

LAMPIRAN

Appendix 1. The Description of the Participants' Initial Competence

Groups		Statistic	Std. Error
Pre-Test	Experimental	Mean	48,40
		95% Confidence Interval for Mean	3,227
		Lower Bound	41,80
		Upper Bound	55,00
		5% Trimmed Mean	49,50
		Median	51,50
		Variance	312,317
		Std. Deviation	17,672
		Minimum	8
		Maximum	70
		Range	62
		Interquartile Range	27
		Skewness	-,852
		Kurtosis	-,235
			,427
			,833
	Control	Mean	43,07
		95% Confidence Interval for Mean	3,079
		Lower Bound	36,77
		Upper Bound	49,36
		5% Trimmed Mean	43,69
		Median	46,50
		Variance	284,340
		Std. Deviation	16,862
		Minimum	5
		Maximum	70
		Range	65
		Interquartile Range	23
		Skewness	-,601
		Kurtosis	-,254
			,427
			,833

Appendix 2. The Participants' Competence Achievement of the Experimental Group

Experimental Group		Statistic	Std. Error
Pre-Test	Mean	48,40	3,227
	95% Confidence Interval for Mean	Lower Bound	41,80
		Upper Bound	55,00
	5% Trimmed Mean	49,50	
	Median	51,50	
	Variance	312,317	
	Std. Deviation	17,672	
	Minimum	8	
	Maximum	70	
	Range	62	
	Interquartile Range	27	
	Skewness	-,852	,427
	Kurtosis	-,235	,833
Post-Test	Mean	59,53	2,114
	95% Confidence Interval for Mean	Lower Bound	55,31
		Upper Bound	63,96
	5% Trimmed Mean	60,74	
	Median	60,00	
	Variance	134,033	
	Std. Deviation	11,577	
	Minimum	12	
	Maximum	75	
	Range	63	
	Interquartile Range	10	
	Skewness	-2,317	,427
	Kurtosis	9,384	,833

Appendix 3. The Participants' Competence Achievement of the Control Group

Control Group		Statistic	Std. Error
Pre-Test	Mean	43,07	3,079
	95% Confidence Interval for Mean	Lower Bound	36,77
		Upper Bound	49,36
	5% Trimmed Mean	43,69	
	Median	46,50	
	Variance	284,340	
	Std. Deviation	16,862	
	Minimum	5	
	Maximum	70	
	Range	65	
	Interquartile Range	23	
	Skewness	-,601	,427
	Kurtosis	-,254	,833
Post-Test	Mean	55,00	2,304
	95% Confidence Interval for Mean	Lower Bound	55,00
		Upper Bound	59,71
	5% Trimmed Mean	55,76	
	Median	54,00	
	Variance	159,310	
	Std. Deviation	12,622	
	Minimum	12	
	Maximum	75	
	Range	63	
	Interquartile Range	14	
	Skewness	-1,106	,427
	Kurtosis	3,664	,833

**Appendix 4. The Composition Sheet of Pre-Test in the Experimental Group
and the Control Group**

1. Write down your name on composition sheet given by the teacher!
2. Make a narrative text in your own words and do it individually!
3. Choose one of the following topics!
 - Fable
 - Legend
 - Folk tale
 - Fairy tale
 - Myth
4. Do it within 90 minutes (2x45 minutes)!
5. You are free to open your dictionary!

Name :

Class :

Topic Chosen :

**Appendix 5. The Composition Sheet of Post-Test in the Experimental Group
and the Control Group**

1. Write down your name on composition sheet given by the teacher!
2. Make a narrative text in your own words and do it individually!
3. Choose one of the following topics!
 - Fable
 - Legend
 - Folk tale
 - Fairy tale
 - Myth
4. Do it within 90 minutes (2x45 minutes)!
5. You are free to open your dictionary!

Name :

Class :

Topic Chosen :

Appendix 6: The Rubric of Scores

	4 Exemplary – Exceeds Standard	3 Proficient – Meets Standard	2 Partial – Approaches Standard	1 Minimal – Begins Standard
Statement of Purpose/Focus	<p>The writer</p> <ul style="list-style-type: none"> <input type="checkbox"/> clearly focuses and maintains the narrative, real or imagined, throughout <input type="checkbox"/> effectively engages and orients the reader by <ul style="list-style-type: none"> ○ establishing a context and point of view ○ introducing a narrator and/or characters 	<p>The writer</p> <ul style="list-style-type: none"> <input type="checkbox"/> adequately focuses and generally maintains the narrative, real or imagined, throughout <input type="checkbox"/> adequately engages and orients the reader by <ul style="list-style-type: none"> ○ establishing a context and point of view ○ introducing a narrator and/or characters 	<p>The writer</p> <ul style="list-style-type: none"> <input type="checkbox"/> somewhat maintains the narrative, real or imagined, throughout with some minor drift in focus <input type="checkbox"/> somewhat engages the reader by <ul style="list-style-type: none"> ○ establishing a context and point of view ○ introducing a narrator and/or characters 	<p>The writer</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows an attempt to maintain the narrative, real or imagined, but may provide little or no focus <input type="checkbox"/> may show an attempt to <ul style="list-style-type: none"> ○ establish a context and point of view ○ introduce a narrator and/or characters but the response may be very brief, have major drift or be confusing or ambiguous
Organization	<p>The writer</p> <ul style="list-style-type: none"> <input type="checkbox"/> effectively creates a sequence of events, real or imagined, that unfolds naturally and logically from beginning to end <input type="checkbox"/> effectively and consistently incorporates a variety of transition words, phrases and clauses to: <ul style="list-style-type: none"> ○ convey sequence ○ signal shifts from one time frame or setting to another 	<p>The writer</p> <ul style="list-style-type: none"> <input type="checkbox"/> adequately creates a sequence of events, real or imagined, that unfolds naturally and logically from beginning to end <input type="checkbox"/> adequately incorporates a variety of transition words, phrases and clauses to: <ul style="list-style-type: none"> ○ convey sequence ○ signal shifts from one time frame or setting to another ○ show relationships 	<p>The writer</p> <ul style="list-style-type: none"> <input type="checkbox"/> creates an inconsistent and uneven sequence of events, real or imagined, that unfolds from beginning to end <input type="checkbox"/> inconsistently incorporates basic transition words, phrases and clauses with little variety to: <ul style="list-style-type: none"> ○ convey sequence ○ signal shifts from one time frame or setting to another 	<p>The writer</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses little or no discernible sequence of events, real or imagined, to convey the narrative <input type="checkbox"/> incorporates few or no transition words, phrases and clauses <input type="checkbox"/> provides little or no opening with

	<ul style="list-style-type: none"> ○ show relationships among experiences and events <input type="checkbox"/> provides an effective opening <input type="checkbox"/> provides a powerful conclusion that follows from and reflects on the narrated experiences or events	among experiences and events <input type="checkbox"/> provides an adequate opening <input type="checkbox"/> provides an adequate conclusion that follows from and reflects on the narrated experiences or events	<ul style="list-style-type: none"> ○ show relationships among experiences and events <input type="checkbox"/> provides a weak opening <input type="checkbox"/> provides a weak conclusion that partially follows from the narrated experiences or events	<input type="checkbox"/> extraneous ideas that may intrude does not provide a conclusion that follows from the narrated experiences or events
Development: Elaboration of Narrative	The writer <input type="checkbox"/> provides thorough and effective elaboration: <ul style="list-style-type: none"> ○ vivid details ○ engaging dialogue ○ exciting pacing ○ Interesting description ○ deep and detailed reflection <input type="checkbox"/> effectively uses a variety of narrative techniques that advance the story or illustrate the experience	The writer <input type="checkbox"/> provides adequate elaboration: <ul style="list-style-type: none"> ○ sufficient details ○ appropriate dialogue ○ acceptable pacing ○ adequate description ○ detailed reflection <input type="checkbox"/> adequately uses a variety of narrative techniques that generally advance the story or illustrate the experience	The writer <input type="checkbox"/> provides uneven and cursory elaboration: <ul style="list-style-type: none"> ○ uneven details ○ limited dialogue ○ inconsistent pacing ○ simplistic description ○ ineffective reflection <input type="checkbox"/> uses uneven and inconsistent narrative techniques that partially advance the story or illustrate the experience	The writer <input type="checkbox"/> provides minimal elaboration, using little or no: <ul style="list-style-type: none"> ○ details ○ dialogue ○ pacing ○ description ○ reflection <input type="checkbox"/> uses little or no narrative techniques that advance the story or illustrate the experience
Language and Vocabulary	The writer <input type="checkbox"/> clearly and effectively expresses experiences or events <input type="checkbox"/> effectively uses <ul style="list-style-type: none"> ○ precise words and phrases ○ vivid descriptive details ○ engaging sensory language 	The writer <input type="checkbox"/> adequately expresses experiences or events <input type="checkbox"/> adequately uses <ul style="list-style-type: none"> ○ precise words and phrases ○ relevant descriptive details 	The writer <input type="checkbox"/> unevenly expresses experiences or events <input type="checkbox"/> uses <ul style="list-style-type: none"> ○ simplistic words and phrases ○ inconsistent descriptive details ○ limited sensory language 	The writer <input type="checkbox"/> vaguely expresses experiences or events <input type="checkbox"/> uses <ul style="list-style-type: none"> ○ confusing or incorrect words and phrases ○ little or no descriptive details

	to convey a vivid picture of the experiences and events	<ul style="list-style-type: none"> ○ appropriate sensory language to convey a clear picture of the experiences and events 	to convey a partial picture of the experiences and events	<ul style="list-style-type: none"> ○ little or no sensory language to convey an unclear or confusing picture of the experiences and events
Conventions	<p>The writer</p> <ul style="list-style-type: none"> □ demonstrates an effective command of conventions: <ul style="list-style-type: none"> ○ demonstrates effective use of capitalization, punctuation, and spelling, with insignificant errors that need little or no editing: <ul style="list-style-type: none"> ▪ comma, ellipsis and dash to indicate a pause or break ▪ an ellipsis to indicate an omission ○ demonstrates few, if any, errors in grammar and usage: <ul style="list-style-type: none"> ▪ verbals (gerunds, participles, infinitives) ▪ verbs in active and passive voice ▪ verbs in the indicative, imperative, interrogative, conditional and subjunctive mood ○ effectively recognizes and corrects inappropriate 	<p>The writer</p> <ul style="list-style-type: none"> □ demonstrates an adequate command of conventions: <ul style="list-style-type: none"> ○ demonstrates adequate use of capitalization, punctuation, and spelling, with few errors that need editing but do not detract from the narrative: <ul style="list-style-type: none"> ▪ comma, ellipsis and dash to indicate a pause or break ▪ an ellipsis to indicate an omission ○ demonstrates some minor errors in grammar and usage: <ul style="list-style-type: none"> ▪ verbals (gerunds, participles, infinitives) ▪ verbs in active and passive voice ▪ verbs in the indicative, imperative, interrogative, conditional and subjunctive mood ○ adequately recognizes and corrects 	<p>The writer</p> <ul style="list-style-type: none"> □ demonstrates a partial command of conventions: <ul style="list-style-type: none"> ○ demonstrates inconsistent use of capitalization, punctuation, and spelling, with frequent errors that need editing to clarify the narrative: <ul style="list-style-type: none"> ▪ comma, ellipsis and dash to indicate a pause or break ▪ an ellipsis to indicate an omission ○ demonstrates frequent errors in grammar and usage: <ul style="list-style-type: none"> ▪ verbals (gerunds, participles, infinitives) ▪ verbs in active and passive voice ▪ verbs in the indicative, imperative, interrogative, conditional and subjunctive mood ○ partially recognizes and corrects some inappropriate 	<p>The writer</p> <ul style="list-style-type: none"> □ demonstrates a lack of command of conventions: <ul style="list-style-type: none"> ○ demonstrates incorrect use of capitalization, punctuation, and spelling, with frequent and severe errors that need editing to convey the narrative: <ul style="list-style-type: none"> ▪ comma, ellipsis and dash to indicate a pause or break ▪ an ellipsis to indicate an omission ○ demonstrates frequent and severe errors in grammar and usage: <ul style="list-style-type: none"> ▪ verbals (gerunds, participles, infinitives) ▪ verbs in the active and passive voice ▪ verbs in the indicative, imperative, interrogative, conditional and subjunctive mood ○ does not recognize and

	shifts in verb voice and mood ○ demonstrates few, if any, errors in sentence formation	inappropriate shifts in verb voice and mood ○ demonstrates some minor errors in sentence formation that do not obscure meaning	shifts in verb voice and mood ○ demonstrates frequent errors in sentence formation that may obscure meaning	correct inappropriate shifts in verb voice and mood ○ demonstrates frequent and severe errors in usage and sentence formation that often obscure meaning
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Appendix 7. The Result Scores of the Pre-Test in the Experimental Group

Participants	Total of Scores
P.1	30
P.2	30
P.3	65
P.4	15
P.5	35
P.6	60
P.7	40
P.8	60
P.9	65
P.10	65
P.11	45
P.12	45
P.13	45
P.14	63
P.15	75
P.16	30
P.17	35
P.18	65
P.19	60
P.20	63
P.21	34
P.22	55
P.23	60
P.24	50
P.25	40

P.26	60
P.27	8
P.28	65
P.29	66
P.30	65

Explanation:

The total of scores it was means from the scores was given by the researcher, the teacher as first judge, and the lecturer as second judges.

Form:


$$\frac{\text{Score of 1}^{\text{st}} \text{ Judge} + \text{Score of the researcher} + \text{Score of 2}^{\text{nd}} \text{ Judge}}{3} = \dots$$

Approved by:


Judge I


(Hj. Fitriani Bukhari, S.Pd.)

Researcher


(Yashinta T. Wulandari)

Judge II


(Hendrikus Male, M.Hum.)

Appendix 8. The Result Scores of the Pre-Test in the Control Group

Participants	Total of Scores
P.1	12
P.2	5
P.3	65
P.4	23
P.5	45
P.6	50
P.7	55
P.8	70
P.9	46
P.10	55
P.11	60
P.12	60
P.13	50
P.14	55
P.15	10
P.16	60
P.17	28
P.18	47
P.19	28
P.20	33
P.21	45
P.22	35
P.23	50
P.24	35
P.25	65

P.26	30
P.27	48
P.28	35
P.29	55
P.30	35

Explanation:

The total of scores it was means from the scores was given by the researcher, the teacher as first judge, and the lecturer as second judges.

Form:

$$\frac{\text{Score of 1}^{\text{st}} \text{ Judge} + \text{Score of the researcher} + \text{Score of 2}^{\text{nd}} \text{ Judge}}{3} = \dots$$

Approved by:


Judge I


(Hj. Fitriani Bukhari, S.Pd.)

Researcher


(Yashinta T. Wulandari)

Judge II


(Hendrikus Male, M.Hum.)

Appendix 9. The Result Scores of the Post-Test in the Experimental Group

Participants	Total of Scores
P.1	55
P.2	62
P.3	75
P.4	50
P.5	58
P.6	55
P.7	75
P.8	72
P.9	63
P.10	68
P.11	58
P.12	68
P.13	51
P.14	75
P.15	63
P.16	65
P.17	63
P.18	65
P.19	59
P.20	63
P.21	60
P.22	55
P.23	60
P.24	60
P.25	12

P.26	60
P.27	49
P.28	52
P.29	66
P.30	52

Explanation:

The total of scores it was means from the scores was given by the researcher, the teacher as first judge, and the lecturer as second judges.

Form:

$$\frac{\text{Score of 1}^{\text{st}} \text{ Judge} + \text{Score of the researcher} + \text{Score of 2}^{\text{nd}} \text{ Judge}}{3} = \dots$$

Approved by:


Judge I


(Hj. Fitrieni Bukhari, S.Pd.)

Researcher


(Yashinta T. Wulandari)

Judge II


(Hendrikus Male, M.Hum.)

Appendix 10. The Result Scores of the Post-Test in the Control Group

Participants	Total of Scores
P.1	75
P.2	63
P.3	55
P.4	65
P.5	51
P.6	60
P.7	65
P.8	50
P.9	12
P.10	59
P.11	68
P.12	72
P.13	55
P.14	63
P.15	52
P.16	68
P.17	75
P.18	60
P.19	62
P.20	63
P.21	55
P.22	52
P.23	60
P.24	66
P.25	63

P.26	60
P.27	49
P.28	68
P.29	58
P.30	75

Explanation:

The total of scores it was means from the scores was given by the researcher, the teacher as first judge, and the lecturer as second judges.

Form:

$$\frac{\text{Score of 1}^{\text{st}} \text{ Judge} + \text{Score of the researcher} + \text{Score of 2}^{\text{nd}} \text{ Judge}}{3} = \dots$$

Approved by:


Judge I


(Hj. Fitriani Bukhari, S.Pd.)

Researcher


(Yashinta T. Wulandari)

Judge II


(Hendrikus Male, M.Hum.)

Appendix 11. The Worksheet of the Experimental Group

1. Write name of your group on a sheet of paper!
2. Make a narrative text together with your groupmates!
3. Choose one of the following topics!
 - Fable
 - Legend
 - Folktale
 - Fairytale
 - Myth
4. Use the language feature and generic structure of a narrative text!
5. You are free to open your dictionary!
6. The time allotment is 45 minutes!

Appendix 12. The Worksheet of the Control Group

1. Write down your name on a sheet of paper!
2. Make a narrative text in your own words!
3. Choose one of the following topics!
 - Fable
 - Legend
 - Folktale
 - Fairytale
 - Myth
4. Use the language feature and generic structure of a narrative text!
5. You are free to open your dictionary!
6. The time allotment is 45 minutes!

Appendix 13. The List of Students in the Experimental Group (Teams Study)**1st Team:**

1. P.1 (Male)
2. P.4 (Female)
3. P.6 (Female)
4. P.8 (Male)
5. P.9 (Female)

2nd Teams:

1. P.3 (Male)
2. P.11 (Female)
3. P.15 (Female)
4. P.20 (Male)
5. P.22 (Female)

3rd Teams:

1. P.2 (Female)
2. P.5 (Female)
3. P.7 (Male)
4. P.10 (Male)
5. P.12 (Male)

4th Teams:

1. P.13 (Male)
2. P.16 (Male)
3. P.21 (Female)
4. P.25 (Female)
5. P.19 (Male)

5th Teams:

1. P.23 (Female)
2. P.26 (Female)
3. P.28 (Female)
4. P.30 (Male)
5. P.24 (Male)

6th Teams:

1. P.27 (Male)
2. P.14 (Female)
3. P.17 (Female)
4. P.18 (Male)
5. P.29 (Female)

Appendix 14. Lesson Plan – I (Experimental Group)

School	: SMPN 1 Cikarang Barat
Subject	: English
Class/Semester	: VIII/II
Time Allocation	: 2x45 Minutes
Teacher	: Yashinta T. Wulandari

I. Core Competency

Students understand how to write a good narrative text.

II. Basic Competence

Students are able to apply the structure, language features, and social function in writing narrative text.

III. Indicators

1. Students know the generic structure, language features, and social function in narrative text.
2. Students know how to recall information based on the topic.
3. Students know how to write narrative text.

IV. Learning Aims

1. Students are able to identify the generic structure, language features, and social function in written narrative text.
2. Students are able to write narrative text.

V. Teaching-Learning Activity

Teaching Method : Cooperative Learning

Teaching Strategy : Student Teams Achievement Division (STAD)

VI. Media and Teaching Aids

Teaching Aids : Board marker

Media : Handbook and worksheet

VII. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activity		<ul style="list-style-type: none"> - Greeting the students - Praying - Checking student's attendance and asking "Who is absent today?" - Warming up students' knowledge about STAD by giving them some question: <ol style="list-style-type: none"> 1. Do you like work in group? 2. Have you ever heard about STAD? 3. Do you know about STAD? - Warming up students' knowledge about narrative 	10 minutes

		<p>text by giving them some question:</p> <ol style="list-style-type: none"> 1. Have you ever read narrative text? 2. What is narrative text? 	
Main Activity (STAD)	Exploration	<ul style="list-style-type: none"> - Teacher explains about STAD. - Teacher explains about narrative text and gives the example. - Teacher gives time for students to ask some question. 	20 minutes
	Elaboration	<ul style="list-style-type: none"> - Teacher divides the class into several groups consist of 4-5 students. - Teacher assigns every group to write a narrative text. - Teacher helps the students solve the difficulties they encounter in writing the narrative text. - Teacher asks the students to present their team work in front of the class. 	45 minutes
	Confirmation	<ul style="list-style-type: none"> - Teacher asks some students from different groups about another group's story. 	10 minutes

Post-Activity	<ul style="list-style-type: none"> - Asking the students to ask some question if there is still unclear information that they could ask. - Closing the class and saying goodbye 	5 minutes
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VIII. Reference

Wardiman , A., Jahur, M. B., & Djusma, M. S. (2008). *English in focus*. Jakarta: Departemen Pendidikan Nasional.

Learning Material:**Past Tense**

- | | |
|----------------------------|--|
| 1. Simple Past | : To talk something happen in the past. |
| Form | : S + V2 + O/C |
| Examples | : - I studied at the school yesterday.
- She wrote a letter for me. |
| 2. Past Continuous | : To talk about something happen in the past
which continuous before and after another
action. |
| Form | : S + To be + Ving + O/C |
| Examples | : - I was walking at the street when she called
my name.
- They were playing football at stadion. |
| 3. Past Perfect | : To talk about something that started in the past
and continued up to a given time in the past. |
| Form | : S + Had + V3 + O/C |
| Examples | : - She had left after they come.
- I had broken my glass when she surprised
me. |
| 4. Past Perfect Continuous | : To talk about something we had done several
times up to a point in the past and continued
to do after the point. |
| Form | : S + Had + Been + Ving + O/C |
| Examples | : - I had been watching the drama every night, |

but I missed the last episode.

- Jessica had been reading a novel everyday,
but she confused with the plot of story.

Jakarta, 23 May 2018

English Teacher


(Hj. Fitrieni Bukhari, S.Pd.)

Researcher


(Yashinta T. Wulandari)

Approved by,
Headmaster of SMPN 1 Cikarang Barat



(H. Ewan Suhendra, S.Pd, M.Pd.)

Appendix 15. Lesson Plan – II (Experimental Group)

School	: SMPN 1 Cikarang Barat
Subject	: English
Class/Semester	: VIII/II
Time Allocation	: 2x45 Minutes
Teacher	: Yashinta T. Wulandari

I. Core Competency

Students understand how to write a good narrative text.

II. Basic Competence

Students are able to apply the structure, language features, and social function in writing narrative text.

III. Indicators

1. Students know the generic structure, language features, and social function in narrative text.
2. Students know how to recall information based on the topic.
3. Students know how to write narrative text.

IV. Learning Aims

1. Students are able to identify the generic structure, language features, and social function in written narrative text.
2. Students are able to write narrative text.

V. Teaching-Learning Activity

Teaching Method : Cooperative Learning

Teaching Strategy : Student Teams Achievement Division (STAD)

VI. Media and Teaching Aids

Teaching Aids : Board marker

Media : Handbook and worksheet

VII. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activity		<ul style="list-style-type: none"> - Greeting the students - Praying - Checking student's attendance and asking "Who is absent today?" 	5 minutes
Main Activity (STAD Model)	Exploration	<ul style="list-style-type: none"> - Warming up students' knowledge about the lesson by giving them some question: <ol style="list-style-type: none"> 1. Did you find the difficulties when you make the text in the last meeting? 2. Have you discussed it with your group? 	25 minutes

		<ul style="list-style-type: none"> - Teacher explains the material and gives the example. 	
	Elaboration	<ul style="list-style-type: none"> - Teacher asks students to sit in group. - Teacher assigns every group to write a narrative text. - Teacher helps the students solve the difficulties they encounter in writing narrative text. - Teacher asks the students to present their team work in front of the class. 	45 minutes
	Confirmation	<ul style="list-style-type: none"> - Teacher asks some students from different groups about another group's story. 	10 minutes
Post-Activity		<ul style="list-style-type: none"> - Asking the students to ask some question if there is still unclear information that they could ask. - Closing the class and saying goodbye 	5 minutes

VIII. Reference

Wardiman , A., Jahur, M. B., & Djusma, M. S. (2008). *English in focus*. Jakarta: Departemen Pendidikan Nasional.

Learning Material:**Narrative Text****1. Characteristics of narrative text**

- Orientation

It is about the opening paragraph where the characters of the story are introduced.

- Complication

Where the problems in the story developed.

- Resolution

Where the problem in the story is solved.

2. Generic structure of narrative text

- Plot

It is sequence of events involving character in conflict situations, such as present the problem, how to solve the problem, and the problem is solve.

- Characters

1. Main character is the central characters.

2. Minor character is to complement and help move the plot.

- Setting

1. Place

2. Time

- Point of view

1. First person is the main character telling the story using “I” at the story.

2. Second person is generally only used in instructional writing using “You” at the text.

3. Third person is the narrator is not a character then using “He, she, it” in the story.

- Theme

The underlying meaning of a story. It can be explicit (openly) or implicit (suggested), such as characters’ emotion and feeling.

Jakarta, 23 May 2018

English Teacher


(Hj. Fitrieni Bukhari, S.Pd.)

Researcher


(Yashinta T. Wulandari)

Approved by,

Headmaster of SMPN 1 Cikarang Barat



(H. Ewan Suhendra, S.Pd, M.Pd.)

Appendix 16. Lesson Plan – III (Experimental Group)

School	: SMPN 1 Cikarang Barat
Subject	: English
Class/Semester	: VIII/II
Time Allocation	: 2x45 Minutes
Teacher	: Yashinta T. Wulandari

I. Core Competency

Students understand how to write a good narrative text.

II. Basic Competence

Students are able to apply the structure, language features, and social function in writing narrative text.

III. Indicators

1. Students know the generic structure, language features, and social function in narrative text.
2. Students know how to recall information based on the topic.
3. Students know how to write narrative text.

IV. Learning Aims

1. Students are able to identify the generic structure, language features, and social function in written narrative text.
2. Students are able to write narrative text.

V. Teaching-Learning Activity

Teaching Method : Cooperative Learning

Teaching Strategy : Student Teams Achievement Division (STAD)

VI. Media and Teaching Aids

Teaching Aids : Board marker

Media : Handbook and worksheet

VII. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activity		<ul style="list-style-type: none"> - Greeting the students - Praying - Checking student's attendance and asking "Who is absent today?" 	5 minutes
Main Activity (STAD Model)	Exploration	<ul style="list-style-type: none"> - Warming up students' knowledge about the lesson by giving them some question: <ol style="list-style-type: none"> 1. Did you find the difficulties when you make the text in the last meeting? 2. Have you discussed it with your group? 	25 minutes

		<ul style="list-style-type: none"> - Teacher explains the material and gives the example. 	
	Elaboration	<ul style="list-style-type: none"> - Teacher asks students to sit in group. - Teacher assigns every group to write a narrative text. - Teacher helps the students solve the difficulties they encounter in writing narrative text. - Teacher asks the students to present their team work in front of the class. 	45 minutes
	Confirmation	<ul style="list-style-type: none"> - Teacher asks some students from different groups about another group's story. 	10 minutes
Post-Activity		<ul style="list-style-type: none"> - Asking the students to ask some question if there is still unclear information that they could ask. - Closing the class and saying goodbye 	5 minutes

VIII. Reference

Wardiman , A., Jahur, M. B., & Djusma, M. S. (2008). *English in focus*. Jakarta: Departemen Pendidikan Nasional.

Learning Material:

The Legend of Nyi Roro Kidul

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It meant the goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The king decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The king did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was sad. No one could cure his daughter's illness. The king did not want her daughter to be a rumor so he sent her away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the south Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul.

Jakarta, 23 May 2018


English Teacher


(Hj. Fitrieni Bukhari, S.Pd.)

Researcher


(Yashinta T. Wulandari)

Approved by,
Headmaster of SMPN 1 Cikarang Barat


(H. Ewan Suhendra, S.Pd, M.Pd.)

Appendix 17. Lesson Plan – IV (Experimental Group)

School	: SMPN 1 Cikarang Barat
Subject	: English
Class/Semester	: VIII/II
Time Allocation	: 2x45 Minutes
Teacher	: Yashinta T. Wulandari

I. Core Competency

Students understand how to write a good narrative text.

II. Basic Competence

Students are able to apply the structure, language features, and social function in writing narrative text.

III. Indicators

1. Students know the generic structure, language features, and social function in narrative text.
2. Students know how to recall information based on the topic.
3. Students know how to write narrative text.

IV. Learning Aims

1. Students are able to identify the generic structure, language features, and social function in written narrative text.
2. Students are able to write narrative text.

V. Teaching-Learning Activity

Teaching Method : Cooperative Learning

Teaching Strategy : Student Teams Achievement Division (STAD)

VI. Media and Teaching Aids

Teaching Aids : Board marker

Media : Handbook and worksheet

VII. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activity		<ul style="list-style-type: none"> - Greeting the students - Praying - Checking student's attendance and asking "Who is absent today?" 	5 minutes
Main Activity (STAD Model)	Exploration	<ul style="list-style-type: none"> - Warming up students' knowledge about the lesson by giving them some question: <ol style="list-style-type: none"> 1. Did you find the difficulties when you make the text in the last meeting? 2. Have you discussed it with your group? 	25 minutes

		<ul style="list-style-type: none"> - Teacher explains the material and gives the example. 	
	Elaboration	<ul style="list-style-type: none"> - Teacher asks students to sit in group. - Teacher assigns every group to write a narrative text. - Teacher helps the students solve the difficulties they encounter in writing narrative text. - Teacher asks the students to present their team work in front of the class. 	45 minutes
	Confirmation	<ul style="list-style-type: none"> - Teacher asks some students from different groups about another group's story. 	10 minutes
Post-Activity		<ul style="list-style-type: none"> - Asking the students to ask some question if there is still unclear information that they could ask. - Closing the class and saying goodbye 	5 minutes

VIII. Reference

Wardiman , A., Jahur, M. B., & Djusma, M. S. (2008). *English in focus*. Jakarta: Departemen Pendidikan Nasional.

Learning Material:**Direct and Indirect Speech****1. Direct speech**

When we use speech in writing, we place the words spoken between quotation marks (“”) and there is no change in these words.

Examples:

- She said, “What are you doing in here?”
- He said. “I just sitting in here. How about you?” and I said, “Me?”
- My mother asked me, “Have you done your homework?” and I replied, “Yes, mom.”

2. Indirect speech

Indirect speech is usually used to talk about the past, so we normally change the tense of the words spoken. We use reporting verbs like ‘say’, ‘tell’, ‘ask’ and we may use the word ‘that’ to introduce the reported words.

Examples:

- Kelly said, “I am tired.” (direct speech)
Kelly said that she was tired (indirect speech)
- Olivia said to me, “I am thirsty.” (direct speech)
Olivia told me that she was thirsty. (indirect speech)

Jakarta, 23 May 2018

English Teacher


(Hj. Fitrieni Bukhari, S.Pd.)

Researcher


(Yashinta T. Wulandari)

Approved by,
Headmaster of SMPN 1 Cikarang Barat



(H. Ewan Suhendra, S.Pd, M.Pd.)

Appendix 18. Lesson Plan – V (Experimental Group)

School	: SMPN 1 Cikarang Barat
Subject	: English
Class/Semester	: VIII/II
Time Allocation	: 2x45 Minutes
Teacher	: Yashinta T. Wulandari

I. Core Competency

Students understand how to write a good narrative text.

II. Basic Competence

Students are able to apply the structure, language features, and social function in writing narrative text.

III. Indicators

1. Students know the generic structure, language features, and social function in narrative text.
2. Students know how to recall information based on the topic.
3. Students know how to write narrative text.

IV. Learning Aims

1. Students are able to identify the generic structure, language features, and social function in written narrative text.
2. Students are able to write narrative text.

V. Teaching-Learning Activity

Teaching Method : Cooperative Learning

Teaching Strategy : Student Teams Achievement Division (STAD)

VI. Media and Teaching Aids

Teaching Aids : Board marker

Media : Handbook and worksheet

VII. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activity		<ul style="list-style-type: none"> - Greeting the students - Praying - Checking student's attendance and asking "Who is absent today?" 	5 minutes
Main Activity (STAD Model)	Exploration	<ul style="list-style-type: none"> - Warming up students' knowledge about the lesson by giving them some question: <ol style="list-style-type: none"> 1. Did you find the difficulties when you make the text in the last meeting? 2. Have you discussed it with your group? 	25 minutes

		<ul style="list-style-type: none"> - Teacher explains the material and gives the example. 	
	Elaboration	<ul style="list-style-type: none"> - Teacher asks students to sit in group. - Teacher assigns every group to write a narrative text. - Teacher helps the students solve the difficulties they encounter in writing narrative text. - Teacher asks the students to present their team work in front of the class. 	45 minutes
	Confirmation	<ul style="list-style-type: none"> - Teacher asks some students from different groups about another group's story. 	10 minutes
Post-Activity		<ul style="list-style-type: none"> - Asking the students to ask some question if there is still unclear information that they could ask. - Closing the class and saying goodbye 	5 minutes

VIII. Reference

Wardiman , A., Jahur, M. B., & Djusma, M. S. (2008). *English in focus*. Jakarta: Departemen Pendidikan Nasional.

Learning Material:**Conjunction**

Conjunctions are words used as joiners. In narrative text, writer will use coordinating conjunction such as: for, and, nor, but, or, yet, to join one sentence to another. Writer also using temporal conjunctions to express relationships with time, in the flow or sequence of events, such as: once upon a time, as, after, as soon as, at first, at once, before, finally, just, meanwhile, next, now, now that, since, then (this can be overused), until, when, whenever, while.

Example:

- Anna and Elsa were playing doll together.
- Finally, they were living happily ever after.
- Once upon a time there lived a man in the forest.
- By the time the firefighters arrived, the building had already burnt down.

Jakarta, 23 May 2018

English Teacher


(Hj. Fitrieni Bukhari, S.Pd.)

Researcher


(Yashinta T. Wulandari)

Approved by,
Headmaster of SMPN 1 Cikarang Barat



(H. Ewan Suhendra, S.Pd, M.Pd.)

Appendix 19. Lesson Plan – VI (Experimental Group)

School	: SMPN 1 Cikarang Barat
Subject	: English
Class/Semester	: VIII/II
Time Allocation	: 2x45 Minutes
Teacher	: Yashinta T. Wulandari

I. Core Competency

Students understand how to write a good narrative text.

II. Basic Competence

Students are able to apply the structure, language features, and social function in writing narrative text.

III. Indicators

1. Students know the generic structure, language features, and social function in narrative text.
2. Students know how to recall information based on the topic.
3. Students know how to write narrative text.

IV. Learning Aims

1. Students are able to identify the generic structure, language features, and social function in written narrative text.
2. Students are able to write narrative text.

V. Teaching-Learning Activity

Teaching Method : Cooperative Learning

Teaching Strategy : Student Teams Achievement Division (STAD)

VI. Media and Teaching Aids

Teaching Aids : Board marker

Media : Handbook and worksheet

VII. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activity		<ul style="list-style-type: none"> - Greeting the students - Praying - Checking student's attendance and asking "Who is absent today?" 	5 minutes
Main Activity (STAD Model)	Exploration	<ul style="list-style-type: none"> - Warming up students' knowledge about the lesson by giving them some question: <ol style="list-style-type: none"> 1. Did you find the difficulties when you make the text in the last meeting? 2. Have you discussed it with your group? 	25 minutes

		<ul style="list-style-type: none"> - Teacher explains the material and gives the example. 	
	Elaboration	<ul style="list-style-type: none"> - Teacher asks students to sit in group. - Teacher assigns every group to write a narrative text. - Teacher helps the students solve the difficulties they encounter in writing narrative text. - Teacher asks the students to present their team work in front of the class. 	45 minutes
	Confirmation	<ul style="list-style-type: none"> - Teacher asks some students from different groups about another group's story. 	10 minutes
Post-Activity		<ul style="list-style-type: none"> - Asking the students to ask some question if there is still unclear information that they could ask. - Closing the class and saying goodbye 	5 minutes

VIII. Reference

Wardiman , A., Jahur, M. B., & Djusma, M. S. (2008). *English in focus*. Jakarta: Departemen Pendidikan Nasional.

Learning Material:**Momotaro The Peach Boy**

A long time ago, there lived an old and poor couple in a village in Japan. They didn't wish for gold or fine clothes. They only wished for a child.

One day, the old woman washed the clothes in the river. While washing, she was also wishing for a child. Then, a giant peach came floating down the river. She took it home and would cut it.

There was a human voice from the peach saying not to cut the peach. Suddenly the peach split open and a baby boy jumped out of the peach. The old people were very happy and named him Momotaro which means Peach Boy.

Time went by and people in the village were afraid of oni monsters who stole their belongings. When Momotaro was about 15 years old, he wanted to save his village from oni monsters. The old people were very proud of Momotaro. The old man gave him a sword and the old woman gave him a bag of dumplings.

On the way, Momotaro met a dog, a monkey and a hawk. He shared the dumplings to them. The animals joined him to fight oni monsters. Being a good leader, Momotaro encouraged them to work together.

Finally, Momotaro successfully forced the oni leader to surrender. Then Momotaro and his friends took the treasure and share it to all people in the village. The old man and woman were very happy that Momotaro came back safely.

Jakarta, 23 May 2018

English Teacher


(Hj. Fitrieni Bukhari, S.Pd.)

Researcher


(Yashinta T. Wulandari)

Approved by,
Headmaster of SMPN 1 Cikarang Barat



(H. Ewan Suhendra, S.Pd, M.Pd.)

Appendix 20. Lesson Plan – I (Control Group)

School	: SMPN 1 Cikarang Barat
Subject	: English
Class/Semester	: VIII/II
Time Allocation	: 2x45 Minutes
Teacher	: Yashinta T. Wulandari

I. Core Competency

Students understand how to write a good narrative text.

II. Basic Competence

Students are able to apply the structure, language features, and social function in writing narrative text.

III. Indicators

1. Students know the generic structure, language features, and social function in narrative text.
2. Students know how to recall information based on the topic.
3. Students know how to write narrative text.

IV. Learning Aims

1. Students are able to identify the generic structure, language features, and social function in written narrative text.
2. Students are able to write narrative text.

V. Media and Teaching Aids

Teaching Aids : Board marker

Media : Handbook and worksheet

VI. Teaching-Learning Activity

Teaching - Learning Activity		
Learning Steps	Description	Time Allocation
Pre-Activity	<ul style="list-style-type: none"> - Greeting the students - Praying - Checking student's attendance and asking "Who is absent today?" 	10 Minutes
Main-Activity	<ul style="list-style-type: none"> - Warming up students' knowledge about narrative text by giving them some question: <ol style="list-style-type: none"> 1. Have you ever read narrative text? 2. What is narrative text? - Teacher explains about narrative text. - Teacher gives example about it. - Teacher gives time for students to ask some question. - Teacher asks the students to write a narrative text individually and submit their work on time. - Teacher helps the students solve the difficulties they encounter in writing narrative text. 	75 Minutes

Post-Activity	<ul style="list-style-type: none"> - Asking the students to ask some question if there is still unclear information that they could ask. - Closing the class and saying goodbye. 	5 Minutes
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VII. Reference

Wardiman , A., Jahur, M. B., & Djusma, M. S. (2008). *English in focus*. Jakarta: Departemen Pendidikan Nasional.

Learning Material:**Past Tense**

- | | |
|----------------------------|--|
| 1. Simple Past | : To talk something happen in the past. |
| Form | : S + V2 + O/C |
| Examples | : - I studied at the school yesterday.
- She wrote a letter for me. |
| 2. Past Continuous | : To talk about something happen in the past
which continuous before and after another
action. |
| Form | : S + To be + Ving + O/C |
| Examples | : - I was walking at the street when she called
my name.
- They were playing football at stadion. |
| 3. Past Perfect | : To talk about something that started in the past
and continued up to a given time in the past. |
| Form | : S + Had + V3 + O/C |
| Examples | : - She had left after they come.
- I had broken my glass when she surprised
me. |
| 4. Past Perfect Continuous | : To talk about something we had done several
times up to a point in the past and continued
to do after the point. |
| Form | : S + Had + Been + Ving + O/C |
| Examples | : - I had been watching the drama every night, |

but I missed the last episode.

- Jessica had been reading a novel everyday,
but she confused with the plot of story.

Jakarta, 23 May 2018

English Teacher


(Hj. Fitrieni Bukhari, S.Pd.)

Researcher


(Yashinta T. Wulandari)

Approved by,
Headmaster of SMPN 1 Cikarang Barat



(H. Ewan Suhendra, S.Pd, M.Pd.)

Appendix 21. Lesson Plan – II (Control Group)

School	: SMPN 1 Cikarang Barat
Subject	: English
Class/Semester	: VIII/II
Time Allocation	: 2x45 Minutes
Teacher	: Yashinta T. Wulandari

I. Core Competency

Students understand how to write a good narrative text.

II. Basic Competence

Students are able to apply the structure, language features, and social function in writing narrative text.

III. Indicators

1. Students know the generic structure, language features, and social function in narrative text.
2. Students know how to recall information based on the topic.
3. Students know how to write narrative text.

IV. Learning Aims

1. Students are able to identify the generic structure, language features, and social function in written narrative text.
2. Students are able to write narrative text.

V. Media and Teaching Aids

Teaching Aids : Board marker

Media : Handbook and worksheet

VI. Teaching-Learning Activity

Teaching - Learning Activity		
Learning Steps	Description	Time Allocation
Pre-Activity	<ul style="list-style-type: none"> - Greeting the students - Praying - Checking student's attendance and asking "Who is absent today?" 	10 Minutes
Main-Activity	<ul style="list-style-type: none"> - Warming up students' knowledge about narrative text by giving them some question: Did you find the difficulties when you make the text in the last meeting? - Teacher explains about narrative text. - Teacher gives example about it. - Teacher gives time for students to ask some question. - Teacher asks the students to write a narrative text individually and submit their work on time. - Teacher helps the students solve the difficulties they encounter in writing narrative text. 	75 Minutes

Post-Activity	<ul style="list-style-type: none"> - Asking the students to ask some question if there is still unclear information that they could ask. - Closing the class and saying goodbye. 	5 Minutes
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VII. Reference

Wardiman , A., Jahur, M. B., & Djusma, M. S. (2008). *English in focus*. Jakarta: Departemen Pendidikan Nasional.

Learning Material:**Narrative Text****1. Characteristics of narrative text**

- Orientation

It is about the opening paragraph where the characters of the story are introduced.

- Complication

Where the problems in the story developed.

- Resolution

Where the problem in the story is solved.

2. Generic structure of narrative text

- Plot

It is sequence of events involving character in conflict situations, such as present the problem, how to solve the problem, and the problem is solved.

- Characters

1. Main character is the central characters.

2. Minor character is to complement and help move the plot.

- Setting

1. Place

2. Time

- Point of view

1. First person is the main character telling the story using “I” at the story.

2. Second person is generally only used in instructional writing using “You” at the text.

3. Third person is the narrator is not a character then using “He, she, it” in the story.

- Theme

The underlying meaning of a story. It can be explicit (openly) or implicit (suggested), such as characters’ emotion and feeling.

Jakarta, 23 May 2018

English Teacher


(Hj. Fitrieni Bukhari, S.Pd.)

Researcher


(Yashinta T. Wulandari)

Approved by,
Headmaster of SMPN 1 Cikarang Barat



(H. Ewan Suhendra, S.Pd, M.Pd.)

Appendix 22. Lesson Plan – III (Control Group)

School	: SMPN 1 Cikarang Barat
Subject	: English
Class/Semester	: VIII/II
Time Allocation	: 2x45 Minutes
Teacher	: Yashinta T. Wulandari

I. Core Competency

Students understand how to write a good narrative text.

II. Basic Competence

Students are able to apply the structure, language features, and social function in writing narrative text.

III. Indicators

1. Students know the generic structure, language features, and social function in narrative text.
2. Students know how to recall information based on the topic.
3. Students know how to write narrative text.

IV. Learning Aims

1. Students are able to identify the generic structure, language features, and social function in written narrative text.
2. Students are able to write narrative text.

V. Media and Teaching Aids

Teaching Aids : Board marker

Media : Handbook and worksheet

VI. Teaching-Learning Activity

Teaching - Learning Activity		
Learning Steps	Description	Time Allocation
Pre-Activity	<ul style="list-style-type: none"> - Greeting the students - Praying - Checking student's attendance and asking "Who is absent today?" 	10 Minutes
Main-Activity	<ul style="list-style-type: none"> - Warming up students' knowledge about narrative text by giving them some question: Did you find the difficulties when you make the text in the last meeting? - Teacher explains about narrative text. - Teacher gives example about it. - Teacher gives time for students to ask some question. - Teacher asks the students to write a narrative text individually and submit their work on time. - Teacher helps the students solve the difficulties they encounter in writing narrative text. 	75 Minutes

Post-Activity	<ul style="list-style-type: none">- Asking the students to ask some question if there is still unclear information that they could ask.- Closing the class and saying goodbye.	5 Minutes
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VII. Reference

Wardiman , A., Jahur, M. B., & Djusma, M. S. (2008). *English in focus*. Jakarta: Departemen Pendidikan Nasional.

Learning Material:

The Legend of Nyi Roro Kidul

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It meant the goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The king decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The king did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was sad. No one could cure his daughter's illness. The king did not want her daughter to be a rumor so he sent her away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the south Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul.

Jakarta, 23 May 2018

English Teacher


(Hj. Fitrieni Bukhari, S.Pd.)

Researcher


(Yashinta T. Wulandari)

Approved by,
Headmaster of SMPN 1 Cikarang Barat



(H. Ewan Suhendra, S.Pd, M.Pd.)

Appendix 23. Lesson Plan – IV (Control Group)

School	: SMPN 1 Cikarang Barat
Subject	: English
Class/Semester	: VIII/II
Time Allocation	: 2x45 Minutes
Teacher	: Yashinta T. Wulandari

I. Core Competency

Students understand how to write a good narrative text.

II. Basic Competence

Students are able to apply the structure, language features, and social function in writing narrative text.

III. Indicators

1. Students know the generic structure, language features, and social function in narrative text.
2. Students know how to recall information based on the topic.
3. Students know how to write narrative text.

IV. Learning Aims

1. Students are able to identify the generic structure, language features, and social function in written narrative text.
2. Students are able to write narrative text.

V. Media and Teaching Aids

Teaching Aids : Board marker

Media : Handbook and worksheet

VI. Teaching-Learning Activity

Teaching - Learning Activity		
Learning Steps	Description	Time Allocation
Pre-Activity	<ul style="list-style-type: none"> - Greeting the students - Praying - Checking student's attendance and asking "Who is absent today?" 	10 Minutes
Main-Activity	<ul style="list-style-type: none"> - Warming up students' knowledge about narrative text by giving them some question: Did you find the difficulties when you make the text in the last meeting? - Teacher explains about narrative text. - Teacher gives example about it. - Teacher gives time for students to ask some question. - Teacher asks the students to write a narrative text individually and submit their work on time. - Teacher helps the students solve the difficulties they encounter in writing narrative text. 	75 Minutes

Post-Activity	<ul style="list-style-type: none"> - Asking the students to ask some question if there is still unclear information that they could ask. - Closing the class and saying goodbye. 	5 Minutes
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VII. Reference

Wardiman , A., Jahur, M. B., & Djusma, M. S. (2008). *English in focus*. Jakarta: Departemen Pendidikan Nasional.

Learning Material:**Direct and Indirect Speech****1. Direct speech**

When we use speech in writing, we place the words spoken between quotation marks (“”) and there is no change in these words.

Examples:

- She said, “What are you doing in here?”
- He said. “I just sitting in here. How about you?” and I said, “Me?”
- My mother asked me, “Have you done your homework?” and I replied, “Yes, mom.”

2. Indirect speech

Indirect speech is usually used to talk about the past, so we normally change the tense of the words spoken. We use reporting verbs like ‘say’, ‘tell’, ‘ask’ and we may use the word ‘that’ to introduce the reported words.

Examples:

- Kelly said, “I am tired.” (direct speech)
Kelly said that she was tired (indirect speech)
- Olivia said to me, “I am thirsty.” (direct speech)
Olivia told me that she was thirsty. (indirect speech)

Jakarta, 23 May 2018

English Teacher


(Hj. Fitriani Bukhari, S.Pd.)

Researcher


(Yashinta T. Wulandari)

Approved by,
Headmaster of SMPN 1 Cikarang Barat



(H. Ewan Suhendra, S.Pd, M.Pd.)

Appendix 24. LESSON PLAN – V (Control Group)

School	: SMPN 1 Cikarang Barat
Subject	: English
Class/Semester	: VIII/II
Time Allocation	: 2x45 Minutes
Teacher	: Yashinta T. Wulandari

I. Core Competency

Students understand how to write a good narrative text.

II. Basic Competence

Students are able to apply the structure, language features, and social function in writing narrative text.

III. Indicators

1. Students know the generic structure, language features, and social function in narrative text.
2. Students know how to recall information based on the topic.
3. Students know how to write narrative text.

IV. Learning Aims

1. Students are able to identify the generic structure, language features, and social function in written narrative text.
2. Students are able to write narrative text.

V. Media and Teaching Aids

Teaching Aids : Board marker

Media : Handbook and worksheet

VI. Teaching-Learning Activity

Teaching - Learning Activity		
Learning Steps	Description	Time Allocation
Pre-Activity	<ul style="list-style-type: none"> - Greeting the students - Praying - Checking student's attendance and asking "Who is absent today?" 	10 Minutes
Main-Activity	<ul style="list-style-type: none"> - Warming up students' knowledge about narrative text by giving them some question: Did you find the difficulties when you make the text in the last meeting? - Teacher explains about narrative text. - Teacher gives example about it. - Teacher gives time for students to ask some question. - Teacher asks the students to write a narrative text individually and submit their work on time. - Teacher helps the students solve the difficulties they encounter in writing narrative text. 	75 Minutes

Post-Activity	<ul style="list-style-type: none"> - Asking the students to ask some question if there is still unclear information that they could ask. - Closing the class and saying goodbye. 	5 Minutes
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VII. Reference

Wardiman , A., Jahur, M. B., & Djusma, M. S. (2008). *English in focus*. Jakarta: Departemen Pendidikan Nasional.

Learning Material:**Conjunction**

Conjunctions are words used as joiners. In narrative text, writer will use coordinating conjunction such as: for, and, nor, but, or, yet, to join one sentence to another. Writer also using temporal conjunctions to express relationships with time, in the flow or sequence of events, such as: once upon a time, as, after, as soon as, at first, at once, before, finally, just, meanwhile, next, now, now that, since, then (this can be overused), until, when, whenever, while.

Example:

- Anna and Elsa were playing doll together.
- Finally, they were living happily ever after.
- Once upon a time there lived a man in the forest.
- By the time the firefighters arrived, the building had already burnt down.

Jakarta, 23 May 2018

English Teacher


(Hj. Fitrieni Bukhari, S.Pd.)

Researcher


(Yashinta T. Wulandari)

Approved by,
Headmaster of SMPN 1 Cikarang Barat



(H. Ewan Suhendra, S.Pd, M.Pd.)

Appendix 25. Lesson Plan – VI (Control Group)

School	: SMPN 1 Cikarang Barat
Subject	: English
Class/Semester	: VIII/II
Time Allocation	: 2x45 Minutes
Teacher	: Yashinta T. Wulandari

I. Core Competency

Students understand how to write a good narrative text.

II. Basic Competence

Students are able to apply the structure, language features, and social function in writing narrative text.

III. Indicators

1. Students know the generic structure, language features, and social function in narrative text.
2. Students know how to recall information based on the topic.
3. Students know how to write narrative text.

IV. Learning Aims

1. Students are able to identify the generic structure, language features, and social function in written narrative text.
2. Students are able to write narrative text.

V. Media and Teaching Aids

Teaching Aids : Board marker

Media : Handbook and worksheet

VI. Teaching-Learning Activity

Teaching - Learning Activity		
Learning Steps	Description	Time Allocation
Pre-Activity	<ul style="list-style-type: none"> - Greeting the students - Praying - Checking student's attendance and asking "Who is absent today?" 	10 Minutes
Main-Activity	<ul style="list-style-type: none"> - Warming up students' knowledge about narrative text by giving them some question: Did you find the difficulties when you make the text in the last meeting? - Teacher explains about narrative text. - Teacher gives example about it. - Teacher gives time for students to ask some question. - Teacher asks the students to write a narrative text individually and submit their work on time. - Teacher helps the students solve the difficulties they encounter in writing narrative text. 	75 Minutes

Post-Activity	<ul style="list-style-type: none">- Asking the students to ask some question if there is still unclear information that they could ask.- Closing the class and saying goodbye.	5 Minutes
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VII. Reference

Wardiman , A., Jahur, M. B., & Djusma, M. S. (2008). *English in focus*. Jakarta: Departemen Pendidikan Nasional.

Learning Material:**Momotaro The Peach Boy**

A long time ago, there lived an old and poor couple in a village in Japan. They didn't wish for gold or fine clothes. They only wished for a child.

One day, the old woman washed the clothes in the river. While washing, she was also wishing for a child. Then, a giant peach came floating down the river. She took it home and would cut it.

There was a human voice from the peach saying not to cut the peach. Suddenly the peach split open and a baby boy jumped out of the peach. The old people were very happy and named him Momotaro which means Peach Boy.

Time went by and people in the village were afraid of oni monsters who stole their belongings. When Momotaro was about 15 years old, he wanted to save his village from oni monsters. The old people were very proud of Momotaro. The old man gave him a sword and the old woman gave him a bag of dumplings.

On the way, Momotaro met a dog, a monkey and a hawk. He shared the dumplings to them. The animals joined him to fight oni monsters. Being a good leader, Momotaro encouraged them to work together.

Finally, Momotaro successfully forced the oni leader to surrender. Then Momotaro and his friends took the treasure and share it to all people in the village. The old man and woman were very happy that Momotaro came back safely.

Jakarta, 23 May 2018

English Teacher


(Hj. Fitrieni Bukhari, S.Pd.)

Researcher


(Yashinta T. Wulandari)

Approved by,
Headmaster of SMPN 1 Cikarang Barat



(H. Ewan Suhendra, S.Pd, M.Pd.)