CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language as a means of communication that makes people can express their purpose, feeling, and their opinion. It can say that language is an aid that makes people can interact and communicate well with one another.

English is an International language that very important to learn. In Indonesia, English is taught as a foreign language (EFL), it has been included in the Curriculum of School in Indonesia.

Based on the Curriculum of Educational Unit Level (KTSP) which was legitimated in 2006, learning English in high school is emphasized on the four basic skills of language, namely: listening, speaking, writing, and reading. By these four skill student' are expected to be competent and able to have good prestige in their school, college, or their workplace.

Based on the observer's observation in writing the students were difficult to write English and when the writer interview the student, they said that they needed a good method in the learning process like method. So, the observer chooses the Factual and Historical Method as the Method in learning writing narrative text.

Since English in Indonesia is taught as a foreign language, the students still found it as a difficult one to study, especially in teaching writing. Many reasons cause this phenomenon. One of them is the real English teaching and learning process. Most of the teachers still use the conventional method or

classical system, the teacher applies the "teacher-centered learning" system. It means the process of teaching focused on the teacher. This way makes students passive in class. Therefore, the students never come to the aim or the objective of teaching writing as a foreign language.

The writer limits are only to improve student's achievement in writing narrative text because narrative text deals with problem events. It is a story that has a character, setting, and action. So, the student-teacher to write a story that relates to their real-world situation in which in their story detail clarify the characters, setting, and action. It expects that students become easy to get ideas, motivated, more confident in writing, especially on narrative text, so that the goals of teaching writing can achieve by using the Factual and Historical method.

In this research, the writer confuses student's success achieving in writing narrative text by using the Factual and Historical method to improve the student's achievement in writing narrative text. By using the Factual and Historical method, it assumes that the student's teaching and learning process will improve better.

Table 1.1.1 The result of the pre-observation

No	Initial Name	Score
1	N N	60
2	S S	55
3	A M	81
4	E M	63
5	R N	66
6	B N	83
7	S A	76
8	B I	55
9	T O	51
10	W N	80

Based on the above data, the scores of the students are very low. There are 10 students and only three who successful based on research. So, it still needs the increasing of students score to get KKM score.

1.2 The Problem of the Study

Related to the background, the problem in this research is formulated as the following: "Does Factual and Historical method improve students' achievement writing in the narrative text by the eighth grade students of SMP Methodist Sidikalang?"

1.3 The Objective of the Study

The objective of this research is aimed to find out the effectiveness of using the Factual and Historical method and Learning method on students' achievement in writing text.

1.4 The Scope of the Study

The scope of this study is limited on method, there are many kinds of methods they are; The direct method, the grammar-translation method, the audio-lingual method, the structural approach, suggestopedia the silent way, factual historical method, etc. This study is limited on factual historical method deals with writing narrative, there are many kinds of text they are; descriptive text, recount text, spoof, narrative text, etc. and the writer focus on the narrative text. In skill, there are four skills. There are; writing, speaking, listening, and reading, and the writer focuses on writing.

1.5 The Significance of the Study

The findings of this research are expected to be useful for:

1) English teachers apply the Factual and Historical method in their writing class to improve the students' writing achievement.

2) English learners to enlarge their knowledge to write in English and to improve their writing achievement by using the Factual and Historical method.

3) The readers who want to improve their knowledge about teaching and learning writing.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In including research, theories are needed to explain some concepts that apply concerning the research. The concepts are made clear from the start to the end to avoid possible misunderstanding between the writer and the writer and the reader about the ideas conveyed.

2.2 Achievement

Carmen, Dasi (2001:46) states that achievement is the result of what an individual has learned from some educational experiences.

Furthermore, Tinambunan (1988: 149) defines achievement as the student's grasp of somebody of knowledge or proficiency in certain skills.

Based on the opinions above the writer concludes that achievement is the result, the success, the extent or ability, the progress in learning educational experiences that the individual indicates to his/her educational learning.

2.3 Writing

Writing is one of the most important skills in learning a language besides listening, speaking, and reading. it is an expression form of someone that pours it in the form of a letter. because of that, the writing process needs much time to think about what ideas people will be developed in their writing.

Richard Kern(2000:172) states Writing is functional communication, making learners possible to create imagined worlds of their design."It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey aspecific purpose. The purpose of writing is to give some information.

Alan Mayers(2005:1) states Writing is not much different, except that you take more time to think about your subject, the person or people you will be discussing it with, and the goal you hope to achieve in that discussion. And, if you are writing in a second language, you also take more time to revise your work. Writing is the mental work of the invention ideas, thinking about how to express them in the statement and text that will be clear to readers. (Nunan,2003:88) .

According to the explanation above, it can be assumed that writing is a process of thinking putting thoughts and ideas in form of words then develop them into sentences then paragraph in which every sentence is related to another semantically.

2.3.1 Writing Process

The process of writing is one of the productive skill needs Jeremy Harmer(2004:4) stated that the writing process, the process involves a series of stepped to follow in producing a finished piece of writing. There are four elements;

1.Planning

Planning is the arrangement conducted to do something. The planning stage is important because at this stage lies the idea of the purposes of writing. This may involve making detailed notes.

2.Drafting

Drafting is the process of putting all ideas and thoughts in a piece of paper which will be in a very rough form. This stage needs editing for checking the text it is assumed as the first version of a piece of writing as a draft.

3.Editing

The way to revise and improve the first draft is called editing. Editing is an essential part of preparing a piece of writing for public or publication. The many drafts prepared that have been written to be edited or revised. Once writers have produced a draft, she or he then usually reads through what she or he has written, whether it is ambiguous or confusing. Richards and Willy stated that in editing, writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples, and the like.

4.Final draft

The final draft is the end product of a piece of writing. Once the writer has edited their draft and has made the changes if any necessary to produce the final draft. This may look considerably different from both of the original plan and the first draft because many things perhaps have been changed in the editing process. The teacher plays an important role in guiding students during the writing process. Teachers help students in developing their strategies in the writing process. Some techniques that are often used in process-oriented classrooms include brain-storming, planning, multiple drafting, peer collaboration, and portfolio assessment. Teachers are also responsible for giving responses to students writing in which language teaching often occurs explicitly.

Brown (2001:337) describes a conventional understanding of writing as follows: Writing is a two-step process, first, you figure out the meaning, then you out it into language; figure out what you want to say; do not start writing till you do; make a plan; use an outline; begin writing only afterward.

2.3.2 The Assessment of Writing

Laras Sekar Tanjung(2017:30-31) Writing has some components that should be done by the writer in order to get good writing. There are five components to measure writing test in the profile of writing are adopted such as the following:

1.Content

The measure of the content of the written product is not easy to do. In order to make the teacher or evaluator simple to count it, he applies several descriptors; knowledgeable, substantive, through the development of the thesis, and relevant to the assigned topic.

2.Organization

In an organization, there are six descriptions that have to take in well-written text. They are fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, and cohesive.

3.Vocabulary

Good writers have to enrich their vocabularies for their writing quality. But it is not enough without choosing the correct vocabulary to the text. Jacob states vocabulary into four descriptors: sophisticated range, Effective word/ idiom choice and usage, word form mastery, and appropriate register.

4.Language Use

Like the vocabulary, in writing evaluation, language use consists of eight descriptors; effective complex constructions, agreement, tenses, number, words order/function, articles, pronouns, and preposition.

5.Mechanics

Mechanics are a description of the spelling, punctuation, capitalization, paragraphing, and handwriting in the written product. It is as basic of the evaluation in the profile of composition.

2.3.3 Genre of Writing

Genre or genre theory as it has been developing in literacy education is an organizing concept for cultural practice. Genre, in this model, refers to "classifications according to external sociocultural evidence", whereas text type is classified 'according to the internal linguistic features of a text.

Sanggam Siahaan (2007:1) there are some kinds of genres of text, they are:

1) Spoof

In the English culture, people often use a series of events in a certain process to tell a spoof. They do it by twisting some of the events in the process. The purpose of twisting the event is to create humor accordingly, people twist a series of events in a process to create text.

2) Yarn/Recount

Yarn is written out to make a report about the experience of a series of the related event. Theoretically, the technique to write a yarn is similar to the way the narration is written. Specifically, a yarn is written out to inform an event or to entertain people.

3) Account

An account is a text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depends on the specific details of the object being described.

4) Analysis

The analysis is expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact. In this case, it is just to persuade them to believe it. However, the purpose does not include

persuading in order the readers take a certain course of action related to the truth of the fact of the object.

5) Headlines

A headline is neither a paragraph nor an essay. Instead, this conforms to any written English text containing one more than one paragraph in which the writer to inform people about events of the day which are considered newsworthy or important.

6) Amusement

Amusement is any written English text in which the writer shares with the others an account of an unusual or amusing incident.

7) Narrative

The narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with the actual or vicarious experience in different ways.

8) Process

The process is any written English text in which the writer describes how something is accomplished through a sequence of actions or steps.

9) Descriptive

Descriptive is a written English text in which the writer describes an object. In this text, the object can be concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.

10) Persuasion

Persuasion is a written English text in which the writer persuades people that something should or not be the case.

11) Elucidation

Elucidation is a written English text in which the writer explains the processes involved in the information or workings of natural or social-cultural phenomena.

12) Argument

The argument is a written English text in which the writer presents some points of view about an issue.

13) Summation

Summation refers to a written English text in which the writer makes a critique of artwork or event for the public readers.

14) Assessment

Assessment is a written English text in which the writer explains the process, which involves the information (evolution) of a sociocultural phenomenon as a natural phenomenon. From the various kind of genre in writing, this study focuses on narrative text.

2.4 Narrative Text

Writing a process to express what people think in the form of words . in the narrative, actually it easier than another type of writing because it connects the context to the real events experienced by the writers.

Anderson and Anderson (1997: 8) say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener.

Meanwhile, Percy in Permana and Zuhri (2013: 2) state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event

or a series of events by telling a story. From these statements, it can be inferred that narrative texts are concerning with a story. The story includes some events which are presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

The narrative text is a kind of very proper to recount past events or incidents that highlight the problematic experience and resolution with the intention of entertaining (to amuse).

2.4.1 Types of Narrative

Hammond (1992:57) There are types of narrative. They can be an adventure, mystery, science fiction, fantasy, historical, fiction, contemporary fiction, dilemma stories, dialogue, legends, fairy tales, fables.

2.4.2 Kinds of Narrative

Joyce and Feez (2000:57), Narrative writing is divided into two kinds (1) Non-Fiction is a kind of narrative writing that tells the true story. It is often used to recount a person's life story, an important historical event, or new stories. This is really a combination of narrative and information writing. (2) Fiction is a kind of narrative that tells the untrue story. The story made up by the writer such as short story, comics, novels, etc. The main purpose of this fiction is to amuse, or sometimes to teach a moral lesson.

2.4.3 The Generic Structure of Narrative Text

A generic structure or rhetorical structure is a package of events in a text. It will explain how the stage moves through to attain the purpose. Anderson and Anderson (1997: 8) show the steps for constructing a narrative text. They are (1) Orientation, it is the opening story which tells about the characters, the setting of time, and the setting of the place. (2)Complication, that contains events of the story which stimulates the reader to guess what will happen in the story. (3) A sequence of events, where the characters react to the complication. (4) The resolution,

where the characters finally solve the problem in the complication. (5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step.

Table 2.4.3.1

Generic Structure of Narrative Text

Purpose	To entertain, to teach
Organization structure	Orientation (tells WHO, WHAT, WHEN, and WHY). Series of events. Problem resolution.
Connective	Linking words. To do with time (one day, once upon a time, late, afterward, in the end)
Other language feature	Past tense, tells about what happened Action verbs may have dialogue and verb of "saying".

1) Orientation: sets the scene and introduces the participants (characters)

2) Complication: contains details about the activity or event that is problematic

3)Resolution: The crisis is resolved, for better or for worse

4) Re-orientation: Contains an exposition of the lesson (moral lesson) that it is possible to be learned for the incident.

Based on the explanation above, it can be concluded that there is five generic structure of narrative :

a) Orientation; introduces the character (who is involved in the story?). the time (when does the story happen?) and the place (where does the story take place?) of the story.

b) Complication; the introduction and the arising or the climax of the problem (what is the problem? And how the problem occur?).

c)Resolution; the problem is resolved (how the way to solve the problem?) for better or for worse.

d)Re-orientation; a brief summary which is aimed to give or submit a moral lesson to the reader.

2.4.4 Language Features of Narrative Text

Gerot and Wignell (1994:204), proposed six language feature of Narrative Text, they are; (1)Focus on the specific and usually individualized participant. (2)Using relation processes and mental processes. (3)Using temporal conjunctions and temporal circumstances. (4)Using the past tense. (5)Using verbal processes. (6)Using material processes.

2.4.5 Examples of Narrative Text.

<div align="center">MY ACCIDENT</div>

Last month ago I was doing my homework I did it hard, and I didn't realize what happened next. When I was to take in water in the kitchen. I walked to the door and opened the door. Actually, the door was locked, I stocked and I shouted "Help me please!!!!!!". Some minutes later, my brother came and pushed the door because he didn't find the key. Finally, I can go out of my bedroom. Everybody must be careful.

2.5 Method of Factual and Historical

2.5.1 Definition of Method

Brown's (2001:14) Method as an overall plan for a systematic presentation of language-based upon a selected approach.

Jeremy Harmer's (2001:78) Method is the practical realization of an approach. The originators of a method have arrived at the decisions about the type of activities, role of a teacher and learners, the kinds of material which will help, and some model of syllabus organization. The method includes various procedures and techniques as part of their standard fare.

2.6 Factual

2.6.1 Defenition of Factual

Johnson (2002:78) define Factual is to enable the student to connect the academic subject with the immediate context of their daily life to discover meaning.

2.6.2 The Steps of Factual in Writing Narrative Text

Majid & Rochman (2014:2) Seven main components Factual that explained above are the main requirements in the classroom teaching process. Below are the procedures on how to apply

Factual in the classroom teaching-learning process. Improve the understanding that students will learn more effectively through self-learning, self-inquiring, and self-constructing using their own knowledge and experience.

a. First, the teacher needs to encourage the student to be actively involved in the learning process and use the students' ideas and experience to conduct the learning and whole learning unit.

b. Do the inquiring activity to achieved desired competencies in a writing activity.

c. Create a learning community or learning groups.

d. This step will help the student to improve their leadership and their cooperation among the students. In this step, the students discuss the material with their friends and then they present it in front of the class.

e. Questioning as a leaning tool, it is useful for improving students' curiosity.

f. The teacher allows the student to ask something related to the material after the discussion and presentation session is finished. It will give them more understanding of the material discussed.

g. Do the reflection at the end of learning to make students' feel that they have learned something.

2.6.3 The Principles of Factual Method

Lazim (2014:2) the principles of a Factual approach in learning activities are as follows:

1) Student learning-centered.

2) Learning of the students' self-concept.

3) On avoid verbalism

4) Learning to the improvement of the students' thinking ability.

5) Learning to improves the students and teacher motivation

6) Provide an opportunity for the students to practice communication skills.

7) The process of validation of concepts, laws, and principles that are constructed by the students in their cognitive structure.

In the learning activity in the scientific approach, the students are centered on learning. The teacher gave the motivation for students to improve their skills. And then the students practice their skills.

2.7 Historical

2.7.1 Definition of Historical

Allan Nevins (1938:22-23) history may be defined as "an intergraded narrative or description of past events or facts, written in a spirit of critical inquiry, for the whole truth."

Historical is tells a story that is set in the past. That setting is usually real and drawn from history, and often contains actual historical persons, but the main characters tend to be fictional.

Writers of stories in this genre, while penning fiction, attempt to capture the manners and social conditions of the persons or time(s) presented in the story, with due attention paid to period detail and fidelity. Historical is found in books, magazines, art, television programming, film, theater, video games, and other media.

2.7.2 The Steps of Historical Method

Gilbert J. Garraghan and Jean Delanglez (1946:168), the step of historical method is:

a. Selection of topics

Prior to the study of history, a historian needs to conduct an election research topic. The topics chosen should be worth it. That is, in the selection of research topics are the elements

absolute uniqueness of the event, are not plural, and not multidimensional. The topic should also be original, it means that the topic under study is a new proof attempt or a new interpretation is also associated with the development of the theory of historiography and methodology of historical science. The topic chosen must also be practical. It means that the resources needed in the study of history should be easy to reach, significance between facts and arguments, as well as valid sources, facts, and arguments.

When starting the selection of research topics, a novice historian to hold on to the four questions devices. First, the questions which are geographic (where?). Second, the nature of biographical questions (who?). Third, the question is chronological (when/how?). Fourth, the question that is both functional or occupational (what? Or environments where the most interesting man?).

The fourth device is the question that historians will point to the limits of historical research.

b.Heuristics

Heuristics comes from the Greek word, heuristic, meaning that finding. Heuristics, that is the stage to seek, find and collect a variety of data sources in order to find out any kind of event or past historical events relevant to the subject/title of the study.

c.Verification

Verification is the assessment of the historical sources. Verification in history has a sensitive examination of the truth about a historical event reporting

d.Interpretation

Interpretation is to interpret the facts of history and the facts to assemble into a harmonious whole and reasonable. Interpretation of history can also be interpreted as an interpretation of an event or give a theoretical view of the event.

Interpretation of history is the interpretation of an event, the facts of history, and assemble a fact in the whole sense. Interpretation of the facts should be logical to the overall context of the events so that the facts can be separated from each other compiled and linked into a single unit that makes sense.

For the academic community, in order to interpret the facts with clarification of objective, to avoid arbitrary interpretation should be descriptive so that the academics are also required to seek interpretation foundation they use. The process of interpretation must also be selective because not possibly put all the facts in the story, so it should be chosen that are relevant to the topic at hand and support the historical truth.

e.historiography

Historiography is writing history. Historiography is the last stage of the research for the writing of history. Write the story is not merely compile and assemble the facts of research results. To that end, writing history requires skill and finesse. Historiography is a record of everything that is recorded as an object lesson of good behavior.

2.7.3   Characteristics of the Historical Method

Louis Gottschalk(1950:163) the Characteristics of the Historical method is:

a. History fiction is set in a specific time in the pst, and as such needs to conform to the details of that setting. Characters dress and behave in a manner which matches the time, technology is accurate to the period and largescale events which take place reflect historical fact. For example, a piece of historical fiction set during the U.S. Civil War could feature a character at the Battle of Gettysburg firing a revolver, but he could not use an automatic rifle, not could he alter the outcome of the battle in any meaningful way. Historical fiction authors need to research the era

they intend to write about and double-check their manuscript to ensure that no historical facts are inaccurate.

b. Characters, characters in historical fiction can be a historic figure or they can be fictitious characters created solely for the purpose of telling a good story. In some cases, the fiction may offer a combination of the two, such as a story involving King Henry VIII and a fictitious page boy who served him. In all cases, however, the characters need to behave in a realistic manner that conforms to the conventions of the novel's setting. If they are historic figures, they need to reflect the speech patterns and phrases of the time-using no modern slang-and adopt the customs and ideological assumptions characterized by people at that moment.

c. Fiction, While historical fiction needs to conform to history, it also needs to be a work of fiction, that is, it must convey events and circumstances which never happened. These fictitious elements need to be blend in seamlessly with history, without contradicting or invalidating the facts, ideally, they should illuminate an aspect of history which the reader might not be aware of, "filling in gaps" about the way people lived or the struggles they faced and the figures who influenced their lives. But, as with all other forms of fiction, historical fiction should first and foremost tell a good story, with rising action, believable dilemmas, and a climax in which the protagonist either overcomes his obstacles or succumbs to them.

2.8 Previous Study

The first previous study conducted by Rodearta Purba, English Applied Linguistics, State University of Medan, (2018) entitled *Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique*. This study was conducted by applying Classroom Action Research (CAR). The subject of this study is the first-grade students particularly VII-A which consists of 30 students. The technique for collecting the quantitative data was writing tests

while qualitative data were gathered through interviews, diary notes, and observation sheets. Qualitative data showed the students were interested in the discussion starter story technique. Based on quantitative data it is found that students' writing achievement improved from pre-test to post-test cycle I and post-test cycle II. It can be seen from the mean of the students' scores who got score up to 75 for pre-test is 51,4, for the post-test cycle I am 74 and post-test cycle II is 80,2. There was an improvement in the application of the discussion starter story technique to teach writing narrative. Based on the theory the writer concludes that this method is used efficiently by students in junior high school.

The second relevance study to support this research is conducted by Etik Indriani, English Department Faculty of Languages and Arts State University of Semarang, (2015) about *Improving Students' Writing Narrative Texts by Using the Combination of Story Sequencing Cards and the Round Table Technique*. This study was conducted to solve the problem of the eighth-grade students in writing narrative text. It was action research which involved 33 students of VIII-A of Junior High School 19 Semarang in the second semester in the academic year of 2014/2015 as the subject. It consisted of 16 males and 17 females students. The result of the study showed that the use of story sequencing cards and round table technique improved students' ability in writing narrative text. It can be seen in their result in cycle 1, the average of the students' score in this cycle was 75.21. The implementation of the media and technique was continued in the next cycle. In cycle 2, the students' improvement could be seen through their scores in the final test. The average of students' scores in the final test was 81.03; it increased around. It proved that the implementation of story sequencing cards and round table technique improved students' ability in writing narrative text. Those research findings will be used as references to this previous study.

2. 9 Conceptual Framework

Writing in a process thinking, meaning writing is not an easy thing. Writing should be organized effectively and include aspects as content, organizational, vocabulary, grammatical use, and mechanical consideration such as spelling and punctuation. The students find some difficulties in writing narrative text. In order to achieve the goal of teaching writing, the research attempt to apply the most important teaching method, that is, Factual is one of the great methods connect to academic subject wit students real word situation, that is, with the context of their personal, social, and circumstance. Historical is tells a story that is set in the past. That setting is usually drawn ism history, and often contains actual historical persons, but the main characters tend to be fictional.

The applicational of factual on improving students' achievement in writing narrative text are showing and teaching to the students' to write a text in narrative form by using the Factual and Historical Method. Effectively the factual can be useful in helping the students to be easy in getting ideas in their writing.

The factual and Historical Method structure gives students the opportunities to discuss their knowledge ideas in discussion and to find out what they do and what they do not know in writing narrative text. So, the student's achievement in writing narrative can be improved.

In this study, the writer is going to ask the students to write a narrative text of the topic provided. The use of the Factual and Historical Method will assist students' in developing knowledge/ideas about writing that is thinking silently and carefully about an issue or the question posed by the instructor, exchanging their tough and sharing their responses with others group that make students' are easy to write the narrative.

21

In conclusion by busing Factual and Historical Method, it expects that students become easy to get ideas, motivated, more confident in writing, especially on narrative text, so that the goals of teaching writing can achieve by using Factual and Historical Method. This study applied classroom action research. Classroom action research.
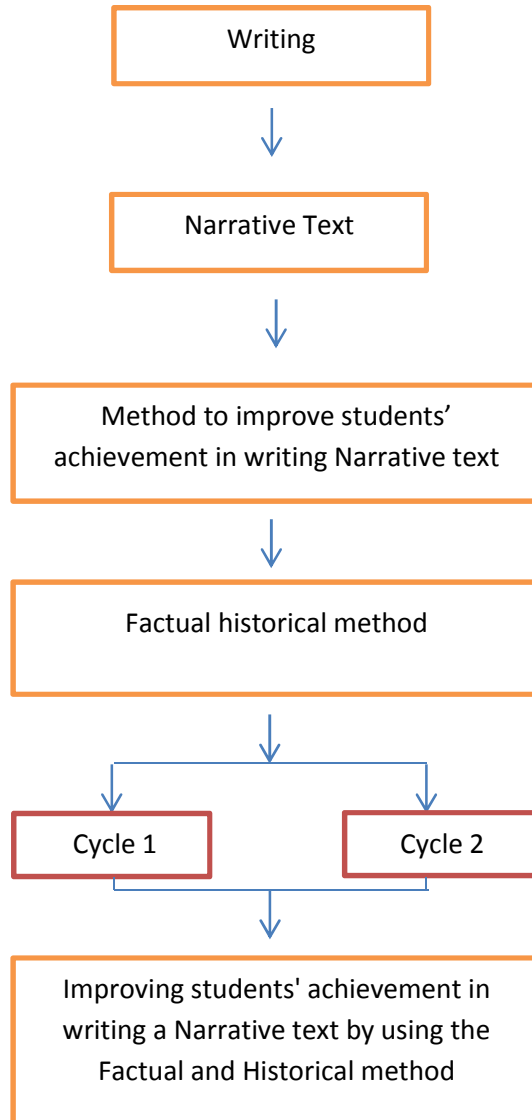
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                    │       Writing       │
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                              │
                              ▼
                    ┌─────────────────────┐
                    │    Narrative Text    │
                    └─────────────────────┘
                              │
                              ▼
              ┌───────────────────────────────────┐
              │     Method to improve students'    │
              │  achievement in writing Narrative text │
              └───────────────────────────────────┘
                              │
                              ▼
              ┌───────────────────────────────────┐
              │      Factual historical method      │
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                    ┌─────────┴─────────┐
                    ▼                   ▼
              ┌───────────┐       ┌───────────┐
              │  Cycle 1  │       │  Cycle 2  │
              └───────────┘       └───────────┘
                    └─────────┬─────────┘
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              ┌───────────────────────────────────┐
              │   Improving students' achievement in │
              │   writing a Narrative text by using the │
              │     Factual and Historical method    │
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Figure 2.9 The Conceptual Framework of Improving Students' Achievement in Writing Narrative Text by Using Factual and Historical Method.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The study was applied to Classroom Action Research. Classroom Action Research is aimed at developing innovative instructional strategy or method can help enhance the success in students ' learning English, Taggart (in Nunan, 1993:21). The technique that was used in the chain story technique to improve the student's achievements in writing narrative text. In the classroom, the writer found the problem namely the students can't produce Narrative text. To overcome the problem, the writer was used classroom action research because the writer found the problem from the classroom and was solved the problem by using factual and historical methods in the classroom.

(Kemmis and Mctaggart, (1992:14) are quoted the action research spiral as can be seen in the following figure :

Figure 3.1 Classroom Action Research
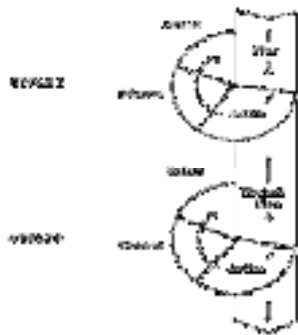
3.2 Population and Sample

The subject of the study is Senior High School students of SMP METHODIST SIDIKALANG. The sample of this research is one class. That is class VIII-1. The number of

students in that class is 15. The writer has chosen this class because the students' skills in writing narrative text are still needed to improve.

3.3 The Instruments of Collecting Data

In this study, the data was collected through quantitative and qualitative data. Quantitative data was collected through a test consisted of a writing competence test which is administrated by the researcher. Qualitative data was collected through given questionnaires related to the students' writing narrative text.

The students were asked to write their ideas into Factual and Historical Method and finally write a narrative text. Since the qualitative data is the data that cannot be counted in an objective way, it was gathered which got during the observation sheet.

3.4 The Procedure for Collecting Data

The procedures of collecting data conduct in two cycles and there a meeting of these cycles. There was the pre-test in the first meeting in order to get data and information on students' writing skills. These include four steps namely: plan,action,observation,reflection.

3.4.1 Cycle I

3.4.1.1 Planning

Planning should be based on the problem identified. Below are thing should be prepared ; (a)The lesson plan, (b) The materials for teaching writing, (c) The instrument for collecting data such observation sheet,(d) Preparing the facilities and media (book and dictionary) that was used while doing the teaching, (e) preparing the assignment needed for students.

3.4.1.2 Action

Action is the implementation of a project that research has planned. In this phase, the writer found the pre-data. It was the difficulty faced by students in doing the exercise. There are many activities in action, they are

3.4.1.3 Observation

The writer was used as an observation sheet that had been arranged before. Observation is aimed to record the process and to get the information of action during the teaching and learning process, such as the students' attitudes, behavior, and even obstacles that happen. It was done by interview, observation, and questioner sheets. The observation was done carefully by the writer because it was collected as the data which is used as basic reflection. In this phase, the writer has also observed the students while they write narrative text well and the problem or obstacles was found by the writer when they write narrative text was put on her notes.

3.4.1.4 Reflection

Reflection is the evaluation of the action that has been done. In this step, the data about the process, problem, and difficulties that were found in the previous step are continued by reflection toward the effect of the action

3.4.2 Cycle 2

The researcher was cycle 2 if the student's score is still low, it means that the researcher arranged the plan based on the problem of the procedure in cycle 1 that still has been some weakness. So it needed to do cycle 2. This cycle also consists of your phrase like cycle 1: Planning, Action, Observation, and Reflection.

3.5 Technique of Analysis Data

The data qualitative was taken from the questionnaire sheet and observation sheet. The observation sheet was provided by the writer. It is filled by collaborating and observing teacher

proficiency in some aspects during the teaching-learning process in the class. The observation sheet is the reflection of how teaching and learning have been done in the class. A questionnaire sheet was provided by the writer to know how far contextual Teaching and Learning helped the students in understanding a narrative text.

The data was collected and analyzed by computing the score of the writing test. It is used to know how the development of the students' scores in each cycle, the mean of the students was computed and categorize the master students. The percentage of students who got up to 65 is calculated.

To get the score, the writer used in the formula :

$$X- = \sum x / N \times 100\%$$

Where :

X−: The mean of the Students

$\sum x$: The total scores

N: The number of students.

In categorizing the number of master students, the following formula has been applied

$$P = R/T \times 100\%$$

Where

P: the percentage of the students who got 65

R: the member of students who got 65 to up

T: the total member of students who has done the test.

3.6 The Scoring Writing of Narrative Text

In the evaluation of the students' improvement in the writing of the narrative text, the writer was used five scoring writing. The components are content, organization, vocabulary,

language use, and mechanics. Each of them had his own highest score. The highest for content is 30 points, the organization is 20 points, vocabulary is 20 points, language is 25 points. Therefore, the total was 100 points. The components could be seen follows

Table 3.6.1 The Scoring Writing of Narrative Text

No	Component	Criteria	Score
1	CONTENT	Excellent to very poor good: Knowledge, substantive, through Development of thesis, relevant to assigned topic.	30-27
		Good to average: some knowledge of the subject, adequate range, limited development of thesis mostly relevant to the topic, but lacks detail.	26-27
		Fair to poor: limited knowledge of subject, title, substance, inadequate development of the topic.	21-17
		Very poor: does not show knowledge of the subject, non-substantive, not pertinent, or no enough to evaluate.	16-13
2	ORGANIZATION	Excellent to very poor good: fluent expression, ideas clearly stated/supported, succulent, well organized, logical sequencing, cohesive.	20-18
		Good to average: somewhat choppy, loosely organized but main ideas stand out, limited supported logical but incomplete sequencing.	17-14
		Fair to poor: non-fluent, ideas confused or disconnected, lack logical sequencing and development.	13-10
		Very poor: does not communicate, not an organization, or not enough to evaluate.	9-7
3	VOCABULARY	Excellent to poor: sophisticated range, effective word/idiom choice, and usage, word form mastery, appropriate register.	2 0-18
		Good to average: adequate range, the occasional error of word/idiom form: choice, usage but meaning not scored.	17-14
		Fair to poor: limited range, the frequent error of word/idiom, choice, usage, meaning confused, or obscured.	13-10
		Very poor: essentially translation, little knowledge of English vocabulary, idiom, word form, or not enough to evaluate.	9-7
4	LANGUAGE USE	Excellent to very poor: effective complex	25-22

		construction, few errors agreement, tense, number, or word order/function, article, pronouns, preposition.	
		Good to average: effective but simple constructions, minor problem in complex construction, several errors of agreement, tense, number, word order/function, article. Pronouns, preposition but meaning seldom obscured.	21-18
		Fair to poor: a major problem in simple/complex construction, the frequent error of negation, articles, pronouns, preposition, and fragment, runs-owns, deletion, meaning confused or obscured	17-11
		Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not to evaluate.	10-5
5	MECHANICS	Excellent to very good: demonstrate mastery convention, few errors of spelling, punctuation, capitalization, paragraphing.	5