

**THE EFFECT OF PROBLEM BASED LEARNING  
ON STUDENT ABILITY IN WRITING NARRATIVE TEXT  
(Quasi Experimental Research at Tenth Grade Students of SMKS  
11 Serunting 2 Bengkulu in Academic year 2018/2019)**

**THESIS**

Presented as A Partial Requirements for “Sarjana” Degree (S.Pd)  
in English Language Education



By :

**MERISA RANI RAMADHANIA**  
**NIM : 1516230044**

**STUDY PROGRAM OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TADRIS  
STATE INSTITUTE OF ISLAMIC STUDIES (IAIN)  
OF BENGKULU**

**2020**



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU  
FAKULTAS TARBIYAH DAN TADRIS  
JURUSAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Telp (0736) 51276, Fax (0736) 5117 Bengkulu

ADVISORS SHEET

Subject : Merisa Rani Ramadhania  
NIM : 1516230044

To: The Dean of Tarbiyah and Tadris Faculty  
IAIN Bengkulu

Assalamualaikum Wr,Wb

After reading thoroughly and giving necessary advices, herewith, as the  
advisors, we state that the thesis of :

Name : Merisa Rani Ramadhania  
NIM : 1516230044  
Title : The Effect of Problem Based Learning On Students'  
Ability in Writing Narrative Text ( Quasi Experimental  
Research at Tenth Grade Students' of SMKS 11  
Serunting 2 Bengkulu in Year 2019/ 2020 )

Has already fulfilled the requirements to be presented before the board of  
examiners (*Munaqosyah*) to gain Bachelor Degree in English Education. Thank  
you for the attention.

Wassalamualaikum Wr,Wb

Bengkulu, Agustus 2020

Advisor I

Advisor II

  
Rishawati, M. Pd

NIP. 197405231999032002

  
Detti Lismayanti, M.Hum.

NIP. 197712222009012006



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU  
FAKULTAS TARBIYAH DAN TADRIS  
JURUSAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Telp (0736) 51276, Fax (0736) 5117 Bengkulu

RATIFICATION

This is certify the *Sarjana* thesis entitled "*The Effect of Problem Based Learning On Students' Ability in Writing Narative Text ( Quasi Experimental Research at Tenth Grade Students' of SMKS 11 Serunting 2 Bengkulu in Year 2019/ 2020 )*

" by **Merisa Rani Ramadhania** has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman  
**Dr. Mus Mulyadi, M.Pd**  
NIP. 197005142000031004

Secretary  
**Randi, M.Pd**  
NIDN. 2012068801

Examiner I  
**Dr. Syamsul Rizal, M.Pd**  
NIP. 196901291999031001

Examiner II  
**Deti Lismayanti, M.Hum**  
NIP. 197712222009012006

Bengkulu, July 2020

Approved by the Dean of Islamic and Tadris Faculty

**Dr. Zubaedi, M.Ag., M.Pd**  
NIP. 196903081996031005

*MOTTO*

*DON'T BE AFRAID TO CHOOSE YOUR OWN  
PATH*

*~ Merisa Rani Ramadhania\_ 2020 ~*

## **DEDICATION**

This thesis dedicated to.

1. Allah SWT as the only one of my God, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongest and patience in finishing the thesis.
2. My lovely parents for Mr.Emron and Ms.Widia tuti. They are always pray for my success. I want to express my deepest thanks for all of your love which always you give to me. I love you so much. You are my biggest motivation.
3. My love child dafa hafiz ramadhan and my lovely fachrul januar you are meritorious thanks your support, helps, and motivate to finishing this thesis.
4. My sister andini mardatina thanks for motivation and the prayer you've given me.
5. My advisor I Risnawati, M.Pd and my advisor II Mrs.Detti Lismayanti, M.Hum has guided me with patience.
6. Special thanks for my lectures in IAIN Bengkulu.
7. My best friends fitri sandari, rahmat, fadli, mr martan, and mr hendri from the main beko pro utama company in indonesia. Thanks for all that you have done for me, support and happiness.
8. Muchly thanks for all of my friends in English faculty, thanks for your kindnesses. Especially TBI B, thanks for being my family, I love you all.
9. My best almamater, IAIN Bengkulu.

## PRONOUNCEMENT

Name : MERISA RANI RAMADHANIA

Nim : 1516230044

Study Program : ENGLISH PROGRAM

Faculty : TARBIYAH AND TADRIS

I hereby sincerely state that thesis entitled : **THE EFFECT OF PROBLEM BASED LEARNING ON STUDENT ABILITY IN WRITING NARRATIVE TEXT (Quasi Experimental Research at Tenth Grade Students of SMKS 11 Serunting 2 Bengkulu in Academic year 2018/2019)** is my masterpiece. All thing out my masterpiece in this thesis are signed citation and referred in the bibliography. If after proven that my thesis discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2020

Stated By



MERISA RANI RAMADHANIA

NIM.1516230044

## ABSTRACT

**NARRATIVE TEXT (Quasi Experimental Research at Tenth Grade Students of SMKS 11 Serunting 2 Bengkulu in Academic year 2018/2019).**

**Thesis, English Education Study Program, Tarbiyah and Tadris, State Institute of Islamic (IAIN) Bengkulu. Supervisor:**

**1. Risnawati, M.Pd 2. Detti Lismayanti, M.Hum.**

This study is aimed to To find out whether or not there is a significant difference in writing narrative text achievement at tenth grade students of SMKS 11 Serunting Bengkulu between the students who were taught using PBL method and that of those who were not and To find out whether or not there is an effect of using PBL method on the students writing narrative text achievement at tenth grade students of SMKS 11 Serunting 2 Bengkulu.. This study was designed as quasi-experimental design research. Data collection techniques used are The researcher collect the data by giving pre-test, giving different treatments in experimental class and controll class and giving post-test for investigating the effect of problem-based learning on students' writing ability of narrative text.

After analyzing the data the researcher found The hypothesis test showed that the sig. 2 tailed (p) was 0.000044 and the alpha ( $\alpha$ ) was 0.05. It would be accepted, Ha (Alternative Hypothesis), if the sig. 2 tailed was lower than alpha ( $\alpha$ ) or  $p < \alpha$ . It means that there is a significant effect of Project-based learning on students' writing ability of narrative text. The mean score in experimental class increased 18.2 points, from 60.47 become 78.67. contrast, the controlled class increased 11.55 points, from 59.57 become 71.12.

This research result have lead me to point out some suggestions for several different focuses like teachers, students, and further researchers. Teachers should be more creative and active in teaching and delivering lessons by giving new method of learning in class such as project-based learning in learning narrative text so students become more interested and engaged. .

*Keywords: writing, problem based learning*

## ACKNOWLEDGMENT

Firstly, the researcher would like to express her gratitude to Allah SWT, the almighty that has given him great hidayah during she wrote this thesis entitled **“THE EFFECT OF PROBLEM BASED LEARNING ON STUDENT ABILITY IN WRITING NARRATIVE TEXT (Quasi Experimental Research at Tenth Grade Students of SMKS 11 Serunting 2 Bengkulu in Academic year 2018/2019)”**. This thesis is as one of the requirements to get bachelor degree (sarjana) in Tadris Department of English Education Program of IAIN Bengkulu.

Shalawat and salam is also sent to prophet Muhammad SAW, who had changed everything from the darkness to modern life with great education like this age. In the process of writing this thesis, there were many people encourage, motivation, advice and support the researcher to complete this thesis. In this valuable chance, the research aims to express her deeply gratitude and appreciation to all of them. The researcher present this sincere appreciation to :

1. Prof. Dr.H. Siradjudin M., M.Ag, M.H as Rector of the IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag M.Pd As The Dean of Tarbiyah and Tadris faculty of IAIN Bengkulu.
3. Feny Martina, M.Pd as the chief of English Study Program IAIN Bengkulu.
4. Risnawati M.Pd, M.pd as first Supervisor.
5. Detti Lismayanti M.Hum as Second Supervisor.

It is hoped that this undergraduate thesis will be useful all reader. Then, the research also realizes this thesis is still not perfect yet, there for critics, correction and advice from the readers are very expected to make it better. Finally Allah SWT my always bless us in peace life.

Bengkulu, Juli 2020



**MERISA RANI RAMADHANIA**  
The Researcher



## LIST OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>ADVISOR SHEET.....</b>	<b>i</b>
<b>RATIFICATION.....</b>	<b>ii</b>
<b>MOTTO. ....</b>	<b>. iii</b>
<b>DEDICATION.....</b>	<b>. iv</b>
<b>PRONOUNCEMENT .....</b>	<b>. v</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>ACKNOWLEDGMENT. ....</b>	<b>vii</b>
<b>LIST OF TABLE .....</b>	<b>viii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background .....	1
B. Identification of Problem.....	6
C. Limitation of Problem .....	7
D. Research Question.....	7
E. Research Objectives .....	8
F. Significances of the Research .....	8
G. Hypotheses .....	9
<b>CAPTER II LITERATURE REVIEW .....</b>	<b>10</b>
A. The concept Of Writing .....	10
B. Teaching Writing in Senior High School.....	16
C. The concept of Narrative Text .....	19
D. The Concept of Problem Based Learning .....	23
E. Some Related Previous Studies.....	28
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>33</b>
A. Research Design.....	33
B. Population and Sample.....	34
C. The Technique of Data Collection .....	36
D. Instrument of Research .....	37
E. The procedure of collecting data.....	41
F. Technique of Data Analysis .....	42

**CHAPTER IV RESULT AND DISCUSSION..... 47**

A. Result ..... 47

B. Discussion ..... 58

**CHAPTER V CONCLUSION AND SUGGESTION ..... 63**

A. Conclusion ..... 63

B. Suggestion..... 64

**REFERENCES**

**APPENDICES**

## LIST OF TABLES

Table 3.1: The Population of the Research.....	35
Table 3.2: The Sample of the Research.....	36
Table 3.3: The Scoring Rubric of Writing Narrative Text.....	39
Table 4.1: The Score of Pre-Test.....	47
Table 4.2: The Score of Post-Test.....	50
Table 4.3: The Gained Scores .....	52
Table 4.4: The Result of Normality Test of Pre-Test.....	54
Table 4.5: The Result of Normality Test of Post-Test.....	54
Table 4.6: Test of Homogeneity of Variances.....	55
Table 4.7: Test of Homogeneity of Variances.....	55
Table 4.8: Result of Hypothesis Test with Mann-Whitney U.....	56

# CHAPTER I

## INTRODUCTION

### A. Background

English is one of the subjects that is taught at Senior High School. The aim of teaching and learning English based on BNSP is to develop students communicative competence. To achieve this competency, students have to be able to comprehend and produce language. They need to learn and master four language skills, those are listening, reading, speaking, and writing is an important means to communicate.

Writing is a very important skill. It provides a powerful means as self-expression as well as support for further learning and study. In addition, most students are not really interested in writing lesson because the writing was a mental activity which was not as easy as people think in expressing their ideas<sup>1</sup>. And it becomes a problem when teachers are demanded to fulfill this skill as part of the subject.

Based on four skills, writing skill is the most difficult and complicated skill. In writing, we have to pay attention to the grammar, diction, punctuations, structures, cohesion, and coherence to make sure that the sentences we make are right and appropriate for the contexts. Moreover, there are twelve kinds of genre of texts, such as recount, report, procedures, narrative, news item, descriptive, hortatory, etc.

---

<sup>1</sup> Tricia Hedge, Writing; Resource Books for Teachers, (Oxford: Oxford University Press, 1988), p.5.

In the writing learning process, students should have high motivation to write because it is a repetitive process that every student needs to practice writing time after time to be able to achieve the learning goal of writing i.e. mastering writing skills. In the writing learning process, students should have high motivation to write because it is a repetitive process that every students need to practice writing time after time to be able to achieve the learning goal of writing.e. mastering writing skills.

Learning is an important factor that can maintain their motivation. Hence, a teacher should use appropriate teaching techniques to improve their motivation in writing so that they were achieved learning success. Writing is a means of expressing ideas or communicating with others. It is a productive skill like speaking, but the difference is writing can be drafted and re-drafted and changed many times before it is acceptable to the writer and there are situations in which the ability of writing is crucial or written language is a need.

Through writing, students can share their ideas and their knowledge about facts and opinions of what they have received. Thus, the students also can express their feeling and their experiences to others in written form. Writing also contributes to fostering students' critical thinking.

A study conducted by Quitadamo and Kurtz, entitled Learning to Improve: Using Writing to Increase Critical Thinking Performance in General Education Biologyhas revealed that students who are

accustomed to write regularly could gain their critical thinking performance highly.<sup>2</sup>

It is necessary to master writing since writing is an important communication means used in nowadays life. People can deliver various ideas and information through various forms of written texts for various purposes. Besides, a good writing ability can lead a person to have better jobs and careers.

While writing is important, many students still have problems in writing. Based on the previous observation, there are some problems in writing. Most students found difficulties in choosing appropriate words and connectives to be used. They have problems to develop their idea well based on the topics that given by the teacher. It happens because they don't have enough vocabulary power and the rules of writing like grammar. Hence, the teacher focused more on teaching grammar.

The teacher also tended to apply teacher-centered activities which do not encourage students learning maximally because it is more focus on the teacher. Teacher-centered instruction can bored they students. They may wander and miss important facts. Also, it doesn't allow students to express themselves, ask questions and direct their own learning.

These demotivated the students in the learning activities, and the teacher only gave tasks to make them read and answer the question but rarely ask and give the opportunity to them to produce a text. Those make

---

<sup>2</sup> Ian J. Quitadamo and Martha J. Kurtz, Learning to Improve: Using Writing to Increase Critical Thinking Performance in General Education Biology, CBE Life Science Education Vol 6, 2007, pp. 149.

almost all of the students face difficulty in developing their writing. The next problem was related to teaching writing techniques and activities which sometimes did not match with students learning needs, and the lack of doing fun activities during the teaching and learning process made the students less motivated to get involved in the learning process. The teacher did not pay much attention to the process of writing. He did not give students an opportunity to make the first draft and revise it after receiving feedback from the teacher or peers. In that condition, they could not experience learning effectively.

In addition, most of the students could not participate in class activities so that their involvement during the class was so limited. It made them look so bored to attend the lesson. It can be said that the method or technique that was used by the teacher could not motivate them to learn. It also happens in most English foreign language students in Indonesia, they find difficulties writing in English.<sup>3</sup>

The happens because they have to use correct English grammar and vocabulary and writing is so different from the other skills such as listening, speaking and reading. Speaking and listening are acquired naturally for the first and second language learners because they are required to communicate using the target language. Thus, speaking may obviously show the students' language acquisition level.

Contrary to speaking and listening, which mostly consist of frustration-free activities, writing is less preferred and difficult

---

<sup>3</sup> Imelda Hermilinda Abas, "Indonesian EFL Students' Perspective on Writing Process: A Pilot Study" (Australia: *Advance in Language and Literacy Studies*, 2016) Vol. 7 No. 3 retrieved on July 12, 2017

because it is complicated and demands higher thinking abilities. And those make the students low motivated in writing. In order to solve the problem, it is important to pay attention to the teacher's technique in teaching writing.

So, it is important for the researcher to make some effort in the English teaching and learning process also identifying any actions that was improved the writing learning process in the class. She wanted to know the effect of problem based learning for improving the writing skill of SMKS 11 Serunting 2 Bengkulu whether it was improved the students' writing skill or not.

Moreover, PBL challenged the students to think critically in solving complex problems in group working.<sup>4</sup> Problem based learning propose a student-centered, cooperative, interdisciplinary and integrated teaching-learning process which contextualizes their life. A problem based learning lesson provides them with the opportunity to learn in an authentic, challenging, multidisciplinary environment, to learn how to design, carry out, and evaluate a problem that requires sustained effort over a significant period of time.<sup>5</sup>

Problem-Based Learning is a model that organizes learning around projects and it involves completing complex tasks that typically result in a

---

<sup>4</sup> Mehmet Akif Ocak & Celebi Uluyol, "Investigation of College Students' Intrinsic Motivation in Project-Based Learning", *International Journal of Human Sciences*, Vol. 7 No. 1, 2010, p. 1153

<sup>5</sup> John W. Thomas, Ph. D, *A Review of Study on Project-Based Learning*, (California: Autodest Foundation, 2000), pp. 1–8



realistic product, event, or presentation to an audience.<sup>6</sup> This study was intended to introduce infographic as the media in giving the project to the students to improve their writing skills according to Gultekin's finding and it is expected to reform teacher-centered writing teaching approaches, to give the students more opportunities to share their ideas; develop their leadership skill and help each other in facing the problem in writing comprehension.

Finally, based on the reason above, the researcher would like to conduct a study about **The Effect of Problem Based Learning on Students Ability in Writing Narrative Text.**

## **B. Identification of problem**

Based on the background of the study, the researcher has identified some problems which cause the difficulties in teaching and learning narrative text such as:

1. Students have low writing ability.
2. Students were less motivated.
3. The teacher tends to apply the teacher-centered activities in the class.
4. There are not much variation of the teaching media in teaching writing by the teacher.

---

<sup>6</sup> Mehmet Gultekin, "The Effect of Project Based Learning on Learning Outcomes in the 5th Grade Social Studies Course in Primary Education", *Educational Sciences: Theory & Practice*, Vol. 5 No. 2, November 2005, p. 552.

### **C. Limitation of problem**

Based on the problems identified above, the researcher limits this study on the effect of problem-based learning on students ability in writing narrative text at tenth grade students of SMKS 11 Serunting 2 Bengkulu.

### **D. Research Question**

Based on the limitation of problem above, the research question are formulated in these question :

1. Is there a significant difference in writing narrative text achievement at tenth grade students of SMKS 11 Serunting 2 Bengkulu between the students who were taught using PBL Method and that of those who were not?
2. Is there an effect of using PBL method on the students writing narrative text achievement at tenth grade students of SMKS 11 Serunting 2 Bengkulu?

### **E. Objective of Research**

Based on the research question above, the objectives of the research were:

1. To find out whether or not there is a significant difference in writing narrative text achievement at tenth grade students of SMKS 11 Serunting 2 Bengkulu between the students who were taught using PBL method and that of those who were not?,

2. To find out whether or not there is an effect of using PBL method on the students writing narrative text achievement at tenth grade students of SMKS 11 Serunting 2 Bengkulu.

#### **F. Significance of the Research**

This study aims to find out the effect of problem-based learning in students in writing narrative texts on student learning outcomes.

1. For English teachers, this study is supposed to be one of the techniques that can be implemented in the classroom activities in order to gain the students' writing ability of narrative text.
2. For students, problem-based learning is a technique that very useful to improve their writing ability especially in writing narrative text. Moreover, it also improve their creativity.
3. For further researchers, this study is intended to be one of the references for relevant study.

#### **G. Hypotheses**

Hypotheses or basic assumption is a temporary answer to a problem that is prejudiced because it still must be proven truth. The two answers are temporary truths which was tested for truth with data collected through research. In relation to the research, the researcher the following hypotheses:

- $H_{o1}$  : There is no significant difference in writing narrative text achievement between the students who were taught using PBL method and those who were not.

$H_{a1}$  : There is a significant difference in writing narrative text achievement between the student who were taught using PBL method and those who were not.

$H_{o2}$  : There is no effect of using PBL method on student writing narrative text achievement

$H_{a2}$  : There is an effect of using PBL method on student ability writing narrative text

## CHAPTER II

### LITERATURE REVIEW

#### A. The concept Of Writing

##### 1. Definition of Writing

Writing is a productive skill that people have to master. According to Meyers, writing is a way to produce a language which you do naturally when you speak<sup>7</sup>. Writing is one way of conveying something to others through texts or writing. It becomes complicated because we need to pay attention on the rules, different from speaking skill as the other productive skill.

Brown stated that a writing is a product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise a text for clearer meaning, how to edit a text for appropriate grammar, and how to produce a final product<sup>8</sup>.

On the other hand, Troia said that writing is one of the most complex literate activities in which children and adults engage. Composing text entails dissemination and coordination of multiple cognitive and linguistic in order to complete goals associated with genre-specific conventions, audience needs, communicative

---

<sup>7</sup> A. Meyers, *Gateways to Academic Writing*, (New York: Pearson Education, 2004), p.1

<sup>8</sup> Douglas H. Brown, *Teaching by Principals: an Interactive Approach to Language Pedagogy*. Second edition, (New York: Pearson Education, 2001), p.335.

purposes<sup>9</sup>. Because writing is one of the skills which have high level of difficulties than others, it needs more time and also strategies to develop it.

Writing is particularly a challenging language domain for ELL (English Language Learners) to master, perhaps due to the lack of intensity and intentionality that we devote to it<sup>10</sup>. In addition, learning to write involves being able to communicate and convey ideas meaningfully<sup>11</sup>. In other words, someone learns how to combine both presenting ideas and communicating through writing or texts.

From the definition above, it can be concluded that writing is one of the productive skills which means that students need a lot of practices to master writing skill. In order to produce a good text, writing cannot be done in short times; it needs some stages in the process of writing. It is different from other skills which can be done in short times.

## 2. Characteristics of Written Language

Written language has some characteristics. According to Brown, there are seven characteristics of written language<sup>12</sup>.

### a. Performance

---

<sup>9</sup> Troia A. Gary, Effective Writing Instruction across the Grades: What Every Educational Consultant Should knowl. Journal of Educational and Psychological Consultation, 14 (1), p.28

<sup>10</sup> Judy Hayness and Debbie Zacarian, Teaching English Language Learners across the content area, (Virginia: Alexandria, 2010), p.12.

<sup>11</sup> Ibid., p. 13.

<sup>12</sup> Douglas H. Brown, Teaching by Principles: an Interactive Approach to Language Pedagogy. Second edition. White Plains, (New York: A Pearson Education Company, 2001), p. 15.

Written language can be read and reread for many times. Writing works such as literary works, important documents, and letters from many years ago still can be read at present.

b. Production time

The writing process needs much time to plan, edit, and revise writing before finally it is finished as a final product.

c. Distance

Between the reader and the writer, there is a distance both in time and space that bound them in negotiating meaning and message. As a result, the purpose and the audience must be planned well to minimize different of opinions between the reader and the writer.

d. Orthography

Written language is supported by the use of orthography in order to send the message as the role of stress, intonation, pitch, volume and pausing in speaking. For example, the use of an exclamation mark is to express surprise. Then a question mark is used for questions.

e. Complexity

Written language is characterized by the use of longer clauses and more subordinators that make the written language complex. However, a piece of writing which has many longer clauses and more subordinators are not always considered as a good product. Brief, clear, and meaningful sentences are

actually needed, and those, therefore are written in high complexity.

f. Vocabulary

Written language needs a high variety of vocabulary. The frequency of word repetition is controlled in order to make a piece of writing more interesting, finding another synonym for a word is one way to do this.

g. Formality

Written texts are typically formal because of the social and cultural uses. It minimizes the misunderstanding which is caused by language varieties in society. Formality is considered as an agreement for all people of different societies.

These characteristics of written language was used as a guide to develop the scoring rubric. Based on its characteristic English teacher could help their students to create a good written either in English as a second or foreign language. So that student's write was bettered.

### 3. The Process of Writing

Richards and Renandya say that the process of teaching writing consists of four basic stages<sup>13</sup>. They are planning, drafting, revising, and editing. For each stage, various learning activities

---

<sup>13</sup>J.C Richard and Renandya, Methodology in Language Teaching: An Anthology of Current Practice. (Cambridge: Cambridge University Press, 2002), p. 66



that can support the learning specific writing skills are suggested. For instance, in the planning stage, teachers can help their students to improve their writing skills in generating ideas by giving activities, like brain storming and clustering. The planned writing experiences for the students can be described below.

a. Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Since its function is to stimulate students' ideas, the writing activities must be prepared to provide them learning experiences of writing similar to brainstorming.

According to Harmer there must be three considerations in this stage. The first one is thinking the purpose of writing. It was influence other features, like the text type, language use, and information or content of the text. The second one is related to the audience students refer to. It was impacts the language choice, whether they were use formal or informal language. The last consideration is the content structure. It is about the sequence of the text.

b. Drafting

Drafting is recognized as the first version production in a writing process. Next, the draft may be edited and revised before becoming a fixed written work. At this stage, the students was focused on the fluency of the writing and write without having much intention to the accuracy of their

works. During the process of writing, they must also focus on the content and the meaning of the writing. Besides, they may be encouraged to deliver their message to different audiences such as peers and other classmates.

c. Revising

In this stage readers allowed the writer to reflect and revise the works. The students review and examine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simple activity of checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader.

d. Editing

At this stage, the students are focused on tidying up their works as they prepared the final draft to be evaluated by the teacher. The main activity done by them at this stage is editing their mistakes on grammar, spelling, punctuation, sentences and diction.

The process of writing from planning, drafting, revising and editing may be condensed in a timed writing, but they are addressed, even briefly. Internalizing the writing process helps students improve "on demand" or timed essay performance. In a professional environment, the same steps in the writing process should be employed for presentations and even emails.

In scientific and technical contexts, where the purpose for writing may not be production within a limited time frame but rather ease of replication, working through the writing process is still a valuable exercise. Learning, implementing, and internalizing the writing process helps students to produce effective writing for a variety of purposes including writings that may not proceed through the full writing process.

## **B. Teaching Writing in Senior High School**

When it comes to the discussion of teaching writing in senior high school, there are several things which need to take into accounts. The first one is the regulation of ministry of education in the form of content standard and the other one is the age range of senior high school students. Writing is one of the indicators of measuring students' communication competence in learning English.

According to BSNP, one of the scopes of English language teaching and learning is students' communicative competence, including students' ability to understanding and producing text, either written or spoken, that is carried out through four language skills, they are: reading, listening, writing, and speaking.

BSNP also urges students to be taught literacy which covers the following levels: 1) Performative At this level, students are hoped to masters the skills of English, which are reading, writing, listening, and speaking. 2) Functional At the functional level, students are supposed to be able to make use the language as a tool to fulfill their needs in daily life,

for example to read news or manual. 3) Informational At the informational level, students should be able to access knowledge by making use their knowledge in English. Students are expected to reach informational level since they need to be prepared for their further educational level, whether it is in university or college.

**Table 2.1**  
**Main Competence and Basic Competence of Writing**

Kompetensi Inti	Kompetensi Dasar
KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, procedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidangkajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	3.10.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan sederhana berbentuk legenda, sesuai dengan konteks penggunaannya.

Another point which needs to be concerned in teaching writing in senior high school is the students' age range. The students of senior high school's age range falls between twelve to eighteen years old, in which that age range is commonly called as puberty<sup>14</sup>. Students which are in that age range are known as teenagers. At this phase, students experience the process of transition, confusion, self-consciousness, growing, as well as changing bodies and minds.

Therefore, there are some considerations which the teacher should take when they teach the students. The high school teacher needs to put concerns to keep students' self-esteem high by: a) avoiding embarrassment of students at all costs, b) affirming each person's

---

<sup>14</sup> Brown, op. cit., p. 91.

talents and strengths, c) allowing mistakes and other errors to be accepted, d) emphasizing competition between classmates, and e) encouraging small-group work where risks can be taken more easily by a teen.

A good writing skill helps students to master the target language as well as the other skills of the language. It is for this reason that teaching writing is very prominent and plays an important role toward students' language acquisition.

To sum up, in the teaching and learning process of English in senior high school, writing is a compulsory subject to be taught. In addition, writing needs to be taught since it helps students acquiring the language and so does the other language skills. Therefore, teaching writing undoubtedly plays an undeniable role toward students' success in learning English.

## **C. The concept of Narrative Text**

### **1. Definition of narrative Text**

Narrative text itself is a kind of text which is purposed to tell a story to the readers. It also presents a view of the world that used to entertain or informs the readers or listeners<sup>15</sup>. It consists of series of stories such as comedy, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novels, and adventure.

---

<sup>15</sup> Mark Anderson Kathy Anderson, *Text Type in English 2*, (Australia: Macmillan Education Australia PTY LTD, 2003), p. 6.

Furthermore, those stories are organized with the chronological order that the readers was easier to understand the story. Sometimes, the writer also used the flash back order to tell the story. The story in narrative text started with a conflict or problems that faced by the main characters.

In narrative text, it is called with orientation of story which tells about the problems happen during the story. After that, the writer tells about the sequence of events chronologically. At the end of the story, the characters of the story can find a solution of the problems happens. Not only to entertain the readers, narrative text also gives moral values to the readers<sup>16</sup>.

The readers was knew the lesson that should be taken from the stories whether to respect everyone in the world, respect parents and so on. Therefore, the readers can learn from what have been delivered in the story. From the explanation, it can be conclude that narrative text is used to amuse the readers form the story.

## 2. Generic Structure of Narrative Text

According to Anderson and Anderson, there are five generic structures of narrative text, such as:

### a. Orientation

Orientation of the story is the first part in narrative text. This part introduces some important information related to the story. Also, in this paragraph the narrator tells to the audience about who is in the story, when it is happening,

---

<sup>16</sup> Pardiyono, Teaching Genre-based Writing, (Yogyakarta: Andi Publisher, 2007), p. 93.

where it is happening and what is going on. These information are told clear and briefly. Therefore, by telling the orientation the readers was had understood about the background information.

b. Complication

Then, after telling the orientation of the story, the narrator continues to tell the complication of the story. This part shows how the narrator start to narrate about something that was begined a chain of events. These events was affected one or more of the characters. In other word, the complication can be said as the trigger of the story.

c. Sequence of Events

This is the part where the narrator tells how the characters react to the complication. It includes their feelings and what they do. This event can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator's point of view.

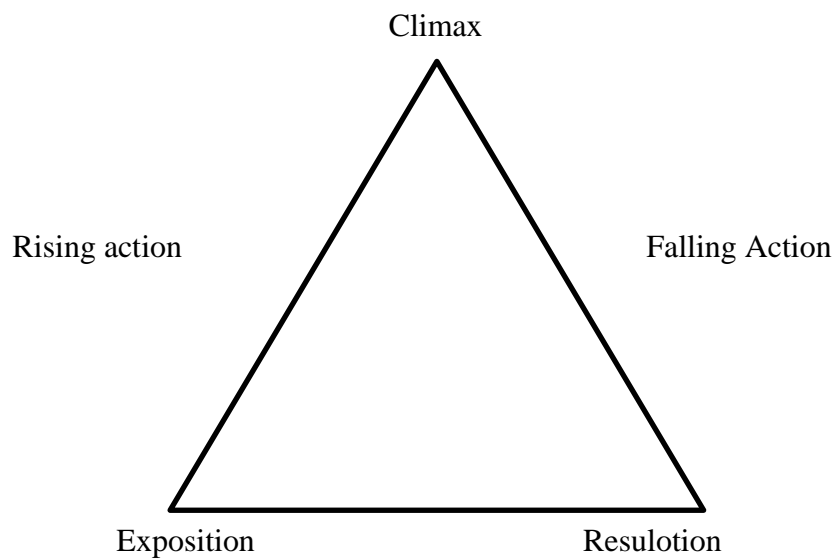
d. Resolution

After narrating the chronological events of the story, the narrator tells about the solution of the problems happen. It means that complication is sorted out or the problems.

e. Coda

The last part in narrative text is known as coda. The narrator sets up coda if there is to be a moral or message to be learned from the story<sup>17</sup>.

In addition, Neo states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way<sup>18</sup>.



**Figure I.**  
**Freytag's triangle**

The idea of the Freytag's triangle is to serve as a kind of blue print or map which can be used to guide us systematically writing. The Freytag triangle consists of:

- a. The composition, it establishes the characters and situation.
- b. Rising action, it refers to a series of complications that lead to the climax.

---

<sup>17</sup> Anderson and Anderson, op cit.

<sup>18</sup> Ernest Neo, Narrative for „O“ Level (Malaysia: Cambridge Longman, 2015), p.21.



- c. The climax is the critical moment when problem/ conflicts demand something to be done about them.
- d. Felling action is the moment away from the highest peak of excitement.
- e. The resolution consists of the result or outcome.

By looking at the opinion above, the writer prefer to Schmidt and Richard"s opinion, narrative text is about oral account and fictional story. Fictional means that the students can write their own imagination of story and it can make them easy in writing a story.

#### **D. The Concept of Problem Based Learning**

##### 1. Definition of Problem Based Learning

According to Barrows Problem Based Learning is an active learning on the use of ill-structured problems as a stimulus for learning<sup>19</sup>. Besides that in Guide to Problem Based Learning defining PBL "A teaching and learning methods which puts a problem first, and in which further learning is conducted in the context of that problem" In PBL, the discussion and analysis of a problem starts the process of learning, rather than acting as the end point.

Problem-based learning is a methods of learning where the students learn about the subjects through conceptual problem

---

<sup>19</sup>Howard S.Barrows.Goals and Strategies of a Problem Based Learning Facilitator.Interdisciplinary Journalof Problem based Learning:Vol. 1: Iss. 1, Article 4.(2006)

solving mechanisms. It is open ended in nature, and can be used by a wide number of students at the same time<sup>20</sup>.

According to Gulibert, problem-based learning is a process where by a student learns by using a problem as a stimulus to discover what information is needed to understand and facilitate the resolution of the problem. The problem is encountered right at the beginning of the learning process<sup>21</sup>.

According to Duch, PBL is an instructional method that challenges students to "learn to learn," working cooperatively in groups to seek solutions to real world problems. These problems are used to engage students' curiosity and initiate learning the subject matter. PBL prepares students to think critically and analytically, and to find and use appropriate learning resources<sup>22</sup>.

So based on the opinion above, the researcher concludes that Problem Based Learning is the method which solves the problem based on the current issues. Problem Based Learning is effective to activate prompt writing of students as they are focusing on solving the problem and to help them to interact with peers.

---

<sup>20</sup> Sarvani, "Problem-Based Learning (PBL): Advantages and Disadvantages" accessed on July 03, 2016. (<http://content.wisestep.com/problem-based-learning-pbl-advantages-disadvantages/>).

<sup>21</sup> Gulibert, J. -J., (1987), Educational Handbook for Health Personnel. Geneva: WHO Off set Publication.

<sup>22</sup> Sir Wilfrid Laurier School Board, (2001), An Introduction to Problem-Based Learning, Educational Services, p.3.

## **2. Principle of Problem Based Learning**

The principles of problem based learning are student motivation and problem solving skills. Student motivation is a critical component of PBL. Carefully crafted problems that are linked to the students' personal interests, to their community, or to current real-world issues can improve student motivation to ask questions and learn.

Encouraging this inquisitiveness can develop life-long problem-solving skills that are highly sought after in most industries. More complex problems require a methodical approach that includes identifying known information, identifying needed information, and developing a detailed research plan for the group.

This process develops the skills needed to effectively work in a group and present verbal and written information. In order to solve a specific problem, students need to use and apply what they know about the problem and about the solution. The problem-based learning environment establishes the relevance between the knowledge and its use.

The interaction between the problem and use of knowledge fosters a deeper understanding of the content knowledge. Moreover, through social negotiation with the group members, students have opportunities to compare and evaluate their understanding of subject matters with others' understanding. All these facilitate students' learning and understanding of the content.

### 3. Design of Problem Based Learning

The design of problem based learning are learning objective, learning activities, roles of students, role of teacher, and arranging material. In PBL, class activities are constructed around a problem or problems. The instructor no long lectures. Instead, when the instructor integrates PBL into the course, students are empowered to take a responsible role in their learning.

The instructor is not the authoritative source of information and knowledge. Students have to take the initiatives to inquire and learn; and the instructor must guide, probe and support students' initiatives. What students learn during their self-directed learning must be applied back to the problem with reanalysis and resolution.

Problem-based learning begins with students, working in small groups, delving into, determining key issues, and then solving a “real-world” problem under the guidance of a facilitator. By focusing upon a realistic problem, students develop a varied and deeper perspective and knowledge of the subject area. This process is not a new one; indeed, it has its beginnings in the ancient apprenticeship model which is learning by doing<sup>23</sup>.

The student role is altered with problem based learning. Problem based learning contrasts considerably with the traditional teaching most students have encountered. Students have difficulty

---

<sup>23</sup> Sir Wilfrid Laurier School Board. Ibid. p. 6

with the concept and use of selfdirected learning. Be aware that students may react to the idea of problem based learning with shock, denial, anger, resistance, acceptance and finally, confidence.

Students also must take responsibility for their own learning. Problem based learning encourages students to identify their learning needs and determine the resources they were needed to use to accomplish their learning. With the independent learning comes considerable collaboration with other students and faculty.

Collaborative work among students facilitates their comprehension of the problem and the application to future situations. Collaboration is an essential skill for students to gain as they were most likely be working as members of teams in their respective workplaces<sup>24</sup>.

The teacher is the central force that shapes the behaviors of the individual chils as well as those of children in gropus. Even though there are many other factors that influence pupils' behavior in the school setting, early experiments have shown that the way the teacher behaves with and toward children is a major determinant in shaping behavior. The qualified and component teacher has mastered the knowledge and skills necessary for the performance of these rules<sup>25</sup>.

Rather than teaching relevant material and subsequently having students apply the knowledge to solve problems, the problem is

---

<sup>24</sup> An Introduction to Problem-Based Learning

<sup>25</sup> Jarolimek John, and Clifford D. Foster, (1976), Teaching and Learning in the Elementary School, New York: Macmillan Publishing, p. 37-38

presented first. Students generally must: (1) Examine and define the problem (2) Explore what they already know about underlying issues related to it (3) Determine what they need to learn and where they can acquire the information and tools necessary to solve the problem (4) Evaluate possible ways to solve the problem (5) Solve the problem (6) Report on their findings

### **E. Some Related Previous Studies**

Some previous studies about the problem based learning including research written by Lovika Ardana Riswari with the title “The Effect of Problem Based Learning by using Demonstration Method on The Ability of Problem Solving”<sup>26</sup> The purpose of this study was to determine the effect of PBL model by using the demonstration method on the problem-solving skills to elementary school students.

The study applied quasy experimental research method with pretest-posttest control group design. The population of this study was the fourth grade students of Diponegoro cluster in Kudus, Central Java in the academic year 2017/2018. The samples taken for this study were the fourth grade students of SD 1 Kajeksan and SD 2 Demaan with the total number of 30 students for each school. The sampling technique used in this study was Nonprobability Sampling technique.

The data collection technique applied in this study was test in the form of essay, as well as non-test technique which consists of

---

<sup>26</sup>Lovika Ardana Riswari, Heri Yanto & Ali Sunarso, *The Effect of Problem Based Learning by using Demonstration Method on The Ability of Problem Solving*, Journal of Primary Education, Vol. 7(3) (2018) : 356–362

observation and documentation. The data were analyzed by using gain score and t-test. The results showed that there is significant influence of PBL model by using demonstration method to student problem solving ability, this is supported by N-Gain result = 0.59 that is categorized as medium category.

Then, pretest-posttest results of problem-solving ability by using PBL model with the demonstration method were  $t$  value = 7.667. Furthermore, there was a difference between students' ability in solving the problems by using PBL model within and without demonstration method ( $t$  value (3,801) >  $t$  table (1,672)). This is supported by the result of observation to the student engagement which was 81.11%. It indicates that the PBL model by using demonstration method affects the problem solving abilities.

From research written by Ikman with the title "Effect Of Problem Based Learning (PBL) Models Of Critical Thinking Ability students On The Early Mathematics ability"<sup>27</sup>. The purpose of this study is (1) to determine the mathematical critical thinking skills of students using of Problem Based learning models and conventional learning models on Class X Senior High School1 Wawotobi-Unaaha Southeast Sulawesi, and (2) determine the best among its learning models Problem Based learning and conventional learning to enhance students' mathematical critical thinking skills Class X Senior High School1 Wawotobi-Unaaha Southeast Sulawesi.

---

<sup>27</sup>Ikman, Hasnawati & Monovatra Freddy Rezky, effect of problem based learning (pbl) models of critical thinking ability students on the early mathematics ability, *International Journal of Education and Research*, Vol. 4 No. 7 July 2016

This research was conducted in Senior High School1 Wawotobi-Unaaha Southeast Sulawesi Academic Year 2015 / 2016. Subjects of this study consisted of students of class X9 there are 34 people as an experimental class, and students in class X10 there are 31 people as a control class.

The results of this study were (1) the ability to think critically class X9 Senior High School1 Wawotobi-Unaaha Southeast Sulawesi by problem based learning model is a minimal medium, (2) the ability to think critically class X10 Senior High School1 Wawotobi-Unaaha Southeast Sulawesi by conventional learning model is maximum medium, (3) average N-Gain for each indicator of the ability to think critically mathematics in class X9 by problem based learning higher compared with students in class X10 by conventional learning models in Senior High School1 Wawotobi-Unaaha Southeast Sulawesi, and (4) There are significant differences critical thinking skills mathematically among students class X9 by problem based learning model and class X10 by conventional learning models for all Classification N-Gain (high, medium, and low) at Senior High School1 Wawotobi-Unaaha Southeast Sulawesi.

Mukminatus Zuhriyah do research with the title “problem-based learning to improve students’ grammar competence”<sup>28</sup>. Grammar becomes one of the subjects studied in all Indonesian English Departments. It is

---

<sup>28</sup> Mukminatus Zuhriyah, problem-based learning to improve students’ grammar competence, *Register Journal, Language & Language Teaching Journals* Vol. 10, No. 1, June 2017,.



because grammar has the important role in all English skills. Grammar makes those four English skills meaningful.

Somebody can be said as a master of English when he or she also masters grammar. Unfortunately, learning grammar is not as easy as what we think. It needs the effective method that can make the learners motivated and active in learning as well as in applying the grammar in the real life. Problem-based learning applied in this research is one of the alternatives that can help the learners learn grammar easily.

This research was a collaborative action research whose general purpose to know whether or not Problem-based learning could improve the students' grammar competence. Meanwhile, the specific purposes were to know the lecturer's activities, the students' activities, and the students' responses when problem-based learning was implemented in grammar class. Nine students of the fifth semester of English department of education faculty of Hasyim Asy'ari University (UNHAS) Tebuireng Jombang in the academic year of 2016/2017 became the subjects of this research.

The data got was from the observation notes and the grammar test. There was an improvement on students' grammar competence from cycle one to cycle two. It was proven by their mean score from 66.7 in cycle one to 72.8 in cycle two. Meanwhile, the percentage of students passing the minimum mastery criteria was from 44.4 in cycle one and 88.9 in cycle two. So that it can be concluded that problem-based learning could improve students' grammar competence.

The same of the research with the previous study from Lovika Ardana Riswari with the title “The Effect of Problem Based Learning by using Demonstration Method on The Ability of Problem Solving are Problem Based Learning technique, and research method and then of the differences in this research with previous studies are research subjects, research objects, and research objective.

The same of the research with the previous study from Ikman with the title “Effect Of Problem Based Learning (PBL) Models Of Critical Thinking Ability students On The Early Mathematics ability are Problem Based Learning technique, and research method and then of the differences in this research with previous studies are research subjects, research objects, and research objective.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research is quasi-experimental design. It employed the non-equivalent control design. A quasi experimental research is a research method used for finding the effect of treatment towards another controlled condition<sup>29</sup>. A quasi experimental research is different with true experimental research in technique sampling.

The problem-based learning as the independent variable and the students' writing ability of narrative text as the dependent variable. The researcher was used two classes; they were experiment and control class. Experiment class that was given treatment by using the PBL method. Control class that was given treatment but without using the PBL method.

A quasi-experimental design in this study need to select the students who would represent the population of the study. Then, after selecting the students, they was assigned to the experimental class and controlled class. The writer considers to choose the students in both experimental class and controlled class based on the students' scores while learning English in SMK S 11 Serunting 2 Bengkulu.

Quasi-experimental designs identify a comparison group that is as similar as possible to the treatment group in terms of baseline(pre - intervention) characteristics. The comparison group captures have been the outcomes if the program or policy had not been implemented

---

<sup>29</sup>Arikunto, Suharsimi, *Manajemen Penelitian* (Jakarta : Rhineka Cipta,1990), p.22

(i.e., the counterfactual). Hence, the program or policy can be said to have caused any difference in outcomes between the treatment and comparison groups<sup>30</sup>. Further, the researcher give pre - test and post-test to both groups.

Also, the researcher give different treatments to the students in order to obtain the significant results between the experimental class and the controlled class. Providing a pre- test to the students was useful for them to examine their background knowledge and their writing ability. Meanwhile, giving a post-test was important to examine whether the problem-based learning showed the effect in improving the students' writing ability of narrative text or not.

## **B. Population and Sample**

### **1. Population**

Population is the whole subject of research<sup>31</sup>. Population is the word to designate a set categories of some attribute of a collection<sup>32</sup>. It means that population is all the individu in a school. The populations of this study are 3 class at SMKS 11 Serunting 2 Bengkulu. The total number of population would be 120 students which have the same English teacher.

The description of the total number of the population was showed in the table 1.

---

<sup>30</sup> Howard White and ShagunSabarawal, *Quasi-Experimental Design and Methods*(Italia: United Nations Children's Fund, 2014),p. 1.

<sup>31</sup> Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* ( Jakarta : PT Rineka Cipta, 2002),p.108

<sup>32</sup> Downy,S,and Weardon,S. *Statistic For Research* (Wiley-interescience:A Jhon Wiley and Sons,INC,Publication,2004),p.25

**Table 3.1**  
**The Population of the Research**

No	Class	Population
1.	X Akuntansi 1	40
2.	X Akuntansi 2	42
3.	X Akuntansi 3	40
	TOTAL	120

## 2. Sample

Sample is partially population studied. Sample is one of the most important steps in the selection of the sample of the individuals who were participated (be observed or questioned ) which refers to the process of selecting these individuals.

In choosed the sample, the researcher was used purposive sampling. Purposive sampling is sampling by taking the subject is not based strata, random, region but based on their spesific purpose<sup>33</sup>.

The sample of this research is X Akuntansi 1 is experimental class and X Akutansi 3 is control class.

Among the 3 classes in Akuntansi the tenth grade students of SMK 11 Serunting 2 Bengkulu, two classes was selected in order to be a as experimental class and control class. The reason why the researcher choose these two classes are because homogenety with similar characteristic and the same teacher taught these classes.

---

<sup>33</sup> Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik* ( Jakarta : PT Rineka Cipta, 2002),p.117

**Table 3.2**  
**The Sample of the Research**

No	Class	Sample	Function
1.	X Akuntansi 1	40	Experimental Class
2.	X Akuntansi 3	40	Control Class

### **C. The Technique of Data Collection**

The researcher collect the data by giving pre-test, giving different treatments in experimental class and controll class and giving post-test for investigating the effect of problem-based learning on students' writing ability of narrative text.

Meanwhile, giving different treatment was useful to obtain the significant result between experimental class and controlled class. During the treatment, the writer give fun learning and some example of narrative in infographic and then asked the students inthe experimental class to make narrative text in infographic.

Where as, the students in the controlled class was asked to do written exercises and answer the questions based on the narrative text given. At the end of the study, the researcher was given post-test to examine the result whether the problem-based learning showed the significant effect on students' writing ability of narrative text or not.

### **D. Instrument of Research**

In the process of collecting the data it involves a writing test as the instrument of the study. Brown stated that a test should be given to measure a person's ability, knowledge or performance in a given

domain<sup>34</sup>. In this study, the writer was used pre-test and post-test as the written test. The pre-test was intended to know the students' writing ability before the treatment given.

While the post-test was given to measure whether the problem-based learning had a significant effect toward the students' writing ability of narrative text or not. The idea and the topic between pre-test and post-test was differentiated. For the pre-test, the students was instructed to make a narrative text after the researcher explain them about the nature of narrative. Furthermore, before conducting the pre-test, the researcher did a pilot study. Pilot study is conducted after selecting experiment and control classes. This study is carry out to solve problems in administering the instrument.

The instruments are distributed to other class but in non-sample of study class. Moreover, a validity also was needed in providing the test. Hughes stated that validity was used to measure accurately what it was intended to be measured<sup>35</sup>. To measure the test given, the writer used content validity. Narrative texts would be the main part of the test and it was related to the school syllabus. The analysis could be checked in the appendix.

The researcher also provider the specific scoring to assess the students' writing performance. In this study, the scoring of the write was adopted from PARCC (Partnership for Assessment of Readiness of

---

<sup>34</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (California: Longman, 2003), p. 3.

<sup>35</sup> Arthur Hughes, *Testing for Language Teachers*, (New York: Cambridge University Press, 1989), p.22.

College and Careers) which specifically assessed the students' writing ability of narrative text<sup>36</sup>. There were 4 criteria showed to analyze the students' writing ability of narrative text such as development of ideas, organization, clarity of language and knowledge of language and conventions.

#### **E. The procedure of collecting data**

The purpose of procedure in this study is to know the effect of applying PBL technique in the experimental class and which was in the controlled class. This study is conducted in 5 meetings. The first meeting is for pre-test, second until fourth meeting was problem-based learning in the experimental class. And the fifth meeting was for the post-test. For the first meeting in the experimental class, the writer would like to do the pre-test.

In pre-test the students making story about their embarrassing moment. After the pre-test was over, the researcher explain about the nature of narrative text. She given the definition, characteristics, structure, purpose, kind and also example of narrative text to the students. The students were free to ask what they wanted to ask about narrative.

After that, the researcher show the students about narrative text in infographics. She leads to plan a project. In this stage, the writer and the students in the experimental class discuss about the topic and theme of the project and then discuss about the due time to end the product.

---

<sup>36</sup> PARCC (Partnership for Assessment of Readiness of College and Careers), Expanded Scoring Rubric for Analytic and Narrative Writing Grade 6-11, 2015.



They to make narrative text, the topic was about their memorable event.

In the next meeting until the 4<sup>th</sup> meeting, she let the students' to discuss about the problem and also gave them many examples and definition about the narrative text. The researcher show the students the steps for making a good narrative. She started with how to make a good orientation, complication and resolution in narrative text.

The students' also involved explaining the narrative given and developed their own opinion about the text. For the last meeting, the students collect their project and it also became their post-test. On the contrary, in the controlled class was applied by other teaching technique which a conventional teaching. Students in the controlled class was trained by their teacher' learning style which a traditional and text-book oriented.

## **F. Technique of Data Analysis**

The process of analyzing the data carried out after the researcher collected all the data of the study. The data of the tests in this research was calculated by using Microsoft Excel 2011. After that, all of the data was analyzed automatically by using SPSS (Statistic Product and Statistic Solution) version 21 with the significance level of 0.05. Those are some steps in analyzing the data of the study:

### **1. Preliminary Analysis**

Preliminary analysis the first step that was done after collecting all of the data of the study. It was useful to know whether the data was

qualified or not by using t-test to test the hypothesis. In this step, the normality test and the homogeneity test analysis.

a. Normality Test

Normality test one of the important requirements that might be followed in analyzing the data of the study. It was done to examine if the distribution of data which had been collected was normal or not. The analysis of normality test in this study use Kolmogorov Smirnov and Shapiro Wilk by using SPSS version 21 software.

Then, if the normality score was more than 0.05, it could be said that the data distribution was normal. On the contrary, if the score of normality test show 0.05, it could be said that the data distribution was not normal. The steps to check the normality test as follow <sup>37</sup>:

- 1) Open SPSS version 21 software program
- 2) Click variable view and complete these columns:
  - a) Name : write class in the first row. This is to indicate and differentiate between the experimental class and the controlled class. Write score in the second row
  - b) Type column is numeric
  - c) Width column is filled with 8
  - d) Decimal is changed from 2 to 0

---

<sup>37</sup> [www.spssindonesia.com/uji-normalitas-kolmogorov-smirnov-spss.html](http://www.spssindonesia.com/uji-normalitas-kolmogorov-smirnov-spss.html). Accessed on 20 July 2017 09.00 PM

- e) Label column is left blank Value column is none
  - f) Missing column is none
  - g) Column is filled with 8
  - h) Align column is right. Measure column is unknown
  - i) .Role column is filled with input
- 3) Click data view, in score column, compute "1" as representing experimental class and "2" representing the controlled class.
  - 4) In score column, compute score of each class
  - 5) Click analyze >> Descriptive Statistics>> Explore
  - 6) Fill in the dependent list with pre-test score and then fill in the factor list of class
  - 7) Click plots >> checklist normality plot with test, histograms, power estimation >> Conti

#### b. Homogeneity Test

Homogeneity test use the test whether the data from the two groups had the same variant in other that the hypothesis was test by t-test. Like normality test, this kind of test also used SPSS version 21 software. The steps same like those of normality test.

## 2. Analysis of Data

The data which is collected from pre-and post-test analysis by using SPSS as follows:

- 1) Open SPSS.

- 2) Click Data View, insert the data, In Variable View in Values, In column 1 type number 1 for experimental group and number 2 for controlled group, then in column 2, input the score of the two of group. Click Analyze, choose Compare Means, click Independent Sample test.
  - 3) Input the score in Test Variable(s), class into Grouping Variable
  - 4) Type number 1 for experimental group and number 2 for controlled group, then Continue, click OK.
3. Effect Size Measure : Cohen's d

The use of calculating size measure in this study to know whether the effect is strong or weak.<sup>8</sup>The formula for this effect size is as follows:

$D = \text{effect size}$

Mean for group A = mean for experimental group

Mean for group B = mean for controlled group

Pooled standard deviation =  $\sqrt{(\text{Standard deviation of group 1} + \text{standard deviation of group 2}) / 2}$

There are some guidelines for determining whether the effect size is strong. Cohen suggests the following:

0-0.20 = weak effect

0.21-0.50 = modest effect

0.51-1.00 = moderate effect

>1.00 = strong effect

## BAB IV

### RESULT AND DISCUSSION

In this chapter presents (1) Results and (2) discussion. The results showed the rates of the experimental group's final work after that group had given the treatment. The findings also included the results of the study that showed whether there was significant differences' in reading comprehension achievement at tenth-grade students between who were taught using Problem Based Learning strategy and those were not.

#### A. RESULTS

##### 1. Descriptive Statistics of the Data.

The writer conducted the pre-test to the subject of the research. It is used to measure students' writing ability in narrative text before the treatment given in the experimental class and in the controlled class which is not. The data showed as follows:

**Table 4.1**  
**The Score of Pre-test**

Score	Experimental Class		Controlled Class	
	freq	F(%)	freq	F (%)
05-60	17	42.5	18	45
61-70	19	47.5	17	42.5
71-80	4		3	7.5
81-90	-	0	2	5
max	75		81	
min	41		41	
Mean score	60.47		59.57	

Based on the data, it can be seen in Table 4.1 above that the maximum score of experimental class on the pre-test is 75 and the maximum score of controlled class is 81. In addition, the minimum score in the experimental class and the controlled class are 41.

Furthermore, the data shows that 42.5% students get scores between 05-60 in the experimental class and 45% students get scores between 05-60 in the controlled class. It means that almost half of the students in both classes still had poor knowledge and less understanding about how to write narrative text.

Although almost half of them got scores between 05-60 in the pre-test, there were many students who got scores between 60-70. 47.5% students in the experimental class and 42.5% students who got scores between 60-70 in controlled class. Those students had medium or standard knowledge and understanding on writing narrative text, and a few students got scores between 71 to 80 in writing narrative text.

It was represented by four students from the experimental class and three students from the controlled class. Furthermore, there were no students who archive the score more than 75 in the experimental class. But there are two students in the controlled class whose have high score which are 81. Based on table showed above, the mean score of the experimental class was 60.47 and the mean score of the controlled class was 59.57. As the result, the mean scores in pre-test indicate that the experimental class and controlled class have similar mean scores.

After the students wrote narrative text through infographic, then their assignments assignment were assessed by using a

writing rubric which was adapted from PARCC (Partnership for Assessment of Readiness of College and Careers). In particular, this rubric is used specifically for assessing writing narrative text. The following tables shows the students' score in both pre-test and posttest. The researcher divided the students' score into 4 categories from low to very high. It was recommendation from the teacher, he wanted to know the students' ability clearly.

**Table 4.2**  
**The Score of Posttest**

Score	Experimental Class		Controlled Class	
	Freq	F(%)	freq	F (%)
05-60	-	-	3	7.5
61-70	6	15	14	35
71-80	14	35	14	35
81-90	20	50	9	2.25
max	93		81	
min	68		56	
Mean score	78.67		71.12	

The posttest is given to the students in both classes, for the experimental class was after the treatments given. The students' mean score is getting increase from 60.47 to 78.67. On the other hand, students who get the lower score can be minimized which is the lowest score on the post-test is 68. For the mean score in the controlled class is 71.12.

There is no special treatment given to the controlled class, but the mean score on the post-test of controlled class in creased from 59.57 to 71.12. Although, there are still many students who have score

between 05-60. The posttest was carried out after the writer gave the treatments for about four times.

Based on the table above the maximum score in the experimental class is 93 and the maximum score in the controlled class are 81. The minimum scores between the experimental class and the controlled class is different. The experimental class gets 68 for the minimum score and the controlled gets 56 for the minimum score.

Furthermore, the data shows there is no students got scores between 05-60 in the experimental class while there are 3 students or 7.5% of students get scores between 05-60 in the controlled class. The researcher analyses and calculates the students' gained scores in both classes after calculating the pre-test scores and the posttest scores. The following table shows the gained scores in the two classes experimental class and controlled class.

**Table 4.3**  
**The Gained Scores**

Gain Score	Experimental Class		Controlled Class	
	Freq	F(%)	freq	F (%)
-15-0	2	5	7	17.5
1-10	4	10	10	25
11-20	21	52.5	17	42.5
21-30	7	17.5	5	12.5
31-40	6	15	1	2.5
41-50	-	-	-	-
51-60	-	-	-	-
max	37		34	
min	0		-6	
Mean score	18.2		11.5	



Based on Table 4.3 above, there were still some students in both classes whose scores were not improved, it means that their posttest scores were actually the same with their pre-test or even lower than their pre-test. Subsequently, the maximum gained score in the experimental class is 37 and the maximum gained score in the controlled class is 34. On the other hand, the minimum gained score showed in the experimental class is 0 and the minimum score showed in the controlled class is -6.

## 2. Analysis of The Data

In this research, the normality test is performed before the calculation of t-test value. It is to determine if the data set is well-modeled by a normal distribution. It also to compute how likely it is for a random variable underlying the data set to be normally distributed. The data is analyzed by using SPSS Statistics 2.1. The result of the test can be seen as follows :

### a. Normality of the Test

#### 1) Result of normality test from the pre-test

**Table 4. 4**  
**The Result of Normality Test of Pre-test Experimental**  
**and Controlled Class**

#### **One-Sample Kolmogorov-Smirnov Test**

		<b>Pretest_Experimen</b>	<b>Pretest_Control</b>
N		40	40
Normal	Mean	60,4750	59,5750
Parameters <sup>a</sup>	Std. Deviation <sup>b</sup>	9,08362	9,80290
Most	absolute	,142	,177

Extreme positive	,114	,177
Differences Negative	-,142	-,173
Test Statistic	,142	,177
Asymp. Sig. (2-tailed)	,042 <sup>c</sup>	,003 <sup>c</sup>

The Table 4.4 shows that Sig value of the pre-test of the experimental class and controlled class are 0.042 and 0.003. If the data is higher in a significance  $\alpha = 0.05$  the data was normally distributed. Based on the data, the result showed  $p \leq \alpha$  ( $0.042 \leq 0.05$ ) and ( $0.003 \leq 0.05$ ) meaning that the pre-test data in this study were not normally distributed. The scores of p can be checked through the Sig. In the table of Kolmogorov-Smirnov columns.

**Table 4.5**  
**The Result of Normality Test of Posttest Experimental and Controlled Class**

One-Sample Kolmogorov-Smirnov Test

		<b>posttest_score _experiment</b>	<b>posttest_score _control</b>
N		40	40
Normal Parameters <sup>a,b</sup>	Mean	78,6750	71,1250
	Std. Deviation	6,68480	7.87136
Most Extreme Differences	absolute	,184	,264
	positive	,184	,152
	Negative	-,161	-,264
Test Statistic		,184	,264
Asymp. Sig. (2-tailed)		,002 <sup>c</sup>	,000 <sup>c</sup>

Based on the data in Table 4.5 above, the result showed  $p \leq \alpha$  ( $0.0020 \leq 0.05$ ) and ( $0.0004 \leq 0.05$ ) meaning that the post-test data in this study were not normally distributed. The scores of p can be checked through the Sig. In the table of Kolmogorov-Smirnov columns.

b. Homogeneity of the Test

After doing the normality test, the homogeneity test was conducted in order to test the similarity of the sample in both classes. The Levene statistic test was used to calculate the homogeneity test, therefore the results are presented as follows:

**Table 4.6**  
**Test of Homogeneity of Variances**

Pretest_Score			
Levene Statistic	df1	df2	Sig.
,127	1	78	,722

Table 4.6 The result of the data in the Table 4.6 showed that the significance of pre-test between experimental class and control class was 0.722. therefore, the data of pre-test was homogeneous because it was higher than 0.05.

**Table 4.7**  
**Test of Homogeneity of Variances**

Posttest_Score			
Levene Statistic	df1	df2	Sig.
2,428	1	78	,123

Based on the data in Table 4.7, the significance of post-test between experimental class and control class was 0.123. Therefore, the data of post-test was homogeneous because it was higher than 0.05.

Furthermore, the writer proposes the statistical hypotheses in this research. There statistical hypotheses are explained as follows:

- a. H<sub>0</sub> (Null Hypotheses)= project based learning through Infographicis not effective to improve the students' writing ability of narrative text.

- b.  $H_a$  (Alternative Hypotheses)= project based learning through Infographicis effective to improve the students' writing ability of narrative text.

Furthermore, Mann-Whitney U formula was used to get empirical evidence about the effectiveness of implementing project-based learning on students' writing ability of narrative text. Here, the result of hypothesis test by using SPSS 21 could be presented as follows:

**Table 4.8**  
**Result of Hypothesis Test with Mann-Whitney U**

Test Statistics <sup>a</sup>	
	Postest_Score
Mann-Whitney U	405,500
Wilcoxon W	1225,500
Z	-3,923
Asymp. Sig. (2-tailed)	,000

a. Grouping Variable: Class\_

Table 4.8 shows the score of Mann-Whitney U = 405.50 and the score of Asymp. Sig. (2-tailed) = 0.000088, then for testing one way, the score was divided by two, and  $0.000044 < 0.05$ , it can be concluded that the  $H_0$  was rejected but  $H_1$  was accepted.  $H_1$  stated that there is an effect of using project-based learning on students' writing ability of narrative text.

#### 1) Test of Effect Size

The use of calculating size measure in this study to know whether the effect is strong or weak. The formula for this effect size is as follows:

$$d = \frac{\text{Mean for group A} - \text{Mean for group B}}{\text{Pooled standard deviation}}$$

Mean for experimental class = 78.67

Mean for controlled class = 71.12

Mean for experimental class - mean for controlled class = 7.55

Standard deviation of experimental class = 6.684

Standard deviation of controlled class = 7.871

Pooled standard deviation = (Standard deviation of experimental class +

Standard deviation of controlled class) / 2 = (6.684 + 7.871) / 2 = 7.27

$$d = \frac{78.67 - 71.12}{7.27}$$

$$d = \frac{7.55}{7.27}$$

$$d = 1.03$$

Based on the calculation, the result of effect size formulation in this study was 1.03. As the criterion that had been mentioned in chapter III that Effect Size Measure by Cohen's d, Cohen suggests the following:

0-0.20= weak effect

0.21-0.50= modest effect

0.51-1.00= moderate effect

>1.00= strong effect

It is proved that there was a strong effect of using project-based learning through infographic on students' writing ability of narrative text.

## B. Discussion

This research reveals that the use of project based learning through infographic was effective to enhance students' writing ability at the tenth grade students of SMKS 11 Serunting 2 Bengkulu.. Therefore, the result had positively answered the research question stated in the beginning of the research.

Also, this result supported the findings of previous research conducted by Marcela Diaz<sup>38</sup>, Duangkamol Thitivesa and Abigail Melad Essien,<sup>39</sup> and Andayani<sup>40</sup>, that the use of project based learning affects students writing ability. Actually, the procedure of this research was rather similar with the previous research conducted by Marcela Diaz, because in both research, project based learning was the method for improving writing skill.

However, the design and the number of participant were rather different. The number of participant involved in the Marcela's study was 24 participants. The participants consisted of students in the third-level English class (third semester) in environmental engineering at public university located in Facatativá near Bogotá (the capital of Colombia).

Then, the Duangkamol and Abigail study had 38 fourth-year English major students as participants whose English proficiency was

---

<sup>38</sup> Marcela Diaz Ramires, *The Impact of Project Work and The Writing Process Method on Writing Production.* (A Colombian Journal for Teachers of English: 2014).

<sup>39</sup> Duangkamol and Abigail, *The Use of Project to Enhance Writing Skill.* (International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering: 201)

<sup>40</sup> ndayani Larasati, *Improving Students' writing skills through Project-Based Learning Technique at Grade XI SMAN 2 Sleman.* (UNY: 2015).

lower intermediate. All of the participants were asked to make a project and there was no controlled group because the design for the previous study was qualitative design. Hence, all member of sample did the treatment. It was different from this study which used quasi-experimental design.

This research divided sample into experimental and controlled group which totally consisted of 80 students of SMK. The experimental group did the treatment while the controlled group did not. Furthermore, the previous studies also used descriptive statistics to analyze project however, they used qualitative analysis technique to get final conclusion.

In contrast, this research used students' score in pre-and post-test as the prominent data sources. Moreover, the result of statistical analysis was used as the data for testing hypothesis and to get final result.

According to the data analysis, the output from the score calculation showed that both experimental and controlled group underwent improvement. However, the improvement of controlled class was not as significant as experimental class. It was proven by the gained score produced by the classes, that the experimental class gained score was higher than the controlled class. Based on the result of the data analysis, it showed that using project based learning in teaching narrative text gave significant effect to the students.

The data showed that the mean score of both classes was increased. The mean score in experimental class increased 18.2

points, from 60.47 become 78.67. Contrastly, the controlled class increased 11.55points, from 59.57 become 71.12. By using project based learning through infographic, the students can explore and practice their ability in writing. Then, it can be synthesized that project based learning through infographic can improve students' writing ability of narrative text.

On the contrary with the previous research conducted by Marcelawhich was a case study, and it used test, interview, and questionnaires as the data instruments. This research only use test as the instrument to collect the data, test was became the most important data source as same as the other previous research from Duangkamol Thitivesa and Abigail Melad Essien.

Both research were quantitative design, and description of how the project was implemented in this study were also similar. The first step includes choosing a suitable topic for the project and negotiation between class and the teacher for the choices of the final outcome of the project. Then, asks for determining the content and structuring the project, prepares students for the demands required by a project work in both content and language until finally they collected the project.

In PBL, children are constructing knowledge and building on their background knowledge. Children retain more information when they learn by doing.<sup>41</sup> These kinds of activities have helped and prepared

---

<sup>41</sup> Stephanie Bell, *Project-Based Learning for the 21st Century: Skills for the Future*(Routledge: 2010).



students for the demands required by a project work in both content and language the objectives were designed to direct students toward the shared goal –project completion.

This allows students to become fully engaged with learning through activities that immerse students in meaningful ways for language use for real communication. It is because Project-based learning (PBL) is the learning method that places students at the center of the teacher, who is the center, strictly follows the teaching plan. In a PBL classroom, the teacher leads the students to the learning that they desire or the learning following the project objectives.

The PBL process thus includes an in-depth learning process with systematic learning management to get useful and applicable results, create motivation, and strengthen necessary living skills.<sup>42</sup> It also happens in this research and brings positive impact.

---

<sup>42</sup> Timur Komparan and Bulet Guven, The Effect of Project Based Learning on the Statistical Literacy Levels of Student 8th Grade (European Journal of Educational Research: 2014).

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research had quasi-experimental design which was intended to investigate an empirical evidence of the effect of project-based learning in improving students' writing ability of narrative at the tenth grade students of SMKS 11 Serunting 2 Bengkulu.

The hypothesis test showed that the sig. 2 tailed (p) was 0.000044 and the alpha ( $\alpha$ ) was 0.05. It would be accepted,  $H_a$  (Alternative Hypothesis), if the sig. 2 tailed was lower than alpha ( $\alpha$ ) or  $p < \alpha$ . It means that there is a significant effect of Project-based learning on students' writing ability of narrative text. The mean score in experimental class increased 18.2 points, from 60.47 become 78.67. contrast, the controlled class increased 11.55 points, from 59.57 become 71.12.

Moreover, the result of effect size formulation in this study was 1.03. It indicated that Project-based learning through infographic has given a strong effect on students' writing ability of narrative text. Finally, it can be concluded that there was a significant effect on students' writing ability at the tenth grade of SMKS 11 Serunting 2 Bengkulu.

## **B. The Suggestion**

This research result have lead me to point out some suggestions for several different focuses like teachers, students, and further researchers. Teachers should be more creative and active in teaching and delivering lessons by giving new method of learning in class such as project-based learning in learning narrative text so students become more interested and engaged.

Teachers should implement different techniques and strategies to help students improve their skills and create such activity that can help students practice and use the lesson learned at the classroom so they were have better understanding about it. Students should participate more actively by discussing their thoughts and feelings in class. They could share and ask about anything refer to the lesson and project from teachers. And for people who want to look for the same field, hopefully the result of this research can be used as an additional reference.

## REFERENCES

- Arthur, Hughes. (1998). *Testing for Language Teachers*. New York: Cambridge University Press.
- Brown, H. D. (2002). *Teaching by Principals: an Interactive Approach to Language Pedagogy (2<sup>nd</sup> ed.)*. New York: Pearson Education.
- Brown, H. D. (2003). *Language Assessment Principles and Classroom Practices*. California: Longman.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, Inc.
- Ernest, N. (2015). *Narrative for „O“ Level*. Malaysia: Cambridge Longman.
- Gulibert, J. J. (1987). *Educational Handbook for Health Personnel*. Geneva: WHO Off set Publication.
- Gay, L. R. & Peter, A. (2000). *Educational Research Competencies for Analysis and Application (6<sup>th</sup> ed.)*. New Jersey: Prentice Hall.
- Hartono. (2011). *Metodologi Penelitian*. Pekanbaru: Zanafa Publishing Imelda
- Howard, S. B. (2006). Goals and Strategies of a Problem Based Learning Facilitator. *Interdisciplinary Journal of Problem based Learning*, 1(1), 4.
- Howard, W & Shagun, S. (2014). *Quasi-Experimental Design and Methods*. Italia: United Nations Children’s Fund.
- Ikman, Hasnawati & Monovatra ,F. D. (2016). effect of problem based learning (pbl) models of critical thinking ability students on the early mathematics ability. *International Journal of Education and Research*, 4(7),7.
- Jarolimek, J & Clifford, D. F. (1976). *Teaching and Learning in the Elementary School*. New York: Macmillan Publishing.
- John, W. & Thomas, P. (2000). *Review of Study on Project-Based Learning*. California: Autodest Foundation.
- Judy, H & Debbie, Z. (2010). *Teaching English Language Learners across the content area*. Virginia: Alexandria.

- Mukminatus, Z. (2017). problem-based learning to improve students' grammar competence. *Register Journal, Language & Language Teaching Journals*, 10(1), 8.
- Pardiyono. (2007). *Teaching Genre-based Writing*. Yogyakarta: Andi Publisher.
- Richard, J. C & Renandya. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Riswari, L. A., Heri, Y., & Ali S. (2018). The Effect of Problem Based Learning by using Demonstration Method on The Ability of Problem Solving. *Journal of Primary Education*, 7(3), 7.
- Suharsim, A. (1998). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Tricia, H. (1998). *Writing; Resource Books for Teachers*. Oxford: Oxford University Press..

**A**

**P**

**P**

**E**

**N**

**D**

**I**

**X**

## **PRE-TEST**

**Subject** : **English**  
**Kind of Text** : **Narrative Text**  
**Grade** : **X**

### Instructions

1. Write down your experience about your embarrassing moment.
2. The time for doing the writing task is 60 minutes

## POST-TEST

**Subject** : **English**  
**Kind of Text** : **Narrative Text**  
**Grade** : **X**

### Instructions

1. Please write story about your memorable event.
2. The time for doing the writing task is 60 minutes.



**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

**Sekolah** : SMK S11 Serunting2  
**Mapel** : Bahasa Inggris  
**Materi Pokok** : Narrative Text  
**Kelas/Semester** : X / 1  
**Pertemuan ke-** : 1  
**Alokasi Waktu** : 1 pertemuan (3 x 45 menit)

**A. Kompetensi Inti**

KI 1: Menghayatidan mengamalkanajaran agama yang dianutnya.

KI 2: Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: 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 keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Peserta didik dapat menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.	2.3. Mengembangkan dan menunjukkan perilaku disiplin, tanggung jawab, gotong royong, cinta damai, dan ramah lingkungan melalui mendengarkan, berbicara, membaca dan menulis short stories dan explanation.	2.3.1 Peserta didik dapat bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok. 2.3.2 Peserta didik dapat mengakui ketika membuat kesalahan. 2.3.3 Peserta didik tidak menyalahkan orang lain atas tindakannya sendiri. 2.3.4 Peserta didik dapat melakukan hal-hal yang dikatakan akan dikerjakan tanpa

		diingatkan orang lain.
3.	3.10.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratifsederhana berbentuk legenda, sesuai dengan konteks penggunaannya.	3.10.1 Peserta didik dapat mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narative sederhanaberbentuk legenda. 3.10.2 Peserta didik dapat mengidentifikasi gambaran umum dalam teks narrative berbentuk legeda
4.	4.15. Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	4.15.1 Peserta didik mampu menemukan informasi tersurat dari text narrative tulis berbentuk cerita pendek/legenda .4.15.2Peserta didik mampu menemukan informasi tersirat dari text narrative tulis berbentuk cerita pendek/legenda .4.15.3 Peserta didik mampu menemukan arti kata dari text narrative tulis berbentuk cerita pendek/legenda .

### **C. Tujuan Pembelajaran**

Setelah proses mengamati, kajian pustaka, berdiskusi, praktik, dan kerja kelompok peserta didik dapat:

1. Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teksnarrative sederhana berbentuk legenda.
2. Mengidentifikasi gambaran umum teks tulis berbentuk narrative.
3. Menemukan informasi tersurat dari text narrative tulis berbentuk cerita pendek/legenda .
4. Menemukan informasi tersirat daritext narrative tulis berbentuk cerita pendek/legenda .
5. Menemukan arti katadari text narrative tulis berbentuk cerita pendek/legenda.

### **D. Materi Pembelajaran**

Fungsi sosial : Narrative text is used to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Language features of narative text:

- a. Using specific participants such as the name of person, place, etc.
- b. Using past tense
- c. Using adjective: beautiful, poor, wicked, old, etc.
- d. Using time connectives: since then, many years later, one day, etc.
- e. Using action verbs, verbal, and mental processes Direct and indirect speeches are often used.

## **E. Metode Pembelajaran**

1. Metode Ilmiah (Scientific Approach)

## **F. Media, Alat, dan Sumber Pembelajaran**

1. Buku siswa
2. Power Point

## **G. Langkah-langkah Kegiatan Pembelajaran**

### **1. Pendahuluan(15 menit)**

- a. Guru masuk ke kelas, mengucapkan salam
- b. Guru menyapa dan bertanya memastikan keadaan dan kesiapan siswa
- c. Berdo'a bersama.
- d. Guru mengecek kehadiran siswa.
- e. Guru menyampaikan tujuan pembelajaran.

### **2. Kegiatan Inti (110 menit)**

- a. Mengamati (Menciptakan Stimulus)
  - 1) Guru menampilkan power point berisi pengertian, ciri-ciri, dan contoh teks naratif.
  - 2) Peserta didik mengamati pengertian, ciri-ciri, dan contoh teks naratif yang diberikan oleh guru.
  - 3) Peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/ penulisannya teks narrative.
  - 4) Peserta didik belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses skimming, scanning, untuk mendapatkan informasi tertentu, dan inferencing untuk mengetahui informasi rinci.

b. Menanya (Menyiapkan pernyataan masalah)

- 1) Dengan bimbingan dan arahan guru, Peserta didik menanya antara lain perbedaan struktur dan unsur bahasa yang digunakan pada teks narrative dalam bahasa Inggris, serta perbedaan teks narrative dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia
- 2) Peserta didik mengidentifikasi sebanyak mungkin masalah yang relevan dengan bahan pelajaran teks narrative, kemudian dirumuskan dalam bentuk hipotesis

c. Mengkomunikasikan

- 1) Peserta didik melakukan note taking dari materi yang telah diberikan Mengasosiasi (Mengolah Data, Memverifikasi data, Menarik kesimpulan)
- 2) Peserta didik memverifikasi data dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.
- 3) Peserta didik menarik kesimpulan dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.

d. Mengeksplorasi(Mengumpulkan data)

- 1) Peserta didik membuat text narrative secara individu

**3. Penutup (10 menit)**

- a. Peserta didik beserta guru menyimpulkan hasil pembelajaran yang telah diterima.
- b. Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang sudah dilakukan.

- c. Peserta didik dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya.

Guru mata pelajaran

Bengkulu Agustus 2019  
Mengetahui  
Peneliti

Merisa Rani

## **RENCANA PELAKSANAAN PEMBELAJARAN**

### **(RPP)**

**Sekolah** : SMK S11 Serunting2  
**Mapel** : Bahasa Inggris  
**Materi Pokok** : Narrative Text  
**Kelas/Semester** : X / 1  
**Pertemuan ke-** : 2-4  
**Alokasi Waktu** : 9x 45 menit

#### **Pertemuan ke dua**

##### **A. Kompetensi Inti**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: 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 keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.	2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain 2.3.2 Mengakui ketika membuat kesalahan 2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri
3.	3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana, sesuai dengan konteks penggunaannya.	3.10.1 Mengidentifikasi fungsi sosial teks naratif 3.10.2 Mengidentifikasi struktur teks naratif 3.10.3 Mengidentifikasi unsur kebahasaan teks naratif
4.	4.15 Menangkap makna teks naratif lisan dan tulis berbentuk	4.15.1 Menceritakan kembali isi teks naratif dengan kata-kata

	cerita pendek sederhana.	<p>sendiri</p> <p>4.15.2 Menentukan struktur teks naratif dengan benar</p> <p>4.15.3 Melengkapi teks naratif rumpang dengan kosakata yang tepat</p> <p>4.15.4 Menjawab pertanyaan berkaitan dengan isi teks naratif tepat</p>
--	--------------------------	---

### C. Tujuan Pembelajaran

Tujuan Pembelajaran Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2. Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3. Mengakui ketika membuat kesalahan
4. Tidak menyalahkan orang lain atas tindakannya sendiri
5. Mengidentifikasi fungsi sosial teks naratif
6. Mengidentifikasi struktur teks naratif
7. Mengidentifikasi unsur kebahasaan teks naratif
8. Menceritakan kembali isi teks naratif dengan kata-kata sendiri
9. Menentukan struktur teks naratif dengan benar
10. Melengkapi teks naratif rumpang dengan kosakata yang tepat
11. Menjawab pertanyaan berkaitan dengan isi teks naratif dengan tepat

#### **D. Materi Pembelajaran**

- 1) Narrative plot structure by Friestag's Triangle.
- 2) Introduce the students about Infographic and how it use.

Topik :The Hunger Games

#### **E. Metode Pembelajaran**

Discovery based learning

#### **F. Media, Alat, dan Sumber Pembelajaran**

1. Media

Video, power point

2. Alat

Laptop, LCD, loudspeaker, spidol/boardmarker

3. Sumber Pembelajaran.

Doddy, A., Sugeng, A., Effendi. 2008. Developing English Competencies.

Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. Halaman:

27

Priyana J., Riandi, Mumpuni, A. P. 2008. Interlanguage: English for

Senior High School.Jakarta: Grasindo. Halaman: 7

#### **G. Langkah-langkah Kegiatan Pembelajaran**

##### **Pertemuan Kedua**

1. Kegiatan Pendahuluan (10 menit)

- a. Guru memberi salam;

- b. Guru memeriksa kehadiransiswa;
- c. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
- d. Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- e. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- f. Guru menyampaikan cakupan materi dan uraian kegiatan.

## 2. Kegiatan Inti (110 menit)

### 1) Mengamati

- a. Peserta didik melihat video yang diberikan oleh guru didepan kelas
- b. Peserta didik memperhatikan penjelasan berupa fungsi sosial, struktur teks, dan unsur kebahasaan pada text narrative The Hunger Games
- c. Guru membimbing peserta didik untuk memahami contoh yang telah disajikan.
- d. Guru memberikan contoh teks narrative dalam bentuk infographic.

### 2) Menanya

- a. Guru menanyakan pemahaman siswa tentang penjelasan dari video tersebut
- b. Siswa menyampaikan pemahamannya
- c. Selanjutnya siswa menuliskan hasil pemahaman yang telah mereka dapatkan dari text narrative tersebut di buku catatan

### 3) Mengeksplorasi

- a. Siswa secara berkelompok membahas tentang cerita narrative berupa infographic yang telah ditampilkan guru
- 4) Mengkomunikasikan
  - a. Guru memberikan project kepada siswa untuk membuat text narrative
  - b. Guru dan siswa mendiskusikan tema cerita untuk project tersebut
  - c. Guru memberikan informasi website dan cara membuat infographic
3. Kegiatan Penutup (15menit)
  1. Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya, kemudian menutup kelas.

### **Pertemuan Ketiga**

1. Kegiatan Pendahuluan (10 menit)
  - a. Guru memberi salam;
  - b. Guru memeriksa kehadiran siswa;
  - c. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
  - d. Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
  - e. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
  - f. Guru menyampaikan cakupan materi dan uraian kegiatan.
2. Kegiatan Inti (110 menit)
  - 1) Mengamati

- a. Guru memberikan beberapa contoh text narrative dalam bentuk infographic didepan kelas
- b. Peserta didik diberikan waktu 20 menit untuk membaca text narrative yang diberikan oleh guru dalam bentuk infographic.
- c. Peserta didik memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan pada text narrative yang diberikan
- d. Guru membimbing peserta didik untuk memahami contoh yang telah disajikan.

## 2) Bereksplorasi

- a. Guru membuat pertanyaan dari text tersebut.
- b. Selanjutnya siswa menjawab hasil pemahaman yang telah mereka dapatkan dari text narrative tersebut.

## 3) Menanya

- a. Peserta didik menanyakan hal-hal yang kurang dipahami dari text narrative yang diberikan.

## 4) Mengkomunikasikan

- a. Guru menanyakan progress project siswa dan memberikan arahan kepada siswa

## 3. Kegiatan Penutup (10 menit)

- a. Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya;
- b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran;

- c. Guru memberikan penugasan berupa tugas mandiri yang ada dalam buku pegangan siswa;
- d. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya;

### **Pertemuan ke empat**

#### 1. Kegiatan Pendahuluan (10 menit)

- a. Guru memberi salam;
- b. Guru memeriksa kehadiran siswa;
- c. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
- d. Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- e. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- f. Guru menyampaikan cakupan materi dan uraian kegiatan.

#### 2. Kegiatan Inti (110 menit)

##### 1) Mengamati

- a. Guru memberikan contoh perbedaan text narrative yang dibuat hanya dengan ditulis tangan dan dibuat dalam bentuk infographic
- b. Guru meminta siswa membaca text narrative tersebut dan memperhatikan perbedaannya

- c. Guru membimbing peserta didik untuk memahami text tersebut
- 2) Bereksplorasi
- a. Guru memberikan kesempatan kepada siswa untuk menyiapkan konsep yang akan dia buat untuk project sebelumnya
- 3) Mengkomunikasikan
- a. Guru menanyakan kesulitan yang dihadapi siswa dalam membuat project tersebut
  - b. Guru dan peserta didik mendiskusikan jalan keluar untuk mengatasi kesulitan siswa
3. Kegiatan Penutup (10 menit)
- a. Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya;
  - b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran;
  - c. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya;

Guru mata pelajaran

Bengkulu Agustus 2019  
Mengetahui  
Peneliti

Merisa Rani



**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

**Sekolah** : SMK S11 Serunting2  
**Mapel** : Bahasa Inggris  
**Materi Pokok** : Narrative Text  
**Kelas/Semester** : X / 1  
**Pertemuan ke-** : 5  
**Alokasi Waktu** : (3 x 45 menit)

**A. Kompetensi Inti**

KI 1: Menghayatidan mengamalkanajaran agama yang dianutnya.

KI 2: Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: 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 keilmuan.

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1Siswa dapat mengungkapkan rasa syukur atas kesempatan belajar bahasa Inggris dan manfaat dari hasil belajar bahasa Inggris
2.	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan tema. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dengan melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja	2.1.1Siswa dapat menyelesaikan tugas-tugas bahasa Inggris yang diberikan guru tepat waktu baik tugas yang bersifat individual, berpasangan maupun tugas kelompok. 2.2.1Siswa dapat menyelesaikan tugas yang menjadi bagiannya dalam tugas kelompok tepat waktu. 2.2.2Siswa dapat datang tepat waktu pada saat jam pelajaran bahasa Inggris maupun pada saat

	<p>sama, dan cinta damai dalam melaksanakan komunikasi fungsional</p>	<p>mengerjakan tugas kelompok di luar jam pelajaran.</p> <p>2.2.3 Siswa dapat menyelesaikan tugas yang menjadi bagian dalam kerja kelompok maupun individu.</p> <p>2.3.1 Siswa dapat datang tepat waktu pada saat mengerjakan tugas kelompok di luar jam pelajaran.</p>
3.	<p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk cerita rakyat, sesuai dengan konteks penggunaannya</p>	<p>3.11.1 Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat (teks naratif)</p> <p>3.11.2 Siswa dapat mengidentifikasi setting (latar) cerita.</p> <p>3.11.3 Siswa dapat mengidentifikasi konflik/ masalah yang ada dalam cerita</p> <p>3.11.4 Siswa dapat menjelaskan solusi yang ada dalam cerita</p> <p>3.11.5 Siswa dapat mengidentifikasi nilai moral yang</p>

		<p>ada dalam cerita</p> <p>3.11.6 Siswa dapat mengidentifikasi penggunaan kata kata khusus dalam cerita</p> <p>3.11.7Siswa dapat menganalisis penggunaan bentuk kata kerja tertentu dalam cerita</p>
4.	4.16Menangkap makna teks naratif lisan dan tulis berbentuk cerita rakyat, sederhana.	<p>4.16.1Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca.</p> <p>4.16.2Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca baik secara lisan maupun tulisan</p>

### C. Tujuan Pembelajaran

Setelah proses mengamati, kajian pustaka, berdiskusi, praktik, dan kerja kelompok peserta didik dapat:

1. Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teksnarative sederhana berbentuk legenda.
2. Mengidentifikasi gambaran umum teks tulis berbentuk narrative.
3. Menemukan informasi tersurat dari text narrative tulis berbentuk cerita pendek/legenda .
4. Menemukan informasi tersirat dari text narrative tulis berbentuk cerita pendek/legenda .

5. Menemukan arti kata dari text narrative tulis berbentuk cerita pendek/legenda.

#### **D. Metode Pembelajaran**

1. Metode Ilmiah (Scientific Approach)

#### **E. Media, Alat, dan Sumber Pembelajaran**

1. Media

Power point presentation dan Gambar

2. Alat

Loud speaker laptop, Computer dan LCD

3. Sumber Belajar

Buku cerita kumpulan cerita rakyat, Audio CD/VCD/DVD, Suara guru

#### **F. Langkah-langkah Kegiatan Pembelajaran**

##### **1. Pendahuluan(10 menit)**

- a. Guru mengucapkan salam (greeting) ketika masuk ke kelas
- b. Guru menyapa dan menanyakan keadaan para siswa saat jam pelajaran dimulai (How are you today?/Are you happy?/Are you OK?/Are you ready to study English today?)
- c. Guru mengajak para siswa untuk berdoa terlebih dahulu sebelum memulai pelajaran
- d. Guru mengabsen kehadiran para siswa
- e. Guru memutar video motivasi berdurasi 3 menit untuk memberikan semangat agar siswa giat belajar

- f. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai

## **2. Kegiatan Inti**

### Mengamati

- a. Guru memperlihatkan infographic atau gambar tentang cerita rakyat malin kundang.
- b. Siswa di berikan waktu selama 35menit untuk melihat gambar yang diberikan dan menuliskan ceritanya secara runtut sesuai dengan gambar.

### Menanya

- a. Guru memberikan kesempatan kepada siswa untuk menayakan kejadian sesuai gambar yang tidak mereka pahami

### Mengkomunikasikan

- a. Guru meminta Siswa bergantian untuk membacakan kejadian cerita rakyat malin kundang sesuai gambar

### Mengeksplorasi

- a. Guru memberikan contoh cerita narrative lain dalam infographic kemudian siswa menuliskan struktur textnya

## **3. Penutup**

- a. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- b. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- c. Siswa memperhatikan informasi tentang rencana pembelajaran untuk pertemuan selanjutnya

- d. Guru menutup pembelajaran dengan mengucapkan Hamdalah
- e. Guru mengucapkan salam dan meninggalkan kelas

Guru mata pelajaran

Bengkulu Agustus 2019  
Mengetahui  
Peneliti

Merisa Rani

Students' Pre-test Scores of Experimental Class

Number of the Students	Pre-test
1	50
2	50
3	62
4	50
5	56
6	56
7	56
8	62
9	56
10	62
11	75
12	41
13	68
14	75
15	41
16	50
17	75
18	50
19	62
20	68
21	56
22	62
23	62
24	62
25	75
26	68
27	56
28	50
29	62
30	68
31	68
32	75
33	56
34	62
35	62
36	68
37	68
38	56
39	50
40	68
Total	2419
Mean	60.47



Students' Pre-test Scores of ControlledClass

Number of the Students	Pre-test
1	62
2	62
3	62
4	41
5	62
6	81
7	50
8	50
9	62
10	62
11	50
12	75
13	62
14	62
15	50
16	81
17	56
18	68
19	68
20	50
21	62
22	75
23	62
24	50
25	68
26	68
27	62
28	50
29	50
30	62
31	56
32	41
33	62
34	56
35	62
36	75
37	50
38	50
39	56
40	50
Total	2383
Mean	59.57

Students' Post-test Scores of Experimental Class

Number of the Students	Post-test
1	68
2	75
3	75
4	75
5	75
6	75
7	75
8	81
9	68
10	81
11	75
12	75
13	81
14	81
15	75
16	87
17	87
18	75
19	87
20	75
21	68
22	87
23	93
24	75
25	87
26	68
27	68
28	81
29	81
30	81
31	87
32	81
33	81
34	81
35	87
36	75
37	81
38	90
39	68
40	81
<b>Total</b>	<b>3147</b>
<b>Mean</b>	<b>78.57</b>

Students' Post-test Scores of Controlled Class

Number of the Students	Post-test
1	75
2	81
3	68
4	68
5	75
6	81
7	62
8	56
9	62
10	68
11	56
12	75
13	75
14	75
15	68
16	81
17	62
18	81
19	81
20	62
21	62
22	81
23	56
24	75
25	75
26	81
27	75
28	75
29	75
30	75
31	62
32	75
33	68
34	62
35	81
36	75
37	75
38	68
39	75
40	62
<b>Total</b>	<b>2845</b>
<b>Mean</b>	<b>71.12</b>

---

## Control Group



*Teacher were given pre-test in control group*



*Teacher were given post-test in control group*



Experimental group

