#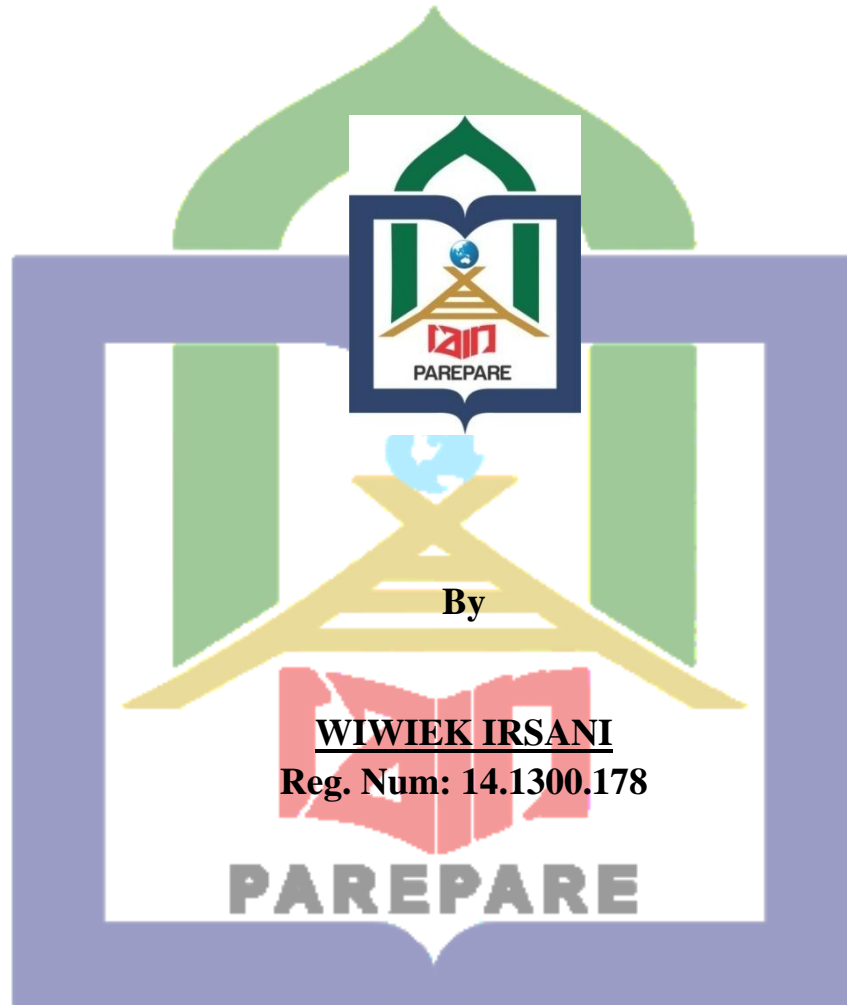 TEACHING WRITING NARRATIVE TEXT BY USING SLICING PIE STRATEGY AT EIGHTH GRADE STUDENTS OF SMP AL-BADAR DDI BILALANG PAREPARE

By

<u>WIWIEK IRSANI</u>
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ENGLISH PROGRAM
TARBIYAH FACULTY
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PAREPARE

2019

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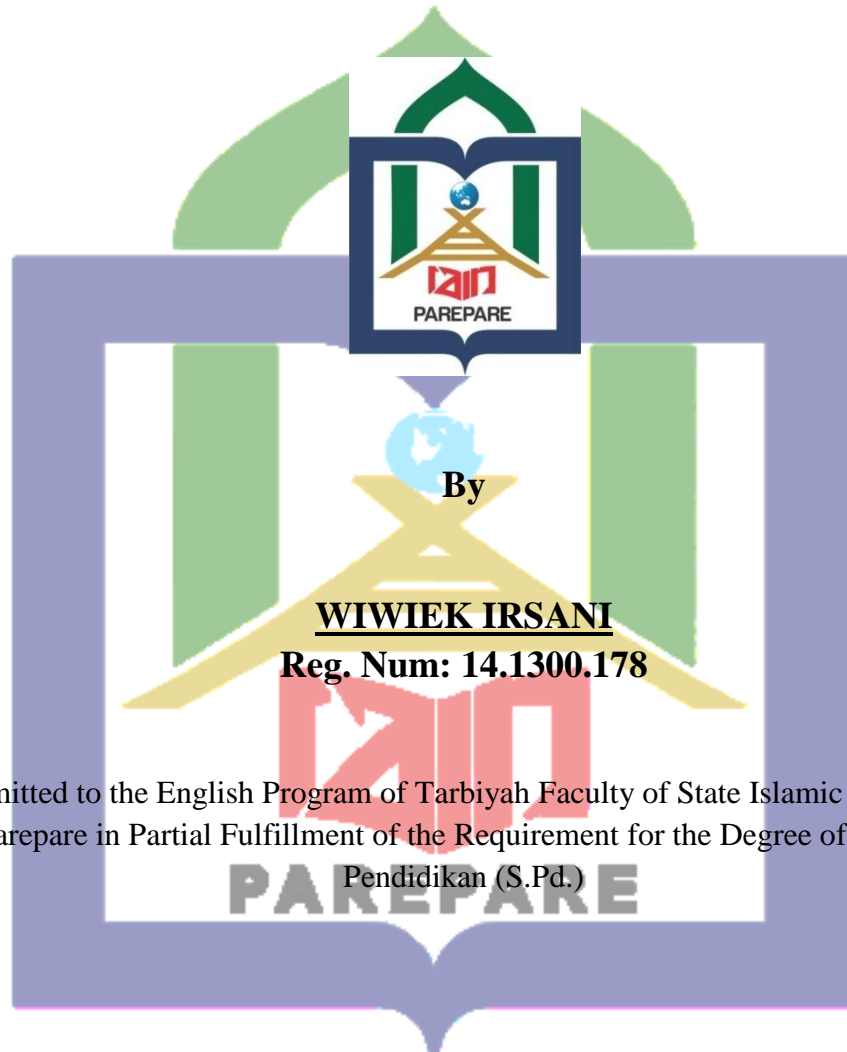
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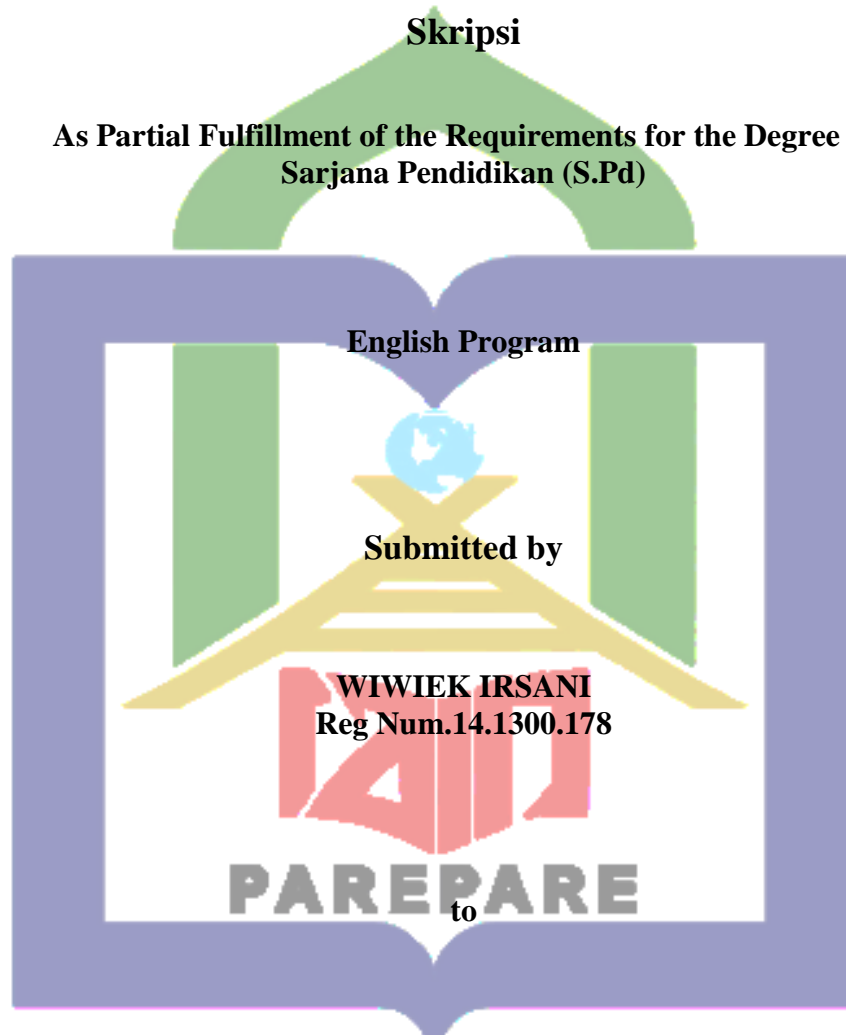
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Skripsi

As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

English Program

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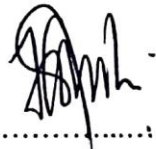
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Parepare, January 27th 2019

The Writer

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Strategy at Eighth Grade of SMP Al-Badar DDI Bilalang

Parepare

Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, January 27th 2019

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ABSTRACT

WIWIEK IRSANI.*Teaching Writing Narrative Text By Using Slicing Pie Strategy at Eighth Grade Students of SMP Al-Badar DDI BilalangParepare*(Supervised by Hj.Nurhamdah and HarisSunubi).

The objective of this research was to find out there is a significant difference of the students' writing narrative text by using slicing pie strategy at eighth grade students of SMP Al-Badar DDI BilalangParepare or not. Furthermore, the significance of the research was expected to be useful information for English teacher especially in teaching writing. In addition, it can be used as a teaching strategy to improve writing ability.

This research was designed by using pre-experimental with pre-test and post-test. The population of the research was the eighth grade students of SMP Al-Badar DDIBilalangParepare academic year 2017/2018 and took the sample VIII as experimental class that consist 22 students. Then, the data had been collected by using writing test, which was applied in pre-test and post-test on experimental. During the process the researcher applied eight meetings.

After analyzing the data, the researcher found that there is a significance effect of using Slicing Pie toward Writing Ability at Eighth Grade Students Of SMP Al-Badar DDI BilalangParepare, where ttest value(6,59) is bigger than ttable(1,721) with df = n – 1 = 21, with α = 5%. It means that hypothesis alternative (Ha) was accepted and hypothesis null (Ho) was rejected. It can be concluded that there was a significance difference of the students' writing ability through Slicing Pie Strategy before and after treatment.

Keywords: Slicing Pie strategy, Writing Skills

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CHAPTER I

INTRODUCTION

1.1 Background

Language is the systematic and conventional use of sounds (or signs or written symbols) for the purpose of communication or self-expression.[1] It means that language is communication. Language is an effective way to communicate or express the feeling. English as an international language that has a very wide use in human life, in the field of education and become the language of communication used by every country. In people life language is something important to express idea or feeling to interact with the other people.

In teaching English as a foreign language, there are four skills that people use to increase their knowledge about foreign language namely, speaking, reading, listening, and writing. Writing is one of skill that people use to communicate with the other people used in daily life, such as writing a letter to friends, writing story, note taking. It is one of the language skills that must be mastered by the students.

There are many aspects that should be considered in writing, such as vocabulary, language use, and grammatical. Although the students have already studied English start from junior high school until senior high school. They feel that English is still difficult for them especially how to remember vocabulary, how to pronounce, read, grammar and punctuation. To teach students' writing skill in English, they can improve

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[1] Erika Hoff , *Language Development*, Third Edition (,2005), p. 2.

it by using some strategies, planning, evaluating and reviewing stages in their written products.[2] Understanding the meaning of the sentence will make a good writer.

Some writing problems occur in learning process. Obviously, students have difficulties in expressing their idea into written form. Especially in writing narrative text, students have to express their idea to make a story which is can entertain the reader. Moreover the students' problem in writing is difficult in developing ideas into written form.[3]

In SMP Al-Badar DDI Bilalang Parepare, the students' ability in writing narrative text still low. Students fell difficult to express their idea and difficult to make a good sentence. And the most difficult thing for the students in writing narrative text is how to arrange the part of the story. Writing narrative text is not automatically can be mastered by the students because of they rarely practice so they can't easily express their idea in writing.

To improve the writing ability the students, teacher need desirable and suitable strategy for helping students. There is a powerful strategy that can help them to write the narrative text. It is known as reducing the pie strategy. Reducing pie is strategy in which the instructor and students use a graphic organizer, called a pie chart, to assist the students define their own writing tasks and develop as writers and learners in writing.

There are some benefits from Slicing Pie Strategy. First, the practice of slicing pie is flexible. It can be used in many ways and with all level students. Second, helping

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[2] Sabri Sidekli, "Story Map: How to Improve Writing Skills," Academic Journal. (Vol.8, no.7,April, 2013(p.290.

[3] Kukuh Arif Wibowo, "Improving Student's Writing Ability in Narrative Text by Using Chronological 3D Pictures as Media," *Journal Important and difficult of Writing* (Vol, no. 2, January, 2013), p.2.

young writers recognize what they should write. Finally, helping students make decisions about a specific writing task and guiding them in developing as writers.

Based on the explanation and the problem above, the researcher is interested in conducting a research entitled "Teaching Writing Narrative Text By Using Slicing Pie Strategy At Eighth Grade Students Of SMP Al-Badar DDI Bilalang Parepare ".

1.2   Problem Statement

Based on the background above, the problem of research can be stated as follow:

1.2.1   Is slicing pie strategy able to improve students' writing skill in narrative text at eighth grade students' of SMP Al-Badar DDI Bilalang Parepare ?

1.3   Objective Of the Research

The following are objectives of the research:

1.3.1   To know that slicing pie strategy is able to improve students' writing skill in narrative text at eighth grade students' of SMP Al;Badar DDI Bilalang Parepare

1.4   The Significant of the Research

The research result is expected to be able to give some benefits, such as following:

1.4.1   For the Teacher, to give information to teacher that there is another way to teaching writing narrative text with using slicing pie strategy.

1.4.2   For the students, to facilitate the students poured the idea of them to write a narrative text with using slicing pie strategy.

1.4.3   For the researcher, to provide new knowledge in teaching writing to be better than ever. By overcoming students difficulties in learning to write and minimize mistakes that will occur.

CHAPTER II

REVIEW AND RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of Writing

Generally, Writing is something that people needed to share what they want to express their idea, opinions, knowledge, and experience. It is one of the language skills that must be mastered by the students. Writing is one of skills that have to learn besides listening, reading and speaking. It is one of activity the students most do in learning English in class.

Writing is progressive activity, this means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then, after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action. It is a process that has several steps.[1]

Writing is functional communication, making learners possible to create imagined worlds of their own design.[2] Writing skills is considered as difficult skills because the writer should make some aspect in writing such as content, purpose, organization, vocabulary, and punctuation. Beside that writing is one of language skills which is used to communication indirectly, it means that to communicate with other we do not face to face but communicate with media like a pen or pencil. So, not only speaking but also writing called as productive skills.

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[1] Alice Oshima and Ann Hogue, *Introduction to Academic Writing,* (New York: Pearson Education, 2007), p.2.

[2] Margaret Bonner, *Step into Writing, A Basic Writing text, (* Newyork: Addison-Wesley ssPublishing Company), p.3

Communication in writing tends to involve a thinking process because writing requires the process of organizing ideas into coherent and logical whole and selecting. So, in this case writing is undeniably based in though. Finnochiaro says that writing has been characterized as writing thinking.3 It means that writing is a way to produce language that comes from our thought. In the writing process, the writer tries to produce into a good sentence and to developing their ideas, in order to inform the other.

Nura says that writing is an activity. Writing is not merely symbolize spoken language. Writing is a person's way to express him /herself to adapt with the society. Thorough writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind. 4

From some definition above, the researcher can conclude that writing is one of language skills which is communication indirectly. Furthermore, writing is a complex process to express the ideas, become a good writing will help someone get information and support their future career.

2.1.1.2 Writing Process

Process of writing as a classroom activity incorporates the four basic writing stages planning, drafting, revising and editing. And there other stages externally imposed on students by the teacher, namely, responding (sharing), evaluation and post-writing. Teacher often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experiences for students may be described as follows:

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3 Mary Finocchiaro, *English as a Second Language From Theory to Practice,* (New York: Company, 1974). P. 86

4 A. Nura,"Problematik Pengajaran Keterampilan Menulis Lanjut: Upaya Menumbuh Kembangkan Minat Menulis Di Usia Dini,*"komposisi* 4, No. 1, 2003), p.71.

2.1.1.2.1 Planning

Experienced writers plan what they are going to write, before starting to write or type, they try and decide what it is they are going to say. [5] So when students want to write they have to make a planning. In planning, students have to remember the purpose of their writing. And also planning (pre-writing) is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face blank page toward generating tentative ideas and gathering information for writing.[6] It means that students have to planning before writing to get ideas before gathering information writing. In this step students gather ideas to write about.

2.1.1.2.2 Drafting

After making a planning, the first steps that have to do is drafting. According to the dictionary of the Indonesian, drafting is design or the concept. Drafting to be made because it will be more ease in writing. Draft of the basic ideas or the idea of basic is still a great line. Draft of this is then have to develop be writing. The most important thing in drafting is to get words onto a paper. In this process there is no the time to worry about the spelling, grammar, punctuation or the best wording.[7] Mistakes can be fixed later during revision. In drafting, students have to use easy way that is the students can use some questions that help them while they are drafting.

2.1.1.2.3 Revising

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[5] Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2001), p.4

[6] Jack C Richard and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press.2002), P.316

[7] Kristine Brown and Susan Hood, *Writing Matters Writing Skills and Strategies for Students of Esnglish* (Cambridge: Cambridge University Press. 1989), p. 14

When the students have made a draft, the students look again at their writing. The students may resist to make revisions, such as additions, deletions, or movement of words, paragraph, sentence and modify the content to clarify meaning and expand ideas.

2.1.1.2.4 Editing

Editing is another aspect of writing and need to checking, correcting mechanical errors such as grammar, spelling, punctuation, capitalization and checking format and design. Actually writing is not problematic in the way in revising, because some of students are willing to work hard at editing their writing.[8]

2.1.1.2.5 Final Version

If writers have revising their draft then they make a change they considered to be necessary, they produce the final version. This may look considerably different from both the original plan and the first draft, because this thing has changed in the editing process. But the writer is ready to send the written text to its intended audience.[9]

2.1.1.3. Types of Writing

Paragraphs can be written various styles, the author will choose the kind of paragraph in accordance with what the author wants to achieve, and what will be discussed. And the effects they want to have in the reader. There are four general purposes that lead someone to write a piece and these are known as the four styles or types of writing. The types of writing are:

2.1.1.3.1 Persuasive

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[8] Jerry G. Gebhard, *Teaching English as a Foreign or Second Language* (United States of Amerika: The University of Michigan, 1996), p. 228-230.

[9] Jeremy Harmer,*How to Teach Writing* (England: Pearson Education Limited, 2001), p.5

Persuasive writing main purpose is to convince the audience of a position or belief. Unlike expository writing, persuasive writing contains the opinion 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.

2.1.1.3.2 Expository

Expository writing is one of the most common types of writing. When the writers an expository style, they will try to do things such as explain a concept, imparting information from themselves to the audience. The authors focus on telling you about a given topic or subject without voicing their personal opinions. So the author just tells about a given subject, such as how to do something.

2.1.1.3.3 Narrative

The purpose of narrative writing is to tell story, whether that story is real of imaginary, when the authors write a narrative text, they will trying to give construct and communicate a story, and also complete with characters, setting, and conflict. Narrative writing can also conclude dialogue.

2.1.1.3.4 Description

Description is use to tell the reader about the characteristics of a person, place, or thing. Description explains on five senses such as sight, hearing, taste, touchsmell.[10] Description is used to make a clear picture of the topics to be discussed including ideas, places, objects or people. It focuses on a subject and uses specific detailed methods to illustrate where the writer is focused.

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[10] Laurie G.Kirszner and Stephen R.Mandell, *Pattens For College Writing a Rhetorical Reader and Guide* (New York: Bedford/St. Martin's 2015),p.151

2.1.1.4 Paragraph of Writing

A paragraph usually contains a general idea in one sentence, and 4-5 supporting sentence which expand this idea by giving explanation, detail and/ or examples to support the main idea. The paragraph generally contains as an introduction, a body and a conclusion.

Paragraph is an assembling all of sentence which describe a unique of mind idea or contain a topic and a unit of sentence. A paragraph is usually written with include of creative thinking, planning what want to be written, express idea. And a main idea is used to be stated in topic sentences.

Anonym has defined the paragraph structure in academic writing namely main idea, explanation, and illustration.

a. Main idea is the points of the paragraph that is expected in the first sentence of each paragraph

b. Explanation is a further explanation/ clarification of the point/issue is provided in the next sentence of two.

c. Illustration is the point or issue is supported with indirect quotes/paraphrases in the remaining sentence or sentences.[11]

Proposes the paragraph structure include are: topic sentence, support details or example and conclusion sentences. There are type of text paragraph based on Christensen in Marniaty namely narrative paragraph, descriptive paragraph, persuasive paragraph, and explanatory paragraph

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[11]Anonim,Paragraphstructure.
(http://www.usq.edu.au/ltsu/alsoonline/acwrite/sturuct.htm:2006). Accessed on April 9.2011

a. Narrative Paragraph

Narrative paragraph is the simplest and most natural of writing which is based upon fact imagination, or combination both. In the narrative essay you are using a narrative to illustrate, support or prove clear stated thesis. The paragraph basically contains a series of events that are usually with a time sequence and other information such as the setting situation or place of the event taking places and who is involved.

b. Descriptive paragraph

A descriptive paragraph is a paragraph that provides the readers a word picture of specific person, the flavor of special palace, or the lock of particular object. Using descriptive will make the reader form a better pictures in this imagination of what is being said.

c. Persuasive paragraph

Persuasive paragraph is a paragraph that aims to persuade or convince others that ought to believe or act. In persuasive writing, you purpose is not only your reader but to change your readers attitude, believe, or behavior.

d. Explanatory paragraph

An explanatory paragraph is also exposition paragraph. It is a paragraph whose purpose is to explain something to the reader.[12] In order to do so an explanatory paragraph will usually discuss what is that being explained, how it came to be, and also what the purpose of that item is, as in the case of this explanatory paragraph.

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[12] Marniati. Improving the Students' Writing Skill of SMPN 2 Pamboang Through Inquiry Learning. (Unpublished STAIN Parepare.2009)p.13

Beside that there are type of paragraph else such as recount text, hortatory exposition text and procedure text.

a. Recount paragraph

Recount paragraph is the text which retell about event or the experiences in the past, or recounting of events that have happened and have purpose is either to inform or to entertain the audience. This can include personal events, factual incidents or imaginary incidents.

b. Hortatory exposition

It is a paragraph which represents the attempt of the writer to have the addressee do something or act in certain way. Hortatory exposition used to persuade the reader that something should or should not be the case.

c. Procedure paragraph

Procedure paragraph is a text of paragraph that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different process in a sequence of steps.[13]

2.2 Definition of Narrative Text

Narrative text is a type of text talking about a series of event that happened to a person of a character. The character can be a person, animal, plant or thing. In writing text narrative create systematic when the students write them story. For help students organize their idea, to express their experience to use narrative text. They will be easy to tell their story or experience that students have in form of narrative text. And also Narrative is one of the most types of any text.

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[13] Type of Paragraph (http://www.arcanum-butler.k12.oh.us/typeparagraph.html).Accessed on maret 11.2011.

Narration is a story writing. Narration is a storytelling. Through narration the students make a statements clear by relate in detail something that has happened. In the story we tell. We present the details in the others in which they happened.[14] When the story clearly detail with something that has happened, the reader will be able to understand what the author means in her/his written

When the students want to write about the events in order that they happen. In other words, they use time order to organize the sentences.[15] So, the author uses the time systematically to tell what happened first, after the award of what happened. The author tells what happened next, and what else happened after that. Narratives also can be called a graph. The story graph visually explains how the plot develops, showing the high and low action points of the story as it progresses over time. [16]

On the other hand, Narrative is a story, not only all about the story or the legend of the story that most popular have been recognized by the students but also about the experience. It is one of the kinds that can be written as writing narrative type. Based on the explanation above, the researcher concludes that Narrative text as a tool to help students organize their idea and express their experience using time order.

2.2.1 Types of Narrative Text

There are some types of narrative writing, which are personal, narrative essay and imaginative.

2.2.1.1 Fable

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[14] John Langan, *College Writing Skills with Readings,* Seventh Edition, (New York: McGrowHill, 2008), p. 203

[15] Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Education, 2007), p. 24

[16] Susan Dymock, *Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness,*" Journal Internasional Reading Association, (Vol. 61, no. 2, October 2007), p. 163.

A fable is a short allegorical narrative in making a moral point, traditionally by means of animal characters which speak and act like human being. It is mean that fable is a fictional narrative to teach a moral lesson. The examples of fable in narrative text are The Ants and The Grasshopper, The Smartest Parrot, and The Story of Monkey and Crocodile.

2.2.1.2 Fable Tale

Fable tale is an English language term for a type of short narrative corresponding to the France phrase. A fairy tale typically features such as folkloric characters as fairies, goblins, elves, trolls, and dwarves. The examples of fairy tale in narrative text are Cinderella, Snow White, Pinocchio, and the Beauty and the Beast

2.2.1.3 Personal narrative writing

When person writes about himself or his experience, it is called a personal narrative writing. In this style, the writer should write the experiences in such as a way that can be interesting the reader. There are some experience that people can write such as experience when holiday, in school, library, in marker and in village.

2.2.1.4 Legend

Legend is a narrative of human actions that are perceived by listener to take a place white human story. Typical of the legends are short, traditional, and historicized narrative perform in a conversational mode. There are some example of legend such as Sangkuriang, Te Legend of Malingkundang and Tangkuban Perahu. [17]

2.2.2 Generic Structure of Narrative Text

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[17] Study English," The Types of Narrative Text," http://studyenglish.blogspot.co.id/2013/the-types-of-narrative -text.html. (Access on February 09th2018).

The generic narrative text structure focuses on a series of proposed stages to build a story. In the narrative text the stage covers:

2.2.2.1 Orientation

Orientation It is about the opening of paragraph when and where character, setting, and story time are set. Usually answer which question? When? Where? The characters of the story are introduced. for example: once upon a time, there was a wolf lived in the forest.

2.2.2.2 Complication

Complication is telling the beginning of the problem that caused the crisis (climax). Complication usually involves the main character. It means that this is the main body of story in this part include an event the story. This part will build the tension and anticipation for the reader.

2.2.2.3 Resolution

The end of the story is the solution of the problem. It needed a resolution of the problem. Problems can be solved can be better or worse, happy or sad. Sometimes there are some complications to be solved. This adds and maintains interest and tension for its readers. [18]

In generic structure of narrative text orientation, complication, its composition can resolution converted the most important thing the parts above were still occurring. In writing of narrative is fluency to make a story must to understand parts of orientation, complication, resolution.

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[18] http://www,kuliahbahasainggris.com/narrative-text-pengertian-tujuan-jenis-generic-structure-dan-contoh. (accessed on December 18 2018)

2.3 The Concept of Slicing Pie Strategy

2.3.1. Definition Slicing Pie Strategy

Every educational activity has a strategy, namely considerations, with other activities, policies that need to be done, the best approach to the desired goals in the right and can be achieved. So does the educational planning activity require a strategy before planning is developed more operationally.[19]

Strategy has a sense of the outline of the bow to act in an effort to achieve the objectives that have been determined.[20] It means that strategy is the process of determining a plan that focuses on the goal to be achieved with a way or effort how to achieve that goal. .

Slicing pie a straightforward process for implementing a "dynamic", or "organic" equity split in an early-stage startup that ensures the fairest equity split possible. It is designed for bootstrapped startup and is used prior to cash flow breakeven or the first major funding event. Slicing pie as based on a simple principle. a person's % share of the rewards should always be equal to that person's % share of what's put at risk to attain those rewards. When a person contributes to a startup company and does not get paid for their contribution, they are putting their contribution at risk to attain those rewards. [21]

Charles stated "slicing the pie" is a writing strategy in which the teacher and students use a graphic organizer, called a pie chart, to help the students define their

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[19] Made Pidarta, *Perencanaan Pendidikan Partisipatory Dengan Pendekatan Sistem* , (Cet.3 ; Jakarta : PT Rineka Cipta, 2005), p. 64.

[20] Syaiful Bahri Djamarah s, *Strategi Belajar Mengajar,* (jakrta : PT Rineka Cipta, 1996), p. 5

[21] Mike Moyer, *Slicing Pie Handbook Perfect Equity For Startups* (Lake Shark Ventures, LLC , 2016), p 9-10

own writing tasks and develop as writers and learners in the process.[22] It is suitable with memory strategy in which learners associate new language information with familiar concepts, already in memory, using mnemonic devices. Placing new words into a meaningful written or spoken context, making outline and diagrams with key concepts.[23] It means that slicing the pie strategy is one of the direct strategies (memory strategy).

In most cases, this activity will be at a point in the unit after which have had a change to study the subject matter for a time. They will have had a change to study the subject matter for a time. They will have had an opportunity to read, talk, share, experiences. And connect their learning to their lives. Students; writing, thus, will emerge from and will support their learning. Making this practice especially useful to teachers who want to focus on contents-area learning, including learning in English/language arts.

The practice of this strategy is flexibility; it can be used in many ways and with students at all levels. It's a good strategy for teachers who seek to link the different subjects they teach- for example, helping students develop as writers and readers by focusing on a science-related subject. Although the strategy can be used to help students write in any genre personal narratives, memories, poems, short stories, etc, the

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[22] Charles Whitaker, *Slicing the Pie to Help Writers and Learners*. retrieved on January 14-2013 from http://www.leatner.org/workshops/writing35/pdf/s8_slicing_the_pie.pdf.p,1

[23] Ignacio M. Palacios Martinez. 1995. *A Study of the Learners Strategies Used by Secondary School and University Students of English in Spain,* p.183

examples and discussion that follow concentrate on informative or persuasive writing.[24]

JoAnn stated students start by choosing to write on a big topic: "Summer," "Friends," "My Family," Students may trying to write about famous topics: "My Life," "School," or "My Hobbies."[25] Naming the pie with an open question is a good way to stimulate students' thinking and engage them as writers. It also puts the students write in the role of inquirers and learners and provides a meaning full basis and powerful motivation for writing.

The subject of the pie will vary, of course, from teacher to teacher. Te main point to remember is that the subject should be broad enough to offer many different writing tasks, while still leading students to make connections with their learning and experience.

Once the subject matter of the pie has been determined, students are invited to discuss it among themselves. The teacher and students then collaborate in " slicing the pie" this means, of course, that lines are drawn through the circle, creating pie-shaped wedges that represent topic within the main subject of the pie that students could focus on in their writing.

2.3.1.1 Using Slicing Pie toward Writing Ability on Narrative Text

Slicing the pie is a writing in which the teacher and students use a graphic organizer, called a pie chart, to help the students define their own writing tasks and develop as writers and learners in the process.

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[24] Sitti Salmi " The Effect of Using Slicing Pie Strategy Toward Writing Ability on Narrative Paragraph of the Second Grade Stusents at SMPN 1 Kampar (Unpublisher Thesis: Education and Teacher Training Faculty, 2014),p.19

[25] JoAnn Portalupi, Raiph Fletcher., *Read Share Teach Facilitator's Guide.*(Stenhouse Publisher, 2002),p. 4

A pie chart is used to organized information. In consists of a circle divided into sections like slices of a pie. The circle represents the broad subject matter, while the sections represent categories or individual topics within the subject. The subject matter may be determined by the teacher or the students. Either way, the pie chart helps students make decisions about specific writing task and guides them in developing as writers. The pie chart can be printed on a handout, entered in a writer's notebook, drawn on the board.

Writing ability is the skills to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. In other words writing ability is the quality of being to write something, especially in narrative paragraph. So, this strategy appropriates to help students' writing ability on narrative text.

According to Charles, There are some benefits from slicing the pie strategy. First, the practice of slicing the pie is flexible. It can be used in many ways and with all level of students. Second, helping young writers recognize what they should write. Finally, helping students make decisions about a specific writing task and guiding them in developing as writers.

The indicators of using Slicing Pie strategy as follows:

a. The teacher ask the students to draw a large circle on the chart paper

b. The teacher explains to the students about material

c. The teacher introduces the activity to students

d. The teacher explain that students must choose a big topic

e. The teacher instructs the students to fill in each " slice " of the " pie" with ideas about the broader topic.

f. The teacher tells that students should choose a slice of the pie to describe further.

g. The teacher instructs the students to keep their pie chart in their writing folders when they are writing. [26]

2.4 Previous Research Finding

In construction this research proposal, the research was considering some previous finding to support the researcher's proposal, especially in writing.

Sitti Salmi concluded that in finding the Effect of Using Slicing the Pie Strategy toward Writing Ability on Narrative Paragraph of the Second Grade Students at SMAN 1 Kampar, from the result of data analysis, the writer found that the significant effect score shoswed 13.380. In level of significant of 5% the score was 2.02 in level of significant of 1% the score was 2.67 it can be read 2.01<13.380<2.68. it means that there is a significant Effect Slicing the Pie Strategy toward Writing Ability on Narrative Paragraph of the Second Grade Students at SMAN 1 Kampar.[27]

Sri Rahayu concluded that the design in this research was pre-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test. It aimed to know whether the corrective feedback type especially oral metalinguistic feedback can improve the student's writing skills in narrative text. The result in this research was indicated that there was improvement of the students' skills in writing narrative text.[28]

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[26] Patricia L. Ball, *Elementary Grades Narrative Writing Guide,* (Milwaukee: Public School, 1999), p. 55

[27] Sitti Salmi " The Effect of Using Slicing the Pie Strategy Toward Writing Ability On Narrative Paragraph of the Second Grade Students At SMAN 1 Kampar (Unpublished Thesis: Education and Teacher Training Faculty , 2014),p. 55

[28] Sri Rahayu " The Impact of Corrective Feedback Type of Students' Writing Skills in Narrative Text at The Second Grade of Mts DDI Lil-Banat (Unpublished Skripsi: English Departemen,2017),p.x.

Rismala Sri Hariaty the research found that the rate percentage of students' writing score totally is 91,4 % in poor classification, there are 8,6 % students in good classification, there is no students in good even in excellent cla ssification. It means that the ability of the tenth grade students in SMAN SIDRAP by seeing 5 components in writing scoring rubric still needs more improvement. [29]

The connection of this research with the research above is same as researching on writing narrative text but still different objects to be examined, and also the strategies used are different and some are the same. In Sitti Salmiah research use the same strategy but distinguishes it using narrative paragraph and I use narrative text. The other researcher also we same researcher about writing narrative but difference topic. In her researcher Rismala Sri Hariaty research about writing narrative summary and Sri Rahayu in her research about Corrective Feedback type of writing skills in narrative text.

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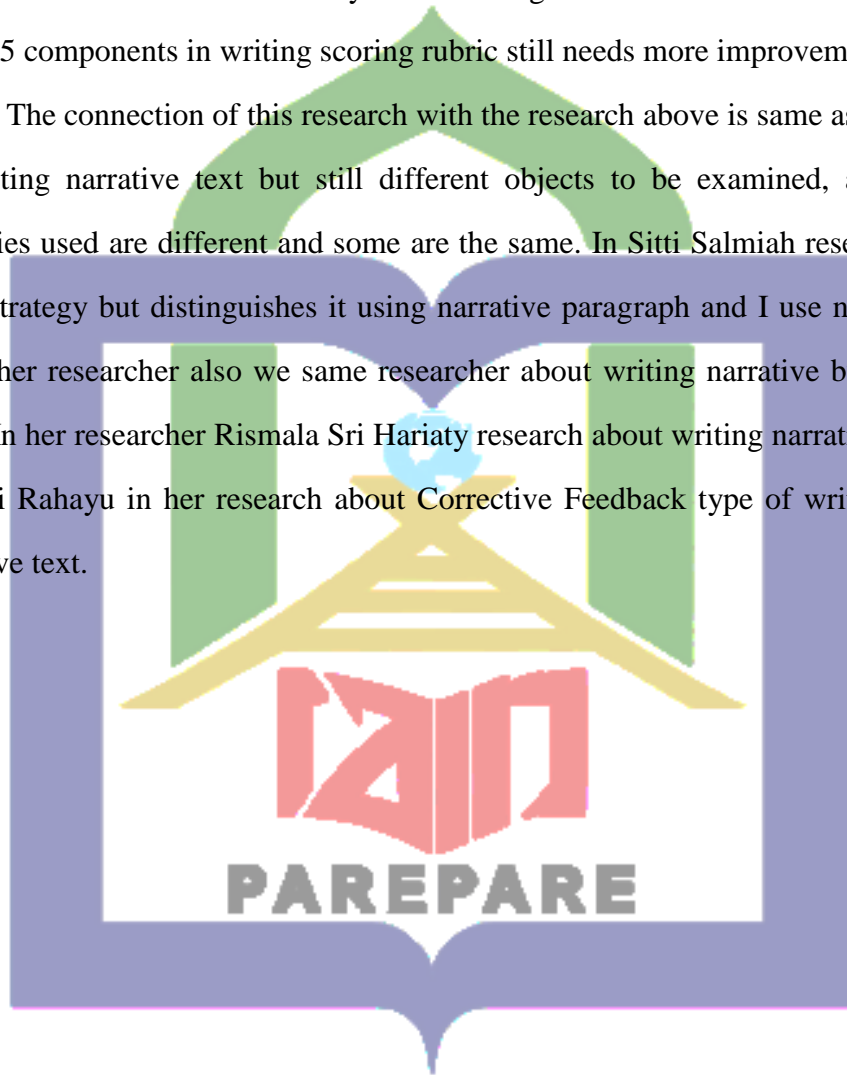
[29] Rismala Sri Hariaty," An analysis students' ability in writing summary of narrative text at the tenth grade of SMA Negeri 5 Sidrap," (Unpublished Skripsi: English Departemen,2018),p.55

2.5   Conceptual Framework

Following is the conceptual framework which is underlying this research

```
┌─────────────────────────────────────┐
│         ENGLISH TEACHING             │
└─────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────┐
│         Teaching Writing             │
└─────────────────────────────────────┘
```

Input	Process	Output

| Writing Material | Procedures for teaching slicing pie

1. Draw a large circle
2. Explain the material
3. Introduce the activity
4. Choose a big topic
5. Fill in each slice of the pie
6. Choose a slice of pie | The students writing achievement |
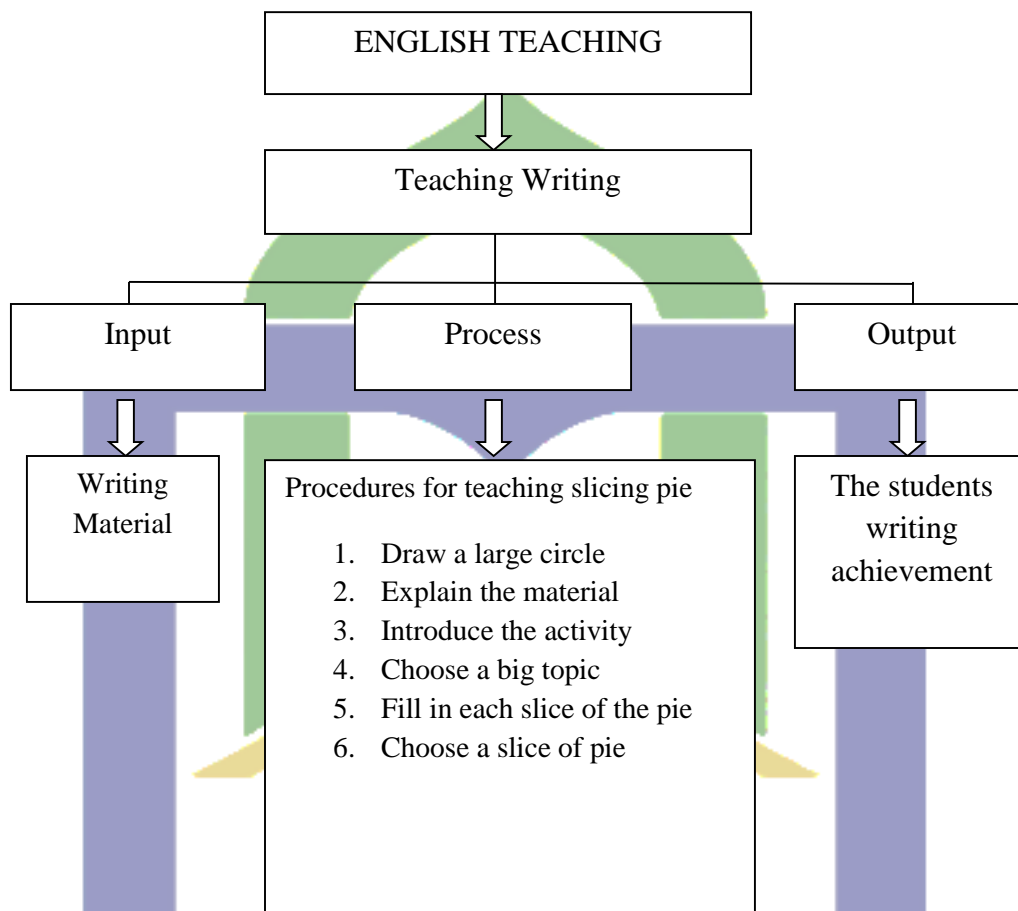
There are three components are explained in the following:

1. Input refers to the material that is applied.

2. Process refers to the teaching and learning writing narrative text by using slicing the pie.

3. Output refers to the students' achievement on writing mastery.

2.6 Hypothesis

Formulation of research hypothesis

2.6.1 Ha (Alternative Hypothesis): there is significant implementation of slicing pie strategy in improving writing ability on narrative text of the eighth grade students of SMP Al-Badar DDI Bilalang Parepare.

2.6.2 H0 (Null Hypothesis) There is no significant implementation of slicing pie strategy in improving writing ability on narrative text of the eighth grade students of SMP Al-Badar DDI Bilalang Parepare.

2.7 Variable and Operational Definition

2.7.1 Variable

There are two variable involve this research, dependent variable and independent variable, which are independent variable is slicing pie and dependent variable is the students' writing skill in narrative text.

2.7.2 Operational Definition of Variable

2.7.2.1 Slicing pie is a strategy that can be used the research in correction the students' errors in writing narrative text. it is able to improve the students' writing.

2.7.2.2 The students' writing skills in narrative text achievement are the result and the successfulness as well as progress of students' writing in narrative text a The Eight Grade Students of SMP Al-Badar DDI Bilalang Parepare.

CHAPTER III
RESEARCH METHOD

3.1 The Research Design

In conducting the research, the researcher used pre-experimental with pre-test and post-test design. The students would be given pre-test, treatment and post-test. It purposed to know whether using the Slicing Pie can improve the student's writing in narrative text. The following is the formula:

O1	X	O2
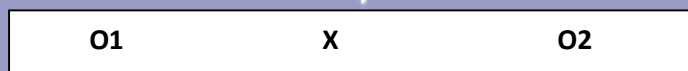
Where:

O1:= Pre-test

X = Treatment

O2 = Post-test

3.2 Location and Duration Of the Research

The location of the research took a place at SMP Al-Badar DDI Bilalang Parepare and the researcher used more than one month for collecting the data.

3.3 The Population and Sample of The Research

3.3.1 Population

The population of this research was all students of SMP Al-Badar DDI Bilalang Parepare. Consists of VII, VIII, and IX. The total of population are 51 students.

Table 3.1 the total students of SMP AL- Badar DDI Bilalang Parepare

No.	Class	Number of students
1.	VIII	22
	Total of students	22 students

3.3.2 Sample

The sample took by total sampling. The researcher took class VIII which consist of 22 students as the sample of this research.

3.4 The Instrument and Process of Collecting Data

3.4.1 The Instrument

The collect of the data, the researcher used a writing test in narrative text as the instrument. The writing test applied for pre-test and post-test. The pre-test intended to know the students' prior of writing in narrative text before giving the treatment. While the post-test will intend to know the students' writing after giving the treatment.

3.4.2 Procedure of Collecting Data

The procedures of collecting data as follows:

3.4.2.1 Pre-test

Before researcher giving a treatment, the researcher gave the students writing test about narrative text. After giving pre-test the researcher gave the students treatment.

3.4.2.2 Treatment

After giving a pre-test, the researcher gave treatment to the students in the class. The treatment was conducted for sixth times meeting. For every meeting the students were giving different topics.

First meeting

1. The researcher gave greeting to the students to open the class.

2. The researcher gave motivation to the students.

3. The students pay attention to the material presented by researcher.

4. The researcher ask the students to draw a large circle

5. The researcher explain material about narrative text in title Snow White

6. The researcher introduces the activity to students

7. The researcher instructs the students to fill in each slice of the pie to describe

8. The researcher close the meeting.

Second Meeting

1. The researcher gave greeting to the students to open the class.

2. The researcher gave motivation to the students.

3. The students pay attention to the material presented by researcher.

4. The researcher ask the students to draw a large circle

5. The researcher explain material about narrative text in title Pinocchio

6. The researcher introduces the activity to students

7. The researcher instructs the students to fill in each slice of the pie to describe

8. The researcher close the meeting.

Third meeting

1. The researcher gave greeting to the students to open the class.

2. The researcher gave motivation to the students.

3. The students pay attention to the material presented by researcher.

4. The researcher ask the students to draw a large circle

5. The researcher explain material about narrative text in title Sangkuriang

6. The researcher introduces the activity to students

7. The researcher instructs the students to fill in each slice of the pie to describe

8. The researcher close the meeting.

Fourth meeting

1. The researcher gave greeting to the students to open the class.

2. The researcher gave motivation to the students.

3. The students pay attention to the material presented by researcher.

4. The researcher ask the students to draw a large circle

5. The researcher explain material about narrative text in title The Mouse Deer and

The Turtle

6. The researcher introduces the activity to students

7. The researcher instructs the students to fill in each slice of the pie to describe

8. The researcher close the meeting.

Fifth meeting

1. The researcher gave greeting to the students to open the class.

2. The researcher gave motivation to the students.

3. The students pay attention to the material presented by researcher.

4. The researcher ask the students to draw a large circle

5. The researcher explain material about narrative text in title Bawang Merah Bawang

Putih

6. The researcher introduces the activity to students

7. The researcher instructs the students to fill in each slice of the pie to describe

8. The researcher close the meeting.

Sixth meeting

1. The researcher gave greeting to the students to open the class.

2. The researcher gave motivation to the students.

3. The students pay attention to the material presented by researcher.

4. The researcher ask the students to draw a large circle

5. The researcher explain material about narrative text in title Timun Mas

6. The researcher introduces the activity to students

7. The researcher instructs the students to fill in each slice of the pie to describe

8. The researcher close the meeting.

After giving the treatment, the researcher gave the students post-test to find the result of the treatment to measure students, writing through slicing pie strategy, the researcher gave test writing.

3.5 Technique of Data Analysis

The data would be collected through the test that have been analyzed by using quantitative analysis employed statically calculation to test the hypothesis. The steps were as follow:

3.5.1 Classifying the students' scores

Table 3.2: the classification of students' score[1]

No	Aspects	Criteria	Score
1.	Content	• Relevant to topic • Mostly relevant to topic but lacks detail • Inadequate development of topic • Not relevant to topic	4 3 2

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[1] Dzaky Mubarak Fasya, *"Improving the Grade VIII Students Writing Skills of Narrative Text Thorough Distogloss at SMPN 1 Mungkid, MAgelang"* (Published Thesis; English Education Departement: Yogyakarta,2015), p.135

No.				Score
				1
2.	Organization	• Ideas clearly stated and supported, well organized (generic structure), cohesive		4
		• Loosely organized but main ideas stand out, not well organized (generic structure).		3
		• Ideas confused or even no main ideas, bad organization (generic structure)		2
		• Does not communicate, no organization		1
3	Language Use	• Few errors of agreement, tense, number, word order, articles, pronouns of prepositions.		4
		• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.		3
		• Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition.		2
		• Dominated by errors		1
4	Mechanics	• Few errors of spelling, punctuation, capitalization and paragraphing.		4
		• Occasional errors of spelling, punctuation, capitalization, and paragraphing.		3
		• Frequent errors of spelling, punctuation, capitalization and paragraphing.		2
		• Dominated by errors.		1

3.5.2 classification of students' score into five levels:

Table 3.3: classification students' score

No.	Classification	Score

1.	Very Good	80- 100
2.	Good	66- 79
3.	Fair	56- 65
4.	Poor	40- 55
5.	Very poor	$\leq$39

Based On Suharsimi Arikunto's statement that the students' who get 80- 1-00 scores, they will be in very good position, the students who get 66- 79 scores, they will be in good position, the students who get 56- 65 scores, they will be in fair position, while the students who get 40- 55 scores, they will be in poor position and the student will be in very poor position if they got $\leq$ 39 scores. [2] The total score is 100 that have been gotten from total score of content is 30 total scores, the organization is 20 total scores, the vocabulary is 20 total scores, the language use is 25 total scores and the mechanics of writing of pre-test and post-test.

3.5.3. Scoring the students' writing of pre-test and post-test.

$$Score = \frac{Students'\, correct\, answer}{the\, total\, items} \, x\, 100$$

1. Calculating the rate percentage of the students' score by using the following formula :

$$x = \frac{F}{N} \times 100\,\%$$

Where:

P = percentage

[2] Suharsimin Arikunto, *Dasar-dasr Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), P. 254

F= frequency

N= total of number of sample

2. Finding out the mean score by using the following formula :

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

Where:

X = Mean Score[58]

Σ X = Total Score

N = The total number of students[3]

3. Find out standard deviation by using the following formula :

$$SD = \frac{\sqrt{\sum x^2 - (\sum x)^2}}{N - 1}$$

Where:

SD = Standard deviation

$\sum x^2$ = The sum of score

$(\sum x^2)$ = The square of the sum of score

N = The total number of subject

4. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula :

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

T = test of significance

[3] Sugiono, *Statistika unt uk Penelitian* (Bandung: CV Alfabeta, 2002), p. 49.

D = the mean score of difference (X1 – X2)

ΣD= the sum of the total score

ΣD2= the square of the sum score of difference

N= the total sample. [4]

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[4] L.R. Gay. *Educational Researcher: Competencies for Analysis and Application Second Edition* (Columbus: Charles E Merril Publishing, 1981), p.355

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected through test that can be discussed in the part below.

4.1 Findings

The findings of this research deal with the classification of the students' pre-test and post-test. To find out the question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' writing skill, while post-test was given after treatment. The result of the post-test of this research can answer the question of this research that aims to find out through teaching writing narrative text by using slicing pie at eighth grade students of SMP Al-Badar DDI Bilalang Parepare

4.1.1. Students writing skill at SMP Al-Badar DDI Bilalang Parepare

This part covers the result of data analysis about students' writing skill at SMP Al-Badar DDI Bilalang Parepare.

4.1.1.1 The Students' Score in pre-test t

The pre-test had done before giving the treatment. It was conducted on Sunday, October 24th,2018, the students were given a pre-test, the researcher found out the result of students' writing skill in pre-test based on writing test, which were resulted in the information as shown in the following table:

Table 4.1: The percentage scores of writing in pre-test

No	Respondent	Pre-test
1.	ABDUL RISAL	30
2.	ALUN RIZKI	30
3.	ANDI MUH. HABIBI MAJDID	30
4.	ANUGRAH ANWAR	30
5.	BAGAS SEPTIADI	30
6.	EKA SANTIWI	30
7.	EVEI	30
8.	FADIL ROIHAN. R	30
9.	FITRIANI	30
10.	KARMAN	30
11.	KURNIA SALEHA	30
12.	MUH. FAJAR SIDDIQ	30
13.	MUH. IDRUS	40
14.	MUH. YUNUS	40
15.	MUHAMMAD ALI AKSA	40

16.	MUHAMMAD HIDAYAT RAMADHAN	40
17.	MUHAMMAD ISYA YUSRIL	30
18	MUHAMMAD MA'ARIF	30
19.	RENO RUDI	30
20.	FAHRIL HUSAIN	30
21.	WAHYU MUZAQIR	30
22.	HAMZAH	30

After knowing the students' score in pre-test based on writing skill, the following table are students' score to find out the mean score:

Table 4.2 the students' score in pre-test

No	Respondent	Pre-test of student's			Classification
		Max score	Score(X)	X^2	
1.	ABDUL RISAL	100	30	0	Very Poor
2.	ALUN RIZKI	100	30	10	Very poor
3.	ANDI MUH. HABIBI MAJDID	100	30	10	Very Poor
4.	ANUGRAH ANWAR	100	30	10	Very Poor

5.	BAGAS SEPTIADI	100	30	10	Very Poor
6.	EKA SANTIWI	100	30	10	Very Poor
7.	EVEI	100	30	0	Very Poor
8.	FADIL ROIHAN. R	100	30	0	Very Poor
9.	FITRIANI	100	30	20	Very Poor
10.	KARMAN	100	30	30	Very Poor
11.	KURNIA SALEHA	100	30	30	Very Poor
12.	MUH. FAJAR SIDDIQ	100	30	40	Poor
13.	MUH. IDRUS	100	40	30	Very Poor
14.	MUH. YUNUS	100	40	30	Very Poor
15.	MUHAMMAD ALI AKSA	100	40	30	Very Poor
16.	MUHAMMAD HIDAYAT R.	100	40	30	Very Poor
17.	MUHAMMAD ISYA	100	30	50	Poor
18	MUHAMMAD MA'ARIF	100	30	50	Poor
19.	RENO RUDI	100	30	50	Poor
20.	FAHRIL HUSAIN	100	30	50	Poor

21.	WAHYU MUZAKIR	100	30	60	Fair
22.	HAMZAH	100	30	60	Fair

The table above showed that the result of students' writing skill score before applying the Slicing Pie Strategy. Most students got poor and very poor score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of the table 4.2.

4.1.1.2 The Implementation of Slicing Pie Strategy to Improve Students Writing.

Before giving the treatment there was pre-test. In pre-test, the researcher introduced herself and gave explanation about the purpose of the research to make students understood what the researcher's aims to do this research. After that, the researcher gave a text based on the topic that have been to gave to them. Then, the students write story the text what they know in the story was given by the researcher to know the students' skill in writing. As the result, the students' writing skill were in very low category of writing.

In the first meeting on Monday, October 25th, 2018, the researcher started the class by greeting. The students responded well and gave their smile and showed their spirit which meant they were willing to learn. Next the researcher explained the procedure of slicing pie strategy. The researcher helped students to know vocabularies all of the story that they would use in the writing. After that, the researcher distributed the material. The given material the topics for this meeting was "Snow White". The researcher also tell to students to used dictionary to facilitate the students in asking and responding the question relating the material.

All students were still difficult to apply this strategy because they have not prepared themselves yet. There are some students still need guide on what to do and are still confused but the researcher gave more explanation to students using this strategy to complete the text.

On Thursday, November 29th, 2018, was the second meeting, here the researcher did the same activity with the first meeting but with the different topic. The topic was "Pinocchio". In this meeting, there was an improvement in students' writing for fill in the word slicing pie. The process of slicing pie strategy was running well because the students had prepared themselves and dominate procedure of strategy before explained. The researcher did not need to guide the students all the time because they had understood procedure the strategy .However, several of   students were not engaged fully in the process because they were still shy to tell if they not yet understood to applying this strategy.

The third meeting On Monday, November 1st, 2018, same as previous meeting the researcher gave a topic in this meeting was about "Sangkuriag". Some students do not understood the slicing pie strategy because given the title is different and students who already understood explain back to their friends. After that, the researcher let students make the concept of the word of slice the pie with their own understanding to describe the story. Firstly. Some students are not sure about the text that has been described but after that completing one by one the slice of pie they finish it well. In this meeting, almost of student were active because they began to express their idea based on topics. If students don't know to describe the word in the slice of pie, they will ask to help their friends or ask the researcher.

On Thursday, November 5th, 2018, was the fourth meeting. The researcher gave the topic about "The Mouse Deer and The Turtle" the researcher divided class into some groups. In this meeting, students fill easy because the topic was really familiar until them can describe more about the story. The researcher did not allow the students to be silent in group to get their idea. At first some of the students were not sure to express their idea but after they shared in story, they felt enjoy and finished the story slicing pie well.

The students' comprehension had better progress in this meeting. Their comprehension towards the topic improved because they had used to do certain topic with their friends. In this meeting all the students engaged fully in the learning process. They describe the topic by using their idea who stated the story. On describe topic that were getting better as well because at first they could only express one slice but in this meeting they could make two-three a slice of the pie.

The fifth meeting, On Monday, November 8th, 2018, the students were divided into four groups. Each group consisted of five-six students. Same as the previous meeting, the researcher gave a topic and the topic in this meeting was about "Bawang Merah" each students have one slice to describe the text with their own way.

The students writing skill was getting better than the previous especially about their fluency. The students understood the procedure very well, after describe text with clear story each group will start writing stories on the board to express their idea. The students did not think to be shy to come from writing because they enjoyed the atmosphere in the group so they could express their story and fluently. When one of them expressed their idea of slicing pie another students will prepare their self to

continue the next story. Therefore, we had limited time in the class so each group could not writing their stories just some students present in front of class.

On Friday, November 9th, 2018 was the sixth meeting. The researcher gave the topic about "Timun Mas". In this meeting, the researcher do not again devided class into group because always practice used this strategy and then the topic of Timun was really familiar so they could describe many things about story but the class was still controlled.

The slicing pie process was running very well as the researcher hoped. There were so many improvement in this last treatment. The improvement was seen in all aspects of writing. The students writing increased as the topic about text which was very familiar so they could express their idea. Next, their skill also improved as the previous meeting they could only express one slice but this meeting they could express three until four slice. In this meeting all students can express their idea toward the topic because they have prepared themselves well.

The researcher was so happy about it and she was proud the students improvement in writing at that time. All of the students engaged fully in the process of slicing pie strategy. Several of them were so active than before. They always want to write and express their idea because they fell so fun and enjoy to describe a familiar topic in the class. Then the process learning was running smoothly without any obstacle.

In the last, the researcher gave post-test still on Thursday 12th November 2018. In this meeting the researcher gave a test with the topic "Cinderella" then, the students write their idea with their own words. Most of the students could write more than one paragraph. It aimed to know the students' writing skill after doing the treatment. The

researcher took the test of the students to make easier gave a score of writing aspects because the researcher had to focus on five aspects.

4.1.1.3 The students' score in post-test

Table 4.3: The percentage scores of writing in post-test

No	Respondent	Post-test
1.	ABDUL RISAL	30
2.	ALUN RIZKI	40
3.	ANDI MUH. HABIBI MAJDID	40
4.	ANUGRAH ANWAR	40
5.	BAGAS SEPTIADI	40
6.	EKA SANTIWI	40
7.	EVEI	70
8.	FADIL ROIHAN. R	70
9.	FITRIANI	50
10.	KARMAN	50
11.	KURNIA SALEHA	60
12.	MUH. FAJAR SIDDIQ	70

13.	MUH. IDRUS	70
14.	MUH. YUNUS	70
15.	MUHAMMAD ALI AKSA	70
16.	MUHAMMAD HIDAYAT RAMADHAN	70
17.	MUHAMMAD ISYA YUSRIL	80
18	MUHAMMAD MA'ARIF	80
19.	RENO RUDI	80
20.	FAHRIL HUSAIN	90
21.	WAHYU MUZAQIR	80
22.	HAMZAH	90

Table 4.3 is students' score in post-test based on writing skill, test the following table are students' score to find out the mean score and standard deviation.

Table 4.4 the students' score in post-test

No	Respondent	Post-test of student's			
		Max score	Score(X)	X^2	Classification
1.	ABDUL RISAL	100	30	0	Very Poor

2.	ALUN RIZKI	100	40	100	poor
3.	ANDI MUH. HABIBI MAJDID	100	40	100	Poor
4.	ANUGRAH ANWAR	100	40	100	Poor
5.	BAGAS SEPTIADI	100	40	100	Poor
6.	EKA SANTIWI	100	40	100	Poor
7.	EVEI	100	70	1600	Good
8.	FADIL ROIHAN. R	100	70	1600	Good
9.	FITRIANI	100	50	400	Poor
10.	KARMAN	100	50	400	Poor
11.	KURNIA SALEHA	100	60	900	Fair
12.	MUH. FAJAR SIDDIQ	100	70	1600	Good
13.	MUH. IDRUS	100	70	1600	Good
14.	MUH. YUNUS	100	70	1600	Good
15.	MUHAMMAD ALI AKSA	100	70	1600	Good
16.	MUHAMMAD HIDAYAT R.	100	70	1600	Good
17.	MUHAMMAD ISYA	100	80	2500	Very Good

18	MUHAMMAD MA'ARIF	100	80	2500	Very Good
19.	RENO RUDI	100	80	2500	Very Good
20.	FAHRIL HUSAIN	100	90	3600	Very Good
21.	WAHYU MUZAKIR	100	80	2500	Very Good
22.	HAMZAH	100	90	3600	Very Good

The table above showed that the result of students' writing skill score after applying the Slicing Pie Strategy. Most students' score get improvement into good to very good score. The following are the process of calculation to find out the mean score and the standard deviation.

Table 4.5: The percentage scores of writing ability in pre-test

Classification	Score	Predicate	pre test	
			F	%
very good	80-100	A		
Good	66-79	B		
Fair	56-65	C		
Poor	40-55	D	4	18.18
very poor	< 39	E	18	81.82
Total			22	100.00

Table 4.5 shows that students in the pre-test. The pre-test score shows that there is no students got classification very good with score 80-100, good with score 66-79, fair with score 56-65. In the classification poor there are 4 students (18,18%) out of 22

students is in a poor classification , and 18 (81,82%) out of 22 students are in very poor classification.

Table 4.6: The percentage scores of writing ability in post-test

classification	score	predicate	Post-test	
			f	%
very good	80-100	A	6	27.27
Good	66-79	B	7	31.82
fair	56-65	C	1	4.55
Poor	40-55	D	7	31.82
very poor	< 39	E	1	4.55
total			22	100.00

Table 4.6 After giving the treatment shows that most the students score of in post-test are in good categories after giving treatment through slicing pie strategy 6 (27,27%) out of 22 students is in very good classification, and 1 (4,55%) out of 22 students is in very poor classification.

This could be the evidence that the strategy which the researcher applied in learning process has worked successfully on the students in class. It based on data presented on the table 4.1 and 4.2 shows there are significant different between the students score in pre-test, where students score in post test is high than the students score in pre-test.

4.1.1.3 The Mean Score and Standard Deviation

The result of the students' pre-test and post-test, after calculating the mean score and standard deviation are presented in the following table:

The mean score and Standard Deviation of Pre-test.

Table 4.7. The Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean score	Standard deviation
pre-test	31.82	3.95
post-test	59.55	20.35

The Table 4.7 shows that the mean score obtain by the students score in post-test higher than pre-test. It indicates that after getting treatment for four times through Slicing pie Strategy the students writing. Furthermore, the Mean Score in the pre-test is 31,82 and after getting the treatment through slicing pie Strategy the Mean Score in the post-test reduces to 59,55.

After find out the mean score and standard deviation of the variable, the writer would tabulate result in the formula below:

$$D = \frac{\sum D}{N}$$

$$= \frac{610}{22}$$

$$= 27{,}73$$

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{27{,}73}{\sqrt{\dfrac{25100 - \dfrac{(610)^2}{22}}{22(22-1)}}}$$

$$= \frac{27{,}73}{\sqrt{\dfrac{25100 - 372100}{22}}}$$
$$22(22 - 1)$$

$$= \frac{27{,}73}{\sqrt{8186{,}36}}$$

$$462$$

$$= \frac{27{,}73}{\sqrt{17{,}72}}$$

$$= \frac{27{,}73}{4{,}21}$$

$$t = 6{,}59$$

Thus the t-test value is 6,59 and it would compare with t-table which two tailed test (-2 tailed) with significance 5% where the researcher compared the result of students writing between pre-test and post test of teaching writing narrative text by using slicing pie strategy at eighth grade students at SMP Al-Badar DDI Parepare.

4.1.1.3 Hypothesis Testing

For hypothesis testing about population parameters using information from samples to determine whether the hypothesis can be accepted or rejected, to know that we find out the degree of freedom (df) the researcher used the following formula:

Df = N-1

= 22-1

= 21

Df with significance (0,05) = 1,721

For the level significant (p) 5% and df = 21, and the value of the table is 1,721, while the value of the t-test is 6,59. It means that the t-test value is higher than t-table (6,59 > 1,721). Thus, it can be concluded that the students' writing through slicing pie strategy are significantly better after getting the treatment. So, based on the result above (H$_a$) or alternative hypothesis is accepted and (H$_o$) or null hypothesis is rejected.

Table 4.8 the test of significance

Variable	T-test	T-table value
Post-test – Post-test	6,59	1,721

The data above showed that the value of the t-test was higher 6.59 than the t-table value 1,721. It indicated that there was a significant difference between the result students' post-test.

4.1 Discussion

4.1.1 The Improvement of Students' writing ability by using Slicing Pie Strategy.

To know the Improvement of students writing by using slicing pie strategy, the researcher calculated the mean score students' writing was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 31,87 and the mean score of post-test was 59,55 after treatment. It means that the slicing pie strategy is able to improve writing skills.

After conducting the research, the researcher found that the students excited with the implementation of slicing pie strategy as strategy to be used in the class. So they followed the teaching and learning process enthusiastically.

According to Charles in previous chapter that slicing pie is a writing strategy in which the teacher and students use a graphic organize, called a pie chart, to help the students define their own writing tasks and develop as writers and learners in the process. [1]Thus, slicing pie strategy in the process would not be very difficult for the students because they could share one another in a group.

But the problem the students still difficulty to express their idea in English because they have limited vocabularies to write and don't know what they want to write in English and this the first time the students learn writing narrative text. But this not problems to students in practice strategy that is given by the researcher.

Based on the statement of the researcher in previous chapter. It said that most of students have some problems in expressing their idea. It is proved by the mean score of students in pre-test which was very poor but there are some factors the are improve the students in their writing skills after got treatment using slicing pie strategy.

According to Sitti Salmiah in previous chapter she states that slicing pie strategy has overall factors influencing students writing ability on narrative paragraph. Firstly, IQ in writing is an important factor that influences the success of writing. The people who have low IQ have higher difficulties then people who have high IQ in writing. It is proved by the students writing in pre-test, they still have low score in writing but

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[1] Charles Whitaker, *Slicing the Pie to Help Writers and Learners.* retrieved on January 14 2013 From http://www.leatner.org/workshops/writing35/pdf/s8_slicing_the_pie.pdf.p.1

after playing this strategy. The students would think the title and make mind mapping toward writing.

Secondly, learning environment also has an important role in success of writing. Actually, writing should have many practices.[2] It is proved by the learning environment in the class that the researcher ask the students in every meeting to practice writing one topic of narrative text.

According to Charles in previous chapter he states that the slicing pie helping young writers recognize what they should write. Finally helping students make decisions about a specific writing task and guiding them in developing environment where learners cannot write on their process.

Many people think writing in English is still very difficult for students in junior high school. Therefore, the researcher used this strategy at the secondary school level because according to Charles earlier this strategy helped students process where students could not write what they knew for them to write and in the end students could make a decision that could be developed. Then, the researcher guided students using the slicing pie strategy this is to help students. Where students can write what they want to write in their learning process.

After implementing slicing pie strategy in the class. Students get enough practice at the first until third meeting. And in the fourth until fifth meeting in groups students share their experiences and background knowledge in their own groups. Each students has certain experience and background knowledge to share with other students they do it in groups to have complete ideas about the text. The second part of the

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[2] Sitti Salmi " The Effect of Using Slicing the Pie Strategy Toward Writing Ability On Narrative Paragraph of the Second Grade Students at SMAN 1 Kampar (Unpublished Thesis: Education and Teacher Training Faculty, 2014),p.16

students fill slice pie very easily usually students can only fill the slice pie with one word as in the story in the first meeting with the title was "Maling Kundang" story. The students can only fill the slice pie with the word maling kundang. But after that, the students have been able to fill the slice pie with more than one word like maling kundang is a child who is a rebellious child who does not recognize his mother. The last part is that students integrate information from text with the experience of developing an understanding of the text. Such as whether students have read the text before or have read the text before or have watched the story on television.

The data of the students in the table 4.2 showed that there are changed of Students scores after did treatment. All the research sample of the research, 6 students got very good score, 7 students got good score, it means that the researcher can draw conclusion that the implementation of slicing pie strategy is able to improve writing skill at the eighth grade students of Smp Al-Badar DDI Bilalang Parepare.
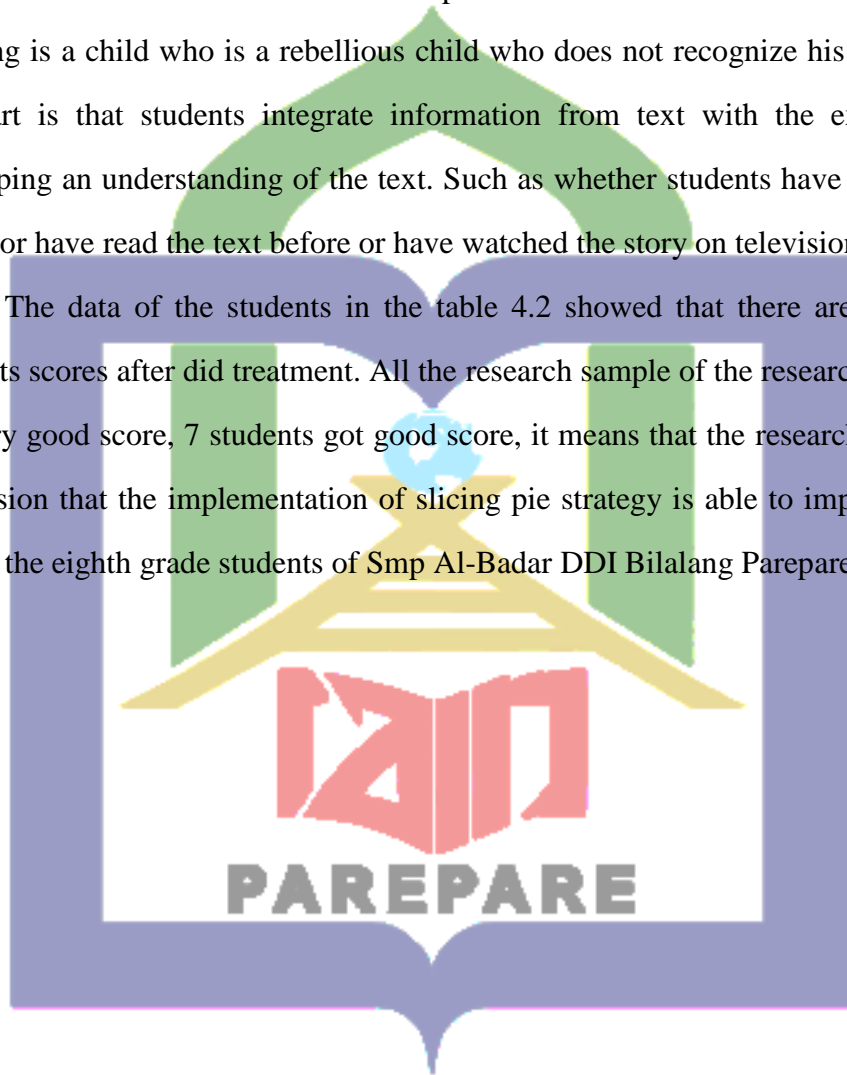
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about teaching writing narrative text by using slicing pie strategy.

5.1 Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter.

For the research problem, slicing pie improved students writing skill at eighth grade students of SMP Al-badar DDI Parepare. T-test result in which the value of t-test was 6,59 It was greater than t-table was 1,721 at the level significance 0,05 and degree of freedom (df) was 21.

5.2 Suggestions

Based on the research, the researcher gives some suggestions as follow:

5.2.1 In teaching writing , the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored in class.

5.2.2 The teacher should be active in giving the feedback to involve the students in teaching learning process.

5.2.3 The students should be more active and not afraid of making mistakes during teaching learning process.

5.2.4 The students should practice and measure their writing in English, discussing with their friends if they have difficulty and enjoy the class.

5.2.5 Slicing pie strategy can be applied in English teaching learning process, particularly the attempt of improving the students' writing.

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APPENDIXES

APPENDIX 1 (LESSON PLAN)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMP Al-Badar DDI Bilalang Parepare

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII

Materi Pokok   : NarrativeText

Pertemuan   : pertama

Alokasi Waktu   : 2x 45 Menit

A. Kompetensi Dasar

1. Menghargai dan menghayati agama yang dianutnya

2. Menghargai dan menghayati prilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengelolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.2 Menggunakan makna dan langkah retorika dalam essai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar untuk berinteraksi dengan lingkungan sekitar berbentuk narrative	1.2.1 Menulis teks pendek dan sederhana dalam bentuk narrative berdasarkan tema cerita yang diberikan dengan langkah retorika yang benar

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Meningkatkan writing siswa dengan strategy yang digunakan
- Memahami teks berbentuk narrative
- Menulis teks berbentuk narrative dengan menggunakan slicing pie strategy.

D. Materi Pembelajaran

- Text berjudul Snow White

E. Media/ Alat dan Bahan : Laptop, LCD

F. Sumber Belajar : Buku Bahasa Inggris dan Internet

G. Strategy : Slicing Pie

H. Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran	Waktu
Kegaiatan Awal	• Melalukan pembukaan dengan Salam pembuka, memanjatkan syukur kepada Tuhan Yang Maha Esa. • Ketua kelas menyiapkan temannya dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin dan memotivasi siswa. • Memberitahukan tujuan pembelajaran atau indicator yang akan dicapai. • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.	10 menit

Kegiatan Inti	• Pendidik menjelaskan materi yang akan diberikan mengenai writing dan narrative text. • Pendidik memberi kesempatan pada peserta didik menanyakan materi yang kurang dipahami.	65 menit
Kegiatan Penutup	• Pendidik mengevaluasi peserta didik tentang materi yang diajarkan • Pendidik member kesimpulan kepada peserta didik untuk bertanya tentang materi yang telah dipelajari. • Pendidik menutup pelajaran dan member salam.	15 menit

I. Sumber belajar/ Bahan/ Alat

Sumber   : Buku teks yang relevan dan internet.

Alat   : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

THE MATERIAL OF THE TREATMENT

"SNOW WHITE"

Once upon a time in a great castle, there was a beautiful princess. She was very pretty, with blue eyes and long black hair. Her skin was delicate and white, and so she was called Snow White. Snow White had a step mother who was always jealous of Snow White's beauty. Her step mother too was very beautiful, and the magic mirror told her this every day, whenever she asked it.

One day, the step mother asked the magic mirror who the loveliest lady in the land was and the magic mirror answered Snow White was the loveliest in the land. The step mother was very mad. Then he asked her trusty servants to take Snow White into the forest, far away from the Castle and killed her. But the servant didn't kill Snow White, He led the innocent little girl away.In the forest, little Snow White was alone and scared. She didn't know where she should go. But suddenly she saw a small strange cottage. She wondered who lived there, then she entered the cottage.

Inside the cottage, there was 7 beds and a kitchen. Snow White was to tired to explore the cottage, and suddenly fallen a sleep. In the afternoon, the seven dwarfs who lived in the cottage, came home. They surprised to see there was a young lady there. One dwarf woke her up and asked who was she. Snow White told them her sad story. The seven dwarfs understood the feeling of Snow White and asked her to live with them in the cottage.

Meanwhile in the castle, the servant came back and told to the step mother that Snow White was killed. Then the step mother asked the magic mirror once again who the loveliest in the land was and still the magic mirror answered the Snow White who

lived in the small cottage with seven dwarfs was the loveliest one in the land. So the step mother was angry and she planed something bad to Snow White.

Then the step mother disguising herself as an old women who sold a basket of poisoned apples and went to the cottage. In the cottage, the seven dwarfs warned Snow White to not open the door to the stranger.The step mother finally arrived to the cottage and began to offer Snow White an apple. Snow White refused to open the door but the step mother kept persuade and finally Snow White opened the door and brought an apple then he ate it. So Snow White fallen down with the poisoned apple beside her.

In the afternoon, when the seven dwarfs came home, they were surprised with Snow White who laid down on the floor with pale face and a poisoned apple beside her. The seven dwarfs were sad seeing the Snow White was dying but not die yet. Then the seven dwarfs decided to make a beautiful bed made from a crystal coffin to make Snow White keep alive.Day by day, the seven dwarfs waited for the miracle came when Snow White suddenly woke up. Then one day, there was a wanderer who actually a prince from far away kingdom saw a beautiful lady was laid down on crystal bed. The wanderer asked the dwarfs what was happened and the dwarfs told him the story.

Heard the Snow White's story, the princes decided to carry her to his Castle and asked the doctor to help her. Then the prince kissed her to show his intention. But suddenly Snow White was back to life. The fact was that the prince's kiss broke the spell. Then the prince asked Snow White to marry him.From that day on, Snow White lived happily in a great castle. But from time to time, she was drawn back to visit the little cottage down in the forest.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMP Al-Badar DDI Bilalang Parepare

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII

Materi Pokok   : Narrative Text

Pertemuan   : Kedua

Alokasi Waktu   : 2x 45 Menit

A. Kompetensi Dasar

1. Menghargai dan menghayati agama yang dianutnya

2. Menghargai dan menghayati prilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengelolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.2 Menggunakan makna dan langkah retorika dalam essai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar untuk berinteraksi dengan lingkungan sekitar berbentuk narrative	1.2.2 Menulis teks pendek dan sederhana dalam bentuk narrative berdasarkan tema cerita yang diberikan dengan langkah retorika yang benar

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

- Meningkatkan writing siswa dengan strategy yang digunakan
- Memahami teks berbentuk narrative
- Menulis teks berbentuk narrative dengan menggunakan slicing pie strategy.

D. Materi Pembelajaran

- Text berjudul Pinocchio

E. Media/ Alat dan Bahan : Laptop, LCD

F. Sumber Belajar : Buku Bahasa Inggris dan Internet

G. Strategy : Slicing Pie

H. Kegiatan Pembelajaran

No	Kegiatan belajar	Waktu
1	**Kegiatan awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait	10 menit
2	**Kegiatan inti** Eksplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terakit materi bacaan dan menjelaskan strategi Slicing Pie ➢ Peneliti menjelaskan pengertian dan langkah-langkah strategi Slicing Pie terhadap writing dengan baik dan benar Elaboras ➢ Peneliti menyampaikan judul cerita kepada siswa	65 menit

	➢ Peneliti menyuruh peserta didik untuk membuat sebuah slice with the word the main idea to make easy students to improve their writing ➢ Peneliti menyuruh siswa describe the pie. **Kegiatan akhir** ➢ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh. ➢ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ➢ Peneliti menutup pembelajaran dengan mengucap salam	
3		15 menit

I. Sumber belajar/ Bahan/ Alat

Sumber : Buku teks yang relevan dan internet.

Alat : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

THE MATERIAL OF THE TREATMENT

"PINOCCHIO"

In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream.

In the next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied.

The next morning, Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out.

In the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Latter on, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale's stomach. Both of them

got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMP Al-Badar DDI Bilalang Parepare

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII

Materi Pokok   : Narrative Text

Pertemuan   : Ketiga

Alokasi Waktu   : 2 x 45 Menit

A. Kompetensi Dasar

1. Menghargai dan menghayati agama yanga dianutnya

2. Menghargai dan menghayati prilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengelolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

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B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.2 Menggunakan makna dan langkah retorika dalam essai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar untuk berinteraksi dengan lingkungan sekitar berbentuk narrative	1.2.2 Menulis teks pendek dan sederhana dalam bentuk narrative berdasarkan tema cerita yang diberikan dengan langkah retorika yang benar

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Meningkatkan writing siswa dengan strategy yang digunakan
- Memahami teks berbentuk narrative
- Menulis teks berbentuk narrative dengan menggunakan slicing pie strategy.

D. Materi Pembelajaran

- Sangkuriang

E. Media/ Alat dan Bahan : Laptop, LCD

F. Sumber Belajar : Buku Bahasa Inggris dan Internet

G. Strategy : Slicing Pie

H. Kegiatan Pembelajaran

No	Kegiatan belajar	Waktu
1	**Kegiatan awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait	10 menit
2	**Kegiatan inti** Eksplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terakit materi bacaan dan menjelaskan strategi Slicing Pie ➢ Peneliti menjelaskan pengertian dan langkah-langkah strategi Slicing Pie terhadap writing dengan baik dan benar Elaborasi	65 menit

3	➢ Peneliti menyampaikan judul cerita kepada siswa	
	➢ Peneliti menyuruh peserta didik untuk membuat sebuah slice with the word the main idea to make easy students to improve their writing	
	➢ Peneliti menyuruh siswa describe the pie.	
	Kegiatan akhir	
	➢ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh.	
	➢ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.	
	Peneliti menutup pembelajaran dengan mengucap salam	
		15 menit

I. Sumber belajar/ Bahan/ Alat

Sumber   : Buku teks yang relevan dan internet.

Alat   : kamus lengkap bahasa inggris

Bahan pembelajaran   : teks bacaan bahasa inggris

THE MATERIAL OF THE TREATMENT

"SANGKURIANG

In ancient times, in West Java there lived a princess called Dayang Sumbi. She had a son named Sangkuriang. The kid was very fond of hunting in the forest. He was always accompanied by a pet dog named Tumang when he went for hunting. Tumang was actually an incarnation of God, and was also the real father of Sangkuriang, but Sangkuriang did not know it and his mother was deliberately kept it a secret.

One day, as usual Sangkuriang went to the forest for hunting. After arriving in the forest, Sangkuriang began to look for game. He saw a bird perched on a branch, then without a second thought Sangkuriang immediately shot on target. Sangkuriang then ordered Tumang to chase his quarry earlier, but the Tumang kept silent and did not want to follow the order of Sangkuriang. He was very annoyed. Then he expelled Tumang and did not allowed him to go home again.Arriving at home, Sangkuriang told the incident to his mother. Upon hearing the story of his son, Dayang Sumbi was very angry. She picked up a spoon of rice, and banged on Sangkuriang's head. Disappointed with his mother's treatment, Sangkuriang decided to go wandering, and left his home.

After the incident, Dayang Sumbi regretted her actions. She prayed daily, and asked that one day she was able to meet her son again. Because of the sincerity of Dayang Sumbi's prayer, then God gave her a gift of eternal beauty and young age forever.After Sangkuriang was wandering for several years, he finally intended to return to his hometown. Once he was there, he was very surprised because his hometown had changed completely. Sangkuriang's happiness increased when he met a very beautiful woman, Dayang Sumbi. Fascinated by the beauty of the woman,

Sangkuriang immediately proposed her. Finally Sangkuriang proposal was accepted by Dayang Sumbi, and she agreed to be married in the near future.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMP Al-Badar DDI Bilalang Parepare

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII

Materi Pokok   : Narrative Text

Pertemuan   : Keempat

Alokasi Waktu   : 2 x 45 Menit

A. Kompetensi Dasar

1. Menghargai dan menghayati agama yanga dianutnya

2. Menghargai dan menghayati prilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengelolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.2 Menggunakan makna dan langkah retorika dalam essai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar untuk berinteraksi dengan lingkungan sekitar berbentuk narrative	1.2.2 Menulis teks pendek dan sederhana dalam bentuk narrative berdasarkan tema cerita yang diberikan dengan langkah retorika yang benar

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

- Meningkatkan writing siswa dengan strategy yang digunakan
- Memahami teks berbentuk narrative
- Menulis teks berbentuk narrative dengan menggunakan slicing pie strategy.

D. Materi Pembelajaran

- The Mouse Deer and The Turtle

E. Media/ Alat dan Bahan : Laptop, LCD

F. Sumber Belajar : Buku Bahasa Inggris dan Internet

G. Strategy : Slicing Pie

H. Kegiatan Pembelajaran

No	Kegiatan belajar	Waktu
1	**Kegiatan awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait	10 menit
2	**Kegiatan inti** Eksplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terakit materi bacaan dan menjelaskan strategi Slicing Pie ➢ Peneliti membagi siswa dalam bentuk beberapa kelompok Elaborasi ➢ Peneliti menyampaikan judul cerita kepada siswa ➢ Peneliti menyuruh peserta didik untuk membuat sebuah slice with the word the main idea to make easy students to improve their writing	65 menit

	➢ Peneliti menyuruh siswa describe the pie with their group. **Kegiatan akhir** ➢ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh. ➢ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ➢ Peneliti menutup pembelajaran dengan mengucap salam		
3			
			15 menit

I. Sumber belajar/ Bahan/ Alat

Sumber : Buku teks yang relevan dan internet.

Alat : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

THE MATERIAL OF THE TREATMENT

"The Mouse Deet and the Tortoise"

As usual, the hare was bragging to all the other animals about his speed. "I'm faster than the wind, quicker that nightfall," he said. "No one has ever beaten me. No one ever will. I challenge any animal here to race me." The foxes and donkeys and frogs and serpents looked on in silence. No one would accept the hare's challenge. Then a lone voice rose up. "I will race you," said the tortoise.

"You!" said the hare, snickering. "Why, that's a fine joke. I will dance around you all the way to the finish line!"

"We'll see about that," said the tortoise quietly. "Shall we race?"

The starting signal was given, and off went the tortoise and the hare. Almost at once, the hare darted over a hillside and was out of sight. The tortoise set off slowly, just plodding along. Soon the hare was way ahead of the tortoise. It was a hot day. He'd grown tired from running so fast. He thought about how far behind the tortoise would be by now. So the hare decided to take a little nap. On a soft, shady patch of grass, he curled up and went to sleep.

Steadily, slowly, the tortoise kept plodding along. The sun fell lower in the sky. The shadows grew longer. The hare woke up and stretched. "I wonder where that silly tortoise is now," he said to himself. "I had a great nap. I'll bet the tortoise is still miles behind me."

The hare looked back down the road. Sure enough, there was no tortoise in sight. Then he looked up the road toward the finish line. Oh no! the tortoise, still plodding along, was now nearing the end of the race.

Then the hare ran the fastest he ever had. But it was too late. The tortoise crawled across the finish line. All the animals shouted, "Tortoise won, tortoise won!" The hare couldn't believe it. And the tortoise just smiled to himself!

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Al-Badar DDI Bilalang Parepare

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII

Materi Pokok : Narrative Text

Pertemuan : Kelima

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Dasar

1. Menghargai dan menghayati agama yang dianutnya

2. Menghargai dan menghayati prilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengelolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.2 Menggunakan makna dan langkah retorika dalam essai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar untuk berinteraksi dengan lingkungan sekitar berbentuk narrative	1.2.2 Menulis teks pendek dan sederhana dalam bentuk narrative berdasarkan tema cerita yang diberikan dengan langkah retorika yang benar

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Meningkatkan writing siswa dengan strategy yang digunakan

- Memahami teks berbentuk narrative

- Menulis teks berbentuk narrative dengan menggunakan slicing pie strategy.

D. Materi Pembelajaran

- Bawang Merah Bawang Putih

E. Media/ Alat dan Bahan **:** Laptop, LCD

F. Sumber Belajar **:** Buku Bahasa Inggris dan Internet

G. Strategy **:** Slicing Pie

H. Kegiatan Pembelajaran

No	Kegiatan belajar	Waktu
1	**Kegiatan awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait	10 menit
2	**Kegiatan inti** Eksplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terakit materi bacaan dan menjelaskan strategi Slicing Pie ➢ Peneliti membagi siswa dalam bentuk beberapa kelompok Elaborasi ➢ Peneliti menyampaikan judul cerita kepada siswa	65 menit

	➢ Peneliti menyuruh peserta didik untuk membuat sebuah slice with the word the main idea to make easy students to improve their writing ➢ Peneliti menyuruh siswa describe the pie with their group. ➢ Peneliti menyampaikan kepada siswa 1slicing pie 1 siswa to describe the slice of pie **Kegiatan akhir** ➢ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh. ➢ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ➢ Peneliti menutup pembelajaran dengan mengucap salam	
3		15menit

I. Sumber belajar/ Bahan/ Alat

Sumber   : Buku teks yang relevan dan internet.

Alat   : kamus lengkap bahasa inggris

Bahan pembelajaran   : teks bacaan bahasa inggris

THE MATERIAL OF THE TREATMENT

"Bawang Merah Bawang Putih"

Once upon a time, there lived a beautiful and kind girl named Bawang Putih. Bawang Putih lived along with his father that she loved so much in a village, somewhere in Yogyakarta. Bawang Putih biological mother was long dead as a result of serious illness that she suffered. Bawang Putih lived in a very modest family, his father was only small traders. Even though, they were always grateful for the blessings that had given by God.

Since she was abandoned by his mother, Bawang Putih felt very lonely, moreover, if her father went to the market to trade all day. Having the same feeling as his daughter, her father intends to marry Mbok Rondo, a widow with one daughter who lived with in the same village. Her father hoped that Bawang Putih would no longer felt lonely because there would be someone accompanied her at home. As a wise father, he asked Bawang Putih about his plan.

Bawang Putih understood his father's intentions. She also felt the presence of Mbok Rondo in the family would make the atmosphere livelier and would make her not to feel lonely anymore. Moreover, Mbok Rondo had a daughter named Bawang Merah who was the same age as Bawang Putih. With these considerations, Bawang Putih approved her father request to marry Mbok Rondo.

After marriage, Mbok Rondo and her daughter, Bawang Merah, lived together with Bawang Putih and herfather. Initially, Mbok Rondo and Bawang Merah were very nice to Bawang Putih. However, after time went by, their true nature began to appear. When her father went to trades, Mbok Rondo and Bawang Merah often scolded and told Bawang Putih to do heavy work such as cleaning the house, washing, and cooking.

All those heavy works were done by Bawang Putih, while Mbok Rondo and Bawang Merah just sat and relaxed.

Bawang Putih was afraid tell her father what was done by her step-mother and step-sister. That was because the last few months her father had fallen ill. Bawang Putih did not want to make her father worried which would make the condition worse. What Bawang Putih was feared, happened. Her father whom he loved so much died from illness which he suffered. Since then, Bawang Putih's life was even more miserable. Bawang Putih's step-mother and step-sister now had control of everything. They treated Bawang Putih worse than before. In fact, Mbok Rondo did not hesitate to slap Bawang Putih if she made mistakes in doing all the houseworks.

One morning, after cleaning the house, Bawang Putih went to the river to wash a basket full of Mbok Rondo and Bawang Merah's dirty clothes. One by one, the dirty clothes were washed. Bawang Putih was surprised when one of the clothes drifted along the river stream. She then figured it out that the clothes was Mbok Rondo's favorite scarf. Bawagn Putih could not reach the scarf. The stream took it away faster that she thought. Her step-mother would be very angry to know that her favorite scarf was gone. However, Bawang Putih needed to tell her.

Obviously, Rondo Mbok was very angry to hear her favorite scarf was washed away in the river. Mbok Rondo did not hesitate to slap Bawang Putih on these indiscretions. Bawang Putih was also threatened evicted from their homes if she could not find the scarf. Rushing, Bawang Putih went straight down the river to look for the clothes. Bawang Putih asked everyone she met, but they did not see any clothes washed away in the river. Later that afternoon, Bawang Putih still walked down the riverbank hope she could find the clothes.

After several hours of walking, she met an old lady who was washing rice in the river. Initially, Bawang Putih was afraid to ask the old lady about the clothes she looked for. It was because her performance which was very creepy. However, Bawang Putih needed to find the scarf. She found no other options except asking it to the old lady.

"Sorry grandma, Did you see any clothes washed away in this river?" Bawang Putih asked"Mmmm .. clothes? Is it the scarf with rose's motif?" The creepy old lady asked."Yes .. yes .. Grandma. It's the scarf I was looking for." Answered Bawang Putih happyly."Come to my house, dear. It's getting dark. Come.. come.." The old lady invited.

Bawang Putih was nodded her head and went to the old lady's house not far from the river. Bawang Putih was surprised seeing the house was very dirty and messy. She then decided to stay a few days with the old lady to do the daily works. Diligently, Bawang Putih cleaned house, washed the old lady's clothes and even cooked for her. The old lady was happy, there was still someone who wanted to help her. After a few days passed, Bawang Putih decided to go home afraid of her stepmother got angrier.

"Granny, I do really want to stay longer here, but I need to go home. I need to bring back this scarf to my stepmother. I am afraid she is angry." Bawang Putih said."Well dear, I understand. Because you have been really good to help me here, please take one of these yellow pumpkins as a gift." Asked the old lady.Initially, Bawang Putih wanted to refuse that the old lady offered because Bawang Putih thought the pumpkins were the stored food. However, It was not good to reject someone's gift. Bawang Putih then accepted it and took the smallest pumpkin out of the two. She then said good bye to the old lady and went home.Arriving at home, Bawang Putih also gave

the scarf to Mbok Rondo. Mbok Rondo was still angry. Perhaps, it was because Bawang Putih did not return for several days. The stepmother was immediately sent her to the kitchen to prepare food. Remembered the pumpkin she got from the old lady, Bawang Putih planned to cook the pumpkin. Bawang Putih was surprised when she spilt the pumpkin a half. Bawang Putting found gold, diamonds, and gems inside the pumpkin. Mbok Rono and Bawang Merah who saw the incident immediately forcibly seize jewelry in the hands of Bawang Putih. "Hey, Bawang Putih! Tell me where you get this much jewelry!" Mbok Rondo asked.

Bawang Putih told everything to Mbok Rondo and Bawang Merah. Hearing the story, Mbok Rondo asked Bawang Merah to do the same thing with Bawang Putih. In the next day, Bawang Merah went to the old lady's house at the edge of the river. Similar with Bawang Putih, Bawang Merah was asked to accompany the old lady for a week. Unlike Bawang Putih who worked diligently, Bawang Merah was just lazing around. If she did something, the results were never good because Bawang Merah did it not suriously. Finally, after a week, Bawang Merah asked for leaving. "Hey old lady, I have helped you. I want to go home now. Can you give me the big yellow pumpkin over there as a gift of helping you." Asked Bawang Merah.

The old lady then gave the pumpkin to Bawang Merah as she wanted. Quickly she took it and without saying good bye, Bawang Merah left and went home. When she arrived at home, Bawang Merah immediately showed the pumpkin to her mother. They were so happy. Immediately, they cut the pumpkin a half hoping there were more jewelries found in this pumpkin than in the previous one. They were very surprised; there were no gold, no diamond, nor gems. Instead, venomous animals such

as snakes and scorpions sprouted out from the inside. The animals attacked them with no mercy to death.

Finally, Bawang Putih managed to get back all the gold, diamonds and gems that had been taken by Mbok Rondo. Bawang Putih used those jewelries to make a living. Bawang Putih at the end lived happily ever after.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   :   SMP Al-Badar DDI Bilalang Parepare

Mata Pelajaran   :   Bahasa Inggris

Kelas/Semester   : VIII

Materi Pokok   : Narrative Text

Pertemuan   : Keenam

Alokasi Waktu   : 2 x 45 Menit

A. Kompetensi Dasar

1. Menghargai dan menghayati agama yang dianutnya

2. Menghargai dan menghayati prilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengelolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.2 Menggunakan makna dan langkah retorika dalam essai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar untuk berinteraksi dengan lingkungan sekitar berbentuk narrative	1.2.2 Menulis teks pendek dan sederhana dalam bentuk narrative berdasarkan tema cerita yang diberikan dengan langkah retorika yang benar

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

- Meningkatkan writing siswa dengan strategy yang digunakan
- Memahami teks berbentuk narrative
- Menulis teks berbentuk narrative dengan menggunakan slicing pie strategy.

D. Materi Pembelajaran

- Timun mas

E. Media/ Alat dan Bahan : Laptop, LCD

F. Sumber Belajar : Buku Bahasa Inggris dan Internet

G. Strategy : Slicing Pie

H. Kegiatan Pembelajaran

No	Kegiatan belajar	Waktu
1	**Kegiatan awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait	10 menit
2	**Kegiatan inti** Eksplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terkait materi bacaan dan menjelaskan strategi Slicing Pi Elaborasi ➢ Peneliti menyampaikan judul cerita kepada siswa ➢ Peneliti menyuruh peserta didik untuk membuat sebuah slice with the word the main idea to make easy students to improve their writing ➢ Peneliti menyuruh siswa describe the pie.	65 menit

3	**Kegiatan akhir**	
	➢ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh.	
	➢ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.	15 menit
	➢ Peneliti menutup pembelajaran dengan mengucap salam	

I. Sumber belajar/ Bahan/ Alat

Sumber : Buku teks yang relevan dan internet.

Alat : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

J. Penilaian

Teknik: Tertulis

Bentuk: tulisan (work paper)

Classification	Criteria	Score
Content	a. Excellent to very good, knowledge, substantive trough development of topic, relevant to assigned topic.	4
	b. Good to average: some knowledge of subject, adequate range, limited development of topic, most relevant to topic, but lucks detail.	3

	c. To poor: limited knowledge of subject, little substance, inadequate development of topic.	2
	d. Very poor, does not show knowledge of subject, non-subjective, not pertinent, or not enough to evaluate.	1
Organization	a. Excellent to very good: fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive.	4
	b. Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	3
	c. Fair to poor: non fluent, ideas confused or disconnected, lacks logical sequencing and development.	2
	d. Very poor: does not communicative, not organized or not enough to evaluate.	1
Vocabulary	a. Excellent to very poor: sophisticated range, effective word/idiom choice and usage, word from mastery appropriate register.	4
	b. Good to average: adequate range, occasional errors of word/ idiom form, choice and usage, meaning not confused or obscured.	3
		2

	c. Fait to poor: limited range, frequent error of word/idiom form, choice and usage, meaning not confused or obscured.	1
	d. Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form or not enough to evaluate.	
Language use	a. Excellent to poor: effective complex construction, few errors of agreement, tense, number, word order/ function, article, pronounce, preposition.	4
	b. Good to average: effective but simple/ complex construction, minor problems in complex construction, several errors of agreement, tense, number, word, order/function, articles, pronouns, prepositions but meaning seldom obscured.	3
	c. Fair to poor: major problem in simple/complex constructions: frequent errors of negation, agreement, tense, number, word/function, articles, pronounce, preposition, and fragments, deletion, meaning, confused or obscured.	2
	d. Poor: virtually not mastery of sentence construction rules, dominated by errors, does not communicated or not enough to evaluate.	1

Mechanic	a. Excellent to very good: demonstrates mastery conventions. Few errors of spelling, punctuation, capitalization and paragraphing.	4
	b. Good to average: occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured.	3
	c. Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing poor handwriting, meaning confused or obscured.	2
	d. Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, and handwriting, illegible, or not enough to evaluate.	1

K. Pedoman Penilaian

$$Score = \frac{Student's\,correct}{The\,total\,item} \times 100$$

Peneliti

Wiwiek Irsani
14.1300.178

THE MATERIAL OF THE TREATMENT

"Timun Mas"

Long time ago in the island of Java, Indonesia, lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called Buta Ijo to give them children. Buta Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buta Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Emas. The farmers were happy. Timun Emas was very healthy and a very smart girl. She was also very diligent. When she was a teenager Buta Ijo came to their house. Timun Emas was frightened so she ran away to hide. The farmers then told Buta Ijo that Timun Emas was still a child. They asked him to postpone. Buta Ijo agreed. He promised to come again. The following year Buta Ijo came again. But again and again their parents said that Timun Emas was still a child.

When the third time Buta Ijo came their parents had prepared something for him. They gave Timun Emas several bamboo needles, seeds of cucumber, dressing and salt.

'Timun, take these things''What are these things?'

'These are your weapons. Buta Ijo will chase you. He will eat you alive. So run as fast as you can. And if he will catch you spread this to the ground. Now go!'

Timun Emas was scared so she ran as quickly as she could. When Buta Ijo arrived she was far from home. He was very angry when he realized that his prey had left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Emas was just a girl while Buta Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Emas quickly spread the seeds of cucumber. In seconds they turned into many vines of cucumber. The exhausted Buta Ijo was very thirsty so he grabbed and ate them. When Buta Ijo was busy eating cucumber Timun Emas could run away.

But soon Buta Ijo realized and started running again. When he was just several steps behind Timun Emas threw her bamboo needles. Soon they turned into dense bamboo trees. Buta Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Emas could run farther.
Buta Ijo chased her again. When he almost catch her again and again Timun Emas threw her dressing. This time it turned into a lake. Buta Ijo was busy to save himself so Timun Emas ran way. But Buta Ijo could overcome it and continued chasing her.

Finally when Timun Emas was almost caught she threw her salt. Soon the land where Buta Ijo stood turned into ocean. Buta Ijo was drowned and died instantly. Timun Emas was thankful to god and came back to her home.
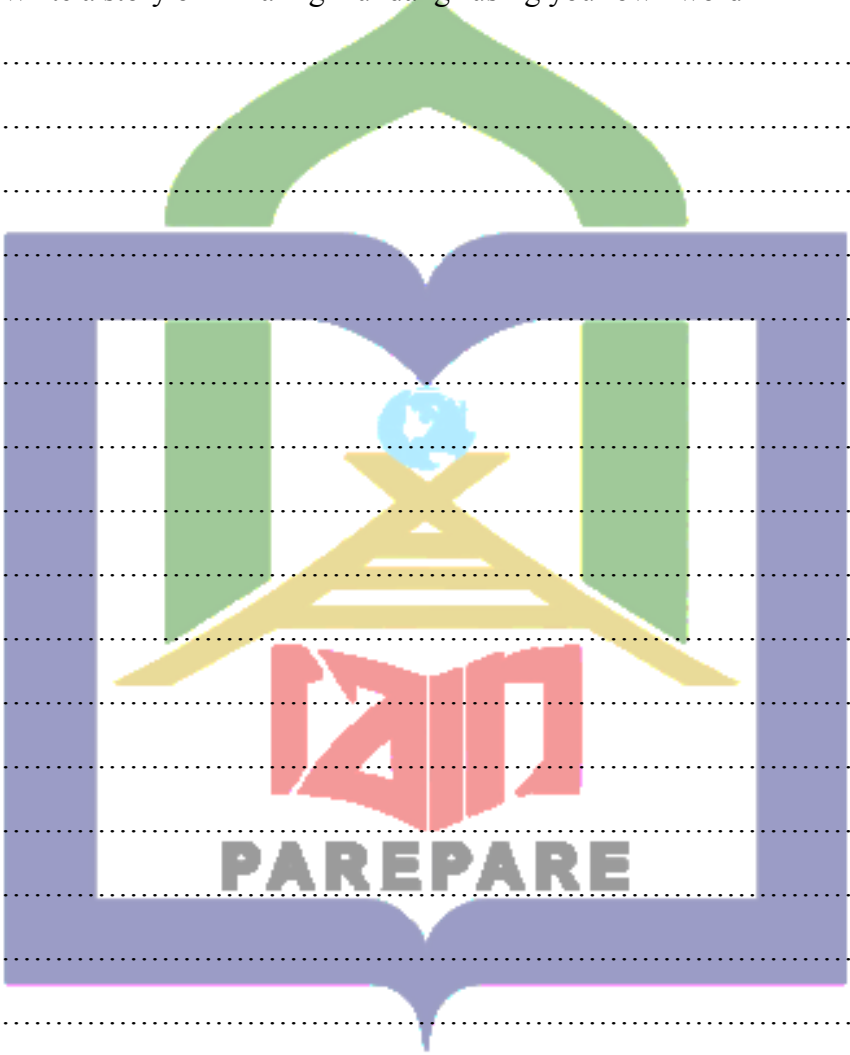
APPENDIX 2 (THE MATERIAL PRE-POST TEST)

Pre Test

Name:

Class:

Write a story of "Maling Kundang" using your own word

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APPENDIX 2 (THE MATERIAL PRE-POST TEST)

Pos Test

Name:

Class:

Write a story of "cinderella" using your own word.

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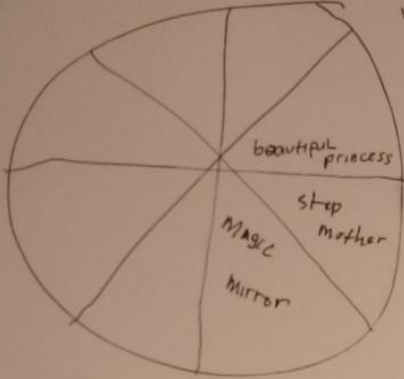
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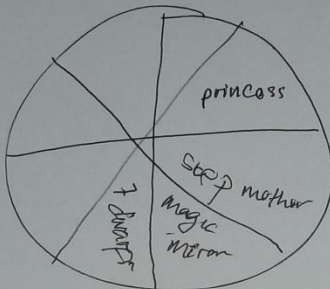# APPENDIX 3 (TREATMENT)

Name: EKA SANTIWI

Class: VIII

"Snow White"

once upon a time, there was a beautiful princess with blue eyes and long black hair and she was called snow white.

(TREATMENT)

Name: Muhammad Isya Yusril

Class: 8

"SNOW WHITE"

In a great castle there was a beautiful princess, was very pretty, and long black hair and she was called snow white. Snow white had a step mother who always jealous.

One day, the step mother asked the magic mirror who the loveliest lady in the land was and the magic mirror answer Snow White was the loveliest in the land, the step mother was killed snow white in the cottage. then the step mother asked the magic mirror once again who lived in the small cottage with seven dwarfs.

APPENDIXS (TREATMENT)

Name: Fitriani

Class: VIII

Pinocchio
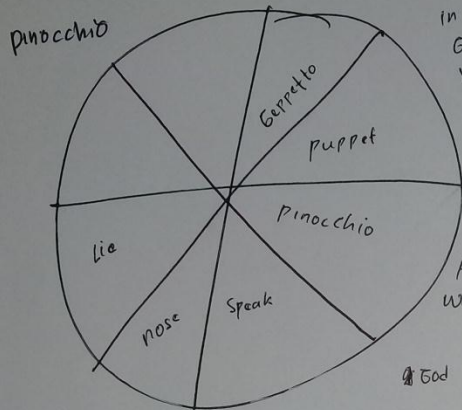
In the past. there was a puppeteer name is Geppetto his wife passed away several year ago. One day Geppetto have an idea to make a puppet not to be lonely again. and He made all day long. In the morning Geppetto finished his work and he named the puppet Pinocchio but he still felt lonely again since Pinocchio couldn't walk or talk buy itself.

One night Geppetto prayed to the God to become a real boy. In the nex morning Geppetto was surprised that Pinocchio was a life He ask Pinocchio how to walk, how to read, how to speak.

one day Pinocchio studiyed at an elementary school. Pinocchio felt bored and It made Pinocchio go home late when Pinocchio came home, Geppetto ask Pinocchio His said He prom on school but He not. Pinocchio nose grew longer and It mean that Pinocchio has lied.

APPENDIX 6 (TREATMENT)

Name: Evei

Class: Delapan (8)

"Sangkuriang"

Dayang Sumbi Lived in West java. she had a Son named Sangkuriang. Sangkuriang was very found of hunting in the forest. he have a pet dog named Tumang which always accompanied when he went for hunting.

One day. Sangkuriang went to the forest to for hunting. Sangkurian began to look for game. Sangkuriang ordered Tumang to chase his quarry earlier, but a pet dog Tumang keep silent and didn't want to follow the order Sangkuriang. he was very Angry. then he expelled Tuman and didt allow him to go hom Again.
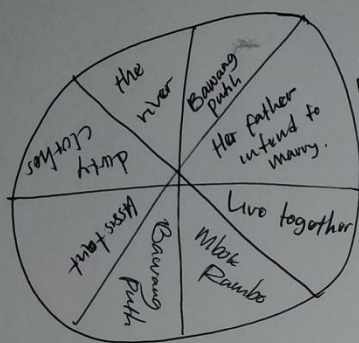
Sangkuriang toih the incident to his mother. Dayang Sumbi was very angry. She pickep up a spoon and throw on Sangkuriangs head. Sangkuriang decided to go wandering, and left his home.

(TREATMENT)

Name:

Class: Abdul Rizal, Alun Rizki, Anugrah Anwar, Kauman, Fitriani

"Bawang Merah Bawang Putih"

Once upon a time, there a beautiful girl named bawang putih. Live a long with his father him mother was dead. Bawang putih lived in a very modest family, is father was only small traders.

Since was felt very lonely, it her father go to the market every day. having the same feeling a his daughter. her father intends to marry with a widow in the same village and have one daughter.

After Marriage. Mbok Rambo and her daughter, Bawang merah, lived together, her father and bawang putih. Firstly. MBOK rambo and bawang merah were very nice to Bawang putih and her father. After time went by, their true nature began to very nice appear. Bawang putih after scolded and do heavy work, washing clothes, cleaning the house and cooking every day.

One day, Bawang putih go to the river to was a basket full of Mbok rambo and bawang putih. were washed the dirty clothes one by one. bawang putih was suprised when one the clothes of mbok rambo was lose. Bawang putih could not found and took it away faster that she thought. Mbok rambo be very angry to know that her favorite scarf was gone. Bawang putih went straight down the river to look for the clother. she asked every one Bawang putih met, but they did not see the clothes washed away in the river. until Afternoon. Bawang putih hope she could find the clothes. and Bawang putih met an old lady who has was washing rice in the river. but she was afraid to ask the old lady about the clothes she looked for. she found no other options except asked it to the old lady. she tell the old lady did you see any clothes washed away in the river? Is it the scarf with rose's motif?.

The lady asked "yes....yess. Grandma. It's the scarf I was looking for. finally Bawang putih found it and come to home.

APPENDIX 4 (STUDENTS SCORE)

Students Score of Pre-Test and Post-Test

The percentage scores of writing in pre-test

classification	score	predicate	pre test	
			f	%
very good	80-100	A		
Good	66-79	B		
fair	56-65	C		
Poor	40-55	D	4	18.18
very poor	< 39	E	18	81.82
total			22	100.00

The percentage scores of writing ability in post-test

classification	score	predicate	Post-test	
			f	%
very good	80-100	A	6	27.27
Good	66-79	B	7	31.82
fair	56-65	C	1	4.55
Poor	40-55	D	7	31.82
very poor	< 39	E	1	4.55
total			22	100.00

Source : Result of the Test

APPENDIX 5 (T-Test value)

Calculation the T-test value

$$\frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{27,73}{\sqrt{\dfrac{25100 - \dfrac{(610)^2}{22}}{22(22-1)}}}$$

$$= \frac{27,73}{\sqrt{\dfrac{25100 - \dfrac{372100}{22}}{22(22-1)}}}$$

$$= \frac{27,73}{\sqrt{\dfrac{8186,36}{462}}}$$

$$= \frac{27,73}{\sqrt{17,72}}$$

$$= \frac{27,73}{4,21}$$

$$t = 6,59$$
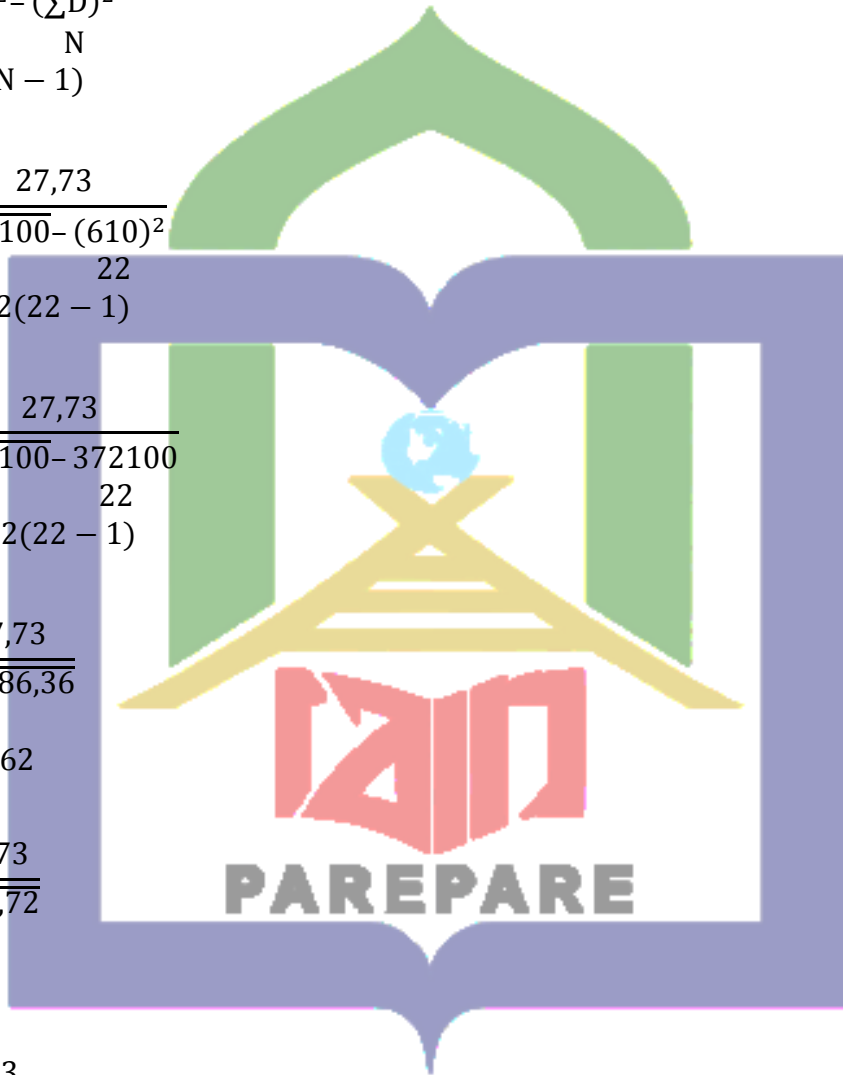
APPENDIX 6 (T-TABLE)

Distribution of the T-Table

Distribution of the T-Table

d.f.	TINGKAT SIGNIFIKANSI						
dua sisi	20%	10%	5%	2%	1%	0,2%	0,1%
satu sisi	10%	5%	2,5%	1%	0,5%	0,1%	0,05%
1	3,078	6,314	12,706	31,821	63,657	318,309	636,619
2	1,886	2,920	4,303	6,965	9,925	22,327	31,599
3	1,638	2,353	3,182	4,541	5,841	10,215	12,924
4	1,533	2,132	2,776	3,747	4,604	7,173	8,610
5	1,476	2,015	2,571	3,365	4,032	5,893	6,869
6	1,440	1,943	2,447	3,143	3,707	5,208	5,959
7	1,415	1,895	2,365	2,998	3,499	4,785	5,408
8	1,397	1,860	2,306	2,896	3,355	4,501	5,041
9	1,383	1,833	2,262	2,821	3,250	4,297	4,781
10	1,372	1,812	2,228	2,764	3,169	4,144	4,587
11	1,363	1,796	2,201	2,718	3,106	4,025	4,437
12	1,356	1,782	2,179	2,681	3,055	3,930	4,318
13	1,350	1,771	2,160	2,650	3,012	3,852	4,221
14	1,345	1,761	2,145	2,624	2,977	3,787	4,140
15	1,341	1,753	2,131	2,602	2,947	3,733	4,073
16	1,337	1,746	2,120	2,583	2,921	3,686	4,015
17	1,333	1,740	2,110	2,567	2,898	3,646	3,965
18	1,330	1,734	2,101	2,552	2,878	3,610	3,922
19	1,328	1,729	2,093	2,539	2,861	3,579	3,883
20	1,325	1,725	2,086	2,528	2,845	3,552	3,850
21	**1,323**	**1,721**	**2,080**	**2,518**	**2,831**	**3,527**	**3,819**
22	1,321	1,717	2,074	2,508	2,819	3,505	3,792
23	1,319	1,714	2,069	2,500	2,807	3,485	3,768
24	1,318	1,711	2,064	2,492	2,797	3,467	3,745
25	1,316	1,708	2,060	2,485	2,787	3,450	3,725
26	1,315	1,706	2,056	2,479	2,779	3,435	3,707
27	1,314	1,703	2,052	2,473	2,771	3,421	3,690
28	1,313	1,701	2,048	2,467	2,763	3,408	3,674
29	1,311	1,699	2,045	2,462	2,756	3,396	3,659
30	1,310	1,697	2,042	2,457	2,750	3,385	3,646

APPPENDIX 7 (RESULT OF PRE-POST TEST STUDENT)

Pre Test

Name : FAHRIL HUSAIN

3c16

Class : erough

A. Write a story of "Maling Kundang" using your own word .

erough age Previous there is

one day malng kundang ar readi
Town he ar ready Go raise her mother
and he have acertain attitude Rebillious
he mother have and m mother have pray
straight to good so that accursed afterward
sang maling kundang afterward accursed
become stone

FiniSHed
(TAMAT)

Post Test

0.32

Name : WAHYU MUZAQIR

Class : VIII MT2

A. Write a story of "Cinderella" using your own word.

one day there was a beautiful girl named cinderella. She lived with a wicked stepmother and her two stepsisters, They treated cinderella very bad and did not appreciate her. near from her home, there was a king's palace whichwas so beautiful and there would be held a big parti her stepmother and her sisters were invitid to anttend the party. However they did nest allow her to go to the party. She was ordered to sew the party dresses that would be worn bi her mother and sister while she did not have time to sew her dress. her mother and her sister went to a party and left cinderella alone at home she Felt very sad and cried between her tears suddenly a party godmother appeared and said " do not cry I cand send you to the ball now " but she kept crying and looked so sad she sard " I dont have a dress to wear in the ball the Farty gotmother of coorse would not be worry and wared the wand to tranform the cinderella's old clothes into the neas dress whereh was very beautiful Farthermore that Farty godmother toucher cinderella's Foot with the wand and suddenly cinderella had beautiful glass slippers cinderella was shocled and sad "wow, thank you, buf hoas I could go to the ball, Fairy gotmother then ashef into the kitchen and saw tona tats, she turned it into golden Fovr horses and into a beautiful buggy. beFfore leaving home, the Fairy godmother said cindera you hare to go home at middle of the night, because this magic will works only untul midnight

APPENDIX 8 (DOCUMENTATION)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor   : B.2702 /In.39/PP.00.9/10/2018
Lampiran : -
H a l   : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Dinas Perencanaan Pembagunan Daerah
di
    KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE PAREPARE :

Nama	:	WIWIEK IRSANI
Tempat/Tgl. Lahir	:	PINRANG, 01 Pebruari 1996
NIM	:	14.1300.178
Jurusan / Program Studi	:	Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	:	IX (Sembilan)
Alamat	:	DESA PARIA, KEC. DUAMPANUA KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka
penyusunan skripsi yang berjudul : '

**"TEACHING WRITING NARRATIVE TEXT BY USING SLICING PIE STRATEGY AT
EIGHTH GRADE STUDENTS OF SMP DDI AL-BADAR PAREPARE"**

Pelaksanaan penelitian ini direncanakan pada bulan **Oktober** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan
dukungan seperlunya.

Terima kasih,

22 Oktober 2018
A.n. Rektor
Plh. Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)

Muh. Djunaidi

PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id; Website : www.bappeda.pareparekota.go.id

P A R E P A R E

Parepare, 23 Oktober 2018

Kepada

Nomor : 050 /950 /Bappeda
Lampiran : –
Perihal : **Izin Penelitian**

Yth. Kepala SMP DDI Al-Badar Bilalang Parepare
Di -

P a r e p a r e

DASAR :
1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 2702/In.39/PP.00.9/10/2018 tanggal 22 Oktober 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a : WIWIEK IRSANI
Tempat/Tgl. Lahir : Pinrang / 1 Februari 1996
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
A l a m a t : Desa Paria, Kec. Duampanua, Kab. Pinrang

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"TEACHING WRITING NARRATIVE TEXT BY USING SLICING PIE STRATEGY AT EIGHTH GRADE STUDENTS OF SMP DDI AL-BADAR PAREPARE"

Selama : Tmt. Oktober s.d. November 2018
Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :
1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil **"Penelitian"** kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon membe rikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

AN KEPALA BAPPEDA
SEKRETARIS,

E. W. ARIYADI S, ST., MT
Pangkat Pembina Tk. I
Nip. 19691204 199703 1 002

TEMBUSAN : Kepada Yth.
1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
4. Saudara WIWIEK IRSANI
5. Arsip.

SEKOLAH MENENGAH PERTAMA (SMP)
AL-BADAR DDI BILALANG PAREPARE
Terakreditasi A (Amat Baik), BAN-S/M, Nomor : Dp.010167, Tanggal 19 Desember 2008

Alamat : Jl. Pesantren No. 10, Bilalang, Kel. Lemoe, Kec. Bacukiki, Kode Pos 91125, Kota Parepare

<u>SURAT KETERANGAN</u>
Nomor: 80/SMP.Al-Badar/DDI/XI/2018

Yang bertanda tangan di bawah ini,

Nama	: Drs. HADDISE	
NIP	: -	
Pangkat	: -	
Jabatan	: Kepala Sekolah SMP Al-Badar DDI Bilalang Parepare	

Menerangkan bahwa:

Nama	: WIWIEK IRSANI	
NIM	: 14.1300.178	
Jurusan	: Tarbiyah dan Adab	
Program Studi	: Pendidikan Bahasa Inggeris	

Benar telah melakukan penelitian sejak bulan oktober s.d november 2018 Tahun Pelajaran 2018/2019 di Sekolah Menengah Pertama (SMP) Al-Badar DDI Bilalang Parepare berdasarkan Surat Badan Perencenaan Pembangunan Daerah Kota Parepare Nomor:050/950/Bappeda, Perihal Permohonan Izin Penelitian untuk memperoleh data dalam Penyusunan Skripsi yang bersangkutan dengan judul " TEACHING WRITING NARRATIVE TEXT BY USING SLICING PIE STARATEGY AT EIGHTH GRADE STUDENTS OF SMP AL-BADAR DDI BILALANG PAREPARE"

Demikian disampaikan, atas kerjasamanya yang baik diucapkan terima kasih.

فالله خير حافظا

Parepare, 12 November 2018
Kepala Sekolah,

HADDISE

CURRICULUM VITAE

Wiwiek Irsani was born in Pinrang South Sulawesi on February 1st 1996. Her father name is Muh. Nasir and her mother name is Anni. She is the last child from two siblings. She has one brother. Her educational background began 2001 in SDN 176 Paria, Kec. Duampanua, Kab. Pinrang and graduated on 2007. She continued her study at SMPN 5 Pinrang, and graduated on 2010. At the same year, she registered in SMK 5 Pinrang and graduated on 2014. She continued her education at State Islamic College (STAIN) Parepare and took English Program of Tarbiyah Faculty as her major but now it was changed become State Islamic Institute (IAIN) Parepare. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah Faculty on 2019. With the title of her skripsi "Teaching Writing Narrative Text By Using Slicing Pie Strategy at Eighth Students of SMP DDI Al-BadarBilalangParepare".