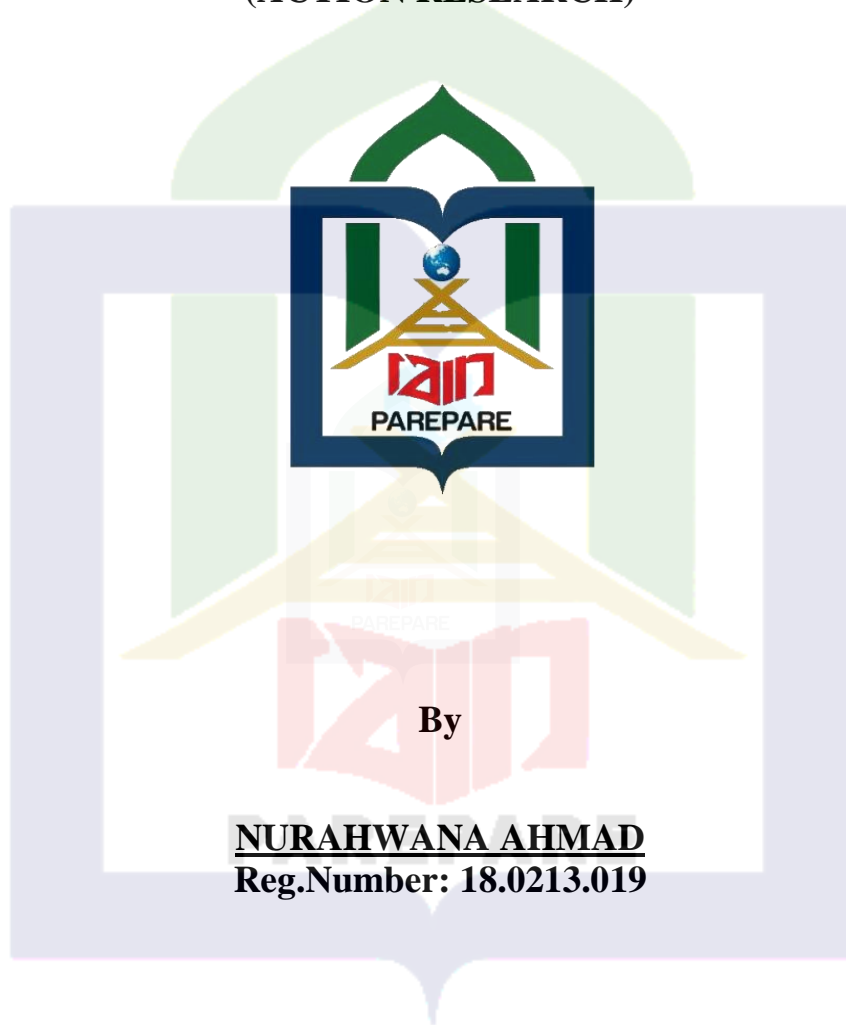


THESIS

**IMPROVING PARAGRAPH WRITING SKILL OF
THE STUDENTS OF SMA NEGERI 3 PAREPARE
THROUGH THINK-PAIR-SHARE TECHNIQUE
(ACTION RESEARCH)**



**ENGLISH EDUCATION STUDY
POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE
(IAIN) PAREPARE**

TAHUN 2022

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THROUGH THINK-PAIR-SHARE TECHNIQUE
(ACTION RESEARCH)**



A Thesis
Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education (M.Pd.) at IAIN Parepare Postgraduate Program

THESIS

By

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NIM: 18.0213.019

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Technique (Action Research)

Stated that this thesis is her own writing. The things out of her masterpiece this thesis are signed by citation and referred in the bibliography. If it can be proven that the thesis has discrepancies, copied or duplicated by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 19 August 2022

The Writer,



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PENGESAHAN KOMISI PENGUJI

Penguji penulisan Tesis saudara Nurahwana Ahmad, NIM: 18.0213.019, mahasiswa Pascasarjana IAIN Parepare, Program Studi Tadris Bahasa Inggris, setelah dengan seksama meneliti dan mengoreksi Tesis yang bersangkutan dengan judul: *Improving Paragraph Writing Skill of The Students of SMA Negeri 3 Parepare through Think-Pair-Share Technique (Action Research)*, memandang bahwa Tesis tersebut memenuhi syarat-syarat ilmiah dan dapat disetujui untuk memperoleh gelar Magister dalam Ilmu Tadris Bahasa Inggris.

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Sekretaris : Dr. Zulfah, M.Pd (.....)

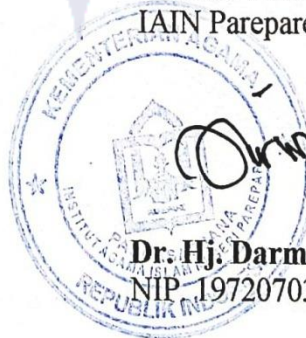
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Alhamdulillahilahi rabbil'alamīn

Parepare, 19 August 2022

The Writer,


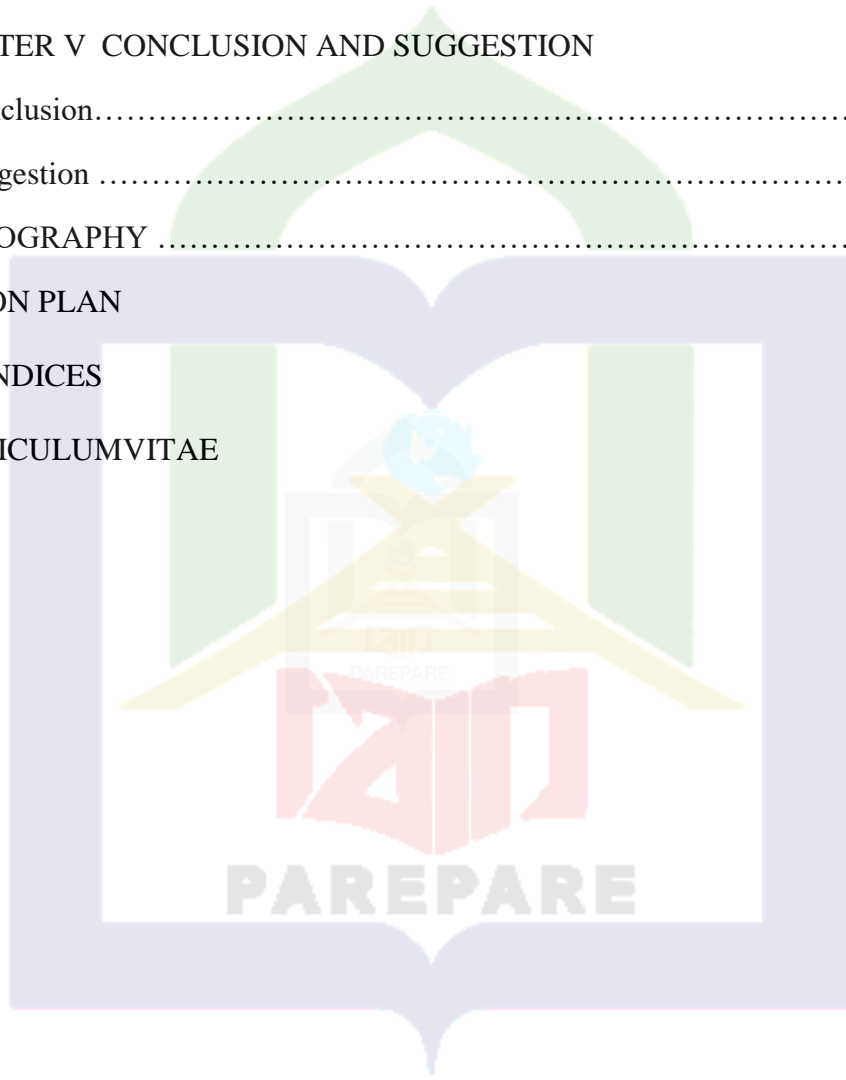

(Nurahwana Ahmad)
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PEDOMAN TRANSLITERASI

A. *Transliterasi Arab-Latin*

Daftar huruf bahasa Arab dan transliterasinya kedalam huruf latin dapat dilihat pada tabel berikut:

1. Konsonan

Huruf Arab	Nama	Huruf Latin	Nama
ا	alif	tidak dilambangkan	tidak dilambangkan
ب	ba	b	be
ت	ta	t	te
ث	sa	S	es (dengan titik di atas)
ج	Jim	j	je
ح	ha	h	ha (dengan titik di bawah)
خ	kha	kh	ka dan ha
د	dal	d	de
ذ	zal	Z	zet (dengan titik di atas)
ر	ra	r	er
ز	zai	z	zet
س	sin	s	es
ش	syin	sy	es dan ye
ص	şad	Ş	es (dengan titik di bawah)
ض	ḍad	ḍ	de (dengan titik di bawah)
ط	ṭa	ṭ	te (dengan titik di bawah)
ظ	Za	Z	zet (dengan titik di bawah)
ء	'ain	'	apostrof terbalik
غ	Gain	g	ge
ف	Fa	f	ef
ق	Qaf	q	qi
ك	Kaf	k	ka
ل	Lam	l	el
م	Mim	m	em
ن	Nun	n	en
و	Wau	w	we
هـ	Ha	h	Ha
ء	hamzah	'	apostrof
ي	Ya	y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberitanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda(').

2. *Vocal*

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong. Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
أَ	<i>Fathah</i>	a	A
إِ	<i>Kasrah</i>	i	I
أُ	<i>Dammah</i>	u	U

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
يَ	<i>fathah dan ya</i>	ai	a dan i
وَ	<i>fathah dan wau</i>	au	a dan u

Contoh:

كيف : *kaifa*

هول : *hauila*

3. *Maddah*

Madda atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
أَ... آ... إ... ع... ه... و... ي...	<i>fathah dan alif</i> atau <i>yā'</i>	ā	a dan garis di atas
إِ... ع... ه... و... ي...	<i>kasrah dan yā'</i>	ī	i dan garis di atas
أُ... ع... ه... و... ي...	<i>dammah dan wau</i>	ū	u dan garis di atas

Contoh:

مَاتَ : *māta*

Contoh:

رَمَى : *ramā*

قَيْلٌ : qila
يَمُوتُ : yamūtu

4. Ta marbutah

Transliterasi untuk *ta' marbutah* ada dua, yaitu: *ta' marbutah* yang hidup atau mendapat harakat *fathah*, *kasrah*, dan *dammah*, transliterasinya adalah [t]. Sedangkan *ta' marbutah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h].

Kalau pada kata yang berakhir dengan *ta' marbutah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta' marbutah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : raudah al-atfal

الْمَدِينَةُ الْفَادِلَةُ : al-madinah al-fadilah

الْحِكْمَةُ : al-hikmah

5. Syaddah (Tasyidid)

Syaddah atau *tasydid* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydid* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberitanda *syaddah*.

Contoh:

رَبَّنَا : rabbana

نَجَّيْنَا : najjaina

الْحَقُّ : al-haqq

نُعِمُّ : nu'ima

عُدُّوْ : 'aduwwun

Jika huruf *ي* ber- *tasyidid* di akhir sebuah kata dan didahului oleh huruf *kasrah*, maka ia ditransliterasi seperti huruf *maddah* menjadi i.

Contoh:

عَلِيٍّ : 'Ali (bukan 'Aliyy atau 'Aly)

عَرَبِيٌّ : ‘Arabi (bukan ‘Arabiyy atau ‘Araby)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma‘arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)
 الزَّلْزَلَةُ : *al-zalزالah* (*az-zalزالah*)
 الفَلْسَفَةُ : *al-falsafah*
 الْبِلَادُ : *al-biladu*

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arabia berupa alif.

Contoh:

تَأْمُرُونَ : *ta' muruna*
 النَّوْعُ : *al-nau'*
 شَيْءٌ : *syai'un*
 أَمْرُهُ : *umirtu*

8. Penulisan Kata Arab yang Lazim Digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi

ditulis menurut cara transliterasi diatas. Misalnya, kata al-Qur'an (dari *al-Qur'an*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh.

Contoh:

Tabaqat al-Fuqaha'

Wafayah al-A'yan

9. Lafz al-Jalalah (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya aataberkedudukan sebagai *mudafilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

بِاللَّهِ *billah* دِينُ اللَّهِ *dinullah*

Adapun *ta' marbutah* di akhir kata yang disandarkan kepada *lafz al-jalalah*, ditransliterasi dengan huruf [t].

Contoh:

اللَّهُمَّ *hum fi rahmatillah* حَمِّهِمْ

10. Huruf kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetaphuruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-).

Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR).

Contoh:

Innaawwalabaitinwudi'alinnasilallazibiBakkatamubarakan

Syahru Ramadan al-lazi unzila fihal-Qur'an

Nasiral-Dinal-Tusi

Abu Nasr

al-Farabi

Al-Gazali

Al-Munqizminal-Dalal

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu (bapak dari) sebagaimana kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Alibin'Umaral-DarQutniAbuAl-Hasan,ditulismenjadi:AbuAl-H^asan, 'Ali bin 'Umar al-Dar Qutni. (bukan: Al-Hasan, 'Ali bin 'Umar al-DarQutniAbu)

Nasr Hamid Abu Zaid, ditulis menjadi: Abu Zaid, Nasr Hamid (bukan: Zaid,NasrHamid Abu)

C. Daftar Singkatan

Beberapa singkatan yang dibakukan adalah

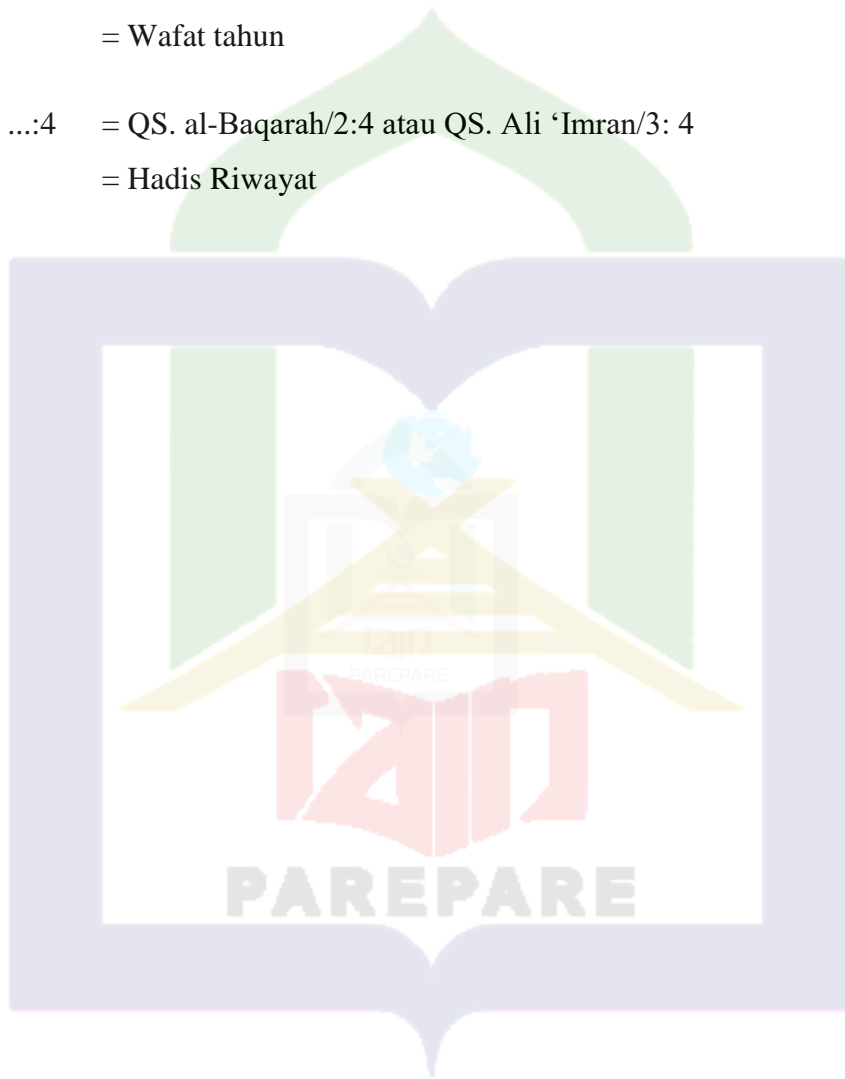
Swt. = *subhana wa ta 'ala*

Saw. = *sallallahu 'alaihi wa sallam*

a.s. = *'alaihi al-salam*

H = Hijriah

M	= Masehi
SM	= Sebelum Masehi
I	= Lahir tahun (untuk orang yang masih hidup saja)
W	= Wafat tahun
QS. .../ ...:4	= QS. al-Baqarah/2:4 atau QS. Ali 'Imran/3: 4
HR	= Hadis Riwayat



ABSTRAK

Nama : Nurahwana Ahmad
NIM : 18.0213.019
Judul Tesis : Meningkatkan Keterampilan Menulis Paragraf Siswa SMA Negeri 3 Parepare melalui Teknik Think-Pair-Share (Penelitian Tindakan). (Dibimbing oleh Maghdahelena Tjalla dan Zulfah).

Teknik Think-Pair-Share merupakan salah satu jenis pembelajaran kooperatif yang dirancang untuk mempengaruhi pola interaksi siswa dalam pembelajaran di kelas. Oleh karena itu, metode ini efektif untuk menciptakan variasi suasana pola diskusi kelas yang aktif, inovatif, kreatif, menyenangkan dengan asumsi bersifat resitasi atau diskusi, serta dapat menyelesaikan permasalahan bahasa Inggris siswa khususnya keterampilan menulis di sekolah. Tujuan penelitian ini adalah untuk meningkatkan keterampilan menulis paragraf siswa SMA Negeri 3 Parepare melalui Teknik Think-Pair-Share.

Subyek penelitian ini adalah siswa X.MIPA₂ SMA Negeri 3 Parepare tahun pelajaran 2021/2022 yang berjumlah 30 siswa. Desain penelitian ini adalah penelitian tindakan kelas dan menggunakan teknik Think-Pair-Share. Penelitian ini dibagi menjadi dua siklus yang terdiri dari beberapa tahapan yaitu perencanaan, pelaksanaan tindakan, observasi dan refleksi. Pada Siklus I dan Siklus II dilaksanakan dengan menggunakan teknik Think-Pair-Share dimana siswa dibagi berpasangan menjadi beberapa kelompok kecil yang terdiri dari 4 siswa dalam satu kelompok. Instrumen penelitian ini adalah observasi, wawancara, dokumentasi dan tes. Tes yang digunakan adalah tes menulis dimana siswa diminta menulis karangan narasi berdasarkan judul yang diberikan. Pada tahap tindakan, peneliti menggunakan teknik Think-Pair-Share dalam proses belajar mengajar. Selain itu, terdapat beberapa permasalahan siswa yang ditemukan pada tahap observasi. Oleh karena itu, peneliti memperbaikinya pada tahap refleksi.

Hasil penelitian menunjukkan bahwa siklus I dan siklus II dilaksanakan dalam tiga pertemuan. Pada siklus I peneliti mengumpulkan informasi berdasarkan hasil wawancara dengan siswa, terdapat 46,67% siswa menjawab menyukai bahasa Inggris, hanya 20% yang menghargai bahasa Inggris dan 53,33% dapat menulis dalam bahasa Inggris. Artinya kemampuan menulis siswa pada siklus I masih sangat buruk. Pada siklus II, secara umum tindakan pada siklus ini tidak jauh berbeda dengan siklus I. Yang membedakan adalah peningkatan keterampilan menulis khususnya pada kosakata, penguasaan dan struktur teks. Berdasarkan hasil, aspek aktivitas yang diamati mencapai 86,66% atau mempunyai partisipasi baik, 90% siswa berkategori baik dan 10% siswa mendapat nilai sangat baik. Hal ini menunjukkan bahwa penggunaan teknik Think-Pair-Share dapat meningkatkan keterampilan menulis paragraf siswa.

Kata kunci: *Meningkatkan, Keterampilan Menulis Paragraf Siswa, Teknik Think-Pair-Share*

ABSTRACT

Name : Nurahwana Ahmad
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Title : Improving Paragraph Writing Skill of the Students of SMA Negeri 3 Parepare through Think-Pair-Share Technique (Action Research). (Supervised by Maghdahalena Tjalla and Zulfah)

The Think-Pair-Share technique is a type of cooperative learning designed to influence student interaction patterns in classroom learning. Therefore, this method is effective for creating variations in the atmosphere of active, innovative, creative, fun class discussion patterns assuming the nature of recitation or discussion, and can solve students' English problems, especially writing skills at school. The purpose of this research is to improve the paragraph writing skills of students at SMA Negeri 3 Parepare through Think-Pair-Share Technique.

The subject of this research was X.MIPA₂ students at SMA Negeri 3 Parepare in the academic year 2021/2022 and consists of 30 students. The design of this research was classroom action research and uses the Think-Pair-Share technique. This research was divided into two cycles consisting of several stages, namely planning, implementing actions, observing and reflecting. In Cycle I and Cycle II were carried out using the Think-Pair-Share technique where students were divided into pairs into several small groups consisting of 4 students in one group. The instruments of this research are observation, interviews, documentation and tests. The used test was a writing test where students were asked to write a narrative essay based on the title given. In the action stage, researchers used the Think-Pair-Share technique in the teaching and learning process. Moreover, there were several student problems found at the observation stage. Therefore, the researcher corrected it at the reflection stage.

The research results showed that cycle I and cycle II were carried out in three meetings. In cycle I, researchers collected information based on the results of interviews with students, were 46.67% of students answered that they liked English, only 20% valued English and 53.33% could write in English. This means that students' writing skills in cycle I were still very bad. In cycle II, in general the actions in this cycle were not much different from cycle I. The differences were the improvement in writing skills, especially in vocabulary, mastery and text structure. Based on the results, the activity aspect observed reached 86.66% or had good participation, 90% of students were in the good category and 10% of students got very good scores. This shows that using the Think-Pair-Share technique can improve students' paragraph writing skills.

Keywords: Improving, Students' Paragraph Writing Skills, Think-Pair-Share technique

تجريد البحث

الإسم : نور وحنة أحمد
رقم التسجيل : ١٨.٠٢١٣.٠١٩
موضوع الرسالة : تحسين مهارة كتابة الفقرات لدى طلاب مدرسة الثانوية العامة الحكومية ٣ باريباري من خلال تقنية التفكير-الزوج-المشاركة (بحث تطبيقي).

تقنية التفكير-الزوج-المشاركة هي نوع من التعلم التعاوني المصمم للتأثير على أنماط تفاعل الطلاب في التعلم داخل الفصول الدراسية. لذلك، تعتبر هذه الطريقة فعالة في خلق تنوع في جو النقاش داخل الفصل بشكل نشط، مبتكر، إبداعي، وممتع، مع افتراض طبيعه الاستجواب أو النقاش، وبمكثها حل مشكلات الطلاب في اللغة الإنجليزية، خاصة مهارات الكتابة في المدرسة. تهدف هذه الدراسة الى تحسين مهارات كتابة الفقرات لدى طلاب مدرسة الثانوية العامة الحكومية ٣ باريباري من خلال تقنية التفكير-الزوج-المشاركة. كان موضوع هذه الدراسة هو طلاب الصف X.MIPA ٢ في مدرسة الثانوية العامة الحكومية ٣ باريباري في السنة الدراسية ٢٠٢١/٢٠٢٢ ويتألف من ٣٠ طالبًا. كان تصميم هذه الدراسة هو بحث تطبيقي داخل الفصل ويستخدم تقنية التفكير-الزوج-المشاركة تم تقسيم هذه الدراسة الى دورتين تتألفان من عدة مراحل، وهي التخطيط، تنفيذ الإجراءات، المراقبة والتفكير في الدورة الأولى والدورة الثانية، ثم استخدام تقنية التفكير-الزوج-المشاركة حيث تم تقسيم الطلاب الى أزواج في مجموعات صغيرة تتألف من ٤ طلاب في كل مجموعة. كانت أدوات هذه الدراسة هي الملاحظة، المقابلات، التوثيق والاختبارات كان الاختبار المستخدم اختبار كتابة حيث طلب من الطلاب كتابة مقال سردي بناءً على العنوان المعطى. في مرحلة العمل، استخدم الباحثون تقنية التفكير-الزوج-المشاركة في عملية التعليم والتعلم علاوة على ذلك، تم العثور على العديد من مشكلات الطلاب في مرحلة الملاحظة لذلك، قام الباحث بتصحيحها في مرحلة التفكير. أظهرت نتائج البحث أن الدورة الأولى والدورة الثانية قد تم تنفيذها في ثلاثة اجتماعات في الدورة الأولى، جمع الباحثون المعلومات بناءً على نتائج المقابلات مع الطلاب، حيث أجاب ٦٧.٤٦٪ من الطلاب أنهم يحبون اللغة الإنجليزية، فقط ٢٠٪ قنموا اللغة الإنجليزية و ٣٣.٥٪ يمكنهم الكتابة باللغة الإنجليزية. هذا يعني أن مهارات الكتابة لدى الطلاب في الدورة الأولى كانت لا تزال سيئة للغاية في الدورة الثانية، بشكل عام، لم تكن الإجراءات في هذه الدورة مختلفة كثيرًا عن الدورة الأولى. كانت الفروق في تحسين مهارات الكتابة، خاصة في المفردات، الإتقان وبنية النص. بناءً على النتائج، وصلت نسبة النشاط المرصود الى ٦٦.٨٦٪ أو كان لديهم مشاركة جيدة، ٩٠٪ من الطلاب كانوا في فئة جيدة و ١٠٪ من الطلاب حصلوا على درجات جيدة جدًا. وهذا يظهر أن استخدام تقنية التفكير-الزوج-المشاركة يمكن أن يحسن مهارات كتابة الفقرات لدى الطلاب.

الكلمات الرانسية: تحسين، مهارات كتابة الفقرات لدى الطلاب، تقنية التفكير-الزوج-المشاركة

CHAPTER I

INTRODUCTION

This chapter introduces the topic of this research. It describes the problem, the logical and argumentative reason, the urgency of the research as well as the significant aspects for the foreign language teaching field. In detail, the explanation is elaborated into some sub-chapters namely Background, Problem Statement, Objectives of the Research, and Significances of the Research.

A. Background of the Research

In learning English there are four skills that must be mastered by students, namely listening, speaking, reading, and writing skills. One of these language skills is writing. English is taught as a compulsory local content subject in schools and researchers face the fact that writing skills always emerge as the main foreign language subject taught at every level of education, but there are still many people who still do not have skills to be good at writing.

According to Zemach and Rumisek teaching writing is important because the first reason is that writing strengthens the grammatical structures, idioms and vocabulary that have been taught in class, and the second reason is that when students write, they have the opportunity to be adventurous with their language. In the end, students become involved with the language, with themselves and with their readers. Writing skills in English will be easy as students find a enjoyable atmosphere liked on a classroom.¹When writing, we tell something that is in the heart (inner) into general words which then pour ideas and experiences into written form with accurate translations in an analytical, evaluative, and creative way. However, only a few people have the ability to translate, choose and

¹Zemach and Rumisek, *Academic Writing from Paragraph to Essay*. (Oxford: Macmillan, 2005), p. 54.

combine words so that the meaning of writing can be conveyed to the reader. Of course, if we write for pleasure or for personal entertainment, it doesn't matter if other people don't understand what we are writing. Because we only write ourselves, we will feel fine as long as we know that our writing is meant only for us.²

Although writing skills are important, they do not get enough attention and insufficient time allocation in the teaching and learning process. This is because most teachers assume that class time should be devoted almost exclusively to developing oral skills. Therefore, writing activities are given to students as activities outside the classroom which are carried out with the students' own abilities and mostly without clear and specific instructions from the teacher. The teacher's lack of supervision over the students' writing activities causes many problems in students' writing skills.

Curriculum 2013 is a set of arrangements and plans as guidelines in learning activities to achieve educational goals. There are four aspects of curriculum 2013 that are assessed, namely the assessment of attitudes, behavior, knowledge and skills to prepare Indonesian people to have the ability as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization. The purpose of implementing the 2013 curriculum is to improve the standard of learning outcomes in which the teacher focuses on guiding and directing students in carrying out teaching and learning activities in the classroom. In this case, the teacher is obliged to improve the quality of student learning outcomes as a whole.

²Richard Paul and Linda Elder, *How To Write A Paragraph The Art of Substantive Writing*, Thinker's Guide Library: 6 Tinworth Street, (United Kingdom: London, 2013).

So that it is expected to have an impact on increasing educational standards.³The assessment that is the focus of this researcher is the assessment of knowledge and skills competence.

Besides that, the assessment system in education in school institutions has been regulated in Permendikbud Number 23 of 2016 concerning Educational Assessment Standards (KKM). Permendikbud No. 23 of 2016 years concerning educational assessment standards states that the Minimum Completeness Criteria (KKM) are learning completeness criteria determined by educational units that refer to graduation competency standards, taking into account the characteristics of students, characteristics of subjects, and the condition of the education units. Assessment of learning outcomes by teachers covers the scope of aspects of attitudes, knowledge and skills.⁴

In addition, the researcher did an initial observations that has obtained from the English teacher at SMA Negeri 3 Parepare for the academic year 2021/2022, the researcher found the fact that the average test scores of class X MIPA₂ students, which consist to 30 students in English subjects. Especially, the students writing skills were always poor below the Minimum Completeness Criteria standard (≤ 75). It was found that the normal score on the average score on the writing test was 60.53 out of 30 students. The data showed that the daily exam scores for writing narrative texts were not successful. There were 8 students who scored 71 to 85 point were included in the good category and 22 students who did not complete it. They got scored 41 to 70 in poor category. So, they had to take remedial to achieve the Minimum Completeness Criteria (KKM). The passing

³ Km. Nanda Rismapramanta, 'Penerapan Model Pembelajaran Kooperatif Tipe Think Pair Share Untuk Meningkatkan Hasil Belajar Bahasa Inggris Siswa,' *Journal for Lesson and Learning Studies* 2.3, (2019), p. 445. <https://doi.org/10.23887/jlls.v2i3.21159>

⁴ Permendikbud Nomor 23 Tahun 2016 "Tentang Standar Penilaian Pendidikan", (2016) <http://sainamulyana.blogspot.com/2016/07/download-permendikbud-no-23-tahun-2016.html/>, (Accessed on 27th May 2022).

grade of English writing skill at SMA Negeri 3 for the academic year 2021/2022 Parepare in narrative text was 75. In addition, the students grade facts about student that researcher got from their English teacher by discussing to get information that it was true many students have not been able to write narrative texts in accordance with what is expected and are the targets of completeness at the school. Students' skill to write narrative texts is still poor, they still had difficulty in compiling texts that were in accordance with the content, chosen theme, pouring ideas into written form, compiling coherent and coherent paragraphs, choosing and using appropriate vocabulary, compiling effective sentences and using spelling right, besides that, the time for writing skills lessons was not enough so that the lessons are not effective.

Therefore, from the information above, the researcher has concluded that there were still many students who had poor writing. This is caused by the students' lack of ideas to start and write their essays. The problems were faced by students in improving paragraph writing skill, especially in narrative texts include: difficulty finding ideas for writing, lack of words (vocabulary) and they are not able to put ideas well because of their understanding about how to make texts, students could not use/choose the correct grammar, they misspelled words, and they were not interested in participating in writing activities. Furthermore, they were getting bored because they were not varied and interesting teaching way. Problems arose in an effort to develop writing skills of EFL students, especially in the field of writing, for example in the process of compiling paragraphs in English writing. Writing students not only had to think in the language to be used but also had to give concern to certain things like word choice, textual organization and other mechanics like punctuation. As a result, many students still had difficulty writing paragraphs in English. They could not write grammatical, spelling,

punctuation sentences and some of them still used Indonesian words in their writing because they had lack of vocabularies which was the main problem. Students also did not use imperative verbs in the initial sentence. This made students bored and not interested in participating in learning. These problems could arise due to teaching methods, materials, techniques, media or a combination of these. So that, students could actively participate in class activities; teachers must be communicative and creative. With these conditions, researcher need to apply Classroom Action Research as an alternative solution to solve this problems that was suitable for students because the target or research subject were students.⁵ Furthermore, the way out of an appropriate learning model so that it was easy for students to learn English. Especially in writing skills, it was the cooperative learning model of the Think-Pair-Share technique, it was easy learning model or technique developed by Frank Lyman, which aims to teach students to more independent in solving questions that can raise students' self-confidence. Meanwhile, the implementation of curriculum 2013 has become a big concern and caused controversy for most people, because some people think that the 2013 curriculum is not ready to be implemented. Syafruddin Nurdin stated that curriculum changes, especially the curriculum 2013, are aimed at achieving a better education system. Implementation of the curriculum 2013 will run well with the support of teachers/teachers staff and students.⁶ As in high school of curriculum 2013, the basic competence in writing for tenth class in second semester states that students are able to interpret contextually meaning related to

⁵ Dwi Susilowati, 'Penelitian Tindakan Kelas (PTK) Solusi Alternatif Problematika Pembelajaran,' *Jurnal Ilmiah Edunomika*, 2.1, (2018), p. 37.

⁶ Syafruddin Nurdin, *Guru Profesional dan Implementasi Kurikulum*. (Jakarta: Ciputat Press, 2003), p. 75.

social functions, text structure, and linguistic elements of simple narrative, spoken, and written texts related to legend.

In addition, English teachers must also master the material taught to students. However, when the English language transformation process occurs, the teacher may lack sufficient control or methodology in the classroom so that the learning process is less effective, the learning objectives are not achieved optimally, and the learning process is not conducive. As a result, students find it difficult, and the psychological impact is less positive, such as the impression that English is difficult and scary.

Base on the interview from the teachers, teachers also have two additional problems, namely; teachers are not able to improve and develop learning tools so that students are able to improve their learning skills, especially writing skills, and problems that arise in an effort to develop productive skills of EFL students, especially in the field of writing, for example in the process of compiling essays in English. Currently, teachers are also required to provide the latest innovations. Unfortunately, it seems that not all understand very well about the latest innovations that must be used for the learning process. Teachers still rely on the old types of learning techniques or that alone as the only learning techniques that are felt to be satisfying.

According to Ade Pratiwi in the title of Improving Students' Skills in Writing Descriptive Text at The First Grade of SMAN 3 Parepare By Using Picture Strip Story states in writing skill that students are usually afraid to take English classes. The reason they feel unmotivated, easily discouraged. They always think that English is difficult to learn because they don't know anything from the start. Teachers need to be responsive to classroom situations in order to make accurate measurements. Therefore, the classroom atmosphere must be

relaxed so that students are more active in each activity leading to better text writing performance⁷

Based on research observations conducted by Andi Asrifan at SMA Negeri 3 Parepare with the title *Using Picture Stories in Improving Students' Ability to Write Narrative Essays*, it was stated that students had difficulty when asked to write because they did not know how to start and what topics they should take. To overcome these problems, English teachers must be more creative in choosing materials and techniques that can make students more interested and fun. This can be done by selecting appropriate materials and techniques that students prefer based on the level and background of students' knowledge.⁸

Based on the curriculum 2013, writing learning in secondary schools aims to enable students to be able to express ideas in written form by using the right language variations fluently and accurately in interactions or monologues in the form of descriptive text, transactional text, recount text, narrative text, and song structure. Especially for tenth class second semester, it is limited to recount text, narrative text, and song structure. In writing narrative texts, the students are expected to be able to write simple narrative texts correctly. By knowing the structure of a narrative text they are orientation, complication, and resolution. They should be able to make sentences in the past tense, developing main ideas into short narrative texts. In this case, students must know the sequence of events in the story and the problem (climax). It will make it easier for them to come up with ideas, use the right vocabulary, and expand ideas into chronological

⁷Ade Pratiwi, *“Improving Students’ Skills in Writing Descriptive Text at the First Grade of SMAN 3 Parepare.”* (Undergraduate Thesis, IAIN Parepare, 2018), p.3.<http://repository.iainpare.ac.id/924/1/14.1300.080.pdf>, (Accessed on 28th May 2022).

⁸ Andi Asrifan, ‘The Use of Pictures Story in Improving Students’ Ability to Write Narrative Composition’, *International Journal of Language and Linguistics*, Vol.3 No.4, (2015), <https://doi: 10.11648/j.ijll.20150304.18>.

stories. The more often students are given the opportunity to practice, the more skilled they will be in writing. Therefore, in teaching writing students should be given the opportunity to be able to develop their activities and creativity, so that the teaching objectives (so that students are skilled in writing) can be realized.

To solve problems in English writing skills at school, the researcher chose to use action research as a research model. Benefits of doing Action research to solve practical problems in an organization or society by involving stakeholders using a scientific approach to achieve the desired improvements and changes. Action Research is research conducted through classroom action by teachers or researchers. One type of classroom action research is the most appropriate Classroom Action Research, because it is in accordance with the field of education or the target of the research subject is students.⁹

In addition, students need an effective learning technique to facilitate the skills of writing paragraphs of narrative text. Technique is a tool to achieve learning objectives. Researchers can provide treatment to make it easier to express ideas, make beginnings in writing, and make good paragraph organization. In this study, researchers tried to use the Think-Pair-Share technique as a solution to solve the problem.

Think-Pair-Share was developed by Frank Lyman. Lyman develops teaching strategies that engage students in discussion.¹⁰ The Think-Pair-Share technique encourages and allows students to work together by giving them more time to answer questions using three distinct steps: thinking, pairing, and sharing. This technique can be used to help students form individual ideas, discuss and

⁹ Dwi Susilowati, 'Penelitian Tindakan Kelas (PTK) Solusi Alternatif Problematika Pembelajaran,' *Jurnal Ilmiah Edunomika*, 2.1, SMK Negeri 2 Sukoharjo, Jawa Tengah, (2018). p. 37.

¹⁰ Lyman, F, *The Responsive Classroom Discussion*(Anderson, A.S., Ed), Mainstreaming Digest, 109-113. College Park, (MD: University of Maryland College of Education, 1981).

share them with others in the group. It is designed to be a simple and quick technique for understanding the concepts of a given topic and working with smaller groups. Students will follow the learning process with the specified topic then assignments are given limits so as not to get out of topic, develop the ability to filter information that is understood, formulate ideas or thoughts, and draw conclusions and be responsible because each must report to their partner, and the teacher can ask one or two pairs to share ideas with the whole class. This technique is more effective than asking a question and asking one child to respond. An important aspect of the think-pair-share technique is that students can develop skills and consider ideas and appreciate the different points of view of their peers.

Based on the description and explanation above, the researcher believes that the think-pair-share technique may be applied in the teaching of writing since it can be used as a guide to help students to write essays. The researcher is interested in conducting a research entitled “Improving Paragraph Writing Skill of the Students of SMA Negeri 3 Parepare Through Think-Pair-Share Technique”.

B. Problem Statement

Considering the background above, the researcher will formulate the following research questions:

“How does Think-Pair-Share technique improve the students’ paragraph writing skill of SMA Negeri 3 Parepare?”.

C. Objectives of the Research

Based on the problem statement above, the objective of this research is “to improve the students’ paragraph writing skill of SMA Negeri 3 Parepare students through Think-Pair-Share technique”.

D. Significances of the Research

The significance of the research is divided into two parts, namely significance; they have both theoretical and practical significance. In theory of significance, the researcher hopes that this research will be successful in informing the teaching and learning process of writing. The application of the think pair share technique is expected to be a good learning tool. There are five practical meanings that researchers expect, namely:

First for the world of education, research results are a way to develop the teaching and learning process of English, and especially in teaching paragraph writing. Second, for English teachers, the results of this study are expected to be a way to vary their teaching techniques, so that they can use this research to improve their strategies in teaching writing skills, especially in writing paragraphs. Third, for students, the results of this study are expected to make them aware that writing is an important skill in learning English that must be mastered. In addition, it can motivate students to improve their English writing skills. Fourth, for curriculum makers, the results of this study are expected to be used as a comparison and reference for the development of learning methods at the junior high or senior high school level. Finally, fifth, for further researchers, the results of this study are expected to provide meaningful information and provide motivation for further researchers to improve writing skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some theories that become the bases for the discussion. The purpose of the chapter is to get the understanding of the basic principles of the research are, so that the problem stated in the previous chapter can be answered. There are previous research findings, some pertinent ideas for learning in the classroom.

A. Previous Research Findings

The importance of writing skills has made many language teachers and researchers explore and expose language teaching processes by implementing various techniques. There were some researchers who conducted research by using few techniques in teaching English, particularly teaching writing skill. The results of the research are cited briefly below:

According to Putri Sri Reski Pardosi and Bachtiar stated in Journal with title *Improving Students' Achievement In Writing Narrative Text By Using Think Pair Share strategy*. Think Pair Share can increase the ability of the students to comprehension the writing text critically and it makes it easy for the students to grasp information from writing text. That is why Think Pair Share strategy is suitable for students' achievement in learning writing. As a conclusion, the students' achievement in writing can be increased by using Think Pair Share.¹¹

Furthemore, Dino Sugiarto and Puji Sumarsono in their journal entitled research on *The Implementation of Think-Pair-Share Model to Improve Students' Ability in Reading Narrative Texts*. Think Pair Share which provides an

¹¹ Pardosi, Putri Sri Reski, *"Improving Students' Achievement In Writing Narrative Text By Using Think Pair Share Strategy,"* Transform Journal of English Language Teaching and Learning of FBS UNIMED, Vol. 2. No. 2, (Universitas Negeri Medan, (2013). <http://jurnal.unimed.ac.id/2012/index.php/jelt/article/view/912/719>.

opportunity for each student to think and share ideas in class simultaneously so that it does not require a lot of time and work for the teachers. Think-pair-share as an example of cooperative learning is part of the excellence of Curriculum 2013, which emphasizes the use of cooperative or collaborative learning. However, this model requires a patient teacher who cares for students who are more in need of attention..¹²

In addition, Mundriyah and Aseptiana Parmawatihat in journal Using Think-Pair-Share (TPS) To Improve Students' Writing Creativity (A Classroom Action Research in the Second Semester Students of STKIP Siliwangi Bandung) stated that TPS is truly simple. TPS offers some benefits and it can build positive interdependence with their partners because in doing TPS, the students are able to learn from each other. It is assumed as a good method in teaching writing since it gives students the opportunity to dig their own ideas on what to write, share ideas with peer students, develop ideas, learn to criticize and accept criticisms, and promote effective teamwork.¹³

Likewise, Witri Yunarti, Yuliyanti, Isry Laila Syathroh, in a journal entitled Teaching Reading Narrative Texts Using Think Pair Share (TPS) Techniques in Class VIII SMPN 03 Cimahi. The application of the Think Pair Share (TPS) technique is effectively used in learning to read narrative texts. Because most of them ask questions, answer the questions given by the researcher and make some notes. In addition, Think Pair Share (TPS) can also improve the Minimum

¹²Dino Sugiarto and Puji Sumarsono, 'The Implementation of Think-Pair-Share Model to Improve Students' Ability in Reading Narrative Texts,' *International Journal of English and Education*, ISSN: 2278-4012, Volume:3, Issue:3, (2014), p. 214.

¹³Mundriyah and Aseptiana Parmawatihat, 'Using Think-Pair-Share (TPS) To Improve Students' Writing Creativity (A Classroom Action Research in the Second Semester Students of STKIP Siliwangi Bandung),' *Jurnal Ilmiah UPT P2M STKIP Siliwangi*, 3(2):84, (2016) <https://doi:10.22460/p2m.v3i2p84-91.630>, p.86-87.

Completeness Criteria (KKM) in students' reading skills in narrative texts at SMPN 03 Cimahi.¹⁴

Furthermore, according to Sridiana Elfia in *Improving Students' Writing Skill of Narrative Text by Using Think-Pair-Share Technique at Grade X.13 SMAN 5 Bukittinggi* states Think-Pair-Share technique can improve students' skills in writing narrative texts. Students become more active and all students are involved in the teaching and learning process. Students are more enthusiastic in participating in learning, so the class becomes more conducive.¹⁵

So, the researcher concludes that in the teaching and learning process, the teacher must make students interested in the material. Teachers must create a good atmosphere or variety of methods in teaching English, especially teaching writing skills. There are many techniques and methods that can be used to help students write easily and correctly. One way is Think Pair Share. They can help students organize their ideas and reduce their difficulty in writing activities. Researchers believe that Think-Pair-Share is a good method of doing writing activities.

B. Some Pertinent Ideas

1. The Definition of Writing

Writing is one of the skills in learning English. Writing is very important for education because it makes it easier for students to think. Learning to write is needed by students, because through writing students can pour all their ideas into good, correct and interesting writing. There are several definitions of writing put forward by several experts. The perceptions of meaning from these experts will

¹⁴ Witri yunarti.,Yuliyanti.,Isry Laila Syathroh, 'Teaching Reading Narrative Text Using Think Pair Share (TPS) Technique in Class VIII SMPN 03 Cimahi.'*Professional Journal of English Education*, IKIP Siliwangi, Volume 3, No. 1,(2020), e-ISSN 2614-6258 <https://doi:10.22460/project.v3i1.p73-77>, p.75-76.

¹⁵Sridiana Elfia, 'Improving Students' Writing Skill of Narrative Text by Using Think-Pair-Share Technique at Grade X.13 SMAN 5 Bukittinggi,'*Jurnal The 3rd International Conference on Language, Literature, and Education (ICLLE 2020)*, (2020) <https://doi:10.2991/assehr.k.201109.053>.

look different from each other in interpreting writing skills but will have the same points in general. There are so many definitions put forward by experts, for more details on the meaning of writing, as follows:

Writing is an activity of compiling meaningful information, so that it is easily understood by the reader. Hyland explains that writing is a way to share personal meaning.¹⁶ That is, writing is a way of expressing feelings and thoughts to others. Writing can help people to communicate over long distances, both in far away places and at distant times. Therefore, when constructing an idea, someone should make it understandable and acceptable.

According to Dewi, Writing is a way of expressing language in the form of words, letters, or symbols. The main purpose of writing is communication. Writing can be made on a sheet of paper, typed on a typewriter or computer even on a cave wall. The writing process includes pre-writing, composing, revising, and publishing. There are many types of writing such as narrative, descriptive, expository and persuasive.¹⁷

According to Byrne, writing is an activity to produce a sequence of sentences arranged in a particular order and linked together in certain ways. Furthermore, when writing they determine graphic symbols, which are letters or combinations of letters that are associated with the sounds they make when they speak.¹⁸ Meanwhile, Hornby stated that writing is the activity of making letters or other symbols on the surface of paper with a pen or pencil.¹⁹

Furthermore Eanes states, writing is a valuable tool for learning in a number of ways. In other words, writing helps students reflect on how much they

¹⁶ Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2004).

¹⁷ Utami Dewi, *How To Write*, (Medan: La – Tansa Press, 2011), p. 27

¹⁸ Donn Byrne, *Teaching Writing Skills*, (England: Longman Group Ltd, 1979), p.16.

¹⁹ A. S. Hornby, *Oxford Advanced Learner's Dictionary Current of English*. Revised and updated. (Great Britain Oxford University Press, 1974), p. 996.

already know about a topic. It encourages students to assess how well they understand new information and allows them to integrate new information at deeper levels, the students should be provided with frequent opportunities to write for a variety of purposes. Besides, the writing assignments or the type of writing should be tailored to meet students' needs and abilities.²⁰ So, writing is an effective tool for knowing the students' skill in vocabulary mastery, grammar and also the students' skill and students' needs. In relation statements above, Nunan states that pointed out the successful writing as follows:²¹

- a. Mastering the mechanics of letter information,
- b. Mastering and obeying convention of English spelling and punctuation,
- c. Using the grammatical system to convey one's intended meaning,
- d. Organizing content at the level of paragraph and the complete text to reflect the given new information and topic structure,
- e. Polishing and revising one's initial efforts, and
- f. Selecting an appropriate style for one's audience.

Meanwhile, according to Nunan “writing is the process of thinking to invent ideas, thinking about how to express them into good writing, and arranging the ideas into statements and paragraphs clearly”.²² That is, when writing texts or paragraphs, students must follow two processes: thinking and composing. Students should think about the ideas that are in their minds, and then they should try to organize their ideas into good sentences and paragraphs.

²⁰ R. Eanes, *Content Area Literacy: Teaching for Today and Tomorrow*, (Albany: Delmar Publisher, 1997), p. 113.

²¹ David Nunan, *Designing Task for the Communicated Classroom*, (New York: Cambridge University Press, 1989), p. 89.

²² D. Nunan, *Practical English Language Teaching*, (Singapore: McGraw Hill, 2003).

Based on the definition above, the research concludes that. In the writing process we always involve thinking skill and creative skill. A good writing is to express one's ideas correctly and the ideas must be written in clear, significant, logical and coherent sentences. Here, we should also pay attention to some important points like, organizing content, mastering the mechanics of letters, convention of English spelling and punctuation, using a good grammar system, and also reflecting the topic comment structure. Besides that, we have to be able to revise our writing results after getting corrections from the others.

2. Types of Writing

Types of writing activities to perform writing should be based on the students' level and capacity. Brown, summarize five major categories of classroom writing performance. Those categories are very important to the students because it can make them easier to write some text. According to Brown, there are five main categories of writing performance in the classroom:²³

a. Imitative, or writing down

This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code. Imitative writing is focused strictly on the grammatical aspects of writing. Students only reproduce what they see.

b. Intensive, or controlled

This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a given structure through out. In this case students are helped to produce a good

²³ H. Douglas Brown, *Teaching by Principles*. New York: Addison Wesley, (Longmann, Inc, 2001), p. 343.

composition with certain controls. This will allow students to practice more with structure, punctuation, and grammar.

c. Self-writing

The most salient instance of this category in the classroom is note-taking by the students. Diary or journal writing also falls into this category. In this type students are still guided but not given full control by the teacher. The teacher only provides a little guidance during the writing process. Teachers who use this approach provide large amounts of free writing on a given topic with only minor corrections. The emphasis in this approach is on content and appearance rather than accuracy and form. Once ideas are written on the page, grammatical accuracy and organization follow. Thus, teachers can start their class by asking students to write freely on any topic without worrying about grammar and spelling for five or ten minutes. The teacher did not correct this freewriting snippet. They may only and may comment on the author's ideas. Alternatively, some students voluntarily read their own writing aloud in front of the class. Concern for "audience" and "content" is seen as important in this approach.

d. Display writing

For all language students, short answer exercises, essay examinations and research reports will involve an element of display. One of the academic skills of ESL students that they need to master is a whole array of display writing techniques.

e. Real Writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages. It also helps students make connections between real-life situations and the skills they are learning within the classroom.

Based on the above theory, teaching skills must be developed properly and all kinds of writing are useful and necessary. In all types of writing, we must present information efficiently and effectively. In addition, writing practice, including writing simple paragraphs or essays, must be based on competency standards and basic competencies. The above efforts should be done well to improve students' writing skills. This enables students to express their thoughts and ideas into written English; namely controlled writing and free writing/guided writing. Here the researcher will focus on self-control writing as writing to present information. This will enable students to practice more with the structure, punctuations, and grammar.

3. Components in Writing

Similarly, Jacobs there are five components in writing. They are content, organization, vocabulary, language use and mechanics.²⁴

a. Content

Content is a planning, writing, and editing process to make the text is clear and can be understood. In order for the reader to understand what message is conveyed by the author, the substance of the writing needs to be clear. Also, in content should be well unified and completed in order to provide a good text in writing. In other words contents refer to the substance of writing, the experience of the main idea, i.e., groups of related statements that a writer presents as a unit in developing a subject. Content paragraphs do the work of conveying ideas rather than fulfilling special functions of transition, restatement, and emphasis.

b. Organization

²⁴ H. L Jacobs, Wormuth, D. R., Zinkgraf, S. A., & Hearfiel, V. F. *Testing ESL Composition: A Practical Approach*. Massachuset: Newbury House, (1981), p.31.

Organization refers to the logical organization of content. It is scarcely more than an attempt to piece together all collections of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

c. Vocabulary

Vocabulary refers to the selection of words that are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning precisely rather than skews it or blurs it.

d. Language use

Like vocabulary, in writing evaluation, language use consists of eight descriptors; effective complex constructions, agreements, tenses, numbers, word order/functions, articles, pronouns and prepositions. The use of language in writing involves correct grammar and grammar points and adequate grammar must be able to produce grammar. We can do nothing but speak separate languages for separate functions. In addition, grammar can help students improve their use of formal language.

e. Mechanic

Mechanic refers to the use of graphic conventions of the language, i.e., the steps of arranging letters, words, paragraphs by using knowledge of structure and some others related to one another. In short, it is clearly seen that the quality of effective writing is not only defined by its correct use of grammar and structure but there are other higher orders to be concerned such as content, organization, vocabulary, language use and mechanics.

4. Process of Writing

Process of writing is a way of looking at what people do when they compose writing text.²⁵ Before starting writing activities, a writer must know what the purpose of writing is. Each writer has his own purpose, according to the text he wants to write. Each type of writing has a variety of purposes, namely to inform or teach, hope or urge, entertain or please, express or express passionate feelings and emotions. For inexperienced writers, still pay attention to the purpose of writing.

Tarigan states there are seven purposes of writing, namely, a) the purpose of the assignment (assignment purpose) the author wrote something because it was assigned not on a whim himself, b) altruistic goals (altruistic goals) the author aims to please readers, wants to help readers understand, appreciate, his feelings and reasoning, c) persuasive goals (persuasive goals) writing that aims to find out the truth of the ideas expressed, d) informational goals (informational purpose) the purpose of writing explanations that aim to provide information or enlightenment to the readers, e) the purpose of self-disclosure (the purpose of self-declaration) writings that aim to introduce or reveal the author to the readers, 6) creative purposes (creative goals) of writing that aims to achieve artistic values, artistic values, and h) the purpose of problem solving (problem solving objectives) in writing like this the author wants to solve the problems at hand. The author wants to explain, clarify, explore and carefully examine his own thoughts and ideas so that they can be understood and accepted by the readers.²⁶

²⁵ Jeremy Harmer, *How to Teach Writing*, (Harlow: Pearson, 2007), p.12.

²⁶ Hendry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2013), p. 24-25.

The purpose of writing is to make the writing readable and understood by others who have the same knowledge of the language used²⁷. Based on this opinion, it can be said that each writer has his own goals, according to the text he wants to write and made so that it can be read and understood by other people who have the same knowledge of the language used. The purpose of writing is to express ideas, thoughts or feelings in a piece of writing. This article aims to inform the reader so that the reader can know what the author wrote.

McCrimmon states that there are three essential steps for the writing process, namely planning, drafting, and revising.²⁸

a. Planning

Planning is also called pre-writing. At the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing. In this step, learners are expected to be able to formulate the purpose of their writing and then organize the message. Selecting something to write about is very much needed because most students often spend more time in this step. While no to writer tackle prewriting the same way, there are a few proven methods that can help speed along this critical step, as follows:

Step one brainstorming, this is often a group exercise in which all students in the class are encouraged to participate by sharing their collective knowledge about a particular subject. Students can then utilize any or all of the information when turning to the preparation of their first draft.

Next, step two free writing, free writing is a tool writers use simply to get their ideas out onto paper. The point is not to write a full-blown draft, but just to focus attention on the topic and let what ideas come. There is no need at this point

²⁷ Suriamiharja, dkk., *Petunjuk Praktis Menulis*, (Jakarta: Depdikbud,1997), p.2 .

²⁸ McCrimmon, M.James. *Writing with a Purpose*. (Boston: Houghton Mifflin Company. 1984), p.10.

to over-think anything that is written down, but rather, just keep writing. It begins with a blank page and the idea or topic and free writing continuously for five to ten minutes.

Next step three, Clustering is a technique that allows writers to map out their thoughts and connect them visually. By beginning with a general subject written in the center of a blank page, students can branch out into subtopics, and from the subtopics into supporting details. Just let them connect each word or phrase to related items by drawing arrows between them, and soon students will have a topical map of their entire writing project. Clustering is an ideal prewriting method for situations with time constraints, such as timed writing assignments.

Step four, outlining is more structured than free writing or clustering, so many writers use this method in conjunction with others to further organize their thoughts and prepare them for drafting. As with clustering, outlining allows students to bring their ideas together into specific subtopics and details. Using bullet points or letters and numbers, they write their subtopics flush with the margin, and indented under each one, write their supporting details. They can use single words or phrases or write a sentence outline that they can later turn into a first draft.

Next step five drafting, it is used to know whether the ideas which have been discovered during planning can be shaped into a successful piece of writing. It will enable the students to experiment the possible arrangement of one subject. In this steps, the students will know what they want to say; just get it down on paper. They do not need to worry about style, elegance, mechanics or anything else having to do with the result look. They just get it recorded. There will be plenty of time later for revising and polishing this rough draft. The point now is to give them raw material that they can shape and sharpen.

The first draft is called the discovery draft because the students will discover many things new about the subject, audience, and purpose. The discoveries will help them learn more about what they want to say and how they present it. Then, the students construct a formal outline. The formal outline is an exact plan of organization that breaks the topic into major units and subdivides these major units into minor units.

The last step six, in the writing process is revision. Revision is a procedure for improving or correcting a work in progress. Revision is not just about rearranging words; it is about rethinking the whole argument, and making sure the students are really saying what they want to say. It is a meticulous process of examining their work paragraph by paragraph, sentence by sentence, and even word by word. It starts with reading what they have written. If they are lucky enough to have somebody else offer to read their draft, take them up on the offer, and make sure the reader knows that they want a serious, honest reaction to their argument and how it unfolds. Revision can be done in two ways: global revision – a complete recreation of the world of the writing, and local revision – a concerted effort to perfect the smaller elements in a piece of writing the students have already created. There is no single best way to revise. Some people like to get a complete draft in place before they start revising, and some like to work with smaller units of the essay. Lots of writers like to wrestle the whole argument into shape and only then turn to fine-tune editing and polishing of individual words and sentences. If that suits their style, it is great.

Meanwhile, the process of writing consists of getting started, drafting and editing. The definitions are similar to what have been stated by McCrimmon, just

differ on the terms used. In the editing stage, there are four points, namely editing for meaning, grammar (and punctuation), spelling, and presentation.²⁹

5. The Function of Paragraph

Oshima and Hogue stated that a paragraph is made of three kinds of sentences that develop the writers' main idea, opinion or feeling about a subject. These sentences are the topic sentence, supporting sentences, and concluding sentence the writer may add a final comment after the conclusion.³⁰

There are five the function of paragraph, including: Serves to express ideas in written form by providing a form of thoughts and feelings with a series of sentences that are arranged logically in a single unit, serves to mark the transition of new ideas for essays consisting of several paragraphs, changing paragraphs means changing thoughts too, Serves to make it easier to organize ideas for those who write and provide easy understanding for readers, serves to facilitate the development of essay topics into smaller units of thought, and Serves to facilitate the control of variables, especially essays consisting of several variables.

6. Narrative Text

Narrative text is a fictional story (Fiction) or a story made to entertain the reader. Narrative text is usually found in the form of fairy tales, folk tales (folk legend), and other fictional stories. The purpose of narrative text is to entertain the reader/listener (Entertain the reader) in a story with sequential events that lead to a climax, and finally find a solution.³¹ Narrative is to amuse, entertain, and to deal with an actual or vicarious experience in different ways. Narrative deals with

²⁹ Elizabeth McMahan, et al., *Literature and the Writing Process* 4th Edition. (New Jersey: Prentice Hall Inc. 1996).

³⁰ Alice Oshima and Ann Hogue, *Introduction to Academic Writing: Second Edition* (Edition wesly longman, 1997), p. 71.

³¹ SMK NU Tunas Bangsa, 2021, *Materi Belajar Bahasa Inggris Kelas 10 Semester 2: Narrative Text*, Article, <https://smknassa-bringin.sch.id/materi-belajar-bahasa-inggris-kelas-10-semester-2-narrative-text/>, (Accessed on 23rd March 2022).

problematic events that lead to a crisis or turning points of some problems, which in turn finds a resolution. The verb in narrative is usually in the form of past tense, except in the direct speech. There are two kinds of verbs: relational and action verbs “to be” and “have” are relational verbs. We usually use them to describe the characteristics of characters or things.

Narrative text is a text that tells about past activities or events involving experiences and solving problems in writing or reading. The purpose of narrative text is to entertain the reader with a certain experience or representation in a different way which has a generic structure of orientation, complication, resolution. Narrative is a form of discourse that tries to describe as clearly as possible to the reader an event that has occurred. In other words, the narrative tries to answer the question "what happened". The form of this essay tries to narrate an event or event as if the reader can see and can see it experience the event. The important element in this narrative is the act or action and the time series of events that occur.³²

Based on Irwan Sulisty narrative includes fairy stories, fables, mystery stories, science fiction, romance, horror, etc. Structure of the text: 1. Orientation: Introduce the character, place and time, 2. Complication: Develop a conflict, 3. Resolution: End of the conflict, 4. Coda: (if any) shows the change that happens to the characters and the moral value of story

So that, a narrative text is a text which contains a story either written, and there is a series of connected events, and the social function is to entertain or amuse the reader. A narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.³³ In conclusion, the purpose of

³² Gorys Keraf, *Argumentasi dan Narasi*, Jakarta: Gramedia Pustaka Utama, (2010), p. 136.

³³ A. Setyaningsih, *Journal of English Language Teaching*, 2(2), 1–8, (2013), <http://www.language-teaching.org/>, (Accesed on 17th January 2022).

narrative text is to amuse the reader with certain or vicarious experiences in different ways which have generic structure of orientation, complication, resolution.

Based on the understanding of the narrative above, it can be concluded that: In narrative text, the sentences are usually organized according to time order. Things happen and then other things happen and the event is told in some order and narrative is an essay that describes the chronology of events in certain time series. Through this essay, readers are made as if they can feel the events that are happening.

7. The Generic Structure Of Narrative Text

The generic structure of narrative text are orientation; stating the topic of an activity or event which will be told, sequence of events; presenting the story about the past activities or events which has the chronological of conflicts and resolutions; resolution; stating the problem solving, and coda/re-orientation; concluding in order to give the moral values. Generic structure of narrative text, include:

a. Orientation (Introduction)

The Orientation section contains the introduction of the characters, the background of the place and time of the story. (who, what, when and where)

b. Even/Complication (Event/Problem)

In the complication section, problems begin to appear and must be solved by the main character in the story.

c. Resolution (Completion)

Resolution is where the story ends. In this section the problem is solved by the main character. In the Resolution section there is usually a moral value or moral message (advice) from the story

d. Coda/re-orientation

Re-orientation structure and the coda structure are the same structure. Both are the closing part of a text that contains comments and conclusions of the content of the text. It tells about the characters and contains a message of moral values to the readers.

8. Language Features in Narrative Text

According to Hartono, the language features used in narrative text are:³⁴

a. Focus on specific participants.

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

b. Use of past tense.

Tenses used in narrative text are past tense, because it tells about a story that happened in the past. The formula of past tense is

S + V2 ... or S + to be (was/were)...

c. Use of temporal conjunction.

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

d. Use of material (or action) processes.

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

The water flows. Participant process

e. Use of mental processes.

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

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

e. Use of Adverb of time

³⁴ Hartono. Rudi, *Genres of Texts*, Semarang: Semarang State University, (2005), p.7.

Example: once upon a time, one day, etc.

f. Use of Time conjunction

Example: when, then, suddenly, etc

g. Use of Specific character.

The character of the story is specific not general

h. Use of Action verbs.

A verb that shows an action. Example: killed, dug, walked, etc

i. Direct speech dan Reported Speech (Indirect Speech)

Example:

“We will call this child ‘Issumboshi’,” the old couple said. (*Direct speech*).

The old couple said that they would call that child ‘Issumboshi’.(*Reported speech*)

9. The Definition of Think-Pair-Share Technique

Think-pair-share technique is a type of cooperative learning that is designed to influence the interaction patterns of students in learning in class. The think pair share technique was developed by Frank Lyman and his colleagues at the University of Maryland according to who stated that the think pair-share technique is an effective way to create variations in the atmosphere of class discussion patterns that are active, innovative, creative, fun with assumptions that recitation or discussion.

Think pair share techniques can make educators organize and control the class as a whole, and the procedures used in think pair share technique can give students more time to think about solving problems, to respond and help each other.

Think pair share technique for students to think first before being discussed with their partner and presented in front of the class, studying alone and

collaborating with others.³⁵ Students are motivated in completing assignments because they learn in pairs. students can gather their opinions before sharing so that they can work together to solve difficult English material in this way students can improve student learning outcomes.

10. The Steps of Think-Pair-Share Technique

Think-Pair-Share technique is a cooperative learning strategy that was first developed by Frank Lyman and his colleagues in Maryland in 1981. The name is derived from the activities/phases involved in the technique, namely: think, pair, and share. The three stages as proposed by Lyman are elaborated as follows.

a. Think

In this phase, the teacher provokes the students' thinking with a question and they can take a few moments to think about the question. This activity can promote the students' critical thinking to find a solution individually to the problem posed by the teacher (problem solving activity). Early learning begins with apperception activities while motivating students to be involved at this stage, the teacher also explains the rules of the game and pays attention to the time for each stage.³⁶

b. Pair

This step begins when the teacher conducts a demo to find the students' basic concepts and makes students work in pairs with their closest neighbors, designated pairs, or tablemates to discuss the answers to the questions given. Here they can compare their mental or written notes and identify the answer they think is best, most convincing, or most unique (working cooperatively).

Share

³⁵ Trianto Ibnu Badar, *Mendesain Metode Pembelajaran Inovatif, Progresif, dan Kontekstual*, (Jakarta : Prenada Media Group, 2015), p. 129.

³⁶ Huda. Miftahul, *Metode-Metode Pengajaran dan Pembelajaran*, (Yogyakarta : PT Pustaka belajar, 2014), p. 202.

At this step students present their answers cooperatively in front of the class as a whole. Each group gets a value from the results of their thinking. After the students talk in pairs for a few moments, then the teacher calls the pairs to share their thoughts with the whole class. He can do this by doing a berkeliling, calling each pair; or he can pick up the answer when called (or when the hand is raised). Often, the teacher oron an overhead projector.

According to Robert, Think-Pair Share is simple but useful, when the teacher presents a lesson to the class, students sit in pairs within their teams. The teacher poses questions to the class and the students are instructed to think of an answer on their own, then to pair with their partners to reach consensus on an answer. Finally, the teacher asks students to share their agreed upon answers with the rest of the class.³⁷

11. The Benefits of Think-Pair-Share

Lyman in teacher vision's site mentioned some benefits of think-pair-share technique for students and also for teachers, as follows:

a. Students benefits

With think-pair-share, students are given time to think through their own answers to the question(s) before the questions are answered by other peers and the discussion moves on. students also have the opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. This strategy provides an opportunity for all students to share their thinking with at least one other student; this, in turn, increases their sense of involvement in classroom learning. As a cooperative Learning strategy, the think-pair-share technique also benefits students in the areas of peer acceptance, peer

³⁷Robert N. Anthony, *Sistem Pengendalian Manajemen, Terjemahan Agus Maulana, Edisi Kelima*. Cetak Ketujuh. Erlangga, Yogyakarta, (1995), p 132.

support, academic achievement, self-esteem, and increased interest in other students and school.

This simple questioning technique keeps all the students involved in class discussions and provides an opportunity for every child to share an answer to every question. It is a learning technique that provides processing time and builds in wait-time which enhances the depth and breadth of thinking. It takes the fear out of class discussion by allowing the students to think carefully about their answers and talk about them with a partner before they are called on to respond. For shy or tentative students, this can help put the emphasis back on learning instead of on simply surviving class.

b. Teacher benefits

In using Think-Pair-share as a technique in the learning process, the teaching and learning process is very simple, easy and fast. The think-pair-share technique makes students work together to solve a problem or answer questions about the assigned topic, besides this technique makes students more responsible for the tasks given by the teacher. This technique requires students to;

1) Think

In this section students are asked to think individually about the topic or answer several questions, students are given about 10 to 15 minutes to think about the topic or question being worked on, such as; Information needed to solve a problem, Information that is known, or some questions that can be asked of the group. At this time students will focus more on their work and will answer using simple words that are easy to understand.

2) Pair

In this section students in more responsive to groups of different pairs of opinions. Share ideas and views or opinions with a group of classmates for about

10 to 15 minutes. Then in pairs (groups) consisting of 2-4 students per group, they work on tasks related to the topic of narrative text material; the content of the text, the structure of the story and the storyline of the legend, the characters in the story and others. The benefits of discussing with pairs of groups are to maximize participation, focus attention and involve students, so that it is easier for teachers to give understanding to students in understanding the material

3) Share

In this section, students express the results of their ideas that have been obtained during collaborative activities in the form of essay assignments. Students in groups write down the results obtained with a group of pairs in simple and easy-to-understand words in full who read the results aloud and politely about topics that are worked on in groups in front of the class for about 5 minutes,

At the end of teaching and learning, students individually repeat their writing with topic ideas that have been developed according to the requirements for writing narrative text (generic structure and the characteristics/language feature of narrative text). Students will find it easier to write. Then the teacher will monitor student progress and help students to correct writing or edit student writing to form a correct paragraph for 5-10 minutes.

C. Conceptual Framework

In this part of the Conceptual Framework, the researcher describes the flow of the research stages starting from the beginning to end. As for the research process, the methods used, as well as the data calculation procedures are also briefly described in this section.

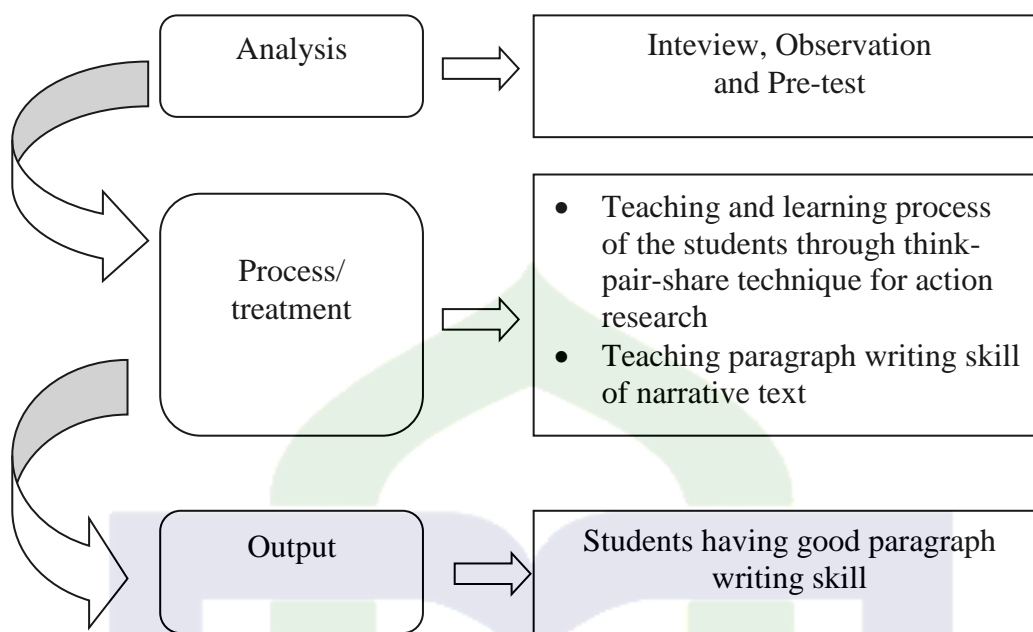


Figure 2.1. Conceptual framework

Writing skill was one of the most important for us because without knowing a little technique in this process we cannot express our ideas in written form, although we can speak very well. Then, writing activity that helps students to construct their ideas like using think-pair-share technique activities to start, build and organize their writing. So, the researcher would examine the effectiveness of this technique.

The three variables in the conceptual framework are by analysis, by process and by output. They are classified as follows:

By Analysis, conceptual framework of this research, researchers would conduct analysis in schools. In this it would be given observations, interviews, documentation and tests to students. Researcher have several series of activities ranging from planning, observation, action and reflection to evaluation of teaching results. In addition, Analyst interviews were conducted with students during and

after the preparatory cycle. Furthermore, documentation as a source of assistance or an overview of the facts that occurred during the research so that they can understand what happened in the teaching and learning process at the research location where the research was conducted. Finally, the test instrument that will be used in the preparation of this exploration. The test is given during and after the material given, the purpose of the test is to find out and really see the improvement of students' writing. Tests were given to measure the improvement in the composition of students after they have followed all teaching-educational experiences.

By process will be held for two cycles, where one cycle is three meeting and one test. It means the researcher would research the sixth meeting for two cycles. The researcher gave a cycle test at the end of the meeting. Here, refer to the students who have poor writing skills. Furthermore, the researcher will give material on writing that is the knowledge and skill of writing good composition. It refers to teaching and learning of paragraph writing text. The researcher gives treatment to the action research by using narrative text as the teaching material and think-pair-share as a model of technique in the process of teaching and learning.

In output here refers to students' writing skill after following the treatment of the process. After the treatment, teaching and learning process was carried out at the end of the cycle, the students will be given a test to find out their results after being given treatment. It was the result of the treatments applied that was the students' achievement in terms of considering the aspects of writing assessment: content, organization, vocabulary, language, and mechanics.

CHAPTER III

METHODOLOGY OF THE RESEARCH

The main point of this chapter is focused on the method of the research used in this study. It is divided into several sub chapters. They are design of the research, location and duration of the research, subject of the research, instrument of the research, procedures of data collection, and technique of data analysis.

A. Design of the Research

The design of this research is the action research method, which is used to develop, discover, and create new actions, which were applied in the work. This was by following the objectives of this study, where after participating in the training, the knowledge and skills of students are improving, and finally, Think-pair-share technique is applied in the classroom.

This research will be done in two cycles, where four meetings in the first cycle, and two meetings in the second cycle. Then, after the first meeting is done, students try writing some paragraphs in narrative text and try to understand the structure of a narrative text; they are orientation, complication, and resolution. They will try to make sentences in the past tense, developing main ideas into short narrative texts and trying to consider the aspects of writing assessment: content, organization, vocabulary, language, grammar and mechanics. This cycle is using Stephen Kemmis and Robin Mc Taggart model by following several steps. It started from planning, action, observation, and reflection. If there are deficiencies in the first cycle, it would be explained again in the second cycle combined with the pair teaching model where the students are divided into some small groups, two or three students each and discussed with their partner in a group in think-pair-share technique. This, in “think” is each student thinks about the topic they

want to write in their narrative. Then they write their sentences into the correspondent columns. It will be fine to use their first language. In “pair ” each pair discusses if their ideas have been enough or not to describe the object. They can add or reduce some ideas if necessary. Then they arrange the idea into a good outline, which to be written first and which to be later. And “share” is when each pair shares their results of pair-discussion to the class and receives any comment from the class.

As described in the book “Langkah Mudah Penelitian” for classroom action research by Kunandar, said that classroom action research is a research method used in this type of research that is to improve the quality of an institution, change or update knowledge or abilities in advancing the institution. For the second cycle, the researcher and trainer repeated it in some ways, but it was integrated with pair teaching. The chart description of the stages of action research was illustrated as follows:³⁸

³⁸ Sukardi, “*Metode Penelitian Pendidikan Tindakan Kelas (Implementasi dan Pengembangannya)*”, (PT Bumi Aksara, Yogyakarta, 2013), p. 8.

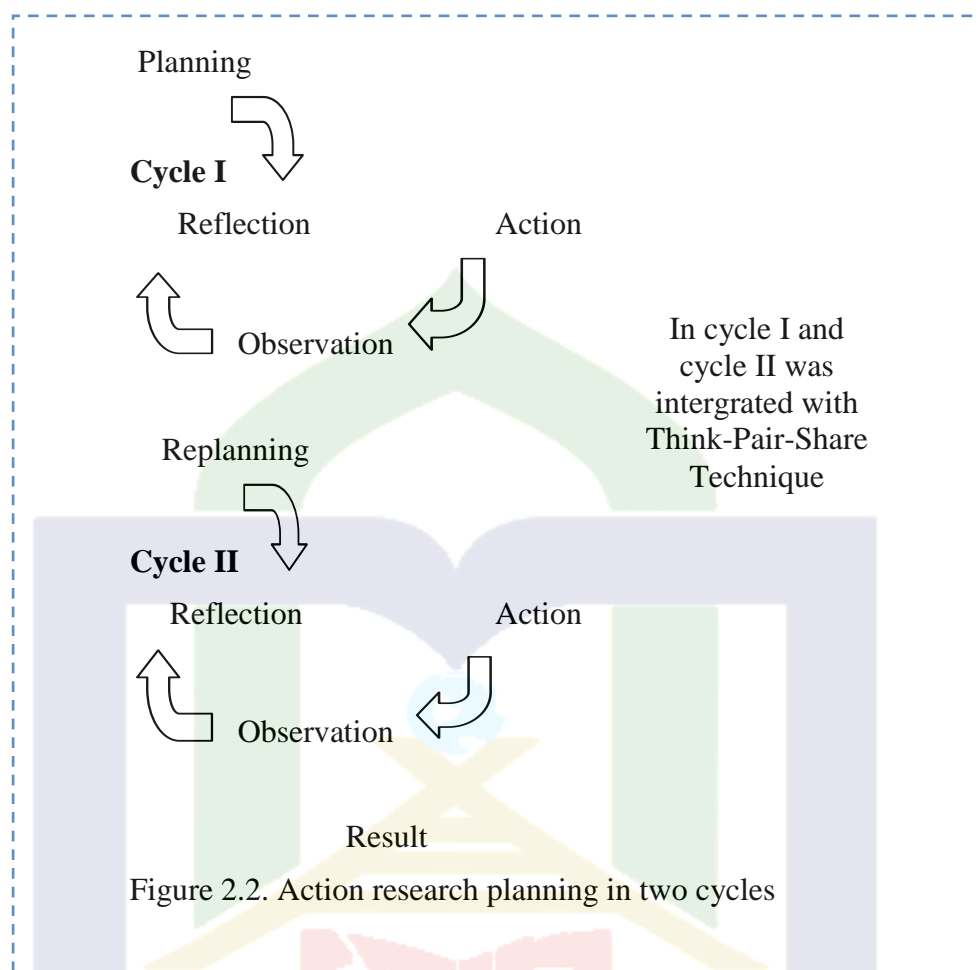


Figure 2.2. Action research planning in two cycles

explained below:

1. Planning

Planning in action research is all steps in detail when the researcher and team did the training. Then, for steps in planning for training activity is explaining below;

- a. The researcher observed the students' writing skill and material in teaching English, students' knowledge and experience in writing paragraph narratives used by teachers in order for English material in their school.
- b. The researcher prepared all research tools before beginning the students' teaching and learning process. It could be time and place for the class,

demonstration technique preparation, pair teaching preparation, observation checklist for students, interviews script, and any other necessary preparation.

- c. The researcher did action steps in detail, in the teaching learning activity.
- d. The researcher and trainer prepared all the needs for the implementation of CAR (teaching materials, teaching technique, as well as observation techniques and instruments).
- e. The researcher estimated obstacles that may arise in the implementation and planned them for the next cycles.

2. Action

The action here is the realization of the theory, teaching techniques and actions (treatment) that is planning. This stage also includes the process of collecting data and information referring to the instruments that are made, and it is possible to involve outside observers, where in this study, the observations are carried out by the researcher. The action steps include an explanation about the Think-Pair-Share technique, where for first cycle and second cycles the technique is integrated with pair teaching. After that, the students understand the explanation about narrative text. The researcher will give a treatment think-pair-share as a technique for students to know the structure of narrative text and make sentences narrative text with simple writing. Then for last, the researcher will direct students to practice the steps for creating their paragraph writing skills by doing it independently. This action research data serves as a basis for reflection in the sense that the data allows the researcher to carry out the construction of related actions. Therefore, the data resulting from this action becomes a determinant in the action research round. A good action is an action that consists of the following

three elements; practice improvement, practice understanding, and practice in where the activities were taken³⁹.

Then, the planning stages of the action are as follows:

- a. The researcher built up a chemistry with the students first.
 - b. The researcher carries out training by introducing the think-pair-share technique to students in the first and second cycles.
 - c. The researcher explains how to structure narrative text and genre of narrative text especially legend stories.
 - d. The researcher explains how to apply the material narrative text (*legend*).
 - e. The researcher explains how to evaluate students with narrative text (*legend*).
 - f. The researcher provides several examples of the narrative text (*legend*).
3. Observation

Finding information for action research data will refer to the problem of the question, and it probably involves an observer from the outside (collaborator). In the first cycle, the trainer introduced think-pair-share technique and text explaining the function or purposes, generic structures, genre (legend), the language features of narrative text, and then directs the students to try to making paragraph with simple sentence, and giving them as a conclusion meeting for the learning of that day. The Researcher and team observed the situation that occurs in a class and noted some things that are still lacking, for example, the response of the students in receiving the material, their motivation, and also how their attitude is in the training. The data could be in the form of all notes on observations, interview transcript, photos, and more.

³⁹ Sukardi, “*Metode Penelitian Pendidikan Tindakan Kelas (Implementasi dan pengembangannya)*”, (PT Bumi Aksara, Yogyakarta, 2013), p. 5.

Several aspects were observed at this stage, namely, the action process used an observation checklist, the effect of the action, the circumstances and constraints of the action, how these conditions and constraints hinder or facilitate the planned action and its effects, and other problems that may arise in the implementation of the action. Three aspects would be observed, first is teachers' performance, second is teachers' attitude, and last is teachers' knowledge.

4. Reflection

Reflection is a critical evaluation effort carried out by researchers and collaborators. Reflection is used to examine what has happened and did not happen, what will produce or which will not be complete with the corrective actions that will be taken. The results of these reflections are used to determine further steps, efforts to achieve the goals of action research. The deficiencies in the first cycle, such as students' skill in paragraph writing text, teachers' responses, motivations, and attitude in following teaching learning in class are repeated in the second cycle. Repeating was done with some stages, but it was different in the training method. The learning method and guidance in the second cycle paid more attention, and it was integrated with pair teaching. The trainer guided by explaining in detail and giving more examples to the teacher. Then, some reflections in actions are as follows:

- a. Observational data are analyzed, evaluated, and then improvements are made in the second cycle if deemed necessary.
- b. Analyzing the data could involve outsiders. In this study, the researcher is assisted by one friend (teacher) as an observer (collaborator).
- c. Conduct discussions to discuss the results of the evaluation, and then plan further actions.

- d. Improve the implementation of actions and learning scenarios that will be carried out.
- e. The last stage is drawing conclusions from the results of the overall data at the action stage.

B. Location and Duration of the Research

The researcher decided to conduct the study of SMA Negeri 3 Parepare. Seeing from the procedure of this research, it took about one month. The researcher will conduct two cycle sessions, four meetings for the first cycle and two meetings in the second cycle with a time allocation of 2 x 45 minutes.

C. Subject of the Research

The subjects of this study are X. MIPA₂ grade at SMA Negeri 3 Parepare in the academic year 2021/2022 and consist of 30 students. The researcher will conduct two sessions for the first cycle, then one more meeting in the second cycle.

D. Instrument of the Research

Sugiyono states that the research method is the scientific way to get the data for the purpose and the utility of something.⁴⁰ To get data, the researcher used two techniques of collection data, they were observation, interview, documentation and test.

1. Observation

The researcher will observe by going to school directly and doing a teaching-learning process to students. The researcher has some series of activities starting from teaching preparation, teaching process, and evaluating teaching results. Thus, researchers could find out the students' creativity and the

⁴⁰ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2013), p. 2

improvement of students, weaknesses and positive results of the think-pair-share technique.

2. Interview

The researcher adds the document by conducting interviews with the students. The researcher will interview the students during and after the training process. The researcher made a list of questions that have correlation with this research to get the data. The interview of this research focuses on students' difficulty in the teaching-learning process, students ability in improving writing of english especially paragraph writing skill of the students in narrative text, and students ability in improving English using the think-pair-share technique and the problem faced by the students.

3. Documentation

In the Big Indonesian Dictionary, documentation is defined as something that is written and printed which can be used as evidence or description. Evaluation of progress can also be equipped or enriched by examining documents. Documentation was also data sources which can inform of written or visual information that could contribute to the understanding of what was happening in the teaching-learning processor in the research site where the research was conducted. The picture of the teaching process becomes the documentation of this research.

4. Test

5. The instrument that would be used in this researcher was writing test, especially writing in narrative text. The students were asked to write down there ideas based on the little given. In this case the researcher gave some legend tittles and the students would create their story based on their previous knowledge.

The researcher concluded that the collecting data by using qualitative method and action research were a model that researcher use to improve the students' writing skill. The quantitative were collected from observation, interview, documentation, and test analysis. While, the qualitative data were writing score from the writing test.

E. Procedures of Data Collection

To support the teaching learning activities at SMA Negeri 3 Parepare in academic year 2021/2022, it provides some data collection that can be seen below:

1. Interview

To support the data of observation, the writer employed an interview to the students of the tenth class to investigate the problems faced by the students during the teaching-learning. The interview technique used is a guided free interview namely free question and answer guided by the points that have been determined beforehand. This interview is used to answer the problem statements; the researcher asked a few questions to the teachers as a structural interview. Interviews are also used to compare and match the research subjects' statements, behavior, and actions with actual learning. The researcher conducted interviews with the students. There will be five questions that the researcher asked the students.

This interview is addressed to X MIPA₂ grade at SMA Negeri 3 Parepare students who can provide information about the data needed by researchers regarding the application of the Think Pair Share (TPS) technique of paragraph writing skills, especially in writing narrative texts. This interview attempted to exclude thirty students. In the interview, the questions asked to students are all the same. It aims to determine students' interest in writing paragraphs of narrative text.

2. Observation

Observations will be made by looking at the learning process, responses and progress of students while following the learning process. Understanding and interpreting a particular research issue cannot be done only from what the participants have done, but observations need to be made to see how they act. Through this observation, the researcher will be assisted by other teachers (colleagues) to observe directly what they will investigate. Researchers participate in the teaching and learning process, in this case through face-to-face (offline) learning.

This activity is intended to determine the suitability between planning and implementation actions as well as student activity data to see students' knowledge, performance, and attitudes in the training process. Thus, researchers can find out the students' weaknesses and positive results of the think-pair-share technique. The researcher noted during the observation in the teaching and learning process and joined the class without disturbing the teaching and learning process.

3. Documentation

The instrument of documentation refers to written and printed items. researchers collect data as research evidence by looking for written data. This instrument allows researchers to enable researchers to obtain data through research on objects in the form of printed research photos, teaching materials, English textbooks and other things. This printed data is one way to collect research data. All of these items will be collected and used as a documentation instrument in this research.

4. Test

In collecting data, the researcher used writing narrative text test. It would determine how good the the students' writing skill students' understanding before given a treatment. So that,

So that, the researcher used this writing test to measure the students' writing skill in English before and after being given the treatment, the researcher gave several instruments. The researcher would give 15-20 minutes a task to students about pre-test and post-test questions and choose tittle given about legends then write several paragraphs at least three paragraphs by using narrative text structure. Moreover, the components involved were content, organization, vocabulary, language use (grammar), and mechanics.

F. Technique of Data Analysis

The data would be analyzed by using the Miles and Huberman model where there are three stages used, namely reduction, data display, and drawing conclusions/verification. Qualitative data analysis wa inductive, namely analysis based on the data obtained. For more details in each step would be discussed below. These steps are as follows:

1. Data reduction

In this section, quite a lot of initial data was obtained from the field. This data is obtained from interviews and observations, where some of the information obtained from both the sample concerned and collaborators may be very large and some are not needed. Here the researcher would focus on important information and discard what is not needed.

There were five components in the analytical scoring rubric for writing, are: content, organization, vocabulary, language use and mechanics. To measure the skill of each component of a good writing, the researcher referred to ESL composition Jacobs et. al in Weigle as follows:

a. The score classifies based on the five components observed:

Table 3.1. The Scoring System For Students' Essay

LEVEL	SCORE	CLASSIFICATION	CRITERIA
CONTENT	30 – 27	Excellent to very good	<ul style="list-style-type: none"> - Knowledgeable - Substantive - Through development if thesis - Relevant to assigned topic
	26 – 22	Good to average	<ul style="list-style-type: none"> - Some knowledge of subject - Adequate range - Limited development of thesis - Mostly relevant to topic, but lacks detail
	21 – 17	Fair to poor	<ul style="list-style-type: none"> - Limited knowledge of subject - Little substance - Inadequate development of topic
	16 – 13	Very poor	<ul style="list-style-type: none"> - Does not show knowledge of subject - Non-substantive - Not pertinent - Or not enough to evaluated
ORGANIZATION	20 – 18	Excellent to very good	<ul style="list-style-type: none"> - Fluent expression - Ideas clearly stated/supported - Succinct - Well-organized - Logical sequencing - Cohesive

	17 – 14	Good to average	<ul style="list-style-type: none"> - Somewhat choppy - Loosely organized but main ideas stand out - Limited support - Logical but incomplete sequencing
	13 – 10	Fair to poor	<ul style="list-style-type: none"> - Non-fluent - Ideas confused or disconnected - Lacks logical sequencing and development
	9 – 7	Very poor	<ul style="list-style-type: none"> - Does not communicate - No organization - Or not enough to evaluate
VOCABULARY	20 – 18	Excellent to very good	<ul style="list-style-type: none"> - Sophisticated range - Effective word/idiom choice and usage - Word form mastery - Appropriate register
	17 – 14	Good to average	<ul style="list-style-type: none"> - Adequate range - Occasional errors of word/idiom form, choice, usage but meaning confused or obscured
	13 – 10	Fair to poor	<ul style="list-style-type: none"> - Limited range - Frequent errors of word/idiom form, choice, usage - Meaning confused or obscured
	9 – 7	Very poor	<ul style="list-style-type: none"> - Little knowledge of English vocabulary, idioms, word form - Or not enough to evaluate

LANGUAGE USE	25 – 22	Excellent to very good	<ul style="list-style-type: none"> - Essentially complex construction - Few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	21 – 18	Good to average	<ul style="list-style-type: none"> - Effective but simple construction - Minor problems in complex construction - Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17 – 11	Fair to poor	<ul style="list-style-type: none"> - Major problem in simple/complex construction - Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run ons, deletion - Meaning confused or obscured
	10 – 5	Very poor	<ul style="list-style-type: none"> - Virtually no mastery of sentence construction rules - Dominated by errors - Does not communication - Or not enough to evaluate

MECHANICS	5	Excellent to very good	<ul style="list-style-type: none"> - Demonstrates mastery of convention - Few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average	<ul style="list-style-type: none"> - Occasional errors of spelling, punctuation capitalization, paragraphing but meaning not obscured
	3	Fair to poor	<ul style="list-style-type: none"> - Frequent errors of spelling, punctuation capitalization, paragraphing - Poor handwriting - Meaning confused or obscured
	2	Very poor	<ul style="list-style-type: none"> - No mastery of conventions - Dominated by errors of spelling, punctuation capitalization, paragraphing - Handwriting illegible - Or not enough to evaluate

- b. Finding the gain score based on the raw score of five components in writing the formula to measure the student's participant is:

$$\text{Percentage \%} = \frac{n}{N} \times 100\%$$

n = the score of students

N = the sum of total score

% = the percentage of the expectation.

From the formula student's participation can be categorized as follow:

1) Little participation

The aspect of activity that was observed reached for 25% from overall percentage 100%.

2) Enough participation

The aspect of activity that was observed reached 50% from overall percentage 100%.

3) Good participation

The aspect of activity that was observed reached 75% from overall percentage 100%.

4) Excellent

The aspect of activity that was observed reached 100%.

c. Classification of the student's score of five components in writing:

Table 3.2 The Scoring Classification of the Student's Score

No.	Score	Qualification
1.	86-100	Excellent
2.	71-85	Good
3.	56-70	Fair
4.	41	Poor
5.	<40%	Very Poor ⁴¹

⁴¹ Depdikbud, "Petunjuk Pedoman Belajar dan Sistem Penelitian", (Jakarta: Depdikbud 1997), p. 25.

2. Data display

After being reduced, then the data was presented. The presentation of data here could be in the form of tables with a neat format, graphs, charts, and others. Here the researcher would use an observation checklist, so that the obtained data was in the form of a table made with an adapted format. Likewise, the results of the interviews would be in the form of information or explanations from students related to the questions asked.

3. Conclusion/verification

The final steps in data analysis were drawing conclusions and verification. The initial conclusions found were still tentative, and would change if no strong evidence was found to support the next stage of data collection. From the start of data collection, qualitative analysis was beginning to decide what things mean by noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. After carrying out the first cycle of think-pair-share technique as a treatment, the researchers' conclusions on the results of the first training were still temporary. If the teacher still has not reached the target's standard, the second cycle of training is carried out. This conclusion would change after the second training cycle using the pair teaching method in this training.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter describes the findings and discussion of research that researchers had carried out in the Think-Pair-Share technique to improve the students' writing paragraph skill. They are presented in two heading: Finding of the Research and Discussion.

A. Finding of the Research

1. The Implementation of Think-Pair-Share Technique in Action Research

In this chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter, the researcher wants to describe the implementation of Think-Pair-Share technique as a medium to improve students' writing skill in narrative text. It was conducted through a Classroom Action Research which consisted of several activities which included cycle I and cycle II. The purpose of the research was to find out the improvement of a student's writing skill on narrative text through Think-Pair-Share technique. The activities in every cycle were as follow:

a. Cycle I.

This activity was done on Tuesday, 8th June 2022. The kind of data were analyzed by qualitative data. The qualitative data were taken from observation sheets, interviews and documentation. This research was conducted in one class with 30 students in the second semester. The first cycle consisted of three meetings including interviewing the students' and giving materials writing text.

Table 4.1. The Teacher Interviewing Result

No.	Issues	Problems of Writing Text in Teaching and Learning Activities
1	Students' creativity in write a narrative paragraph	1. Low achievement in writing skill.
		2. Difficulty to express ideas using appropriate vocabulary and grammatical form.
		3. Does not know the writing component (content, organization, vocabulary, language use, and mechanics).
		4. Using mother tongue in writing class.
2	Classroom situation	1. Not alive atmosphere.
		2. Low participation of students.

The researcher gathered information during the classroom observation and interview. Based on early observations, the researchers found that the factual problems in the students in class X. MIPA₂ that from the first issues problem students' creativity in write a narrative paragraph, researcher found the problem related to the student's writing skill was low, difficulty to express ideas using appropriate vocabulary and grammatical form, and does not know writing components (content, organization, vocabulary, language use and mechanics). Furthermore, as additional data, the researcher found problems in the classroom situation, the researchers found problems, namely a non-living atmosphere and low student participation. To get authentic evidence, the researcher conducted pre-cycle observation checklist. The purpose of the test is to measure student achievement.

Tabel 4.2. The Students' Response in Observation cycle I

No	Indicators Response (Process in Writing Activity)	None (0%)	Few (< 20%)	Half (20%-49%)	Many (50%-69%)	Majority (>70%)	Total of Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation		√				2
2	Students are active in understanding the material		√				2
3	The students show curiosity by asking the question		√				2
4	Students are active to present their work		√				2
5	The students are enthusiastic doing the test		√				2
6	The students are active in doing evaluation			√			3
	Total Score	0	10	3	0	0	13
	Percentage (%)	43,33					

Based on the results of observation above it could be concluded 43,33% that students were not enthusiastic enough, it was showed by the teaching learning process was not effective enough, students did not understand well the material. After the data had been analyzed, the researcher counted the students' result in

paragraph writing skills. It has purposed to know how good the average score of students' writing.

Based on the students' interview from of the students, the students who responded that they liked English were 46.67% or it was about fourteen from thirty students. In next question about the importance of English there were only six students who who think that English was really crucial for them or it was only 20%. Furthermore, for the students' writing skill. There were 53,33% that could write in English. It was more than a half student in that class. But, it was not really significant due to sixteen students from thirty. Then, it was supported by the next question about their feeling towards writing.based writing. There were only fourteen students who liked to write in English. It is caused by their statements in last questions that writing was difficult. It was showed by twenty five students were hard to write.

In conclusion, the research believed that the students at SMA Negeri 3 Pareapare were still poor in English writing.

1) Planning

In this step, the researcher had prepared all of the materials about the legend that was used in the learning process, such as: preparing observation plan, interviewing list, conducting the test, preparing the material of study about narrative text and the instructional tools (board marker, eraser, relevant text, and etc), and preparing camera to take the photograph.

There were some points that had been done by the researcher, all the points are put in the lesson plan. It consist of telling some legends orally and in writing with due regard to the purpose of communication. Next, explaining the structure of narrative text according to the context of its use orientation,

complication, resolution and coda/re-orientation (optional) and Then, explaining the linguistic elements of narrative text according to the context of its use

2) Action

In Cycle I it was conducted in three meetings (6 x 45 minutes), it was held on 8th, 9th and 10th June 2022 with time allotment 2 x 45 for each meeting (3-4 on Wednesday - Tuesday 09.00 -10.30 and 1-2 on Friday 07.30 – 09.00). The researcher carry out the teaching and learning process in accordance with the lesson plans that have been made and at this stage there were several activities carried out by researchers, namely: on 8th and 9th June 2022 were the main activity. First the researcher explained the narrative text, the function narrative text, the components, and generic structure of narrative text. After that, the researcher taught the students about narrative text by using the Think-Pair-Share technique which helped them in writing. The researcher gave a topic, then explains the topic to the students. The researcher asked the students to spend a few minutes for thinking in their own minds about the story.

In this activity, the researcher focused on the Think-Pair-Share technique and provided an explanation of narrative texts and legends. After that, the researcher divided the students into 15 pairs randomly. Then, the researcher asked the students to choose one of the legend topics and write a good narrative text and then each pair gave comments to the other pair. After that, the teacher asked questions and students thought about the specific topic and discussed their own thoughts with their partner. Then, the teacher asked the pairs to share what they have thought with the whole class. The last action activity is closing. In closing, there were several activities that have been carried out by researchers, namely: first, researcher gave appreciation to students' efforts and results. Second, the researcher closed the meeting by greeting.

On 10th June 2022. In this main activity, the researcher started to explain about the The Characteristics/Language Features of Narrative Text; Sentences in the Simple Past Tense, Past Continuous, and others. Vocabularies that related to characters, dispositions, and settings in legends, adverbs connecting and telling time, direct and Indirect Speech, word stress, intonation, spelling and punctuation. While explaining the materials, the researcher asked the students about the material given and no one asked. Then the researcher gave some examples in narrative text and showed some sequential pictures related to narrative text.

The last activity, the researcher divided the students into 9 groups (one group consisted of 4 students and determined a pair discussion) by using common techniques. The researcher asked the students to sit in their group. The researcher gave the story in the package book and interpreted it into Indonesian language while showing the pictures in the book. After that, the researcher gave assignments to students without finding out the meaning of words from text, asking students to answer some questions about legend and shared their ideas. They started to make their own writing individually based on the information. While the technique was being run step by step, some students still got confused about the procedures and kept asking the researcher. Then the researcher answered it and helped other students by checking and guiding every group in the classroom in conducting their narrative paragraph writing.

After the researcher finished the cycle I. The results have been analyzed from the observation done. It was obvious that the result did not fulfill the criteria in this research, because based on Minimum Completeness Criteria (KKM) from the English subject in SMA Negeri 3 Parepare was 75. Most of the students' scores were still low in five components of writing. It seemed that the students needed more meetings to make them able to apply the procedures of information

gap technique well, where it would automatically led them to writing narrative text.

3) Observing

The researcher carried out the observation. The writer observed the teaching learning process by monitoring the students' activities in this cycle. The writer saw that most of the meetings were not running well. The observation was done to observe how the students behave and what the students' problems were during the teaching learning process. Most of the students had participated effectively during the teaching and learning process. Also when they did think-Pair-Share technique in the class although some of them still lacked understanding about narrative text. It was found that some students faced difficulties writing a narrative text. They were still confused to understand it. Because of that, some students still made noise, and tried to cheat their friends' worksheets. The students still looked confused, and still felt difficult to generate their ideas into a readable narrative text. It is caused b the mostof students have problems in looking for vocabulary and language use (grammar) and mechanics.

In doing the tes the student keep asking their friends about what should they write and some of them were cheating to their friends. The students lso look long time in finishing their writing. So, the reseacher as the teacher instructed the students to do their writing seriously and just write what they know how to make narrative text. However, there were only a few students who looked serious in writing in class. therefore the student's score did not get a coverage score of up to 75.



Figure 4.3 Teaching learning process

4) Reflecting

After the researcher did action the next stage were reflecting. Here the researcher found out the students's writing tet result as follows:

Tabel 4.3 The Students' Writing Test Result in Cycle I

Score	Qualification	Students	Percentace
1. 86 – 100	Excelent	0	0%
2. 71 – 85	Cool	9	30%
3. 56 -70	Fair	17	56,67%
4. 41	Poor	4	13,33%
5. <40%	Very Poor	0	0%

Based on the data above, the researcher saw that there were more than fifty percent the students on fair category. morevier, it was supported by 3,33%

students got poor point. And, it was only 30% students got good grade. It means that the students writing skill in cycle I was still very bad.

Futhermore, the research also found out that many students were heaving lack in vocabularies so they could not build their writing well, for example : many students did typographical error, used confused words, errors in word usages next the researcher found out many mistakes in students writing organisation and students language use. The researcher believed that the students were focus on their content without seeing the tense/grammar use. Moreover, many students were not using the appropriate connector.

b. Cycle II

After doing the cycle I, the students' problems were found and it gave information about the students' writing mastery. Therefore, researcher had a good motivation to conduct the second cycle of action research which was carried out in two meetings. It was expected that the cycle II of action research would get better than the cycle I. In Cycle II was applied in three meetings (4 x 45 minutes), it was held on 15th and 16th June 2022. In this cycle, researchers gave the motivation and also more explanation about the material. The second cycle of action research as follows:

1) Planning

In this phase, the researcher prepared a lesson plan and emphasized the teaching-learning process in teaching writing narrative text. In this cycle, the researcher explained more deeply about the material in which the students could improve and knew well about the meaning of the words. Besides that, the researcher as the teacher used the media to make the students more interested and develop their creativity and also focus more on the material. The researcher also created a supportive and active situation in the class during the teaching-learning process.

2) Action

The first thing that the researcher did in cycle II was to ask the students things or parts they had not understood yet from the teacher's explanation before. They replied that they were still confused about the elements of linguistics and the generic structure of narrative text. Based on the students' question, the teacher explained again about linguistics and the generic structure of narrative text. And at the end of cycle II, the researcher asked the students to write a paragraph narrative text test by Think-Pair-Share technique. The topic of the legend story was different from of cycle I.

In the main activity, first the researcher gave the topic, then explained the topic to the students. Next, asked students to spend a few minutes for thinking by their own mind about the answer. Second, the students were divided in pairs randomly. After that, the researcher gave questions and asked students to think about the specification topic and discuss their own thinking with their pairs. Third, the researcher asked the pairs to share what they have been thinking about with the whole class. In general, the action in this cycle was not totally different from cycle I. The activities included explaining the material and method, asking students to write narrative text by using this think-pair-share technique, and giving the writing test to students. The differences were in the theme or title of legend, the material given was more specific with different tasks, besides the number of group members was different in this technique.

3) Observation

The observation was still done for the last time. The activity of students was observed and it showed that most of the students did not have problems with writing narrative text. They liked to learn about writing paragraph narrative text by using the Think-Pair-Share technique. It was given by the researcher. They were

active during the teaching learning process and be more enthusiastic than before. It can be seen from the result of checklist students' activeness checklist in cycle II, it was 86,66%. The result as follow:

Table 4.4. The Result Of Percentage Writing Activity In Think-Pair-Share Tecnique Cycle II

No.	Indicators Response (Process in Writing Activity)	None (0%)	Few (< 20%)	Half (20%-49%)	Many (50%-69%)	Majority (>70%)	Total of Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation					√	5
2	Students are active in understanding the material				√		4
3	The students show curiosity by asking the question				√		4
4	Students are active to present their work				√		4
5	The students are enthusiastic doing the test				√		4
6	The students are active in doing evaluation					√	5
	Total Score	0	0	0	8	10	28
	Percentage (%)	86,66					

Based on the result above, The aspect of activity that was observed reach for 86,66% or having Good participation. After implementing cycle II, students were more active enough than in cycle I. Students were more active enough than cycle I. They were more enthusiastic and completely active in doing evaluation (>75%). It can be conclusion, the researcher believed that was having graet imprivement than cycle I.

4) Reflection

After the students were given a test in the first cycle, it turned out that the value obtained by the students was low. Based on observations and test results, it was concluded that students' writing narrative text could be improved by using of Think-Pair-Share technique in the cycle I. After the application of the Think-Pair-Share technique in cycle I, it was found that students had not experienced an increasing in all indicators. Because the students' scores only slightly increased or the average grade of 75 in Cycle I had not been achieved. So, this made the researcher decided to do Cycle II for students to improve the students' writing paragraphs in narrative text

Table 4.5. The Students' writing Test Result in Cycle II

Score	Qualification	Students	Percentace
1. 86 – 100	Excelent	3	10%
2. 71 – 85	Cool	27	90%
3. 56 -70	Fair	0	0%
4. 41	Poor	0	0%
5. <40%	Very Poor	0	0%

Based on the data above, the research found category. then, there were 90% the students on good category. then were 10% students got excellent score. It indicated that the using of Think-Pair-Share technique could improve the students' paragraph writing skill significantly. In addition, the researcher found the students'

vocabulary has been increasing and the language use also improved. There were no mistakes anymore in grammar, special the using of past tense (V2). Next the composition were organized well by seeing the using of appropriate cohesive devices. The conclusion, the researcher believed that cycle II was having great improvement than cycle II.

B. DISCUSSING

1. The Implementation of Think Pair Share technique to improve the students' writing skill in action research

In the implementation of Think Pair Share technique to improve the students' writing skill at X MIPA₂ of SMA Negeri 3 Parepare, the researcher closed to the students, gave specific time for writing paragraphs of narrative text, answering the question and discussing. It was conducted through an Action Research (Classroom Action Research) which consisted of several activities which included cycle I and cycle II. This activity was carried out 3 times in Cyclus I and 2 meetings in Cyclus II. It is done that the researcher hopes students can manage time to read the text, answered the question and to discuss.

Besides, the researcher asked students to increase solidarity in group, touch the students to write the text through think-pair-share technique, and made a list for some unfamiliar words, and then check the meaning of them from their dictionary. It meant that students did not translate word by word and read all the text, because it just wasted time. It could help the students do the exercises given to them after reading their text. Based on the result of the research that had done to the class X MIPA₂, the test result of students' paragraph writing skill and the result of students' observation checklist from cycle I and cycle II can be presented as below:

Tabel 4.6. Students' Writing Score in Cycle I and Cycle II

	Score	
	Test on Cycle I	
Total Score	1913	Total Score
The highest score	73	The highest score
The lowest score	45	The lowest score
The average score %	63,77	The average score %
Passing Grade (KKM)	75	

Based on the results of observations obtained the following facts: The results of the study showed that the table above explained the scores for the achievement of the 3 tests that were tested on students, the explanation score with the results of the students' achievement in cycle I and cycle II that the value of cycle I with total score of the pre-test is 1913, in Cycle I were 2184 and Cycle II were 2358. Meanwhile, the highest score in the pre-test was 73, the post-test in cycle I was 80, and cycle II was 86. Furthermore, for the assessment with The lowest score is the pre-test. 45, post-test cycle I was 56 and cycle II was 75. We can see that there was a slight increase in student scores from pre-test to cycle I and cycle II. In addition, the average score in the pre-test was 63,77 in the post-test cycle I was 70,47 and cycle II was 78,93. It can be concluded that after students learn to write narrative texts through the Think Pair Share technique, students' skills in writing narrative texts increase. The results of this study prove that Think-Pair-Share technique is effectively used in learning to write paragraphs of narrative text. It can be seen from the result of students got passing grade of Minimum Completeness Criteria (KKM) 75 or more. However, there are 30 students who get Excellent and Good grades. The results of this study improve that Think-Pair-Share technique is effectively used in learning to write paragraphs of narrative text.

In connection with the results of observations, then reflection is carried out. The result is as follows: firstly in the teaching and learning process, research found that the students' difficulties in writing narrative text contained five components of the text, namely content, structural, vocabulary, language use and mechanics and language elements in narrative text. This make the students' skills is still low, Students lack of vocabulary because they self-confidence and low motivation, they lazy to use the dictionaries, students are not able to complete English assignment because they are afraid of being wrong, school environment, limited facilities, learning tools which are still provided by the students themselves, learning media like laboratories language, lack of support by their parents, etc. Secondly, The students face when learning grammar are that they are lazy, they are easily discouraged, have no desire to be able to master grammar and many students who do not know about grammar maybe from their previous educational background, environment, or the teacher does not put too much emphasis on being able to master grammar. In fact the teacher only presses the students to be able to read English correctly. Thirdly, structure and language feature another cause of the students' difficulties in writing narrative text is that they do not understand the generic structure such as: orientation, coda, re-orientation and the language features used in narrative text such as: tenses that they use, verb, etc. Moreover they cannot decide the theme, so they find it difficult to start writing narrative text. It is also felt by Sumarwati that the students have not been able to correct the language errors in the exemplified aspects because of the difficulty in finding the locations of the errors in their essays.⁴²

⁴² Sumarwati, *Peningkatan Kualitas Pembelajaran Menulis Melalui Penerapan Pendekatan Proses Di Kelas V Sekolah Dasar*, Logat, 6.2, (2019), <https://doi.org/10.36706/logat.v6i2.174>.

Based on the result above, it can be concluded in cycle I was 66,67% it is mean that students were active enough. There were half (20%-49%) students who were more active enough in the teaching learning process and (50%-69%) students who were active enough in students who were active in doing evaluations. Additionally, The aspect of activity in cycle II that was observed reached 86,66% or Good participation response categories, after implementation cycle II, students were more active than cycle I. They were more active in students are enthusiastic and students are active in doing evaluation (>70%). It can be concluded that There was improvement from cycle I to cycle II.

As a result, in general, it can be stated that the increase the positive values in the implementation of Think Pair Share Technique to improve writing skill at X MIPA₂ students of UPT SMA Negeri 3 Parepare of the results in the three indicators from pre-cycle to cycle I was higher than from cycle I to cycle II. However, overall there is a percentage increase in all indicators from one cycle to the next.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusion of the research, and suggestions for the English teachers, the students and the other researchers. The conclusions and suggestion of each section would be delivered as follow;

A. Conclusions

In this section, from research that has been done by researchers about Improving Paragraph Writing Skill of SMA Negeri 3 Parepare Students Through Think-Pair-Share Technique (Action Research) in class X. MIPA₂ which consists of 30 students, which is held for one month starting from 7th June to 8th July 2022, in the second semester of the in academic year 2021/2022 can be concluded that :

In total there were six meetings in this study, four meetings in cycle I, and two other meetings in cycle II. The method used is the Classroom Action Research method. This research was divided into two cycles, which consisted of several stages, namely planning, action, observation, and reflection. In pre-test, post-test Cycle I and Cycle II were carried out using Think-Pair- Share techniques, where students were divided into several small groups which consist of 2 or 4 students in one groups. The results of the study explaining the scores for the achievement of the three tests that were the explanation score with the results of the students' achievement in pre-cycle, cycle I and cycle II that the value of post cycle I on the total score of the pre-test was 1913, in Cycle I was 2114 and Cycle II was 2358. Meanwhile, the highest score in the pre-test was 73, the post-test in cycle I was 80, and cycle II was 86. Furthermore, for the assessment with The lowest score is the pre-test. 45, post-test cycle I was 56 and cycle II was 75.

We can see that there was a slight increase in student scores from pre-test to cycle I and cycle II. In addition, the average score in the pre-test was 63,77 in the post-test cycle I was 70,47 and cycle II was 78,93. It can be concluded that after students learn to write narrative texts through the Think Pair Share technique, students' skills in writing narrative texts increase. The results of this study prove that Think-Pair-Share technique is effectively used in learning to write paragraphs of narrative text. there are 30 students had passing grade of Minimum Completeness Criteria (KKM) 75 or more. The results of this study improve that Think-Pair-Share technique is effectively used in learning to write paragraphs of narrative text.

In addition, The results of respondents' responses to students in class X. MIPA₂, before the Think-Pair-Share technique was applied in this pre-cycle that 43.33% of students were not enthusiastic enough, this indicates that the teaching and learning process is not effective enough, students do not understand the material well . While in cycle I the students were 66,67 %. They are more active enough in working and sharing to solve problems in pairs. There was a slight increase in student scores from pre-cycle to cycle I. However, researchers did not quite feel that students in class X. MIPA₂ is the target required by the researcher. Then the researcher continued to cycle II. The results of the student activity checklist in cycle II were 86.66%. Therefore, this research is considered quite successful because it has met the research target.

Then, after the cycle II was carried out and integrated with the Think-Pair-Share technique in the teaching learning process. Then, after the second cycle was carried out and integrated with Think-Pair-Share technique in teaching the learning process. They were more serious in studying with their group, and almost all students had achieved all targets. They were motivated to join a writing class.

It means that Think-Pair-Share as a technique can improve writing in the classroom into a better situation. From these results, the key that the answer to the problem statement in this study was that it was the paired teaching method or technique that increases the motivation and interest of students in research so that it affects their skill to improve paragraph writing skill of students. Finally, the students were able to achieve all targets by pair teaching in Think-Pair-Share technique. So the final conclusion was drawn that doing the technique was the most basic, that made the second cycle succeed.

B. Suggestions

In connection with the English subjects discussed in this study and in order to improve students' skills in writing essays or writing paragraphs of narrative texts in high school. Suggestions are made based on the results and the importance of this research. It is presented as follows;

For English teachers

In today's era, teachers are required to be more creative in the learning process in the classroom. At present, teachers must motivate students' interest in writing by providing interesting writing materials. In addition, teachers must use the allocation of time effectively so that the teaching and learning process can be used optimally. In addition, students should be given more time to structure sentences and ideas into good essays. Not only that, the teacher must be creative in managing the materials and techniques of teaching English to students, such as using think-pair-share today.

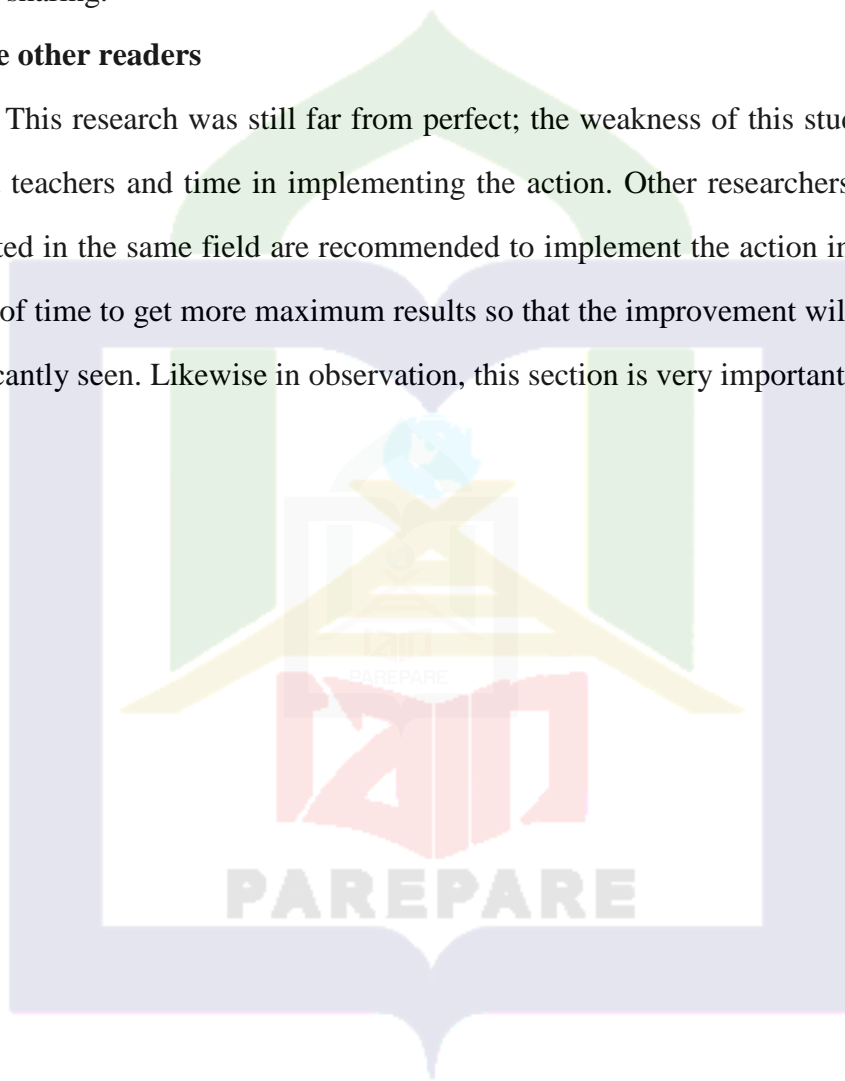
For researcher

Before going into the field, researchers must ascertain the existing problems, such as barriers to teaching, student motivation, and teacher skills. By knowing everything, the research objectives will be achieved. Think Pair Share

technique can help students more easily understand the material. Teachers can apply these techniques in the teaching and learning process because Think-Pair-Share technique is a very simple technique that can make students more active by mutual sharing.

For the other readers

This research was still far from perfect; the weakness of this study was in limited teachers and time in implementing the action. Other researchers who are interested in the same field are recommended to implement the action in a longer period of time to get more maximum results so that the improvement will be more significantly seen. Likewise in observation, this section is very important to note.



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LESSON PLAN (RPP)

PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 3 Parepare
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X. MIPA 2/Genap
Materi Pokok : Narrative Text (*folk Legend*)
Alokasi Waktu : 2 x 45 menit
Tahun Pelajaran : 2021/2022

A. Kompetensi Inti:

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks.	4.8.1 Menentukan struktur teks terkait teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran ini peserta didik diharapkan mampu;

1. Menceritakan *legenda rakyat* secara lisan dan tertulis dengan memperhatikan tujuan komunikasi
2. Menjelaskan struktur teks *narrative text* sesuai konteks penggunaannya *orientation, complication, dan resolution dan coda/re-orientation (optional)*
3. Menjelaskan unsur kebahasaan *narrative text* sesuai konteks penggunaannya (The Characteristics/Language Feature of Narrative Text)

D. Materi Pembelajaran

1. Pengertian Narrative Text

- Narrative text adalah cerita fiksi (*Fiction*) atau cerita karangan yang dibuat untuk menghibur pembaca. Narrative text biasanya kita jumpai dalam bentuk dongeng, cerita rakyat, maupun cerita fiksional lainnya.
- Teks naratif adalah cerita dengan komplikasi atau peristiwa bermasalah dan mencoba untuk menemukan resolusi untuk memecahkan masalah.

2. Struktur Teks (Generic Structure of Narrative Text)

Dapat mencakup:

- *Orientation* (Pengenalan)
- Bagian *Orientation* berisi tentang pengenalan (Introduce) tokoh-tokoh, latar belakang tempat dan waktu dari cerita. (siapa, apa, kapan, dan dimana)
- *Even/Complication* (Peristiwa/Masalah)
- Pada bagian *complication*, masalah-masalah mulai muncul dan harus di selesaikan oleh tokoh utama pada cerita tersebut.
- *Resolution* (Penyelesaian)
- *Resolution* adalah dimana cerita berakhir. Pada bagian ini masalah terselesaikan (solved) oleh si tokoh utama. Dalam bagian *Resolution* juga biasanya terdapat moral value atau pesan moral (nasihat) dari cerita tersebut.
- *Coda/Re-orientation*
Pesan atau pelajaran yang didapat dari cerita (optional)

3. Topik

Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Model : Cooperative Learning
3. Teknik : *Think-Pair-Share* dan Penugasan

F. Media Alat dan Bahan Pembelajaran

1. Media :

- Worksheet atau Lembar Kerja (Siswa)
- Lembar Penilaian
- Internet

2. Alat/Bahan :

- Spidol, papan tulis
- Laptop & LCD
- Slide Presentasi (PPT)

G. Sumber-Sumber Pembelajaran

- Buku Siswa Bahasa Inggris kelas X Kurikulum 2013 edisi 2017 halaman 157-165
- Kamus Bahasa Inggris

H. Langkah-langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 menit)		Waktu
Pendahuluan		15 menit
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran 		

Pertemuan Ke-1 (2 x 45 menit)	Waktu
<ul style="list-style-type: none"> • Guru mengecek kehadiran peserta didik dan mengajak mereka untuk merapikan meja, kursi serta kebersihan kelas. • Siswa mempersiapkan buku siswa, alat, dan bahan untuk mengikuti pelajaran. • Menjelaskan tujuan pembelajaran atau KD yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. 	
<p>Kegiatan Inti</p> <p><i>Mengamati</i></p> <ul style="list-style-type: none"> • Siswa mengamati video/penjelasan tentang Narrative teks yang diberikan oleh guru. • Siswa membaca dengan nyaring Narrative Text “Issumboshi” yang diberikan oleh guru. <p><i>Menanya</i></p> <ul style="list-style-type: none"> • Siswa diberikan kesempatan untuk bertanya yang berkaitan dengan teks “Issumboshi” yang disajikan dan akan dijawab melalui kegiatan belajar (<i>who, when, where, why, how</i>) • Siswa mencari kosakata (<i>Vocabulary</i>) baru yang ditemukan pada cerita “Issumboshi”. (<i>Think</i>) <p><i>Mengajukan Dugaan</i></p> <ul style="list-style-type: none"> • Siswa secara individual menulis dengan menggunakan ide dan kata-kata sederhana melengkapi bagan (<i>part of story and detail</i>) untuk mengetahui struktur cerita (<i>orientation, complication, dan resolution</i>) tentang teks Narrative “Issumboshi” • Siswa diminta untuk membuat kelompok yang terdiri dari 2-4 orang kemudian mendiskusikan hasil dari pekerjaan masing-masing pada Task 1 (<i>Pair</i>) • Kemudian hasil diskusi dipaparkan didepan kelas. Task 2 (<i>Share</i>) <p><i>Mengumpulkan Data</i></p> <ul style="list-style-type: none"> • Siswa menyimpulkan (<i>summerise</i>) fungsi sosial, struktur teks, dan unsur kebahasaan Narrative Text dan guru mengoreksi jika ada yang masih keliru. • Siswa menulis dan mengembangkan kalimat sendiri sesuai cerita “Issumboshi” yang telah dikerjakan secara berkelompok, sementara guru membantu dengan memberikan teknik clustering untuk memudahkan peserta didik membangun kerangka tulisan (<i>pre-writing activity</i>). <p><i>Mengkomunikasikan</i></p> <ul style="list-style-type: none"> • Peserta didik membacakan hasil tulisan mereka dengan lantang dan santun tentang Narrative teks di depan kelas. 	60 menit

Pertemuan Ke-1 (2 x 45 menit)	Waktu
<p><i>Catatan :</i> <i>Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</i></p>	
<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> • Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya “Well, we have talked about struktur narrative teks and I hope you can be a grateful person. • Bersama peserta didik menyimpulkan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari Narrative Text. <ul style="list-style-type: none"> - Melaksanakan evaluasi - Memberi apresiasi kepada siswa yang aktif - Menyampaikan materi pada pertemuan berikutnya yaitu narrative text “Malin Kundang”. - Memberi salam. 	15 Menit

I. Penilaian

1. Teknik Penilaian

- a. Sikap :Observasi/pengamatan
- b. Pengetahuan :
 - 1) Tes Tertulis (post-test (uraian/essay))
 - 2) Tes Lisan
- c. Keterampilan : Produk Tertulis (essay)

J. Penilaian Kompetensi Pengetahuan

1. Rubrik Penilaian tes lisan dan tulisan berdasarkan struktur teks naratif

No.	Aspek yang dinilai
1.	Isi/gagasan yang dikemukakan
2.	Organisasi isi
3.	Tata Bahasa
4.	Gaya: pilihan struktur dan kosakata
5.	Ejaan dan tata tulis

2. Penskoran Writing

No	Aspek	Indikator	Skor	Kriteria
1.	Isi atau gagasan yang dikemukakan	1. Kesesuaian judul, pengembangan gagasan yang cermat, banyak fakta pendukung, sesuai dengan topikkarangan.	27-30	Sangat baik
		2. Kesesuaian judul, pengembangan gagasan terbatas, banyak mengetahui subjek, sesuai dengan topik namun kurang rinci.	22-26	Baik

		<p>3. Judul kurang sesuai, pengembangan gagasan terbatas, pengetahuan mengenai subjek terbatas, pengembangan topik kurang memadai</p> <p>4. Tidak menunjukkan kesesuaian judul, tidak menunjukkan pengetahuan mengenai subjek/topik, tidak ada data pendukung</p>	<p>17-21</p> <p>13-16</p>	<p>Cukup</p> <p>Kurang</p>
2.	Organisasi isi	<p>1. Organisasi isi sesuai dengan gagasan pokok, keseluruhan susunan kalimat jelas, urutan logis, kohesitinggi.</p> <p>2. Organisasi isi sesuai dengan gagasan pokok, namun kurang rinci, keseluruhan kalimat jelas, urutan logis tetapi tidak lengkap, kohesi kurangtinggi.</p> <p>3. Organisasi isi kurang sesuai dengan gagasan pokok, susunan kalimat membingungkan/ tidak berhubungan, kurang urutan dan kurang logis.</p> <p>4. Organisasi isi tidak sesuai dengan gagasan pokok, tidak mengkomunikasikan apa-apa, urutan tidak Logis</p>	<p>18-20</p> <p>14-17</p> <p>10-13</p> <p>7-9</p>	<p>Sangat baik</p> <p>Baik</p> <p>Cukup</p> <p>Kurang</p>
3.	Tata bahasa	<p>1. Tata bahasa kompleks dan efektif.</p> <p>2. Tata bahasa kompleks dan hanya terjadi sedikit kesalahan</p> <p>3. Tata bahasa kabur dan terjadi banyak kesalahan.</p> <p>4. Tata bahasa tidak komunikatif dan terdapat banyak kesalahan</p>	<p>18-20</p> <p>14-17</p> <p>10-13</p> <p>7-9</p>	<p>Sangat baik</p> <p>Baik</p> <p>Cukup</p> <p>Kurang</p>
4.	Gaya: pilihan struktur dan kosakata	<p>1. Penggunaan dan pemilihan kata yang efektif, pemilihan kata yang tepat, menguasai pembentukan kata.</p> <p>2. Penggunaan dan pemilihan kata terkadang keliru, tetapi tidak mengaburkan arti.</p> <p>3. Pilihan kata dan ungkapan terbatas.</p> <p>4. Pilihan kata asal-asalan dan penguasaan rendah</p>	<p>13-15</p> <p>10-12</p> <p>7-9</p> <p>4-6</p>	<p>Sangat baik</p> <p>Baik</p> <p>Cukup</p> <p>Kurang</p>
5.	Ejaan dan tata tulis	<p>1. Menguasai EYD, menguasai tanda baca, menguasai kaidah penulisan.</p> <p>2. Ejaan sesuai hanya terdapat sedikit kesalahan dan tidak menimbulkan pemburan makna.</p>	<p>13-15</p> <p>10-12</p> <p>7-9</p>	<p>Sangat baik</p> <p>Baik</p> <p>Cukup</p>

		3. Ejaan sering terjadi kesalahan dan mengaburkan makna.	4-6	Kurang
		4. Ejaan terdapat banyak kesalahan dan tidaksesuai aturan.		

$$\text{NilaiSiswa} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$$

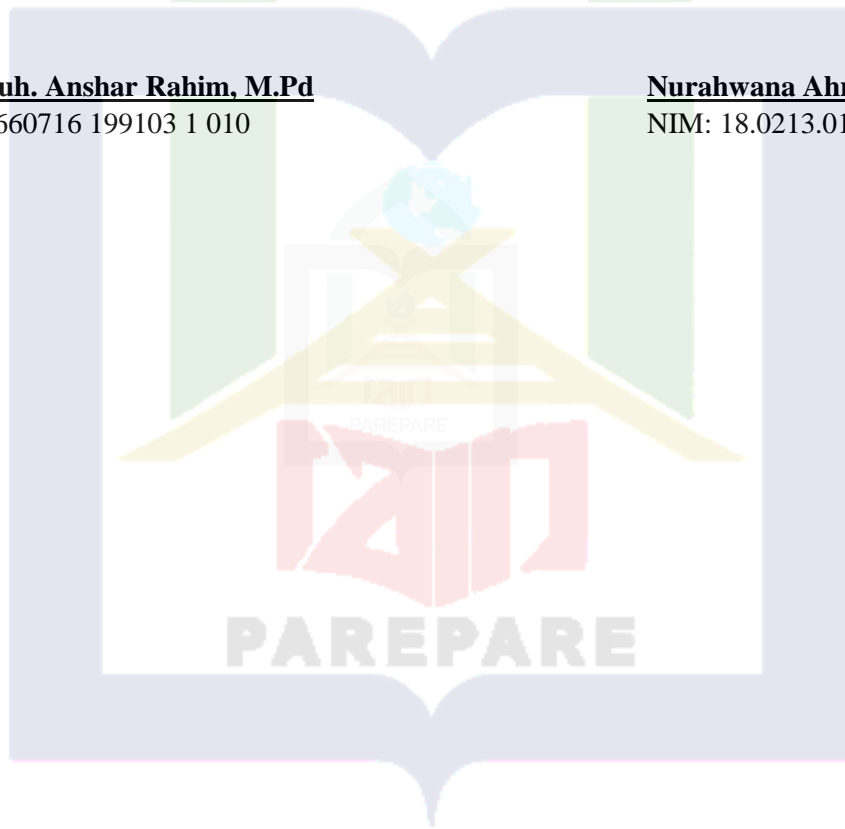
Parepare, Mei 2022

Mengetahui:
Kepala SMA Negeri 3 Parepare,

Mahasiswa,

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Issumboshi

Orientation: Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God every day.

One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!" They looked and saw a crying baby who looked just like a little finger. "This child must be a gift from God. Thanks to God!"

"We will call this child 'Issumboshi'," they said.

They raised Issumboshi with much care, but Issumboshi never grew bigger.

"Hey, Issumboshi, do you want to be eaten by a frog?" Issumboshi was always being bullied by the children of the village and often went home feeling unhappy.

Grandmother would make some big rice balls and encourage him. "Eat a lot, and grow up quickly," Grandmother said.

Complication: One day, Issumboshi said, "I will go to the capital to study and become a respectable person. Then I will come back." Grandfather and Grandmother were worried about him, but Issumboshi's mind would not be changed. At once they began to prepare for his trip.

Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, and started out with a chopstick staff, in high spirits.

"I'm going now," Issumboshi said.

"Is he safe? With such a small body?" Grandfather and Grandmother asked as they saw him off. Issumboshi went on the trip with a big wish in a small body.... At last Issumboshi reached the capital city and anchored under the bridge. Then he climbed up to the railing and viewed the town.

Resolution: Issumboshi jumped at the demon and stabbed his eyes. The remaining demons were frightened. They ran away in great haste, but one demon, who was left behind, trembled while holding the magic hammer

Re-orientation: The Princess and Issumboshi then got married, and they invited Grandfather

1. Create as many questions as you can based on the story. Use question words such as *who, when, where, why, how*. Then, exchange your questions with a classmate sitting next to you. Discuss them together.
2. *Thin-Pair-Share Technique*

Task 1:

Individually, complete the following chart to find out the structure of the story about Issumboshi.

Part of The Story	Details
The beginning of the story (<i>Orientation</i>)	
The problem in the story (<i>Complication</i>)	
The ending of the story (<i>Resolution</i>)	

Task 2:

Work in pairs to discuss the result of your work in *Task 1*, and then share it with the class.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 3 Parepare
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X. MIPA 2/Genap
Materi Pokok : Narrative Text (*folk Legend*)
Alokasi Waktu : 2 x 45 menit
Tahun Pelajaran : 2021/2022

A. Kompetensi Inti:

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks.	4.8.1 Menentukan struktur teks terkait teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran ini peserta didik diharapkan mampu;

4. Menceritakan *legenda rakyat* secara lisan dan tertulis dengan memperhatikan tujuan komunikasi
5. Menjelaskan struktur teks *narrative text* sesuai konteks penggunaannya *orientation, complication, dan resolution dan coda/re-orientation (optional)*
6. Menjelaskan unsur kebahasaan *narrative text* sesuai konteks penggunaannya (The Characteristics/Language Feature of Narrative Text)

D. Materi Pembelajaran

4. Pengertian Narrative Text

- Narrative text adalah cerita fiksi (*Fiction*) atau cerita karangan yang dibuat untuk menghibur pembaca. Narrative text biasanya kita jumpai dalam bentuk dongeng, cerita rakyat, maupun cerita fiksional lainnya.
- Teks naratif adalah cerita dengan komplikasi atau peristiwa bermasalah dan mencoba untuk menemukan resolusi untuk memecahkan masalah.

5. Unsur Kebahasaan (The Characteristics/Language Feature of Narrative Text)

- *simple past tense, past continuous*
- Kosakata: terkait karakter, watak, dan setting dalam cerita legenda rakyat (*couple (noun), gift (noun), raise (verb), bully (verb), respectable (adjective), anchor (verb), retainer (noun), stab (verb), worship (verb), demon (noun)*).
- Adverb of time (*Once upon a time, one day, etc*)
- Time conjunction (*when, then, suddenly, etc*)
- Specific character. The character of the story is specific, not general. (*Issumboshi*)
- Action verbs. A verb that shows an action. (*killed, dug, walked, etc*)
- Direct speech dan Reported Speech (*Indirect Speech*),
Contoh:
 - a. "We will call this child 'Issumboshi'," the old couple said. (*direct speech*)
 - b. The old couple said that they would call that child 'Issumboshi'. (*Reported speech*)

6. Topik

Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

4. Pendekatan : Scientific Approach
5. Model : Cooperative Learning
6. Teknik : *Think-Pair-Share* dan Penugasan

F. Media Alat dan Bahan Pembelajaran

3. Media :

- Worksheet atau Lembar Kerja (Siswa)
- Lembar Penilaian
- Internet

4. Alat/Bahan :

- Spidol, papan tulis
- Laptop & LCD
- Slide Presentasi (PPT)

G. Sumber-Sumber Pembelajaran

- Buku Siswa Bahasa Inggris kelas X Kurikulum 2013 edisi 2017 (Chapter 13)
- Kamus Bahasa Inggris

H. Langkah-langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 menit)		Waktu
Pendahuluan		15
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk 		menit

Pertemuan Ke-1 (2 x 45 menit)	Waktu
<p>memulai pembelajaran</p> <ul style="list-style-type: none"> • Guru mengecek kehadiran peserta didik dan mengajak mereka untuk merapikan meja, kursi serta kebersihan kelas. • Siswa mempersiapkan buku siswa, alat, dan bahan untuk mengikuti pelajaran. • Menjelaskan tujuan pembelajaran atau KD yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. 	
<p>Kegiatan Inti</p> <p><i>Mengamati</i></p> <ul style="list-style-type: none"> • Siswa mengamati video/penjelasan tentang Narrative teks yang diberikan oleh guru. • Siswa membaca dengan nyaring Narrative Text “Malin Kundang” yang diberikan oleh guru. <p><i>Menanya</i></p> <ul style="list-style-type: none"> • Siswa diberikan kesempatan untuk bertanya yang berkaitan dengan teks “Issumboshi” yang disajikan dan akan dijawab melalui kegiatan belajar (<i>who, when, where, why, how</i>) • Siswa mencari kosakata (<i>Vocabulary</i>) baru yang ditemukan pada cerita “Issumboshi”. (<i>Think</i>) <p><i>Mengajukan Dugaan</i></p> <ul style="list-style-type: none"> • Siswa secara individual menulis dengan menggunakan ide dan kata-kata sederhana melengkapi bagan (<i>part of story and detail</i>) untuk mengetahui struktur cerita (<i>orientation, complication, dan resolution</i>) tentang teks Narrative “Malin Kundang” • Siswa diminta untuk membuat kelompok yang terdiri dari 2-4 orang kemudian mendiskusikan hasil dari pekerjaan masing-masing pada Task 1 (<i>Pair</i>) • Kemudian hasil diskusi dipaparkan didepan kelas. Task 2 (<i>Share</i>) <p><i>Mengumpulkan Data</i></p> <ul style="list-style-type: none"> • Siswa menyimpulkan (<i>summerise</i>) fungsi sosial, struktur teks, dan unsur kebahasaan Narrative Text dan guru mengoreksi jika ada yang masih keliru. • Siswa menulis dan mengembangkan kalimat sendiri sesuai cerita “Malin Kundang” yang telah dikerjakan secara berkelompok, sementara guru membantu dengan memberikan teknik clustering untuk memudahkan peserta didik membangun kerangka tulisan (<i>pre-writing activity</i>). <p><i>Mengkomunikasikan</i></p> <ul style="list-style-type: none"> • Peserta didik membacakan hasil tulisan mereka dengan lantang dan santun tentang Narrative teks di depan kelas. 	60 menit

Pertemuan Ke-1 (2 x 45 menit)	Waktu
<p><i>Catatan :</i> <i>Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</i></p>	
<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> • Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya “Well, we have talked about struktur narrative teks and I hope you can be a grateful person. • Bersama peserta didik menyimpulkan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari Narrative Text. <ul style="list-style-type: none"> - Melaksanakan evaluasi - Memberi apresiasi kepada siswa yang aktif - Menyampaikan materi pada pertemuan berikutnya yaitu narrative text “Batu Menangis”. - Memberi salam. 	15 Menit

I. Penilaian

2. Teknik Penilaian

- d. Sikap :Observasi/pengamatan
- e. Pengetahuan :
 - 3) Tes Tertulis (Uraian/essay)
 - 4) Tes Lisan
- f. Keterampilan : Produk Tertulis (essay)

J. Penilaian Kompetensi Pengetahuan

3. Rubrik Penilaian tes lisan dan tulisan berdasarkan struktur teks naratif

No.	Aspek yang dinilai
1.	Isi/gagasan yang dikemukakan
2.	Organisasi isi
3.	Tata Bahasa
4.	Gaya: pilihan struktur dan kosakata
5.	Ejaan dan tata tulis

4. Penskoran Writing

No	Aspek	Indikator	Skor	Kriteria
1.	Isi atau gagasan yang dikemukakan	5. Kesesuaian judul, pengembangan gagasan yang cermat, banyak fakta pendukung, sesuai dengan topikkarangan.	27-30	Sangat baik
		6. Kesesuaian judul, pengembangan gagasan terbatas, banyak	22-26	Baik

		mengetahui subjek, sesuai dengan topik namun kurang rinci.		
		7. Judul kurang sesuai, pengembangan gagasan terbatas, pengetahuan mengenai subjek terbatas, pengembangan topik kurang memadai	17-21	Cukup
		8. Tidak menunjukkan kesesuaian judul, tidak menunjukkan pengetahuan mengenai subjek/topik, tidak ada data pendukung	13-16	Kurang
2.	Organisasi isi	5. Organisasi isi sesuai dengan gagasan pokok, keseluruhan susunan kalimat jelas, urutan logis, kohesitinggi.	18-20	Sangat baik
		6. Organisasi isi sesuai dengan gagasan pokok, namun kurang rinci, keseluruhan kalimat jelas, urutan logis tetapi tidak lengkap, kohesi kurangtinggi.	14-17	Baik
		7. Organisasi isi kurang sesuai dengan gagasan pokok, susunan kalimat membingungkan/ tidak berhubungan, kurang urutan dan kuranglogis.	10-13	Cukup
		8. Organisasi isi tidak sesuai dengan gagasan pokok, tidak mengkomunikasikan apa-apa, urutan tidak Logis	7-9	Kurang
3.	Tata bahasa	1. Tata bahasa kompleks dan efektif.	18-20	Sangat baik
		2. Tata bahasa kompleks dan hanya terjadi sedikit kesalahan	14-17	Baik
		3. Tata bahasa kabur dan terjadi banyak kesalahan.	10-13	Cukup
		4. Tata bahasa tidak komunikatif dan terdapat banyak kesalahan	7-9	Kurang
4.	Gaya: pilihan struktur dan kosakata	5. Penggunaan dan pemilihan kata yang efektif, pemilihan kata yang tepat, menguasai pembentukan kata.	13-15	Sangat baik
		6. Penggunaan dan pemilihan kata terkadang keliru, tetapi tidak mengaburkan arti.	10-12	Baik
		7. Pilihan kata dan ungkapan terbatas.	7-9	Cukup
		8. Pilihan kata asal-asalan dan penguasaan rendah	4-6	Kurang
5.	Ejaan dan tatatulis	5. Menguasai EYD, menguasai tanda baca, menguasai kaidah penulisan.	13-15	Sangat baik
		6. Ejaan sesuai hanya terdapat sedikit	10-12	Baik

		kesalahan dan tidak menimbulkan pengburan makna.	7-9	Cukup
		7. Ejaan sering terjadi kesalahan dan mengaburkan makna.	4-6	Kurang
		8. Ejaan terdapat banyak kesalahan dan tidak sesuai aturan.		

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Parepare, Mei 2022

Mengetahui:

Kepala SMA Negeri 3 Parepare,

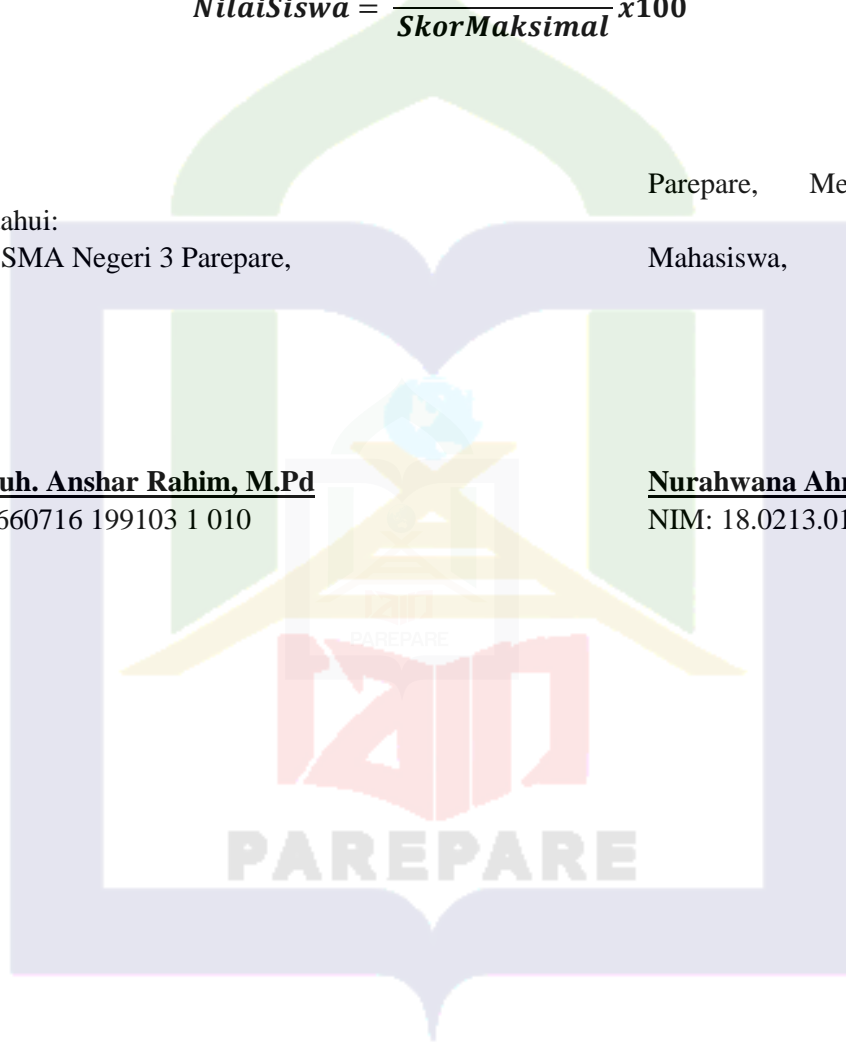
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THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatera lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

Orientation

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

Complication

And old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her, "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail.

Suddenly, a thunderstorm came in the quite sea wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Resolution

(Buku Bahasa Inggris Kelas X Kurikulum 2013 Revisi 2016, Kemendikbud)

Task 1:

Discuss with a partner the answer to the following questions!

1. When and where did the story happen?
2. Who were involved in the story?
3. What event started the plot of the story?
4. What happened next?
5. What makes the problem in the story get more complicated?
6. What is the climax of the story?
7. Was there any resolution of the story?
8. Was there any conclusion or message of the story?

Task 2:

Write the result of your discussion in the table below. Use the information that you can find in the text “Malin Kundang”.

Part of the Text	Purposes	Summary from text
Orientation		
Complication		
Sequence of events		
Resolution		
Coda		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 3 Parepare
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X. MIPA 2/Genap
Materi Pokok : Narrative Text (*folk Legend*)
Alokasi Waktu : 2 x 45 menit
Tahun Pelajaran : 2021/2022

A. Kompetensi Inti:

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks.	4.8.1 Menentukan struktur teks terkait teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran ini peserta didik diharapkan mampu;

7. Menceritakan *legenda rakyat* secara lisan dan tertulis dengan memperhatikan tujuan komunikasi
8. Menjelaskan struktur teks *narrative text* sesuai konteks penggunaannya *orientation, complication, dan resolution dan coda/re-orientation (optional)*
9. Menjelaskan unsur kebahasaan *narrative text* sesuai konteks penggunaannya (The Characteristics/Language Feature of Narrative Text)

D. Materi Pembelajaran

7. Pengertian Narrative Text

- Narrative text adalah cerita fiksi (*Fiction*) atau cerita karangan yang dibuat untuk menghibur pembaca. Narrative text biasanya kita jumpai dalam bentuk dongeng, cerita rakyat, maupun cerita fiksional lainnya.
- Teks naratif adalah cerita dengan komplikasi atau peristiwa bermasalah dan mencoba untuk menemukan resolusi untuk memecahkan masalah.

8. Struktur Teks (Generic Structure of Narrative Text)

Dapat mencakup:

- *Orientation* (Pengenalan)
- Bagian *Orientation* berisi tentang pengenalan (*Introduce*) tokoh-tokoh, latar belakang tempat dan waktu dari cerita. (siapa, apa, kapan, dan dimana)
- *Even/Complication* (Peristiwa/Masalah)
- Pada bagian *complication*, masalah-masalah mulai muncul dan harus di selesaikan oleh tokoh utama pada cerita tersebut.
- *Resolution* (Penyelesaian)
- *Resolution* adalah dimana cerita berakhir. Pada bagian ini masalah terselesaikan (*solved*) oleh si tokoh utama. Dalam bagian *Resolution* juga biasanya terdapat *moral value* atau pesan moral (nasihat) dari cerita tersebut.
- *Coda/Re-orientation*
Pesan atau pelajaran yang didapat dari cerita (*optional*)

9. Topik

Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

7. Pendekatan : Scientific Approach
8. Model : Cooperative Learning
9. Teknik : *Think-Pair-Share* dan Penugasan

F. Media Alat dan Bahan Pembelajaran

5. Media :

- Worksheet atau Lembar Kerja (Siswa)
- Lembar Penilaian
- Internet

6. Alat/Bahan :

- Spidol, papan tulis
- Laptop & LCD
- Slide Presentasi (PPT)

G. Sumber-Sumber Pembelajaran

- Buku Siswa Bahasa Inggris kelas X Kurikulum 2013 edisi 2017 halaman 157-165
- Kamus Bahasa Inggris

H. Langkah-langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 menit)		Waktu
Pendahuluan		15 menit
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran 		

Pertemuan Ke-1 (2 x 45 menit)	Waktu
<ul style="list-style-type: none"> • Guru mengecek kehadiran peserta didik dan mengajak mereka untuk merapikan meja, kursi serta kebersihan kelas. • Siswa mempersiapkan buku siswa, alat, dan bahan untuk mengikuti pelajaran. • Menjelaskan tujuan pembelajaran atau KD yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. 	
<p>Kegiatan Inti</p> <p><i>Mengamati</i></p> <ul style="list-style-type: none"> • Siswa mengamati video/penjelasan tentang Narrative teks yang diberikan oleh guru. • Siswa membaca dengan nyaring Narrative Text “Issumboshi” yang diberikan oleh guru. <p><i>Menanya</i></p> <ul style="list-style-type: none"> • Siswa diberikan kesempatan untuk bertanya yang berkaitan dengan teks “Strong Wind” yang disajikan dan akan dijawab melalui kegiatan belajar (<i>who, when, where, why, how</i>) • Siswa mencari kosakata (<i>Vocabulary</i>) baru yang ditemukan pada cerita “Issumboshi”. (<i>Think</i>) <p><i>Mengajukan Dugaan</i></p> <ul style="list-style-type: none"> • Siswa secara individual menulis dengan menggunakan ide dan kata-kata sederhana melengkapi bagan (<i>part of story and detail</i>) untuk mengetahui struktur cerita (<i>orientation, complication, dan resolution</i>) tentang teks Narrative “Strong Wind” • Siswa diminta untuk membuat kelompok yang terdiri dari 2-4 orang kemudian mendiskusikan hasil dari pekerjaan masing-masing pada Task 1 (<i>Pair</i>) • Kemudian hasil diskusi dipaparkan didepan kelas. Task 2 (<i>Share</i>) <p><i>Mengumpulkan Data</i></p> <ul style="list-style-type: none"> • Siswa menyimpulkan (<i>summerise</i>) fungsi sosial, struktur teks, dan unsur kebahasaan Narrative Text dan guru mengoreksi jika ada yang masih keliru. • Siswa menulis dan mengembangkan kalimat sendiri sesuai cerita “Strong Wind” yang telah dikerjakan secara berkelompok, sementara guru membantu dengan memberikan teknik clustering untuk memudahkan peserta didik membangun kerangka tulisan (<i>pre-writing activity</i>). <p><i>Mengkomunikasikan</i></p> <ul style="list-style-type: none"> • Peserta didik membacakan hasil tulisan mereka dengan lantang dan santun tentang Narrative teks di depan kelas. 	60 menit

Pertemuan Ke-1 (2 x 45 menit)	Waktu
<p><i>Catatan :</i> <i>Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</i></p>	
<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> • Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya “Well, we have talked about struktur narrative teks and I hope you can be a grateful person. • Bersama peserta didik menyimpulkan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari Narrative Text. <ul style="list-style-type: none"> - Melaksanakan evaluasi - Memberi apresiasi kepada siswa yang aktif - Menyampaikan materi pada pertemuan berikutnya yaitu narrative text - Memberi salam. 	15 Menit

I. Penilaian

3. Teknik Penilaian

- g. Sikap :Observasi/pengamatan
- h. Pengetahuan :
 - 5) Tes Tertulis (post-test (uraian/essay))
 - 6) Tes Lisan
- i. Keterampilan : Produk Tertulis (essay)

J. Penilaian Kompetensi Pengetahuan

5. Rubrik Penilaian tes lisan dan tulisan berdasarkan struktur teks naratif

No.	Aspek yang dinilai
1.	Isi/gagasan yang dikemukakan
2.	Organisasi isi
3.	Tata Bahasa
4.	Gaya: pilihan struktur dan kosakata
5.	Ejaan dan tata tulis

6. Penskoran Writing

No	Aspek	Indikator	Skor	Kriteria
1.	Isi atau gagasan yang dikemukakan	9. Kesesuaian judul, pengembangan gagasan yang cermat, banyak fakta pendukung, sesuai dengan topikkarangan.	27-30	Sangat baik
		10. Kesesuaian judul, pengembangan gagasan terbatas, banyak mengetahui subjek, sesuai dengan topik namun kurang rinci.	22-26	Baik

		<p>11. Judul kurang sesuai, pengembangan gagasan terbatas, pengetahuan mengenai subjek terbatas, pengembangan topik kurang memadai</p> <p>12. Tidak menunjukkan kesesuaian judul, tidak menunjukkan pengetahuan mengenai subjek/topik, tidak ada data pendukung</p>	<p>17-21</p> <p>13-16</p>	<p>Cukup</p> <p>Kurang</p>
2.	Organisasi isi	<p>9. Organisasi isi sesuai dengan gagasan pokok, keseluruhan susunan kalimat jelas, urutan logis, kohesitinggi.</p> <p>10. Organisasi isi sesuai dengan gagasan pokok, namun kurang rinci, keseluruhan kalimat jelas, urutan logis tetapi tidak lengkap, kohesi kurangtinggi.</p> <p>11. Organisasi isi kurang sesuai dengan gagasan pokok, susunan kalimat membingungkan/ tidak berhubungan, kurang urutan dan kurang logis.</p> <p>12. Organisasi isi tidak sesuai dengan gagasan pokok, tidak mengkomunikasikan apa-apa, urutan tidak Logis</p>	<p>18-20</p> <p>14-17</p> <p>10-13</p> <p>7-9</p>	<p>Sangat baik</p> <p>Baik</p> <p>Cukup</p> <p>Kurang</p>
3.	Tata bahasa	<p>1. Tata bahasa kompleks dan efektif.</p> <p>2. Tata bahasa kompleks dan hanya terjadi sedikit kesalahan</p> <p>3. Tata bahasa kabur dan terjadi banyak kesalahan.</p> <p>4. Tata bahasa tidak komunikatif dan terdapat banyak kesalahan</p>	<p>18-20</p> <p>14-17</p> <p>10-13</p> <p>7-9</p>	<p>Sangat baik</p> <p>Baik</p> <p>Cukup</p> <p>Kurang</p>
4.	Gaya: pilihan struktur dan kosakata	<p>9. Penggunaan dan pemilihan kata yang efektif, pemilihan kata yang tepat, menguasai pembentukan kata.</p> <p>10. Penggunaan dan pemilihan kata terkadang keliru, tetapi tidak mengaburkan arti.</p> <p>11. Pilihan kata dan ungkapan terbatas.</p> <p>12. Pilihan kata asal-asalan dan penguasaan rendah</p>	<p>13-15</p> <p>10-12</p> <p>7-9</p> <p>4-6</p>	<p>Sangat baik</p> <p>Baik</p> <p>Cukup</p> <p>Kurang</p>
5.	Ejaan dan tata tulis	<p>9. Menguasai EYD, menguasai tanda baca, menguasai kaidah penulisan.</p> <p>10. Ejaan sesuai hanya terdapat sedikit kesalahan dan tidak menimbulkan pemburan makna.</p>	<p>13-15</p> <p>10-12</p> <p>7-9</p>	<p>Sangat baik</p> <p>Baik</p> <p>Cukup</p>

	11. Ejaan sering terjadi kesalahan dan mengaburkan makna. 12. Ejaan terdapat banyak kesalahan dan tidaksesuai aturan.	4-6	Kurang
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$$\text{NilaiSiswa} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$$

Mengetahui:
Kepala UPT SMA Negeri 3
Parepare,

Parepare, Mei 2022

Mahasiswa,

Drs. Muh. Anshar Rahim, M.Pd
NIP.19660716 199103 1 010

Nurahwana Ahmad
NIM: 18.0213.019



Generic Structure of Narrative Text

1. Orientation: It is about the opening paragraph. **Who** is involved in the story or **where** and **when** the story happened.

a. Characters

- 1) The Main Characters, who participate most in the plot
- 2) The Secondary Characters, who are actually a support for the main characters
- 3) Utility Characters

(<https://oposinet.cvexpres.com/temario-de-ingles-secundaria/temario-2-ingles-secundaria/topic-32-narrative-texts-structure-and-characteristics/>)

b. Setting of Place

planet, country, city, building, field, woods, vehicle, at sea, in space. Any place where you can put characters and action.

c. Setting of Time

An age or epoch or a specific year, even a time of day or a season (Particularly in a Legend story, it is usually used past adverbial to notice the time, e.g. A long time ago, once upon a time, etc)

Besides, there are still others items that also include in "Orientation" of a narrative text, such as, nuance/situation; social style; economical and cultural background, etc.

2. Complication : It tells the beginning of the problem which leads to crisis (where the problems of the story developed)

-Problem -> Conflict -> Climax -> anti Climax -> Solution

(Resource: <https://brainly.co.id>)

3. Resolution: It is where the problem is resolved. It can be a happy ending or a sad tragic one

4. Coda/Reorientation: Lesson from the story (optional)

THE PAST PERFECT TENSE

Look at these sentences taken from the reading text. Focus your attention on the verbs in italics.

1. He *had said* he would marry the first woman who could see him.
2. A chief lived in a village. His wife *had died*.
3. Strong Wind himself heard them and knew that they *had lied*.
4. Strong Wind's sister was surprised because the girl *had told* the truth.
5. Then Strong Wind's sister knew that the girl could really see him. *He had let* her see him because she had told the truth.

The use of Past Perfect:

1. Completed Action Before Something in the Past

The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

Example:

I had met the beautiful girl before I came to this city.

2. Duration before something in the Past (non-continuous verb)

The Past Perfect Tense can be used to show that something started in the past and continued up until another action in the past.

had met came

Example:

By the time we finished our study, we had been in Malang for five years.

Task 1

Answer the following question!

1. Who is Strong Wind?
2. What was Strong Wind's special capability?
3. How would Strong Wind's sister know that the girls were lying?
4. Who burned the chief's youngest daughter?
5. Who could see Strong Wind and how could she do that?
6. How did the chief's youngest daughter regain her old face?
7. What did Strong Wind change into an aspen tree?
8. Did Strong Wind know that the chief's elder daughters were rude to their youngest sister? Justify your answer.
9. Why did Strong Wind decide to have the chief's youngest daughter as his wife?
10. If you were in the story, which role would you play? Why?

Task 2

Make a summary of the story entitled strong wind and explain the structure of the narrative text

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 3 Parepare
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X. MIPA 2/Genap
Materi Pokok : Narrative Text (*folk Legend*)
Alokasi Waktu : 2 x 45 menit
Tahun Pelajaran : 2021/2022

A. Kompetensi Inti:

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

K. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks.	4.8.1 Menentukan struktur teks terkait teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

L. Tujuan Pembelajaran

- Setelah mengikuti proses pembelajaran ini peserta didik diharapkan mampu;
10. Menceritakan *legenda rakyat* secara lisan dan tertulis dengan memperhatikan tujuan komunikasi
 11. Menjelaskan struktur teks *narrative text* sesuai konteks penggunaannya *orientation, complication, dan resolution dan coda/re-orientation (optional)*
 12. Menjelaskan unsur kebahasaan *narrative text* sesuai konteks penggunaannya (The Characteristics/Language Feature of Narrative Text)

M. Materi Pembelajaran

10. Pengertian Narrative Text

- Narrative text adalah cerita fiksi (*Fiction*) atau cerita karangan yang dibuat untuk menghibur pembaca. Narrative text biasanya kita jumpai dalam bentuk dongeng, cerita rakyat, maupun cerita fiksi lainnya.
- Teks naratif adalah cerita dengan komplikasi atau peristiwa bermasalah dan mencoba untuk menemukan resolusi untuk memecahkan masalah.

11. Unsur Kebahasaan (The Characteristics/Language Feature of Narrative Text)

- *simple past tense, past continuous*
- Kosakata: terkait karakter, watak, dan setting dalam cerita legenda rakyat (couple (*noun*), gift (*noun*), raise (*verb*), bully (*verb*), respectable (*adjective*), anchor (*verb*), retainer (*noun*), stab (*verb*), worship (*verb*), demon (*noun*).
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Issumboshi)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech dan Reported Speech (Indirect Speech),
Contoh:
 - a. "We will call this child 'Issumboshi'," the old couple said. (*direct speech*)
 - b. The old couple said that they would call that child 'Issumboshi'. (*Reported speech*)

12. Topik

Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI

N. Metode Pembelajaran

10. Pendekatan : Scientific Approach
11. Model : Cooperative Learning
12. Teknik : *Think-Pair-Share* dan Penugasan

O. Media Alat dan Bahan Pembelajaran

7. Media :

- Worksheet atau Lembar Kerja (Siswa)
- Lembar Penilaian
- Internet

8. Alat/Bahan :

- Spidol, papan tulis
- Laptop & LCD
- Slide Presentasi (PPT)

P. Sumber-Sumber Pembelajaran

- Buku Siswa Bahasa Inggris kelas X Kurikulum 2013 edisi
- Kamus Bahasa Inggris

Q. Langkah-langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 menit)		Waktu
Pendahuluan		
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Guru mengecek kehadiran peserta didik dan mengajak mereka untuk 	15 menit	

Pertemuan Ke-1 (2 x 45 menit)	Waktu
<p>merapikan meja, kursi serta kebersihan kelas.</p> <ul style="list-style-type: none"> • Siswa mempersiapkan buku siswa, alat, dan bahan untuk mengikuti pelajaran. • Menjelaskan tujuan pembelajaran atau KD yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. 	
<p>Kegiatan Inti</p> <p><i>Mengamati</i></p> <ul style="list-style-type: none"> • Siswa mengamati video/penjelasan tentang Narrative teks yang diberikan oleh guru. • Siswa membaca dengan nyaring Narrative Text “Batu Menagis” yang diberikan oleh guru. <p><i>Menanya</i></p> <ul style="list-style-type: none"> • Siswa diberikan kesempatan untuk bertanya yang berkaitan dengan teks “Batu Menangis” yang disajikan dan akan dijawab melalui kegiatan belajar (<i>who, when, where, why, how</i>) • Siswa mencari kosakata (<i>Vocabulary</i>) baru yang ditemukan pada cerita “Batu Menangis”. (<i>Think</i>) <p><i>Mengajukan Dugaan</i></p> <ul style="list-style-type: none"> • Siswa secara individual menulis dengan menggunakan ide dan kata-kata sederhana melengkapi bagan (<i>part of story and detail</i>) untuk mengetahui struktur cerita (<i>orientation, complication, dan resolution</i>) tentang teks Narrative “Batu Menangis” • Siswa diminta untuk membuat kelompok yang terdiri dari 2-4 orang kemudian mendiskusikan hasil dari pekerjaan masing-masing pada Task 1 (<i>Pair</i>) • Kemudian hasil diskusi dipaparkan didepan kelas. Task 2 (<i>Share</i>) <p><i>Mengumpulkan Data</i></p> <ul style="list-style-type: none"> • Siswa menyimpulkan (<i>zummerise</i>) fungsi sosial, struktur teks, dan unsur kebahasaan Narrative Text dan guru mengoreksi jika ada yang masih keliru. • Siswa menulis dan mengembangkan kalimat sendiri sesuai cerita “Batu Menagis” yang telah dikerjakan secara berkelompok, sementara guru membantu dengan memberikan teknik clustering untuk memudahkan peserta didik membangun kerangka tulisan (<i>pre-writing activity</i>). <p><i>Mengkomunikasikan</i></p> <ul style="list-style-type: none"> • Peserta didik membacakan hasil tulisan mereka dengan lantang dan santun tentang Narrative teks di depan kelas. 	60 menit
<p><i>Catatan :</i> Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam</p>	

Pertemuan Ke-1 (2 x 45 menit)	Waktu
<i>pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</i>	
Kegiatan Penutup <ul style="list-style-type: none"> • Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya “Well, we have talked about struktur narrative teks and I hope you can be a grateful person. • Bersama peserta didik menyimpulkan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari Narrative Text. <ul style="list-style-type: none"> - Melaksanakan evaluasi - Memberi apresiasi kepada siswa yang aktif - Menyampaikan materi pada pertemuan berikutnya yaitu narrative text “Batu Menangis”. - Memberi salam. 	15 Menit

R. Penilaian

4. Teknik Penilaian

- j. Sikap :Observasi/pengamatan
- k. Pengetahuan :
 - 7) Tes Tertulis (Uraian/essay)
 - 8) Tes Lisan
- l. Keterampilan : Produk Tertulis (essay)

S. Penilaian Kompetensi Pengetahuan

7. Rubrik Penilaian tes lisan dan tulisan berdasarkan struktur teks naratif

No.	Aspek yang dinilai
1.	Isi/gagasan yang dikemukakan
2.	Organisasi isi
3.	Tata Bahasa
4.	Gaya: pilihan struktur dan kosakata
5.	Ejaan dan tata tulis

8. Penskoran Writing

No	Aspek	Indikator	Skor	Kriteria
1.	Isi atau gagasan yang dikemukakan	13. Kesesuaian judul, pengembangan gagasan yang cermat, banyak fakta pendukung, sesuai dengan topikkarangan.	27-30	Sangat baik
		14. Kesesuaian judul, pengembangan gagasan terbatas, banyak mengetahui subjek, sesuai dengan topik namun kurang rinci.	22-26	Baik

		<p>15. Judul kurang sesuai, pengembangan gagasan terbatas, pengetahuan mengenai subjek terbatas, pengembangan topik kurang memadai</p> <p>16. Tidak menunjukkan kesesuaian judul, tidak menunjukkan pengetahuan mengenai subjek/topik, tidak ada data pendukung</p>	<p>17-21</p> <p>13-16</p>	<p>Cukup</p> <p>Kurang</p>
2.	Organisasi isi	<p>13. Organisasi isi sesuai dengan gagasan pokok, keseluruhan susunan kalimat jelas, urutan logis, kohesitinggi.</p> <p>14. Organisasi isi sesuai dengan gagasan pokok, namun kurang rinci, keseluruhan kalimat jelas, urutan logis tetapi tidak lengkap, kohesi kurangtinggi.</p> <p>15. Organisasi isi kurang sesuai dengan gagasan pokok, susunan kalimat membingungkan/ tidak berhubungan, kurang urutan dan kurang logis.</p> <p>16. Organisasi isi tidak sesuai dengan gagasan pokok, tidak mengkomunikasikan apa-apa, urutan tidak Logis</p>	<p>18-20</p> <p>14-17</p> <p>10-13</p> <p>7-9</p>	<p>Sangat baik</p> <p>Baik</p> <p>Cukup</p> <p>Kurang</p>
3.	Tata bahasa	<p>1. Tata bahasa kompleks dan efektif.</p> <p>2. Tata bahasa kompleks dan hanya terjadi sedikit kesalahan</p> <p>3. Tata bahasa kabur dan terjadi banyak kesalahan.</p> <p>4. Tata bahasa tidak komunikatif dan terdapat banyak kesalahan</p>	<p>18-20</p> <p>14-17</p> <p>10-13</p> <p>7-9</p>	<p>Sangat baik</p> <p>Baik</p> <p>Cukup</p> <p>Kurang</p>
4.	Gaya: pilihan struktur dan kosakata	<p>13. Penggunaan dan pemilihan kata yang efektif, pemilihan kata yang tepat, menguasai pembentukan kata.</p> <p>14. Penggunaan dan pemilihan kata terkadang keliru, tetapi tidak mengaburkan arti.</p> <p>15. Pilihan kata dan ungkapan terbatas.</p> <p>16. Pilihan kata asal-asalan dan penguasaan rendah</p>	<p>13-15</p> <p>10-12</p> <p>7-9</p> <p>4-6</p>	<p>Sangat baik</p> <p>Baik</p> <p>Cukup</p> <p>Kurang</p>
5.	Ejaan dan tatatulis	<p>13. Menguasai EYD, menguasai tanda baca, menguasai kaidah penulisan.</p> <p>14. Ejaan sesuai hanya terdapat sedikit kesalahan dan tidak menimbulkan pemburan makna.</p> <p>15. Ejaan sering terjadi kesalahan dan</p>	<p>13-15</p> <p>10-12</p> <p>7-9</p>	<p>Sangat baik</p> <p>Baik</p> <p>Cukup</p>

		mengaburkan makna. 16. Ejaan terdapat banyak kesalahan dan tidaksesuai aturan.	4-6	Kurang
--	--	-----------------------------------------------------------------------------------	-----	--------

$$NilaiSiswa = \frac{SkorPerolehan}{SkorMaksimal} \times 100$$

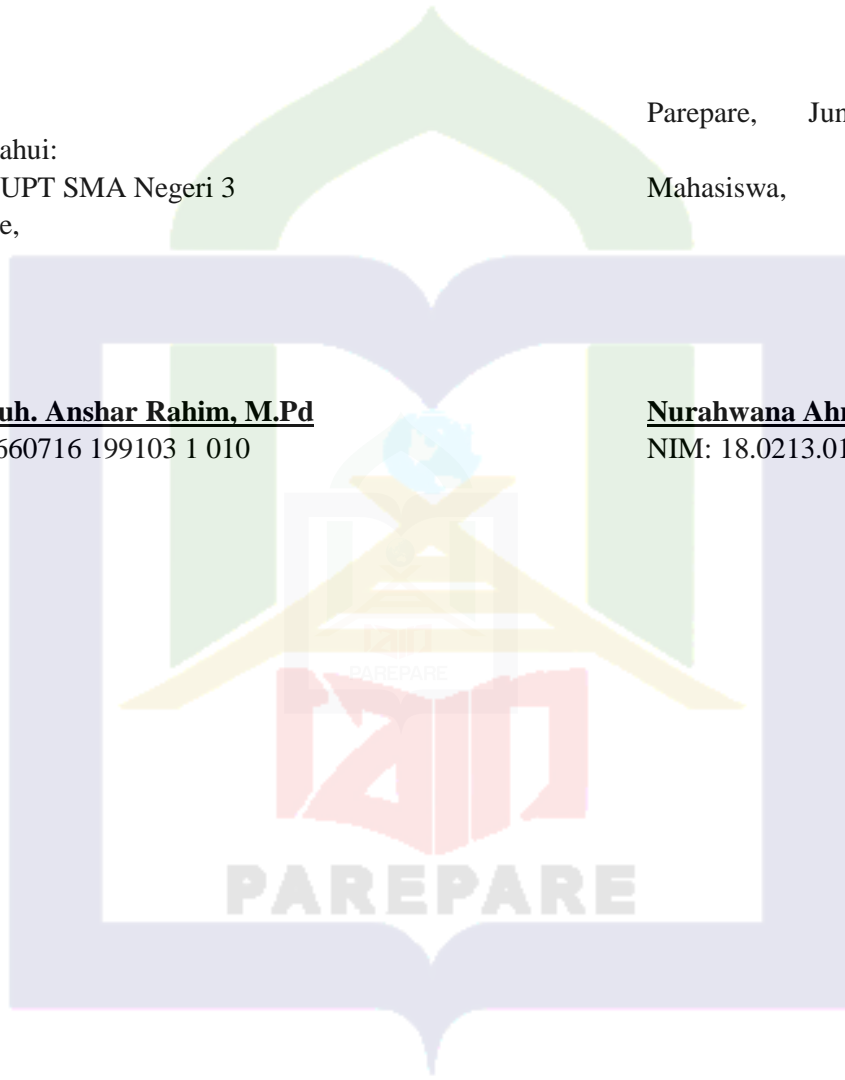
Mengetahui:
Kepala UPT SMA Negeri 3
Parepare,

Parepare, Juni 2022

Mahasiswa,

Drs. Muh. Anshar Rahim, M.Pd
NIP.19660716 199103 1 010

Nurahwana Ahmad
NIM: 18.0213.019



*Bahan Ajar***Legend of Crying Stone (Legenda Batu Menangis)**

)In a hill far from the village, in Kalimantan area there lived a poor widow and a daughter. The widow's daughter is very beautiful. But unfortunately, he has a very bad behavior. The girl was very lazy, never helped her mother do the chores. It only works every day. Besides the slacker, the girl was spoiled. All his requests must be obeyed. Every time he asked for something to his mother must be granted, regardless of the situation of his poor mother, every day have to drudge to find a bite of rice.

One day the girl's daughter took her mother down to the village to shop. The location of the village market is very far away, so they have to walk quite tiring. The girl walks around in nice clothes and pokes so that the street people who see her will admire her beauty. While her mother walked behind her carrying a basket with a very dirty clothes. Because they live in a remote place, nobody knows that the two women who are walking are mothers and children. As they began to enter the village, the villagers looked at them. They were so fascinated by the girl's beauty, especially the unsatisfied village youths looking at her face. But when he saw the man walking behind the girl, it really contrasts. It makes people wonder. Among the people who saw it, a young man approached and asked the girl, "Hi, pretty girl. Is that behind your mother?" However, what is the girl's answer? "No," he said arrogantly. "He is my assistant!" The two mothers and children then went on their way. Not far away, approaching a young man again and asked the girl. "Hi sweetie. Is it your mother who walked behind you?" "No, no," the girl replied, tilting her head back. "He is a slave!" That's how every girl meets someone along the street asking about her mother, always the answer. Her mother was treated as her maid or slave. At first hearing her daughter's rebellious reply when asked by the person, the mother can still restrain herself. But after repeatedly hearing the same and very painful answer, finally the poor mother could not help herself. The mother prayed. "My God, I can not resist this insult. The servant's son is so self-righteous to treat himself as such. Yes, god punish this ungodly child! Punish him ... "On the power of God Almighty, slowly the body of the ungodly girl turned to stone. change starts from feet. When the change had reached half the body, the girl cried for forgiveness to her mother.

"Oh, Mother..mom .. forgive me, forgive your child's iniquity for so long. Mother ... Mother ... forgive your daughter .. "The girl kept wailing and crying begging her mother. But it was too late. The whole body of the girl eventually turned to stone. Despite being a stone, one can see that his eyes are still in tears, as if in tears. Therefore, the stone that comes from the girl who gets his mother's curse is called "Crying Stone".

Language features			
Nouns	Verbs	Adjectives	Adverbs
Widow	Lived	Poor	Once upon a time
Village	Helped	Old	Never
Daughter	Want	Small	One day
Mother	Know	Beautiful	Finally
Problem	Put	Lazy	Behind
Make up	Wear	Arrogant	On the way
Clothes	Look	Best	Again
The market	Buy	Rich	Always
Food	Refused	Sad	Everytime
Everybody	Accompany	Beauty	Anymore

Task 1

Write the result of your discussion in the table below. Use the information that you can find in the text “Batu Menagis (Crying Stone)”.

Part of the Text	Purposes	Summary frome text
Orientation		
Complication		
Sequence of events		
Resolution		
Coda		

Task 2 Collaborative Story Writing

Your teacher will assign you to sit in a big circle and ask you to write a story collaboratively with your classmates. Follow her/his instructions:

Step 1:

- Prepare a piece of paper. Choose a story to write.
- Write a sentence to start your story. Think of a sentence that can be easily continued by your classmate.
- Give your paper to your classmate on your right and get another piece of paper from your classmate on your left.
- Read your classmate’s sentence. Continue writing another sentence.
- Try to connect your sentence and your classmate’s. Then, give the paper to your classmate on your right.
- Continue the activities until your paper arrives back to you.

Step 2:

Read the story that you’ve written with your classmates. What do you think? What’s good and not good about it?

Step 3:

Rewrite your story. Don’t forget to include connecting words and phrases. Use clear references, too.

APPENDICES



APPENDIX 1

Time and Date : 8th June 2022/09.00 WITA

Initial Observation of UPT SMA Negeri 3 Parepare

No.	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION
A.	Teacher's Activities/Researcher			
	1. Opening Activities			
	a. The teacher opens the class by greeting and checking student's attendance	√		
	b. The teacher prepares the class condition.		√	Teachers rarely refresh their brains before starting lessons in class
	c. The teacher gives the students apperception to attract their attention motivation.	√		Sometimes the teacher just asks the students' condition, whether they have eaten or not, and their readiness for learning that day
	d. The teacher delivered material according with the topic that discussed today	√		
	e. The the teacher prepares books, property and other technology media to support the learning process in the classroom.		√	Teachers rarely use property/technology due to limited knowledge and facilities. Only a few times using flash cards, game methods, and phonetics
	2. Main Activities			
	a. The teacher introduces the topic before start teaching.	√		
	b. The teacher gives an explanation about the material until finish	√		

	c. The teacher combines Indonesian and English when teaching in the class	√		Like problems with students in general, students at UPT SMA Negeri 3 Parepare also find it difficult to learn English if the teacher uses the direct method
	d. The teachers teach using commonly used methods, such as discussion, group study, and explaining methods	√		
	e. The teachers provide opportunities for students to ask questions and discuss	√		
	f. During the learning process, the teacher maintains the classroom atmosphere by actively giving questions or answering tasks while playing games		√	Sometimes the teacher cannot control the class, when the students are getting bored and sleepy
	3. Closing Activities			
	a. The teacher ends the lesson by concluding material and providing motivation to students	√		
	b. The teacher conveys a message or lesson that can be taken from the material (if any)	√		
	c. The teacher gives homework to students	√		Homework is given according to the needs and understanding of the students' material on that day
B.	Students' Activities			
	a. The students pay attention to the teacher's explanations.	√		Students will follow the lesson more if the teacher uses games

	b. The students giving feedback in the class.	√		Sometimes students ask some questions
	c. The students concentrate to the teacher's explanation.		√	Almost all students concentrate only at the beginning of learning
	d. The students understand the expression/respond of suggestion and offer	√		Sometimes students find it difficult to understand when the teacher uses English
	e. The students are confidence to speak English in the classroom.		√	Students rarely use English in class
	f. The students enjoy the learning atmosphere presented by the teacher	√		Students like it when the teacher uses games/property in teaching
	g. The answers given by students are correct and in appropriated with the topic being studied	√		Sometimes they are right, but they are also often wrong

Parepare,
Observer/teacher,

(Drs. Mahyuddin, M.Pd.)
NIP. 19670303 199512 1 002

APPENDIX 2

Observation List Of Students' In Action Session

No	TRAINING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	Cycle one Activities with think pair share method				
	a. The students arrives on time at the classroom	√			
	b. The students brings equipment, such as such as dictionary and stationery	√		Only few students carry a dictionary	
	c. The students actively asks researcher related to the narrative text		√	Students AA rarely asks questions and quickly understand the researcher explanation	
	d. Students are enthusiastic about participating in learning process	√		All students are enthusiastic to follow this researcher	
	e. The students immediately asked to how writing the narrative text	√		Students AA, and FT immediately volunteered when asked to menjelaskan tentang narrative text	
	f. Students can create structure narrative text and components narrative text		√	Low of component writing, such as vocabullary and grammar	
	g. The students gives his opinion about the components narrative text and language using of narrative text for the students		√	Students AK rarely comments in class	
	h. The teacher fills out the list of questions after the first cycle is completed independently	√			

B.	Cycle two activities with think pair share method				
	a. The students actively asks researcher related to the narrative text	√			
	b. Students are enthusiastic about participating in the learning process	√		All students are very enthusiastic to follow this learning process	
	c. The students immediately asked to narrative text	√		Students AA, AK, and FT immediately ask for narrative text	
	d. The students gives directions to friends who don't understand in narrative text	√		In the second cycle, Students gives directions to friends and shares information related to how to answering or bring to friends their opinion	
	e. Students can create structure narrative text and components narrative text	√		Students AA, AK, and FT can answers the quections task independently	
	n. In this second cycle, the students is more relaxed and more fluent in learning process, after sharing with other students	√		Even though there are still some wrong steps, student is already quite fluent in writing from start to finish independently	

APPENDIX 3

INTERVIEW SHEET

Interview with the students in the first time

The researcher : Assalamu'alaikum apa kabar nak?

The students : Wa'alaikumussalam Miss, Alhamdulillah sehat Miss.

The researcher : Boleh Miss minta sedikit waktunya untuk wawancara?

The students : Boleh Miss.

The researcher : Siapa nama kamu?

The students : Ahmad Afandi, Miss.

The researcher : Apakah anda menyukai pelajaran bahasa Inggris? (Yes/No)

The students : Sedikit, Miss. Kadang-kadang suka, kadang tidak, hehe. (Yes)

The researcher : Bagaimana dengan menulis? Menurut kamu, menulis itu penting?

The students : Menulis itu pelajaran di sekolah, Miss! Penting Miss (Yes)

The researcher : Apakah kamu pernah belajar menulis dalam bahasa Inggris?

The students : Sudah pernah, Miss. Di SD, SMP dengan di SMA hehe... (Yes)

The researcher : Apakah anda menyukai menulis bahasa Inggris ?

The students : Sedikit, Miss (Yes), tapi tidak terlalu banyak karena banyak kata yang belum saya tahu, trus biasa salah tulis karena beda tulisan beda pengucapannya.(Yes)

The researcher : Apakah menulit menurut kamu menulis itu sulit?

The students : Iya Miss, sulit. Karena saya jarang membaca, kurang kosakata, tapi masih ada sedikit di tahu. Karena saya pernah kursus bahasa Inggris waktu masih di SD. (No)

The researcher : Jika kamu mengalami kesulitan saat mengerjakan tugas menulis apa yang kamu lakukan agar dapat menyelesaikannya?

The students : Mencontek miss, mengcopy tugas teman lalu saya kembangkan agar tidak sama persis dengan tulisan teman saya... hehehe (No)

APPENDIX 4

INTERVIEW SHEET

Interview with the students in the last meeting

The researcher : Hallo, apa kabar?

The students : Kabar baik, Miss!

The researcher : Ibu ingin bertanya kepada kamu...

The students : Apa itu miss?

The researcher : Apakah anda sudah pernah belajar mengenai menulis paragraf *narrative text* sebelumnya?

The students : Sudah miss Kemarin, hehehe

The researcher : Apakah kamu sudah paham *narrative text*? Apakah anda memiliki kesulitan saat mempelajari *skill writing*?

The students : Udah dong, Miss. Sedikt Miss.

The researcher : Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa Inggris, khususnya menulis sebuah paragraf *narrative text*, misalnya kesulitan dalam kosa kata, *grammar* atau dalam proses menulisnya?

The students : Ada Miss, saya rasa di vocabulary, grammar dan tenses

The researcher : Bagaimana Anda belajar menulis paragraf teks naratif di kelas dengan mata pelajaran guru bahasa Inggris Anda?

The students : Bagus Miss, bisa di pahami materi yang di ajarkan, kami diinstuksikan untuk bekerja sama dengan teman kemudian hasil pekerjaan kami di diskusikan bersama-sama. Kalau masih ada teman yang belum paham akan di jelaskan kembali dan di koreksi

The researcher : Bagaimana pendapat anda mengenai jenis latihan yang diberikan oleh guru di akhir proses pembelajaran *Menulis* sebuah paragraf *narrative text*, dan apakah guru sering mengoreksi hasil latihan anda?

The students : Iya Miss. Miss koreksi selanjutnya diberi tahu mana yang salah dan di suruh tulis ulang kalau ada yang salah, kalau ada kata-kata kurang kami pahami atau tidak tahu akan di beri tahu.



APPENDIX 5

Result of Interview After Implementing Action Research and Think-Pair-Share in Cycle I and Cycle II

1. The first interview

No.	Questions of Interview	Students Response (%)	
		Yes	No
1	Do you like English?	46,67% (14 students)	53,33% (16 students)
2	Is English important?	20,00% (6 students)	80,00% (24 students)
3	Are you able to write English?	53,33% (16 students)	46,67% (14 students)
4	Do you like writing?	46,67% (14 students)	53,33% (16 students)
5	Is writing difficult?	83,33% (25 students)	16,66% (5 students)

2. The second interview

No	Question	Conclusion
1	Have you ever learned about writing a paragraph of narrative text before?	Most of them stated that when they were still in elementary, junior high, and now high school, some have even taught English courses, but not writing students find it difficult because writing English sentences. there are also students feel
2	Do you have difficulties when learning writing skills?	Lack of vocabulary (vocabulary), when students want to write they don't know where to start, have difficulty understanding grammar/tenses, writing with different speech, Low Confidence to write, no time or difficulty understanding so that they feel lazy to write

3	<p>What problems do you have when writing a text in English, especially writing a paragraph of narrative text, for example difficulties in vocabulary, grammar, or in the writing process?</p>	<p>When writing, there are still many mistakes in spelling letters, limited vocabulary so that students do not want or are lazy to continue writing, ordinary tenses are not used because they do not know which tenses are suitable for use.</p>
4	<p>How do you learn to write a paragraph of narrative text in class with your English teacher subject?</p>	<p>Start by writing sentences with simple words that match the given topic/theme, then connecting word for word even though it is not very appropriate but can still understand the meaning of the contents of the writing, then repeat the writing or correct the writing choosing words that match the topic, arrange sentences to get a good paragraph</p>
5	<p>What do you think about the type of exercise the teacher gives at the end of the learning process? Write a paragraph of narrative text, and does the teacher often correct your results?</p>	<p>Very helpful and understandable, often corrects student writing results, but due to the large number of students it is not possible to check all student results in detail (lack of time for writing skill material), so students are still not satisfied with the explanation of the teacher's correction (researcher)</p>

APPENDIX 6

The Students' Writing Test in Cycle I

1. Ahmad Afandi (AA)

APPENDIX 6

INSTRUMENT FOR CYCLE I

NAME : Ahmad Afandi Date : 11 Jun 2022
CLASS : X. Mipa 2 Score :

Instruction:
Consider the aspects of writing assessment: content, organization, vocabulary, language, grammar and mechanics. Choose one of topics of story below, and then make good narrative text minimally three paragraphs or 150 words!

1. Batu Menangis (Crying Stone)
2. Malin Kundang

1. Batu Menangis (Crying Stone)

One upon time, live a mother and her daughter. The daughter was beautiful girl. But, she are arrogant and lazy. She never help her mother. If she want to something, her mother can make it.

One day, they are go to market for shopping. The people see the girl and her mother, and asked to the girl. The people said "is that ~~mother~~ your mother walked behind you? and then the girl answer " No, ... of course not, she is my mind." Her mother was really hurt to hear what is daughter said.

The mother pray to God to give the daughter punishment. The girl cried and asked for help to her mother. But, it is too late. All of the body was turned into stone.

co = 20
org = 10
voc = 10
lan = 8
mec = 3

51
=

2. Aulia Kasih (AK)

APPENDIX 6

INSTRUMENT FOR CYCLE I

NAME : Aulia Kasih Date : 11 - 06 - 2022

CLASS : X MIPA 2 Score :

Instruction:
Consider the aspects of writing assessment: content, organization, vocabulary, language, grammar and mechanics. Choose one of topics of story below, and then make good narrative text minimally three paragraphs or 150 words!

1. Batu Menangis (Crying Stone)
2. Malin Kundang

Crying Stone (Story From Kalimantan)

Once upon a time, in Kalimantan, there lived a mother with her daughter. The daughter was really a beautiful girl, but, she had a bad character. She was arrogant, lazy girl. The girl's mother was really pity.

They wanted to buy something in the market. The girl, the mother's dress was dirty and ugly every time they walked. The girl said that the woman walked behind her was her maid/ her slave. She never admitted the woman is her mother. With the power of good, suddenly the girl's body turned into a stone little. The girl cried and asked for a hole to mother but, it was too late. All of the girl's body was turned into a stone.

Co = 16
Org = 10
Voc = 10
lan = 8
mec = 2
==
46
==

PAI
PAREPARE

3. Farah Trialitha (FT)

APPENDIX 6

INSTRUMENT FOR CYCLE I

NAME : FARAH TRIALITHA

Date : 11 - 6 - 2022

CLASS : X MIPA 2

Score :

Instruction:

Consider the aspects of writing assessment: content, organization, vocabulary, language, grammar and mechanics. Choose one of topics of story below, and then make good narrative text minimally three paragraphs or 150 words!

1. Batu Menangis (Crying Stone)
2. Malin Kundang

Batu Menangis (Crying Stone)

One upon a time, in Kalimantan, mother and a daughter live together. The daughter is very beautiful, but never help mother. She are arrogant and lazy.

One day, she went to go shopping. The daughter walking with mother. The daughter wearing was beautiful dress but mother not people asking to the daughter who is behind. She answer if she blind her is her mind.

The mother upset and angry with daughter. Mother praying with god to bring the daughter punish ment. After that the daughter become as stone.

CO = 17

Org = 10

Voc = 9

lan = 7

Mec = 2

45

APPENDIX 7

The Students' Writing Test in Cycle II

1. Ahmad Afandi (AA)

APPENDIX 8

INSTRUMENT FOR CYCLE II
(Siklus II)

NAME : Ahmad Afandi Date : 17th June 2022
CLASS : X. Mipa 2 Score :

Instruction:
Consider the aspects of writing assessment: content, organization, vocabulary, language, grammar and mechanics. Choose one of topics of story below, and then make good narrative text minimally three paragraphs or 150 words!

1. Malin Kundang
2. Batu Menangis (Crying Stone)

1. Malin Kundang

Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. Malin's father died when he was baby and live hard with his mother. Malin Kundang was a healthy, diligent and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother or sell it in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agree

Many years later, Malin Kundang became wealthy. He had a huge ship and alot of crews who worked loading trading goods. He also married to a beautiful woman. And old woman, who was Malin Kundang's mother, run to the beach to meet the new rich merchant when his mother came near him, Malin Kundang was denied that she was his mother. After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, she cursed Malin Kundang that she would turn into a stone if he didn't apologize to her. But malin Kundang just laughed.

Suddenly, a stor thunderstorm came in and broteng his huge ship. He was brought to a small island and Malin Kundang had turned into stone.

Co = 26
Org = 18
Voc = 17
Lang = 18
mec = 4

83

2. Aulia Kasih (AK)

APPENDIX 8

INSTRUMENT FOR CYCLE II
(Siklus II)

NAME : Aulia Kasih Date : 17 - 06 - 2022
CLASS : X MIPA 2 Score :

Instruction:
Consider the aspects of writing assessment: content, organization, vocabulary, language, grammar and mechanics. Choose one of topics of story below, and then make good narrative text minimally three paragraphs or 150 words!

1. Malin Kundang
2. Batu Menangis (Crying Stone)

CO = 26
Org = 17
VO = 17
Lang = 15
mec = $\frac{3}{78}$

Maling Kundang .

Long time ago, in a small village near the beach in West Sumatera, lived a woodward and her son, Maling Kundang's father and passed away when he was a baby, and he had to live hard with his mother. Maling Kundang was a healthy, diligent, and strong child. He usually went to the sea to catch fish and brought it to his mother, or sold it in the town.

one day, when Malin Kundang was sailing as usual, he saw a merchant's ship which was being raided by a small band of pirates. With his brave and power, Maling Kundang, defeated the pirates. The merchant was to sail with him. Maling Kundang agreed.

Many years later, Maling Kundang became a wealthy, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In the town: Maling Kundang became a rich man and now he is here. His mother in deep sadness after years of loneliness, ran to the beach to meet her beloved son again.

when the mother came, Maling Kundang, in front of his well dressed wife, his crews and his own glances, denied to meet that old, poor and dark woman. For three times she begged Malinkundang, and for three times yelled at him. At last Malinkundang said to her "Enough", and she wept. "I have never had a mother like you, a dark and ugly peasant!" The he ordered his crews to set sail.

Enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malinkundang just laughed and set sail in the quiet sea. Suddenly a thunderstorm came, his huge ship was wrecked and it was too late for Malinkundang to apologize. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.

3. Farah Trialitha (FT)

CO = 26
Org = 17
Voc = 16
Lan = 15
MEC = 3
17

APPENDIX 8
INSTRUMENT FOR CYCLE II
(Siklus II)

NAME : FARAH TRIALITHA Date : 17th June 2022
CLASS : X MIPA 2 Score :

Instruction:
Consider the aspects of writing assessment: content, organization, vocabulary, language, grammar and mechanics. Choose one of topics of story below, and then make good narrative text minimally three paragraphs or 150 words!

1. Malin Kundang
2. Batu Menangis (Crying Stone)

Malin Kundang

Long time ago, in a village near a beach lived a woman and a son in West Sumatera name Malin Kundang, Malin Kundang Very diligent healthy and strong child. After their father died, they very lived hard with his mother. Malin Kundang usually went to sea to catch fish and selling it in the market or brought to mother.

Many years later, there came a big ship in the village a ship belonged to merchant. Malin Kundang saw merchant's ship raided by pirates, After that, Malin Kundang battle with pirates and his win. So the merchant to thank Malin Kundang. As a greeting thank to Malin Kundang, the pirates invited him to sail and Malin Kundang were agree.

Finally, Malin Kundang has agreed and went sailing together. After many years, a big ship arrived village and it was Malin Kundang. Malin Kundang was married with beautiful wife and became rich. The mother that know it, was very happy and impatient to saw his son, but Malin Kundang rejects his mother because his mother is dirty and ugly woman "Enough", old woman! whenever heard a mother like you. After he said that his mother feeling enraged to Malin Kundang, and she cursed Malin Kundang to a stone. but Malin Kundang just laugh at his mother's word, suddenly a thunderstorm came, and his ship thrown at small island. He had turned into a stone.

APPENDIX 8

The Students' Score Test on Cycle I

No.	Name	Score					Post-test Score	Percentage Grade level
		Content (13-30)	Organization (7-20)	Vocabulary (7-20)	Language Use (5-25)	Mechanics (2-5)		
1	AT	22	17	13	17	3	72	Fair
2	AA	20	10	10	8	3	51	Poor
3	AFZ	23	14	11	12	2	62	Fair
4	AR	24	10	10	13	2	59	Fair
5	ADY	25	10	13	7	3	58	Fair
6	AS	26	13	12	13	3	67	Fair
7	AK	16	10	10	8	2	46	Poor
8	DPJL	26	13	11	14	3	67	Fair
9	DP	25	13	13	10	3	64	Fair
10	FT	17	10	9	7	2	45	Poor
11	KSYL	24	17	13	15	3	72	Good
12	NFA	23	17	13	16	2	71	Good
13	MHR	22	13	13	17	3	68	Fair
14	MA	21	17	13	17	3	71	Good
15	MAIJ	22	10	10	9	2	53	Fair
16	MAP	23	17	13	16	3	72	Good
17	MI	25	13	10	8	2	58	Fair
18	MFT	25	10	10	8	3	56	Fair
19	NF	24	17	12	15	3	71	Good
20	NS	23	13	13	13	3	65	Fair
21	PRA	24	17	13	15	3	72	Good
22	PAT	26	17	13	13	2	71	Poor
23	RAA	23	12	12	15	2	64	Fair
24	SA	25	13	11	10	3	62	Fair
25	WWM	21	12	12	10	2	57	Fair
26	AA	25	13	11	10	2	61	Fair
27	ST	25	17	13	13	3	71	Good
28	WPS	23	12	12	13	3	63	Fair
29	YP	25	17	13	15	3	73	Good
30	AR	25	16	10	17	3	71	Good
Score		698	410	352	374	79	1913	
The highest score		26	17	13	17	3	73	Good
The lowest score		16	10	9	7	2	45	Fair
The average score		63,77						Fair

APPENDIX 9

The Students' Score Test on Cycle II

No.	Name	Score					Post-test score	Percentage Grade Level
		Content (30)	Organization (20)	Vocabulary (20)	Language Use (25)	Mechanics (5)		
1	AT	27	18	17	20	4	86	Excellent
2	AA	26	18	17	18	4	83	Good
3	AFZ	25	18	17	17	3	80	Good
4	AR	26	18	17	17	3	81	Good
5	ADY	26	18	16	18	3	81	Good
6	AS	26	20	20	17	3	86	Excellent
7	AK	26	17	17	15	3	78	Good
8	DPJL	26	17	15	16	3	77	Good
9	DP	26	16	15	16	3	76	Good
10	FT	26	17	16	15	3	77	Good
11	KSYL	25	17	15	17	3	77	Good
12	NFA	24	17	16	18	3	78	Good
13	MHR	24	15	15	18	3	75	Good
14	MA	24	17	16	17	3	77	Good
15	MAIJ	24	16	15	17	3	75	Good
16	MAP	24	17	17	20	3	81	Good
17	MI	25	17	16	17	4	79	Good
18	MFT	25	16	16	17	3	77	Good
19	NF	24	18	16	20	3	81	Good
20	NS	24	16	15	17	3	75	Good
21	PRA	24	17	16	20	4	81	Good
22	PAT	26	17	15	17	3	78	Good
23	RAA	24	16	15	17	3	75	Good
24	SA	26	17	17	20	4	84	Good
25	WWM	24	16	15	17	3	75	Good
26	AA	25	16	17	17	3	78	Good
27	ST	25	17	14	17	3	76	Good
28	WPS	24	17	17	18	3	79	Good
29	YP	25	17	14	18	4	78	Good
30	AR	27	18	17	20	4	86	Excellent
	Score	753	511	481	526	97	2368	
	The highest score	27	20	20	20	4	86	Excellent
	The lowest score	24	15	14	15	3	75	Good
	The average score	78,93						Good

APPENDIX 10

The Students' Score Test on Cycle I and Cycle II

No.	Name	Score	
		Test on Cycle I	Test on Cycle II
1	AT	72	86
2	AA	51	83
3	AFZ	62	80
4	AR	59	81
5	ADY	58	81
6	AS	67	86
7	AK	46	78
8	DPJL	67	77
9	DP	64	76
10	FT	45	77
11	KSYL	72	77
12	NFA	71	78
13	MHR	68	75
14	MA	71	77
15	MAIJ	53	75
16	MAP	72	81
17	MI	58	79
18	MFT	56	77
19	NF	71	81
20	NS	65	75
21	PRA	72	81
22	PAT	71	78
23	RAA	64	75
24	SA	62	84
25	WWM	57	75
26	AA	61	78
27	ST	71	76
28	WPS	63	79
29	YP	73	78
30	AR	71	86
Score		1913	2368
The highest score		73	86
The lowest score		45	75
The average score		63,77	78,93

APPENDIX 11

Letter of Permission

1. Letter Permission from IAIN Parepare



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PROGRAM PASCASARJANA**

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-457/In.39.12/PP.00.9/06/2022 Parepare, Juni 2022
Lampiran : -
Perihal : Izin Melaksanakan Penelitian

Yth. **Bapak Walikota Parepare**
Cq. **Dinas Penanaman Modal Dan Pelayanan
Terpadu Satu Pintu**

Di

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Program Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama : NURAHWANA AHMAD
NIM : 18.0213.019
Program Studi : Tadris Bahasa Inggris
Judul Tesis : Improving Paragraph Writing Skill Of UPT SMA Negeri 3 Parepare Students Through Think-Pair-Share Technique (Action Research).

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **Juni Tahun 2022** Sampai Selesai.

Sehubungan Dengan Hal Tersebut Diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.

A.n. Rektor.
Direktur,

Hj. Darmawati



2. Letter Permission from DPMPTSP Kota Parepare

SRN IP0000344


PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 344/IP/DPM-PTSP/6/2022

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA NAMA : **NURAHWANA AHMAD**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN), KOTA PAREPARE**
Jurusan : **PASCASARJANA**

ALAMAT : **BTN PONDOK INDAH SOREANG BLOK C NO. 4, KOTA PAREPARE**
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **IMPROVING PARAGRAPH WRITING SKILL OF UPTD SMA NEGERI 3 PAREPARE STUDENTS THROUGH THINK-PAIR-SHARE TECHNIQUE (ACTION RESEARCH)**

LOKASI PENELITIAN : **KANTOR CABANG DINAS PENDIDIKAN WILAYAH VIII PAREPARE (UPTD SMA NEGERI 3 PAREPARE)**

LAMA PENELITIAN : **08 Juni 2022 s.d 08 Juli 2022**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **09 Juni 2022**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

 **Hj. ST. RAHMAH AMIR, ST, MM**

Pangkat : **Pembina (IV/a)**
NIP : **19741013 200604 2 019**

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)



3. Letter of Finished Research at UPT SMA Negeri 3 Parepare



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT.SMA NEGERI 3 PAREPARE**

Jalan Pendidikan Parepare Telepon (0421) 22836 Kota Parepare - 91132

SURAT KETERANGAN PENELITIAN

Nomor : 070/117/UPT.SMA.03/PRP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT. SMA Negeri 3 Parepare menerangkan bahwa:

Nama : NURAHWANA AHMAD
Jenis Kelamin : Perempuan
Universitas/Lembaga : IAIN PAREPARE
Jurusan : Pascasarjana
Alamat : BTN Pondok Indah Soreang Blok.C No.4 Parrepare

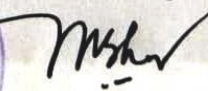
Benar yang namanya tersebut diatas telah mengadakan penelitian pada SMA Negeri 3 Parepare dengan Judul Penelitian :

"IMPROVING PARAGRAPH WRITING SKILL OF UPT SMA NEGERI 3 PAREPARE STUDENTS THROUGH THINK-PAIR-SHARE TECHNIQUE (ACTION RESEARCH)."

Demikian Surat Keterangan ini kami berikan kepadanya untuk dipergunakan sebagaimana mestinya.



Parepare, 19 Juli 2022
Kepala UPT SMA NEG. 3 Parepare,


DRS. MUHAMMAD ANSHAR RAHIM, M.Pd
Pangkat : Pembina Tk.1
NIP : 19660716 199103 1 010

4. Letter of abstract validation by language laboratory of IAIN Parepare

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
UNIT PELAKSANA TEKNIS BAHASA
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id



SURAT KETERANGAN
Nomor: B-133/In.39/UPB.10/PP.00.9/07/2024

Yang bertanda tangan dibawah ini,
Nama : Hj. Nurhamdah, M.Pd.
NIP : 19731116 199803 2 007
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama : Nurahwana Ahmad
Nim : 18.0213.019
Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 02 Juli 2024 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 02 Juli 2024
Kepala,


Hj. Nurhamdah, M.Pd.
NIP 19731116 199803 2 007

5. APPENDIX 12

Documentation Activities







CURRICULUM VITAE



Name : NURAHWANA AHMAD
NIM : 18.0213.019
Place/Date of Birth : Parepare city, March 23rd, 1989
Gender : Female
Address : BTN Pondok Indah Soreang Blok C No. 4
Email : nurahwana.a@gmail.com

EDUCATIONAL BACKGROUND :

1. 1994-1996 : Kindergarden of RA DDI Al-Furqan
2. 1996-2002 : SD Negeri 43 Parepare
3. 2002-2005 : SMP Negeri 2 Parepare
4. 2005-2008 : SMANegeri4Parepare
5. 2008-2012 : S1 program at College of UMPAR in English Education Major
6. 2018 (now) : S2/Post-Graduate Program at State Islamic Institute (IAIN) Parepare
in English Education Major

FAMILY MEMBER :

1. Father : Drs. H. Ahmad Abbas
2. Mother : Hj. St. Nur Natsir, S.Pd.
3. Brother : Ahnur Ahmad, S.Pd.
4. Husband : Hendra M, S.T.