

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language is a tool of communication. There are several forms for communication, the forms are spoken language and written language. The purpose of communication is to send message from the writer or speaker to the reader or listener. Language of science, technology, and international communication. So English must be learned by a student.

There are so many languages in this whole world, one of them is English. In Indonesia, English is one of the subjects which is taught from elementary up to university. By mastering English students can enrich their information their knowledge also because most books are available in English. English is not only important in the education field, but also for business and technology. By the statement, we need to learn English.

In English, there is four skill that students should learn. Those are listening, speaking, reading, and writing. Writing is one of the language skills by which students can express their ideas in written form. It means that the students to be able to write the correct sentence into a good text. Most of them say that writing is a difficult task to do because of complexity.

For this purpose, a teacher should give much practice to improve student's ability in English. They should be a model of English and should be able to choose the materials and methodology in presenting the materials to reach the objective of the teaching and learning process. Using writing to teach can make a visible the process students and teachers go through as they learn.

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, theme, characters, and events, and of how they relate. Also, she explains that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. A narration text is something interesting that ever happens in the real life. It usually has a problem or conflict and the get resolution in the end. It makes students motivated and enjoyable to write the text, they need to know the contents and other aspects become rules in writing narrative text, students who these aspects will produce good writing text.

Based on the writer's observation at SMP PARULIAN 2 Medan, the writer found that many students when writing in English, the students don't only have to use vocabulary in English but also the grammar so that the writings can be meaningful and understood. The problems which were students found are the students during writing activities usually dealt with the problems in generating ideas and developing the ideas into a good piece of writing; the problem with vocabulary, diction, grammar, and punctuation.

**Table 1.1**

**Students' score on Observation on eight Grade of SMP Parulian 2 Medan**

<b>No.</b>	<b>Name of Students</b>	<b>Orientation Test</b>
<b>1</b>	<b>Sarah A Saragi</b>	<b>50</b>
<b>2</b>	<b>Monica Tapi. Bolon</b>	<b>70</b>
<b>3</b>	<b>Debora Silalahi</b>	<b>65</b>
<b>4</b>	<b>Etika Murni Gea</b>	<b>70</b>
<b>5</b>	<b>Grace Simorangkir</b>	<b>55</b>

6	Jessika A Sinaga	40
7	Jessiska Yovanka	40
8	Kelvin Yuga	55
9	Miranda Rado	45
10	Kesia Situmorang	70
11	Nadia Gulo	55
12	Nesya Siahaan	65
13	Ria Amelia	55
14	Sela Sibarani	50
15	Tekun W. Hulu	45
		830

In the test, the total score of students was 830 and the number of the students took the test were 15 students, so the mean of the students' scores:

$$X = \sum x / N$$

$$= 830/15$$

$$= 55,3$$

**Note : X = Mean**

$\sum x$  = All total students score

N = The number of students

Referring to the problems, it is important to apply the methods or strategies that can solve the problem. One way to help students write narrative text more coherently or covers-ly is by writing an essay. In recent times, writing an essay has become a major part of formal education. Secondary students are taught structured essay formats to improve their writing skills, and essays are often used by universities in selecting applicants. In some cases, essays are used to explain, comment on, or assess a topic of study in the form of an essay. One of many examples of essays is a reflective essay.

A reflective essay is an individual activity in which the writer commits ideas, thoughts, reflection, and feelings to paper in various learning contexts (Gilmore,1996). Writing a reflective essay offer some benefits for both teacher sand students.

The reason for using this reflective essay in writing narrative text is give more opportunities for students to practice in writing during the time allocted. The researcher assumes that Reflective essay was combination of language Practice. Based on the Bcakground of the study above, the writer conducted a sttudy tittle **“The use of Reflective Essay Strategies to Improve Students Writing Skill in Narrative text”**.

## **1.2 Problems of Study**

Based on the background and the identification of the problem, the writer would like to formulate the problem in this paper as follows: “Does the reflective essay improve students writing narrative text in class VIII of SMP PARULIAN 2 MEDAN?”

## **1.3 The Objective of the Study**

Based on the background and statement of the problem of the study above, the objective of the study can be formulated as follow :

To find out whether or not the reflective essay can improve students writing narrative in SMP PARULIAN 2 MEDAN.

## **1.4 The Scope of the Study**

There are some strategies in writing skills, such as writing cluster mapping, reflective essay, freewriting, brainstorming, cluster mapping, and flowcharting. But in this study, the writer only limits the Use of reflective essays towards students writing skills in narrative text.

## **1.5 The Significances of the Study**

The significances of the study are expected to be useful for:

### **1.5.1. Theoretically**

- 1) To enrich the understanding of reflective essay effective in improving students writing skill ability
- 2) To depend on teaching writing

### **1.5.2 Practically**

- 1) For English Teachers

The result of this study will be useful to enrich English teacher understanding in giving the material on learning process especially reflective essay to improving students writing skill ability

- 2) For the student in the English Department

The result will be useful at the basis of knowledge to get more understanding of the use of a reflective essay to improving students writing skill ability.

## **CHAPTER II**

### **REVIEW LITERATURE**

#### **2.1. Theoretical Framework**

In concluding research, more explanation about theories, which are used in this research, are important to avoid misunderstanding between the writer and the readers. The following terms are important to be discussed so that the writer the readers may have the same perception

## **2.2 Writing**

Writing is one of the language skills that are needed at this time. Writing skills are not owned and require a long time to get it by writing one can express ideas or through the written language. There is some definition of writing by experts.

According to Jeremy Hammer (2004: 31-33), “writing is frequently useful as preparation for some activity, in particular when students write the sentence as a preamble to discussion activities this gives students time to think up ideas rather than having to come up with instant fluent opinion”. Based on the explanation above the writer can conclude that writing is the one activity for students to formulated and organized some ideas from the learner to deliver and communicate.

Key Hyland (2006:26-27) stated writing is a sense both and individual, it is also interaction and social, expressing a culturally recognized purpose, reflecting a particular kind of relationship, and acknowledging an engagement in a given community. That is means that writing cannot be distilled down to a set of cognitive or technical abilities or a system of rules and that learning to write in a second language is not simply a matter of opportunities to compose and revise.

### **2.2.1 The Process of Writing**

There are some experts have classified some stages in the process of writing. One of them is Hammer (2004: 5) who states that there is four-stage. Those are planning, drafting, revising, and final drafting. The implementation of each if a stage in the classroom is explained :

#### **1. Planning**

Planning is pre-writing is an activity that aimed to encourage and stimulated the Students to write. Since its function is to stimulate student's ideas to write, the writing activities must be prepared to provide the learning experiences of writing, like brainstorming. In this stage, the teacher will guide the students about the ideas they will likely write their text.

## 2. Drafting

Drafting at this stage, the students will focus on the fluency of writing and write without having much attention to the accuracy of their works. During the process of writing the students must also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their message to a different audience such as peers, and other classmates.

## 3. Revising

The students review an re-examine the next to see how effectively they have communication and their ideas to the reader. Revising is not a simple activity of checking language error but it is done to improve global content and organization of the ideas so the writer's intention is clever for the reader.

## 4. Editing/Final editing

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

### **2.2.2 Genre of Writing**

According to Ken Hyland (2004:4) "Genre is a term for grouping text together, representing how writers typically use language to respond to recurring situations". Based on the



idea, Genre is a member of a community that usually have little difficulty in recognizing similarities in the text they use frequently and can draw on their repeated experiences with such text to read, understand, and perhaps write them relatively easily.

The concept of genre explains the kinds of text which have differences purpose and structure. The genre can be recognized from three rhetorical structures, they are social function, generic structure, and lexicogrammatical features.

The genre is a kind of text divided into some types according to Pardiyono :

1) Narrative	To amuse/entertain the readers and to tell a story
2) Recount	To retell something that happened in the past to tell a series of the past event
3) Descriptive	To describe a particular person, place, or thing in detail
4) Report	To describe the way things are, regarding a range of natural social phenomena in the environment
5) Explanation	To explain the process involved in working of formation or working of natural or sociocultural phenomena
6) News item	To inform the readers above events of the day which are considered newsworthy or important
7) Hortatory Exposition	To persuade the readers that something should or should not be the case or be done
8) Spoof	To tell an event with a humorist twist and entertain the readers
9) Anecdote	To share with others an account of an unusual or amusing incident
10) Discussion	To present information and opinions about issues in more one side on

### 2.2.3 Narrative Text

According to Anderson (2002 : 3), “Narrative text types tell a story, in doing so, entertains the audience think about an issue, teaches them a lesson, or excite their emotions”.

Based on an explanation the writer can conclude narrative text is retelling a story is being told in

the first person and if the narrator is formed outside of the story, then the story is being told in the third person. Anderson (2002 : 3) “This kind of story is very familiar and very easy to find in daily life because the themes of this story have a close relationship with human life and human characteristics”.

To make a good narrative text some rules must be contained in the text. There are social function, generic structure of narration, and language features of narrative :

a. Social function

According to Gerot and Wignell (1994), “Narrative is used to amuse, entertain, and to deal with the actual or vicarious experience in different ways, narrative deals with a problematic event which lead to a crisis or turning point of some kind which in turn finds a resolution”.

Derewianka (1991) states that the purpose of “narrative is to entertain, to teach or inform, to embody the writer's reflections on the experience, and to nourish and extend the reader’s imagination ”.

Based on the two explanations according to experts, the writer can conclude the social function of the narrative text is to entertain the reader, give information, to teach the reader about a life story, and retell the story to amuse the reader.

b. Generic Structure of Narrative text

According to Annisa Rakhmi (2012: 9), “a narrative text will consist of the following structure” :

- 1) Orientation: Introducing the participants and informing the time and the place
- 2) Complication: Describing the rising crises which the participants have to do with

3) Resolution: Showing the way of Participant to solve the crises, better or worst.

c. Language Feature of Narrative text

- 1) Using process verb
- 2) Using temporal conjunction
- 3) Using Simple Past Tense
- 4) Nouns as a pronoun in the story, such as stepsister, housework, etc
- 5) Adjectives in the noun phrase, such as; long black hair, two red apples, etc
- 6) Time connectives and conjunctions to sequence events, such as: then, before, etc
- 7) Adverbs and adverbial phrase to show the location of the events, such as: here, in the mountain, etc
- 8) Action verb using the past tense, such as: stayed, etc
- 9) Saying verbs, such as: said, told, etc
- 10) Thinking verbs to show the characters' thought and their feeling, such as: though, felt, etc.

Title	True Friends
Orientation	Once upon a time, two close friends were walking through the forest together. They knew that anything dangerous can happen at any time in the forest. So they promised each other that they would always be together in any case of danger.
Complication	Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately, the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man. The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures
Resolution	After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a

	false friend”
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**Table 2.2 The example of Narrative text**

## 2.3 Essay Writing

### 2.3.1 Definition of Essay Writing

We must convey it into essay form, in which a kind of writing that consists of more than one paragraph when we want to write and extend a topic. According to Setiawan (2009:11), an essay is a communication way in writing form that is conveyed with extensive knowledge, thought, and understanding. According to Osama Alice Houge Ann(1985) as quoted by Dirgeyasa (2004) an essay writing is a piece of writing several paragraphs long instead of just one or two paragraphs. Based on the explanation an essay is written about one topic, just a paragraph is. However, the topic of an essay is too long too complex to discuss in one paragraph. Therefore, we must divide the topic into several paragraphs, one for each major point.

### A diagram of an Essay (Oshima and Hogue(2007:104)

**Table 2.3**

<b>Introductory Paragraph</b> (General statement)
Thesis Statement
<b>Topic sentence</b> <ul style="list-style-type: none"> <li>• Supporting sentence</li> <li>• Concluding sentence</li> </ul> <b>Topic sentence</b> <ul style="list-style-type: none"> <li>• Supporting sentence</li> <li>• Concluding sentence</li> </ul> <b>Topic sentence</b>

<ul style="list-style-type: none"> <li>• Supporting sentence</li> <li>• Concluding sentence</li> </ul>
<p><b>Concluding paragraph</b></p> <ul style="list-style-type: none"> <li>• Restatement the main point</li> <li>• Summary</li> <li>• Final comment</li> </ul>

Based on the concept map, an essay is longer than the paragraph. In writing essays, the author’s extensive knowledge thought, idea, and opinion to make a good essay that has longer paragraphs and content.

**2.3.2 Types of Essay Writing**

According to Carole Halminton (2011), there are some types of essay writing :

1. Persuasive Essay

A persuasive essay is an introduction that can be fairly learned, with an efficient description of the problem, the reason for its importance, and the point you are trying to make expressed as the thesis.

2. Definition Essay

A definition essay is should include what the subject is not as well as what it is.

3. Comparison contrast Essay

The point of writing a comparison-contrast essay (so-named to suggest that it covers both similarities comparison and differences contrast) is not simply to list the similarities and differences but to use them to make a large point.

4. Cause-Effect Essay

The cause-effect essay is an attempt to explain why trend or event happened or what consequences will occur.

#### 5. Reflective Essay

A reflective essay is to demonstrate the depth and breadth of your thinking, take the reader through an experience that led to reflective thought and insight, sparked by some external event that, by the close of the piece, appears differently due to the change of heart that has occurred.

#### 6. Descriptive Essay

The descriptive essay paints a portrait in words, to bring life, on the page, an event, experience, person, place, or process.

#### 7. Classification Essay

The classification essay is appealing to our natural inclination to sort ideas and things into categories.

In this study, the types of essay writing that will be written by students is a Reflective essay.

### **2.3.3 Reflective Essay**

A reflective essay is an essay in which the writer examines his or her experience in their life. The writer then writes about those experiences, exploring how he or she has changed, developed, or grown from those experiences.

According to Carole Hamilton (2011: 76) “reflective essay is demonstrated the depth breadth of your thinking, it can be less overtly structured than a persuasive or definition essay,

yet is not meant to ramble along without direction”. Based on the explanation the writer can conclude a reflective essay is text more than structural than a persuasive and definition essay but is not meant the reflective to preamble along with the direction.

Preparing to write a reflective essay According to Carole Hamilton (2011:76) starts with productive brainstorming, the essay is not just a transcription of the brainstorming process, however, you’ll want to put some shape to your ideas, and provide it with an appropriate, attention-getting introduction. The essay can begin with a short description of a place, moment, or event that proved thought-provoking to you. Perhaps you will ruminate about how the thing would differ now, had the moment not taken place. Or you may pose various interpretations of the event.

The organization of a reflective essay is very similar to other types, and the outline of a great reflective essay is laid out for your use below :

### 1. Introduction Paragraph

In the first paragraph, you should be an introduction in which you identify the subject and give a general overview of the impression it made you to the reader.

### 2. Body of paragraph

In the first paragraph, write about one reason your subject made the impression on you that it did. And write about why this reflective essay, which means speculation.

### 3. Conclusion

Recap your essay and the reason you provide it in the body of your essay.

### **2.3.4 How to Write a Reflective essay**

Writing a reflective essay, also known as a reflective paper or reflection paper, is easy as following the step-by-step :

1. Choose a topic idea
2. Study your subject
3. Brainstorm
4. Pick reflection question
5. Answer the question that you choose
6. Identify the meaning that your experience

There are six steps to write a reflective essay, for the first you must choose the topic that you want to discuss in your essay, choose the topic wisely. Then you choose the topic, you start to study your subject. Think again and close your eyes to remember that. And then Brainstorm, on this step you write down everything about your subject, remember about the shape, smell of your study. The next step is to pick a reflection question to help you as easy to write a reflective essay. Then you answer the question that you answer. And the last identify the meaning of your experience.

### **2.3.3 The Characteristics of the Reflective Essay.**

According to Jean Larson (2004), there are eight the characteristic of Reflective essay :

1. Contains a subject that will sustain extend reflection. The writer may choose to write about literature, about a life experience, about aperson that had an impact in her life, or even an inanimate object-as long as that subject had a significant impact , it is valid.



2. Contains concrete and interesting reflections. This characteristic means that the subject that is chosen had a real and significant impact on the writer's life.
3. States or clearly implies the relevance of the occasion to the reflections. The subject and the significant reflection should be clear to the reader. There should be no guessing as to the insight that the reader has about the subject being addressed.
4. The reflections are approached through a variety of strategies. The writer should approach the reflection using various literary strategies. Literary techniques such as flashback, for example, may be effective. A variety of literary devices may be used to accomplish this as well.
5. Contains one or two unexpected insights into the subject. The writer, through reflection, will come to realize at least one insight that the subject had into her life.
6. Tentatively moves from personal experience to social implications. Moving from personal experience to social implications means that the writer is taking her personal reflections one step higher, and responding to how that reflection relates to life and society.
7. Contains theme coherence throughout the essay. This final is typical of most genres. The theme of a piece should always be clear and coherent from beginning to end.
8. The reflective essay is considered to be literary non-fiction. The subject and the significance of the subject is one that actually pertains to the writer's life.

This is the example of reflective essay:

### **Reading My favorite book**

When it comes to books, I didn't understand the appeal. I'd read one after another for each assignment not understanding what all the fuss was about. However, the first time I read *Pride and Prejudice*, it was like my literary eyes' opened for the first time. I found a love within me for classics I didn't realize could exist.

Introduction Paragraph
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When I was first given the assignment of reading *Pride and Prejudice*, like many of my friends, I scoffed. With an eye roll, I internally calculated how much time I would have to read the book and write a report. I sighed at the loss of time with my friends for a stupid classic.

Cracking open the cover, I was determined to hate it before even reading the first words. By the time I reached page 3, I nearly called it quits. But there was something about Elizabeth Bennet that quietly piqued my interest. I can't say where, but somewhere along the way, my eyes devoured the pages instead of trudging along.

The moment I reached the end, I was ecstatic and disappointed at the same time. The ending had been perfect, but I realized I would miss them. Not only them, but I would also miss being part of their world.

It was the first time characters of a story had affected me this way, so I tried to shake it off. However, after several days, that sadness carried me to the classics section of the school library. The moment I cracked open my next classic, my soul instantly felt more at ease, and I've never looked back.

I never thought I'd say a book changed me, but in this case, it's true. The love I found in *Pride and Prejudice* introduced me to a beautiful world of classic literature I can't imagine living without. Despite not reading *Pride and Prejudice* for a while, it will always be my favorite book.

Body of Paragraph

Conclusion

## 2.4 Previous Study

This essay has ever been used by two researchers. The first research was done by Putri Carolina Eka (2014) from Universitas Pendidikan Indonesia (UPI) of Bandung, whose title is “**The use of reflective essays in teaching recount text**”. She did her research in one senior high school in Bandung, Indonesia. The participants of the study were 2 classes of first grade consisting of sixty students. To get the data she did pre-test and post-test. Those the previous research has already shown that essays can improve the students writing, that's why the writer uses the same essay towards that happened in other schools. The problem is the first, in writing many students feel bored. Then the students who learn English can't write a good because they don't know what is the generic structure of the narrative text or the students' willingness to writing something in their life or their idea to write an essay is low.

The second from Asiah Mohd Sharif and Siti Zaidah Zainuddin (2017) **“Students’ Perceptions of their reflective essay writing experience and teacher feedback comments”**.

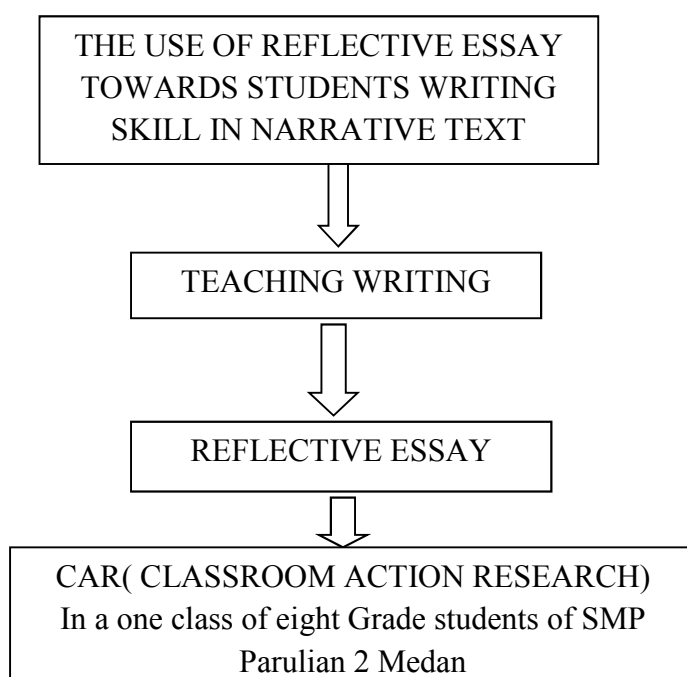
This research use a case study which adopts the qualitative approach to data collection and analysis. The study was conducted at a public university in Malaysia during 84-hour (seven hours per week) general English course over a period of 12 weeks. The course which is a part of the Language in Medicine programme is a content-based language learning course covering all the four language skills. For assessing writing in this course, students were required to write Reflective essay which were based on selected site visits. The research participants comprised 19-year-old-entry-level medical students (N=19) who wrote reflective essays during the 2015/2016 academic session. The data were collected using students questionnaire and semi-structured interviews. The questionnaire, comprising of closed and open-ended questions, was developed following a comprehensive literature review on reflection and feedback. The writer’s contribution to these two researchs is that the writer will include both of the researchs in reference.

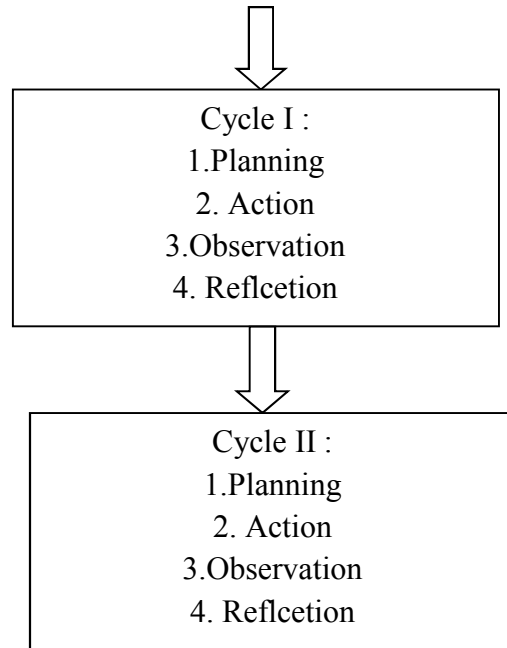
The similarity between the first research is that the researchs focus on writing skill by using Reflective essay. But the differences between her research and this research is come from the research design, her research use experimental quantitative and this research use Classroom Action Research. And the second differences come from genre of writing, her research use Recount text and this research use Narrative text. And the similarity between the second research is that the researchs focus on to write Reflective essay. But the difference between their and this research are come from the research design, their research design use the qualitative approach and this research use Classroom Action Research. And the second is the their research participants comprised 19-year-old-entry-level medical students and this research participants are

8th Grade Students of SMP Parulian 2 Medan. The writer's contribution to these two researchs is that the writer will include both of the researchs in refrence.

## 2.5 Conceptual Framework

Writing skill is one language skill that is needed to be masters by students' including students of junior high school. There are so many types of genre writing such as narrative, recount, descriptive, spoof, news item, repost, explanation, anecdote, hortatory exposition, and discussion so which is suitable narrative because it can help the students to explore ideas by using the reflective essay in writing narrative text. A reflective essay is to demonstrate the depth and breadth of your thinking, take the reader through an experience that led to reflective thought and insight, sparked by some external even that, by the close of the piece, appears differently due to the change heart that has occurred. This essay can make them will a good writer and more interested because the essay based on the experience from the students.





**Figure 2.1 The conceptual framework of improving students' ability in writing narrative text through reflective essay**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research will use Classroom Action Research (CAR). Action research is used in the real situation since it's a primary focus in solving real problems. Action research the teaching for instance the success of certain activities or procedures by the teacher in the teaching and learning process. Classroom Action Research (CAR) is a substantial type of classroom inquiry that is focused on a teacher's practice to increase students learning.

Classroom action research helps the teacher to understand more about learning and teaching and to develop their teaching skill and knowledge and take some actions to improve students learning. Kemmis and Mc Taggart (1998) in Burns (1999:32) explain that action

research occurs through a dynamic and complementary process, which consists of four essential moments: planning, action, observation, and reflection. These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake to :

1. Develop a plan or critically informed action to improve what is already
2. Act to implement the plan
3. Observe the effects of the critically informed action in the context in which it occurs
4. Reflect on this effect as the basis for further planning, subsequent critically informed action, and so on through a succession of the stage.

Visually, the steps in action research by Kemmis and Mc Taggart in Burns (1999:33) can be illustrated as follows :

## **3.2 Population and Sample**

### **3.2.1 Population**

The population in the whole of subject research is define as all members of any define class of people, events, or objects. The writer will take the eighth-grade students of SMP PARULIAN 2 MEDAN as the population. There is one class which consist of 15 students. So, there are 15 students as the population in this research.

### **3.2.2 Sample**

The sample is the way to conclude the characteristic of the population. The sample is a part of the population and it is representative of the group or population from which is observed. In selecting the sample, the writer will take the VIII class as a sample. It consists of 40 students. Sampling is the way of doing to get the sample. The purpose of sampling is to use some individuals to get information about the population. Sampling is the way to take a sample.

### 3.3 The Instrument of Collecting Data

For the data collection, the researcher will collect by using quantitative and qualitative design. In quantitative data, the researcher will use a writing test to collect the test by the pre-test. In qualitative data will use observation sheet. The complete explanation as following:

#### 1. Qualitative

In qualitative research start from Observation. Observation is the process of observing and write the phenomena that happened in class systematically. An observation checklist was used to make the observation process easier, the aspect that observes is a concern to teacher explanation, being enthusiastic, seriousness in the discussion, responding to question, asking the question, and accomplishing the task. In this observation stage, the researcher will help the teacher in observing what happened in the class during the lesson from opening until the class was closed. Also, the researchers will observe what going in the classroom and observe the effect of her teaching to improve the students' writing skills in Narrative text.

No.	Activities	Grade				
		1	2	3	4	5
1	Teacher organization lesson and class  1) Introduction or explanation of the material 2) Instruction 3) Asking question 4) Classroom management 5) Time management 6) Motivating students					
2	Students activities  1) Students' concern towards the teacher's presentation 2) Students' asking question to the teacher					

	3) Students' asking question to the other students					
	4) Students' response to the teacher's question					
	5) Students response to the other students' questions					
	6) Students' accomplishing task					

1) Poor

The aspect of the activity that will be observed above reaches out for about 20% of the overall percentage of 100%.

2) Fair

The aspect of the activity that will be observed above reaches out for about 20% - 40% from overall percentage 100%

3) Average

The aspect of the activity that will be observed above 40%-60% from the overall percentage 100%

4) Good

The aspect of the activity that will be observed above reaches out for about 60%-80% from the overall percentage of 100%.

5) Excellent

The aspect activity that will be observed above reaches out from about 100%

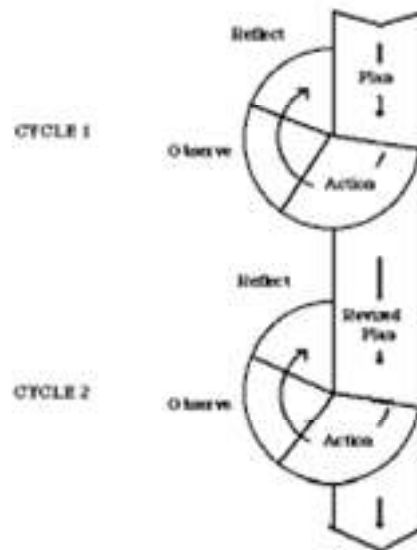
2. Quantitative



In quantitative data, the writer will use writing test as the instrument to measure writing ability. It will analysis students learning level and principle in the class. The writer will test the students by asking them to write a narrative text through a reflective essay. After that the students must be present it as writing test performance it in fron of class. And the last the researcher will give the writing's score whether there was an improvement in their score in every their writing.

### 3.4 The Procedure for Collecting Data

In getting the data in this research, the procedure of this research will be conduct within two cycles. Each cycle involved in four steps namely planning, action, observation, and reflection. The first meeting will be use to give the writing in the first evaluation to the students to know the basic knowledge of them in the narrative. The first cycle consists of three meetings and the second cycle consists of two meetings. So, the total of the meetings is five meetings in this research. Visually, the steps in action research u Kemmis and Mc Taggart in Burns (1988) can be illustrated as follow :



### **Figure 3.1 : Scheme of action research by Kemmis and Mc Taggart.**

#### Cycle I

##### 1. Planning

Planning will arrange for doing something considered in advance. In planning the researcher prepare everything which is relate to the action.

- a. Preparing the lesson plan about narrative text
- b. Preparing the teaching material of the narrative text
- c. Preparing equipment that is necessary to know about the narrative text such as laptop, book, and projector

##### 2. Action

Action is the implementation of planning. The researcher will create the teaching program which is an established based reflective essay to teach the narrative text to the students. Before it uses the pre-test, first to find out the basic students' skills in writing narrative text. After that, the writer gave the post-test.

- a. Greets the students
- b. In the first meeting, the teacher will ask the students about what is a narrative text
- c. Explain about reflective essay
- d. After that, the teacher gives an example to the students and show them the generic structure of the text
- e. The teacher gives the direction to students about the activity that should be done in the way to write the narrative text must be perfect

- f. And then, the teacher gives the example of narrative text through reflective essay which from the text the teacher created many questions in means to stimulate the emergence of the discussion and help students in connecting the narrative with their experience.
- g. After that, the teacher asks the students to make the narrative text based on a reflective essay.

### 3. Observation

This section is to get the information about students' behavior, attitude, and performance during the teaching and learning writing narrative text through a reflective essay. The researcher will get a help by the English Teacher as the collaborator. The data will take from the observation sheet.

### 4. Reflection

Reflection is a feedback process from the action done before. Reflection as help the teacher decides because it is done to analyze the situation and give the meaning of the process to conclude:

- a. In reflection phrase, the writer will see feedback from the teaching-learning process that will be done
- b. The writer reflects on everything that the writer does and make an evaluation or even a conclusion. Then, the conclusion will be arranged.

### Cycle II

After concluding the first cycle, the researcher conducted cycle II. The second cycle will do based on the result of the first cycle if the result from observation shows that the students score still low, it is needed to continue to the next cycle to fix the previous weakness.

## 1. Planning

The activities in this stage are :

- a. Identifying the problems in cycle I, and then formulating the problem
- b. Making lesson plan about narrative text
- c. Preparing the material in teaching narrative
- d. Preparing equipment that is necessary to know about the narrative text such as laptop, book, and projector.

## 2. Action

The activities in this stage are implementing the planning, the main activities are:

- a. Explaining the social function of narrative text
- b. The Teacher explaining the generic structure and language features in narrative text
- c. Introduce to students about Essay, the kinds of essay, and the structure in the essay.
- d. The Teacher explaining what it is a reflective essay, preparing to write the reflective essay, the organization of the reflective essay, and how to write the reflective essay,.
- e. Make the example of narrative text through a reflective essay.
- f. Ask students to make the questions from the teacher was explaining.
- g. After the Teacher answers the questions from the students, the teacher asks the students to make the Narrative text through a reflective essay must perfect.

## 3. Observation

- a. The teacher observing the learning process
- b. Evaluating students writing skill in narrative text

#### 4. Reflection

- a. Analyzing the data from the observation checklist and result of the test to find out the improvement of students' ability in writing narrative texts after using Reflective essay
- b. Discussing the teaching-learning process that has been done to know the improvement of the students. It is expected that cycle II of action research gets better than cycle I.

### 3.5 The Scoring System

In evaluating the students' improvement in the writing of the narrative text, the researcher will analyze the data in quantitative. In scoring the students' final product, scoring rubric adapted from Brown and Bailey (1984, cited in Brown, 2004: 245) and ESL Composition Profile (Jacob et.al, 1981; Hartfiel,1985, cited in to, 2011:29) have five scoring writing components were content, organization, vocabulary, language use, and mechanics. Each of them had his own highest score. The highest for content was 30 points, the organization was 20 points, vocabulary was 20 points, the language was 25 points. Therefore, the total will be 100 points. The components could be seen as follows.

**Table 3.1**

**The rubric to measure writing test**

<b>No.</b>	<b>Component</b>	<b>Criteria</b>	<b>Score</b>
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1	Content	Excellent to very poor good: knowledge, substantive, through the development of the thesis, relevant to the 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	20 – 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, frequent error or word/idiom, choice, usage, meaning confused, or obscured.	13 – 10
		Very poor: Essentially translation, little knowledge of English vocabuslary, idiom, word form, or not enough to evaluate.	9 – 7
4	Language use	Excellent to poor: effective complex construction, few errors agreement, tense, number, or word order/function, article, pronouns, preposition.	25 – 22
		Good to average: Effective but simple constructions, minor problem in complex construction, several errors of agreement, tense, number, word order/function, article.	21 – 18

		Pronouns, preposition but meaning seldom obscured.	
		Fair to poor: major problem in simple/complex construction, a frequent error of negation, articles, pronouns, preposition, and fragment run-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: demonstrated mastery convention, few errors of spelling, punctuation, capitalization, paragraphing	5

### 3.6 Technique of Analyzing Data

The technique of data analysis comes from the interpretation of the data collection. In analyzing the data, the researcher will get the data from the document, observing the teaching-learning process and the result of the students' test. In processing the data, the research will use descriptive analysis. It also explains the condition in raising indicator ability of every. The result of observation is analyzed such below :

$$\text{score} = \frac{\text{Total score}}{\text{Maximal score}} \times 100\%$$

In this research, the used formula also uses mean formula to know the average of students' scores and to check students' improvement in writing.

The formula is as follow :

$$x = \frac{\sum x}{N} \times 100 \%$$

Where

X: The mean of students

$\sum x$ : The total of score

N: The number of students