

ABSTRACT

TEACHING WRITING NARRATIVE TEXT THROUGH LEARNING COMMUNITY AT THE SECOND GRADE OF SMAN 8 BANDAR LAMPUNG

By

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Writing, due to its complexity, is not an easy language skill to master. What makes writing very complex, according to Weigle (2002), is that the ability to write effectively comprises a number of aspects: *content* dealing with the main idea, *organization* related to arrangement of ideas, *vocabulary* dealing with choosing words, *language use* concerning grammatical accuracy, and *mechanic* concerned with arrangement of letters, words and paragraphs.

Therefore, the objective of this classroom-action research is to improve the quality of the teaching-learning process of writing skill and the students' writing achievement, particularly in terms of narrative text, through the application of learning community.

The participants of this research were a class of grade-two students (Class XI IPS 2) of SMAN 8 Bandar Lampung, consisting of 32 students with 20 females and 12 males. The students were of mediocre level among the second-

graders in the school in terms of their scores in narrative writing. The researcher acted as the observer, assisted by two English language teachers of the school who took the roles as the teacher and the observer's collaborator, respectively. The collaborator's task was mainly to help the researcher/observer observe specifically the teacher's teaching performance.

Three cycles were carried out until the determined minimum target scores for writing task (75% students with score 66), students' activity (75% students categorized as *active*), and teacher's performance (75) were achieved. Increases for the three categories of the three target scores were observed throughout the three cycles, but only after the third cycle the targets were achieved. After the third cycle, 76.66% students obtained 66 or more in their writing task, 86.67% students were observed *active* during teaching-learning process, and the teacher scored 81.76 for her performance. Referring to the results, it would not be exaggerating to conclude that learning community is applicable to improve students' achievement on writing skill, students' classroom learning activities and teacher's teaching performance. Further research is recommended for the other skills of the English language to see the implication of learning community for teaching-learning process and product across the language skills.