

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Language is a collection of words or letters that humans convey to humans in their environment based on what they think and feel or write. So language is a means of connecting one person with the user community.

English is a universal language used by all countries when we meet people from different countries. In several countries including Indonesia, the language of education taught at schools and campuses is English as a Second Language (ESL), English as a Foreign Language (EFL), or English for Speakers of Other Languages (ESOL). In teaching English, there are four language skills, namely listening, speaking, reading, and writing. The fourth skill helps students to master English well.

Writing is one of the skills of the English language. Writing is a sentence conveyed through correspondence about what we see, what we feel, the opinions we express, and ideas about ourselves. And also the natural processes of human thought such as ideas and opinions which are then clearly visible through writing. There are several types of written text. They are procedural text, narrative text, recount text, report text, descriptive text, and exposition text.

The narrative text is a genre that has a social function to entertain its readers with stories that are made as interesting as possible. Text narratives are usually told based on experiences or activities that have been carried out in the

past, such as the story of onions and garlic, the legend of the occurrence of Tangkuban Perahu, the story of Malin Kundang, and other stories.

The virtual class is a teaching and learning process that utilizes digital media to support effective learning and is carried out anywhere and anytime. students can attend classes and receive material that the teacher has provided on the internet such as google classroom, Edmodo, WhatsApp group, and so on. teachers and students do not meet face to face.

At present, based on the phenomenon of the pandemic situation (covid-19) students have scored low or below the average score determined in English. Many English teachers in teaching writing make mistakes. They ask students to write stories in class, the virtual class is a teaching and learning process that utilizes digital media to support effective learning and is carried out anywhere and anytime. students can attend classes and receive material that the teacher has provided on the internet such as google classroom, Edmodo, WhatsApp group, and so on. teachers and students do not meet face to face. They do not make corrections or evaluations of students' work in class. So that when the test is taking place students only freewriting and do not pay attention to the structure of the words used in the student's writing. As a result, teachers check student assignments and student grades are low. These are the problems faced by teachers and students at SMPN 1 Tanah Pinem.

Another factor that causes students to get low scores is the teaching method of writing by the teacher in the classroom, learning English using the same teaching method sometimes makes students bored. Especially in writing,

sometimes students lack vocabulary. So that it can be an obstacle to do that. However, we needed a method that would encourage creativity and a sense of writing. Students also need to be conducive to their brain thinking and currently, there are many tools that students can use to add creative ideas in learning English, especially in writing activities.

The author chooses the Jot Thoughts Technique as one of the techniques used in the classroom because this technique can help students create interesting ideas in writing narrative text. As a new strategy, students are expected to have great interest and attention in learning English. It is also hope that it can generate motivation with various activities included in this strategy.

This technique trains students to achieve more active learning through team/group discussions so that students can exchange ideas and exchange opinions. The purpose of this technique is to assist students in learning and developing English such as increasing vocabulary through writing, composing stories that are conveyed by new ideas from students' thinking. Can be expressed in the form of stories, short stories, and others.

Based on the background above, the researcher is interested in making a This study entitled: **"Improving Students' Writing Narrative Text By Using Jot Thoughts Technique in Virtual Class for SMPN 1 Tanah Pinem "**.

1.2 The Problem of Study

Based on the background above the problem of this study is formulated as follows: **“Does the Jot Thought Technique improve students’ writing narrative text in virtual class for SMPN 1 Tanah Pinem?”**.

1.3 The Objective of the Study

In line with this research question, the objective of this research was to find out the Jot Thoughts Technique can improve the students’ ability skills in virtual class in the ninth grade of SMP N 1 Tanah Pinem.

1.4 The Scope of the Study

Kagan & Kagan (2009) carefully designed some structure to promote achievement, engagement, thinking skills, and social skills, and the structures are used world-wide by ten of thousands of teachers because there are over 200 Kagan structures. Some of them are Jot Thoughts, Numbered Heads Together, All Write Consensus, All Write Round Robin, Carousel Feedback, Fan-N-Pick, Find Someone Who, Find-the-Fiction, Flashcard Game, Inside-Outside Circle, Match Mine, Mix-Freeze-Group, Mix-Pair-Share, One Stray, Pairs Compare, Pass-N-Praise, Poems for Two Voices, Quiz-Quiz-Trade, Rally Coach, Rally Robin, Rally Table, Round Robin, Round Table, Round Table Consensus, Showdown, Simultaneous Round Table, Spend-A-Buck, Stand Up–Hand Up–Pair Up, Stir-the-Class, Talking Chips, Team Stand-NShare, Telephone, Think-Write-Round Robin, Three-Step Interview, Timed Pair Share, and Traveling Heads Together.

Researcher limit and focus the research only to improve student's ability in writing narrative text using the Jot Thoughts Technique. Literal understanding refers to understanding learning in groups/teams so that they can exchange ideas and exchange opinions with other students or it can also make it easier to find and generate ideas from each team.

The researcher chooses SMP N 1 Tanah Pinem class Ninety A as the subject in the proposal. This research was conduct in May, the first week of observation at school, and giving a pre-test to class Nineth A. After that, two lesson plans were carry out (RPP using Jot Thoughts Technique and without technique). In the second week, there was an action on Jot Thoughts Technique which were implementation based on the lesson plan. During the virtual class, the researcher were observe all situations in the conditions that occur during the virtual class and the students' attitudes when working on their assignments in writing narrative text. After that, the reflection was carry out to check student work and make decisions whether or not to participate in virtual classroom learning. The third week of cycle two were carry out if the student's score is still low score Cycle two is in the form of action, observation, and reflection.

1.5 The Significances of the Study

1.5.1 Theoretically

The results of this study are expected to be:

1. As a new perspective in teaching technique in writing.
2. As a new model in the way of teaching writing horizon virtually.

1.5.2 Practically

The results of this study are also expected to be useful for researchers for further studies. In practical terms, the results of this study are expected to be useful for:

1. English teachers, as an alternative teaching resource to provide them with more information about other strategies that can be applied in teaching writing to improve their competence in teaching English, especially narrative writing.
2. The principal as input to improve the quality of teaching English in schools
3. Students, to be able to improve their narrative writing achievement.
4. Researcher, is useful as a reference in the learning process in the future.
5. Other researchers, are also useful as references in the learning process in the future.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting this research, a theory is needed to explain several concepts or terms, to avoid misunderstanding, confusion and to create the same perception between researchers and readers, these terms need to be clarified. The term function is for provides a limited concept, specifically meant in a particular context. Theoretical The research framework is presented and discussed as follows:

2.2 Writing Skill

The meaning of writing has several meanings. Harmer (2004: 86) says that composing can be the handle of what we compose, it is often very much influenced by the limitations of sorting, so this component must be demonstrated in learning exercises. So based on Harmer's opinion, I conclude that writing must also be following the word structure and genre so that it is easier for readers to understand. Nura (2003: 71) says that composing is an action. So based on Nura's opinion, I conclude that writing does not only symbolize spoken language and writing is the way a person expresses himself and adapts to society.

In addition, Sudaryanto (2001: 64) states that composing abilities are a person's capacity to precise contemplation and sentiments, communicated in composed dialect, in realistic images so that perusers can get the messages in

them. So in my opinion, writing is an activity of conveying feelings and thoughts indirectly or in writing.

From a few definitions of composing, it can be concluded that composing cannot be isolated from classes, particularly in instructing and learning exercises to compose within the classroom, composing can be a reflection of the writer's intellect or the peruser will get it the writer's way of considering additionally an ability, where the author can put his / her thoughts within the frame of words, sentences and passages that are simple for the peruser to get it.

2.2.1 The Genre of Writing

The sort point of view covers two unmistakable measurements in instructing and learning to compose. To begin with, a class may be a kind of content or composing work itself. It seems that the dialect (composing frame) must be related to social work. Moment, sort as a preparation or technique of how the composing work is developed, taught, and learned. In this case, there's a certain preparation of generation and propagation.

Fundamentally, instructing and learning composing through a class-based approach could be a matter of blend among the method, the content of composing, and social hone. Class composing as an unused approach to instructing and learning genuinely combines two things-the items of the composing and the way or procedure or methodology of how the item is created.

Agreeing to Dirgeyasa (2016: 3), there are a few classes of content in composing, Clear content, Relate, Story, Method, Report, Clarification, Discourse,

Hortatory composition, Explanatory article, News thing, Parody content, Account, Commentary, Book audit, Basic survey.

They are : (1) Descriptive text is a text that describes or illustrate the object, person, or idea by his/her eyes physically, (2) Recount is a text that retelling or recounting of an event or an experience or recount is a text that retells events or experiences in the past, (3) Narrative is a text that amuses, entertain and to deal with the actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution, (4) Procedure is a text that discusses and explains how something works or how something is done. Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps, (5) Report is a text to describe the way things around our environment are described. Usually tells the natural or non-natural phenomena or even social phenomena, (6) Explanation is a text that explaining a process of formation. This genre explains why an object exists as it is or describes how an object works, (7) Discussion is a text which presents a problematic discourse. This problem will be discussed from different points of view, (8) Hortatory exposition is a type of English text that belongs to the class of argumentation, (9) Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. This genre will often involve the writer comparing opposite points of view, analyzing the arguments, and concluding with an overriding opinion or conclusive argument, (10) News item is a text that informs the daily and real factual happenings in human life, (11) Spoof text is text that tells a funny incident or event that has

happened in the past, (12) Anecdote is a text that shares with others an account of an unusual or amusing incident, (13) Comment is a text that uses analysis and interpretation to find patterns of meaning in events, trends, and ideas, (14) Book review is both a description and an evaluation of a book. It should focus on the book's purpose, contents, and authority, and (15) Critical review is the summarization and evaluation of the ideas and information in an article.

2.2.2 The Assessment of Writing

In arrange to decide how well the composing is, the educator, as an evaluator has the right concept of composing appraisal to survey the understudies, composing work suitably. Agreeing to Brown & Bailey (2004: 244-246), there are a few components in appraisal in composing, they are:

1. Organization : introduction, body and conclusion (Score Max: 20), the assessment that include in the organization are : appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of material shows plan (could be outline by reader); supporting evidence given for generalization; conclusion logically and complete.
2. Logical Development of Ideas : Content (Score Max: 30), the assessment that include in the content are : Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay must based on own thought.
3. Grammar : (Score Max : 25), the assessment that include in the grammar are : Native-like fluency in English grammar; correct use of relative

clauses, preposition, modals articles; verb forms and tense sequencing; no fragments or run on sentences.

4. Punctuation, spelling, and mechanics : (Score Max : 5), correct use of English writing conventions; left and right margins, all needed capitals, paragraph indented, punctuation, and spelling; very neat. Style and quality of expression : (Score Max : 20), precise vocabulary usage; use of parallel structures; concise; register good.

2.3 Types of Techniques in Teaching Writing

Kagan & Kagan (2009: 6.24) carefully planned a few structures to advance accomplishment, engagement, considering abilities, and social aptitudes, and the structures are utilized worldwide by ten of thousands of instructors since there are over 200 Kagan structures. A few of them are:

2.3.1 All Write Round Robin Technique

In teams, students take turns responding orally. All students write each response on their paper. Round Robin is one of the most effective strategies for cooperative learning. This is a valuable strategy at the start of any unit because it allows the teacher to find the level of general knowledge of the class and can also be used for revision purposes, as well as used for specific purposes.

2.3.2 Carousel Feedback Technique

Groups pivot from venture to extend to supply criticism to other groups on a criticism shape. This lesson allows understudies to work in bunches to talk about

and understand issues, issues, and ideas to keep in mind truths, convictions, data, and/or understandings. Amid this handle, the understudies work together to create a reaction to the address postured by the educator and reflect reactions produced by individual understudies. This learning empowers the understudies to hone the abilities to assess, watching, and examining an assortment of assignments, illustrating their endeavors, and assessing the work of others, and communicating suppositions through the input sheet (Kagan & Kagan:2009).

2.3.3 Fan-N-Pick Technique

The Fan-N-Pick learning model may be a learning model that employments address cards as a learning medium. Concurring to Kagan (2009: 624) the Fan-N-Pick learning demonstrates has the work of shaping bunches, abilities in socializing and can construct students' understanding and considering abilities. The four capacities of the Fan-N-Pick learning models are exceptionally valuable for the improvement of students' social abilities and information.

2.3.4 Find Someone Who Technique

Concurring to Kagan (2009: 14) Understudies blend approximately the room finding others who offer assistance them learn substance or expertise, or who have certain characteristics. Discover somebody who is an movement learning that energizes understudies to think powerfully and be prepared to reply coordinate questions from other understudies recorded on the worksheet (sheet work).

2.3.5 Find-the-Fiction Technique

According to Kagan (2009:18) students pick out the fiction statement from a set of three statement :

1. Teammates write 3 statements: two true, one false
2. One student on each team stands, then reads his/her statements in teammates
3. Without consulting teammates, each student write down it is or her own best guess as to which statement is false

2.3.6 Inside-Outside Circle Technique

In concentric circles, understudies pivot to confront unused accomplices and after that reply or examine instructor questions. The individuals of the external circle gather stand confronting internal. Between individuals inward and external circles combine up and confront to confront, where learners share data at the same time with distinctive accomplices briefly and routinely.

2.3.7 Mix-Pair-Share Technique

Accomplices are on inverse sides of a boundary. This sort of coordinate mine agreeable learning permits understudies to 1) Organizing and creating students' scientific considering aptitudes through communication; 2) Communicating the come about of students' scientific considering coherently and clear to colleagues, instructors, and others; 3) Analyze and evaluate the comes about of contemplations arithmetic from other individuals; and 4) Utilizing numerical dialect for express scientific thoughts fittingly (Kagan, 2009: 12).

2.3.8 Mix-Pair-Share Technique

Agreeing to Zian munawarah (2017), Models that have this sentence structure 3 (mix, match, and sharing) can move forward communication aptitudes, considering aptitudes, and illuminate issues. Through mix-pair-share learning is anticipated to be able to form the learning prepare more compelling. Through this demonstration is additionally thought to be able to welcome understudies to play a part be more dynamic, find their possess concepts by sharing with friends discussion, so as to make a learning-centered environment understudies (understudy centered learning). The reason of utilizing this mix-pair-share demonstration is none other than to survey and share or have dialogs with a few questions or issues with the intelligent between the understudies assorted.

2.3.9 Rally Table Technique

Concurring to Kagan & Kagan (2009), The Rally Table methodology builds positive interdependency among group individuals since of the same composing surface, but more critically, it advances group cohesion and fortifies the quality of collaboration since understudies see it in activity esteem from different focuses of seeing and concepts.

2.3.10 Round Robin Technique

In teams, students take turns responding orally. Related structures :

1. All write round robin
2. Continuous round robin
3. Single round robin

4. Think-write-round robin
5. Timed round robin

2.3.11 Roun Table Technique

In groups, understudies take turns producing reactions, tackling issues, or making a contribution to the group extend. Circular Table Procedure is one of agreeable learning procedure which leads the understudies to work together in a little bunch by taking turns in a circular table, Kagan & Kagan (2010).

2.3.12 Numbered Heads Together Technique

After composing their possess reply to an address, colleagues put their “heads together” to guarantee all individuals can reply. The instructor at that point calls a number and understudies with that number share their answers. Agreeing to Kagan & Kagan (2010), The NHT learning model may be an improvement or one of the varieties from agreeable learning (agreeable learning).

2.3.13 One Stray Technique

On each group, one partner "strays" from his or her group to an unused group to share data. The application of the one stray sort of agreeable learning alludes to the concept Kagan to include more understudies in examining the fabric secured in a lesson, and permits the educator to check understanding the understudies concerning the substance of the lesson through the reactions given well by intelligent, direct, or less brilliantly understudies (Kagan, 2009).

Appropriately, the educator can get true estimation comes about (bona fide evaluation) of authority the understudies.

2.3.14 Pairs Compare Technique

Agreeing to Miftahul Huda (2013:136-137), This strategy applies to request agreeable learning freedom and the capacity of understudies in tackling issues that are given. The understudy learning show, to be specific match check, too trains understudy social duty, participation, and the capacity to provide an evaluation. The educator gives questions to the lesson. Understudies are inquired to think of a reply of their possess, at that point match up with accomplice to come to an assertion on the reply. At long last, the educator inquires understudies to share the answers that have been they concurred with the entire lesson. Concurring Kagan & Kagan (2009: 15), Sets create different reactions to an address, at that point compare their answers with another combine. At long last, they group up to form extra arrangements.

2.3.15 Round Table Consensus Technique

Understudies must begin with check with colleagues for consensus some time recently they take their turn to compose or make a commitment to the group extend. Concurring to Nur Asma (2006: 40), Agreeable circular tables can moreover be a strategy utilized for the learning handle where understudies will discover it simpler to decide comprehensively troublesome concepts if they discuss with other understudies. Agreeing to this definition, learning could be an approach that incorporates little bunches of understudies working together as a

group to unravel issues, total an errand, or total a common objective assign each part of the gather to take an interest collectively.

2.3.16 Showdown Technique

Agreeing to this definition, learning could be an approach that incorporates little bunches of understudies working together as a group to unravel issues, total a errand, or total a common objective assign each part of the gather to take an interest collectively.

2.3.17 Simultaneous Round Table Technique

In group, understudies each type in a reaction on their possess piece of paper. Understudies at that point pass their papers clockwise so each colleague can include the earlier reactions. Concurring to Kagan and Kagan Social abilities are achievable through the application of a learning demonstration that emphasizes a bunch of discourse one of them is the agreeable demonstration sort Concurrent RoundTable.

2.3.18 Rally Coach Technique

Accomplices take turns, one understanding an issue while the other coaches. Concurring to Kagan & Kagan (2009: 21), Rally coaches are an agreeable learning procedure that's exceptionally suitable to be executed in arithmetic lessons, particularly when replying to questions (Harianja, 2019: 8). This strategy encourages understudies to assist each other in replying to questions, understudies are required to communicate with each other and pay near

consideration to the method carried out whereas replying to questions. When understudies are replying to a issue, they require nothing but a thought process in such a way that it can be composed down and after that communicated to others.

2.3.19 Quiz-Quiz-Trade Technique

Utilizing address cards, understudies test an accomplice, get tested by an accomplice, and after that trade cards to rehash the method with a modern accomplice. Concurring to Kagan & Kagan (2009) the quiz-quiz exchange learning show (QQT) incorporates a function of lesson building, social abilities, knowledge building, and learning strategies. In the interim, the inside-outside circle (IOC) learning show incorporates a work lesson building, social abilities, knowledge building, and the level of abilities that shape understudies to effectively communicate and participate with each other so as to cultivate abilities social. Hence understudies who have these abilities can afterward move forward the capacity to communicate among classmates and can move forward understudy learning results.

2.3.20 Rally Robin Technique

Insets, understudies interchange producing verbal reactions. Rally Robin / Round robin, to be specific conceptualizing in little bunches, at that point the understudies frame a circle and share thoughts with other gather individuals by going around one individual within the gather are relegated to record the thoughts submitted by the instructor (Ridwan Abdullah Sani, 2013: 275).

2.3.21 Spend-A-Buck Technique

When faced with a team decisions, students use imaginary coins to vote on their favorite option. The option with the most coins is deemed the team decision.

2.3.22 Stand up-Hand up-Pair up Technique

Understudies stand up, put their hands up, and rapidly discover an accomplice closest to them who isn't a partner. Understudies share information with their new partners. SUHUPU may be a methodology that's used to spur, make strides participation and incorporation, and simple gathering of understudies within the learning handle.

2.3.23 Talking Chips Technique

Amid a talk, colleagues put their chip within the center each time they conversed. They cannot conversation once more until all team members have put a chip. Kagan (in Lie, 2008: 63) proposes that the learning model The talking chips type agreeable may be an auxiliary strategy that creates the corresponding relationship between a bunch of individuals is based on their presence at the same interface. Each part gets distinctive chips which must be utilized at whatever point they need to conversation around: communicating question, reply questions, inquire questions, express thoughts, summarize, empower the cooperation of other individuals, giving grants for that thought expressed by other individuals by saying positive things.

2.3.24 Think-Write-Round Robin Technique

The teacher asks a question or provides a task and gives think time. Students think, then respond independently in writing. Finally, students do a round-robin, each teammate taking a turn to share his/her response.

2.3.25 Team Stand-N-Share Technique

Groups stand with a list of thoughts to share. The educator chooses one understudy to share a thought. Other groups either check thought off their list or include it. Each group location when all things on its list are shared. Stand and Share maybe a learning show or approach which centers on utilizing little bunches of understudies for work break-even within maximizing learning conditions to realize objectives think about. According to Sugiyanto (2009), Stand and Share, namely, a stand means standing and sharing which means brainstorming. The point is that this method is encouraging students to think spontaneously. The main concept in cooperative learning is human has a degree of potential, historical background, and hope for the future different. Because of these differences, Humans can hone each other, love, and foster (mutually educate). According to Ibid, cooperative learning creates a nurturing, loving, and nurturing interaction so that it is created learning communities (learning in groups). Students don't only learn from the teacher, but also from fellow students.

2.3.26 Timed Pair Share Technique

Inserts, understudies share with an accomplice for a foreordained time while the accomplice tunes in. At that point, accomplices switch parts. Agreeing to Trianto (2009: 81) proposes that the Think Combine methodology Share or think in sets sharing could be a sort of agreeable learning outlined to impact understudy interaction designs. Think Combine Methodology Share advances from agreeable learning investigate and holding uptime.

2.4 Jot Thoughts Technique

Jot Thought is the one of procedures in educating composing. Agreeing to Kagan (2009: 7.2) states that "Jot Thought may be an awesome structure for groups to brainstorm ideas." It means that Jot Thought is the technique to attain the learning handle within the course by the team/group dialog. By groups, the understudies are more intrigued to brainstorm their thoughts and trade their thoughts with each other.

Agreeing to Kagan (2009: 6.2) states that "Jot Thoughts are utilized to create thoughts". This implies that Jot Thoughts could be a method that can offer assistance understudies discover and create thoughts utilizing slip paper more effectively. At that point, the results must be collected and talked about. Besides, this is often more than a fair strategy that's as it was utilized for one individual account content. It moreover fits exercises with diverse purposes and subjects. As famous by Kagan (2009) this structure is prescribed for group building, social abilities, information building, and learning strategies, data preparing and considering capacity.

There are five structure functions of Jot Thoughts offered by Kagan (2009:

6.24) outline as follow:

1. Teambuilding, it means that Jot Thoughts is teammates or group discussion in learning process to make a teambuilding between students in the classroom.
2. Social skills, it means that Jot Thoughts is the social skills to make the students have interaction each other.
3. Knowledge building, it means that from the discussion the students can exchange their mind each other.
4. Processing Info, it means that after they have collecting their ideas, they should collect their info to find the result.
5. Thinking Skills, it means that Jot Thoughts is the thinking skills to generate the ideas.

The procedures of teaching writingthrough Jot Thoughts by Kagan (2009:

6.28) are follows:

- 1) Teacher names a topic, sets a time limit, and provides think time. (e.g., In three minutes, how many questions can you write that have the answer 17? What are ways we could reduce poverty?).
- 2) Students write and announce as many ideas as they can in the allotted time, oneidea per slip of paper.
- 3) Each slip of paper is placed in the center of the table; students attempt to “cover the table” (no slips are to overlap).

2.5 Narrative Text

Agreeing to Ayres (2008), narrative text is a shape of talk that has been settled by composing. In the interim, Percy in Permana and Zuhri (2013: 2) state that story could be a sort of exposition that tells a story or an arrangement of occasions in which they happen. Its reason is to provide meaning to an occasion or an arrangement of occasions by telling a story. Agreeing to Celce and Murcia (2000: 151), narrative text has structured circular the chronological advancement of occasions and is centered on an individual or saint. Subsequently, - a Narrative is more often than not personalized or individualized tells about the occasions related to the individual or people involved.

From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically. So that the text can be enjoyed by the readers, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning and to entertain the readers.

2.5.1 Generic Structure of Narrative Text

In expansion, Coffman and Reed (2010) state that narrative text have been depicted as having a few common components counting setting, plot (arrangement of scenes based on objectives, endeavors, results), determination, or story finishing.

Based on the explanations over, it can be concluded that the bland structures of account writings are: (1) Introduction which presents the most characters and conceivably a few minor characters. A few signs are by and large given of where the activity and when an activity happened. (2) Complication

where the author tells how the issue emerges, now and then something unforeseen occasions will happen. (3) Determination which is a discretionary closure of occasion. The complication may be settled for superior or for worse, but it is once in a while cleared out uncertain. The author can conclude that determination is the conclusion of a story.

2.6 Virtual Class and Off-Line Class/Meeting

Understudies can take after the learning prepare which is guided by the instructor without having to come to confront totally. Understudies can moreover inquire questions, examine with individual understudies. This condition (a gathering) of understudies is joined together in one online course, specifically a virtual course. The virtual class is the application of the learning handle carried out online. The learning handle can be carried out anyplace and anytime, understudies can go to classes and get fabric given by instructors on the web, instructors and understudies can not as it was meet confront to confront but can moreover communicate through chat or video conference.

Right now, there are a few applications that can back virtual lesson execution. Google Classroom, a virtual classroom that's overwhelmingly utilized to overcome learning task troubles. Applications make it easier for instructors to form, partition, and bunch assignments given to understudies, as well as make it simpler for understudies to make and yield assignments to teachers. Utilizing this application makes difference in effectiveness since it does not require paper. But within the handle of making and doling out errands, this application is still Google Drive Gmail. Microsoft Classroom, an application that has the same usefulness as

Google Classroom. Edmodo, moreover a comparable application to Google Classroom. This app offers communication, collaboration, and coaching devices for K-12 instructors and schools (12 levels of instruction units: SD, SMP, and SMA). Edmodo Organize permits instructors to share substance, convey tests, assignments, and oversee communication with understudies, colleagues, and parents.

In virtual classes you'll it is known the advance of the learning prepare, which can be observed both by instructors, understudies, nor guardians. Other than being utilized for removing instruction forms, frameworks can be utilized as a back for face-to-face classes (Thomas, 2017: 222). Based on the supposition communicated by Thomas, ready to conclude that since of the online learning fabric that was distributed by the speaker, understudies might look straightforwardly for words that did not get it or look for more point-by-point data by means of the web.

2.6.1 Activities in Virtual Class System

According to Aristio (2008) there are several details of lecturer activities in the Virtual Class system, including :

1. Opening the class, where the lecturer gives instructions to students to do absences
2. Class closure
3. Presentation with video streamming
4. Upload and download lecture materials that will be given

5. In making exam questions, the questions model is fully submitted to the teaching lecturer
6. Check the number of students present or following this virtual class
7. Provide answers to questions raised by students using microphone or via chat
8. Give assignments that support the material presented
9. Discussion via forum (optional)

The following are details of students activities in the Virtual Class system :

- 1) Absent online using the provided web
- 2) Evaluation in online form
- 3) Interacting with lecturers audio-visual and using chat facilities
- 4) Discussion via forum (optional)

2.6.2 Virtual Class System

Virtual class system using the Darwin Streaming (DSS) application consists of 3 main parts, namely the broadcaster part, the streaming server part and the web server part. An overview of virtual class can be seen in figure 1.



Gambar 1. Sistem Virtual Class (Arrohwany, 2008)

2.6.3 Advantages of Virtual Class/E-Learning

Marc (2000) in his book review on virtual class/e-learning strategies for delivering knowledge in digital age noted that one of the advantages of e-learning in education is its focus on the needs of individual learners as an important factor in the process of education rather than on the instructors', or educational institutions' needs. Some of the advantages that the adoption of virtual class/e-learning in education, obtained from review of literature includes the following:

1. It is flexible when issues of time and place are taken into consideration. Every student has the luxury of choosing the place and time that suits him/her. According to Smedley (2010), the adoption of virtual class/e-learning provides the institutions as well as their students or learners the much flexibility of time and place of delivery or receipt of according to learning information.
2. Virtual class/E-learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information.
3. It is able to provide opportunities for relations between learners by the use of discussion forums. Through this, e-learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners. E-learning motivates students to interact with other, as well as exchange and respect different point of views. E-learning eases communication and also improves the relationships that sustain learning. Wagner et al (2008) note that e-Learning makes available extra prospects for interactivity between students and teachers during content delivery.

4. Virtual class/E-learning is cost effective in the sense that there is no need for the students or learners to travel. It is also cost effective in the sense that it offers opportunities for learning for maximum number of learners with no need for many buildings.
5. Virtual class/E-learning always takes into consideration the individual learners differences. Some learners, for instance prefer to concentrate on certain parts of the course, while others are prepared to review the entire course.
6. Virtual class/E-learning helps compensate for scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians etc.
7. The use of virtual class/e-Learning allows self-pacing. For instance the asynchronous way permits each student to study at his or her own pace and speed whether slow or quick. It therefore increases satisfaction and decreases stress (Codone, 2001; Algahtani, 2011; Marc, 2002; Klein and Ware, 2003).

The above-mentioned preferences of e-learning have been summed up by Holmes and Gardner (2006) by noticing that the capacity of e-learning to survey the understudies or learners as they learn, and at the same time expanding their encounters in instruction, by way of interactivity reasonable to community instruction, social differences and globalization, and annihilating boundaries of put and time. To them, the foremost imperative characteristic, as well as the advantage of e-learning in instruction, is that it centers on the understudies or learners (Holmes and Gardner, 2006). Through e-learning, concurring to Raba

(2005), objectives can be fulfilled within the briefest time with the slightest sum of effort. Both learners and teaches can be able to achieve and keep up with development as they get involvement that's given by various pros within the different areas of information.

2.6.4 The Disadvantages of Virtual Class/E-Learning

Dowling et al. (2003) contend that making learning materials accessible online comes about in progressed learning comes about as it were for particular shapes of collective evaluation. The impediments of e-learning that have been given by ponder incorporate the taking after:

- 1) E-learning as a method of education makes the learners undergo contemplation, remoteness, as well as lack of interaction or relation. It therefore requires a very strong inspiration as well as skills with to the management of time in order to reduce such effects.
- 2) With respect to clarifications, offer of explanations, as well as interpretations, the e-learning method might be less effective that the traditional method of learning. The learning process is much easier with the use of the face to face encounter with the instructors or teachers.
- 3) When it comes to improvement in communication skills of learners, e-learning as a method might have a negative effect. The learners. Though might have an excellent knowledge in academics, they may not possess the needed skills to deliver their acquired knowledge to others.

- 4) Since tests for assessments in e-learning are possibly done with the use of proxy, it will be difficult, if not impossible to control or regulate bad activities like cheating.
- 5) Virtual class/E-learning may also probably be misled to piracy and plagiarism, predisposed by inadequate selection skills, as well as the ease of copy and paste.
- 6) Virtual class/E-learning may also deteriorate institutions' role socialization role and also the role of instructors as the directors of the process of education.
- 7) Also not all fields or discipline can employ the virtual class/ e-learning technique in education. For instance the purely scientific fields that include practical cannot be properly studies through e-learning. Researches have argued that e-learning is more appropriate in social science and humanities than the fields such as medical science and pharmacy, where there is the need to evelop practical skills.
- 8) Virtual class/E-learning may also lead to congestion or heavy use of some websites. This may bring about unanticipated costs both in time and money disadvantages (Codone, 2001; Amer, 2007; Algahtani, 2011; Marc, 2002; Klein and Ware, 2003)

2.6.5 Off-Line Class/Meeting Class

The conventional learning model or the lecture / offline model, namely how to deliver material by educators oral explanation or explanation directly to the

participant's students (Djamarah & Zain, 2006). The characteristics of the conventional learning approach are as follow:

1. Educators only convey factual information and less problematic in the process learning.
2. Interactions that occur between educators and students is more one-way (only from teachers to students).
3. In the learning process, educators often give indoctrination to students. and also less provide opportunities to think critically and creatively.
4. The learning material presented is more likely cognitive (knowledge) only, less giving material that is affective and psychomotor.

2.6.6 The Advantages of Off-Line Class/Meeting Class

Agreeing to Suryobroto (2009), what is implied by address as an instructing strategy is data and verbal account by the instructor to the lesson. Amid the address, the instructor can utilize assistive help such as pictures so that the portrayal gets to be clearer. The most strategy utilized within the relationship between instructors and understudies is talking. There are advantages of offline class:

1. The teacher is easy to master the class
2. Easy to organize seats / classes
3. Can be followed by a large number of students
4. Easy to prepare and implement
5. The teacher is easy to explain the lesson well

2.6.7 The Disadvantages of Off-Line Class/Meeting

According Suyitno (Sulistiyorini,2007), There are disadvantages of off-line class/meeting such as :

- 1) Learning activities are transferring knowledge from teachers to students.
The teacher's job is to give and the student's job is to receive.
- 2) Learning activities such as filling empty bottles with knowledge. Students are passive recipients of knowledge.
- 3) Conventional learning tends to compartmentalize students.
- 4) Teaching and learning activities place more emphasis on results rather than processes.
- 5) Spurring students in competition is like fighting cocks, where students work hard to beat their classmates. Who is strong he wins.

2.7 Previous Study

This section will show some of the previous studies that have been carried out by several researchers. There are several researchers working on the same topic related to the improvement of students' writing skills.

The first study was entitled *“Improving Students’ Writing Narrative Text By Using The Combination Of Story Sequencing Cards And Round Table Technique”* (Etik Indriani:2015). The method used in study is Classroom Action Research (CAR) on the second grade at Junior High School 19 Semarang in the Second Semester in Academic Year of 2014/2015). The objective of this study is to find out whether the use of story sequencing cards and round table technique can improve students’ writing ability or not and explain how it worked. It was

carried out in two cycles involving the stage of planning, action, observation, and reflection. There were five meetings in this study, the first meeting was used for preliminary test, and the second and third meetings were for cycle 1 where the middle test was held, while the cycle 2 was held for two meetings. At the end of cycle 2, the final test was conducted as an additional support of data collection. The data were collected by using some instruments, they were: tests which consisted of Preliminary test, middle test, and final test, observation checklist, and questionnaire. 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 were continued in the next cycle. In cycle 2, the students' improvement could be seen through their scores in final test. The average of students' score in final test was 81.03; it increased around 5.82. It proved that the implementation of story sequencing cards and round table technique improved students' ability in writing narrative text. The average score increased from 75.21 to 81.03. Thirty one students out of thirty three students achieved the minimal score of English. In other words, most of students achieved the criteria of success of the study.

The second study was entitled "*Improving Students' Writing Skill In Narrative Text Through Movies*" (Siti Fahda Fadila:2015). The method used in study is Classroom Action Research for Eighth Grade Students of MTs Negeri 3 Jakarta. In addition, this study is also focused on carrying out to improve the students' writing skill in narrative text through movie. The subject of that research

is 8-3 class of MTs Negeri 3 Jakarta that consisted of 36 students. The study carried out in two cycles such as : the observation, interview, teacher's journal, and test were the data gathered in this study. The results in study indicate that there is improvement of the students' skill in writing narrative paragraph. most of the students gradually gained good scores at the end of the cycle. The score of Minimum Mastery Criterion - *Kriteria Ketuntasan Minimal (KKM)* of English lesson was 74.00 (Seventy Four). In the pre-test, there were 14 or 38.88% students who passed the *KKM* and the mean score of pre-test was 64.72. Then, the writer gave the movie and the students have to rewrite the movie story. It called "Gift". The result of post-test 1 in cycle one, there were 20 students or 55.55% who passed the *KKM* considering their mean score of the test gained 72.4 and the improvement was 11.6%. Nexr, to do the post-test 2, the writer gave the different movie from the cycle one. It called "The Princess and The Three Bears". The result of post-test 2 in the second cycle shows that there were 31 students or 86.11% who passed the *KKM* in which their mean score derived 83.1 and gained 28.39% of improvement. The class condition during teaching learning process was quite good. In addition, there was a positive response from the English teacher and the students about the implementing the action. In conclusion, movie can improve students' writing skill in narrative text.

The third study was entitled "*Improving Students' Ability In Writing Narrative Text By Using Marathon Technique*" (Fitri Syahira:2018). The method used study is Classroom Action Research (CAR) at Eighth Grade MTS. Al-Jam"iyatul Washliyah TembungState Islamic Universityof North Sumatera.This

research aims at finding out the improvement of the students' ability in writing narrative text through marathon technique. The subject of this research is eighth graders of MTs. Al-Jam'iyatul Washliyah Tembung. It consists of 40 students as informants. This research uses a classroom action research. Two kinds of data are collected: quantitative and qualitative data. The quantitative data is gathered by using a writing test. And qualitative data is collected by using observation, interview, and photograph. The quantitative data is analyzed by using t-test, while the qualitative data is analyzed by using Miles and Huberman technique: data reduction, data display, conclusion drawing and verification. The trustworthiness of the study is established through triangulation. The results of this research shows that: The Students' Writing Narrative Text Can be Improved through Marathon Technique.

From those studies, we know that there are several studies related to the improving students' writing skill have been conducted. However, improving students' narrative text by using the combination of Jot Thought technique has not been working out. So, it makes me curious and enthusiastic to find out the use of Jot Thought technique in teaching writing narrative texts in virtual class and meeting class.

My study is different from those researches because I introduce one way to improve the students' writing skill of narrative texts by using Jot Thought Technique. This technique trains students to achieve more active learning through team/group discussions so that students can exchange ideas and exchange opinions. The purpose of this technique is to assist students in learning and

developing English such as increasing vocabulary through writing, composing stories that are conveyed by new ideas from students' thinking. Can be expressed in the form of stories, short stories, and others. I am going to show a way of achieving students' writing narrative text by applying the Jot Thought Technique.

2.8 Conceptual Framework

Based on the theoretical framework above, the author hopes that the Jot Thoughts technique will improve the students' group/team writing skills because this technique helps students generate new ideas or exchange ideas with one another and teaches students motivation to discover many things. vocabulary or knowledge related to the subject in their writing.

This strategy aims to help students write and organize everything. The information or ideas they find are based on the right word structure so that it helps make narrative text that attracts and entertains readers.

2.9 Mapping of Research

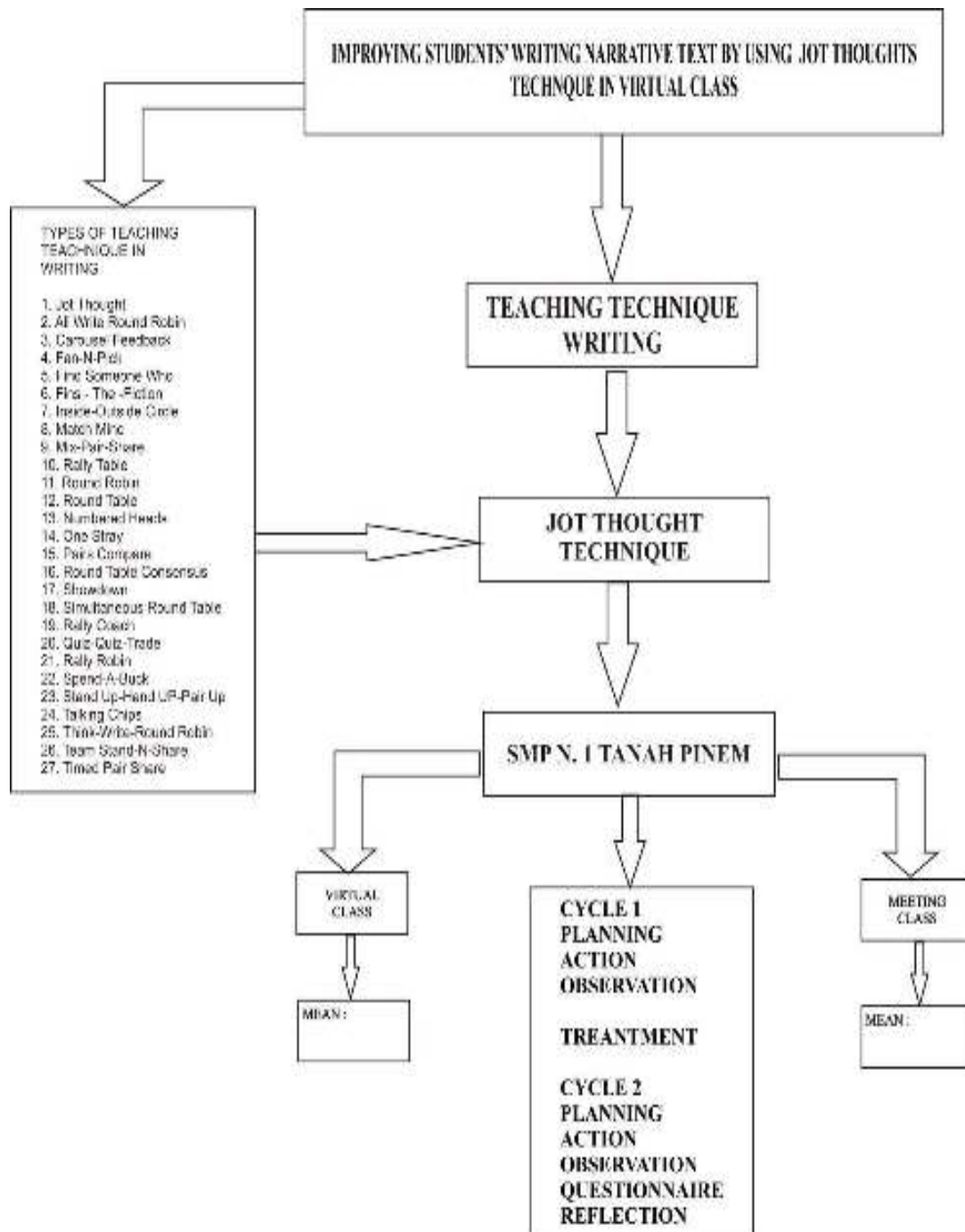


Figure 2. Conceptual Framework (Sembring N, 2021)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The investigation conducted here was classroom activity investigation (CAR). Nunan in McKay (2006: 29) says that activity investigation has three major characteristics: it is carried out by specialists (i.e., classroom instructors), it is collaborative, and it is pointed at changing things. It implies that activity investigation can be done by an educator in a classroom with the assistance of other instructors to examine what and how to progress the classroom exercises so that the understudies' accomplishment was superior.

From the definitions over, it can be concluded that activity inquires about is inquire about done by people on their possess areas to move forward their expertise or work, for illustration, an instructor who needs to move forward their instructing. The inquire about is evaluative and intelligent which implies that the activity can be assessed at that point can be used to be a reflection to form distant better; a much better; a higher; a stronger; an improved "> an improved result. the inquire about needs at slightest one collaborator to record and talk about the activity that has been done.

3.2 The Objective of The Study

The objective of the study have quantity and characteristic determined by the research. As regards to being population in the research are the IX grade students of SMP N 1 Tanah Pinem. The sample were taken by the writer in this

research with a total of 35 students from the IX-A grade of SMP N 1 Tanah Pinem.

3.3 The Instrumen of Collecting Data

Quantitative and qualitative data were use in this study. Quantitative data collection instrument by holding discussion writing tests in groups or teams. The writer asks the students to write narrative text on the topic determine by the writer to find out the students' ability in writing. Qualitative collected using an observation sheet and a questionnaire sheet.

An observation sheet was use by the writer to observe students in bringing up creative ideas of students and also identify all conditions that occur during virtual class teachingdone at the end of cycle one and cycle two.

Questioner sheet, in this case, the writer give questions to students. The questionnaire sheet were carry out after the post-test in cycle II. It was use to find out the students' opinions whether the jot thoughts technique helps them in writing narrative text in groups or groups.

3.4 The Procedure of the Research

This research were conduct six times in May, to be precise in the first week. Therefore, at the first meeting students were give a pre-test before implementing the strategy as a way of teaching writing.

There were three meetings in the first cycle and three meetings in the second cycle and an assessment werecarry out in each cycle. In this Classroom

Action Research (PTK), the writer were use the principles of PTK to collect data.

This study were divide into two cycles. Cycle one and cycle two. Each cycle has:

3.4.1 Cycle I

The procedure of the first cycle can be seen as follows:

1. Planning

There are some preparations in planning. They are preparing a lesson plan, preparing teaching media such as tet copies, preparing research instruments such as diary notes, observation sheets, and writing narrative text by the writer. Based on the problem that is find after analyzing the situation and background then it is planned a solution to solve the problem by constructing a lesson plan.

2. Action

At this stage, the Jot Thoughts technique is apply based on the RPP. The writer divides the students into a group/team, then the writer gives a topic about the narrative text to the students. Students discuss with their group friends. After the learning process, students then face the test. The results of this test are useful for determining how successful the teaching and learning process is and the improvement of narrative text. Action is the process of doing something. This is the implementation of planning. Authors must be flexible and able to accept changing situations at school. Following are the activities:

Table 3.1 Activities While Doing the Research in the First Cycle

No	Activities	Output
1	Identification phase (students asked to write a narrative text)	Knowing the students basic skill in narrative writing before giving

		treatment
2	Explaining the importance and the characteristics of narrative writing and giving an example of narrative text	Understanding the importance and the characteristics of narrative writing generic structure and grammatical features
3	Giving the material text and ask the students to analyze identify the generic structure and grammatical features of narrative text	Knowing how to identify the generic structure and grammatical features of a narrative text
4	Conduct post test I	Know the improvement of their ability in writing narrative text

2. Observation

In this phase, the writer want to observe all the situations of conditions that happen during virtual class and the attitudes of students while doing their works in writing narrative text.

The writer technique is used by the writer to improve the students' ability in writing narrative text. The observation is done while the virtual class is taking place. It is about behavior and all the activities in a virtual class.

4. Reflection

Reflection is a feedback process from the action that will be done. It is necessary to make the decisions for what to do or revise based on the data that are collected by doing the action. After conduct cycle one and based on the reflection which will be do in the first cycle, the writer arrange cycle two as follow:

3.4.2 Cycle II

Based on the result of the first cycle, the writer decides to do the second cycle to improve the students writing ability by revise the procedure of treatment and motivate the students who get a low score in cycle one.

The writer creates planning based on the difficulties of students in writing narrative text. The procedure of the first cycle can be see as follows:

1. Planning

Based on the reflection in the first cycle, the writer will arrange the following plans:

1. Preparing the two lesson plan
2. Preparing a theme of writing that become the test in this cycle
3. Preparing the diary notes, observation sheet and interview sheet
4. Giving motivation to the students that are very importance for them

2. Action

Action in cycle II are the implementations of revise plans of cycle I. There are many activities that will take at place in doing the research.

Table 3.2 Activities while doing the research in the cycle 2.

No	Activities	Output
1	Explanation the characteristic of narrative writing (generic structure)	Understand the characteristics of narrative writing (generic structure)
2	Giving a narrative text and ask the students to analyze the text	Know how to analyze narrative text
3	Explaining how to use the jot thoughts technique	Apply how to write the narrative text using Jot Thoughts technique
4	Giving a chance to the students to ask about usage of jot thoughts technique	Ask how to use the Jot Thoughts technique
5	Ask the students to write a narrative text by using jot thoughts technique as a post test II	Narrative text, know the improvement students ability in writing narrative text

3. Observation

In this phase, the writer will observe the improvement of the situation or condition that happen during virtual class and improvement of the attitudes of students while doing their works in writing narrative text.

Observation is done when the classroom action research is going in four meetings by collaborator using observation sheet and using diary notes.

4. Questionnaire

In the end of the cycle II the writer do questionnaire to some students. The questionnaire is done to know their opinion about Jot Thoughts technique and to know their improvement in writing.

5. Reflection

After the answer sheet of some tests of students, observation sheet, and diary notes for cycle two will collect, the writer evaluate the result of the test, the observation, and the diary note. It will analyze to know the surplus and the lack of the application of the revise plan that has done. The writer try to find out whether or not the students' scores show improvement.

3.5 Test of Scoring Students' Writing Ability

The writer applies the scoring system proposed by Heaton (1988: 146), as follows:

Table 3.5 Scoring Students' Writing Ability

Categories	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough; development of thesis; relevant to assigned

	<p>26-22</p> <p>21-17</p> <p>16-13</p>	<p>topic.</p> <p>Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.</p> <p>Fair to poor: limited knowledge of subject; little substance; inadequate development of topic.</p> <p>Very poor: does not show knowledge of subject; nonsubstantive; not pertinent.</p>
Organization	<p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>	<p>Excellent to very good: fluent expression; ideas clearly stated/ supported; succinct; well-organized; logical sequencing; cohesive.</p> <p>Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.</p> <p>Fair to poor: non-fluent; Ideasconfused or disconnected; lacks logical sequencing and development</p> <p>Very poor: does not communicate;no organization</p>
Vocabulary	<p>20-18</p> <p>17-14</p> <p>13-10</p>	<p>Excellent to very good: sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.</p> <p>Good to average: adequate range; occasional errors of word/ idiom form; choice; usage but meaning not obscured</p> <p>Fair to poor: limited range; frequent errors of word/idiom form, choice, usage;</p>

	9-7	meaning confused or obscured. Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form.
Language use/grammar	25-22 21-18	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions. Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.

3.6 The Technique of Data Analysis

Qualitative and quantitative data will apply in this study. The qualitative data will find by describe the situation during the teaching and learning process takes place. observation sheets and interview sheets will use in analyzing the qualitative data. On the other hand, the quantitative data will find by analyzing the score of the test done by the students. Computing the scores of the writing test is the way of analyzing the quantitative data. To know the mean of the students score for each cycle, the writer applies the formula by Best and Kahn (2002:389) as follow:

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

Where :

\bar{X} = The mean of students' score

$\sum X$ = The total score

N = The number of the students

Further, in categorize the member of master students, the writer also used the formula by Best and Kahn (2002:389) as follow :

$$P = \frac{R}{T} \times 100\%$$

Where :

P= Percentage of students getting score 80

R= Number of students getting score 80

T= The total number of students taking the test