THE USE OF ISLAMIC HISTORY VIDEOS THROUGH SWELL STRATEGY TO IMPROVE THE ELEVENTH GRADE STUDENS' NARRATIVE WRITING ACHIEVEMENT IN SMA NURUL IMAN PALEMBANG

UNDERGRADUATE THESIS

This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S. Pd.)

by

Juna Warni

NIM 13250041

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHING
ISLAMIC STATE UNIVERSITY RADEN FATAH
PALEMBANG
2017

Hal   : Pengantar Skripsi

Kepada Yth,

Bapak Dekan Fakultas Ilmu

Tarbiyah dan Keguruan UIN

Raden Fatah Palembang

di

Palembang

Assalamualaikum, Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"THE USE OF ISLAMIC HISTORY VIDEOS THROUGH SWELL STRATEGY TO IMPROVE THE ELEVENTH GRADE STUDENS' NARRATIVE WRITING ACHIEVEMENT IN SMA NURUL IMAN PALEMBANG"**, di tulis oleh saudari Juna Warni (13250041) telah dapat diajukan dalam sidang munaqosyah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.
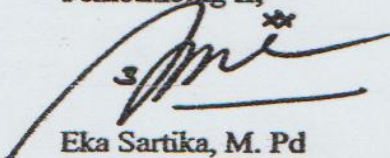
Demikianlah terima kasih.

Wassalamualaikum Wr. Wb.

Palembang, 12 Oktober 2017

Pembimbing I,

Renny Kurnia Sari, M. Pd
NIP. 197906072008012015

Pembimbing II,

Eka Sartika, M. Pd
NIK. 140201100982/BLU

THE USE OF ISLAMIC HISTORY VIDEOS THROUGH SWELL STARTEGY TO IMPROVE THE ELEVENTH GRADE STUDENTS' NARRATIVE WRITING ACHIEVEMENT IN SMA NURUL IMAN PALEMBANG
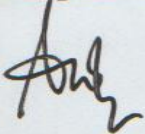
This thesis was written by **Juna Warni**, Student Number : 13250041
was defended by the researcher in the final examination and was approved
By the examination committee on October, 27th, 2017

This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S. Pd)

Palembang, April, 27th 2017
Universitas Islam Negeri Raden Fatah Palembang
Tarbiyah and Teaching Faculty

Examination Committee approval

Chairperson,

Secretary,

Dr. Annisa Astrid, S.T., M.Pd
NIP. 19801123 200801 2 013

Drs. Herizal, M.A
NIP. 19651021 199403 013

Member : Lenny Marzulina, M.Pd
NIP. 19710131201101012001

(...................................)

Member : Nova Lingga Pitaloka, M.Pd
NIK. 14020110992/BLU

(...................................)

Certified by,
Dean of Tarbiyah and Teaching Faculty

Prof. Dr. H. Kasinyo Harto, M.Ag
NIP. 19710911 199703 1 004

DEDICATION

This thesis is dedicated to:

* Allah SWT who has given me the blessings and mercies in every single day of my life.
* The prophet Muhammad SAW who always inspires and guides me into the right way to believe in Allah.
* My beloved family, Amrin (Father), Mulia (Mother), My sisters, Brothers, and all of my family who always support me and give me a great love, pray, motivation and help.
* My inspiring advisors, Hj. Renny Kurnia Sari, M. Pd., and Eka Sartika, M. Pd. Who had guided and inspired me in completing this thesis. Thanks a lot, may Allah always give His mercy and His help for them.
* All of the lectures in English Education Study Program.
* My big Family of UKMK LPTQ&D UIN Raden Fatah Palembang. Thanks so much for the knowledge, Experience, and everything that we have got and shared together, and I am so glad for having you all.
* My lovely classmates of PBI 2 2013, and also My roommates (Mike Tria Aprila, Nurkholifah, Aminah Hidayati) thanks for being the important part of my study and my life.
* My dearest friends (Lusi Amyan, Lipika Ulandari, Ani Marlia, Dewi Sartina, Dewi Safitri, and Dwi Oktaria).
* My almamater of UIN Raden Fatah Palembang.

MOTTO:

"Believe that Allah will not take everything from a believer without replacing it with somethng better".

"For indeed, With hardship (will be) ease. Indeed, with hardship (will be) ease".
(Q.S Al-Insyirah/94 :5-6)

STATEMENT PAGE

STATEMENT PAGE

I hereby,

Name : Juna Warni

Place and Date of Birth : Betung, January 1st 1995

Study Program : English Education Study Program

State that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the result of my observation, process, and thought with the guidance of my advisors

2. The thesis that I wrote is originally and has never been handed inanother academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day there is evidense of forgery in the above satetement, I am willing to accept the academic sanction of cancellation of my bachelor's degree taht I have received through this thesis.

Palembang, December 2017

The Writer

Juna Warni
13250041

ACKNOWLEDGEMENT

Alhamdulillahi robbil alamiin. all praises to Allah SWT, the merciful God and the lord of the world and the hereafter who has given her faith, strength and chance in writing this thesis. May peace and bless be upon to his great messenger, the prophet Muhammad SAW, his family, his companions and his followers. The title of this thesis is "The Use of Islamic History Videos through SWELL Strategy to Improve the Eleventh Grade Students' Narrative Writing Achievement in SMA Nurul Iman Palembang. This thesis is written to fulfill of the requirements for obtaining Sarjana Degree (S1) in English Education Study Program, Faculty of Tarbiyah and Teaching, UIN Raden Fatah Palembang.

The writer would like to express her great gratitude to her advisors, Hj. Renny Kurnia Sari, M. Pd., and Eka Sartika, M. Pd. for their sincere guidence suggestions, valuable advice, great support and motivation during the process of writing this thesis.

Futhermore, the writer is also very grateful to the headmaster of SMA Nurul Iman Palembang, the staffs, especially to the teacher of English, Miss Irna Yunita Septianti, S. Pd, and the students especially XI IPA and XI IPS for their participation and good cooperation. In addition, the researcher would like to express her special thanks to all lecturers and staffs of English Education Study Program and also the Dean of tarbiyah faculty and all civitas academica of UIN Raden Fatah Palembang for their assistance in administration matters.

Finally, in this great moment the writer would like to express her deepest respect and gratitude to her beloved parents, brothers, and sister for their praying, support, and love. The writer also would like to express great thanks to all friend especially in academic year 2013 for their help in one way or other.

Palembang,   Nopember 2017
The writer,

JW

TABLE OF CONTENTS

ABSTRACT

The objectives of this study were to find out: (1) whether or not there was a significant improvement on students' narrative writing achievement between before and after the students were taught by using Islamic history videos through SWELL Strategy, and (2) whether or not there was a significant difference on students' narrative writing achievement between the students who are taught by using Islamic history videos through SWELL Strategy and those who were not. The population of this study was all the eleventh grade students of SMA Nurul Iman Palembang which consisted of 65 students. The sample of this study was taken by using total sampling. So, the total number of the sample was 65 students. The sample were class XI IPA (control group) which consisted of 33 students and XI IPS (experimental group) which consisted of 32 students. In collecting the data, the writer used test. The test was written test. The test was given twice to experimental and control groups, as a pretest and posttest. To verify the hyphoteses, the data pretest and posttest of the experimental and control groups were analyzed by using paired sample t-test and independent sample t-test in SPSS. The findings showed that the p-output (sig.(2-tailed) from paired sample t-test was 0.000 which was lower than 0.05 and the t-value 7.954 which was higher than t-table 2.040 (with df= 31). Then, p-output from independent sample t-test was 0.021 which was lower than 0.05 and t-value 2.371 which was higher than t-table 1.998 (with df= 63). Therefore, it could be stated that narrative writing by using Islamic history videos through Social-Interactive Writing for English Language Learners (SWELL) Strategy had a significant improvement on the students' narrative writing achievement. Therefore, the result of this study is expected to contribute something for the development of the process of English teaching and learning especially for the teaching of writing narrative text.

Keywords: *Writing, Narrative Text, Islamic History Videos, Social-Interactive Writing for English Language Learners Strategy.*

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents: (1) background; (2) problems of the study; (3) objectives of the study; and (4) significance of the study.

1.1. Background

Nowadays, English is widely taught around the world as a second language, including in Indonesia. According to Rini (2014, p. 30), the aim of teaching of English in schools and universities in Indonesian is to make Indonesian students competitive internationally. For instance, to face the challenges of ASEAN Economic Community (AEC). It involves the development of information and technology, communication, and telecommunication which is growing rapidly, so that the competition of AEC places English as an important factor and become one of standards to measure the quality of our labor. Today, some national and international companies have applied English as one of the requirements for recruiting new workers. It could be one consideration to approve job application with oral and written English, beside the professional skill, in the qualification.

Moreover, English is also essential to the field of education and as a foreign language that should be mastered by the students. In Indonesian academic curriculum, English teaching aims is at mastering four basic skills of language, which include listening, speaking, reading and writing skill. Considering the importance of the four basic skills in the process of teaching and learning English, writing is one of the subject that should be learned beside listening, speaking, and

reading. According to Tangpermpoon (2008, p. 1), writing is considered as the most important among four basic skills of English. Writing is the way to express the idea in written form. Writing is the process of organizing into a good composition of paragraph. In addition, Xia (2011, P. 1) defines that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. Moreover, Eliya (2015, p. 2) claims that learning how to write well is very important for the students. Although writing is complex, this skill is very important especially to measure the students' literature. Students can develop their ability to put their ideas or opinions in a composition by writing.

Considering writing skill is a complex process, writing is not easy to master and sometimes difficult to teach. As Paul (2003, p. 96) states that writing is generally regarded as the most difficult of the four skills, and for most srudents it probably is. Writing requires mastery not only on the grammatical and rhetorical devices but also the conceptual and judgemental elements, and it is one of the problems.

The writing problems affect not only native English speakers, but also hundreds of students that are learning English as a second or foreign language around the world. The fact that the latter do not have interest in the composition field leads them to be poor writers, have low scores in their courses, increase the errors in their homework, write run-on sentences and create incoherent paragraphs. It also experienced by Indonesian as the English Foreign Language

leraners in learning writing. In this case, Ariyanti (2016, p. 274) points out that most Indonesian students face challenges regarding the complex grammatical structure in writing skill. Not only challenges in terms of grammar, the students also often face difficulties in delivering the content of their composition which is caused by the different cultural backgrounds. The students sometimes forget to treat English as a foreign language, they write English but actually they use their mother tongue or first language's rules. These problems faced in writing by Indonesian students was actually resulted from the lack of vocabulary and grammar structures mastery, and from the lack of creativity skills (Riyani, 2009, p. 4).

Based on the syllabus of the KTSP *(Kurikulum Tingkat Satuan Pendidikan)* or School-Based Curriculum, there are some kinds of text that are taught to the eleventh grade students, they are narrative text, recount text, and analytical exsposition. Among those three types of the text, narrative can be the most interesting for the student to study, because the social function of narrative text itself is to entertain the readers. Precisely, to amuse, to entertain and to deal with actual or vicarious experience in different ways (Nuzhatun, 2016, p. 2). Because of narrative text is one of the text that is taught to the eleventh grade students, it means that narrative text is important to learn by the students. According to Butcher (2006, p. 197), narrrative is able to create a learning situation. It allows our minds to think the box of our own experiences and to develop creative ways to problem solve. It also allows students to identify with the theme and character of

the story and to see their way of thinking. Through this process, one's own errors in thinking tend to be realized.

In relation to the teaching strategy, there are still a lot of teachers in schools that do not use the various strategies, including Indonesia. For instance, based on the writer's experience observation on teaching training, she found that the teachers did not use the various strategies in the teaching learning. Beside, the researcher also found that English score of the eleventh grade students were still poor. It can be seen from the data which were taken from the English teacher of SMA Nurul Iman Palembang. The data shows that the students' score have not completed yet the standard score or KKM (*Kriteria Ketuntasan Minimum)* which is the standard score is 75 .

The writer also got the data from the preliminary study and interview to the English teacher in SMA Nurul Iman Palembang (*see Appendix A*). It was found that writing as serious problem for the students especially in writing narrative text, and it was supported by the quetionnaire result which was given to the 30 students. As a result, the writer identifies some problems, such as many students werre not interested in learning Engish especially in writing and speaking skill, the students still had low in vocabulary, they had difficulty in developing idea, had difficulty to decide which one is orientation, problem, or resolution in narrative text, and also had difficulty to make a coherence among paragraphs (*see Appendix B*).

Another problem that the writer found during the observation was related to the teaching media. According to Farhadi (2014, p. 19) the use of teaching media can motivate and encourage the student's self-learning. However, in reality the researcher found in her observation that the teacher rarely used media which could help students to gain their interest when she delivered the materials. The teacher mostly used LKS or students' worksheet. Therefore, the students often got bored during the teaching and learning process. A teacher must find out how to make them be able to distinguish each kind of text from another, the teacher also must try to develop their writing skills, grammar and structure of the students. The teacher must find out an interesting strategy, method or visual aid to teach writing, so he or she can make the students interested in writing class.

In this case, the writer uses the video as a teaching medium which students are familiar with. Since computer technology has become so essential that the government put ICT as one of the curriculum in Indonesia's education. Ikhlasia (2013, p. 5) mentions that there are some benefits which students can gain by using the videos, such as learn some things that cannot be learnt through pictures and other media such as gestures and facial expression in a conversation. They also can learn cultural awareness through videos. Because of videos' enjoyableness or pleasantness and the benefits which cannot be gotten by other media, they will be more motivated and more interested in learning English. Therefore, the writer believes that video can be an effective medium to teach English.

However, both of SMA Nurul Iman Palembang and writer's educational background (UIN Raden Fatah Palembang) are based on Islamic teaching. It is important for the writer to explore Islam to guide the students in an appropriate way by learning Islamic history. The writer decided to use Islamic history as the material in the students' learning of narrative writing. Furthermore, to raise the students' confidence in doing their assignment, to promote their interest in learning, and to bridge the heterogeneous of students' level, the writer believes that SWELL Strategy will help them. The writer would apply SWELL Strategy which was proposed by Teo (2006). SWELL, which stands for *Social-Interactive Writing for English Language Learners,* is a kind of collaborative writing which is supported by theory related to collaborative writing, strategy of teaching writing and teacher as feedback provider.

Because of SWELL is kind of collaborative writing, Montero (2005, p. 38) points out that there are three benefits of collaborative writing activities in language teaching. First, collaboration promotes individual participation, increases self-confidence, and encourages productivity all of which are realistic and worthwhile goals for the teacher. It is often more difficult to accomplish these goals when students are working individually, especially with large classes and shy students. Second, teamwork enables students to learn from each other and stimulate each other's sense of creativity. Third, the activity can be fun, which should always be a goal of instruction. By sharing and working together, students will find that writing can be an enjoyable activity that allows them to express their ideas.

In addition, SWELL can increase the studentss confidence in sharing ideas without any doubt. Hopefully, the higher confidence can solve the problems which students faced. This method which is introduced by Teo (2006) shows that SWELL Strategy can improve the students' writing skill.

Based on the explanation above, the reseracher is interested in conducting a research under with the objectives were to find out: (1) whether or not there was a significant improvement on students' narrative writing achievement between before and after the students were taught by using Islamic history videos through SWELL Strategy, and (2) whether or not there was a significant difference on students' narrative writing achievement between the students who are taught by using Islamic history videos through SWELL Strategy and those who were not. This study is conducted in order to know whether or not SWELL Strategy effective to improve the students' narrative writing achievement.

1.2. Problems of the Study

The problems of the study is formulated in the question:

1. Is there any significant improvement on the eleventh grade students' narrative writing achievement who are taught by using Islamic history videos through SWELL Strategy at SMA Nurul Iman Palembang before and after treatment?

2. Is there any significant difference on the eleventh grade students' narrative writing achievement who are taught by using Islamic history videos through SWELL Strategy and those who are not at SMA Nurul Iman Palembang?

1.3. Objectives of the Study

From the problems above, the objectives of the study is:

1. To find out whether or not there is significant improvement on the eleventh grade students' narrative writing achievement who are taught by using Islamic history videos through SWELL Strategy at SMA Nurul Iman Palembang before and after treatment.

2. To find out whether or not there is significant difference on the eleventh grade students' narrative writing achievement who are taught by using Islamic history videos through SWELL Strategy and those who are not at SMA Nurul Iman Palembang.

1.4. Significance of the Study

Hopefully this study can be useful for students in making good writing narrative text by using Islamic history visdeos through SWELL Strategy. It is also expected that this study will help the teacher in improving students' narrative writing achievement, and assists the students in improving their narrative writing achievement. For the school, this research result can be used as resources in developing techniques of teaching writing. Besides, this research result is also expected to help the other researchers in finding references for further research.

CHAPTER II

LITERATURE REVIEW

This chapter presents : (1) the concept of writing; (2) the concept of narrative writing; (3) the concept of SWELL strategy; (4) Islamic history videos to be taught (5) previous related studies; (6) hypotheses of the study; (7) criteria for testing hypothesis.

2.1. The Concept of Writing

Writing is one of the four language skills that should be mastered in learning English. Writing is one of the ways to transmit thoughts or ideas to the other people (Huy, 2015, p. 56). Based on Nacira (2010, p.14), writing is a form of expression and communication which enables learners to communicate ideas, feelings, and different attitudes in a written mode. Writing can be an individual, a personal, and social endeavor. Furthermore, Peregoy and Boyie (2008, P. 369) states that writing is skill which helps students clarify their thoughts and remember what they have learned.

Further, Fasya (2015, p. 9) explains that writing deals with a language acquasition as students' expeiment with words, sentences, paragraph to communicate ideas effectively. Students also reinforce grammar and vocabulary they got in class. Writing is also stated as a production of original text based on students' mind and linguistic resources. They use their own vocabulary to write sentences or stories, practicing handwriting, or feeling in the blanks.

Allah has explained the essential of writing in His surah Al- ' Alaq : 4-5 below:

$$\text{ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ﴿٤﴾ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ﴿٥﴾}$$

"Who are taugh by the pen, taught man that which he knew not"
(Q.S. Al -'Alaq : 4-5)

Based on (Q.S. Al- 'Ala: 4-5) above, writing has been ordered by Allah since the derivation of the Qur'an by Allah. Methode of writing into one of the methods of maintaining Al Quran and Hadith are important beside memorizing. It means that writing is crucial to the continuity of science at any time.

In addition, Kitao (as cited in Masjhari, 2010, p. 1) mentions that the components of writing are:(1) grammatical ability, the ability to write English in grammatically correct sentences; (2) lexical ability, the ability to choose words that are correct and used appropriately; (3) mechanical ability, the ability to correctly use punctuation, spelling, capitalization, etc; (4) stylistic skills, the ability to use sentences and paragraph appropriately; (5) organizational skills, the ability to organize written work according to the convention of English, including the order and selection of materials; and (6) judgments of appropriacy, the ability to make judgment about what appropriate depending on the task, the purpose of writing, and the audience. So that, presenting writing skills for the students must be done as seriously as possible in order to be successful in handling the writing process.

According to Harmer as cited in Eliya (2015, p. 8), there are four-steps in the writing process. They are planning, drafting, editing and final draft. Each step is described as follows:

Step 1: Planning

In this stage, students plan some ideas that they are going to write. Students start gathering information and ideas for writing by making notes or doing all their planning in their minds. When planning, they have to consider three main issues, they are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments which they have decided to include.

Step 2: Drafting.

Drafting is the students' first effort to write ideas on paper. In this stage, they write tentative ideas which are related to the topic that they are going to write without paying attention to the errors.

Step 3: Editing (reflecting and revising)

After the students made their draft, they re-read their draft to see where it works and where it doesn't. Perhaps the order of the information is not clear or the sentence is ambiguous. The process of editing may be taken from oral or written comments by peers or teachers. They will help the students to make a revision of their writing. Revising is looking back over what has been written and checking what ideas have already been included, to keep the coherence and flow of the

writing, to stimulate further ideas, and to look for errors. The key aspect of editing is by seeking and responding to the feedback of others.

Step 4: Final version

The students make a change of their work after the process of editing. The final product may be different from the first draft after going through some steps.

2.2. The Concept of Narrative Writing

2.2.1. Definition of Narrative

Narrative writing is defined as relating a sequence of events which occurs over some period of time. Both what happens and the order in which the events occur are communicated to the reader (Jackson, 1997, p. 8). Mislaini (2015, p. 3) also adds that narrative text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader. Narrative text is interesting text and the students can learn from it. The purpose of narrative text is to entertain, to tell a story or to provide literary experience.

2.2.2. Types of Narrative Text

Narrative Text has a core story that usually only in the form of the author's imagination or a real incident that was captured by the author or even a combination of both. Mislaini (2015, p. 3) metions that in various sources narrative text can be found in the form:

1. Fables (Stories about animals behave like humans pictured)
2. Fairy stories (The story is fantastic, full of wonders)
3. Mysteries
4. Science fiction
5. Romance horror stories
6. Legends

7. Historical narratives,

8. Personal experience (personal experiences written),

9. Ballads (ballads, which can be a touching story readers, usually in the form of a love story that is not up).

2.2.3. Generic Structure of Narrative Text

Mislaini (2015, p. 3) also points out that on the narrative text, its structure is as follows:

1. Orientation

Orientation is the introduction of the form: a story about what (what is the story about), who the actors in the story (who is the participant), of the story (where is the place setting) and the story when it happened (when is the time settings).

2. Complication or Problem

In this paragraph which became the core of the narrative t ext. Without any problems, this text is only one form of exposure to events that followed with another event. Problems that arise can be distinguished :

a. Natural Conflict

Natural conflict is the problems that arise because of the perpetrator stories dealing with the forces of nature.

b. Social Conflict

Social conflict is the problems that arise because the perpetrators were facing each other. They met at the same time with different interests.

c. Psychological Conflict

Psychological conflict is the problems that arise when dealing with the perpetrators of the story itself. The contradiction between the good and bad, between greed and tolerance.

3. Resolution

That problem can be solved. In Narrative text, any problems that appear to be no solution, can be closed with a happy ending (happy ending) or not slightly ended tragically, the sad (sad ending).

4. Re-Orientation (Just for Optional).

This is a closing remark to the story and it is optional. It consists of moral lesson, advice or teaching from the writer.

2.2.4. Linguistic Feature Narrative Text

According to Indrasari (2010, p. 38), the language features used in narrative text are:

a. Focus on specific participants.

Narrative text focuses on the story of certain participant or character.

b. Use of past tense.

Tenses used in narrative text is past tense, because it tells about a story happened in the past. The formula of past tense is *S + V2 ... or S + to be (was/were)...*

c. Use of temporal conjunction.

The examples of temporal conjunction are: first, finally, then, when, next, last, before, etc.

d. Use of material (or action) processes.

Material process relates to the physical action done by the participants. The examples of materials process are:

The water   flows.
Participant process

e. Use of mental process.

Mental process relates to the verbs which indicate the participants' feeling, thinking, and perceiving, for example:

Mr. Setiawan   is satisfied   with his new car.
  Senser   mental   phenomenon

Example of Narrative text

Queen of Arabia and Three Sheiks

Maura, who like to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them. ⎱ Orientation

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first gave her some lefts over food. The second Sheik gave her some unappetizing camel's tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik's camp.

The following day, the queen invited the three sheiks to dinner at her palace. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him. ⎱ Complication

This Sheik Hakim's act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you" she announced her choice to the sheiks. "So it is Hakim I will marry". ⎱ Resolution

2.3. The Concept of SWELL Strategy

2.3.1. Definition of SWELL Strategy

SWELL Strategy is basically a writing technique that is supported by several theories related to collaborative writing, Vygotsky's theories of learning, and teachers as feedback provider (Fitria, 2012, p. 10). SWELL which stands for Social-Interactive Writing for English Language Learners was firstly introduced by Teo Adeline. Teo Adeline is an assistant professor at Chun Shan Medical University, Taiwan. Teo applied SWELL Strategy which is modified from Topping paired method. Considering the weakness of Topping paired method which was about lack structure guidelines for students to follow, Teo makes reformulating and editing for Topping paired method.

As stated by Teo (2006), *SWELL* deals with the integration of the process and product of writing from getting idea until producing the best writing after revision. In implementing this technique, the teacher will pair up the students to work collaboratively, but their levels of English proficiency are different, so that a more proficient student could tutor a less proficient student. During the writing process, students with higher writing levels are assigned the role of *Helper* and those with lower writing skills are assigned the role of *Writer*. They have to carefully follow the suggested steps given by the teacher.

2.3.2. The Procedures of SWELL Strategy

Teo (2006, p. 165) provides some steps which should be followed. The steps are ideas, draft, step, read, edit, best copy, and teacher evaluate. Before applying

those six steps, the students are firstly paired up by the teacher based on their English proficiency levels. The students whose writing level is higher would have be the role as the *Helper* and the students whose writing level is lower would be the *Writer*. During the writing process, they have to write collaboratively. The procedure of SWELL Strategy proposed by Teo (2006, p. 165-167) are below:

Step 1: Ideas

In this step, the students are taught to develop the ideas. The helper tries to help the writer to develop the idea by giving the complete sentence that consists WH Questions. In the SWELL method, to help ELLs understand important components such as character, setting, problem, and solution in narrative writing, the researcher provided the participants with complete questions that mostly begin with "WH" words to generate ideas.

Helper	Writer
1) Who did what? 2) Who did what to whom? 3) What happened? 4) Where did it happen? 5) When did it happen? 6) Who are the important people (main characters) in the story? 7) Why did he/she/they do that? 8) What was the problem? 9) How did he/she/they solve the problem? 10) What happened next? 11) Then what? 12) Did anyone learn anything at the end? 13) What was it? (Ask any questions you can think of)…?	The writer answer the question and takes the important notes.

Then, both the helper and the writer read the notes and have discussion to make sure that their ideas are on the right tract. The students can consider to change their ideas or not. Besides, the students can cluster the idea to make it organize well.

Step 2 : Draft

In this step, the teacher gives and explaines the options provided:

The Helper and Writer should chose one of the following options:

Option 1 : Helper writes it all and then the writer copies it all.

Option 2 : Helper writes hard words for the writer.

Option 3 : Helper writes hard words in rough and then the writer copies in.

Option 4 : Helper says how to spell the words.

Option 5 : writer writes it all.

After having an option, the writer begins to write. The writer is adviced to write without worrying too much about spelling. What important in this step is that the writer keeps on their writing and let their ideas flow.

Step 3 : Read

The Writer read the writing aloud. If he or she read a word incorrectly, the Helper provided support if he or she were capable of doing so.

Step 4 : Edit

In this step, helper and the writer see the draft together, and the writer consider where he or she thought improvements are necessary. After finding the problems such as words, phrases, or sentences, they have to mark itwith a colored pen, pencil, or highlighter. There are five edit levels in this step:

a. *meaning*,

b. *order* (referring to the organization of the separate ideas in the text, organization within a phrase or sentence, or organization of the order of sentences),

c. *style* (which includes the word choice and sentence structure),

d. *spelling*

e. *punctuation*.

While editing, the Helper and Writer would ask himself or herself the following questions:

Helper	Writer
Helper asks himself or herself:	Writer asks himself or herself:
1. *Do I understand what Writer wants to say in his/her writing? (meaning)*	1.*Does Helper understand what I want to say in my writing? (meaning)*
2. *Did the writing have a clear beginning, middle, and ending? (order)*	2.*Did my writing have a clear beginning, middle, and ending? (order)*
3. *Did Writer use all the words and write all the sentences correctly? (style)*	3.*Did I use all the words and write all the sentences correctly? (style)*
4. *Did Writer spell all the words correctly? (spelling)*	4.*Did I spell all the words correctly? (spelling)*
5. *Did Writer put all the punctuation (, . ? ! "…") in the right places?*	5.*Did I put all the punctuation (, . ? ! "…") in the right places? (punctuation)*

(punctuation)	

The helper needs to mark what the writer has missed and suggests some other changes might be needed to get the better result. Then, the writer revises the draft carefully. In this step, both students are allowed to use dictionary for checking the spelling.

Step 5 : Best Copy

The Writer then usually copied out a neat or best version of the corrected draft. The Helper could provide help when necessary, depending on the skill of the Writer. The best copy was a joint product of the pair and both students should have their names on it. The pair then turned in the completed copy to the teacher.

Step 6 : Teacher Evaluate

This step is evaluating step. In this step, the teacher observes the students work and then provides some explicit instructions in writing a grammar or provides other corrective feedback. The pairs, the *helper* and *writer* then review the teacher's comments together.

The six procedures of SWELL Strategy above should be followed by the participants when they wrote. The flowchart of SWELL Strategy which is modified from Topping's paired-writing method (Teo, 2006, p.177) below:

<p align="center">The SWELL Strategy Flowchart</p>

H = Helper W = Writer

Step 1: Ideas

H asks W questions:

Who did what?

Who did what to whom?

What happened?

Where did it happen?

When did it happen?

Who are the important people (main characters) in the story?

Why did he/she/they do that?

What was the problem?

How did he/she/they solve the problem?

What happened next?

Then what?

Did anyone learn anything at the end? What was it?

(Ask any questions you can think of) . . . . ?

↓

W answers and takes notes. W can add things that are not in H's questions.

↓

Then both H and W read the notes. Are ideas in proper places? Make changes if needed.

↓

Step 2: Draft

Teacher will give and explain to the students *one* of the following jobs.

↓

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
H writes it all, W copies it all	H writes hard words for W	H writes hard words in rough, W copies in	H says how to spell hard words	W writes it all
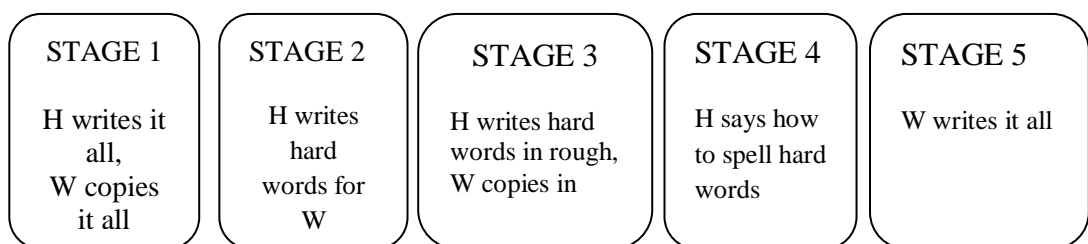
Use the notes; begin writing. *Don't worry* about spelling.

↓

Step 3: Read

W reads drafts out loud and makes it sound good! H corrects words read wrong if she/he can

↓

Step 4: Edit
H and W both look at draft

W asks himself or herself:

01. *Does H understand what I want to say in my writing? (meaning)*

02. *Did my writing have a clear beginning, middle, and ending? (order)*

03. Did I use all the words and write all the sentences correctly? (style)

04. Did I spell all the words correctly? (spelling)

05. Did I put all the punctuation (, . ? ! "…") in the right places? (punctuation)

H asks himself or herself:
01. *Do I understand what W wants to say in his/her writing? (meaning)*
02. *Did the writing have a clear beginning, middle, and ending? (order)*

03. Did W use all the words and write all the sentences correctly? (style)

04. Did W spell all the words correctly? (spelling)

05. Did W put all the punctuation (, . ? ! "…") in the right places? (punctuation)

↓

W makes changes ←→ H suggests changes

Use dictionary when necessary

↓

Step 5: Best Copy

W copies "best" writing from Step 4. H may help if necessary.

Write both H & Ws' names on paper.

Turn in the completed copy to teacher.

↓

Step 6: Teacher Evaluate

H and W read teacher's comments together, and then discuss and make

corrections.

2.3.3. The Advantages of SWELL Strategy

From the statements about the SWELL Strategy above, there are some benifits of using SWELL Strategy. According to Teo (2006, p. 172), SWELL is effective strategy to increase the proficiency and confidence of the students. In addition, SWELL Strategy also provides explicit teacher instruction and take a balanced approach that focus on fluency and writing mechanics. Moreover, by using SWELL Strategy, the ideas in students' writing become richer, more vivid, more organized because of the effective collaboration between the helper and the writer. Besides, the students were involved in depth discusion and more capable to gerenate higher-level ideas in having their first language in their interactions.

2.3.4. Teaching Narrative Writing through SWELL Strategy

One of the language skills that should be learned is writing skill. Writing is one of the four skills that are important to have in daily life that is why it is very important to learn it. As generally known that writing is the most complex and difficult among the language skills. Writing does not only need what to write the content of the writing but also the method or technique or procedure how to write what you want to write down.

In other words, writing is a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. Writing shapes their perceptions of themselves and the world. It aids in their personal growth and in their effecting change on the environment. Students are often unaware of the power of the written word. Teachers can make writing enjoyable

for students by using a variety of activities, approaches, methods, strategies and techniques. So, teachers should be able to choose a suitable method in order to create a better, interesting and communicative teaching and learning process. Based on the explanation above, the writer is interested in applying SWELL to facilitate students need in learning writing.

According to Teo (2006, p. 161), SWELL is kind of collaborative writing and it effectively facilitate interaction so that their writing ability is improved. As for improvements in writing, the process of peer writing and editing can be effective in raising students' awareness of important organizational and syntactical elements that they otherwise might not notice on their own (Mulligon & Garofalo, 2011, p. 1). Moreover, Brodah and Hansen (2014, p. 94) argue that collaborative writing is one example of a shared knowledge space where students come together as communities of learners to share knowledge as they generate content. Besides, collaborative writing tasks require that students utilize a range of social skills that can help foster a sense of accountability, cooperation and community.

Throughout the writing process using the SWELL method, the students are expected to show productive social behaviors and complex cognitive thinking and problem-solving skills. In learning writing using SWELL strategy, the students are allowed to use their native language. It is hoped that SWELL can facilitate the students to find the best solution in solving the problems in writing. So that the students can be comfortable to share their ideas, have the depth discussion

between the pairs, exchange information clearly, work collaboratively, in order to be able to increased their writing ability.

Moreover, SWELL provides opportunity for pair (Helper and Writer) to have effective collaboration work. The pair also get the chance to add and remove the text. The pair is allowed to participate in brainstorming the idea and giving feedback to each other. In peer response, students are given plenty of opportunities to brainstorm ideas in pairs or groups, to give feedback on each other's writing and to proof read and edit for each other (Teo, 2006, p. 168).

In short, the SWELL is kind of collaborative writing that can be used in teaching. In this study, the researcher will focus on increasing the student's writing ability which concern to the student's problems in writing ability.

2.4. Islamic History Videos To Be Taught

In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. There are ten videos which were taught to the reserach treatment in experimental group. In choosing the criteria of the videos, the writer considered it based on the syllabus and students' needs in their leraning process.

a. Prophet Ibrahim and His Sacrifice

The history of prophet Ibrahim and his sacrifice is one of important history to be learned by the students. It is also mentioned in the syllabus that the stduents had to learned about 25 prophets mentioned in the Qur'an which the aim is to Increase students' faith in the prophets of God, especially five prophets who called *Ulul Azmi*, they are prophet Nuh As, prophet Ibrahim, prophet Musa As, prophet Isa As, and prophet Muhammad SAW. Ulul Azmi means that the prophet who got many miracles (Mukjizat), and one of the five *ulul azmi* is prophet Ibrahim. Furthermore, there are many advantages and wisdoms that the students got from learning the history of prophet Ibrahim As;

1) Students know that God commands us to straighten out our intentions only to seek Allah's approval in every deed.

2) Students know that God commands us to always remember death, because after all the greatness of a person in this world, will finally return also to God.

3) Students can learn that the prophet Ibrahim never despair to pray, although his prayer long time not accepted by God, but the prophet Ibrahim stay patient till Allah grant his prayer.

b. Prophet Yusuf As

In the syllabus mentioned that the students have to learn and understand about Islamic economic law (*Mu'amalah*). Therefore, the writer choosed the history of prophet Yusuf As. Prophet Yusuf As is mentioned in the Qur'an as *Inni hafidzun 'alim,* who is intelligent (lustful) and knowledgeable (smart). The extraordinary gift of God was given to Yusuf As. The long history of the life of the Prophet Yusuf is complete and very detailed in Surah Yusuf, the 12th surah in

the Qur'an. The lesson of the Prophet Yusuf can be seen from various sides of life, one of them from the side of Economics. Some advantages that the students got from the hystory was the students were able to imitate the financial strategy of the Prophet Yusuf: productive, saving, thrifty, independent and investment.

c. **Ibn sina (avicenna)**

Ibn Sina (Avicenna) is a Muslim philosopher physician known as as-shaykh ar-rais (supreme sheikh). Ibn sina is one of famous medieval scientists (1250 - 1800) that should be known by the students. As mentioned in the syllabus that the students have to understand the development of Islam in the Middle Ages (1250 - 1800). Therefore, the writer considered to choosed the history of Ibn sina as the teaching material. So that, by learning the history of Ibn Sina can open the horizon of students' thinking to form a critical mindset.

d. **Prophet Adam As**

One of the teaching and learning aims in the school is to build the students' character to be a good person and have a good manners, such as repent to God. So that, the government included repentance as one of the teaching and learning material and it is mentioned in the syllabus. Therefore, the writer choosed the history of prophet Adam as the material of research treatment in the experimental group. The history of prophet Adam As made the students know about the true repentance (*Taubatan Nasuha*).

e. **The Story of Nuh (as)**

The history of prophet Nuh is one of important history to be learned by the students. It is also mentioned in the syllabus that the stduents had to learned about 25 prophets mentioned in the Qur'an which the aim is to Increase students' faith in the prophets of God, especially five prophets who called *Ulul Azmi*, they are prophet Nuh As, prophet Ibrahim, prophet Musa As, prophet Isa As, and prophet Muhammad SAW. Ulul Azmi means that the prophet who got many miracles (Mukjizat), and one of the five *ulul azmi* is prophet Isa As.

f. Al Israa Wal Miraj (The Night Journey)

Muslim has many obligations, such as pray, fasting, hajj, zakat, etc. They should know how to do it and know about the history, especially about the command of pray (*Shalat*). One of the wisdom of isra wal miraj is taking orders to perform the five daily prayers. Prayer is a medium to achieve individual spiritual piety related to Allah SWT. Prayers are also a means to balance the order of egalitarian, civilized, peaceful society. This prayer order then becomes obligatory for every Muslim and has its own privileges compared to other mandatory worship. Thus, in the context of spiritual-iman and rational-scientific perspective, Isra Mi'raj is a study that never dries up inspiration and wisdom for the life of Muslims.

g. Prophet Ayyub As

As stated in the syllabus that the students have to understand the content of the Qur'an: Al-baqarah : 177 which the meaning is that Allah commands to do good, caring for the orphans (*dhuafa*), and be patient in dealing with the Trials. Prophet Ayyub is well known as a good person, cautious, and caring for the poor.

He also used to feed the poor, spare the widow, orphan, the *dhuafa* and *ibn sabil* (the one who was cut off from the journey). He is a man who is grateful for the blessings of God by fulfilling God's right. even when Allah tested him with a calamity of skin diseases, but his heart and tongue he used to do a lot of dhikr to Allah so that he kept awake. the story of the prophet ayub gives students a lesson on how to be a good person and be patient in facing the test of God. So that is why the writer considered the history of prophet Ayyub to be choosed and taught.

h. The Prophet Musa and Magicians

In the syllabus, it is mentioned that the teacher should increase students' faith in the prophets of God, especially five prophets who called *Ulul Azmi*, they are prophet Nuh As, prophet Ibrahim, prophet Musa As, prophet Isa As, and prophet Muhammad SAW. Ulul Azmi means that the prophet who got many miracles (Mukjizat), and one of the five *ulul azmi* is prophet Isa As. Therefore, the writer considered the history of prophet Musa to be choosed and taught.

i. Maryam and the Birth of Prophet Isa As

The history of prophet Isa As is one of important history to be learned by the students. It is also mentioned in the syllabus that the stduents had to learned about 25 prophets mentioned in the Qur'an which the aim is to Increase students' faith in the prophets of God, especially five prophets who called *Ulul Azmi*, they are prophet Nuh As, prophet Ibrahim, prophet Musa As, prophet Isa As, and prophet Muhammad SAW. Ulul Azmi means that the prophet who got many miracles (Mukjizat), and one of the five *ulul azmi* is prophet Isa As. Furthermore, there are

many advantages and wisdoms that the students got from learning the history of prophet Isa As;

1) Nothing is Impossible if God Wants

Make the students know that it is easy for God to make something impossible possible. In this case, what is meant is about the pregnancy of Siti Maryam, when it contains Prophet Isa (as). Where Siti Maryam contains without being touched by men.

2) God's Aid Is Close

When the Prophet Isa (as) was to be born, Siti Maryam endured tremendous pain, which in her story forced her to lean under a palm tree. When Siti Maryam began desperately to endure the tremendous pain, the angel Gabriel conveyed a message from God.

j. The life of Muhammad SAW

The history of prophet Muhammad SAW is one of important history to be learned by the students. It is also mentioned in the syllabus that the stduents had to learned about 25 prophets mentioned in the Qur'an which the aim is to Increase students' faith in the prophets of God, especially five prophets who called *Ulul Azmi*, they are prophet Nuh As, prophet Ibrahim, prophet Musa As, prophet Isa As, and prophet Muhammad SAW. Ulul Azmi means that the prophet who got many miracles (Mukjizat), and one of the five *ulul azmi* is prophet Isa As.

2.5. Previous Related Studies

There are some previous related studies to the researcher's present study. The first is a study from Atmaja (2014) which the objective of the study was to find out whether or not there is any significant difference in narrative writing achievement of the tenth graders of SMA N 1 Bukit Kemuning before and after they are taughtby using SWELL Strategy. The population of the study was the tenth graders of SMA Negeri 1 Bukit Kemuning in academic year 2013/2014. While the sample of this study was 37 students of X IPA 1. In this study, the researcher used pre-experimental design with a quantitative approach. The result of this study shows that there is significant difference in narrative writing achievement before and after the students are taught by using SWELL Strategy. So, he concluded that the SWELL Strategy was successfully applied to improve students' narrative writing achievement.

The second study is a study by Fitria (2012) which the objectives of the study were to describe how the teacher applies SWELL in teaching writing narrative texts to eighth graders and the effects of using SWELL on the students' narrative writings. She did to treat 34 students of eight graders of MTSN Model Trenggalek by using SWELL Strategy. In collecting the data, observation checklist and students' tests were employed. The research showed that in applying SWELL in writing narrative texts, teacher did three activities, including opening activities, main activities, and closing activities. Meanwhile, based on the overall mean scores of the students' writings that improved from preliminary study to cycle II; 69.2, 76.41, and 76.47 and significant improvement on the students' class mastery of final drafts from preliminary study to cycle II; 35.3%, 76.5%, and

94.12%, there is a significant improvement on the students' writing ability that includes content, organization, vocabulary, language use, and mechanics by using this technique. To conclude, SWELL was successfully applied to improve the eighth graders' writing narrative texts.

The third study is conducted by Priehatini (2011) which the objectives of the study were to describe the implementation of SWELL in teaching writing recount text, to describe the students' responses after SWELL be implemented, and to describe the atmosphere of the class after SWELL be implemented. In this study, the researcher tried to find out the implementation of SWELL Strategy is teaching recount text to tenth grade students of SMA Hidayatut – Thullab Sampang. The sample of the study is 30 students of the first grade of SMA Hidayatut – Thullab Sampang. In conducting this study, the researcher used collaborative action research. The researcher found that the witing score of the students significantly increased from 66.26, 71.26, 74.9, up to 75.4. She claimed that the SWELL is acceptable and aplicable for the students, and it can help the students in improving their writing ability.

The fourth study is conducted by Indrasari (2010) which the aims of the study were to find out whether short videos can improve students' writing skill and how far the short videos can improve students' writing skill at the eighth grade students of SMP Negeri 2 Temanggung, and find out the strengths and weakness of using short videos in the writing class. n this study the reseracher tried to improve the students' writing skill of narrative text. She did to treat 34 students of eight graders of SMP Negeri 2 Temanggung in the academic year of

2009/2010. The action research was conducted in two cycles, in which in the first cycle there were 4 meetings and in the second cycle there were 3 meetings. Every cycle consisted of four steps; planning, implementing, evaluation, and reflection. In collecting the data, the researcher used observation, questionnaires, interviews, field notes, photographs, and tests. The tests were conducted before the action (pre-test) and after the action (post-test). The researcher analyzed the mean score of each test to find out the improvements of students' writing skill after the action was conducted. The result of the research shows that there are positive improvements in either students' writing skill or the class situation during the teaching learning process. By watching the videos, the students get the stimulus about certain topics so that they can easily construct and generate the ideas into a narrative story based on the video given. They can also arrange better paragraphs based on the genericstructure of narrative text.

The last study is a study by Teo (2006) from Chung Shan Medical University, Taiwan with the title *"Social-Interactive Writing for English Language Learners"*. In this study, Teo, (2006) proposes SWELL Strategy by making some changes or modification on Topping Paired Method. He divides SWELL Strategy into several steps. They are idea, draft, edit, best copy, and teache evaluate. He formulates some steps by emphasizing on students' linguistic need, explicit time and direction, and good interaction among students. Then the result of this study shows that SWELL Sttrategy succesfully increase the proficiency and confidence of the writers in ESL class. Besides, the students' writing ability also improved.

There were similarities and differences between the previous related studies and the writer's present study. The similarities were the strategy and about how to improve students' writing achievement like the first, second, third and forth previous study did. Meanwhile, the differences are at the location of conducting the study, in choosing the text and also on the sample of the study.

2.6. Hypotheses of the Study

The hypotheses of the study are as follows:

1. (H_o) : There is no significant improvement on the eleventh grade students' narrative writing achievement who are taught by using Islamic history videos through SWELL Strategy at SMA Nurul Iman Palembang before and after treatment.

   (H_a) : There is significant improvement on the eleventh grade students' narrative writing achievement who are taught by using Islamic history videos through SWELL Strategy at SMA Nurul Iman Palembang before and after treatment.

2. (H_o) : There is no significant difference on the eleventh grade students' narrative writing achievement who are taught by using Islamic history videos through SWELL Strategy and those who are not at SMA Nurul Iman Palembang

(H_a) : There is significant difference on the eleventh grade students' narrative writing achievement who are taught by using Islamic history videos through SWELL Strategy and those who are not at SMA Nurul Iman Palembang

2.7. Criteria for Testing Hypothesis

The criteria for testing hypotheses are formulated as follows:

1) If the p-output (Sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table, the null hypothesis (H_o) is accepted, and the alternative hypothesis (H_a) is rejected.

   If the p-output (Sig. 2-tailed) is lower than 0.05 level and t-obtained is higher than t-table , the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted.

2) If the p-output (Sig.2-tailed is higher than 0.05 level and t-obtained is lower than t-table, the null hypothesis(H_o) is accepted, and the alternative hypothesis (H_a) is rejected.

   If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table, the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted.

CHAPTER III

METHOD OF RESEARCH

This chapter presents: (1) research design; (2) variables of the study; (3) operational definitions; (4) subject of the study; (5) data collection; (6) data instruments analysis; (7) Research treatment ; (8) data analysis; and (9) hypothesis testing.

3.1. Research Design

Quantitative research is research that is guided by a particular hypothesis, which is one of the goals of the research is to test the hypothesis that predetermine. Based on Creswell (2009, p. 4) Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables in turn, can be measured. Typically on instruments, so that numbered data can be analyzed using statistical procedures. This study was conducting by using an experiment research. According to Fraenkel, Wallen, and Hyun (2012, p. 265), experimental research is one of the most powerful research mythology that researcher can use.

Considering the research of the problems and the purposes of the research, research design which was used in this study was quasi experimental design with quantitative approach. Meanwhile, Fraenkel et al. (2012, p. 275) state that quasi-experimental designs do not include the use of random assignment. One of quasi experimental design is pretest-posttest non-equivalent group design which was applied in this study.

In this design, there were two groups as sample: experimental and control group which both of them will be given pretest and posttest. The experimental

group was given treatments by using Islamic history videos through SWELL Strategy, but the control group was not.

Cohen, Manion, and Morrison (2007, p. 283) formulate the figure of Pretest-Posttest Non-equivalent Groups Design as follows:

$$
\begin{array}{ccc}
\mathbf{O_1} & \mathbf{X} & \mathbf{O_2} \\
\text{- - - - - - - - - - - -} \\
\mathbf{O_3} & & \mathbf{O_4}
\end{array}
$$
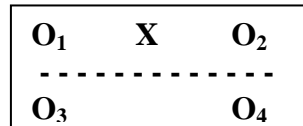
Where:

...	: Dash line indicates that the experimental and control group have not been equated by randomization
O_1	: Pretest in experimental group
O_3	: Pretest in control group
X	: Treatment in experimental group using Islamic history videos through SWELL Strategy
O_2	: posttest in experimental group
O_4	: posttest in control group

3.2. Variables of the Study

According to Creswell (2009, p.49), a variable is a characteristic or attribute of a n individual or an organization that researchers can measure or observe and varies among individuals or organization studied. There are two kinds of variable, dependend and independent variable. Cresswell (2009, p.50) defines that dependent variables are those that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variables. While dependent variables are those that depend on the independent variables, they are the outcomes or results of the influence of the independent variables.

Other names for dependent variables are criterion, outcome, and effect variables. In this study, the independent variable was SWELL Strategy, and the dependent variable was students' narrative writing achievement.

3.3. Operational Definitions

The title of this study is "The Use of Islamic History Videos through Swell Strategy To Improve the Eleventh Grade Studens' Narrative Writing Achievement in SMA Nurul Iman Palembang". To avoid misunderstanding about some terms in this research, the definitions need to be explained. The terms are Islamic history video, narrative text, wirting achievement, and SWELL Strategy.

1) Islamic History Video

Islamic history video is the video that contains an islamic story which is taken from Youtube. The videos are used as media to help the students in getting the idea in their writing.

2) Narrative Text

Narrative text is the text that tells the story of an event, providing the relevant details of when and where the event occurred as well as who was included and what transpired. For example legend, fables, folktales, fairy tales, etc. The purpose of narrative is to tell a story or entertain the readers or listener.

3) Writing Achievement

Writing achievement is the students' ability in expressing their ideas, thoughts and feelings in writing that is measured by a writing test which is the test assigned in the form of grades.

4) SWELL (Social-interactive Writing for English Language Learners)

SWELL which stands for Social-interactive Writing for English Language Learners is a strategy which allows the students to write collaboratively by applying the steps which are about draft, read, edit, best copy, and teacher evaluate. In addition, SWELL Strategy will help the students produce the good writing product by working collaboratively.

The title means assisting the eleventh grade students of SMA Nurul Iman Palembang to learn how to express their ides and thoughts in English writing using a strategy that can help them to write more easily.

3.4. Subject of the Study

3.4.1. Population

According to Hanlon and Larget (2012, p. 7), a population is all the individuals or units of interest; typically, there is not available data for almost all individuals in a population. Further, Fraenkel at al. (2012, p. 91) defines that population is the larger group to which one hopes to apply the results.

In this research, the population was the eleventh grade students of SMA Nurul Iman Palembang in academic year 2017/2018. The total number of the students was 65 students who were divided into two classes. The population of the study could be seen in the table below:

Table 1: Distribution of Population

Class		Total
XI IPA	XI IPS	
33	32	65

3.4.2. Sample

A sample is a subset of the individuals in a population; there is typically data available for individuals in samples (Hanlon &Larget, 2018, p. 7). Ross (2005, p. 1) argues that sampling in research is generally conducted in order to permit the detailed study of part, rather than the whole, of a population. In this study, the writer used total population sampling in choosing the sample of the study. According to Etikan et al. (2015, p. 3), total population sampling is more commonly used where the number of cases being investigated is relatively small . in addition, (Sugiyono, 2014, p. 124) states that total population sampling is a sampling technique which the sample number is the same with the population number. The sample of the study could be seen in the table below:

Table 2:

Class		Total
XI IPA	XI IPS	
33	32	65

Distribution of sample

3.5. Data Collection

3.5.1. Test

Brown (2004, p. 3) states that test is a method of measuring a person's ability, knowledge, or performance in a given domain. The test which was given by the researcher to the experimental was writing test (*See Appendix C*). The purpose of the test was to measure students' writing achievement before and after the treatments in the experimental group by using Islamic history videos through SWELL Strategy. The writer used the pre-test and post-test. The pre-test and post-test were administrated before and after the treatment. The instrument which was used in pre-test and post-test was the same. The students were required to write narrative story by choosing one of the topics that was given by the reseacher. The first time, it was given before teaching learning activities (pre-test) and the second time was given after teaching activities (post-test) in order to find out whether or not the implementing of the Islamic history videos through SWELL Strategy significantly improved students' achievement in writing ability.

1. Pre-test

Pre-test was given before the treatments in the experimental. Pre-test was given to the experimental group in order to identify the students' master of writing comprehension in each number of sampling carrying out the experiment. It was done before treatment was given. The writer asked the students to write narrative

story by choosing one of the topics which was given by the researcher in 60 minutes.

2. Post-test

In this study, the writer gave post-test to the experimental after conducting treatments. Creswell (2012, p. 297) states that a post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. The treatment which was given to the experimental group was Islamic history videos through SWELL Strategy. The type of posttest was the same as the pretest. The aim of giving posttest to the students was to measure students' ability in writing after implementing the Islamic history videos through SWELL Strategy. The result of this test compared with the result of pretest in order to know the effect of teaching reading by using Islamic history videos through SWELL Strategy to students' narrative writing achievement. From the posttest, the writer got the data that was used to measure the students' progress taught by using Islamic history videos through SWELL Strategy.

3.6. Research Instrument Analysis

3.6.1. Validity of the Test

Validity is concerned with the meaningfulness of research components (Drost, 2013, p. 114). Validity test is carried out to measure whether the instruments for pretest or post-test activities are valid or not. There were two kinds of validity to be used. They are as follows:

1) Construct Validity

According to Brown (2004, p. 25) states that construct validity is a major issue in validating large-scale standardized tests of proficiency. In addition, Cohen, et.al (2007, p. 138) argues that a construct is an abstract; this separates it from the previous types of validity which dealt in actualities-defined content. The construct validity of this study involved items for pre-test and post-test and lesson plans for experimental group.

After constructing the instruments related to some aspect measured, then it was consulted to achieve some expert judgments from at least three validators to evaluate whether the components of the instrument were valid or not to be applied in research activities. There are some characteristics of validators and raters, such as (1) English educational background, (2) Lecturer of English, and (3) Minimum 550 TOEFL score. In this study, the construct validity of the research instruments involved two types. They were writing test for pretest and posttest activities, and lesson plan for experimental group. In this study, there were three validators, and from the three validators could be assumed that the instrument and lesson plan were appropriate to apply to the research. The result of three validators of this research instruments test, lessons plans, and materials could be be seen in (*Appendix D*).

2) Content Validity

Yaghmaie (2003, p. 25) explains that content validity is used to measure the variables of interest. It was used to measure the appropriate sampling of the content domain of items in a questionnaire. In order to judge whether or not a test

has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus (*see Appendix E*). The instrument focused on narrative text.

Table 3.
Test of Specification Table

Objective	Material	Indicator	Types of Test	Number of Item
The students are able to narrative text by using Islamic history through SWELL Strategy.	Narrative Text 1. Prophet Yusuf As 2. Prophet Yunus As 3. Prophet Ibrahim As 4. Prophet Musa As 5. Prophet Muhammad SAW 6. Prophet Sulaiman As	The students are able to write a good narrative text.	Written test	1

3.6.2. Reliability of the Test

Fraenkel, et al. (2012, p. 154) state that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. Reliability test measures whether or not research instrument used for activities of pretest and posttest are reliable.

To analyzed the reliability test on students' writing, inter-rater reliability was used. Brown (2004, p. 20) states that inter-rater reliability occurs when two or

more scores yields inconsistent scores of the same test, possibly for lack of attention to scoring criteria, experience, inattention, or even preconceived biases.

Further, the reliability of writing test was obtained. It was measured from the result of three experts judgement. The result showed that the writing test with aspects of instruction, aspects of cognitive achievement test coverage, aspects of language were appropriate. All in all, the writing test was reliable.

3.7. Research Treatment

The writer taught narrative writing to the experimental group. In conducting the study, the experimental group was given treatment by using Islamic history videos through SWELL Strategy for 12 meetings. The 12 meetings were including pre-test and post-test. The time allocation for each meeting was 2 x 45 minutes. The researcher divides the procedure in teaching the experimental group into three stages:

a. **Pre Activities (10')**
1. The teacher greets the students
2. Teacher checks the students' attendance list
3. Teacher gives students the motivation and asking some question related to the topic.
4. The teacher says and writes the learning objectives and shows her belief that the students can achieve the objectives.

b. **Whilst Activities (70')**
Exploration :
1. The teacher divides the students into pairs based on their English proficiency level, each pair consists of two students who are as the helper and the writer.
2. The teacher introduces and tells the stuents about the topic to learn.

3. The teacher explains the definition, generic structure, and some examples of narrative text to thea students. The students are allowed to ask some questions related to the narrative writing.
4. The teacher explains the teachnique and procedure of SWELL Strategy.
5. The teacher gives time to consider the procedure.

Elaboration :

1. The teacher tells the stories to the students by showing an Islamic videos that will be the topic in their writing material.
2. The teacher asks the students to discuss with their each pair and understanding what the videos about.
3. The teacher asks students to write the narrative text which the topic relates to the video that has been showed before by following the steps of SWELL Strategy :
   a) Idea
   b) Draft
   c) Read
   d) Edit
   e) Best CopyTeacher Evaluate

Confirmation :

1. The teacher asks the students to collect their writing.
2. The teacher gives the draft back to the students, then the students discuss and made any correction.

c. **Post Activities (10')**
   1. The teacher asks the students whether they have difficulties or not during the learning process.
   2. The teacher and students conclude the material together.
   3. The teacher closes the class.

Table 4. Teaching Materials for Research Treatments

No	Meeting	Time Allocation	Activity	Resources	Date
1.	1st meeting	1 x 60 minutes	Pretest		Sept 7th, 2017
2.	2nd meeting	2 x 45 minutes	Prophet Ibrahim and His Sacrifice.	https://www.youtube.com/watch?v=_zkdk88niAk	Sept 8th, 2017
3.	3d meeting	2 x 45 minutes	Prophet Yusuf and His True Dream	https://www.youtube.com/watch?v=ZSK_X1-Y5Nw	Sept 9th, 2017
4.	4th meeting	2 x 45 minutes	Ibn Sina (Avicenna) The father of modern medicine	https://www.youtube.com/watch?v=0vIOojawcCw	Sept 12th, 2017
5.	5th meeting	2 x 45 minutes	Prophet Adam As	https://www.youtube.com/watch?v=VCSPf8evBTg	Sept 14th, 2017
6.	6th meeting	2 x 45 minutes	The Story of prophet Nuh (as)	https://www.youtube.com/watch?v=d2D6WuKlymM	Sept 15th, 2017
7.	7th meeting	2 x 45 minutes	Al Israa Wal Miraj (The Night Journey)	https://www.youtube.com/watch?v=afJU-OHEmXk	Sept 16th, 2017
8.	8th meeting	2 x 45 minutes	Prophet Ayyub As	https://www.youtube.com/watch?v=SvcSVsgy09M	Sept 18th, 2017
9.	9th meeting	2 x 45 minutes	The Prophet Musa and Magicians	https://www.youtube.com/watch?v=mHwy9sMd3_o	Sept 19th, 2017
10.	10th meeting	2 x 45 minutes	Maryam and the Birth of Prophet Isa	https://www.youtube.com/watch?v=IFVVkWt-rGg	Sept 20th, 2017
11.	11th meeting	2 x 45 minutes	The life of Muhammad SAW	https://www.youtube.com/watch?v=x_7K9da5Yqg	Sept 22nd, 2017
12.	12th meeting	1x 60 minutes	Posttest		Sept 23rd, 2017

3.8. Data Analysis

In this study, the students in both groups experimental and control group were given pretest and posttest. The test was in the form of writing composition. The same instruments test was used in pretest and posttest for experimental and control group. In analyzing the students' narrative writing, Writing Assesment and Evaluation Rubrics from Lexington High School (2012) was used *(see Appendix E)*. The rubrics divided into two aspects which include content (purpose and narrative development), and clarity (structure, style, and conventions). The data was analyzed by three raters, and three of the raters were lectures of English Education Study Program of UIN Raden Fatah Palembang.

The scores which were obtained from the rubric were multiplied by five to get the score that is appropriate with the grading system. The scores converted into the following grading system:

Table 5. The Classification of Students' Score

The Range of Score	Qualitative Score	
85-100	Excellent	A
75-84	Good	B
56-74	Fair	C
<55	Poor	D

(*Source: SMA Nurul Iman Palembang in academic year 2017/2018)*

After that, to analyze the data from the pre-experimental study, the researcher submitted the data by using the Statistical Package for the Social Science (SPSS) version 23.0. In analyzing the data, the writer described some techniques as follows:

3.8.1. Data Description

Before the data was analyzed, distribution of the data was used to see the distribution of frequency the data and descriptive statistics. The procedure in distribution of the data was described as follow:

1) Distributions of Frequency Data

In distributions of frequency data, the students' score, frequency, percentage was achieved. The distributions of frequency data were obtained from students' pretest-posttest scores in experimental group.

2) Descriptive Statistics

In descriptive statistics, number of sample, the score of minimal, maximal, mean, and standard deviation were analyzed. Descriptive statistics were obtained from students' pretest and posttest scores in experimental group.

3.8.2. Prerequisite Analysis

Before analyzing the data, pre-requisite analysis was done to see whether the data obtain were normal and homogenous. The procedures in pre-requisite analysis as follow:

3.8.2.1. Normality Test

Normality test is used to measure whether the obtained data is normal or not. In measuring normality test, the writer used *Skewness and Kurtosis* in SPSS program version 23.00. According to Field (2009, p.26), the standard normal distribution of the data is between -1.96 and 196 ($\alpha = 5\%$). The normality test was used to measure students pretest and posttest scores in experimental group. Then, the result analysis in measuring the normality test of the students pretest scores in experimental group.

3.8.2.2. Homogeneity Test

Homogeneity test is used to measure whether the obtained data are homogenous or not. According to Flynn (2003, p. 18), the standard distribution can be categorized homogenous whenever it is higher than 0.05. The homogeneity test was used to measure students' pretest and posttest scores in the experimental group. In measuring homogeneity test, *Levene Statistics* in SPSS program version 23.00 software was used.

3.9. Hypothesis Testing

In measuring significant improvement and significant difference on students' narrative writing achievement by using Islamic history videos through SWELL Strategy, as follows:

a. In measuring significant improvement, paired sample t-test was used for testing the students' pre-test to post-test scores in narrative writing achievement by using Islamic history videos throough SWELL Strategy in experimental groups. Significant improvement is found whenever the p-output is lower than 0,05 and t-obtained is higher than t-table 2,040 (with df = 31).

b. In measuring significant difference, independent sample t-test was used for testing the students' post-test scores in writing narrative text in control and experimental groups. A significant difference is found whenever the p-output is lower than 0.05 and t-obtained is higher than t-table 1.998 (with df= 63).

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) findings; and (2) interpretation of the study.

4.1 Findings

The findings of this study were to find out: (1) data descriptions (2) prerequisite analysis, and (3) the results of hypotheses testing.

4.1.1. Data Descriptions

In the data descriptions, distribution of data frequency and descriptive statistics were analyzed.

4.1.1.1. Distribution of Data Frequency

In distribution of data frequency, score, frequency, and percentage, were described. The scores were got from: (a) pretest scores of narrative writing achievement in experimental group and control group, (b) posttest scores of narrative writing achievement in experimental group and control group

1. Students' Pretest Scores in Experimental Group and Control Group.

In distribution of data frequency, the researcher got the interval score, frequency, and percentage. The result of the pretest scores in experimental group control group were described in table 6 below:

Table 6.
Distribution of Data Frequency and Descriptive Statisctic on Students'
Pre-test Scores of Narrative Writing Achievement in Experimental Group
and Control Group

PRE-TEST								
E X P E R I M E N T A L	**N**	**Category**	**F**	**Percent**	**Min**	**Max**	**Mean**	**Std. Deviation**
	32	Excellent (85-100)	0	0%	25.00	77.00	47.7500	15.64938
		Good (75-84)	1	3 %				
		Fair (56-74)	7	22 %				
		Poor (<55)	24	75%				
		Total	**32**	**100%**				
C O N T R O L	**N**	**Category**	**F**	**Percent**	**Min**	**Max**	**Mean**	**Std. Deviation**
	33	Excellent (85-100)	0	0%	27.00	73.00	50.8182	12.73885
		Good (75-84)	0	0%				
		Fair (56-74)	12	36.4%				
		Poor (<55)	21	63.6%				
		Total	**33**	**100%**				

Based on the result analysis of students' pretest scores in experimental

group from 32 students, it showed that there was no students (0%) in excellent category, one student (3%) in good category, seven students (22%) in fair category, and twenty four students (75%) in poor category. Meanwhile, the result analysis in control group from 33 students, it showed that there was no students (0%) in excellent and good category, twelve students (36.4%) in fair category, twenty one students (63.6%) in poor category. It could be concluded that both of pretest score in experimental group and control group belonged to poor category.

2. Students' Posttest Scores in Experimental Group and Control Group

The distribution of data frequency on the student's posttest scores in experimental group and control group were described in table 7 below:

Table 7.
Distribution of Data Frequency and Descriptive Statisctic on Students' Posttest Scores of Narrative Writing Achievement in Experimental and Control Group

POST-TEST								
E X P E R I M E N T A L	**N**	**Category**	**F**	**Percentage**	**Min**	**Max**	**Mean**	**Std. Deviation**
	32	Excellent (85-100)	3	9.4%	50.00	90.00	64.6250	10,557828
		Good (75-84)	4	12.5%				
		Fair (56-74)	21	62.5%				
		Poor (<55)	5	15.63%				
		Total	**32**	**100%**				
C O N T R	**N**	**Category**	**F**	**Percentage**	**Min**	**Max**	**Mean**	**Std. Deviation**
	33	Excellent (85-100)	1	3.0%	35.00	85.00	57,84845	12,382248

O L		Good (75-84)	4	9.1%				
		Fair (56-74)	15	45.5%				
		Poor (<55)	12	36.4%				
		Total	**33**	**100%**				

Based on the result analysis of students' postttest scores in experimental group from 32 students, it showed that there were three students (9.4%) in excellent category, four students (12.5%) in good category, twenty students (62.5%) in fair category, and 5 students (15.63%) in poor category. It could be said that the students got better score after the treatment. Meanwhile, the result analysis in control group from 33 students, it showed that there was one students (3.0%) in excellent, three students (9.1%) in good category, fifteen students (45.5%) in fair category, and twelve student (36.4%) in poor category. It meant that control group also got quite better score than before.

4.1.1.2. Descriptive Statistics

In the descriptive statistics, the total of sample (N), frequency, percentage and minimum and maximum scores, mean scores, standard deviation were analyzed. The result of the tests were presented in the form of scores ranging from 0 to 100 based on the result of each test. The maximum score for narrative writing achievement by using Islamic history videos through SWELL Strategy in the pretest of the experimental group was 77.00, the minimum score was 25.00, the mean score was 47.7500, and the score of the standar deviation was 15.64938. Then, the maximum score for narrative writing achievement by using Islamic history videos through SWELL Strategy in the pretest of control group was 73.00,

the minimum score was 27.00, the mean score was 50.8182, and the score of the standar deviation was 12.73885.

Meanwhile, the maximum score for narrative writing achievement by using Islamic history videos through SWELL Strategy in the postest of the experimental group was 90.00, the minimum score was 50.00, the mean score was 64,6250, and the score of the standar deviation was 10,557828. Then, the maximum score for narrative writing achievement by using Islamic history videos through SWELL Strategy in the posttest of control group was 85.00, the minimum score was 35.00, the mean score was 57,84845, and the score of the standar deviation was 12.382248.

4.1.2. Prerequisite Analysis

In prerequisite analysis, there were two analyses that should be done. They were normality test and homogenity test.

4.1.2.1. Normality Test

A normality test is used to detemine whether sample data has been drawn from a normally distributed population. Normality test was done to know whether the results of students' pretest and posttest in control group and experimental group are normal or not. In measuring normality test, *Skewness and Kurtosis* in SPSS version 23.00 was used. The test is considered normal whenever it is between -196 and 1.96. The data of normality test was figured out in Table 8 below;

Table 8.
Normality Test of Students' Pretest and Posttest Scores in Experimental Group and Control Group

No	Group	N	Test	Skewness	SE$_{skewness}$	Z$_s$	Kurtosis	SE$_{Kurtosis}$	Z$_k$	Result
1	Experimental Group	32	Pretest	0.655	0.414	**1.582**	-0.919	0.809	**-1.136**	Normal
			Post-test	0.785		**1.896**	0.028		**0.035**	Normal
2	Control Group	33	Pretest	-0.256	0.409	**-0.625**	-0.783	0.798	**-0.981**	Normal
			Post-test	0.341		**0.833**	-0.276		**-0.346**	Normal

Based on the normality test by using *skewness and kurtosis* above, it showed that Z$_{skewness}$ value in experimental group was 0.655/0.414 = 1.582 for pretest, and 0.785/0.414 = 1.896 for posttest; and Z$_{kurtosis}$ value was -0.919/0.809 = -1.136 for pretest, 0.028/0.809 = 0.035 for posttest. Besides, it also showed that Z$_{skewness}$ value in control group was -0.256/0.409 = -0.625 for pretest, and 0.341/0.409 for posttest; and Z$_{kurtosis}$ value was -0.783/0.798 = -0.981 for pretest, -0.276/0.798 = -0.341 for posttest.

Therefore, It could be stated that the test of the pretest and post-test results of students' narrative writing achievement in experimental and control group were categorized normal since the Z$_{skewness}$ values and Z$_{kurtois}$ values lied between -1.96 and 1.96.

4.1.2.2. Homogeneity Test

The homogeneity test was done to know whether the results of the students' pre-test and post-test scores in experimental group and control group are homogenous or not. In measuring homogeneity test, *Levene statistics* was used.

Levene statistics is a formula that used to analyze the homogeneity data. The homogeneity test was used to measure students' pretest scores in experimental and control groups, and students' posttest scores in experimental and control groups. The result of homogeneity test was figured out in Table 9 below.

Table 9.
Homogeneity Test of Students' Pretest and Posttest Scores in Experimental Group and Control Group

Variable	Test	Group	N	Levene Statistics	Sig.	Result
Islamic History through SWELL Strategy	Pretest	Experimental	32	3.775	0.057	Homogenous
		Control	33			
	Posttest	Experimental	32	0.249	0.620	Homogenous
		Control	33			

Based on the homogeneity test, it was found that the significance level of studenrs' pretest in experimental and control group was 0.057. From the result of the output, it could be stated that the students' pretest in control and experimental group were homogenous since it was higher than 0.05. Meanwhile, it was also found that the significance level of students' posttest in experimental and control group was 0.620. Therefore, it could be said that the students' posttest in experimental and ccontrol group was homogenous since it was higher than 0.05.

4.1.3. Result of Hypothesis Testing

In this result hypothesis testing, measuring means significant improvement was presented.

4.1.3.1. Result Analysis of Wilcoxon Signed Ranks Test from Students' Pretest

In this research, paired sample t-test was used to measure the significant improvement on students' narrative writing by using Islamic history through SWELL Strategy at the eleventh grade students of SMA Nurul Iman Palembang. The analysis paired sample t-test was figured out in Table 10 below.

Table 10.
Result Analysis of Paired Sample T-Test from Students' Pretest to Posttest Scores in Experimental Groups

Using Islamic history videos through SWELL Strategy at SMA Nurul Iman Palembang	Paired Sample t-test					Ha	Ho
	Test	Mean	T	Df	Sig. (2 tailed)		
	Pretest	40.7500	-7.954	31	0.000	Accepted	Rejected
	Posttest	64.6250					

Based on the table analysis, it was found that the p-output was 0.000 and the t-value was 7.954. It could be stated that there was a significant improvement on students descriptive writing taught by using Islamic history videos through SWELL Strategy because the p-output was lower than 0.05 and the t-value was higher than t-table (df 31 = 2.040). Therefore, it was concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

Moreover, it was found that t value was negatif (-7.954) meant that mean score of pretest was lower than mean score of posttest. Therefore, it could be said that the treatment by using Islamic history videos SWELL Strategy could improve the students' score.

4.1.3.2. Result Analysis of Independent Sample T-test from Students' Posttest

Scores in Control and Experimental Groups

In this research, Independent sample t-test was used to measure the significant difference on students' narrative writing scores taught by using Islamic history videos through SWELL Strategy and those who were not at SMA Nurul Iman Palembang. The analysis result of Independent sample t-test was figured out in Table 11 below:

Table 11
Result Analysis of independent Sample t-test from Students' Posttest Scores
in Control and Experimental Groups

Using SWELL Strategy and those who were taught by using teacher's method.	Independent Sample t-test					Ha	Ho
	Group	Mean	T	Df	Sig. (2 tailed)		
	Control	57.8485	2.371	63	0.021	Accepted	Rejected
	Experimental	64.6250					

Based on the table analysis, it was found that the p-output was 0.021 and the t-value was 2.371. It could be stated that there was a significant difference on students' narrative writing taught by using Islamic history videos through SWELL Strategy because the p-output was lower than 0.05 (0.021 < 0.05) and the t-value was higher than t-table (2.371 > df 63= 1.998). Therefore, it was concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

Moreover, it showed that t-value was positif (2.371) meant that mean score of student's posttest in experimental group was higher than in control group. It could be stated that there was a significant difference on students' narrative writing taught by using SWELL Strategy.

2.2 Interpretation

Based on the findings which the writer described in the previous section, it was found that there were two conclusions. First, there was significant improvement from students' pretest to posttest scores in experimental group taught by using Islamic history videos through SWELL Strategy. Second, there was significant difference between students' posttest score in control and experimental groups. The result indicated that Islamic history videos through SWELL Strategy could be used as a strategy to improve students' narrative writing achievement.

Before the students were given the treatment, the students in experimental and control groups were given pretest. Then, students' pretest score in experimental and control groups were obtained. In doing the pretest the students felt confused and difficult to write a narrative text. It could be seen in the table of students' pretest scores in control and experimental groups (table 6). The result showed that XI IPS got lower than XI IPA. It was proved by the mean score of pretest in XI IPA which was higher than XI IPS. It could be assumed that experimental group was XI IPS and control group was XI IPA. In this case, the experimental group needed treatment by using Islamic history videos through SWELL Strategy to get better than before.

The treatment consisted 10 meetings excluding pretest and posttest in experimental group. In the first meeting, the researcher focused on the explaining about narrative text and then how to use SWELL strategy and Islamic history Video. In the second to forth meeting, the students were still confused how to use

the steps of SWELL Strategy. They could not follow the procedure of SWELL strategy easily. Moreover, the researcher tried to explain again by stimulating students to show their ideas based on the topic. For example, the researcher stimulated the students' ideas by showing an Islamic history video which related to the topic that would be discussed. So that, the videos could help the students in gaining the idea in writing a narrative text.

Besides, the students were also guided by SWELL Strategy. SWELL Strategy allowed the students to partcipate in brainstorming the idea and giving feedback each other confidently. This is supported by Teo (2006, p. 168) who states that through SWELL Strategy, students are given plenty of opportunities to brainstorm ideas in pairs or groups, to give feedback on each other's writing and to proof read and edit for each other.

In the fifth to tenth meeting, the students could adapt with this strategy, they could develop their writing better. They were able to develop the generic structure of their narrative text, and improve their mastery of grammar and vocabularies. Furthermore, by using Islamic history through SWELL Strategy students felt enjoyable in writing a narrative text since the writer paired up the students, they could interact with their friends, such as in checking the mistakes and giving suggestion about their writing each other. Each student, the *Helper* and *Writer* could give suggestions about their writing whether the ideas or informations are not suitable or support in the paragraph, mistakes in grammar etc. Besides, the students felt more confident in doing their writing since they could help each other and allowed to share ideas and information with their partner by using their first

language. As Teo (2006, p. 172) states that SWELL is effective strategy to increase the proficiency and confidence of the students.

After conducting the treatment, both control and experimental groups were given posttest. It was found students' pretest and posttest score in experimental and control groups. Then, the data from both of groups in pretest and posttest were analyzed by SPSS version 23.00. In analyzing normality, *Skewness and Kurtosis* were used. The result students' pretest and posttest score in experimental and control groups were categorized normal. Then, to analyze homogeneity, Levene statistics was used. From the result, it showed that students' pretest and posttest score in experimental and control groups were homogenous. In conclusion, the data showed that the abilities of the students were same.

Then, in analyzing hypothesis testing, paired sample t-test and independent sample t-test were used. The result of paired sample t-test shared that there was significant improvement between students' pretest and posttest in experimental group. The students of experimental group were taught by using Islamic history videos through SWELL Strategy, and the students of control group were not taught by using Islamic history videos through SWELL Strategy. Both of groups were taught narrative writing. Students' narrative writing achievement in control group also got improvement but it was not as significant as the experimental group. Meanwhile, the result of independent sample t-test showed that there was significant difference between the students' posttest score of experimental groups who were taught by using Islamic history videos through SWELL Strategy and the control group who were taught by using strategy that was used by the teacher

of English at SMA Nurul Iman Palembang. This result was consistent with the study which was conducted by Priehatini (2011) who claimed that the SWELL is acceptable and aplicable for the students, and it can help the students in improving their writing ability.

On the other hand, the result of independent sample t-test showed that the signifacnce level was not very high. It was because the difference of mean score of students' posttest in control group (XI IPA) and experimental group (XI IPS) was low. It showed that control group (XI.IPA) also got the improvement. There were some reasons cuased this case. First, based on the information from their English teacher in preliminary study that both XI IPA and XI IPS have difference level and style in learning. XI IPA was more active and interested in learning English. Second, when the writer gave the posttest to experimental group (XI IPS), the condition was less conducive. At that time, most of students had to go to the school field for the intra-school organizastion (OSIS) inauguration, so the students were in rush to do the post-test.

However, based on the data analysis, there were significant improvement and difference on students' narrative writing achievement taught by using Islamic history videos through SWELL Strategy. Therefore, this strategy is effective to be used in improving students' writing achievement. It is consistent with a study conducted by Indrasari (2010) found that there are the positive improvements in students' writing skill and students' attitude towards writing in class.

Finally, it was inferred that the implementation of Islamic history videos through SWELL Strategy showed significant improvement and significant

difference on students' narrative writing achievement at SMA Nurul Iman Palembang. The use of Islamic history videos through SWELL Strategy successfully motivated the students in learning narrative writing and made the students interested and active in learning English. It could be assumed that the use of Islmaic history videos through SWELL Strategy is effective to improve students' writing achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents: (1) conclusion; and (2) suggestions.

5.1. Conclusion

Based on the findings and interpretation in the previous chapter, it could be concluded as follows: First, from the result of pretest to posttest in teaching narrative writing by using Islamic history videos through SWELL strategy, significant improvement on students' narrative writing achievement of the eleventh grade students of SMA Nurul Iman Palembang was found. Second, it was found that there was significant difference on students' narrative writing achievement who were taught by using Islamic history videos through SWELL Strategy and those who were not at SMA Nurul Iman Palembang.

The result could occur because by using Islamic history videos through SWELL Strategy made the students felt more easily in brainstorming process, enjoyable in writing a narrative text, and they could interact with their friends, such as in checking the mistakes and giving suggestion about their writing each other. They could give suggestions about their writing whether the ideas or informations are not suitable or support in the paragraph, mistakes in grammar etc. The students also felt more confident in doing their writing. Therefore, it can be inferred that the use of Islamic history through SWELL strategy can be considered as one of the alternative strategies in teaching English especially narrative text.

5.2. Suggestions

In relation to the study that has been conducted, the researcher would like to offer some suggestions in order to develop the teaching and learning in EFL classroom. Some suggestions are offered to the English teacher, students and reseacher.

The first, The teachers especially teacher at SMA Nurul Iman Palembang should motivate the students and give positive response toward the students. Therefore, the use of Islamic history videos through SWELL strategy can be used as an alternative strategy to motivate the students and improve their writing achievement.

The second is for the students especially for the eleventh grade students at SMA Nurul Iman Palembang. It is suggested that they should be more confident in expressing their idea, read more books to enlarge the knowledge. The students should also learn more about writing not only narrative writing but also another text since the use of Islamic history videos through SWELL strategy can be implemented in various texts.

The last is for the other researchers. Hopefully, this research can be useful as theoretical references for other researchers who want to conduct similar studies with different variables and conditions and focus on the aspects of writing achievement. The other researchers can also consider the weaknesses of the findings in this study, so that they can conduct better research.

REFERENCES

Albawi, S. F., & Younes, B. Z. (2015). Exploring the most common types of writing problems among English language and translation major sophomore femal students at Tabuk university. *Asian Journal of Basic and Applied Sciences, 3*(2), 7-26.

Ariyanti. (2016). The teaching of EFL writing in Indonesia. *Dinamika Ilmu, 16*(2), 263-277.

Atmaja, K. D. (2014). Improving Narrative Paragraph Writing Achievement of the Tenth Grade Students of SMAN 1 Bukit Kemuning through SWELL Strategy (Master's thesis). Sriwijaya university, Palembang   , Indonesia.

Brodah l, C., & Hansen, K. N. (2014). Education students' use of collaborative writing tools in collectively reflective essay papers. *Journal of Information Technology Education: Research, 13*(10), 91-120.

Brown, H. D. (2004). *Teaching by principle: An interactive approach to language pedagogy.* (2nd ed.*).* London, UK: Routledge.

Butcher. (2006). Narrative as a teaching strategy. *The Journal of Correctional Education, 57*(3), 195-207.

Cohen, L., Manion, L., & Marrison K. (2007). *Research methods in education* (6th ed.). New York, NY: Routledge.

Creswell, J.W. (2009). Research design ; Qualitative, quantitative, and mixe methods approaches (3rd ed.). Thousands Oaks, CA: SAGE Publication. Inc.

Drost, A. E. (2013). Validity and reliability in social science research. *Education Research and Perspectives, 38*(1), 105-123.

Eliya, R. K. (2015). Improving students' skills of writing short version of narrative texts by using comic strips for the eleventh grade of science class of MAN Yogyakarta II in the academic year of 2012/2013 (Master's thesis). Yogyakarta State University, Yogyakarta, Indonesia.

Eragbe, C., & Yakubu, S. (2015). The use of deixis and deictic expressions in boko haram insurgency reports: A study of selected boko haram insurgency reports by the media. *Research Journal of English Language and Literature (RJELAL), 3*(3), 94-101.

Etikan, I., Musa. A. S., & Alkassim, S.R. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics, 5*(1), 1-4.

Fasya, M. D. (2015). Improving the grade VIII students' writing skill of narrative text through dictogloss at SMPN 1 Mungkid, Magelang (Master's thesis). Yogyakarta State University, Yogyakarta, Indonesia.

Field, A. (2009). Discovering statistic using SPSS (3rd ed). Thousands Oaks, CA: SAGE Publication. Inc.

Fitria, N. A. (2012). The use of SWELL in teaching writing narrative texts to eight graders. *Leksika,6*(1), 10-14.

Flynn, D. (2003). *Students guide to SPSS*. Retrieved from Barnard College Colombia University website: https:// barnard.edu/ sites/ defult/ files/ inline/ student_user_guide_for_spss.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to evaluate research in education* (8th ed.). New York, NY: McGraw-Hill.

Hatch, E., & Lazaraton, A. (1991). *The research manual: Design and statistics for applied linguistics*. Boston, Massachusetts: Heinle & Heinle Publishers.

Haghi, B.E. (2013). Process-product approach to writing: the effect of model essays on efl learners' writing accuracy. *International Journal of Applied Linguistics & English Literature, 2*(1), 75-79. doi:10.7575/ijalel.v.2n.1p.75.

Hanlon, B., & Larget, B. (2018). Samples and Populations [e-book]. Retrieved from http://www.stat.wisc.edu/~st571-1/03-samples-4.

Huy, T. N. (2015). Problems affecting learning writing skill of grade 11 at Thong Linh High School. *Asian Journal of Educational Research, 3*(2), 53-69.

Indrasari, N. (2010). Improving students' writing skill of narrative texts by using short videos (a classroom action research at the eighth grade students of SMP Negeri 2 Temanggung in the academic year of 2009/2010) (Master's thesis). Sebelas Maret University, Surakarta, Indonesia.

Jackson, G.A.S. (1997). Improving narrative writing skills, composition skills, and related attitudes among second grade students by integrating word processing, graphic organizers, and art into a process approach to writing (Master's thesis). Nova Southeastern University, Florida, United States.

Lexington High School. (2012). Narrative writing rubric. Retrieved from http://lps.lexingtonma.org/Page/2269. On december 22, 2016.

Masjhari. (2010). Improving the students' writing competence through process oriented approach (Master's thesis). Sebelas Maret University, Surakarta, Indonesia.

Mentero, A. (2005). What a feeling! Motivating EFL students throug h collaborative writing with poems. *English Teaching Forum, 43*(3), 36-43.

Mislaini. (2015). Improving students' reading comprehension of narrative text by using fable at the grade X SMAN 1 bonai Darussalam (Master's thesis). University of Pasir Pengaraian, Riau, Indonesia.

Mulligan, C., & Garofalo, R. (2011). A collaborative writing approach: Methodology and student assessment. *The Language Teacher, 35*(3), 5-10.

Nacira, G. 2010. People's democratic republic of Algeria ministry of higher education and scientific research (Master's thesis). University of Sétif, Shatif, Aljazair.

Nuhzatun, L. (2016). An analysis of students' problems in writing narrative text: A case study at second grade students of SMKN 1 Praya Tengah in academic year 2015/2016 (Master's thesis). University of Mataram, Mataram, Indonesia.

Paul, D. (2003). *Teaching English to Children in Asia*. Hong Kong : Pearson Longman Asia ELT.

Peregoy, F.S., & Boyle, F.O. (2008). *Reading,writing, and learning in ESL : A resource book for teaching K-12 English learner* (5th ed). United States of America : Library of Congress in Cataloging – in – Publication Data.

Priehatini, I. (2011). The use of SWELL (Social – interactive writing English language learners) in teaching writing recount text at the first grade of SMA Hidayatut – Thullab Sampang (Master's thesis). Sunan Ampel State Islamic University, Surabaya, Indonesia. Retrieved from http://digilib.uinsby.ac.id/gdl.php?mod=browse&op=read&id=jiptiain.

Rini, J.E. (2014). The position of English in Indonesia. *Beyond Words, 2*(2), 20-40.

Riyani. (2009). Improving the students' writing skill through feedback (Master's thesis). Sebelas Maret University, Surakarta, Indonesia.

Ross, N.K. (2005). *Sample design for educational survey research.* Paris, France : International Institute for Educational Planning.

Seyabi, F.A. & Tuzlukova, V. (2014). Writing problems and strategies: An investigaive study in the omani school and university context. *Asian Journal of Social Sciences & Humanities. 3*(4), 38-48.

Sugiyono, Y. (2014). Statistika untuk Penelitian. Bandung : Alfabeta

Tangpermpoon, T (2018). Integrated approaches to improve students' writing skills for English major students. *ABAC Journal, 28*(2), 1-9.

Teo, K.A. (2006). Social-interactive writing for English language learners! *The CATESOL Journal, 18I*(1), 160-178.

Xia, C. (2011). Learners' strategies in English writing. *Sino-US English Teaching, 8*(4), 221-226.

Yaghmaie.(2003). Content validity and its estimation. *Journal of Medical Education, 3*(1), 25-27.

APPENDICES

Transcript of Interview in Preliminary study

Reseacher : *Assalamu'alaikum* pagi miss, apa kabar?

Teacher : *wa'alaikumussalam*, Alhamdulillah baik.

Researcher : Maaf miss, ini saya Juna Warni dari Universitas Islam Negeri raden Fatah Palembang program studi Pendidikan Bahasa Inggris.

Teacher : Oh iya juna, ada yang bisa dibantu?

Researcher : Iya miss. Maaf kalau boleh tau nama miss siapa ?

Teacher : Miss Irna Yunita Septianti, dipanggil miss Irna.

Researcher : Oh iya miss Irna, *Gini* miss, maksud juna disini mau interview miss, terkait masalah proses belajar mengajar yang ada di sekolah ini miss.

Teacher : Oh okey, boleh silakan.

Researcher : Iya makasih miss, miss mengajar kelas berapa miss?

Teacher : Kelas X dan XI

Researcher : Sebelumnya mau nanya udah berapa lama ngajar disini miss?

Teacher : Baru, baru sekitar 6 bulan.

Reseacher : Dari bulan berapa miss?

Teacher : Dari bulan pertengahan 2016 kemarin.

Researcher : Terus, jumlah kelasnya ada berapa kelas miss?

Teacher : Untuk kelas XI itu ada 2 kelas. Kelas XI IPA dan kelas XI IPS.

Researcher : Oh iya miss, apa bedanya kelas IPA dan IPS itu sendiri miss.

Teacher : Iya, sebenarnya ana XI IPA itu mereka lebih aktif, sedangkan anak XI IPS itu sendiri agak kurang.

Researcher : Dalam keseharian mereka apakah anak XI IPA juga lebih unggul miss?

Teacher : iya mereka itu lebih unggul, nilai mereka cenderung lebih bagus.

Researcher	: Selain itu apa saja perbedaannya miss?
Teacher	: Kalo dilihat kesehariannya, anak IPA disini lebih enak belajarnya, lebih efektif, aktif bertanya. Beda dengan anak XI IPS, kalo dibilang aktif mugkin mereka juga aktif, namun kalo dari segi kemampuan mungkin mereka itu belum banyak seperti itu.
Researcher	: Iya miss. Terus kalo khusus mata pelajaran Bahasa Inggris, gimana nilai mereka miss. Apa sudah bagus atau belum miss.
Teacher	: Kalo nilai mereka itu sebenarnya masih belum begitu bagus, masih banyak yang nilainya belum mencapai standar KKM.
Researcher	: Oh iya miss, jadi standar nilai anak-anak itu berapa miss?
Teacher	: Standarnya 75. Tapi kan selain dari nilai tugas dan belajar mereka, masih ada penilaian dari segi akhlak, latihan, kerajinan, keaktifan mereka dan sebagainya, jadi nilai mereka bisa terbantu pada saat nilai raport.
Researcher	: Nah di pelajaran Bahasa Inggris itu sendriri kan ada empat Skill kan miss? Kira-kira skill apa saja yang paling sulit bagi mereka?
Teacher	: Yang paling sulit bagi mereka itu writing , karena writing itu butuh grammar, pokoknya yang paling sulit itu ya writing. Mengarang itu sulit bagi mereka, karena untuk mencari kata-kata itu sulit, kemudian mengubahnya kedalam bahasa Inggris itu sulit juga.
Researcher	: oh iya miss, untuk writing itu teks apa saja yang mereka pelajari miss untuk semseter ini?
Teacher	: kalo untuk semester genap ini Narrative, Report, dan Analytical Exposition.
Researcher	: Diantara tiga jenis teks itu, mana yang lebih sulit untuk mereka miss?
Teacher	: kalo dilihat dari nilai mereka, narrative itu kayaknya lebih sulit. Karena narrative itu lebih kompleks, ada konflik permasalahannya, generik structurnya, tokoh-tokohnya dan vocabulary mereka juga masih kurang. Susah harus memulai menulis itu dari mana.
Researcher	: nah untuk tiap jenis teks itu sendiri, narrative contohnya, bagaimana nilai mereka miss? Apakah masih sangat sulit bagi siswa-siswa disini?
Teacher	: sebenarnya kalo nilai mereka itu, apalagi narrattive itu nilai mereka kebanyakan masih *jelek* semua.

Researcher   : oh jadi narrative itu masih begitu sulit bagi mereka miss ya?

Teacher   : iya.

Researcher   : kira-kira apa saja penyebab kesulitan mereka itu miss?

Teacher   : Pertama faktor buku, karena tidak semua anak itu punya buku paket pegangan sendiri. Terus kosa katanya (*Vocabulary*), mereka banyak tidak tahu, mereka juga kadang tidak membawa kamus. Kemudian mereka belum memahami generic structure narrative itu sendiri, susah juga dalam mencari ide dalam penulisan paragraf, banyak sekali pokonya.

Researcher   : Ok miss. Kemudian kalau strategi miss sendiri dalam mengajari siswa, khususnya ke narrative text tadi bagaimana miss?

Teacher   : Kalo masalah strategi itu tidak tentu, beda-beda. Belajarnya lebih ke kelompok, mereka disuruh mentranslatekan kata-kata dulu. Kemudian setelah mereka dapat ide, mereka disuruh untuk mengembangkannya menjadi tulisan teks naratif.

Researcher   : Oh okey miss. Jadi nanti juna mau penelitian disini miss.

Teacher   : Oh kapan juna kesini lagi?

Reseacher   : Insya Allah dalam waktu dekat miss ya, mungkin nanti juna kabarin lagi.

Teacher   : Ok

Researcher   : Ok makasih miss ya untuk waktunya.

Teacher   : Iya sama-sama juna.

RECAPITULATION OF QUESTIONNAIRE FOR THE STUDENTS

No.	QUESTIONNIRE	SCORE				PERCENTAGE (%)			
		A	B	C	D	A	B	C	D
1.	Bagaimanakah sikap anda terhadap pelajaran bahasa inggris?	6	12	5	7	20	40	16.7	23.3
2.	Apakah pelajaran Bahasa Inggris termasuk pelajaran yang penting untuk dipelajari oleh Anda?	8	10	3	9	26.7	33.3	10	30
3.	Apa motivasi anda dalam mempelajari bahasa inggris?	9	9	4	8	30	30	13.3	26.7
4.	Diantara empat ketrampilan berbahasa yang diajarkan dalam pelajaran bahasa Inggris, manakah yang anda anggap paling sulit?	6	10	6	8	20	33.3	20	26.7
5.	Apakah anda termotivasi untuk menguasai ketrampilan menulis dalam bahasa Inggris?	9	7	8	6	30	23.3	26.7	16.7
6.	Diantara empat teks yang diajarkan dalam pelajaran menulis Bahasa Inggris, manakah yang anda anggap paling sulit?	6	8	10	6	20	26.7	33.3	20
7.	Menurut anda, bagaimana tingkat kesulitan menulis dalam Bahasa Inggris?	9	7	8	6	30	23.3	26.7	20
8.	Apakah anda menggunakan metode atau strategy dalam membaca teks bahasa Inggris?	7	13	5	5	23.3	43.3	16.7	16.7

9.	Seberapa sering anda berlatih atau mencoba menulis dalam bahasa inggris di luar waktu pelajaran bahasa Inggris?	5	14	7	4	16.7	23.3	26.7	13.3
10.	Apakah kesulitan yang paling sering anda hadapi ketika membaca teks dalam bahasa Inggris?	10	11	8	1	33.3	36.7	26.7	3.33

Name :   Class :

Direction:
2. Please write a narrative text which consists of 150 – 200 words by choosing
   one of the following topics:
   a) Prophet Yusuf As   d. Prophet Yunus As
   b) Prophet Ibrahim As   e. Prophet Musa As
   c) Prophet Muhammad SAW   f. Prophet Sulaiman As
3. The text should contain : Orientation, Complication, and Resolution.
4. The criteria of the score are:
   1. Purpose   : 1 – 4
   2. Narrative development : 1 – 4
   3. Structure   : 1 – 4
   4. Style   : 1 – 4
   5. Conventions   : 1 – 4
5. You have 60 minutes to work on the text.

<u>Answer Sheet</u>

....
....
....
....
....
....
....
....
....
....
....
....
....
....
....
....
....
....
....
....
....
....
....

Narrative Rubric		Exemplary	Proficient	Developing	Beginning
Content	**Purpose**	• Narrative has a clear purpose	• Narrative has a mostly clear purpose	• Narrative has a somewhat clear or trite purpose	• Narrative has a vague or no obvious purpose
	Narrative Development	• Employs sufficient and well-chosen detail to support purpose • Develops appropriate characterization, conflict, and setting to clearly support purpose	• Employs adequate detail to support purpose • Develops characterization, conflict, and setting that somewhat support purpose	• Employs some detail that may or may not be relevant to purpose • Develops some characterization, conflict, or setting	• Employs little or no detail • Develops little or no characterization, conflict, or setting
Clarity	**Structure**	• Develops a coherent structure that flows smoothly • Organizes detail and chronology to support purpose • Provides a strong reflective sense of closure	• Develops a coherent structure • Organizes detail and chronology to somewhat support purpose • Provides a sense of closure	• Develops a structure that is confusing • Organization of detail and chronology is unclear • Provides a limited sense of closure	• Neglects to develop a structure • Neglects to organize detail and chronology • Provides no closure
	Style	• Creates an appropriate tone that shows an awareness of audience and purpose • Author displays personal connection to purpose through diction, figurative language, and tone. • Demonstrates purposeful variety in sentence structures	• Creates an appropriate tone that often shows an awareness of audience and purpose • Author displays personal connection to purpose through diction, figurative language, OR tone. • Demonstrates variety in sentence structures	• Tone shows a limited awareness of audience and purpose • Author displays limited connection to purpose • Demonstrates some variety in sentence structures	• Tone shows no awareness of audience and purpose • Author does not display connection to purpose • Lacks variety in sentence structures
	Conventions	• Contains no spelling or usage errors • Dialogue is	• Contains few spelling or usage errors • Dialogue is	• Contains errors that generally do not distract from meaning	• Contains errors that significantly interfere with meaning

		punctuated correctly • Point of view and verb tense are consistent	mostly punctuated correctly • Point of view and verb tense are mostly consistent.	• Dialogue is punctuated incorrectly • Point of view and verb tense are inconsistent.	

LEMBAR VALIDASI RPP

Petujuk : Berilah tanda centang (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

1 = berarti "kurang baik"   a = dapat digunakan tanpa revisi

2 = berarti "cukup baik   b = dapat digunakan dengan sedikit revisi

3 = berarti "baik"   c = dapat digunakan dengan banyak revisi

4 = berarti "sangat baik"   d = belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	**Perumusan Indikator Belajar**				
	1. Kejelasan rumusan				
	2. Kelengkapan cakupan rummusan indikator				
	3. Kesesuaian dengan kompetisi dasar				
	4. Kesesuaian dengan standar kompetensi				
II.	**Pemilihan atau pengorganisasian Materi Pembelajaran**				
	1. Kesesuaian dengan kompetensi yang akan dipakai				
	2. Kesesuaian dengan karakteristik peserta didik				
	3. Keruntutan dan sistematik materi				
	4. Kesesuaian materi dengan alokasi waktu				
III.	**Pemilihan Sumber Belajar/Media pembelaran**				
	1. Kesesuaian sumber belajar/media pembelajaran dengan kompetensi (tujuan yang ingin dicapai)				
	2. Kesesuaian sumber belajar/media pembelajaran dengan materi pembelajaran				

	3. Kesesuaian sumber belajar/media pembelajaran dengan karakteristik peserta didik				
IV.	**Skenario / Kegiatan Pembelajaran**				
	1. Kesesuaian strategi dalam metode pembelajaran dengan kompetensi/tujuan pembelajaran				
	2. Kesesuaian strategi dalam metode pembelajaran dengan materi pembelajaran				
	3. Kesesuaian strategi dalam metode pembelajaran karakteristik peserta didik				
	4. Kelengkapan langkah-langkah dalam setisp tahapan pembelajran dan kesesuaian dengan alokasi waktu				
V.	**Pemilihan Hasil Belajar**				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai				
	2. Kejelasan prosedur penilaian				
	3. Kelengkapan instrument soal				
VI.	**Penggunaa Bahasa Tulis**				
	1. Ketepatan ejaan				
	2. Ketepatan pilihan kata				
	3. Kebakuan struktur kalimat				
	4. Bentuk huruf dan angka baku				
VII.	**Pemilihan Validasi Umum**	a	b	c	d

Kesimpulan   :

....
....

Palembang, ...2017

Validator

....

LEMBAR VALIDASI INSTRUMENT TEST

PETUNJUK:

1. Anda diminta untuk memberikan penilaian atau validasi terhadap instrument test.
2. Pengisian instrument validasi dilakukan dengan tanda centang (√).

No.	Uraian	Validasi			
		1	2	3	4
I.	**Aspek Petunjuk**				
	a. Petunjuk tes dinyatakan jelas				
	b. Kriteria skor diberikan dinyatakan dengan jelas				
II.	**Aspek Cakupan Tes Prestasi Kognitif**				
	a. Pemilihan materi sesuai dengan kemampuan siswa				
	b. Pilihan topik pada soal menulis sesuai dengan materi dan dinyatakan dengan jelas				
III.	**Aspek Bahasa**				
	a. Menggunakan bahasa sesuai dengan kaidah bahasa Inggris				
	b. Rumusan pernyataan komunikatif				
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami				
IV.	**Pemilihan Validasi Umum**				
	Pemilihan dan validasi umum terhadap instrument	a	b	c	d

Keterangan :

1 = berarti "kurang baik"   a = dapat digunakan tanpa revisi

2 = berarti "cukup baik   b = dapat digunakan dengan sedikit revisi

3 = berarti "baik"   c = dapat digunakan dengan banyak revisi

4 = berarti "sangat baik"   d = belum dapat digunakan

Catatan :

....
....
....
....

Palembang, ...

Validator

....

Appendix G

The Result of Pre-test in Control Group (XI IPA) SMA Nurul Iman Palembang

No.	Name	Rater 1 Content P (1-4)	ND (1-4)	Stc (1-4)	Clarity Sty (1-4)	C (1-4)	Score	Rater 2 Content P (1-4)	ND (1-4)	Stc (1-4)	Clarity Sty (1-4)	C (1-4)	Score	Rater 3 Content P (1-4)	ND (1-4)	Stc (1-4)	Clarity Sty (1-4)	C (1-4)	Score	TOT (P1,P2,P3)	AVR (P1,P2,P3)
1	Student 1	3	3	3	3	3	75	2	1	1	1	2	35	4	4	4	4	3	95	205	68
2	Student 2	2	2	2	2	2	50	2	2	1	2	1	40	4	4	2	2	2	65	155	52
3	Student 3	1	1	1	1	1	25	1	1	1	1	1	25	2	2	1	1	1	35	85	28
4	Student 4	3	3	3	2	2	65	1	1	1	1	2	30	4	4	2	2	2	70	165	55
5	Student 5	2	2	2	2	2	50	2	2	1	2	1	40	2	2	2	2	1	45	135	45
6	Student 6	2	2	2	2	2	50	3	3	3	3	3	75	3	2	2	2	2	55	180	60
7	Student 7	3	2	2	2	2	55	3	3	3	3	3	75	2	2	3	3	2	60	190	63
8	Student 8	2	2	3	2	3	60	3	3	3	3	3	75	2	2	2	3	3	60	195	65
9	Student 9	3	3	2	1	1	50	2	2	1	2	1	40	2	2	2	1	1	40	130	43
10	Student 10	3	3	3	2	2	65	2	2	2	2	2	50	4	4	2	2	1	65	180	60
11	Student 11	2	2	2	2	2	50	2	2	2	2	2	50	2	2	2	2	2	50	150	50
12	Student 12	2	2	2	2	2	50	2	2	2	2	2	50	2	2	2	2	2	50	150	50
13	Student 13	3	3	3	2	2	65	3	3	3	3	2	70	1	1	1	1	3	35	170	57
14	Student 14	1	1	1	1	1	25	1	1	1	1	2	30	2	2	2	2	1	45	100	33
15	Student 15	2	1	1	1	1	30	2	2	2	2	2	50	1	1	1	1	1	25	105	35
16	Student 16	3	2	2	2	2	55	2	2	2	2	1	45	3	2	2	2	2	55	155	52
17	Student 17	2	2	2	1	1	40	2	2	2	2	1	45	2	2	2	2	1	45	130	43
18	Student 18	1	1	1	1	1	25	1	1	1	2	1	30	1	1	1	1	1	25	80	27
19	Student 19	1	1	1	1	1	25	3	3	3	3	3	75	4	4	3	4	3	90	190	63
20	Student 20	2	2	2	2	2	50	2	1	1	1	2	35	3	3	2	3	3	70	155	52
21	Student 21	3	2	3	2	2	60	3	3	3	3	3	75	4	4	3	3	3	85	220	73
22	Student 22	2	1	1	1	1	30	2	2	2	2	2	50	4	4	3	3	2	80	160	53
23	Student 23	1	1	1			15	2	2	1	2	1	40	4	4	3	2	2	75	130	43
24	Student 24	2	1	1	1	1	30	2	2	1	2	1	40	2	2	2	1	1	40	110	37
25	Student 25	3	3	3	2	2	65	3	3	3	3	3	75	4	4	2	2	2	70	210	70
26	Student 26	1	1	1	1	1	25	2	1	1	1	1	30	2	1	1	1	1	30	85	28
27	Student 27	3	3	3	2	2	65	2	2	2	2	2	50	4	4	3	3	2	80	195	65
28	Student 28	2	2	2	1	1	40	1	1	2	2	1	35	2	2	2	1	1	40	115	38
29	Student 29	3	3	2	2	2	60	1	1	2	2	1	35	2	2	2	2	2	50	145	48
30	Student 30	2	2	2	2	2	50	1	1	2	2	1	35	4	4	2	2	2	70	155	52
31	Student 31	3	3	3	2	2	65	2	2	1	2	1	40	2	2	2	2	2	50	155	51
32	Student 32	3	2	2	2	2	55	3	3	3	3	3	75	2	2	2	2	2	50	180	60
33	Student 33	2	2	3	2	3	60	3	3	3	3	3	75	3	2	3	2	2	60	195	65
																				5040	1677

Appendix H

The Result of Pre-test in Experimental Group (XI IPS) SMA Nurul Iman Palembang

No.	Name	Rater 1						Rater 2						Rater 3						TOT	AVR
		Content			Clarity		Score (mx5)	Content			Clarity		Score (mx5)	Content			Clarity		Score (mx5)	(R1, R2, R3)	(R1,R2,R3)
		P	ND	Stc	Sty	C		P	ND	Stc	Sty	C		P	ND	Stc	Sty	C			
		1-4	1-4	1-4	1-4	1-4		1-4	1-4	1-4	1-4	1-4		1-4	1-4	1-4	1-4	1-4			
1	Student 1	2	2	2	2	2	50	3	2	2	2	2	55	2	2	1	2	2	45	150	50
2	Student 2	2	1	1	1	2	35	2	1	1	1	1	35	2	1	1	1	3	55	125	42
3	Student 3	1	1	1	1	1	25	2	1	1	1	1	30	1	1	1	1	1	25	80	27
4	Student 4	1	1	1	1	1	25	1	1	1	1	1	25	2	1	1	1	1	30	80	27
5	Student 5	2	1	1	1	1	30	1	1	1	1	1	25	1	1	1	2	1	35	90	30
6	Student 6	3	3	4	1	1	70	1	1	1	1	1	30	4	3	3	3	3	80	180	60
7	Student 7	2	2	1	1	1	35	2	1	2	1	1	40	2	2	2	1	1	40	115	38
8	Student 8	1	1	1	1	1	25	1	1	1	1	1	25	1	1	1	1	1	25	75	25
9	Student 9	1	1	1	1	1	25	1	1	1	1	1	25	1	1	1	1	1	30	80	27
10	Student 10	2	2	1	2	2	45	2	2	1	2	2	50	4	4	4	4	3	95	190	63
11	Student 11	1	1	1	1	1	25	1	1	1	1	1	30	2	2	1	1	1	30	85	28
12	Student 12	3	3	3	3	3	75	2	1	1	1	1	30	4	4	4	3	3	80	185	61
13	Student 13	3	3	3	2	1	60	1	1	1	1	2	50	2	2	1	3	3	55	165	55
14	Student 14	2	2	2	2	1	40	2	1	1	1	1	30	1	1	2	2	2	40	110	37
15	Student 15	1	1	1	1	1	25	1	1	1	1	1	25	1	1	1	1	2	30	80	27
16	Student 16	1	1	1	1	1	25	2	1	1	1	1	30	2	1	2	2	1	40	95	32
17	Student 17	2	2	2	2	2	45	2	2	2	2	2	50	4	3	3	3	3	85	180	60
18	Student 18	2	2	2	3	2	50	2	2	2	2	2	50	4	4	4	4	3	95	195	65
19	Student 19	1	1	1	1	1	25	1	1	1	1	1	25	1	1	1	2	2	35	85	28
20	Student 20	1	1	1	1	1	25	2	1	1	1	1	30	2	2	2	2	2	50	105	35
21	Student 21	2	1	1	1	1	30	2	1	1	1	1	30	2	1	2	2	2	45	105	35
22	Student 22	3	2	3	3	1	70	2	2	1	2	1	35	4	4	4	3	3	80	185	62
23	Student 23	3	2	2	2	3	60	2	2	1	2	1	45	2	2	2	3	2	55	160	53
24	Student 24	1	1	1	1	1	25	2	1	1	1	1	30	2	1	2	2	2	45	100	33
25	Student 25	1	1	1	1	1	25	1	1	1	1	1	25	1	1	1	1	1	25	75	25
26	Student 26	1	1	1	1	1	25	1	1	1	1	1	25	1	1	1	1	1	25	75	25
27	Student 27	3	3	3	3	3	75	3	3	2	2	2	60	4	4	4	4	3	95	230	77
28	Student 28	2	1	2	2	2	45	2	2	1	1	1	40	2	1	2	2	3	55	140	47
29	Student 29	1	1	1	1	1	25	1	1	1	1	1	25	1	1	1	1	1	25	75	25
30	Student 30	2	2	1	2	2	45	2	2	1	1	1	30	4	4	4	4	2	90	165	55
31	Student 31	1	1	1	1	1	25	1	1	1	1	1	25	1	1	1	1	1	25	75	25
32	Student 32	1	1	1	1	1	25	1	1	1	1	1	25	1	1	1	1	1	25	75	25
																				3910	1304

Appendix I

The Result of Post-test in Control Group (XI IPA) SMA Nurul Iman Palembang

No.	Name	Rater 1 Content P (1-4)	ND (1-4)	Stc (1-4)	Clarity Str (1-4)	C (1-4)	Score	Rater 2 Content P (1-4)	ND (1-4)	Stc (1-4)	Clarity Str (1-4)	C (1-4)	Score	Rater 3 Content P (1-4)	ND (1-4)	Stc (1-4)	Clarity Str (1-4)	C (1-4)	Score	TOT (P1, P2, P3)	AVR (P1,P2,P3)
1	Student 1	2	2	2	2	2	50	2	2	2	2	2	50	4	3	2	3	3	75	175	58
2	Student 2	3	2	2	2	3	60	2	2	2	1	2	45	3	3	2	3	2	65	170	57
3	Student 3	2	1	1	1	3	30	2	1	1	2	2	40	2	2	1	1	2	35	105	35
4	Student 4	2	2	1	2	1	40	2	2	2	2	2	50	2	1	1	1	1	35	125	42
5	Student 5	2	2	3	2	1	55	2	2	2	2	2	50	2	2	2	2	1	45	150	50
6	Student 6	4	3	3	2	2	80	3	3	3	4	2	85	3	3	3	2	3	75	240	80
7	Student 7	4	3	4	3	3	85	3	4	4	3	3	85	4	4	4	3	3	85	255	85
8	Student 8	2	2	1	1	1	35	2	2	3	2	2	50	3	2	2	2	3	65	150	50
9	Student 9	3	2	3	1	2	60	2	2	2	2	2	50	3	3	3	3	3	75	185	62
10	Student 10	2	1	1	1	1	30	3	3	3	3	3	75	3	3	2	3	2	65	170	57
11	Student 11	3	2	3	2	2	60	2	3	2	2	2	55	2	2	2	2	3	60	175	58
12	Student 12	2	2	2	2	3	55	2	2	3	2	2	55	3	3	2	3	2	70	180	60
13	Student 13	2	2	2	2	1	45	2	2	2	2	2	50	2	2	2	2	2	55	150	50
14	Student 14	2	1	1	1	1	30	2	3	1	2	1	40	3	2	2	3	2	60	130	43
15	Student 15	2	1	1	1	1	30	3	3	3	3	2	65	2	2	2	2	2	55	150	50
16	Student 16	3	3	3	3	3	75	2	2	2	2	2	50	4	3	2	2	2	55	180	60
17	Student 17	2	2	2	2	2	50	2	2	2	2	2	50	2	3	2	2	2	55	155	52
18	Student 18	3	4	3	3	3	80	3	3	3	3	3	75	3	3	3	3	2	70	225	75
19	Student 19	4	3	4	3	1	85	3	3	3	3	3	75	4	4	4	4	2	75	235	78
20	Student 20	2	2	1	1	2	40	2	2	2	2	2	50	3	1	2	2	2	50	140	47
21	Student 21	3	3	3	2	3	70	3	3	3	3	3	75	3	3	3	2	3	75	220	73
22	Student 22	2	2	2	2	2	50	2	2	3	2	2	55	3	3	2	2	2	70	175	58
23	Student 23	2	2	2	1	2	50	2	2	2	2	2	50	2	2	2	2	2	55	155	52
24	Student 24	2	1	1	1	1	30	3	2	2	3	2	50	2	1	2	2	1	45	125	42
25	Student 25	2	2	2	2	1	45	3	2	4	3	3	80	2	3	2	2	3	60	185	62
26	Student 26	2	2	2	2	2	50	2	2	3	2	2	55	2	2	2	2	1	45	150	50
27	Student 27	2	2	3	2	2	55	2	2	3	2	2	55	2	3	2	2	3	60	170	57
28	Student 28	3	3	3	2	3	75	2	3	3	2	2	65	4	3	3	3	1	75	215	72
29	Student 29	1	1	1	1	1	25	2	2	2	2	2	50	2	1	1	2	1	35	110	37
30	Student 30	3	2	3	2	1	65	2	2	2	2	2	50	3	3	3	3	2	70	185	62
31	Student 31	3	3	3	3	3	75	3	3	3	3	3	75	4	4	4	4	2	75	225	75
32	Student 32	3	2	3	2	2	60	3	2	3	3	3	75	2	3	2	2	3	50	185	62
33	Student 33	3	2	3	2	3	65	3	3	3	3	3	75	2	2	2	2	3	35	175	58
																				5720	1909

Appendix J

The Result of Post-test in Experimental Group (XI IPS)
SMA Nurul Iman Palembang

No.	Name	Rater 1 Content P (1-4)	ND (1-4)	Stc (1-4)	Clarity Sty (1-4)	C (1-4)	Score	Rater 2 Content P (1-4)	ND (1-4)	Stc (1-4)	Clarity Sty (1-4)	C (1-4)	Score	Rater 3 Content P (1-4)	ND (1-4)	Stc (1-4)	Clarity Sty (1-4)	C (1-4)	Score	TOT (R1, R2, R3)	AVR (P1,P2,P3)
1	Student 1	2	2	2	2	2	50	4	3	3	3	3	80	3	3	3	2	2	65	195	65
2	Student 2	2	2	3	2	2	55	3	2	3	2	3	75	3	3	3	2	3	75	185	62
3	Student 3	3	2	1	1	2	40	3	3	3	2	1	60	3	2	2	2	2	60	160	53
4	Student 4	2	2	3	2	2	55	3	3	3	3	2	60	3	2	2	2	2	65	180	60
5	Student 5	2	2	3	3	3	65	3	3	3	3	1	60	2	3	2	2	2	60	185	62
6	Student 6	2	1	3	1	1	30	3	3	3	2	3	70	3	3	3	3	2	70	170	57
7	Student 7	3	3	4	3	3	80	3	4	4	3	3	85	4	3	4	4	3	90	225	85
8	Student 8	3	2	3	2	2	60	3	3	4	2	2	65	4	4	4	3	2	85	210	70
9	Student 9	2	2	1	1	1	35	3	3	1	2	2	55	3	2	2	2	2	65	155	52
10	Student 10	2	2	2	2	2	50	3	2	3	2	3	60	3	2	3	3	3	70	180	60
11	Student 11	2	2	1	1	1	35	3	3	3	2	2	70	3	2	2	2	2	65	170	57
12	Student 12	2	2	2	2	2	50	3	2	2	2	2	50	2	2	2	2	2	50	150	50
13	Student 13	3	3	3	2	2	65	3	3	3	2	2	70	4	4	4	3	3	90	225	75
14	Student 14	3	2	2	2	2	60	3	3	3	3	3	75	3	3	3	3	3	75	210	70
15	Student 15	2	2	2	2	2	50	3	2	2	2	2	60	2	2	2	2	2	60	170	57
16	Student 16	2	2	2	1	1	40	4	3	3	3	3	75	4	2	3	2	2	75	190	63
17	Student 17	4	3	3	3	3	85	4	3	3	3	4	85	4	4	4	4	3	95	265	88
18	Student 18	3	2	2	2	2	55	4	3	3	3	3	80	4	4	4	3	3	90	225	75
19	Student 19	3	3	2	3	3	75	3	3	3	3	3	75	3	3	3	2	2	75	225	75
20	Student 20	2	2	2	2	2	50	3	3	2	2	2	60	4	3	2	2	2	65	175	58
21	Student 21	4	3	4	3	3	85	3	4	4	4	4	90	4	4	4	4	3	95	270	90
22	Student 22	1	1	1	1	1	25	3	3	3	3	3	75	4	3	3	3	3	75	175	58
23	Student 23	3	2	2	2	2	55	3	3	3	3	3	75	4	3	3	3	3	80	210	70
24	Student 24	2	2	2	2	2	50	3	3	2	2	2	60	2	2	2	2	2	50	150	50
25	Student 25	2	2	3	2	2	55	3	3	3	2	3	75	2	2	2	2	2	60	190	63
26	Student 26	2	2	2	2	2	50	3	2	3	3	2	65	4	4	4	4	3	95	210	70
27	Student 27	3	2	3	2	2	65	3	3	3	3	3	75	4	4	4	3	2	85	225	75
28	Student 28	3	2	2	2	1	50	3	3	3	3	3	70	3	3	2	3	1	60	180	60
29	Student 29	2	1	1	1	2	30	3	3	3	3	2	60	3	2	3	3	2	65	155	52
30	Student 30	3	2	3	2	2	60	2	2	2	2	1	45	4	3	3	3	2	75	175	60
31	Student 31	3	2	2	2	1	50	3	2	2	2	2	50	3	3	3	3	3	75	175	58
32	Student 32	3	2	2	2	2	55	3	3	3	3	3	75	3	3	3	3	3	75	205	68
																				6170	2068

LESSON PLAN

SCHOOL : SMA NURUL IMAN PALEMBANG

SUBJECT : ENGLISH

CLASS/SEMESTER : XI/1

MATERIAL : NARRATIVE TEXT

MEETING : 1ST MEETING

TIME ALLOCATION : 2 X 45

SKILL : WRITING

A. Standard Competence

Writing

6. Expressing the meaning in the text of the essay in the form of report, **narrative**, and analytical exposition in the context of everyday life.

B. Basic Competence

6.2. Revealing the meaning and steps of rhetoric in the essay by using a variety of written language accurately, fluently and acceptable in the context of everyday life in the form of text: report, **narrative**, and analytical exposition.

C. Indicators of Study

At the end of learning, the students are able to :

1) Write good narrative text

D. Teaching objectives

At the end of learning, the students are able to :

1) Write good narrative text

E. Learning Strategy

SWELL Strategy

F. Learning Material

Narrative Text

a) Definition of Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

b) Purpose

   1) To amuse or entertain

   2) To deal with actual or imaginative experiences in different ways

c) Text organization

   1) Orientation

     Orientation is the introduction of the form: a story about what (what is the story about), who the actors in the story (who is the participant), of the story (where is the place setting) and the story when it happened (when is the time settings).

   2) Complication or Problem

     In this paragraph which became the core of the narrative text. Without any problems, this text is only one form of exposure to events that followed with another event. Problems that arise can be distinguished:

     a. Natural Conflict

       Natural conflict is the problems that arise because of the perpetrator stories dealing with the forces of nature.

     b. Social Conflict

       Social conflict is the problems that arise because the perpetrators were facing each other. They met at the same time with different interests.

     c. Psychological Conflict

       Psychological conflict is the problems that arise when dealing with the perpetrators of the story itself. The contradiction between the good and bad, between greed and tolerance.

3) Resolution

That problem can be solved. In Narrative text, any problems that appear to be no solution, can be closed with a happy ending (happy ending) or not slightly ended tragically, the sad (sad ending).

4) Re-Orientation (Just for Optional).

This is a closing remark to the story and it is optional. It consists of moral lesson, advice or teaching from the writer.

d) Linguistic Feature Narrative Text

1) Focus on specific participants.

Narrative text focuses on the story of certain participant or character.

2) Use of past tense.

Tenses used in narrative text is past tense, because it tells about a story happened in the past. The formula of past tense is *S + V2 ... or S + to be (was/were)...*

3) Use of temporal conjunction.

The examples of temporal conjunction are: first, finally, then, when, next, last, before, etc.

4) Use of material (or action) processes.

Material process relates to the physical action done by the participants. The examples of materials process are:

The water   flows.
Participant process

5) Use of mental process.

Mental process relates to the verbs which indicate the participants' feeling, thinking, and perceiving, for example:

Mr. Setiawan is satisfied with his new car.
  Senser   mental   phenomenon

Example of Narrative text:

<div align="center">Queen of Arabia and Three Sheiks</div>

Maura, who like to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first gave her some lefts over food. The second Sheik gave her some unappetizing camel's tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik's camp.

The following day, the queen invited the three sheiks to dinner at her palace. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him.

This Sheik Hakim's act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you" she announced her choice to the sheiks. "So it is Hakim I will marry".

Source: http://freeenglishcourse.info/narrative-example-in-arabian-story/

Generic structure analysis:

- Orientation   :

> The text introduces the Queen Maura and three sheiks in Arabia once time.

-Complication :

Queen Maura finds out that it was very difficult to choose one as the best among them

-Resolution   :

Finally Queen Maura has a convincing way to choose one and he is Sheik Hakim

G. Source and Teaching Media

Source of learning :

1. Look Ahead : An English Course for Senior High School Students years XI

2. Internet / Youtube

Teaching Media   : Dictionary, English Book, and Youtube videos.

Prophet Ibrahim and His Sacrifice., From :

https://www.youtube.com/watch?v=_zkdk88niAk

H. Language Focus

English Writing Achievement

I.   Learning Activities

d. Pre Activities (10')

1) The teacher greets the students

2) Teacher checks the students' attendance list

3) Teacher gives students the motivation and asking some question related to the topic.

4) The teacher says and writes the learning objectives and shows her belief that the students can achieve the objectives.

e. Whilst Activities (70')

Exploration :

The teacher divides the students into pairs based on their English proficiency level, each pair consists of two students who are as the helper and the writer.

1) The teacher introduces and tells the stuents about the topic to learn.

2) The teacher explains the definition, generic structure, and some examples of narrative text to the students. The students are allowed to ask some questions related to the narrative writing.

3) The teacher explains the teachnique and procedure of SWELL Strategy.

4) The teacher gives time to consider the procedure.

Elaboration :

4. The teacher tells the stories to the students by showing an Islamic videos that will be the topic in their writing material.

5. The teacher asks the students to discuss with their each pair and understanding what the videos about.

6. The teacher asks students to write the narrative text which the topic relate to the video that has been showed before by following the steps of SWELL Strategy :

    a) Idea

    b) Draft

    c) Read

    d) Edit

    e) Best Copy

    f) Teacher Evaluate

Confirmation :

3. The teacher asks the students to collect their writing.

4. The teacher gives the draft back to the students, then the students discuss and made any correction.

f. Post Activities (10')

4. The teacher asks the students whether they have difficulties or not during the learning process.

5. The teacher and students conclude the material together.

6. The teacher closes the class.

J. Assessment

➢ Instrument form : Written test

➢ Instrument   :

6. Please write a narrative text which consists of 100 – 200 words by choosing one of the following topics:
   a. Prophet Yusuf As   d. Prophet Yunus As
   b. Prophet Ibrahim As   e. Prophet Musa As
   c. Prophet Muhammad SAW   f. Prophet Sulaiman As
7. The text should contain : Orientation, Complication, and Resolution.
8. The score are obtained from narrative rubric from Lexington High school (2012) which includes :
   1) Purpose   : 1 – 4
   2) Narrative development   : 1 – 4
   3) Structure   : 1 – 4
   4) Style   : 1 – 4
   5) Conventions   : 1 – 4
9. You have 60 minutes to work on the text.

➢ Criteria for scoring writing skill
  (Rubric is retrieved from *http://lps.lexingtonma.org/Page/2269*)

   3. Purpose   : 1 – 4

   4. Narrative development   : 1 – 4

   5. Structure   : 1 – 4

   6. Style   : 1 – 4

   7. Conventions   : 1 – 4

                                        Palembang, ... 2017

English Teacher   Researcher

Irna Yunita Septianti, S.Pd   Juna Warni

Frequencies

Statistics

		pretestCont	posttestCont
N	Valid	33	33
	Missing	0	0
Mean		50,8182	57,8485
Std. Error of Mean		2,21755	2,15547
Median		52,0000	58,0000
Mode		43,00[a]	50,00
Std. Deviation		12,73885	12,38225
Variance		162,278	153,320
Skewness		-,256	,341
Std. Error of Skewness		,409	,409
Kurtosis		-,783	-,276
Std. Error of Kurtosis		,798	,798
Range		46,00	50,00
Minimum		27,00	35,00
Maximum		73,00	85,00
Percentiles	25	43,0000	50,0000
	50	52,0000	58,0000
	75	61,5000	62,0000

a. Multiple modes exist. The smallest value is shown

Frequency Table

pretestCont

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	27,00	1	3,0	3,0	3,0
	28,00	2	6,1	6,1	9,1
	33,00	1	3,0	3,0	12,1
	35,00	1	3,0	3,0	15,2
	37,00	1	3,0	3,0	18,2
	38,00	1	3,0	3,0	21,2
	43,00	4	12,1	12,1	33,3

		Frequency	Percent	Valid Percent	Cumulative Percent
	45,00	1	3,0	3,0	36,4
	48,00	1	3,0	3,0	39,4
	50,00	1	3,0	3,0	42,4
	51,00	1	3,0	3,0	45,5
	52,00	4	12,1	12,1	57,6
	53,00	1	3,0	3,0	60,6
	55,00	1	3,0	3,0	63,6
	57,00	1	3,0	3,0	66,7
	60,00	3	9,1	9,1	75,8
	63,00	2	6,1	6,1	81,8
	65,00	3	9,1	9,1	90,9
	68,00	1	3,0	3,0	93,9
	70,00	1	3,0	3,0	97,0
	73,00	1	3,0	3,0	100,0
	Total	33	100,0	100,0	

posttestCont

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35,00	1	3,0	3,0	3,0
	37,00	1	3,0	3,0	6,1
	42,00	2	6,1	6,1	12,1
	43,00	1	3,0	3,0	15,2
	47,00	1	3,0	3,0	18,2
	50,00	5	15,2	15,2	33,3
	52,00	2	6,1	6,1	39,4
	57,00	3	9,1	9,1	48,5
	58,00	4	12,1	12,1	60,6
	60,00	2	6,1	6,1	66,7
	62,00	4	12,1	12,1	78,8
	72,00	1	3,0	3,0	81,8
	73,00	1	3,0	3,0	84,8
	75,00	2	6,1	6,1	90,9
	78,00	1	3,0	3,0	93,9
	80,00	1	3,0	3,0	97,0

	Frequency	Percent	Valid Percent	Cumulative Percent
85,00	1	3,0	3,0	100,0
Total	33	100,0	100,0	

Frequencies

Statistics

		pretestExp	PostestExp
N	Valid	32	32
	Missing	0	0
Mean		40,7500	63,9063
Std. Error of Mean		2,76645	1,94447
Median		35,0000	62,0000
Mode		25,00	52,00[a]
Std. Deviation		15,64938	10,99959
Variance		244,903	120,991
Skewness		,655	,785
Std. Error of Skewness		,414	,414
Kurtosis		-,919	,028
Std. Error of Kurtosis		,809	,809
Range		52,00	40,00
Minimum		25,00	50,00
Maximum		77,00	90,00
Percentiles	25	27,0000	53,5000
	50	35,0000	62,0000
	75	55,0000	70,0000

a. Multiple modes exist. The smallest value is shown

Frequency Table

PretestExp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25,00	6	18,8	18,8	18,8
	27,00	4	12,5	12,5	31,3
	28,00	2	6,3	6,3	37,5
	30,00	1	3,1	3,1	40,6
	32,00	1	3,1	3,1	43,8
	33,00	1	3,1	3,1	46,9

	Frequency	Percent	Valid Percent	Cumulative Percent
35,00	2	6,3	6,3	53,1
37,00	1	3,1	3,1	56,3
38,00	1	3,1	3,1	59,4
42,00	1	3,1	3,1	62,5
47,00	1	3,1	3,1	65,6
50,00	1	3,1	3,1	68,8
53,00	1	3,1	3,1	71,9
55,00	2	6,3	6,3	78,1
60,00	2	6,3	6,3	84,4
61,00	1	3,1	3,1	87,5
62,00	1	3,1	3,1	90,6
63,00	1	3,1	3,1	93,8
65,00	1	3,1	3,1	96,9
77,00	1	3,1	3,1	100,0
Total	32	100,0	100,0	

PostestExp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50,00	2	6,3	6,3	6,3
	52,00	4	12,5	12,5	18,8
	53,00	2	6,3	6,3	25,0
	55,00	1	3,1	3,1	28,1
	57,00	1	3,1	3,1	31,3
	58,00	2	6,3	6,3	37,5
	60,00	3	9,4	9,4	46,9
	62,00	2	6,3	6,3	53,1
	63,00	2	6,3	6,3	59,4
	65,00	1	3,1	3,1	62,5
	68,00	1	3,1	3,1	65,6
	70,00	4	12,5	12,5	78,1
	72,00	1	3,1	3,1	81,3
	75,00	3	9,4	9,4	90,6
	85,00	1	3,1	3,1	93,8

88,00	1	3,1	3,1	96,9
90,00	1	3,1	3,1	100,0
Total	32	100,0	100,0	

Appendix M

Oneway

Test of Homogeneity of Variances

pretest

Levene Statistic	df1	df2	Sig.
3,775	1	63	,057

ANOVA

pretest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1646,845	1	1646,845	8,115	,006
Within Groups	12784,909	63	202,935		
Total	14431,754	64			

Oneway

Test of Homogeneity of Variances

posttest

Levene Statistic	df1	df2	Sig.
,249	1	63	,620

ANOVA

posttest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	746,042	1	746,042	5,621	,021
Within Groups	8361,742	63	132,726		
Total	9107,785	64			

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_experimnetal	40,7500	32	15,64938	2,76645
	post_experimental	64,6250	32	10,55783	1,86638

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre_experimnetal & post_experimental	32	,206	,258

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pre_experimnetal - post_experimental	-23,87500	16,97959	3,00160	-29,99679	-17,75321	-7,954	31	,000

T-Test

Group Statistics

	category	N	Mean	Std. Deviation	Std. Error Mean
Posttest	1,00	32	64,6250	10,55783	1,86638
	2,00	33	57,8485	12,38225	2,15547

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
posttest	Equal variances assumed	,249	,620	2,371	63	,021	6,77652	2,85827	1,06472	12,48831
	Equal variances not assumed			2,377	61,997	,021	6,77652	2,85122	1,07701	12,47602

RESEARCH GALLERY

1. **SMA Nurul Iman Palembang**

2. P**retest in Experimental Group**

3. **Pretest in Control Group**

4. Treatment in Experimental Group

5. Watching Video

6. **Posstest in Experimental Group**

7. Posttest in Control Group