative text is to entertain or to amuse the reader with a story.
   Example: fable, legend, myth, folklore, and folktales (fairy tales).
   
   Generic structure:
   1. Orientation (Pendahuluan)
      Dimana karakter setting, dan waktu cerita ditetapkan. Biasanya menjawab pertanyaan siapa? kapan? dimana? Misalnya: Once upon a time, there was a wolf lived in the forest.
   2. Complication or problem (munculnya masalah)
      Menceritakan awal masalah yang menyebabkan krisis (klimaks). Complication biasanya melibatkan karakter utama.
3. Resolution


G. Langkah Pembelajaran

Pertemuan ke-1 (2 JP)

1. Kegiatan awal
   - Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
   - Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
   - Guru memberikan sebuah warm up kepada siswa untuk menstimulasi semangat siswa sebelum memulai pelajaran
   - Guru mengenalkan peneliti kepada siswa
   - Guru memberikan gambaran tentang pelajaran yang akan berlangsung
   - Guru membagikan pre-test kepada siswa dan dibantu oleh peneliti
   - Siswa mengumpulkan jawaban pre-test
   - Guru mengulas materi narrative text

2. Kegiatan inti
   - Guru menjelaskan kembali definisi, fungsi, generic structure, dan language feature tentang narrative text.
   - Guru memberikan penejelasan narrative text dengan menunjukkan contoh narrative text.
   - Guru menjelaskan tata cara wholesome scattering game
   - Guru meminta murid maju kedepan untuk menulis keyword yang akan di bacakannya
   - Guru membahas dan menjelaskan arti dari keyword tersebut, kemudian meminta murid menirukan cara pengucapapn yang benar.
   - Murid mengikuti guru dengan mengucapkan keyword setelah guru.
• Guru meminta murid untuk menulis sebuah narrative text dengan tema yang sudah tertulis di lembar soal, kemudian guru membagikan keyword kepada murid.
• Guru membimbing siswa cara membuat narrative text dengan menggunakan keyword yang telah ditulis dipapan tulis.

3. Kegitan akhir
• Semua siswa mencatat hasil diskusi dipenuhi rasa tanggung jawab sebagai refleksi yang telah dipelajari
• Guru memberikan feedback secara klasikal berupa tanggapan hasil prestasi siswa
• Siswa diberikan tugas rumah sebagai salah satu tindak lanjut pembelajaran yang telah berlangsung untuk membuat narrative text
• Memberikan motivasi kepada siswa yang belum terlalu paham dengan narrative text
• Guru memimpin membaca hamdalah bersama kemudian salam penutup

Pertemuan ke-2 (2 JP)

1. Kegiatan awal
• Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
• Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
• Guru memberikan sebuah warm up kepada siswa untuk menstimulus semangat siswa sebelum memulai pelajaran
• Guru memberikan gambaran tentang pelajaran yang akan berlangsung
• Guru mengingatkan kembali pelajaran minggu sebelumnya tentang narrative text; fungsi, generic structure, dan language feature

2. Kegiatan inti
• Guru membagikan pos-test dan menerapkan wholesome scattering game
• Guru meminta salah satu murid maju kedepan untuk menulis keyword yang akan di diktekan
• Guru memberikan keyword kepada murid dengan mendikte kemudian menjelaskan arti dari keyword tersebut.
• Guru meminta murid untuk mengerjakan Post- test
• Hasil kerja siswa diberikan kepada guru

3. Kegitan akhir
• Semua siswa mencatat hasil diskusi dipenuhi rasa tanggung jawab sebagai refleksi yang telah dipelajari
• Guru memberikan feedback secara klasikal berupa tanggapan hasil prestasi siswa
• Memberikan motivasi kepada siswa yang belum terlalu paham dengan narrative text
• Guru memimpin membaca hamdalah bersama kemudian salam penutup

H. Media/Alat/Sumber Belajar
- Lembar Kerja Siswa
- Ragam teks narrative
- Lembar penilaian

I. Nilai Karakter
- Jujur
- Disiplin
- Cermat
- Kreatif
- Tangggung jawab

J. Penilaian
1. Jenis penilaian: test tertulis , non tertulis
2. Bentuk penilaian: essay, performance
3. Contoh instrument penilaian
   Make a narrative text from the keyword that has given to you!
   Make a narrative text about Cinderella based on keyword!
4. Rubrik penilaian
<table>
<thead>
<tr>
<th>No</th>
<th>Kriteria</th>
<th>Tingkat kualitas</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Content</td>
<td>Isi dan susunannya sangat jelas</td>
<td>Isi jelas tapi susunannya kurang lengkap</td>
</tr>
<tr>
<td>2</td>
<td>Organization</td>
<td>Kalimat satu dan yang lainnya saling berhubungan dan runtut</td>
<td>Kalimat satu dan yang lainnya sudah berhubungan tapi ada beberapa yang belum runtut</td>
</tr>
<tr>
<td>3</td>
<td>Grammar</td>
<td>Hampir tidak ada kesalahan</td>
<td>Ada sedikit kesalahan</td>
</tr>
<tr>
<td>4</td>
<td>Vocabulary</td>
<td>Banyak janis kata dan hampir semua benar</td>
<td>Ada beberapa jenis kata dan hampir semua benar</td>
</tr>
<tr>
<td>5</td>
<td>Mechanic</td>
<td>Hampir tidak ada kesalahan dalam ejaan, tanda baca dan huruf besar</td>
<td>Ada sedikit kesalahan dalam ejaan, tanda baca dan huruf besar</td>
</tr>
</tbody>
</table>
Pedoman Penskoran:

a. Skor maksimal: 20
b. Nilai maksimal: 100

\[
\text{Nilai siswa: } \frac{\sum \text{score yang diperoleh}}{\sum \text{score maksimal}} \times 100
\]

Ambarawa, 22 Agustus 2018

Mengetahui

Guru Bahasa Inggris 

Apri Wulandari, S.Pd.I

Peneliti

Nastiti Arif Fadhilah Aina M.
NIM.11314016

Kepala Sekolah

Nurdiansyah Ahmad Winoto, S.T,
M. Kom.
NIP.
Lampiran Materi

**Narrative text**

1. **Definition**
   Narrative text is a text focuses on specific participants. Its social function is to tell stories or past events and entertain the readers.

2. **Purpose**
   The purpose narrative text is to amuse or to entertain the reader with story.
   Example: legend, myth, fable, etc.

3. **Generic Structure**
   The generic structure of narrative text is:
   a. **Orientation**
      Introducing the participants and informing the time and the place
   b. **Complication**
      Describing the rising crises which the participants have to do with
   c. **Resolution**
      Showing the way of participant to solve the crises, better or worse

4. **Language Feature**
   a. **Simple past**
      - Using V2 (s + V2+O )
      - With most verb we add “ed” to form the simple past
      - We use simple past for an action in the past
      - In the negative we used did not+ base form
      - The past simple can also refer to a series of action in the past
   b. **Past continuous tense**
      - Using past of to be (was/ were) + V.ing
      - We use the past continuous to express the idea that at time in the past we were in the middle of something.
      - Sometimes is used for an action going on over a whole period.
   c. **Past perfect**
      - Using had + Past Participle (V3)
      - Is used for an action or state before a past time or when we have done something
   d. **Past perfect continuous**
      - Using Had been + V-ing
      - Is used for an action that went on over a period before a past time
   e. **Using adjective (small, big, large, beautiful, stupid, weak, small, etc.).**
f. Using adverb of time and temporal conjunction (once upon a time, once, later, two days later, then, before, after, and finally).

g. Using action verb such as: killed, threw, ran, walked, read, run.

h. Often using direct speech. Example:

Sidopekso said, “…… Banyuwangi, banyuwangi, oh banyuwangi.”

i. Using specific noun as pronoun of person, animal in the story: The King, The Owl. First or third person pronoun forms are used.
Cycle II (Pre-post test)

Write a story about Baruklinting (Rawa Pening) in one paragraph!

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Keyword (kata kunci):

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Write a story about Baruklinting (Rawa Pening)!

**Answer**

Baruklinting (Rawa Pening)

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy. Finally, a kind woman helped him. She gave him a meal. On the way, the boy came closer to people and implanted a palm leaf in the ground. The boy asked to the people and challenged them to pull out that stick. Everybody tried, but nobody succeeded. The boy pulled out the stick. He could do it very easily. Everybody shocked. Suddenly, there was a big flood came and no one was saved from the water except the little boy and the kind old woman who gave him a meal. The whole village became a huge lake. It is now known as Rawa Pening.

(Source: [http://zoaet.blogspot.com/2013/02/contoh-narrative-text.html](http://zoaet.blogspot.com/2013/02/contoh-narrative-text.html))

**Keyword**

Little poor boy, he was hungry, knock door, asked some food, no body help, kind woman help, give a meal, implanted a palm of leaf, challenge people, nobody can pull out the stick, the boy pulled out, big flood come, a poor woman and boy saved, huge lake.
Cycle I (Prepost-test)

Write a story about Cinderella!

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Keyword (kata kunci):
Write a story about Cinderella!

Answer:

Cinderella

Once upon time, there was a beautiful girl called Cinderella. She lived with her stepsisters and stepmother. They were very bossy. She had to do all the housework.

One day an invitation to the palace came to the family. Her stepsisters did not let her go, so Cinderella was very sad. The stepsisters went to the palace without her. Fortunately, the good fairy came and helped her to get to the palace. At the palace, Cinderella danced with the prince. The prince felt in love with her then he married her. They live happily ever after.


Keyword

Cinderella, beautiful girl, stepsister, step mother, a party invitation, good fairy help, at the palace, dance, the prince felt in love, married.
Write a story about Baruklinting (Rawa Pening) in one paragraph!
Write a story about Cinderella in one paragraph!

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Absen kelas X. MM dan X. BC

<table>
<thead>
<tr>
<th>No</th>
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<td>5</td>
<td>Putri Nur Saprilia</td>
<td>Female</td>
</tr>
</tbody>
</table>
SURAT KETERANGAN

Nomor: NO: 001/1.30.22/SMK.I.SUD-2/C/IX/2018

Yang bertanda tangan dibawah ini:

Nama : Nurdiansyah AW, ST, M.Kom
Jabatan : Kepala Sekolah
Unit : SMK Islam Sudirman 2 Ambarawa

Menerangkan yang tersebut dibawah ini:

Nama : Nastiti Arif Fadhilah Aina Mardziyah
NIM : 113-14-016
Mahasiswa : IAIN Salatiga
Progam Studi : Tadiris Bahasa Inggris


Demikian surat keterangan ini kami buat untuk menjadikan periksa dan digunakan seprilunya, serta kami ucapkan terimakasih.

Ambarawa, September 2018
Kepala Sekolah

Nurdiansyah AW, ST, M.Kom
SURAT KETERANGAN LUNAS SPP/UKT

Yang bertanda tangan di bawah ini, menerangkan dengan sesungguhnya bahwa mahasiswa berikut:
Nama : NASITTI ARIF FADHILAH AINA M
NIM : 113-14-016
Jurusan : TBI

Telah melunasi semua biaya pendidikan baik SPP/UKT maupun biaya praktikum.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Salatiga, 30 November 2018
Bendahara Penerima

Amida Rahmawati

*) surat keterangan ini berlaku sampai tanggal 31 Desember 2018
Perihal: Izin penggunaan inisial nama

Kepada,
Yth. Guru Bahasa Inggris
Di SMK Islam Sudirman 2 Ambarawa

Dengan hormat,

Sehubungan dengan penelitian tindakan kelas yang dilakukan pada mata pelajaran bahasa inggris dengan judul:

IMPROVING STUDENTS’ WRITING ABILITY IN NARRATIVE TEXT THROUGH WHOLESALE SCATTERING GAME (A classroom Action Research of The Tenth Grade of SMK Islam Sudirman 2 Ambarawa in the Academic Year 2018/2019).

Maka saya yang bertanda tangan dibawah ini:
Nama: Nastiti Arif Fadhillah Aina Mardziyah
Nim: 113-14-016
Jurusan: Tadris Bahasa Inggris
Institusi: IAIN SALATIGA

Dengan ini akan meminta izin untuk menggunakan nama nama siswa supaya dapat tercantum dalam lembar skripsi data siswa.

Demikian, surat ini saya ajukan sebagai salah satu syarat etika penelitian.

Hormat saya,
Nastiti Arif Fadhillah A.M.
(113-14-016)

SURAT PERNYATAAN

Terkait dengan surat permohonan penggunaan inisial nama yang disampaikan oleh saudara Nastiti Arif Fadhillah Aina Mardziyah dalam penelitian tindakan kelas yang dilaksanakan pada mata pelajaran bahasa inggris. Dengan ini saya:
Nama: Apri Wulandari S.Pd.I
Jabatan: Guru Bahasa Inggris
Institut: SMK Islam Sudirman 2 Ambarawa

Memberikan izin penggunaan inisial nama dalam lembar kerja siswa sebagai bagian dari bahan penelitian tersebut.

Demikian surat pemberitahuan izin ini disampaikan semoga dapat digunakan sebagaimana mestinya.

Mengetahui
Guru Bahasa Inggris
Apri Wulandari S.Pd.I

Ketua Kelas 10
Arif M.
1. The teacher introduced the researcher to the students

2. The students paid attention to the teacher’s explanation
3. The teacher applied *wholesome scattering game* in the class

4. The Students wrote the keywords in the whiteboard
5. The Students did pre-test

6. The student did a post test
7. The Teacher checks the students’ writing