

**COLLABORATION METHODS IN IMPROVING STUDENTS' WRITING
SKILL NARRATIVE IN SMK N 3 LANGSA**

THESIS

By:

Eva Ratna Sari

NIM: 1042011056

English Education Department



**FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
ZAWIYAH COT KALA LANGSA
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ABSTRACT

This research was aimed at improving the writing ability of students of X B 3 of SMK Negeri 3 Langsa, in the academic year of 2016/2017. The problem was that they had low writing ability in narrative text. This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. This research involved the 29 students of class X B 3 of SMK Negeri 3 Langsa in the academic year of 2016/2017 and the English teacher as the research collaborator. The data of the study were in the forms of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process of writing, holding a discussion with the collaborator and taking figures. Meanwhile, the quantitative data were acquired through the pre-test, the post-test I, and the post test II. The research findings showed that the use of collaboration method were suggestopedia and task based instruction can supporting activities and classroom was proven to be effective to improve the students' writing ability in narrative text. It could get students' attention and increased their learning motivation. It can help the students understand the narrative text and its structure. The students who just gained 62.24 or 10.3% in the pre-test, were able to increase their score up to 75.24 or 58.6% in the post test I. In the end of cycle 2, the result of post test 2 showed that students get 80.20 or 82.75%. Based on these finding it can be concluded that collaboration method can increased the students's writing ability I narrative text at SMK Negeri 3 Langsa. It indicated that they made a considerable improvement in some aspect of writing skills such as content, organization, vocabulary and grammar and mechanics.

Keyword : Collaboration method, suggestopedia, task based instruction and action research

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a communication tool that most major and very important in human life. Language used by everyone to work together, interact, express their feelings, identify themselves in the form of a good conversation, good behavior and good manners. Everyone is at least able to master their own language or mother tongue. In addition to mastering the language itself, in this modern age everyone is required to master the international language in order to interact with people overseas or just to promote business activities, politics and others.

The international language used for interaction between countries is English. In Indonesia English is a foreign language and it is studied in every level of education, starting from elementary school up to university. Every student in Indonesia is very concern about English not only at school, but some of them also take English course also to develop their English. It is one of evidence that English has been part of Indonesians' life.

The students study four skills in English that consist of reading, writing, listening and speaking. To master English, the students must study the four skills well. Writing is one the skills in learning English. In writing skill, students will study how to compose the idea to be a paragraph, story, and other kinds of writing product. Writing is the representation of language in a textual medium through the use of a set signs or symbols, and writing itself occurs in as a chain process, that is a process to put ideas, opinion, and

combination of meaningful letters into written form.¹ Many factors cause writing difficult to students among others are difficulty to deliver idea, problems with grammar, lack of vocabulary and do not understand the teachers' explanation.

In writing skill many genres of text which the students studied, one of them is narrative text. According to Maureen "Narrative is a text that tells a story and can be based on real events, short stories, myths, poems and fairytales".² The narrative tells about the event which happened in the past time. In generally, the tense that is often used in narrative text is past tense form. When talking about past, an adjunct of time or other time expression is necessary to specify the particular time in the past you are referring to. To make a good composition, the students must be able to master and apply the structure. Based on my interview to an English teacher of SMKN 3, many students make mistake in writing narrative text like grammar, vocabulary and punctuation.

The role of the teacher as a class manager determine the level of students' participation in the learning process in the classroom. One of the things that affect the role of the teacher is teaching method which is used. In teaching, many teachers use not only one method but sometimes they use more than one methods with other methods, which also called collaboration. But to combine the method cannot be arbitrary, teacher must know the

¹ Sumarsih, *Improving Students' Achievement In Writing Narrative Text Through Think-Pair-Share Technique*.1, 2006, P.1-7.

² Maureen Hyland, *Writing Text Types: A Practical Journal* (western Australia: R.I.C Publications, 2009) P.iii

advantages or the disadvantages of the methods to be combined. That is important in order to mutually cover the weaknesses of the method.

There are many methods in teaching English some of them are Suggestopedia and Task-Based Instruction (TBI). Suggestopedia and TBI methods are suitable to be collaborated for teaching writing skills. Suggestopedia is a method for teaching English language to motivate students to learn by using picture, sound and body as tools in the teaching process. While the Task-Based Instruction puts the task as the center of all learning activities. Tasks allow students to actively play a role in learning activities. Therefore the writer will do a research on collaborative methods, Suggestopedia and Task Based Instruction to improve students' writing skill, under the title "**Collaboration Methods In Improving Students' Writing Skill Narrative in SMK N 3 Langsa**".

B. Statements of the Problem

Based on the above description, the research problem in this study can be formulated as follows:

1. Does Suggestopedia and Task Based Instruction methods improve students' writing skills at SMK Negeri 3 Langsa?
2. How Suggestopedia and Task Based Instruction methods improve students' writing skills at SMK Negeri 3 Langsa?

C. Purpose of the Study

There are two purposes of this study as follows:

1. To find out whether Suggestopedia and Task Based Instruction method can improve students' writing skills at SMK Negeri 3 Langsa.
2. To know the application of Suggestopedia method and Task Based Instruction method in improving students' writing skills at SMK Negeri 3 Langsa.

D. Significant of the Study

There are some significant of this study:

1. For the students:the result of this study can be used to improve the students' writing skill.
2. For the teacher : the result of this study can used as an alternative methods in teaching narrative text
3. For the writer: the finding of this research can be used to develop the writer's knowledge in teaching writing skill by using te method.

E. Terminology

There are some terms that may be needed to be defined in this study, for instance.

- a. Writing is not just write graphic symbols to form words, and words are arranged into sentences according to certain rules, describe the idea into a

written language through sentences, so that the idea or mind can communicate to reader.³

- b. Suggestopedia is a teaching method that is based on modern understanding of how the human brain works and how we learn most effective. A concept that presents a notion that people can be directed to do something by giving suggestions.⁴
- c. Task Based Instruction is teacher gives the tasksform of learning activity communication activity in the target language more concerned with the meaning of the form.⁵

³ Bukhari, *Keterampilan Berbahasa Membaca dan Menulis*. (Banda Aceh: Yayasan Pena, 2010), P.99

⁴Richard, Jack K. & Theodore S. Rodgers, *Approach and Method in Language Teaching, a description and Analysis*. (New York: Cambridge University Press, 1993), P. 142

⁵ Tri Kusnawati, *Penggunaan Metode Task Based Learning Untuk Meningkatkan Keterampilan Menulis Mahasiswa*. Universitas Negeri Yogyakarta Kampus Karangmalang, Yogyakarta, 14(1) 2014,P 1-16

CHAPTER II

LITERATURE REVIEW

A. Suggestopedia

1. The definition of suggestopedia

Suggestopedia is a teaching method that was introduced by Georgi Lozanov in 1970s. Lozanov cited in Ragil Kharismawati, He states that suggestopedia is a teaching system which makes use of all the possibilities tender suggestion can offer. The suggestion here is about something that can make students feel enjoy in teaching and learning process. Lozanov created this method in the hope that students would enjoy in learning, especially learning foreign language. Suggestopedia was originally applied mainly in foreign language teaching, and it is often claimed that it can teach languages approximately three times as quickly as conventional methods.

Lozanov adds that there are four main stages of the activities in suggestopedia method. The suggestopedia method has six key features that are important in the teaching and learning process using this method. Ragil cited at Nosrati states that there are six key features of suggestopedia are:

1. Comfortable environment
2. The use of music
3. Peripheral Learning
4. Free Errors
5. Homework is limited
6. Music, drama and art are integrated in the learning process

The suggestion here is about the activities that can make students feel that learning is easy and fun. It is also believed that it can teach three times as quickly as a conventional method. This method has four stages, they are presentation, concert session (active and passive), elaboration, and practice. In the presentation stage, the students are helped to get positive mind that learning is easy and fun. In this stage, the teacher sets the environment of the class as comfortable and cheerful as it could be for the students. In the active concert, the teacher reads a text and is repeated by the students. After that, in the passive concert, the teacher plays some baroque music in the background and she/he reads the text again and the students listen carefully. In the elaboration, the teacher tells the students that they will do something like making film, gaming, etc. After the concert session. In the practice stage, the teacher uses games, puzzles, etc. to review the students understanding. The activities in suggestopedia method seem fun for the students. By applying this method in class teacher hopes that the students will enjoy learning English.⁶

2. The Procedure of Suggestopedia Instruction

Lozanov cited in Ragil kharismawati state that there are four stages in suggestopedia method, those are:

a. Presentation Stage

The main aim in this stage is to help students relaxed and move into a positive frame of mind, with the feeling that the learning is going to be

⁶Ragil, Kharismawati, Suggestopedia Method in the Teaching and Learning Process, 3(1)
p. 2

easy and fun. In this stage, to make the students relax, teacher arranges the students' seats in a comfortable way.

At the teacher's very first contact with the students, he or she introduces a spirit of easiness and delicacy into his or her attitude towards the group as a whole and towards each student as an individual. Instead of continuously playing in front of the students as if on a stage and before taking the decision to gradually involve them in the communication, the teacher now stimulates the students to join immediately and willingly in a common game project. The game project frees them from the boredom, demotivation, and fear of learning.

b. Concert Sessions

In this concert session, Lozanov divided it into two parts. Those are active session and passive session. The first concert (active concert) involves the active presentation of the material to be learnt. For example, the teacher will read the text being studied and the students actively following the teacher's reading. Here the teacher use some classical music and he or she reads the text in the harmony with the musical phrases. The musical compositions for the active session are emotional, with a wealth of melody and harmony in them.

In this session, the students get the translation and are informed that, while the teacher is reading, they are looking at the text and the translation and only listen to the music – not to try to memorize. The

teacher's behavior is solemn, as it should be when the concert is about to begin.

In reading, the teacher's voice should be harmonized with the nuances of the musical phrase. The diction should be pure and distinct, every word clear-cut and phonetically well molded. The voice should be well taken up in the resonance box. The reading should be slow, and rhythmical, the breathing regular. The active session normally should not last more than 45-50 minutes.

In the second concert (passive concert), the students are now invited to relax, close their book, and listen to some Baroque music, with the text. Being read very quietly in the background. The music is specially selected to bring the students into the optimum mental state for the effortless acquisition of the material. Ragil cited at brown stated that "during the soft playing of baroque music, one can take in tremendous quantities of material due to an increase in alpha brain waves and a decrease in blood pressure and pulse rate". It can be said that by listening to baroque music, students can feel relax and it can make them smarter because it increase alpha brain waves.

c. Elaboration

Elaboration of the material taught has actually begun at the first meeting of the teacher and the students. The first word the teacher says already open up a dialogue. For example, the teacher reminds the students in between that he or she and they are going together to prepare

the material necessary for the film they plan to make. This is the systematic elaboration. The elaboration process should focus on the freedom and creativity of the students are encouraged even more than previously, all the stages of desuggestive pedagogy are unified during the elaboration through the use of reminding intonations, songs, the play, etc., the teacher continues to keep the students on the border of their linguistic knowledge. As well as facilitating spontaneous laughter and songs, the teacher purposefully puts jokes and songs into the lesson plan to help the students with the most difficult parts of the lesson.

d. Practice Stage

The practice stage is given the day after the second concert. Lozanov stated that after the second concert the students will leave the class silently. They are not told to do any homework on the lesson they have just had except for reading it cursorily once before going to bed and again before getting up in the morning. In this stage teacher will not do something stressful for students practice. The teacher uses a range of games, puzzles, etc. to review and consolidate the learning.⁷

3. Effects of Suggestopedic Instruction

Gabriele Beitinger cited in Katharina Rustipa states that the design of suggestopedic instruction has positive cognitive, motivational, emotional, and social effects. Individual differences between learners are taken into consideration as well, since the goal of suggestopedia is to give special help

⁷Ragil, Suggestopedia method..... p.4

to those learners with somewhat more negative approach to learning, such as a high degree of anxiety.

a. Cognitive effects: development of knowledge.

As explained above, suggestopedic instruction provides learners with learning environments which are comfortable. This is to increase learning resistance, to stimulate learning readiness, to make the learners feel relaxed, to foster hope and trust in their own power, to help the learners overcome the barriers to learning, to facilitate the learners to change input into intake. The students are exposed to situational exercises as well as to the complex, authentic system of the target language. It can be expected that this exposure has an especially positive effect on the development of listening comprehension and the ability to communicate in a foreign language in everyday situations.

b. Motivational Effects.

According to the motivational approach, the experience of enjoyment (intrinsic motivation) and competence in learning is the decisive factor in the development of long-term learning motivation. The playful design of many exercises in suggestopedic instruction is likely to produce such kind of experience, e.g. a joy of learning and curiosity. Therefore, we might expect an increase of intrinsic motivation during the course of suggestopedic instruction. As suggestopedic instruction offers frequent opportunities to select the activities according to personal interests or intent to apply the learning, learners should quite often experience the

feeling of autonomy and self determination. The manner in which different forms of practice are embedded in rich situational contexts helps the learner understand rather complex remarks even with a limited vocabulary.

Experiences of success such as those are likely to frequently let learners experience a feeling of competence. Thus, overall, suggestopedic instruction can be expected to have positive motivational effects.

c. Emotional Effects: Anxiety.

In regard to emotional effects, one important way to facilitate the learning process of the learners is to reduce their nervousness and anxious tension. Suggestopedic instruction responds to this emotional need through the frequent use of relaxation exercises as well as through reducing nervousness in movement-oriented exercises. We can therefore assume that suggestopedic instruction has a positive effect on the emotional dimension of the learning process.

d. Social effects.

By motivating independent groups of learners to work on certain subject matter even after a corresponding course has ended ("groups of practice"), self autonomous development of knowledge, especially on a long term basis, is promoted. A positive view of the shared process of learning is vital for the formation of such groups. Suggestopedic instruction frequently uses exercises which provide a high degree of

social interaction and authentic communication. It is seen as very important that learners become acquainted with each other.

Therefore, we can expect that students in a suggestopedic course will experience cooperation with other students as well as with the instructor in a positive way.⁸

B. Task based instruction

1. The Definition of Task Based Instruction

Willis cited in Umi Sholihah. Willis states that Task Based Instruction is a method of instruction in the field of language acquisition. It focuses on the use of authentic language to students in doing meaningful tasks using the target language for example visiting doctor, conducting an interview, or calling customer services for help. Assessment is primarily based on task (outcome appropriate completion of task) rather than on accuracy of language forms. This makes TBI especially popular for developing target language fluency and students confidence.⁹

The prominence of Task Based Learning in the present day context is evident from the numerous recent publications made in the field of task-based learning and teaching. Task based approach focuses on communication and conveying message. It gives secondary importance to the forms used. "A task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective". A task is said to be a classroom activity

⁸Katharina Rustipa, Suggestopedia: How Does It Accelerate Language Learning, 7(1), p.5-6

⁹Umi Sholihah, Improving Student Writing Ability Using Task Based Language Teaching (TBLT) 7(1) p.182-256

which is objective and interactive. Which aims at comprehension and production of target language as the learners perform some set of work plans. Tasks involve learners in ‘comprehending, manipulating, producing or interpreting in the target language. There is a cognitive as well as a linguistic dimension to a task. The actual objective of a task is not that the learners should arrive at a successful outcome but that they should use language in ways which improve language learning. Tasks are activities which aim at meaning-focused language use. Therefore a task encourages the participants to function as ‘language users’ rather than ‘language learners’ using communicative processes as those incorporated in real world activities. “Tasks involve cognitive processes such as selecting, reasoning, classifying, sequencing information, and transforming information from one form of representation to another”. Task based learning therefore aims at developing the cognitive as well as the communicative skills of language learners.¹⁰

Based on the definition it can be concluded that Task Based Instruction is a good method suitable with writing skill. TBI involves many ways to ask learners do a task, usually the teacher make some instruction to make learners want to make some task. TBI is done by the target language to reach a students understanding.

2. Different types of task

Focused tasks are designed in such a way that the learners grasp the targeted feature. They focus on form while implementing the task. Listening

¹⁰ Umi, *Improving Studen t...* p.183-256

tasks can be devised this way where a specific feature of language is presented to the learners. Listening tasks can also be considered as non-reciprocal tasks. Reciprocal tasks are the ones that require the learners to interact or in other words reciprocate. Focused tasks are designed in three major ways.

a. Structure-based production tasks:

Structure-based production tasks are designed to elicit a particular target language feature or structure. For instance in tasks like picture difference, picture sequencing, picture drawing etc. Question forms are elicited. Tasks like exchanging travel itinerary, the simple present tense or future tense are elicited.

b. Comprehension tasks:

Comprehension tasks are based on the assumption that language acquisition takes place as a result of input-processing. The learners are required to pay conscious attention and notice the linguistic form that is presented as input and based on the responses made by the learner in the input phase a task is given.

c. Consciousness-raising tasks:

Consciousness raising tasks are designed to cater to explicit learning. They are meant to develop awareness at the level of understanding and not merely noticing. The learners are required to talk about language, they are asked to frame their own grammar rules. Unfocused tasks are based on a theory which says that learning is an implicit process which cannot be

influenced directly through instruction. According to the theory of implicit learning, practice must involve learners in authentic communicative activity and is based on the strong version of communicative language teaching. Studies claim that structured tasks and tasks based on familiar information tend to produce higher accuracy and tasks which push learners to reach a justified conclusion tend to produce more advanced language. Studies also show that if planning time is given to learners before actually taking part in the task, it leads to greater complexity and giving learners a post- task activity after an interactive task, like asking them to write about their own performance leads to greater accuracy.¹¹

3. Strengths of TBI approach

Task based language learning offers a lot of advantages as it is communication based and allows the learners to transfer previously acquired knowledge to new communicative contexts. It encourages the learner to emerge as a language user. It intends to engage the language learner in a meaning focused language usage.

- a. Task based learning helps learners to interact spontaneously. Learners are free to use whatever vocabulary and grammar they know. For instance a role play requires the learner to use language freely. It gives learners chance to try out what ever language they already know and it also gives learners a chance to notice and benefit from others expressions and there by builds their level of confidence gradually. It makes them easily to use

¹¹Tonia Grace Ganta, *The Strengths And Weaknesses Of Task Based Learning (Tbi) Approach*, (Andhra Pradesh : Research Scholar, Department of Education, Andhra University). Jan-February , 2015, 3(16) p.2762-3414

English in the class because they can choose whatever vocabulary and grammar that they know. As a teacher do not force them to master good grammar and vocabulary, they can use language freely and respond spontaneously.

- b. Automaticity: Automaticity for language learning is defined as a more efficient, more accurate and more stable performance. It is also argued that automaticity leads to near native performance. Task based language learning paves way for automaticity. Cognitive theories of language suggest that practicing in real life situations is helpful in achieving automaticity of linguistic knowledge. Automaticity can make learners easily to understand the instruction from teacher and make improve their language knowledge
- c. Task based learning gives language learners opportunity to learn vocabulary. Usually teachers explain vocabulary in a pre-task and learners are not involved, words taught that way are easily forgotten so it is beneficial for the students if the teacher thinks of creative ways to involve students in the pre-task. Some of the options suggested for improving vocabulary are predicting words related to the task title or topic, and building words into a word web by way of brainstorm, cooperative dictionary search and by matching list of words with a list of definitions. While performing the task a glossary helps but it is observed that it does not allow the learner to practice vocabulary and therefore such words are not retained whereas words inferred through active

processing were learnt better. An interactive glossary is better than a marginal glossary. Interactive glossary is where the learners interact. The teacher needs to put in extra effort in preparing an interactive glossary. It is also worthwhile to encourage learners to negotiate meaning of new instead of relying on an external source. Though the question on the quality of vocabulary gained through group work occurs, it is observed that learners made impressive progress. It is also claimed that vocabulary learning occurs incidentally as learners take part in cooperative task based interaction. After performing the task if the learners are encouraged to keep a record of new words and revise those words and also if they analyse the new words in different contexts and in different ways it will reinforce their learning of vocabulary. “The teacher needs to ensure that, through tasks learners are given opportunities to meet and explore new vocabulary without direct teacher assistance, and to use this vocabulary to meet meaningful task goals.

- d. It provides essential conditions for language learning: Language learning does not happen without motivation exposure, and opportunities to use the language. Task based language learning encourages learners to use language purposefully and in cooperation. Learners get a chance to negotiate turns to speak and also try out various communication strategies. Task based learning creates conditions which enhance language learning spontaneously. It prepares learners to use language in the real world.

- e. It maximises scope for communication: Task based learning provides conditions that allow learners to assimilate what they notice and understand while performing the task. By participating in the task learners not only acquire new language items, but also make use of language they have acquired recently. Tasks allow learners to acquire and assimilate language items that they readily notice and understand. It allows the learners to transfer their previously acquired knowledge creatively to new contexts of communication. It engages learners in purposeful communication and gives chances to learners to try out various communication strategies and equips the learners with language for public use.¹²

C. Writing

1. Definition of writing

Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. Writing is a process to develop ability to think explicitly about how to organize and express thoughts, feelings, and ideas in way compatible with wished readers' expectations. In other words, the researcher can say that writing is an indicator whether students have gained all skills or not. Before the students have writing, they should be able to listen, to speak, and to read. Writing skill differs from other skills like speaking and listening. Jeremy Harmer says that

¹²Tonia Grace Ganta, *The Strengths And Weaknesses ..* p.2764-3414

writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities.¹³

Wallace states that writing is the final product after students learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. It means that writing is a complex skill. It covers many sub skills that have to be passed before producing a good piece of writing. Writing seems so complicated with its subskills, but it is actually can be learn with fun.¹⁴

Dorret cited in Arina Fardani states that writing involves self-expansion and creativity, and since writing is a way for students to reveal their inner writing can be taken very personally. It means that every students has his own creativity in making his paper full of inks. This creativity can raise up if the writing class situation is supporting, and the way teachers ask and teach them also same, so it can make students easier to transfer their ideas in a piece of paper.¹⁵

Brown states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a

¹³Jeremy, Harmer, *How to Teach Writing*. (New York: Longman, 2007) .p.35

¹⁴Trudy, Wallace, *Teaching Speaking, Listening and Writing*. (Australia: International Academy of Education, 2004).p. 15

¹⁵Arina, Fardani, Fasilitating Students' Understanding on Descriptive Writing Using Music Video. Thesis volume 3(1) 2011, p.2-65

final products.¹⁶ Based on the definition above it can be concluded that writing is an important skill to know whether someone master English or not. Writing is a process to explore the ideas.

2. Types of writing

A writer's style is a reflection of his or her personality, unique voice, and way of approaching the audience and readers. However, every piece writers write is for a specific purpose—for example, writers may want to explain how something works or persuade people to agree with their point of view. While there are as many writer's styles as there are writers, there are only four general purposes that lead someone to write a piece, and these are known as the four styles, or types, of writing. Knowing all four different types and their usages is important for any writer.

Here are the categories and their definitions:

a. Expository

Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing. You always see it in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something.

¹⁶H.Douglas Brown, *Language Assesment Principles and Classroom Practices*, (New York: Longman, 2004) p. 80

Key Points: Usually explains something in a process, is often equipped with facts and figures, usually in a logical order and sequence.

Expository Writing use to compose, textbook writing, How-to articles, Recipes, news stories (not including opinion or editorial pieces) and Business, technical, or scientific writing.

Example:

Many people associate the taste of pumpkins with fall. In October, companies from Starbucks to McDonalds roll out their pumpkin-flavored lattes and desserts. Here is how to make an easy pumpkin pie using only five ingredients. First, make sure you have all of the ingredients.

This writing is expository because it is *explaining*. In this case, you can already tell that the piece will be about how to make a pumpkin pie.

Non-example:

Everyone knows that the best part about fall is all of the pumpkin-flavored desserts. Pumpkin pie is the best fall treat because it is not only delicious but also nutritious. Pumpkin is filled with vitamin A, which is essential for a healthy immune system and good vision.

This is not expository because several opinions are stated, such as “Pumpkin pie is the best fall treat...” Although this excerpt contains a fact about pumpkin containing vitamin A, that fact is used as evidence to support the opinion. These opinions make this an example of persuasive writing.

b. Descriptive

Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

Example:

In good descriptive writing, the author will not just say: “The vampire killed his lover.” He or she will change the sentence, focusing on more details and descriptions, like: “The bloody, red-eyed vampire, sunk his rust-colored teeth into the soft skin of his lover and ended her life.”

Key Points: It is often poetic in nature, it describes places, people, events, situations, or locations in a highly-detailed manner, the author visualizes what he or she sees, hears, tastes, smells, and feels.

Descriptive Writing use to compose poetry, journal or diary writing, nature, writing, descriptive passages in fiction

Example:

The iPhone 6 is unexpectedly light. While size of its screen is bigger than those of the iPhones that came before, it is thinner, and its smooth, rounded body is made of aluminum, stainless steel, and glass. The casing comes in a whitish silver, gold, or a color the company calls “space gray,” the color of the lead of a pencil, with darker gray accents.

This is an example because it describes aspects of the phone. It includes details such as the size, weight, and material.

Non-example:

So you just brought home a shiny new smartphone with a smooth glass screen the size of your palm. The first thing you will want to do when purchasing a new cell is buy a case. Cracking your screen is an awful feeling, and protection is inexpensive when you compare it to the costs of a new phone.

Even though this example uses adjectives, you can tell that this is not an example of descriptive writing because the purpose is not to describe the phone—it's to persuade you to buy a case.

c. Persuasive

Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

Key Points : Persuasive writing is equipped with reasons, arguments, and justifications, In persuasive writing, the author takes a stand and asks you to agree with his or her point of view., It often asks for readers to do something about the situation (this is called a call-to-action).

Persuasive Writing use to compose opinion and editorial newspaper pieces, Advertisements, Reviews (of books, music, movie, restaurants, etc.), Letter of recommendation, Letter of complain, Cover letters

Example:

Following the 2012 Olympic Games hosted in London, the UK Trade and Investment department reported a £9.9 billion boost to the economy. Although it is expensive to host the Olympics, if done right, they can provide real jobs and economic growth. This city should consider placing a bid to host the Olympics.

This is persuasive writing because the author has a belief—that “this city should consider placing a bid to host the Olympics”—and is trying to convince others to agree.

Non-example:

According to legend, the Olympics were founded by Hercules. Now almost 100 countries participate in the Games, with over two million people attending. So cities from Boston to Hamburg begin considering their bid to be a host city more than 10 years in advance.

All of these statements are facts. Therefore it's expository. To be persuasive writing, you must have an opinion that you're trying to persuade people of—then, of course, you will support that opinion with evidence.

d. Narrative

Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: “What happened then?”

Key Points: A person tells a story or event, has characters and dialogue, has definite and logical beginnings, intervals, and endings, often has situations like actions, motivational events, and disputes or conflicts with their eventual solutions.

Persuasive Writing use to compose novels, short stories, novellas, poetry, autobiographies or biographies, anecdotes, oral histories.

Example:

“I don’t think that’s a good idea,” said Jaelyn.

“You never used to be such a girl!” retorted Orin, pushing open the door.

Reluctantly, Jaelyn followed.

This is a narrative because it’s telling a story. There are different characters conversing, and a plot is unravelling.

Non-example:

Cutting Edge Haunted House holds the Guinness World Record for the largest haunted house on earth. It’s located in a district in Fort Worth, Texas known as "Hell's Half Acre" in a century-old abandoned meat-packing plant. The haunted house takes an hour to complete, winding through horrific scenes incorporating the factory's original meat-packing equipment.

While this would serve as a worthy setting for a story, it would need a plot before it could be called a narrative.¹⁷

According to the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that will be applied in teaching writing are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based on the standards of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill.

Writing processes always deal with texts as the products feez states that creating texts requires making choices about the words that are used and how it can be put together. She also states that there are various kinds of texts called text type. According to Feez, the families of text type are :

Exchanges

- a. Simple exchanges is relating to information and goods and services.
- b. Complex or problematic exchanges
- c. Casual conversation
- d. Forms
 1. Simple formatted texts
 2. Complex formatted texts
 3. Procedures
 4. Instruction
 5. Procedures

¹⁷ Syed Hunbbel Meer, *Different types of writing*, <https://letterpile.com/writing/Four-Types-of-Writing>. Accessed on September 27, 2016

6. Protocols
- e. Information Texts
 1. Descriptions
 2. Explanations
 3. Reports
 4. Directives
- f. Story Texts
 1. Narratives
 2. Recounts
 3. Persuasive Texts
 4. Opinion texts
 5. Exposition
 6. Discussion

According to the standard of competence and the basic competencies of students in Senior High School, the students are expected to write a narrative text orderly and grammatically. To produce qualified narrative writings, the students need to be stimulated in expressing ideas and to be guided in their writing process. Besides, they also need to be supported by providing them qualified and understandable inputs.

4. Aspects of writing skill

Discussing the aspects of writing skill, there are some important matters that need to be outlined in this discussion. They include micro and macro skill of

writing, mechanical components of writing, and cohesion and coherence of writing.

The first aspect of writing skill is its micro and macro components. Brown mentions a list of micro and macro skills for written communication which focuses on both the form of language and the function of language. Firstly, the micro skills of writing mentioned by Brown covers several important aspects. They are producing graphemes and orthographic pattern of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical systems such as tense, subject verb agreement and etc, expressing a particular meaning in different grammatical form, using cohesive devices in written discourse and using the rhetorical forms and conventions of written discourse.

Secondly, the macro skills of writing cover some other aspects. They are accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification, and finally developing a battery of writing strategies that include such as accurately in using pre writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.¹⁸

¹⁸H. Douglas Brown, *Language Assessment ...* p.324-343

In writing, there are some aspects that have to be considered. Brown has summarized all those aspects into two main skills; they are the micro skills and macroskills of writing. Later they can be used in teaching writing as well as assessing writing. Those skills are described as follows:

Micro skills:

- a. Produce graphemes and orthographic patterns of English.
- b. Produce writing at an efficient rate of speed to suit the purpose.
- c. Produce an acceptable core of words and use appropriate word order patterns.
- d. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- e. Express a particular meaning in different grammatical forms.
- f. Use cohesive devices in written discourse.

Macro skills:

- a. Use the rhetorical forms and conventions of written discourse.
- b. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

d. Distinguish between literal and implied meanings of writing.¹⁹

In conclusion, we can say that the earlier micro skills apply more appropriately to imitative and intensive types of writing performance in which they tend to describe about the mechanical of writing and at the level of word, such as cohesive devices, past verb, etc. On the other hand, the macro skill covered wide areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning writing, etc. thus, it is not only about a word but it is about the whole written text.

The scoring of the students' writings is based on the writing scoring type which is suggested by Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey's in Brown.

Table 2.1 Criteria of writing scoring

| | |
|--------------|-----|
| Content | 30 |
| Organization | 20 |
| Vocabulary | 20 |
| Syntax | 25 |
| Mechanics | 5 |
| Total | 100 |

¹⁹H.Douglas Brown, *Language Assesment ...* p.221

D. Narrative Text

1. The definition of narrative

Anderson says that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener.²⁰ Meanwhile, Percy in Permana and Zuhri state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.²¹

Narrative is a text which contains story (fiction/nonfiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution. The narrative text short story is telling of a story or an account on a sequence of events, one of the four traditional forms of composition (along with description, exposition, and persuasion). Narration differs from exposition, which can also relate a sequence of events, in that narration need not be factual and may be written from the perspective of a character in a text. Narrative is one of the literary text can be said as the simple text type because it tells about the story in human life. In narrative, the tenses used is past

²⁰ Mark, Anderson, *Text Types in English 2*. (South Yarra: Macmillan Education Australia PIY LTD, 1997) p.8

²¹ Permana, Tahan Dwi dan Zuhri, Fauris. *The Implementation of Picture Series as Media in Teaching Writing of A Narrative Text of the Tenth Graders of Senior High School*. Retain, Volume 1(1) 2013. p.2-123

because it is tell about the past event. One of the past tense used is simple past tense. It can seem in many narrative written.

Narrative has several aspects, such as of material signs, the meaningful discourse, the interesting story, and social function. The social function of narrative text can be cultural values, a crisis point in problem of the story, and also the way to behave of the story, and also the way to behave and solve the problem besides, as the narrative text is written in past verbs, and also uses everyday vocabularies, narratives typically use everyday vocabularies. Narratives are usually written in the past verbs.²²

From the statement above, the researcher conclude that narrative is a text which tells about event and story in past time such us in a novel, fables or legends and our experience. Narrative text communicative purpose is to entertain the listeners or readers on a story or stories relating to te past experience of the real, imaginary or complicated events leading to a crisis, and finally to find out solution.

Meanwhile, Anderson shows the steps for constructing a narrative text. They are : (1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place. (2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story. (3) Sequence of events, where the characters react to the complication. (4) Resolution, where the characters finally solve the problem

²²Refnaldi in Masvani Marulafau, Muhd. Al Hafiz, *Teaching Writing A Narrative Text To Junior High School Students By Using Probable Passage Strategy*, Journal of English Language Teaching, 3(1), 2016, p. 1-68

in the complication. (5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step.²³ In addition, Coffman and Reed state that narrative have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.²⁴

Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

2. Types of Narrative

There are several types of narrative text :

a. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human story. Typically, a legend is a short, traditional and historicized narrative performed in a conversational

²³ Mark, Anderson, *Text Types in English 2 ...* p.8

²⁴ Gerry, A Coffman, and Melissa D, Reed, (2010). *The True Story of Narrative Text: From Theory to Practice*. <http://www.emporia.edu/teach/ncate/documents/CoffmanandReed.pdf>. 21 Aug 2016. p.1

mode. The examples of legends in narrative text are: sangkuriang, malin kundang, the story of toba lake, etc.

b. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human being. The examples of fable in narrative text are: the Ants and the grasshopper, the story of monkey and crocodile, etc.

c. Fairy Tale

Fairy tale is an English language term for a type of short narrative corresponding to the French phrase "conte de fées". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves and usually magic or enchantments. The examples of fairy tale in narrative text are: Cinderella, Pinocchio, Snow White, etc.

d. Science fiction

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that a very short narrative, this may take only one paragraph whereas the orientation for longer narrative, could encompass one or more chapters. At least one character is generally introduced in the orientation, usually the main character through whom the readers experiences or interprets the action. The reader is basically dropping on the world of this character.²⁵

²⁵ Refnaldi in Masvani Marulafau, Muhd. Al Hafiz *Teaching Writing A Narrative Text ...* p.32

CHAPTER III

RESEARCH METHOD

A. Location and Time of The Research

This research conducted at SMK Negeri 3 Langsa Jl. RA. Kartini No.9B. The research was conducted on November 2016 at the first semester in the Academic of year 2016/2017.

B. Population and Sample

1. Population

Bret Hanlon and Bret Larget states population is all the individuals or units of interest; typically, there is not available data for almost all individuals in a population.²⁶ Sugiyono also states “Population is generalization area that consist of subject or object that have quality and characteristic certain and was decided by researcher to be learned and then can be pulled its summary.”²⁷

It means that population is the total number of objects that should be observed in researching. Population is totality of unit element as the parameter to predict by statistic of analysis which implemented to each sampling of research.

In this research, the researcher involved all grades X students of SMK Negeri 3 Langsa as a population. They are divided into 10 classes, 5 Busana class, 1 Tata Boga class, 2 Kecantikan class, 1 Perhotelan class, and 1 Patiseri class. In Busana class, there are 124 students, Jasa boga class there are 12 students, Kecantikan class are 37 students. Meanwhile, students of perhotelan and partiseri class are 28 students. Therefore, students who became population are 211 students.

²⁶ Bret Hanlon and Bret Larget, *Samples and Population*, (Madison : Department of Statistics University of Wisconsin, 2011) p.5

²⁷ Sugiyono, *Metode penelitian kuantitatif kualitatif dan R & D* (Alfabeta : 2009). p. 80

Table 3.1 Population

| Class | Program Name | Total Students |
|--------------|-------------------------|---------------------------|
| X | B 1 | 24 |
| | B 2 | 24 |
| | B 3 | 29 |
| | B 4 | 23 |
| | B 5 | 24 |
| | AP 1 | 19 |
| | KC 1 | 18 |
| | KC 2 | 19 |
| | Boga 1 | 12 |
| | Patiseri 1 | 19 |
| | Total | 211 |

Source: The administration of SMKN 3 Langsa

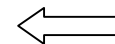
2. Sample

According to Sugiyono, sample is a part from the number and characteristic that is had by the population.²⁸ Bret Hanlon and Bret Larget also state ‘a sample is a subset of the individuals in a population; there is typically data available for individuals in samples’.²⁹

In this research, the researcher used *purposive sampling*, it is a part of non-probability sampling. *Purposive sampling* is used to determine technique with a consideration.³⁰ The researcher chose X Busana 3 as the sample because the problems which were found by researcher based on the result of interview with English teacher that school. Therefore reseacher conducted an action research at the class which consisted of 29 students. For the description, it can be seen as below:

Table 3.2 Description of Sample Taking

| Class XI | Number | Total |
|--------------|----------|-----------|
| X B 1 | 1 | 24 |
| X B 2 | 2 | 24 |
| X B 3 | 3 | 29 |
| X B 4 | 4 | 23 |
| X B 5 | 5 | 24 |
| X AP 1 | 6 | 19 |
| X KC 1 | 6 | 18 |



²⁸ Sugiyono, *Metode Penelitian ...* p. 81

²⁹ Bret Hanlon and Bret Larget, *Samples and Population ...*p.5

³⁰ Sugiyono, *Metode Penelitian ...*p.85

| | | |
|--------------|---|----|
| X KC 2 | 7 | 19 |
| X Boga 1 | 8 | 12 |
| X Patiseri 1 | 9 | 19 |

C. Research Design and procedure

1. Research Design

The researcher used classroom action research (CAR) as a kind of this research. According to R.J Fisher, action research is a process in which a group of people with a shared issue of concern collaboratively, systematically and deliberately plan, implement and evaluate actions. Action research combined action and investigation. The investigation informs action and the researchers learned from critical reflection on the action.³¹ It can be described that classroom action research is the research method which used by teacher in a class to improve student skill about something.

While Harmer argues that action research is a series of procedures teachers can engage in, either because they wish to evaluate the success and/ or appropriacy of certain activities and procedures.³² It means that CAR is a series of procedures, a group of activity and a piece of research carried out by a teacher in the classroom in order to improve aspects of the teaching and it can made students improve their success in learning.

³¹R.J Fisher, *What is Action Research? An introduction to action research*, (Australia : University of Sidney, 2006) p. 2

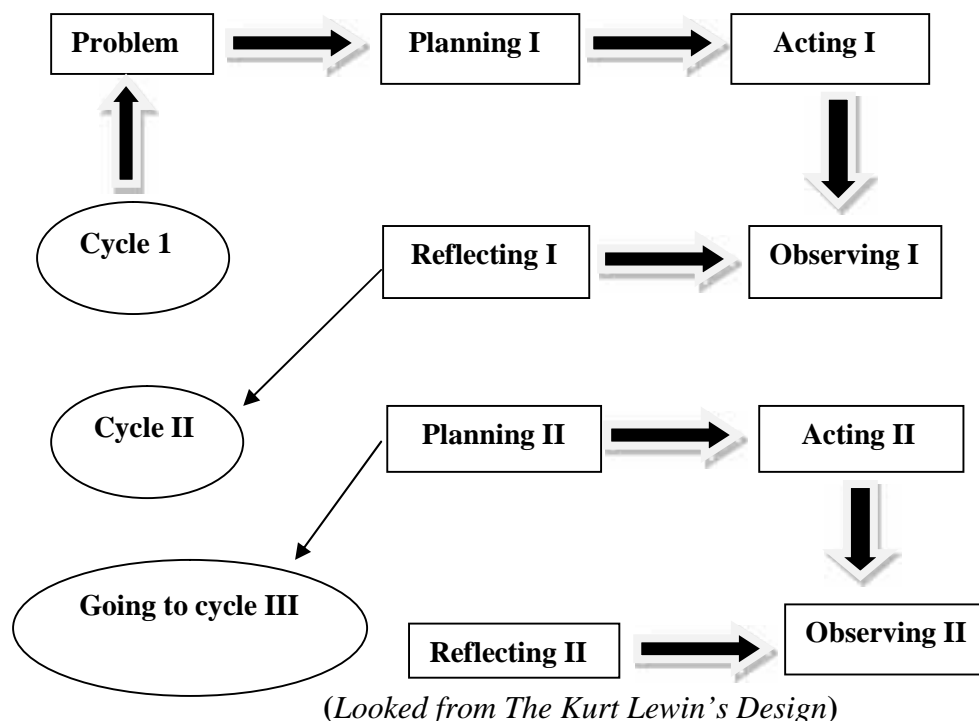
³²Jeremy, Harmer, *The Practice of English Language Teaching* (New York:Longman, Essex, 2001) p. 344

In this research the researcher made a teamwork toward the teacher who taught in that classroom, the researcher acted as a teacher to obtain the result of this research. Meanwhile the English teacher of the class observed the action done by researcher.

The collaboration method carried out in this research based on the situation of students learning process in the classroom . It refers to the strategy and theory that explains by some experts. The researcher and English teacher used some media or tools of the school effectively and relates to materials in learning.

Thus, the research design of this research consists of four phases *Planning, Acting, Observing, Reflecting* and *revising* that researcher describes it as follow:

Figure 1.1 Description of Research Design



Kurt Lewin explained that classroom action research consisted of some planning, acting, reflecting, and revising. CAR used to be done by researchers if there are some problems in learning activities and to improve the problem above the researcher made some planning and then followed by acting, reflecting and revising. CAR is done by using cycles if cycle 1 did not succeed continued to next cycle to the problem learning was improved.

The research used *mixing methodology* in this research (quantitative and qualitative methodology). The quantitative methodology here processes the results of tests given after conducting topics or materials. It calculates to know the improvement of students' achievement in each cycle.

Whereas, the qualitative method approach here used *descriptive research*. It is used to describe the learning process which happened in the classroom during the implementation of the collaboration method.

2. Research Procedure

The step in action research means the way to conduct an action research. Strickland and Bailey explain that the steps in action research are³³:

1. Identify an issue, interest or problem
2. Seek knowledge
3. Plan an action
4. Implement the action
5. Observe the action
6. Reflect on your observations

³³Dick, Allwright and K.M Bailey. *Focus on the Language Classroom* (Cambridge: Cambridge University Press, 1991) p. 44

7. Revise the plan

The procedures that are being researcher's reference are the descriptions of the Research Design based on the Figure 1.1. It can see as follow

Table 3.3 Description of Research Procedure

| Cycle | Phases | Activities |
|----------------|-------------------|--|
| CYCLE 1 | <i>Planning</i> | <ol style="list-style-type: none"> 1. Planning the learning process that will be applied in teaching- learning activities 2. Certaining topic of learning 3. Arranging learning lesson plan 4. Arranging test sheet to students 5. Preparing media and learning source 6. Developing evaluation format 7. Developing observation format |
| | <i>Acting</i> | Applying action which is related to lesson plan |
| | <i>Observing</i> | <ol style="list-style-type: none"> 1. Doing observation with format that has been arranged 2. Evaluating result of acting |
| | <i>Reflecting</i> | <ol style="list-style-type: none"> 1. Doing evaluation toward action that has been done 2. Correcting the action based on the result of evaluation to do in the next |

| | | |
|----------------|---|---------------------------------|
| | | cycle |
| CYCLE 2 | <i>Planning</i> | Developing program in action II |
| | <i>Acting</i> | Doing the action II |
| | <i>Observing</i> | Collecting data of action II |
| | <i>Reflecting</i> | Evaluating action II |
| CYCLE 3 | <i>If the research is not succeeded yet, the researcher conduct the next cycle.</i> | |

D. Technique of collecting data and instrument

In this part, describe the process how to the researcher gathering and searching data that relate to research. The researcher uses test and observation as technique collecting data.

1. Test

The test in this research was given to students after getting the action, it is a post- test. The results of test are measured by researcher to know students' understanding after getting action in learning by using Collaboration method. In this research, the researcher did a test to the sample of the research that is writing narrative test. The researcher asked the students to write a narrative text based on the topic.

2. Observation

Observation used to determine the process of learning writing narrative text through collaboration method which is done by the researcher. In this research also used *observation* to collect data to be concrete proof to this

research. Observation here conducted to the English teacher which is being as observer. The instrument of the observation of this research conducted which is referred to some aspects that can be described as follow:

1. Cognitive condition
2. Affective condition
3. Psychometric condition
4. Teacher's condition when doing action
5. Students engagement to material
6. Student active
7. Learning situation
8. Students' ability when doing evaluation exercise

Table 3.4 Criteria of writing scoring

| | |
|--------------|-----|
| Content | 30 |
| Organization | 20 |
| Vocabulary | 20 |
| Syntax | 25 |
| Mechanics | 5 |
| Total | 100 |

D. Data analysis

In this research, the researcher would conduct the data analysis, namely :

1. Describing the procedure of teaching writing narrative text by using collaboration method at eleventh grade students of SMK Negeri 3 Langsa.
2. Analyzing every students' ability in writing narrative text.
3. Computing the students' score
4. To find out the precentage, the researcher used this formula :

$$P = \frac{F}{N} \times 100\%$$

P : the class percentage

F : total percentage score

N : number of students.³⁴

³⁴Sudjana, *Metode Statistika*, (Bandung: Tarsito, 1989), p.7

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research findings and discussions dealing with the data that had been collected during the research. The data were taken from the instruments, namely post test and observation sheets. As mentioned in the previous chapter that in this research, the researcher would answer the research question, which was stated in chapter I, that was: “Does Suggestopedia and Task Based Instruction method improve students’ writing skill narrative at SMK Negeri 3 Langsa and How Suggestopedia and Task Based Instruction methods improve students’ writing skill narrative at SMK Negeri 3 Langsa

The purpose were the answer research questions and hypothesis of this research. These activities covered data acquired from the observation and evaluations. The observation represented the description student’s activity and participation in learning process. The evaluation consisted of pre-test, cycle I and II, post test. The purpose of the activities were to know whether the students would have a good changing in their learning or even became worse after getting the treatments.

A. The Research Description

The research was started from November 2th 2016. Researcher observed the situation of school and classroom before acting to be teacher in the class. From the observation, the researcher found that the teacher taught English subject by asking students to translate it mostly. Therefore, students looked passive to respond it. Besides, they were bored to follow their learning. In other words, to

make students active and creative in learning, especially English subject, teacher must to prepare good method to make student interest in learning English. It would improve students' writing skill by making students get the score at or above the Minimum Mastery Criterion (*KKM*).

The Minimum Mastery Criterion (*KKM*) of English subject in SMK Negeri 3 Langsa is **75**. If 80% students can attain the score at or above the Minimum Mastery Criterion, it means that students pass the test, but if the students' score is below Minimum Mastery Criterion, it can be concluded that students fail the test. This research will be success if most of students can get score in average and above the *KKM*.

B. Research Implementation

The research implementation by using Collaboration method to improve students' writing in narrative text conducted two cycles. Every cycle was held in two meetings. In the first cycle was held on November 9th until 16th 2016. Meanwhile, the second cycle was held on November 23th until 30th 2016. Every cycle in this research consisted of four phases, they are planning, acting, observing and reflecting. The implementations of each phase could be explained in the following.

C. Preliminary Study

Preliminary study was conducted at the beginning of the research. The purpose of this meeting was to find out the problems of students' writing in narrative text by using collaboration method. This activity was conducted on Wednesday, November 2, 2016. In this activity, the researcher observed the

situation of the classroom before conducting the study. The teacher explained that the students of tenth grade were still poor in writing narrative text, because the motivation of students to learn English was poor.

Next, the researcher also observed the process of teaching learning in the class. In the teaching learning process. The researcher found some facts that happened in the classroom during in English lesson. In teaching learning process, the students were not active to ask to the teacher related to the material. They just kept silent and did the exercise from the teacher without understanding the point of the material. There were only half of the students were active and enthusiastic. A half of students needed more attention from the teacher in teaching and learning process.

The last researcher prepared the material of pre test. The researcher gave a pre-test that the students were asked to write the experiment in their last. The pre-test was followed by 29 students as the participants of the study and they were given 30 minutes to do it.

The purpose of the pre test was to measure students' writing skill before given an action. After giving the test, the researcher examined the answer sheet and found the results. The result of test can be seen in the following table :

Table 4.1 The result of pre-test

| No | Student's Name | Score | Minimum Mastery Criterion (KKM) |
|-----------|-----------------------|--------------|--|
| 1 | AN | 45 | Failed |
| 2 | AS | 46 | Failed |

| | | | |
|-----------|------------|-----------|---------------|
| 3 | CMB | 43 | Failed |
| 4 | CMJ | 49 | Failed |
| 5 | FT | 50 | Failed |
| 6 | HA | 75 | Passed |
| 7 | IM | 50 | Failed |
| 8 | IS | 77 | Passed |
| 9 | IK | 76 | Passed |
| 10 | KN | 74 | Failed |
| 11 | UC | 56 | Failed |
| 12 | MFA | 70 | Failed |
| 13 | MK | 54 | Failed |
| 14 | MR | 74 | Failed |
| 15 | MD | 67 | Failed |
| 16 | NAM | 66 | Failed |
| 17 | NA | 56 | Failed |
| 18 | NI | 67 | Failed |
| 19 | PD | 79 | Failed |
| 20 | RY | 54 | Failed |
| 21 | RV | 70 | Failed |
| 22 | RDA | 70 | Failed |
| 23 | RL | 46 | Failed |
| 24 | RW | 47 | Failed |

| | | | |
|----|----------------|--------------|--------|
| 25 | SF | 67 | Failed |
| 26 | SB | 68 | Failed |
| 27 | SF | 69 | Failed |
| 28 | SRP | 70 | Failed |
| 29 | SRN | 70 | Failed |
| | Total | 1805 | |
| | Average | 62.24 | |

The next step was to find out the *mean* of students' score used the following formula:

$$\begin{aligned}
 M &= \frac{\sum x}{n} \\
 &= \frac{1}{2} \\
 &= 62.24
 \end{aligned}$$

Based on the data above, the researcher concluded that there were 3 students who got score 75 and more. Meanwhile, 26 students got score under 75. To percentage the students who passed and failed of pre-test in, researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P_{Passed} = \frac{3}{2} \times 100\%$$

$$P_{Passed} = 10.3\%$$

Meanwhile;

$$P_{Failed} = \frac{2}{2} \times 100\%$$

$$P_{Failed} = 89.6\%$$

It meant that students' score of pre-test: **Failed >Passed (students who failed were higher than students who passed).**

Based on the result of pre-test (table 4.1) that the students did, it can be concluded that the average score of pre-test was 62.24 points. The highest score was 77 and the lowest score was 43. Also, the researcher analyzed that among 29 students who joined the test, only 3 (10.3%) students could get score 75 or more and the 26 (89.6%) got score less than 75. It meant that the students' writing ability in narrative text in the tenth grade was still poor.

D. The Implementation Collaboration Method

1. CYCLE 1

The activity of cycle 1 was conducted on November 9th, and 16th, 2016. Cycle 1 activity was in two meetings (4x45 minutes). In cycle 1, there are four steps that were carried out concerning the aims of this research. The steps were as follow:

a. Planning

In this phase, the researcher arranged a planning for the action that would be conducted. The researcher prepared some cases related to the action in learning process, such as preparing the lesson plan. Here, researcher arranged the lesson plan by enriching two methods, they are Suggestopedia and Task based instruction (TBI). It was arranged by relating the class situation and curriculum. Then, researcher prepared the materials.

The material would be taught here is about *The legend of Toba Lake*. Preparing the media; researcher would use some media in learning process of this meeting, such as sound speaker, picture sheet and LCD projector. Then preparing the observation format and test instrument was also done by researcher in this phase.

b. Acting

The actions of first cycle were done in two meetings. They were on Wednesday, November 9th 2016 and Wednesday, November 16th 2016. The implementations of both meetings are below:

1. First Meeting

This meeting was held on Wednesday, November 9th 2016. The researcher (teacher) and observer came to class on time. For the first time, researcher introduced herself then absence the students to know their names then researcher started to teach students.

a) Pre - Activity

Generally, in the opening session the teacher always greeted the students and checked the students' attendance by calling the roll. Then, the teacher also did some conversation to make conducive circumstance to start the learning process. After that the teacher gave some questions, such as; "Have you ever read the narrative text?", "What is it?". All these questions were answered by the students. These questions were stated in English and translated into Indonesian. After that, the teacher explained the instructional objectives clearly. In pre- activity, researcher asked

students about something that related to the topic by providing a picture of *Cinderella*. This activity could grow students' visual linguistic where researcher made them understand some knowledge or information by looking the picture.

b) Main - Activity

This stage was the central of the teaching and learning activity. Teacher divided the students into six groups. Each groups consisted of five or six students. The students were divided based on the seats or line. It took a long time because students were to turn around their seats.

Next, the teacher explained all about narrative text including definition, social function, generic structure, grammatical features or language features and example of narrative text. After explaining it, the teacher gave a contextual example of narrative text. It was conducted because the students were difficult to understand narrative text. The teacher asked to the students to mention the example of narrative text. Such as Tangkuban perahu, The legend of toba lake, Cinderella, Beauty and the beast and etc. And the teacher read and translate the example of narrative text title is "Cinderella".

In addition, the teacher introduced how the write the narrative text based on the picture of the legend of toba lake and the students write the narrative text because the legend of toba lake is famous to citizen.

c) Post activity

The teacher stopped the writing instruction because of time was over. He did reflection by giving question and students answered orally in short time. It was done as the teacher wanted to measure how deep the students mastered the material. The last, Teacher and students conclude the material.

2. Second Meeting

Second meeting was held on 16th November, 2016. In the teaching writing, the teacher was implemented in three phases of activities, as below:

▪ **Pre Activity**

Generally, in the opening session the teacher always greeted the students and checked the students' attendance by calling the roll. Then, the teacher also did some conversation to make conducive circumstance to starting the learning process. After that the teacher gave some questions, such as; "Have you ever heard about Narrative text?", "What is generic structure of narrative text?" All these questions were answered by the students. These questions were stated in English and translated into Indonesian. After that, the teacher explained the instructional objectives clearly.

▪ **Main Activity**

Teacher asked the students to join with their groups made in previous meeting. The group consisted of five on six students. It still took a long time

because some of students forgot their groups. Teacher was to re-read their groups.

Then, the teacher explained more clearly all about narrative text including definition, social function, generic structure, grammatical features or language features and example of narrative text. In this occasion, the teacher asked the students before continuing to the next steps.

Next, the teacher asked to the student to write the narrative text again the title is “The legend of toba lake”. Teacher explain the material clearly and give the way how to make narrative text.

In addition, the teacher distributed narrative text. The teacher asked the students to read and translate the text. While reading and translating the text, the teacher went around observing the students’ activeness. After that, the teacher asked the students to write the narrative text by using suggestopedia and task based instruction.

d) Post- Activity

In this activity, researcher asked students to conclude their material by reviewing their each learnt intelligence. In this step, students were enthusiast to answer researcher’s ordering together. She also told what topic in the next meeting.

▪ Observing

In this research, the researcher was as a teacher. To complete the data of the observation, the researcher used the observation sheet, which to observe the students’ action. The researcher was assisted by another teacher as his

collaborator to observe the teacher's action. As a result of observation in cycle I, it is found the following findings as follows:

Teacher's action

Teacher taught the students based on the lesson plan and teacher implemented Suggestopedia and Task based instruction. The teacher focused on how to teach the students to write narrative text by using Suggestopedia and Task based instruction. The teacher taught them by using suggestopedia and Task based instruction to make students easier to write a narrative text the title is "The legend of toba lake" and. The teacher focused on elaborating the method and the text. The teacher monitored all of the students' work in individually and in group. It could be shown in the following teachers' observation :

| No | Aspect of Assessment | Yes | No |
|-----------|--|------------|-----------|
| 1 | Teacher greets and students answer | ✓ | |
| 2 | Teacher gives a question as a brainstorming to the students | ✓ | |
| 3 | Teacher explains the learning material | ✓ | |
| 4 | Teacher gives example of the learning material | | ✓ |
| 5 | Teacher using picture media during the teaching and learning process | ✓ | |
| 6 | Teacher explains the material of narrative text clearly and give the way how to make narrative text. | | ✓ |
| 7 | Teacher directs them to master the narrative using by suggesty to make student confident | | ✓ |
| 8 | Teacher asks the students to make narrative text based on | | ✓ |

| | | | |
|----|--|--|---|
| | the instruction before | | |
| 9 | Teacher arranges the students' seats in a comfortable way. | | ✓ |
| 10 | Teachers provide modeling of how the process of writing / composing is done, and the students take advantage of the modeling to improve the quality of their writing | | ✓ |

The Students' Action

The results of observation on the students' actions were the processes taken during the teaching and learning process in every activities. It could be shown in the following students' observation

Table 4.1 The result of observation sheet in cycle 1 of first meeting.

| No | Aspect of assessment | Yes | No |
|----|--|-----|----|
| 1 | Students relaxed and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun | ✓ | |
| 2 | Students get the translation and are informed that, while the teacher is reading, they are looking at the text and the translation | ✓ | |
| 3 | The elaboration process should focus on the freedom and creativity of the students are encouraged even more than previously | ✓ | |
| 4 | Students can feel relax and it can make them smarter because it increase alpha brain waves. | ✓ | |
| 5 | Students are free to use whatever vocabulary and grammar they know | ✓ | |
| 6 | Students are more efficient, more | | ✓ |

| | | | |
|----|--|---|---|
| | accurate and more stable performance | | |
| 7 | Students easily to understand the instruction from teacher and make improve their language knowledge | | ✓ |
| 8 | Students write or compose through the stages which should indeed they should do | | ✓ |
| 9 | During the process of writing and composing students do question and answer and discussion with both teachers and other students to improve the quality of the writing | | ✓ |
| 10 | Students are always encouraged to reflect on each stage of the writing they do | ✓ | |

c) Reflecting

After implementing the action in classroom, there were some weaknesses which seem in cycle 1. It was provided by English teacher's observation sheet and students' observation sheet. The description is described as the following:

Based on the observer's observation sheet, researcher concluded that all aspects of observation in learning process of cycle 1 had some weakness that might be changed by researcher in the next cycle. The researcher thought and looked for some solution to reduce and lose the weakness in revising plan.

d) Revising Plan

To handle the problems encountered in cycle 1, the researcher revised the plan to reduce the weakness of the applying Suggestopedia and Task Based Instruction in the cycle 1. Researcher expected that the weakness

would be not occurred again. The revised plans that did by researcher providing the management and controlling of classroom situation. Then, the using of media in learning and how strategy that used by researcher to make students more relax in learning but they would be active and serious to follow the learning.

The researcher also planned to give the free choice of learning strategy which liked by students. It could be formed from their intelligences alone. Because of the learning strategy, students could grow their intelligence whose personality and also improve their writing skill.

e) **The Result of Students' Post Test in Cycle 1**

To check the students' improvement after doing action in the first cycle, the researcher evaluated them by giving a post-test. The test was conducted on Wednesday November 16th 2016. The result of the test can be seen in the following table:

Table 4.2 The result of post-test I

| No | Student's Name | Score | Minimum Mastery Criterion (KKM) |
|-----------|-----------------------|--------------|--|
| 1 | AN | 73 | Failed |
| 2 | AS | 74 | Failed |
| 3 | CMB | 70 | Failed |
| 4 | CMJ | 74 | Failed |
| 5 | FT | 73 | Failed |

| | | | |
|-----------|------------|-----------|---------------|
| 6 | HA | 82 | Passed |
| 7 | IM | 69 | Failed |
| 8 | IS | 83 | Passed |
| 9 | IK | 80 | Passed |
| 10 | KN | 80 | Passed |
| 11 | UC | 67 | Failed |
| 12 | MFA | 80 | Passed |
| 13 | MK | 74 | Failed |
| 14 | MR | 82 | Passed |
| 15 | MD | 71 | Failed |
| 16 | NAM | 72 | Failed |
| 17 | NA | 73 | Failed |
| 18 | NI | 71 | Failed |
| 19 | PD | 84 | Passed |
| 20 | RY | 73 | Failed |
| 21 | RV | 82 | Passed |
| 22 | RDA | 82 | Passed |
| 23 | RL | 68 | Failed |
| 24 | RW | 69 | Failed |
| 25 | SF | 73 | Failed |
| 26 | SB | 69 | Failed |
| 27 | SF | 72 | Failed |

| | | | |
|-----------|----------------|--------------|---------------|
| 28 | SRP | 82 | Passed |
| 29 | SRN | 80 | Passed |
| | Total | 2182 | |
| | Average | 75.24 | |

The next step was to find out the *mean* of students' score used the following formula:

$$\begin{aligned}
 M &= \frac{\sum x}{n} \\
 &= \frac{2}{2} \\
 &= 75.24
 \end{aligned}$$

Based on the data above, the researcher concluded that there were 12 students who got score 75 and more. Meanwhile, 17 students got score under 75. To percentage the students who passed and failed of post test, researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P_{Passed} = \frac{1}{2} \times 100\%$$

$$P_{Passed} = 41.37\%$$

Meanwhile;

$$P_{Failed} = \frac{1}{2} \times 100\%$$

$$P_{Failed} = 58.6\%$$

It meant that students' score of pre-test: **Failed >Passed (students who failed were higher than students who passed).**

Based on the result of post test I (table 4.2) that the students did, it can be concluded that the average score of pre-test was 75.24 points. The highest score was 84 and the lowest score was 67. Also, the researcher analyzed that among 29 students who joined the test, only 12 (41.37%) students could get score 75 or more and the 17 (58.6%) got score less than 75. It meant that the students' writing ability in narrative text in the tenth grade was still poor.

2. CYCLE 2

The second cycle was done based on the result of the reflection from first cycle. The result of the observation show that the students' achievement was still below the criteria of succes. The average score was 75.24 points. Having this result, the researcher re-planned the action and conducted the cycle 2. It was conducted two meetings.

a. Planning

The lesson plan that would be used in cycle 2 was modified as well as possible by considering the lesson plan of cycle 1. Here, researcher arranged the lesson plan by applying two methods too; they are Suggestopedia and Task Based Instruction. The material would be taught here is about *The legend of toba lake (narrative text)*. It was prepared by considering the weakness before. Like; preparing the media; researcher would use some media in learning process of this meeting, such as : picture and loud speaker

In this cycle, researcher also prepared test and observation format to know the improvement after conducting cycle 1.

b. Acting

The activity of cycle 2 was conducted on November 23th, and 30th, 2016. Cycle 2 activity was in two meetings (4x45 minutes). In cycle 2, there are four steps that were carried out concerning the aims of this research. The steps were as follow:

1. First Meeting

a) Pre – Activity

Generally, in the opening session the teacher always greeted the students and checked the students' attendance by calling the roll. Then, the teacher also did some conversation to make conducive circumstance to start the learning process. After that the teacher gave some questions, such as; "Have you ever read narrative text?", "mention it?". All these questions were answered by the students. These questions were stated in English and translated into Indonesian. After that, the teacher explained the instructional objectives clearly. In pre- activity, researcher asked students about something that related to the topic by providing a picture of *The legend of toba lake*. This activity could grow students' visual linguistic where researcher made them understand some knowledge or information by looking the picture. The researcher prepare a loud speaker and watched video them *the legend of toba lake*

b) Main - Activity

This stage was the central of the teaching and learning activity. Teacher divided the students into six groups. Each groups consisted of five or six students. The students were divided based on the seats or line. It took a long time because students were to turn around their seats.

Next, the teacher explained all about narrative text including definition, social function, generic structure, grammatical features or language features and example of narrative text. After explaining it, the teacher gave a contextual example of narrative text. It was conducted because the students were difficult to understand narrative text. There were many difficulties words which the students wrote. Teacher guided them to master the narrative using by suggest to make student confident, Teacher arranges the students' seats in a comfortable way and Teachers provide modeling of how the process of writing / composing is done, and the students take advantage of the modeling to improve the quality of their writing. This activity was conducted in group. In addition, the teacher introduced how the write the narrative text based on the picture of the legend of toba lake.

c) Post activity

The teacher stopped the writing instruction because of time was over. He did reflection by giving question and students answered orally in short time. It was done as the teacher wanted to measure how deep the students

mastered the material. The last, Teacher and students conclude the material.

2. *Second Meeting*

Second meeting was held on 30th November, 2016. In the teaching writing, the teacher was implemented in three phases of activities, as below:

a) Pre Activity

Generally, in the opening session the teacher always greeted the students and checked the students' attendance by calling the roll. Then, the teacher also did some conversation to make conducive circumstance to starting the learning process. After that the teacher gave some questions, such as; "Have you ever read about Narrative text?", "What is generic structure of narrative text?" All these questions were answered by the students. These questions were stated in English and translated into Indonesian. After that, the teacher explained the instructional objectives clearly.

b) Main Activity

Teacher asked the students to join with their groups made in previous meeting. The group consisted of five on six students. It still took a long time because some of students forgot their groups. Teacher was to re-read their groups.

Then, the teacher explained more clearly all about narrative text including definition, social function, generic structure, grammatical features or language features and example of narrative text. In this occasion, the teacher asked the students before continuing to the next steps.

Next, the teacher asked to the student to write the narrative text again the title is “The legend of toba lake”. Teacher explain the material clearly and give the way how to make narrative text.

In addition, the teacher distributed narrative text. The teacher asked the students to read and translate the text. While reading and translating the text, the teacher went around observing the students’ activeness. After that, the teacher asked the students to write the narrative text by using Suggestopedia and Task Based Instruction. Teacher guided them to master the narrative using by suggest to make student confident, Teacher arranges the students’ seats in a comfortable way and Teachers provide modeling of how the process of writing / composing is done, and the students take advantage of the modeling to improve the quality of their writing.

c) Post- Activity

In this activity, researcher asked students to conclude their material by reviewing their writing skill. In this step, students were enthusiast to write a narrative text.

d) Observing

In this research, the researcher was as a teacher. To complete the data of the observation, the researcher used the observation sheet, which to observe the students’ action. The researcher was assisted by another teacher as his collaborator to observe the teacher’s action. As a result of observation in cycle I, it is found the following findings as follows:

Teacher's action

Teacher taught the students based on the lesson plan and teacher implemented Suggestopedia and Test based instruction. The teacher focused on how to teach the students to write narrative text by using Suggestopedia and Task based instruction. The teacher taught them by using suggestopedia and Task based instruction to make students easier to write a narrative text the title is "The legend of toba lake" and. The teacher focused on elaborating the method and the text. The teacher monitored all of the students' work in individually and in group. It could be shown in the following teachers' observation :

| No | Aspect of Assessment | Yes | No |
|----|--|-----|----|
| 1 | Teacher greets and students answer | ✓ | |
| 2 | Teacher gives a question as a brainstorming to the students | ✓ | |
| 3 | Teacher explains the learning material | ✓ | |
| 4 | Teacher gives example of the learning material | | |
| 5 | Teacher using picture media during the teaching and learning process | ✓ | |
| 6 | Teacher explains the material of narrative text clearly and give the way how to make narrative text. | ✓ | |
| 7 | Teacher directs them to master the narrative using by suggest to make student confident | ✓ | |
| 8 | Teacher asks the students to make narrative text based on the instruction before | ✓ | |
| 9 | Teacher arranges the students' seats in a comfortable way. | ✓ | |
| 10 | Teachers provide modeling of | ✓ | |

| | | | |
|--|---|--|--|
| | how the process of writing / composing is done, and the students take advantage of the modeling to improve the quality of their writing | | |
|--|---|--|--|

The Students' Action

The results of observation on the students' actions were the processes taken during the teaching and learning process in every activities. It could be shown in the following students' observation

Table 4.1 The result of observation sheet

| No | Aspect of assessment | Yes | No |
|----|--|-----|----|
| 1 | Students relaxed and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun | ✓ | |
| 2 | Students get the translation and are informed that, while the teacher is reading, they are looking at the text and the translation | ✓ | |
| 3 | The elaboration process should focus on the freedom and creativity of the students are encouraged even more than previously | ✓ | |
| 4 | Students can feel relax and it can make them smarter because it increase alpha brain waves. | ✓ | |
| 5 | Students are free to use whatever vocabulary and grammar they know | ✓ | |
| 6 | Students are more efficient, more accurate and more stable performance | ✓ | |
| 7 | Students easily to understand the instruction from teacher and make improve their language knowledge | ✓ | |

| | | | |
|----|--|---|--|
| 8 | Students write or compose through the stages which should indeed they should do | ✓ | |
| 9 | During the process of writing and composing students do question and answer and discussion with both teachers and other students to improve the quality of the writing | ✓ | |
| 10 | Students are always encouraged to reflect on each stage of the writing they do | ✓ | |

e) Reflecting

After analyzing the observation result in cycle 2, the researcher found some differences between the result of the action in cycle 1 and cycle 2. In cycle 2, students were interested to follow learning. They looked enthusiast to write a narrative text. They were also confident and students easily to understand the instruction from teacher and make improve their language knowledge. Besides, researcher was also seen more confident and relax when acting in cycle 2 than the action done in cycle 1. She mastered the classroom condition well so that make learning process more active.

f) The Result of Students' Post Test in Cycle 2

To check the students' improvement after doing action in the first cycle, the researcher evaluated them by giving a post-test. The result of the test can be seen in the following table:

Table 4.2 The result of post-test II

| No | Student's Name | Score | Minimum Mastery Criterion (KKM) |
|-----------|-----------------------|--------------|--|
| 1 | AN | 77 | Passed |
| 2 | AS | 79 | Passed |
| 3 | CMB | 75 | Passed |
| 4 | CMJ | 79 | Passed |
| 5 | FT | 76 | Passed |
| 6 | HA | 86 | Passed |
| 7 | IM | 72 | Failed |
| 8 | IS | 85 | Passed |
| 9 | IK | 85 | Passed |
| 10 | KN | 85 | Passed |
| 11 | UC | 70 | Failed |
| 12 | MFA | 82 | Passed |
| 13 | MK | 80 | Passed |
| 14 | MR | 85 | Passed |
| 15 | MD | 80 | Passed |
| 16 | NAM | 80 | Passed |
| 17 | NA | 80 | Passed |
| 18 | NI | 80 | Passed |
| 19 | PD | 90 | Passed |

| | | | |
|----|----------------|--------------|---------------|
| 20 | RY | 85 | Passed |
| 21 | RV | 86 | Passed |
| 22 | RDA | 86 | Passed |
| 23 | RL | 72 | Failed |
| 24 | RW | 73 | Failed |
| 25 | SF | 80 | Passed |
| 26 | SB | 70 | Failed |
| 27 | SF | 80 | Passed |
| 28 | SRP | 85 | Passed |
| 29 | SRN | 83 | Passed |
| | Total | 2326 | |
| | Average | 80.20 | |

The next step was to find out the *mean* of students' score used the following formula:

$$\begin{aligned}
 M &= \frac{\sum x}{n} \\
 &= \frac{2}{2} \\
 &= 80.20
 \end{aligned}$$

Based on the data above, the researcher concluded that there were 24 students who got score 75 and more. Meanwhile, 5 students got score under 75 To percentage the students who passed and failed of post test, researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P_{Passed} = \frac{24}{29} \times 100\%$$

$$P_{Passed} = 82.75\%$$

Meanwhile;

$$P_{Failed} = \frac{5}{29} \times 100\%$$

$$P_{Failed} = 17.24\%$$

It meant that students' score of post-test: **Failed < Passed (students who failed were lower than students who passed).**

Based on the result of post test II (table 4.2) that the students did, it can be concluded that the average score of pre-test was 80.20 points. The highest score was 90 and the lowest score was 70. Also, the researcher analyzed that among 29 students who joined the test, only 24 (82.75%) students could get score 75 or more and the 5 (17.24%) got score less than 75. It meant that the students' writing ability in narrative text in the tenth grade was improve.

E. Research findings

Based on the result of reflective and analysis, there are some findings of this research result. It can be seen as the following:

1. The improvement of students' the students' writing ability in narrative text
2. The improvement of student's confidence, motivation, and seriousness in learning writing narrative text.
3. The improvement of classroom controlling and management.

2. Research Discussion

The researcher conducting the action by teaching students with the implementation of collaboration method to increase students' writing ability in narrative text. It was conducted in two cycles and found some improvement when applying the collaboration method. The findings are explained in the following:

1. The improvement of students' writing ability in narrative text.

In applying collaboration method, based on the observation and test which had give to the students, this method can increase their students' writing ability because they are more efficient, more accurate and more stable performance. This method make the students improve their students' writing ability step by step.

The most important aspects in improvement of students' writing ability are grammar and vocabulary. If students mastered the aspects in learning students' writing ability, so they would be able to improve their students' writing ability.

2. The Improvement of Interesting, Motivation, and Seriousness in Learning students' writing ability.

Collaboration method motivated students to learn writing ability enthusiast. Collaboration method enabled making students more interest and serious in learning writing ability. Actually, it helped students to improve their writing ability in narrative text. If students studied writing ability features seriously, it made them easier to write a text.

The interesting in learning English were also important to make students master to say overall grammar and vocabulary. The collaboration method was proved that students felt enjoying and interesting to follow learning writing narrative text.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher states some conclusion as follow :

1. The students' writing ability in narrative text has increased after using collaboration method as the method learning post test 1 to the post test II. In the pre test, there are 3 or 10.3% students who passed the KKM and the mean of pre test score are 62.24. Then, in post test in cycle 1, there are 17 or 58.6% students who passed the KKM considering the mean score are 75.24. Next in the post test of cycle 2 there are 24 or 82.75% students passed the KKM in which their mean score of students' writing ability in narrative text test are 80.20.
2. The application of Suggestopedia method and Task Based Instruction method in improving students' writing skills at SMK Negeri 3 Langsa, can make student relaxed and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun. Collaboration method motivated students to learn writing ability enthusiast. Collaboration method enabled making students more interest and serious in learning writing ability. Actually, it helped students to improve their writing ability in narrative text. If students studied writing ability features seriously, it made them easier to write a text.

B. Suggestion

The researcher makes some suggestion as follows :

1. The teacher should teach students' writing ability in narrative text by using interesting way or method to make the students not boring in learning.
2. The teacher should use collaboration method is a good method to make student easy write a text, because collaboration method using two method was Suggestopedia and Task Based Instruction (TBI) and it will make the students active, focuse and more interested, enjoy and happy because they can write a text by guide by the teacher and fell comfortable.

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