IMPROVING STUDENTS' NARRATIVE WRITING SKILL THROUGH BLOGGING MEDIA

(A Classroom Action Research at 10 th Grade of MA Ar-Rasyidiyyah Koja Jakarta)

A THESIS

Submitted in Partial Fulfillment of the Requirement in Achieving for the Degree

(S.Pd)



By:

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ENGLISH DEPARTEMENT
SCHOOL OF TEACHERS TRAINING AND EDUCATION
(STKIP) KUSUMA NEGARA JAKARTA
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: IMPROVING STUDENTS' NARRATIVE WRITING SKILL

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ABSTRACT

ZAINUDDIN, Improving Students' Narrative Writing Skill Through Blogging Media (A Classroom Action Research At 10th Grade Of Ma Ar-Rasyidiyyah Koja Jakarta). Skripsi, Jakarta: Program Studi Pendidikan Bahasa Inggris, Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Kusuma Negara Jakarta, 2013.

This research of this thesis has been done at MA Ar-Rasyidiyyah Koja Jakarta. The purpose of this thesis is to find the result of the Improving Students' Narrative Writing Skill Through Blogging Media. It is hopes can improve the students' writing ability.

The method that used in this research is classroom action research method that gives description explanation. It has developed in two cycles and every cycle has four steps, they are planning, acting, observing, and reflecting. And the technique of data analysis used the result of cycle and the interview. For the subject of the research is the students' at tenth grade of MA Ar-Rasyidiyyah Koja Jakarta. The writer uses one class consists of 18 (eighteen) students.

The media that using is the blogging one of the free website from the google they are www.blogger.com on internet that can use every time. To operate the blogging we visit the blogger.com then sign up with fill our identity on there, after finished sign in we can do everything on there.

The result based on the researching, the writer can make the last result obtain in each cycle 1 = 59,66, and on the cycle 2 = 77,11. From the result it is concluded there is an improve in students' narrative writing skill through blogging media.

The conclusion, the new media in process teaching writing could make the students more actived, more motivated, and more interested.



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ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Alhamdulillah, all praise and graceful are given to Allah SWT, the almighty always guide and give all the best to the writer in completing this thesis. Peace and blessing upon our Prophet Muhammad SAW, his families, his companion and his followers.

This thesis can not be completed without a great deal of help from many people:

- 1. DR. H. Sugiharto, MM as the head of STKIP Kusuma Negara Jakarta.
- 2. DR. H. Kusrin, M.Pd as the first assistant of head STKIP Kusuma Negara Jakarta
- 3. Drs. H. Romdhoni, M.Pd the head of English Departement of STKIP Kusuma Negara Jakarta
- 4. Drs. Zainul Anwar, M.Pd as her advisor who always gives her valueable help, guidance, correction and suggestion for the completing of this thesis.
- 5. Zaharil Anasy, M.Hum as her second advisor, who always gives supports, valueable help, guidance, correction, suggestion and also motivation to the writer to complete this thesis.
- 6. All lectures and staff in English Departement who had given their valuable advice and cooperation.
- 7. Drs. H.A Mahfudz Abduh, M.Si as the head master of MA Arrasyidiyyah Koja Jakarta, thanks for the cooperation and pray.
- 8. Evy Salmiastuti, S. Ag as the calloborator and English teacher during the research at the MA Arrasyidiyyah and all of teacher, thanks so much for the cooperation



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- 10. My beloved parents (Hasanuddin and Siti Hodijah), sister and brother (Siti Sakdiyah and Fathullah) and my other parents (Ust. Qudsi Ahmad, M.Pd.I and Anik Retnowati, M.Pd.I) who always give their materials, prays, and morals encouragement to finish my study.
- 11. My best friends (Alid Torichudin Saputra, Abu Hasan, S.Pd.I, Ali Usman, Maulidi Arfan, Ragil Praditha) who had given many supports all this time, thank a lot.
- 12. My special friend (Windy Nurfika Romdhoniati) who always helps and gives support and will be my wife soon. Thanks so much.
- 13. All the people who had helped the writer to finish this study that can not be mention one by one.

May Allah SWT the Almighty blesses them all. Aamiin ...

Jakarta, 15 September 2013

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often frustrated with written expression and begin to dislike the writing process. Student can trace letter, "draw" letters in paint or shaving cream, use tweezers to move small objects and complete connect-the-dot pictures to build handwriting skills.

b) Identification

Identifying aspects of the written word is an essential skill for emergent writers. When teaching writing at any level, identification strategies are used to improve writing. Beginning writers should be able to identify uppercase and lowercase letters and sounds associated with letters. As writing skills become more fluent, students should be taught to identify complete sentences, sentence fragments and run-ons. Students should also be able to identify topic sentences and supporting details. These identification strategies are skill that create strong writers. Help student master identification skills through use of graphic organizers, peer editing and exposure to good writing samples.

c) Mechanics

Grammar, spelling, punctuation, or organization are important aspects of writing. Often, it is assumed that writers possess these basic skills, and therefore, both student and teachers are frustrated when they are not evident.

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meaning of writing, and organization of words and ideas is also impreative to getting a point across. Grammar and spelling can be taught through repetition and drill. Direct instruction in grammar is necessary for student to master this writing skill. Help student build confidence in their writing skills by helping them edit mechanical mistakes in their writing, or by allowing them to dictate ideas to you.

d) Content

The most important aspect of writing, for many people is the content. Getting student to communicate ideas is a skill that must be encouraged and cultivated. Sentence starters, journals and free-writers are good ways to build writing fluency and to encourage student to practice writing down thoughts. Continue building this skill by teaching student the value of drafts in writing. Prewritten, or brainstorm for ideas, the write a rough draft. Edit and revise a rough draft until you are pleased with the final product. The drafting process is a valueable skill for all writers and will give student a final product they can be proud of.

2. The Genre in Writing

English writing have divided into some of parts, for example : descriptive text, procedure text, narrative text, recount text, and report text.

a) Descriptive text is we write to discribe a particular person place or thing



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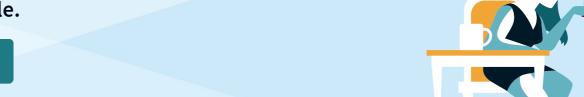


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- c) Narrative text is we write to amuse, entertain, and to deal with actual or vicarious experience in different ways.
- d) Recount text is we write to retell events for the purpose of imforming or intertaining.
- e) Report text is we write to discribe the ways things are with reference to a range of natural, man-made and social phenomena in our environment.

3. The Nature of Writing

Learning writing means learn to organize the experience, information and ideas particularly different language pattern. To produce a good text of writing needs hard practice and process.

Writing is not only how to make sentences in paragraph, but also how to express the ideas in consecutive way through the appropriate graphic symbol and structure. David Nunas suggests; Writing is an extremely complex continue activity in which the writer required to demonstrate control



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4. The Writing Process

- **a. Self questioning** Asking themselves questions about their writing to establish audience and purpose in their own minds, for example:
 - Why am I writing this text?
 - Who am I writing for?
 - What kind of language do I need to use?
 - What do I need to tell them?
 - How will I organize my work?
- **b. Planning content** Thinking about plot, theme, information content, etc., to suit the task through:
 - brainstorming ideas, alone or with others
 - researching the topic in books or on-screen, and making notes
 - using other resources to stimulate and/or inform.
- **c.** Sounding out Rehearing what is to be written orally prior to writing in



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e. Step 5: Name Your New Blog



Figure 4 : Make your Blogger

Enter the blog name and corresponding domain name (to precede '.blogspot.com') in the spaces provided.

f. Step 5: Choose a Template





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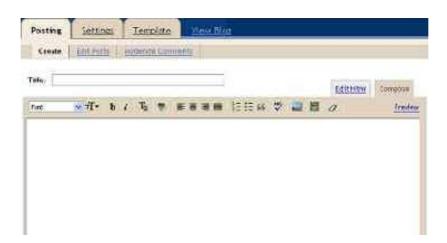
g. Step 6: Congratulations - Your New Blog is Active!



Figure 6: Your blog has been created.

Your blog is now live and ready for you to start writing content.

h. Step 7: Write Your First Post





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we write so we always happy and more motivate to write anything on blogging.

D. The Classroom Action Research

1. The Definition of Classroom Action Research

Action Research is a process in which educators examine their own practice systematically and carefully using the techniques of qualitative research. Participants design an inquiry question, collect data throughout the year, analyze what they have learned, and write about their findings. Observations, interviews, surveys and journals are typical data methods that participants use to investigate their questions.

Action research has different meaning and thing when used by different another. For example, Hopkin treats action research and classroom research by teachers as synonymous.⁷ Brown and Robinson suggest that any action undertaken by teachers to collect data and evaluate their own teaching



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was for teachers to adopt the methods they had been teaching their children, and learn to solve their own problems co-operatively".

Put simply, action research is "learning by doing "it is conducted by the teacher as classroom participant. As teacher, he/she needs to know what is actually happening in classroom, collecting data and evaluating her/his own teaching, do something to solve it, see how successful his/her effort were, and if not satisfied, try again until showing the increasing of changing.

Nunan sees the important defining aspect of action research as the controlling role of the teacher: "For me the salient distinction between AR and other form of research process is initiated and carried out by practitioner."

2. The Steps of Classroom Action Research

Stephen Kemmis has developed a simple model of cyclical of the typical action research process each cycle has four steps; they are, planning,



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- c) Observing are we observing the result of the acting is it satisfied or not?
- d) Reflecting is we analyze the weaknesses of the students.

Strickland outlines the following steps in an AR cycle:

- 1. identify an issue, interest or problem
- 2. seek knowledge
- 3. plan an action
- 4. implement the action
- 5. reflect on your observations
- 6. revise the plan

Based on the steps of Action Research above, it can be concluded that teacher as researcher has to prepare teaching process as good as possible. Every step has to be followed in continuous and integrated.

There are cycles within cycles. Some extend across an entire study.

Others occupy only minutes or less. The result can be a very flexible and



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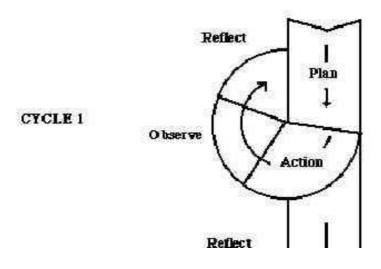


situations where you wish to achieve change (the "action") and understanding (the "research") at some time.

Action research for development, teacher can become more autonomous, responsible, and answerable through action research, teachers themselves can take a so decisions concerning change.¹²

3. The Models of Classroom Action Research

a) Model of CAR Hopkins, 1985





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who have lack of motivation in the following the kind of activities in the learning English process, it is shown by some of the students do not have any books used, no media to use in learning process, they are also lazy to learn English, and they are limitation of the knowledge and experience of English. While from the teacher, there are also found some finding such as: the method used in teaching is too monoton that is caused boring for the students, beside that the teacher tends that she is not creative in teaching English and lack of methods used in the teaching-learning activity in the classroom. There are also some information from the headmaster of school itself such as: the limitation of facility needed to teach



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CHAPTER V

CONCLUSION AND SUGGESTIONS

C. Conclusion

After analyzing some data collecting about improving students' narrative writing skill through blogging media, and the condition of learning English process at MA Ar-Rasyidiyyah, now the writer tries to make conclusions from cycle 1 to cycle 2 such as below:

1. From the cycle 1 until 2, the writer which got, almost all student unable to



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- 3. The students study English with still lack of practice, the lack of motivation from the teacher, no media to express the student's writing, and also the weakness of the students to understand about topic sentences and lack of their vocabulary, and never use the media studying in teaching writing, etc.
- 4. The English teacher seldom to use some media of teaching when she teachs English, especially teaching English writing and the teacher does not make innovation for the teaching.
- 5. The usage of system in teaching activity on MA Ar-Rasyidiyyah, especially teaching English writing just use the book to write.



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- 3. The students should express their mind into blogging to keep the ability English writing.
- 4. The students should help their friends when they can not make the blogging learning process.
- 5. The students should keep friendship with another and share what they have writed on their blogging

b. For English teacher:

1. The teacher should make condusive and make fun in the class to support the class activity.



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Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)

Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi mengenai tata bahasa,



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- gagasan utama, membuat *draft*, merevisi, menyunting, menghasilkan teks fungsional pendek..
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai tata bahasa, kosa kata, tanda baca,



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OHP/LCD

Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I. Penilaian

Teknik : Tugas individu, Kuis, Ulangan harian.

• Bentuk Instrumen : Tertulis uraian singkat dan pilihan ganda, Lisan.

Contoh Instrumen:

Answer these questions.

- 1. Have you ever written a story?
- What do would first when wou write a story?



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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MA Ar-Rasyidiyyah

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X / 2

Pertemuan Ke : 14

Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Menulis

- Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari.



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Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelajaran

- Siswa dapat menggunakan kalimat reported speech dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat simple present dalam membuat sebuah deskripsi
- Siswa dapat menggunakan *adverbial clause* dalam menulis sebuah narasi
- Siswa dapat menghasilkan teks berbentuk *news item*
- Siswa dapat menghasilkan teks berbentuk *narrative*

E. Materi Pokok

I dentify factual meaning in the texts;
I dentify the structure of narrative texts;
Reading and understanding narrative texts.



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Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir
karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks



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Konfirmasi

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Koran berbahasa Inggris Majalah

I. Penilaian

Teknik

· Tuoas individu Kuis Illanoan harian



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APPENDIX 3

The Observation's Activities in Teaching Learning Process of CAR



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APPENDIX 4

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APPENDIX 5

The Result of Data Collection in Cycle I

Name	Aspect of Writing					Score	KKM	Pass/
	Org.	Cont.	Gram	Vocb.	Spell.	Score	KKIVI	Fail
	0				0 0			10 V



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- 8. Apakah guru mempunyai keterampilan dalam membuka dan menutup pelajaran?
 - (a.) Ya

- b. Tidak
- 9. Apakah guru lakukan apabila siswa tidak memahami bahasa pengantar?
 - a. Menggunakan bahasa tubuh



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- (a.) Lembar kerja
- b. Media info
- 3. Penggunaan media alat bantu?
 - (a.) Sering
- b. Jarang
- 4. Apakh guru sering menggunakan media yang sesuai dengan tujuan siswa materi dan lingkungan?



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APPENDIX 11

Kisi-Kisi Pedoman Wawancara

Objek Wawancara

Topik Wawancara



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