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

(Classroom-Action Research)

By

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ABSTRACT

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

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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.

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CURRICULUM VITAE

The writer's name is Yuliana Widiyanti, born in Tanjung Karang, July 20th 1988. She is the only child of the couple Lantasianto and Nur Ngatiah.

Widiyanti started her study from kindergarten at TK Mekar Pelangi in 1993 until 1994. She then continued her elementary education to SDN 1 Kampung Sawah Lama, but in the fourth year moved to SDN 1 Jatimulyo. She pursued her study at SLTPN 19 Bandar Lampung until 2003, which was continued to high school at SMAN 5 Bandar Lampung.

Leaving high school in 2006, Widiyanti enrolled as a student of Language and Arts Education Department, majoring in English Language Education, in the Education Faculty of Lampung University. During her study, she acquired teaching experience through the university's Practice Teaching Program (PPL) at SMAN 8 Bandar Lampung from January to April 2011.

MOTTO

Life is the first gift,
love is the second,
and understanding the third.

(Marge Piercy, 1992)

DEDICATION

My beloved mother (Nur Ngatiah),
you have sacrificed so many things for me.
I can't say anything because a thousand words mean nothing
to your kindness.
I just can say I'm really grateful of having you as my mother.

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I would like to acknowledge my countless thanks to the Most Gracious and the Most Merciful Allah SWT who always gives me all the best of this life. *Shalawat* and *salam* are bestowed to Prophet Muhammad SAW and his family. This script is presented to fulfill one of the requirements in accomplishing S-1 Degree at Language and Arts Education Department of Education Faculty, Lampung University.

I would like to take my opportunity to express my deep and sincere gratitude to those who helped me a lot to finish this final project. First, I can't say how much I am indebted to Prof. Dr. Patuan Raja, M.Pd. as my advisor and Drs. Deddy Supriyadi, M.Pd. and Drs. Basturi Hasan, M.Pd. as co-advisors, for guiding me patiently and painstakingly in writing this script with their suggestions, criticisms, and other feedbacks. Thanks also go to Drs. Huzairin, M.Pd. as my academic advisor, as well as to Drs. Imam Rejana, M.Si., Prof. Ag. Bambang Setiyadi, and all the lecturers at English Language Education Department for their invaluable teaching. For helping me with the administration at the Department, Pak Paliman, Bu Ratna, and Bu Sures are those whose names I have to mention here.

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To my mother Nur Ngatiah, I find myself obliged to say thanks to you everyday for your patience and willingness to wait for my graduation. My love to you will never cease to exist.

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I do hope my research is useful for the development and the betterment of classroom instructions, particularly in terms of English language teaching and learning.

Bandar Lampung, March 2012
The writer,

Yuliana Widiyanti

TABLE OF CONTENTS

LIST OF TABLES

Page

LIST OF FIGURES

Page

LIST OF APPENDICES

Page

I. INTRODUCTION

1.1 Background of the Problems

The English language skills that have to be mastered by SMA/MA (senior high-school) students are listening, speaking, reading, and writing (Depdiknas, 2006:307). Among those skills, writing is considered as the most complex subject to study. 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 among conventional graphical punctuation and spelling.

Furthermore, writing is, in fact, a skill that almost can not be separated from education, since it forces the students to explore their thinking pattern or idea in written form. The ability to write well is not a naturally acquired skills; it is usually learned or culturally transmitted as a set of practice in formal instructional settings or other environments. Writing in a foreign language is obviously a highly complex process involving the ability to communicate in the language.

In practice, teaching EFL students to write in English is of great challenges. Senior high-school (SMA) students must meet the basic competence in English writing skill, i.e. that they must be able to express meaning, accurately and fluently, into simple, written monologue text in order to accomplish social interaction, particularly in report, narrative and analytical-exposition texts. However, there is still a distance that separates the fact and the expectation.

The teacher at the second grade of SMAN 8 Bandar Lampung found that a large number of students faced difficulty in transferring their ideas into writing, although they had been provided with some topics to write. They seemed to struggle with organizing initial ideas and arranging them into a well-organized writing. This problem on an important part of writing process must be attended seriously.

Research conducted by Iwan (2010) shows that some students experienced difficulties in their writing tasks. Moreover, during Practice Teaching Program, the researcher found that many students still had substantial problem in writing. The students' average score, particularly in narrative writing, was under the predetermined minimum target (KKM). In other words, their ability in writing skill was yet unsatisfactory.

The students' inability to pass the minimum score for writing skill was possibly also attributed to their minimum classroom participation in English writing activities. To take an example, they were quite lazy to pose questions to the teacher when it seemed that they had not understood yet what they should do in writing activities. The condition ended up with, of course, undesirable effects on the teaching-learning process. When given a writing task, they looked really

unmotivated and preferred being busy chatting with their peers to concentrating on their task. Consequently, the task was not completed and became a take-home assignment only.

It was observed that the teacher did not teach the students writing skills in the class. This is because the teacher merely provided pictures and series of paragraphs and asked the students to rewrite according to these pictures and paragraphs. These pictures and paragraphs constructed a story, and the students were asked to rearrange the paragraphs into a coherent story based on the pictures. This 'rewriting' activity is not really effective as it does not represent 'real writing' environment, and therefore other techniques are required.

The facts confirm writing as a challenging skill to master for the students. The challenge is likely to amplify as the teacher still teaches writing in a conventional way and rarely uses media and variable techniques to make the students engaged in writing activities. Consequently, the students commonly demonstrate negative attitude to writing, seeing it as boring and a very tough skill to learn. The solution to such problem, therefore, is likely lying in the teacher's creativity to apply techniques that foster students' interest in writing activities. However, a good technique will not only improve one aspect of classroom learning, but also the whole teaching-learning process, including the teacher's performance. For that reason, this classroom-action research will bring into play a technique that will encourage students to learn and facilitate them in perceiving the material, as well as to aid teachers to improve their teaching performance. The way is specifically called learning community, an alternative to help students in the process of learning the skill of paragraph writing.

How learning community improve students' participation in teaching-learning process is that it will increase opportunities for student interaction. In a learning community, they will work together in groups to do their assignments. Interaction will attract them into discussions, sharing of ideas and information, and helping and cooperating with each other; all can become contributors to the community. Learning community will enable the students to do what is probably hard for them to do while alone. The presence of partners makes them more actively seek what they can't find by themselves, and possibly make them feel more secure while learning.

Learning community, according to Kilpatrick et al. (2003), recognizes the contribution of others to every individual's learning. Learning community not only facilitates the sharing of knowledge, but has the potential to create new knowledge that can be used for the benefit of the community as a whole and/or its individual members, as the individuals in the community articulate their ideas and thoughts to the others, and these ideas and thoughts might be previously unknown to the other in the community or belong to only one member. This potential is definitely worth developing in classroom settings because it would boost both students' and teacher's performance in teaching-learning process. This classroom-action research, therefore, will try to exploit the potential of learning community within the setting of teaching the skill of narrative writing, and in turn, to increase students' achievement in their narrative writing.

1.2 Research Questions

In reference to the background above, the research questions were formulated as follows:

1) How does the application of learning community improve students' ability in constructing an effective narrative writing?

2) How does learning community improve the quality of teaching-learning process in terms of students' participation?

3) How does learning community improve the quality of teaching-learning process in terms of teacher's teaching performance during teaching-learning activities?

1.3 Objectives

The objectives of the research are 1) to improve the quality of the teaching-learning process in narrative writing through learning community in terms of students' participation and the quality of teacher's teaching performance during teaching learning activities, and 2) to improve students' ability in writing effective narrative texts.

1.4 Uses

This study may serve the following uses:

1) Theoretically

- As a reference for those who want to conduct further research on students' writing skill and students' participation in teaching-learning process.

2) Practically

- As the information concerning whether there is improvement of students' writing skill and students' participation in teaching-learning activities through the application of learning community.

- As an aid to English teachers in finding an alternative way to improve students' ability in understanding and making a narrative text.

- As a basis for consideration whether learning community is worth trying extensively in schools, particularly at SMAN 8 Bandar Lampung, not only for English but also for other disciplines.

1.5 Scope

This research was conducted to the second-year students of SMAN 8 Bandar Lampung. Classroom action research was brought into play, and students' narrative writing ability was taken as the focus, into the teaching of which learning community was applied. The type of narrative text included specifically fables. In the teaching-learning process, the emphasis of the materials was on how the students made a narrative text with a well-arranged aspects of writing (content, organization, vocabulary, language use and mechanic), so as to increase their writing ability. The materials were taken from a curriculum-standardized English book for senior high-school students (i.e. based on the School-Based Curriculum (KTSP) of SMA).

1.6 Definition of Terms

The following are the definitions of the terms covered in this classroom-action research to provide quick insight into what extent this study would cover.

1. Teaching is showing and helping someone learn how to do something providing with knowledge, causing to know or to understand (Douglas, 1987: 7).

2. Writing is a language skill in which the writer expresses their ideas, thoughts, expressions, and feelings in written form using knowledge of content, vocabulary, organization, language use, and mechanic for communicating the intended message to the readers and to create certain effects on them.

3. Teaching writing is to teach the students how to express the idea and imagination in writing form, which is relevant to their needs, interest, capacity, and ages, until they are able to make composition with few or even no errors (Finnochiaro, 1964: 129).

4. Narrative text is a text that functions to entertain and to deal with actual or vicarious experience in different ways. Narrative text is concerned with problematic events which lead to a crisis or turning point of some kind which in turn find a resolution.

5. Learning community is a learning method established on the notion that learning in group will give better result than learning alone. In writing activities through learning community, students, under the guidance of the teacher, will interact and share information and ideas with each other to construct a well-arranged writing. Using learning community, they can mutually help their peers in order to increase their achievements in writing tasks.

II.   REVIEW OF LITERATURE

2.1   Writing Skill

Writing is a process of communication that uses a conventional graphic symbol to convey a message to the reader (Linderman, 1983: 11). The process of writing can be successful if the writer and the reader understand well the language being used in the written communication. In addition, Raimes (1987: 76) suggests that writing is a skill in which we express ideas, feeling, and thoughts, arranged in words, sentence, and paragraph using eyes, brain, and hand. Thus, writing is the ability to express the writer's ideas in written form as a means of communication.

In writing activities, writer can be said to be successful if the writing contains the necessary aspects of writing. Weir (1990) in his scoring scheme for the Test in English for Educational Purposes (TEEP) proposes seven components of writing, i.e.:

1. relevance and adequacy of content, in which the main topic is treated coherently without gaps and pointless repetition.

2. compositional organization, which deals with controlled underlying structure of content organization, in turn bearing clear overall shape and internal pattern.

3. cohesion, which includes continuous writing that makes possible the intended communication.

4. adequacy of vocabulary for purposes, in which the vocabulary is adequate for the intended communication and is not characterized by frequent lexical inappropriacies and/or repetition.

5. grammar, which is related to accuracies of grammatical patterns.

6. punctuation, which is related to an agreement with conventions of punctuation.

7. spelling, which deals with accurate arrangement of letters within words.

In addition, Jacobs (1981: 90) suggests broadly similar components, but groups them into five aspects of writing presented below:

1. Content

   Content refers to the substance of writing, the experience of the main idea, i.e. groups of related statements that a writer presents as unit in developing a subject. Content paragraph does the work of conveying ideas rather than fulfilling special function of transitions, restatements, and emphases.

2. Organization

   Organization refers to arrangement of ideas. It is scarcely more than attempt to piece together all collection of facts and jumbled ideas. Even in early drafts it may still be searching for order, trying to make out patterns in each material and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

3. 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 or she can. As a general rule, clarity should be his or her prime objective, choosing words that express his or her meaning precisely rather than skews or blurs it.

4. Language Use

Language use refers to the use of correct grammatical form and synthetic patterns of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

5. Mechanic

Mechanic refers to the use of graphic conventional 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 obvious that the quality of effectiveness in writing requires only 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 among conventional graphical punctuation and spelling.

Writing is a process of transferring one's idea into written form. In this case, the students are expected to make a paragraph(s) in logical order. Moreover, Langan (2008:15) considers writing as a tool for the creation of ideas and consolidation of the linguistic system by using it for communicative objectives in

an interactive way. In addition, writing is an interactive process by nature since it involves symbolic interplay between writer, text and reader.

From the statements, it can be inferred that writing refers to a tool which is connecting the writer and the reader. In more details, Macdonald and Macdonald (1996: 1) states specifically that writing process is a creative act of construction that seems to begin with nothing (blank page) and ends with coherent structures that expresses feelings, emotions, attitudes, prejudices and values (the full range of human experience). There seem to be so many different kinds of writing: novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions. All are quite different. But they're all writing.

2.2   Teaching of Writing

Learning to write is a developmental process. The process approach to writing focuses upon the exploration and awareness of what writers actually do and what choices they make when they write (Policy for English Language Arts, 1989, p. 23). A process approach to writing helps students to write as professional authors do, choosing their own topics and genres and writing from their own experiences or observations. A writing process approach requires that teachers give students greater responsibility for, and ownership of, their own learning. Students make decisions about genre and choice of topics, and collaborate as they write.

During the writing process, students engage in pre-writing, while-writing, and post-writing activities. However, as the writing process is recursive in nature, they do not necessarily engage in these activities in that order. The following describes the writing process:

a. *Pre-writing* refers to the selection of a general subject, restricting it, generating ideas, and organizing those ideas. In pre-writing, the student first comes up with a general design, narrows it down to a more compact and more discernable one, and adds to this 'smaller' design some related or supporting ideas that are organized following certain chronological or cause-effect relationship.

b. *While-writing* denotes setting on the paper the ideas in the writer's mind into words, sentences, paragraphs, and so on. The student now transfers the abstract design and its related ideas into visible form: the writing on the paper. While writing, there could be more and more ideas come up in his mind, adding to what he has obtained during pre-writing activities.

c. *Post-writing* concerns with evaluating the writing, dealing mainly with correcting (a) the content and the form, (b) the vocabularies, punctuation, and grammar, and (c) writing errors, word duplications, and omissions. This is when revision acquires much more focus before the finishing stage.

2.3   Narrative Text

A narration is a story that is created in a constructive format (as a work of writing, speech, poetry, prose, pictures, song, motion pictures, video games, theater or dance) that describes a sequence of fictional or non-fictional events (*Narrative*, Wikipedia, 2011). Narrative text is a sequence of events, which is based on life experience and is person-oriented using dialogue and familiar language. The purpose of narrative text is to amuse or entertain the readers with actual or imaginary experiences in different ways. Narration always deals with some problems which lead to the climax and then turn into a solution to the problem.

There are some genres that fit the narrative text structure, such as folktales, fairy tales, fables, and myths. Folktale is a very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g. *Qui Jun and the Arrogant Mon*. A fairy tale is an old story about magic things, intended for amusing and giving lessons, meanings, and moral values; a popular example of this genre is *Cinderella*. Fables are traditional short stories that teach moral lessons, and take animals as the characters; these stories are considered as one group of animal stories, e.g. *The Lion and the Mouse*. Myth is a story from ancient times, especially one that is told to explain about natural events or to describe the early history of places or people; we can find a myth in such stories as *Tower of Babel*.

A *narrative* is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

A narrative has meaning in that it conveys an evaluation of some kind. The writer reacts to the story he or she tells, and states or implies that reaction. This is the "meaning," sometimes called the "theme," of a story. Meaning must always be rendered. The writer has to do more than tell us the truth he sees in the story; he must manifest that truth in the characters and the action. Characters and action are the essential elements of any story.

Also important, but not as essential, is the setting, the place where the action occurs. Characters are usually people sometimes actual people, as in history books or newspaper stories, sometimes imaginary ones, as in novels. Occasionally characters are animals (as in an Aesop fable), and sometimes a dominant feature of the environment functions almost like a character (the sea, an old house). The action is what the characters say and do and anything that happens to them, even if it arises from a nonhuman source a storm, for instance, or a fire.

Action is often presented in the form of a plot. Action is, so to speak, the raw material; plot, the finished product, the fitting together of the bits and pieces of action into a coherent pattern. Usually, though not invariably, plot takes the form of a cause-and effect chain: event A produces event B; B leads to C; C to D; and so on until the final episode, X. In a well-constructed plot of this kind we can work back from X to A and see the connections that made the end of the story likely and perhaps inevitable.

Stories can be very long and complicated, with many characters, elaborate plots, and subtle interpenetration of character, action, and setting. In writing that is primarily expository, however, narratives are shorter and simpler. Most often they are factual rather than imaginary, as when an historian describes an event. And often in exposition an illustration may involve a simple narrative. Being able to tell a story, then, while not the primary concern of the expository writer, is a skill which he or she will now and again be called upon to use.

Point of View and Tone in Narrative

Writers are always in the stories they tell, whether that presence is apparent or hidden. It is apparent in the first-person point of view—that is, a story told by an

"I". The "I" may be the central character to whom things are happening. Or "I" may be an observer standing on the edge of the action and watching what happens to others, as de Monfried observes and reports the events at Malta but does not participate in them. Even though a writer narrates a personal experience, however, the "I" who tells the tale is not truly identical with the author who writes it.

The narrative "I" is a persona, more or less distinct from the author. Thus "I" may be made deliberately and comically inept—a trick humorous writers like James Thurber often employ—or "I" may be drawn smarter and braver than the author actually is. And in literary narrative "I" is likely to be even more remote from the writer, often a character in his own right like Huck Finn in Twain's great novel. The other point of view avoids the "I." This is the third person story, told in terms of "he," "she," "they." Here the writer seems to disappear, hidden completely behind his characters.

We know an author exists because a story implies a storyteller. But that presence must be guessed; one never actually observes it. Nonetheless the presence is there. Even if not explicitly seen as an "I," the writer exists as a voice, heard in the tone of the story. His words and sentence patterns imply a wide range of tones: irony, amusement, anger, horror, shock, disgust, delight, objective detachment.

Tone is essential to the meaning of a story. The tone of Hemingway's paragraph, for example, seems objective, detached, reportorial on the surface. He avoids suggesting emotion or judgment—words like "pitiful," "horrible," "cruel,", "tragic." Instead, his diction denotes the simple physical realities of the scene: "wet dead leaves," "paving," "rain," "shutters," "wall," "puddle," "water," "head,"

"knees." The absence of emotive words actually intensifies the horror of the scene. But the objectivity of Hemingway's style is more than rhetorical understatement though it is that the trick of increasing emotion by seeming to deny it. The tone also presents a moral stance: a tough-minded discipline in the face of anguish. The meaning of a story; it is a part of meaning, sometimes the vital part (*Narrative*, Wikipedia, 2011).

A narrative text has the following organization:

a. Orientation

    Orientation introduces the reader to the characters, problem, and initial setting, such as who is the character(s) in the text, what is the problem(s) in the story, and where and when does the story happen.

b. Complication

    Complication denotes the point when the crisis arises. It comprises initiating event, subsequent event, and climax aspects when the characters face the problems.

c. Resolution

    When the story reaches a resolution, the crisis is resolved. In this part, the character does the act of solving or settling the problem for better or for worse one.

d. Re-orientation

    Re-orientation indicates an optional point. This means that a story does not always use a re-orientation. Commonly, a re-orientation states the conclusion of the events in the story based on the writer's point of view.

Besides text organization, a narration also bears its own language features, they are:

(1) focus on specific and individualized participants

(2) the use of noun phrases (*a beautiful princess*, *a huge temple*)

(3) the use of connectives (*first, before that, than, finally*)

(4) the use of adverbial phrases of time and place (*in the garden, two days ago*)

(5) the use of simple past tense (*he walked away from the village*)

(6) the use of action verbs (*walk, sleep, wake up*)

(7) the use of saying verbs (*say, tell, ask*)

(8) the use of thinking verbs, feeling verbs, verbs of senses (*she felt hungry, she thought she was clever, she smelt something burning*)

The following is an example of narrative text:

A Bundle of Troubles

Tamenang was a poor African farmer; weighed down by his worries. One morning he decided to carry all his problems to the Almighty God to see whether He could offer a solution. He gathered them up, tied them up in a bundle and carried them up to the house of God. Timidly he knocked on the sacred door. Lightning flashed out and the door flew open, nearly throwing Taamenang to the ground. A voice said from within, "Come in, Mr. Taamenang!"
The man struggled in with the bundle on his head.
"What do you want?" asked the voice.
"Almighty God, I know that with You all things are possible. Please reduce my problems to suit my size. My problems are too many and too great for me."
Almighty God laughed and the laugh sounded like thunder. Then He said in a very calm, soothing voice, "My son, step out of the door of this house and throw your bundle down into the valley!"
The man quickly did as God had ordered him.
"My child," came the voice again, "it is forbidden for any living person to be without problems, so go down into the Valley of Tears and choose a bundle that suits your size."
Down in the Valley of Tears, Taamenang examined the many bundles that had been thrown there. After spending the whole day weighing all of them, he discovered the lightest one and thought that it would be quite suitable for him. He carried it up to the door of the Almighty and stood smiling and waiting. Soon the door flashed open and Taamenang walked in. Then, he spoke delightedly to God, "Almighty, I have found the lightest bundle for myself."

God replied with a deep booming laugh that shook the whole house to its very foundations. "My son," He said to Taamenang, "the bundle you have selected is the very same bundle that you threw down into the valley this morning."
From a research project into oral traditions in Bamenda, Cameron

2.4 Learning Community

The principle of learning community is that learning in group will give better result than learning individually (Kilpatrick, 2003). In doing a task the students will interact with one another in sharing the information or ideas to write a narrative text and they could help each other in order to increase their achievement in writing narrative text.

In learning, we share emotions, values and beliefs, and are actively engaged in learning from each other and by habituation. Such communities have become the template for a cohort-based, interdisciplinary approach to higher education. This may be based on an advanced kind of educational or pedagogical design.

Community psychologists such as McMillan and Chavis (1986) state that there are four key factors that define a sense of community, i.e.:

(1) membership,

(2) influence,

(3) fulfillment of individual needs, and

(4) shared events and emotional connections.

Consequently, the participants of learning community must feel some sense of loyalty and beyond to the group (*membership*) that drives their desire to keep working and helping others. The things that the participants do must affect what happened in the community—an active and not just a reactive performance

(*influence*). Besides, a learning community must provide chances to the participants to meet particular needs (*fulfillment*) by expressing personal opinions, asking for help or specific information and share stories of events with particular issue including emotional experiences (*emotional connections*).

Learning community can take many forms. According to Barbara Leigh Smith of the Evergreen State College, the learning community approach fundamentally restructures the curriculum, and the time and space of students. Many different curricular restructuring models are being used, but all of the learning community models intentionally link together courses or coursework to provide greater curricular coherence, more opportunities for active learning, and interaction between students and faculty.

Learning community has advantages as well as disadvantages. The following are some advantages from which teacher and students can benefit:

a) Learning in group will give better result than learning alone. In doing a task the students will interact with one another, sharing information and/or ideas to write a narrative text. Moreover, they could help each other to improve their achievement.

b) The participants of learning community may feel some sense of loyalty and beyond to the group (*membership*) that drives their desire to keep working and helping others. What the participants do in the group will also affect what happens in the community; it means an active and not just a reactive performance (*influence*).

c) Friendships and study networks will be developed more easily.

d) Peer monitoring and study skills will be enhanced.

e) Teacher's task to create mode dynamic class interactions will be much easier

The following are some disadvantages on which teacher and students have to put some caution:

1) Self – discovery will not occur if the whole students in one group consist of weak students.

2) It forces the teacher to make special preparation before teaching in the class because the teacher needs appropriate kinds of media.

3) It spends much time during the teaching-learning process.

2.5 Teacher's Role in Teaching-Learning Process

Teaching is providing someone with the opportunity to learn. This can be done well, and it can be done poorly but is never done easily. As a good teacher, we should always improve ourselves to give the best performance in teaching-learning objectives as stated in curriculum.

Actually, a teacher has a great importance in teaching-learning process. Wafiah (2003:7) suggests that the function of the teacher in the process of teaching and learning is as a director, facilitator, moderator, and motivator of learning. It means that every step performed by the teacher in teaching-learning process has specific function intended to improve the quality of student learning activities.

Kesten (1987:5) states that teachers assist students in mastering the decision-making processes as instructors, guides and facilitators. In this role, teachers not only enable students to acquire a solid base of knowledge and experience, but also help students to discover the personal meaning of these in

terms of their own needs. In other words, the duty of the teacher is not only to transfer the knowledge to the students, but also to educate them.

Concerning the explanation above, it is clear that besides being able to give the material and explain it in front of the class, the teacher should also be able to create facility and even condition in which she consequently gives the students opportunity and participation for learning in the classroom. In order to achieve the teaching-learning process, the teacher should be able to explore her capability in teaching writing. In addition, the teacher can look for suitable technique or media in order to assist the students in mastering the materials. Learning community is one that is expected to provide much help, in this case, to increase students' achievement in narrative writing.

2.6   Concept of Student Learning Activities

Learning activities can be defined as what students do in order to learn in a teaching session or program. Learning activities are underpinned by what we do as educators, and what we encourage or require students to do as learners, to support them in the achievement of learning outcomes.

Douglas in Hamalik (2001:172) claims that one learns only by some activities in the neural system: seeing, hearing, smelling, feeling, thinking, physical or motor activity. The learner must actively engage in the learning, whether it is of information, a skill, an understanding, a habit, an attitude, an interest, or the nature of task. In view of the description, learning activities mean any activities done by the students in the teaching-learning process.

The result of these activities is determined by what the teacher does and gives to the students. During the teaching-learning process, the teacher must

provide the activities that must be done by students themselves, because they will learn something if they are given an opportunity to do the activities on their own. By doing many activities, they will get knowledge, comprehension, and aspects of behavior. They will also be able to develop their skills that may be meaningful for social life.

Because of a large number of learning activities that can be done by students, Dierich in Hamalik (2001:172) classifies learning activities into eight categories as follows:

- *Visual activities*: reading, observing, demonstrating, looking at the pictures, etc.

- *Oral activities*: expressing something, asking, discussing, interrupting, formulating, giving advice, etc.

- *Listening activities*: listening to a conversation, a speech, radio, etc.

- *Writing activities*: writing an essay or paper, summarizing, doing a test, filling out the questionnaires, etc.

- *Drawing activities*: drawing maps, graphics, charts, etc.

- *Motor activities*: doing an experiment, dancing, farming, etc.

- *Mental activities*: responding, solving problem, analyzing, taking a decision, memorizing, etc.

- *Emotional activities*: feeling happy, tired, nervous, etc.

We can conclude that student learning activities is what students do in order to learn by the neural system: seeing, hearing, smelling, feeling, thinking, physical or motor activity, and in other side the teacher must provide the activities that must be done by students themselves because students will learn a lot if they

are given multiple chances to do the activities on their own. Doing many activities will enable students to obtain much knowledge, comprehension, and numerous aspects of behavior.

2.7   Procedure of Teaching Writing Narrative Text through Learning Community

Edelstein and Pival (1988:11) suggest that there are three steps of writing. These steps are used to make the writing more effective. The steps include:

1. *Preactivities*, refers to the selection of a general subject, restricting it, generating ideas, and organizing those ideas.

2. *While-activities*, denotes setting on the paper the ideas in the writer's mind into words, sentences, paragraphs, and so on.

3. *Post-activities*, concerns with evaluating the writing, dealing mainly with correcting (a) the content and the form, (b) the vocabularies, punctuation, and grammar, and (c) writing errors, word duplications, omissions and of course publishing.

Considering the statement above, writing steps consisting of pre-writing, writing and re-writing will be applied. The teaching of writing narrative text through learning community will be represented as follows (Edelstein and Pival, 1988, p. 12):

1.   *Preactivities*

The teacher stimulates students' background knowledge by giving questions and explanations about narratives story they might have ever read or heard of. The

teacher also explains about the steps that the students should do in completing narrative writing task through learning community.

2. *While-activities*

1) Pre-writing

Pre-writing is the first stage in the writing process, begins long before the writer puts thoughts into writing. The experiences, observations, and interactions that students have prior to entering the classroom have an impact upon what they will write and how they will write it. Within the classroom, pre-writing prompts and activities can be integrated into the writing process as scaffolds by teachers to help students generate ideas for their writing and to practice the thinking skills inherent in the activity. There are two activities in pre-writing:

A. Getting ideas

Ideas come from lots of places, but the one place they never, ever come from is a sheet of blank paper. Getting ideas isn't usually a matter of having one giant brainstorm. More often, it's a matter of gradually accumulating a little idea here, another little idea there. Eventually they all add up.

Making a list

Making a list (or 'brainstorming' or 'think-tanking') is a form of pre-writing brainstorming activity to generate ideas. The student mind can flit around the topic quickly. The students don't have to write a list in sentences, so they don't get bogged down trying to think of the right words. The student can just write anything that comes to mind. A list is the easiest, least threatening way to start writing. Start by working out what is the single most important word or phrase in

the assignment. This is the key word. Write that at the top of a blank page and list anything that comes into your head about it. For example, when asked to write a piece with the title 'Magic Crystal', the student will think of the key word; it might be 'magic' or 'crystal'. He will begin with and start listing everything that comes into their mind about the most important word. Here's what may comes out.

<div align="center">

"MAGIC CRYSTAL"

</div>

handsome man
big castle
ugly queen
wise husband
naughty prince
******************** (Can't think of anything else)
black magic
in the middle of the jungle
ugly old women with her assistant
the dirty river
very old house
********************** (Brain's stopped!)
crystal which has big magic
great power of love
full of magic
mystery of something
********************** (Another dead end)

There's nothing brilliant here, but the student will get examples of three different situations of the story. That means the student have three ideas about the assignment now.

B. Choosing

This step is about having a look at all the ideas we've got and assessing them. This is where we start to discriminate between the ideas we definitely can't use, and ones that have some potential. To do that, we need to remind ourselves what our writing job is trying to do. Useful ideas and useless ideas often come together

in the same bundle. If the student never let the useless ideas in, the student will miss some of the useful ones too. Consider the example below from 'Magic Crystal' in the previous section.

<p align="center">*"MAGIC CRYSTAL"*</p>

√   *handsome man*
√   *big castle*
√   *ugly queen*
      wise husband
      naughty prince
      ******************** (Can't think of anything else)
√   *black magic*
      in the middle of the jungle
√   *ugly old women with her assistant*
      the dirty river
      very old house
      *********************** (Brain's stopped!)
√   *crystal which has big magic*
      great power of love
      full of magic
√   *mystery of something*
      *********************** (Another dead end)

2) While-Writing

A. Outlining

According to Langan (2008, p. 44), an outline is a working plan for a piece of writing. It's a list of all the ideas that are going to be in the piece in the order they should go. Once the student has got the outline planned, the student can stop worrying about the structure and just concentrate on getting each sentence right. In order to make an outline, the student needs to know basically what they are going to say in their piece; in other words, what their theme is.

Grenville (2011, p. 50) suggests that one way to find a theme is to think one up out of thin air, and then make all the student ideas fit around it. Another way is to let the ideas point the student to the theme, the student follow their

ideas, rather than direct them. As the student does this, the student will find that their ideas aren't as haphazard as the student thought. Some will turn out to be about the same thing. Some can be put into a sequence. Some might pair off into opposing groups. Out of these natural groupings, their theme will gradually emerge. This way, their theme is not just an abstract concept in a vacuum, which the student need to then prop up with enough ideas to fill a few pages. Instead, their theme comes with all its supporting ideas automatically attached.

One of the easiest ways to let the student ideas form into patterns is to separate them, so the student can physically shuffle them around. Writing each idea on a separate card or slip of paper can allow the student to see connections between them that the student would never see otherwise. Making an outline involves trial and error but it only takes seconds to move cards into a new outline. If the students try to start writing before the outline works properly, it could take the student all week to rewrite and rewrite again. In an exam, the student can't use card, and the student will gradually develop a way that suits the student. But doing an outline on cards even a few times can show the student just how easy it is to rearrange the student's ideas.

Another way to put the student's ideas into order so that the student's theme can emerge is to use the most basic kind of order, shared by all kinds of writing, i.e.:

- A *beginning*, some kind of introduction, telling the reader where they are and what kind of thing they're about to read. For imaginative writing, this is often called the orientation (working out where you are). It is where the scene is set and the characters are introduced. Beginnings might include: a description (of

characters, settings or objects), essential information (to place the reader in time and space), background information (to fill in some essential past information).

- A *middle*, the main bit, where the student say what the student are there to say. For imaginative writing, this is sometimes called the complication where the initial situation is complicated by some new factor. It's where the action gets going, and we see how the character responds. A middle might include: an incident that sets off a chain of cause and effect, character development, a response by the characters to what's happening, a revealing of how the characters feel about what's happening (evaluation), and dialogue.

- And *end*—some kind of winding-up part that lets the reader knows that this is actually the end of the piece. This is often called the resolution in imaginative writing. It's where the complicating factor is resolved or defused in some way. An End might include: a punch-line or sudden reversal, a surprise twist, a drawing-together of different story threads, a broadening-out effect, pulling back from close-ups of characters and action, a focus on an image that resonates with the meaning of the piece. Exactly what's inside the compartments of Beginning, Middle and End of a piece of writing depends on whether it's a piece of imaginative writing, an essay or some other kind of writing.

Let's see an example of outlining below:

"MAGIC CRYSTAL"

beginning
a handsome man live in a big castle
the man live with an ugly queen
they have not childrens
the queen has a strange disease

middle
the handsome man was suspicious with the ugly old woman and her assistant
villagers said the women are witches
they lived far from the village
the handsome man asked the ugly women about the rumor
the ugly women clarified the truth

end
the man followed the ugly women's advise
looking for a magic crystal
the crystal was discovered
the queen was cured, turned beautiful

B. Drafting

One of the occupational diseases of writers is putting off the dreaded moment of actually starting to write. It's natural to want to get it right first time, but that's a big ask, so naturally the student put it off some more. However, unless their sitting for an exam, the student can do as many drafts as the student need to get it right. First drafts are the ones writers burn so no one can ever know how bad they were.

Redrafting can seem like a chore, but the student could also see it as a freedom. It means that this first draft can be as rough and 'wrong' as the student like. It can also be (within reason) any length. The student will add or cut as the student need to, to make it the right length, so the student doesn't need to worry about length at the moment. Writing is hard if their thinking. Anything the student can do to make a first draft not feel like the final draft will help. Writing by hand

might make it easier to write those first, foolish sentences. Here is the drafting of

the previous ideas on 'Magic Crystal'.

<p style="text-align:center">*"MAGIC CRYSTAL"*</p>

a handsome man live in a big castle. He is king of a beautifully land. The man lives with an ugly queen. She was not beautiful anymore because his deases. they have not childrens. They are not happy because the queen has a strange disease.

Not far from their castle live ugly old woman and his assisstan. A rumor among the villager say that the queen;s deases because of the witches, and the witches are the ugly old women and her assistan. the handsome man was also suspicious with the ugly old woman and her assistant. villagers said the women are witches. they lived far from the village. the handsome man decided to asked to the ugly women about the rumor. the ugly women clarified the truth. She said that she is not a witches. She also explain about the deases of the queen. She asked the man to looking for a magic crystal. The magic crystal was in the highes peak of snowing mountain in the west of that land.

the man followed the ugly women's advise to looking for a magic crystal. The journay is very challenging. There was so many wild animals and also devil. After a month he could reach the peak of mountain and the crystal was discovered. He back to his land with bring the magic crystal. In the castle the queen is waiting with the ugly old women and his assistant. The ugly old women and her assistant say a magic spells and the queen was cured and turned beautiful again. Finally they lived happily eve after.

C. Revising

Revising literally means re-seeing (Grenville, 2011, p. 80). It is about fixing the

bigger, structural problems and, if necessary, re-seeing the whole shape of the

piece. What this boils down to is finding places where you need to cut something

out, places where you should add something, and places where you need to move

or rearrange something. Revising doesn't mean fixing surface problems such as

grammar and spelling. That's what's called 'editing'.

Two-step revising

There are two quite different features the student has to do when revising. They are to find the problems and to fix those problems.

a.   Finding the problems

Coming to the student own work fresh is one of the hardest things about writing (Grenville, 2011, p. 82). Somehow, the student have to put aside everything the student know about the background of the piece what the student intended, the real situation it might be based on and react to what the student has actually got. If the student wants to find problems before the readers do, the student has to try to read it the way they will. That means reading it straight without stopping, to get a feeling for the piece as a whole. Read it aloud; if the student can it will sound quite different and the student will hear where things should be changed. Don't waste this read-through by stopping to fix things, but read with a pen in the student hand.

Langan (2008, p. 56) suggests that when the students come to something that doesn't quite feel right, put a squiggle in the margin beside it, then keep reading. Trust the student gut feeling. If the student feel that there's something wrong even if the student don't know what it is the readers will too. Time helps the student come to a piece freshly. Even fifteen minutes while the student take the dog for a walk helps the student get some distance on what the student has written.

If the student are working on a computer, the teacher strongly recommend that the student print it out (double-spaced) before the student start revising. Things always look better on the screen more like a finished product. But right

now the student don't want them to look any better than they really are the student want to find problems, not hide them.

      The first time the student reads the piece through, ask them to think only about these questions:

✓ Have I repeated myself here or waffled on?

✓ Is there something missing here?

✓ Are parts of this in the wrong order?

b. Fixing problems

After the student has read the piece through, go back to each of the squiggles the student made, and work out just why it didn't sound right.

- If you repeated something, you need to cut. Here are some features that might need to be cut:

  ✓ unnecessary background information (for example, starting the story too far back, so it begins too slowly);

  ✓ over-long dialogue (less is more with dialogue);

  ✓ descriptions of characters that only tell your readers what color their eyes are, not who they are;

  ✓ things that have already been said;

  ✓ things that readers have already worked out for themselves;

  ✓ anti-climactic endings that keep going after the audience has left the show.

- If you're missing something, you'll need to add. Here are some aspects that might need to be added:

  ✓ something that the student know but haven't told the reader (the age or sex of the narrator, for example);

  ✓ a picture that the student have in their mind's eye but have only summarized for the reader (where the student has told instead of shown). For example, 'It was a shabby house' a summary could become 'Tiles were missing from the roof and the verandah sagged at one end...'a picture;

  ✓ extensions to parts that were just getting interesting;

  ✓ material that balances the story better (for example, if it takes a long time to set the scene then the main action is rushed);

  ✓ the kind of detail that makes a story come to life: the personality of characters, the atmosphere of a setting, significant details;

  ✓ dialogue which can enliven a dull story and speed up a slow one;

  ✓ a punchier opening and/or ending adding the GOS and the GFS.

- If parts are in the wrong order, you'll need to move things around. Here are some parts that might need to be moved around:

  ✓ parts of the story that jump backwards and forwards in time in a confusing way;

  ✓ parts of the story that jump between characters in a confusing way;

  ✓ dull background information that interrupts a dramatic moment;

  ✓ essential background information that's given too late;

✓ a static opening (for example, a long description) that could be moved into the body of the story;

✓ parts where the climax or a secret is given away too soon, which would be better placed later.

The story of 'Magic Crystal' in the drafting stage could be revised to be the following.

"MAGIC CRYSTAL"

a man live in a big castle. He is handsome, rich, and generous. He is king of a beautifully land. The land is very prosperous. His people love him very much because they can live happily under the king. Unfortunately, the king is not happy because he has no parents anymore, so he live only with his wife, the queen. Beside, the queen has ugly face because she has a very strange disease. They have been married for many year but not have childrens. This make the king and queen very sad. They feel cursed by God.

Not really far from their castle live ugly old woman. A rumor among the villager say that the queen's deases because of the old waman. They say she was a withc who sent curse to queen. the king was also suspicious with the ugly old woman. the king decided to asked to the old women about the rumor. the ugly women clarified the truth. She said that she is not a witches. She also explain about the deases of the queen. She asked the man to looking for a magic crystal. The magic crystal was in the highes peak of snowing mountain in the west of that land.

the man followed the ugly women's advise to looking for a magic crystal. The journay is very challenging. There was so many wild animals and also devil. After a month he could reach the peak of mountain and the crystal was discovered. He back to his land with bring the magic crystal. In the castle the queen is waiting with the ugly old women. The ugly old women say a magic spells and the queen was cured and turned beautiful again. Finally they lived happily eve after.

3) Post-writing

A. Editing

Basically, editing means making the piece as reader-friendly as making the

sentences flow in a clear, easy-to-read way (Langan, 2008, p. 37). It also means

bringing the piece of writing into line with accepted ways of using English: using the appropriate grammar for the purposes of the piece, appropriate punctuation and spelling, and appropriate paragraphing.

Why edit?

The researcher used the word 'appropriate' rather than 'correct' because language is a living, changing thing and the idea of it being 'right' or 'wrong' is less important than whether it suits its purpose, there's nothing wrong with those thongs, but maybe not for a job !It's all about being practical. If the student uses spellings that aren't the usual ones, or grammar that isn't what we've come to accept as 'right', it will distract the student's readers. Instead of thinking 'what wonderful ideas this person has', they'll think 'this person can't spell'. It will break the trance of reading. Readers can be irritated and troubled by unconventional usage. It's the student right to make up new ways to do things, but expect to pay a price for it. In the case of a school essay, this price might be a lower mark.

Editing for grammar and questions to ask about grammar

Is this really a complete sentence? If not, it's a sentence fragment. Has the writer joined two complete sentences together with only a comma between them? If the writer has, it's a run-on sentence. Do the writer's subjects agree with the writer? This is called subject verb agreement. Has the writer changed tense or person without meaning to? This is where the writing starts in one tense but suddenly shifts into another tense ('I do this' to 'I did this', for example) or starts being about 'he' and slides into 'I' somewhere along the line. Is one bit of the writer's

sentence somehow attached to the wrong thing? It could be a case of a dangling modifier sounds weird, and it is.

Has the writer put enough commas in? Or too many? A comma's basic purpose in life is to indicate to the reader that there should be a slight pause in the sentence. Has the writer put apostrophes in the right places? Apostrophes are those little misplaced raised commas that occur in the middle of some words such as 'they're' or 'it's'. If the writer has used colons and semicolons, has the writer used them properly? A colon is ':' and a semicolon is ';'. If the writer has used inverted commas and brackets, has the writer used their properly? You use inverted commas 'quote marks' when you're quoting someone else's words exactly. This includes dialogue in imaginative writing and quotes in essays.

Has the writer put paragraph breaks in the best places? The basic rule for paragraphs is that every new idea should have a new paragraph. With imaginative writing this is often not clear cut ideas tend to flow into each other. Follow the basic rule, and when the writer's feel the ideas are taking a breath, or turning a corner, make a new paragraph. In any case, don't let the paragraphs get too long. A new paragraph gives the reader a chance to catch up with the writer. As a very rough rule of thumb, if a paragraph is more than about eight lines long (typed), try to find a place to cut into it and make it into two separate paragraphs. It will 'lighten' the texture of your writing and make it easier on the readers.

To take an example, the 'Magic Crystal' story in the previous section is edited to be the following:

<u>"MAGIC CRYSTAL"</u>

There was a man who lived in a big castle, and was handsome, rich, and generous. He was the King of a beautiful land, which was very prosperous. His people loved him very much because they could live happily under the King. Unfortunately, the King was not happy because he had no parents anymore; he lived only with his wife, the Queen, who had an ugly face because of a very strange disease. They also had been married for many years but had no children, which made the King and Queen very sad and think God had cursed them.

Not really far from their castle lived an ugly old woman, who was widely rumored as a witch who had sent a black-magic spells to the Queen. The King became more and more suspicious to the old woman; hence, he decided to ask the old woman about the rumor. The old woman clarified the truth that she was not a witch, and that she did not send any curse. She explained to him about the Queen's disease and asked the King to look for a magic crystal, which would help the King to heal the Queen's disease. The magic crystal was located in the highest peak of Snowing Mountain in the west part of the land, which was wrapped by heart-penetrating snowstorms all year long.

The man followed the old woman's advice to find the magic crystal, taking a very challenging journey to Snowing Mountain. On the way, the King met many wild and strange animals and also some creatures from the Darkness. After a month he could reach the peak of Snowing Mountain and the crystal was discovered. He soon returned to his castle, bringing the magic crystal, where the Queen was waiting for him with the old woman. Then, the old woman cast a magic spell to the magic crystal. A purple, bright light was expelled from the crystal and surrounded the Queen. The Queen, miraculously, was cured and turned beautiful again. Finally, the King and the Queen lived happily ever after with their people.

3. *Post-activities*

1) **Sharing or publishing**

Sharing, according to Grenville (2011, p. 151), provides students with an immediate audience. Some examples include the author's chair, which provides opportunity for students to share their writing aloud with the whole class; sharing in small groups or with a partner; and using bulletin board space assigned to a specific genre or to a class of students. At times, students should be provided with opportunities to decide if they wish to share their written work, and whether they will share in pairs, in small groups, or with the whole class.

The teacher should discuss or develop with students criteria for polished pieces. Post these or provide them as handouts for students to refer to as needed. These criteria (scoring tools/rubrics/checklists) should be given to the student prior to the start of the writing task. Check the class, have the students share their final compositions with classmates or with others in the community? After that they can post or publish students' work in the classroom and provide opportunities, when appropriate, for students to submit to publishers outside the classroom as well. Students arrive in the classroom at various levels in the developmental stages of writing, and it is the teacher's responsibility to assist students by encouraging, modeling, and supporting student growth when and where needed.

III.   RESEARCH METHODS

3.1   Setting of the Research

This research exercised a classroom-action research (CAR), since it is a type of research that is based on the problem encountered in the classroom and is concerned with how the teacher will solve such problem. The research was based on the teacher's information and the pre-observation that had been performed previously, which revealed that the students had very low performance in writing ability. For that reason, the research would investigate whether the application of a different technique would bring about improvement in the teaching-learning process of writing skill.

In this research, the researcher acted as the observer and the original English language teacher of the class as the teacher, who would teach narrative writing through the application of learning community. Another English language teacher, who taught grade two, would help the researcher by acting as a collaborator to deal with the observation in the classroom during teaching-learning process using learning community since this teacher was more familiar with each student's character and ability and more experienced with classroom teaching-learning than the researcher.

The lesson plans were made by the researcher based on the scheme of learning community activities, and the teacher performed in the classroom based on these plans. Thus, during the research, the researcher assisted by the collaborator teacher would observe everything that occurred in the classroom. The focus of the observation was on students' learning activities as well as important and relevant occurrences that would occur in the classroom during the teaching-learning process.

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. In addition, the students of the school in overall were also observed not really active while learning English in the classroom, specifically while doing writing activities. According to the researcher's pre-observation on those students, it was concluded that most of the students had low ability in writing skill. It was obviously very disappointing since they should reach point 66, the pre-determined minimum score (KKM or *Kriteria Ketuntasan Minimal*) to pass the exam. Accordingly, the indicators of the learning process could not be achieved, in terms of both learning activity and learning product.

3.2   General Description of the Research

While the teacher was applying learning community in the classroom, the observer and the collaborator were observing the teaching-learning activities to identify any weaknesses to be improved in the next cycle. Students' writings were scored by both the researcher and the regular teacher. The results of the writing

test were then analyzed, together with the results of the observation. Furthermore, reflection on the analysis results was performed to decide whether any subsequent cycle would be needed or not.

3.3   Research Procedures

In classroom-action research, the number of the necessary cycles may vary. Before the research proceeds into the classroom, how many cycles are going to be performed to meet both the objective and the indicator of the research could not be identified accurately. The first cycle is conducted based on the problem of the research, and the second one is carried out after the analysis and reflection from the first cycle. However, each cycle has the following main steps: (1) planning, (2) implementing, (3) observing, and (4) reflecting (Arikunto, 2006:16). These stages are illustrated as follows:

3.3.1   Planning

Planning is the stage where the problem causes are identified. By knowing the causes, the focus of the problem can be formulated in the importance of the implementation that will be given. After deciding what the problem and the causes are, the appropriate technique is selected. And based on the problem and the teaching technique, the materials and teaching aids and the type of the test are planned. To get a complete series of data, a rater is involved to observe the teaching-learning process.

3.3.2   Implementing/Action

Action is the part of the cycle where the researcher as an observer. While teaching, the silent observer (i.e. the observer) and the collaborator will take focus

on observing students' learning activities as well as important and relevant occurrences that may occur in the classroom during the teaching-learning process. In this stage, the lesson plan which has been made before will be used and learning community technique implemented for teaching writing of narrative text.

3.3.3   Observing and Interpreting

The researcher will be assisted by a partner, either as an collaborator or as the teacher while the researcher is performing as the silent observer who will take a note or do the observation on the teaching-learning activity. All the important occurrences during the teaching-learning process will be recorded for the purpose of analysis.

3.3.4   Reflecting

In this step, the result of the writing test as the learning product will be analyzed, together with everything that have occurred in the teaching-learning process based on the observation sheets. It is done to find out the improvement after the implementation of learning community in the teaching of narrative writing. In the analyses, the researcher together with her partner will do some reflection to discover the weakness(es) and strength(s) of the implementation of learning community, and also to identify the problem faced by both the teacher and the students during the teaching-learning process. By doing so, what improvements should be made for the next cycle can be determined. If the indicators of the research have not been met in the first and in the second cycles, some steps would be planned to make betterment in the next, i.e. the third, cycle.
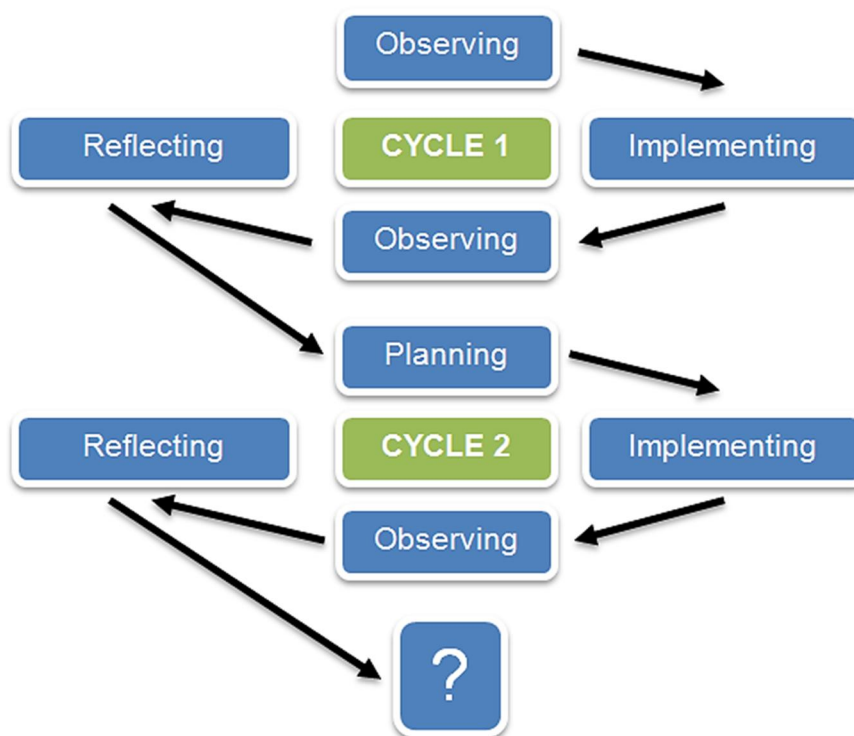
Figure 3.1   The cycles of a classroom action research (adapted from Arikunto, 2006:16)

3.4   Indicators of the Research

In order to see whether learning community technique could develop students' writing ability or not, this research relied on some indicators concerning the learning process and learning product, as described below:

3.4.1   Learning Process

In terms of learning process, there were two aspects which became the focus of this research: the students' activities and the teacher's performance. The observation of the process of teaching was based on the lesson plans made by the researcher and the real process in the classroom, which covered preactivity, while-activity, and post-activity. The target was that 75% of students were active during the process and that the teacher obtained 80 for his performance score—which

included doing apperception, mastery of learning materials, learning strategy, use of learning media, building students' active involvement, evaluation and reflection.

Student's activity and teacher's performance were assessed by the collaborator and the researcher based on the criteria in the respective observation sheet. It was expected that the teacher could get score 80 for her teaching performance with the implementation of learning community. Therefore, if the teacher could reach that target, her teaching performance would be categorized as *good*. For the teaching performance, there were some aspects to score, i.e. the teacher's activities in preactivity, while-activity, and post-activity.

The target determined by the researcher in terms of students' activity was 75%. Hence, if 75% of the students were actively involved in their classroom learning activities while learning community was being implemented, it means that learning community could make the students active. 75% was determined as the target based on Arikunto's (1993:210) criterion that 75% or more students who are actively involved in teaching-learning activities indicate a good level of students' participation.

3.4.2   Learning Product

The target score of the learning product was 66 as this number was the pre-determined minimum score (KKM) set by the school for English subject. Thus, if at least 75% of students' scores reach 66 or more for the writing narrative task, it means that learning community is applicable to improve students' writing ability achievement. Scoring criteria adopted from Jacobs (1981:90) were applied in this case, in which five writing aspects were evaluated, i.e. content, organization,

vocabularies, language use, and mechanic. Jacobs (1981:90) has determined the percentage of each of these aspects as follows: 30% for content, 20% for organization, 20% for vocabulary, 25% for language use, and only 5% for mechanic.

Below is the classification of scoring criteria adopted from Jacobs (1981:90) combined with Hughes's (1989:91):

Content

30 – 27	Excellent to very good: development of topic, relevant to assign topic.
26 – 22	Good to average: some knowledge of subject, adequate range, mostly relevant to topic but lack detail.
21 – 17	Fair to poor: limited knowledge of subject, inadequate development of topic.
16 – 13	Very poor: doesn't show knowledge, not pertinent, or not enough to evaluate.

Organization

20 – 18	Excellent to very good: ideas clearly stated/ supported, well organized, logical sequencing, cohesive.
17 – 14	Good to average: loosely organized, but main idea stand out, limited support, logical but incomplete sequencing.
13 – 10	Fair to poor: ideas confused or disconnect, lacks logical sequencing and development.
9 – 7	Very poor: doesn't communicate, no organization, or not enough to evaluate.

Vocabulary

20 – 18	Excellent to very good: Occasionally uses in appropriate terms; expression of idea hardly impaired.
17 – 14	Good to average: Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
13 – 10	Fair to poor: Limited vocabulary and frequent errors clearly hinder expression of ideas.
9 – 7	Very poor: Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.

Language use

25 – 22	Excellent to very good: effective complex construction, few errors of agreement, tense number, word order/ function, articles, pronoun, preposition.

21 – 18	Good to average: effective but simple construction, minor problems in simple construction, several errors of agreement, tense, word order/ function, articles, pronouns, but meaning seldom obscured.
17 – 11	Fair to poor: major problem in complex/ simple construction, frequent errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions, deletions, meaning confused, or obscured.
10 – 5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

Mechanic

5	Excellent to very good: demonstrated mastery of conventions, few errors spelling, punctuation, capitalization, paragraphing.
4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured.
2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuations, capitalizations, paragraphing, handwriting illegible, or not enough to evaluate.

3.5 Instrument of the Research

To gain the data, the researcher applied two kinds of instruments: writing tasks and observation sheet.

3.5.1 Writing Tasks

The first instrument used in getting the data was a series of writing tasks. Heaton (1991:137) suggests that writing can be a useful testing tool since it provides the students with an opportunity to demonstrate their ability to organize language material, using their own words and ideas, and to communicate.

Therefore, the writing tasks were used to elicit students' achievement in writing. However, it should be noted that these were tasks, not tests. The tasks were part of the teaching-learning process using learning community, in which the students were provided with writing activities to write narrative texts. The tasks

steps were consistent with the stages of the application of learning community

technique and described in detail in the lesson plans (see Appendix 1).

3.5.2 Observation Sheets

Observation was conducted in each cycle during the teaching-learning process.

Throughout the teaching-learning process, the collaborator and the observer were

observing the process happening in the classroom while the teacher was teaching.

Structured observation sheets were used to identify the students' activities as well

as the teacher's performance in the classroom. So there were two kinds of

observation sheets that had to be filled out by the observer and the collaborator,

i.e. the observation sheet for the students' activities and that for the teacher's

performance. These two sheets of observation are presented below and on the next

page.

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

No.	Student's Activities	Student's Code			
		A	B	C	etc.
1	Preactivities • Responding to the topic enthusiastically.				
2	While-activities • Paying attention to the teacher's explanation.				
	• Responding to the teacher's questions.				
	• Following the teacher's instruction (work in group) and doing the task (make a draft of narrative story or text).				
3	Post-activity • Able to respond to the teacher's question.				
Percentage of Student's Activities (%)					

Figure 3.2 Observation sheet of students' activities

OBSERVATION SHEET OF TEACHER'S PERFORMANCE

No.	Aspects	Score
1	**Preactivities** • Doing an apperception. • Informing the competence that will be achieved to the students.	

2	**While-activities**
	A. The Mastery of Learning Material
	   • Correlating the material with other relevant knowledge.
	   • Correlating material with the real life.
	   • Achieving communicative competence.
	   • Using logical structure.
	   • Using language components.	

	B. The Learning Strategy
	   • Doing a teaching & learning process which is suitable with the competence.
	   • Doing a coordinated teaching-learning process.
	   • Doing a teaching-learning process which can build the students' imagination.
	   • Doing a teaching & learning process which is suitable with the time allocation.
	   • Emphasizing on using English in the teaching & learning process.
	   • Emphasizing on teaching the language skills in an integrated way.	

	C. The Use of Learning Media
	   • Showing the skill in using the learning media.
	   • Producing an interesting message from the media.
	   • Involving the students in making and using the media.	

	D. Students' Involvement
	   • Building the active participation of the students in the teaching & learning process.
	   • Giving positive responds to the students' opinion.
	   • Facilitating the interaction between teacher-student and student-student.
	   • Showing a conducive interpersonal relationship.
	   • Growing the students' enthusiasm in learning.	

	E. Evaluation
	   • Monitoring the students' improvement after the teacher explains the lesson.
	   • Doing a final evaluation which is relevant to the competence.	

3	**Post-activities** • Doing a reflection/making summary of the lesson by involving the students' participation. • Doing a follow-up by giving direction or tasks as a remedy.	
	Total Score	
	Average Score	
	Description	

Description:
1. 40 – 59   : Poor
2. 60 – 69   : Enough
3. 70 – 79   : Good
4. 80 – 100   : Very Good

(Source: Departemen Pendidikan Nasional, 2006)

Figure 3.3   Observation sheet of teacher's performance

3.6   Data Analysis

Data analysis was carried out after each cycle. In data analysis, the researcher classified the data into two categories: those of the learning process and those of the learning product. From the analysis and reflection, the weaknesses and strengths of each cycle were identified to define what should be improved in the next cycle.

3.6.1   Learning Product

To measure the improvement on the learning product, a writing task was used to elicit the students' writing. The following were the steps used to obtain and analyze the data from the writing task:

1. *Giving the writing task to the students*. The teacher gave some titles to the students, and asked them to write a narrative text based on the title they had selected.

2. *Scoring the students' writing ability*. Jacobs' (1981: 90) scoring criteria were used to score the students' writings. Scoring was carried out by the researcher and the teacher, scored per component of writing. It was done to know what component of writing that must be improved in the next cycle.

3. *Calculating students' total score*. Students' writing score is the average of the scores given by the raters. A single score is the sum of points on content, organization, vocabulary, language use, and mechanic.

$$X = C + O + V + L + M$$

    X is student's writing score given by a single rater.

4. *Calculating the number and the percentage of the students who get ≥ 66*. The percentage is calculated using the following formula:

$$\%S = \frac{S}{N} \times 100$$

where *%S* is the percentage of students who get ≥ 66, *S* the number of students who get ≥ 66, and *N* the total number of students in the class.

3.6.2   Learning Process

To get the data from the learning process, the researcher used observation sheets. The result of the observation sheet analyzed after a cycle is conducted. If the observation has done for observing the students' activities and also the teacher's performance, the researcher analyzed the result of the observation separately.

3.6.2.1   Students' Learning Activities

In analyzing the data get from observing the students' learning activities, the following steps were taken:

1. *Counting the number of activities done by the students*.

2. *Calculating the percentage of the students' activities*. For calculating the percentage of the students' activities, the following formula is used:

$$\%A = \frac{A}{N} \times 100$$

in which *%A* represents the percentage of students' activities, *A* the number of the students who are observed doing the activities, and *N* the total number of the students in the class.

3. *Making a description from the data that have been analyzed*.

3.6.2.2   Teacher's Teaching Performance

To analyze the data obtained from the observation on teacher's performance, the following steps were carried out:

1. *Counting the total score.* In this step, the scores from all aspects are summed. The aspects scored cover the teacher's activities in preactivity, while-activity, and post-activity.

2. *Making a description from the data that have been analyzed.* It is similar to analyze the students' activities, to analyze the teacher's performance the researcher also made a description from the collected data which could enrich and support the result of the analysis.

IV.   RESULTS AND DISCUSSION

This classroom action research was conducted in three cycles. Three cycles were carried out since the indicators of the research were not accomplished in the second cycle and had been achieved after the third cycle was completed. Each cycle of this classroom action research consisted of four steps: *planning*, *implementing (action)*, *observing*, and *reflecting*. The differences across cycles (which include the students' writing task scores, the students' activities, and the teacher's teaching performance) and the steps of each are described in more details below.

4.1   Results of the Research

4.1.1   Cycle 1

This cycle was carried out in one meeting on Monday, September 19th 2011. Two English teachers were involved, one as the teacher, and one as the collaborator, assisting in controlling the class. The researcher herself acted as the observer for the research. Out of 32 students, 30 were present and 2 absent. The detailed description of the cycle's stages is presented below.

4.1.1.1   Planning

The planning step in the first cycle covers:

1. *Preparing the learning material*. The material was narrative text, which focused on writing skill. In preparing the material, the researcher collaborated with the English teacher because he, who regularly teaches the students, has already known well enough the condition of his classroom and the students' average ability in English. Therefore, the materials used would be within students' range of ability level.

2. *Lesson planning*. Learning community was implemented into lesson plan writing. The lesson plan was constructed collaboratively by the researcher and the English teacher.

3. *Preparing the writing task for the students*. The task includes developing ideas based on certain topics.

4. *Preparing the learning media* and other considerations that would be necessary for the teaching-learning process, such as transparencies, paper sheets, writing topics (story titles), lottery, etc.

5. *Preparing the observation sheets* for assessing the teacher's performance and the students' activities. The sheets consist of some points of evaluation about teacher's preparation and student's attention to the lesson presentation.

4.1.1.2 Implementing

The implementation of Cycle 1 was divided into three activities: preactivities, while-activities and post-activities. While-activities were in turn divided into three activities: pre-writing, while-writing and post-writing. These activities were carried out consistent with the lesson plan, as described below.

A. *Preactivity*

At the beginning of teaching-learning process, the teacher greeted the students, asked about their feeling and condition that day, and checked their attendance. Not all of the students joined the class. Out of 32 students, only 30 were present that day. The teacher outlined the material and the competence that should be achieved.

The teacher split the class into two communities, each consisting of 15 students, and every student having their own pen and paper. The teacher stimulated students' apperception by asking them about what they know of narrative text, e.g. *What do you know about narrative text? Have you ever written one before?* Every response or answer from the students was noted down on the whiteboard.

Then, the teacher showed the students how to make a list for constructing a narrative text, through OHP as a media to attract their enthusiasm. The teacher asked them what their favorite story was. When the teacher asked some questions, more than half of the class raised their hands and wanted to answer those questions. The rest were only able to answer the teacher's questions together, and some kept silent. Finally, the teacher conveyed the objectives of the lesson and distributed 30 titles of narrative story to the students. Through lottery, every student selected one title out of 30. The purpose of the lottery selection was to avoid competition among the students who wanted to choose the same title they liked. Similarly, it would be risky to let them do free selection and have the same title, as those who had lower motivation to write might deliberately select the same title as that selected by their friends whom they considered 'smarter'.

B. *While-activity*

All the activities in this stage involved the four key factors of learning community, comprising *membership, influence, fulfillment of particular needs,* and *shared events* and *emotional connection.* To start the lesson, in the case of applying these four key factors, the teacher first took into account the components of *membership* and *influence.* To do this, the teacher asked the students to write down on their paper the title they had selected. They were allowed to ask their friends in their community to solve their problems in finishing the list of ideas for constructing a narrative text. The teacher moved among the students to control their activities. Having finished the list, the students chose among the ideas that had the potential to be developed into a story. Then, they identified the pattern in the selected ideas (the beginning, the middle, and the end of the story).

In the beginning of the story, the student should write the introducing information of the story such as the characters, place, time, or other essential information. In the middle of the story, the students wrote about the cause-effect relationships in the story, character development, dialogs, the revealing of how the characters feel about what are happening, and the conflict and crisis. In the end of the story, the students wrote about the solution of the problem. If the students could not find the solution to their story's problem, they could ask their friends in their community to solve it and help them finishing their work.

The next part involved the components of *membership* and *emotional connection.* Here, the students were to develop the bone of the story into a draft. Each draft shall consist of three paragraphs (the beginning, the middle, and the end). Moreover, they should find any unnecessary parts, i.e. to cut what needs

cutting. Some features that need to be cut might be unnecessary background information (for example, the starting of the story that is too far back so it begins too slowly), over-long dialogs, descriptions of characters that only tell your readers say, what color their eyes are not who they are, things that have already been said, things that readers have already worked out for themselves, and anti-climactic endings that keep going after the audience have left the show.

Afterwards, the factor of *fulfillment of individual needs* was considered. In terms of this key factor, the students should find places where they should add something. Here are some pieces that might need to be added: something that the students know but haven't told the reader (the age or sex of the narrator, for example); a picture that the student shave in their mind's eye but is only summarized for the reader (where the student shave told instead of shown), for example, the summarizing sentence 'It was a shabby house' could become 'Tiles were missing from the roof and the verandah sagged at one end...', extensions to parts that were just getting interesting material that balances the story better (for example, if it takes a long time to set the scene then the main action is rushed), and the kind of detail that makes a story come to life, the personality of characters, the atmosphere of a setting, significant details, dialogue which can enliven a dull story and speed up a slow one, a punchier opening and/or ending adding the GOS and the GFS.

Besides cutting and adding, the students should identify the places that need arrangement. Here are some aspects that might need to be moved around: parts of the story that jump backwards and forwards in time in a confusing way; parts of the story that jump between characters in a confusing way; dull

background information that interrupts a dramatic moment; essential background information that's given too late; a static opening (for example, a long description) that could be moved into the body of the story; and parts where the climax or a secret is given away too soon, which would be better placed later. The last, the students should check their use of grammar, appropriate punctuation and spelling, and appropriate paragraphing in their draft. They could ask their friends in the same community to help them to finish their work.

The teacher, in this part, was moving among the students to control their activities and to help them if needed. The teacher was making sure that no student was just idle or asking their friend to finish the task for her or him. In other words, the groups were really a community with common interest, i.e. learning to write a narrative text. The teacher would provide assistance if necessary, for example when no one in a community really understood about punctuation, the teacher would give the explanation needed, so the learning activities in the community could proceed.

C. *Post-activity*

In this activity, the teacher asked the students (two or more students) to read their own work and discuss it. The teacher also asked the students about difficulties they faced. Afterwards, the teacher together with the students made conclusion(s) of what they had learned; the teacher also gave reflection by reviewing the materials and provided flashback to the structure of narrative text and its features. In this particular case, the teacher used such comments; he said:

1) *Well, students, for today's lesson we can conclude that to make a good narrative text, we need some aspects to consider. And to help you understand*

these aspects, it is necessary for you to help each other through learning

community.

2) *Let's review our lesson today. All right, first, what is the structure of a*

narrative text? Orientation, complication, resolution, and re-orientation. OK,

that's good. Next, the language features?

4.1.1.3   Observing

Since the focus of this research is on the learning product and the learning

process, two sets of data are required. The data of learning product were derived

from the students' writing achievement and those of learning process from covers

the data of the students' learning activities and also the teacher's teaching

performance. After teaching-learning process, the teacher and observer discussed

everything that happened during the teaching-learning process. The process of

teaching and learning including students' activities and teacher's performance is

explained as follow:

A.   *Learning Product*

Learning product is the students' scores from the writing task. The indicator of the

students' achievement is, if at least 75% of the students can reach score 66 or

more for the writing task, it means that the implementation of learning community

is applicable to improve the students' writing achievement.

The following table shows the frequency of students' writing scores.

Scores	Freq.	%
80 - 100	0	0.00%
66 - 79	13	43.33%
40 - 65	17	56.67%
20 - 39	0	0.00%
0 - 19	0	0.00%
Total	**30**	**100.00%**

Table 4.1   The score frequency of students' writing task in Cycle 1

The table above indicates that no students get scores in the range of 80 to 100. Thirteen students (43.33%) reach the range 66 – 79 and the rest—17 students (56.67%)—fall in the range 65 below. In other words, with less than 75% of the students passing the minimum score for their writing task, the first cycle had not reached the indicator, and the second cycle was needed. This condition is due to the fact that they were not able to construct correct grammar and the choice of appropriate vocabulary.

For the score of individual writing aspect, the table below presents the summary.

	Content	Organization	Vocabulary	Language Use	Mechanic	Total Score
Average	19.20	12.23	12.10	14.50	1.77	56.06
Percentage	64%	61.17%	60.50%	58%	35.33%	56.06%
Max Score	30	20	20	25	5	100

Table 4.2   The average scores for individual aspect of writing in Cycle 1

Among the five aspects of writing, the students' minimum score is on mechanic, 1.77 of 5 or 35.33%. This is because they were not able to put appropriate punctuation marks, capitalization, paragraphing, and word spelling at the

appropriate places in their composition. Moreover, their average scores on the other aspects are relatively unexceptional; the percentages do not reach 65%, and the average total score is only 56.06. This confirmed the need for the second cycle.

B. Learning Process

In this classroom action research, the learning process covered the students' activities and the teacher's performance during the teaching-learning process.

1. Students' Activities

As mentioned on Chapter III, the indicator of the students' activities is, if at least 75% of the students did at least 75% of the activities during the teaching-learning process, it means that the implementation of the learning community can improve the students' activities as seen in the table below.

No.	Students' Activities	Cycle 1	
		Frequency of the students	Percentage(%)
1	Preactivities a. Responding to the topic enthusiastically.	7	23.33
2	While-activities a. Paying attention to the teacher's explanation.	20	66.67
	b. Responding to the teacher's questions.	4	13.33
	c. Following the teacher's instructions (work in community)and doing the writing task (make a draft of narrative story).	22	73.33
3	Post-activity a. Able to respond to the teacher's question.	8	26.67
	Average	**12.2**	**40.66**

Table 4.3   Students' activities observation sheet for Cycle 1

There were five activities that must be done by the students, that were, responding to the topic enthusiastically, paying attention to the teacher's explanation and responding to the teacher's questions, following the teacher's instructions (to discuss and work in community), Doing the writing task (make a draft of narrative story) and able to respond to the teacher's question. The information of the activities done by each student and the percentage of each student's activity can be seen in Appendix.

To identify whether the target of the indicator of this classroom action research has already been achieved or not after the implementation of learning community, the following explanation shows the process of the students' activities during the teaching-learning process:

a) *Preactivities*

When the teacher did brainstorming, there were only about 7 students who responded to the topic enthusiastically. The students seemed so interested in responding to the topic since the teacher told them that they were going to talk about fable. Unfortunately, there were still 23 students who did not respond to the topic enthusiastically. These students only became the viewers of their friends. They were observed sitting silent watching their more active peers

b) *While-activities*

There were about three activities that became the focus of the observation that was, paying attention to the teacher's explanation, responding to the teacher's questions, following the teacher's instructions (having a discussion in community).

In while-activities, the teacher started the lesson asking them to write down on their paper one example of narrative text or narrative stories based on the title provided by the teacher in list. Seeing the title which provided by the teacher, the students were interested. For that reason, all the students paid attention to the title and also the teacher's explanation. Although it was seen that there were 10 students who didn't pay attention well on the teacher's explanation. They tended to chat with their friends when the teacher was explaining.

Then when the teacher asked some questions related to the material, there were only 4 students who responded to the questions. Some were still very hesitate to answer the teacher's question, except the teacher pointed to a certain student. In having discussion in community, the collaborator found that most of students could follow the teacher's instruction but there were 8 students who seemed too busy with themselves talking another topic.

c) Post-activities

For the last activity, that is performing, the teacher ask some students to read their work and all the member of the class discuss it together. The student was interested and almost all off the student can follow the activities well.

From the table we also can see that the average of all students' activity in class was only 12 students who were active during the lesson or 40.66% of the number of the students in the class. Meanwhile, the indicator of the research is 75%. It means that Cycle 2 needed to be done.

2. *Teacher's Performance*

The indicator of the research for teaching performance is, if the teacher can get score at least 80 for her teaching performance, it means that the implementation of the Learning community can improve the teacher's teaching performance. The process of teaching done by the researcher in Cycle 1 is explained as follows:

a) *Preactivities*

In preactivities, the teacher asked several questions to stimulate the students' background knowledge about the topic; but unfortunately, she was not able to relate to the topic well to what might have been the students' own real-life experiences. Such additional media as pictures or videos that contain narrative story familiar to students might have helped in these preactivities.

b) *While-activities*

In observing the teacher's teaching performance, this research emphasized on the teacher's mastery of learning material, the learning strategy used by the teacher, the use of learning media, the students' involvement and the evaluation done by the teacher. The explanation of the teacher's performance in while-activities is described as follows:

1. Mastery of learning material

   In this stage, the learning materials were taken from *English SMA/MA Grade XI Natural Sciences and Social Sciences Program* (Widati, 2009). The teacher asked the student to make a list of the narrative story based on the title provided by the teacher. The teacher was guide the student step by step. During while-activities, the teacher asked several questions related to the

draft that they were doing. The students responded to the teacher by giving their opinions in simple sentences, short phrases, even in single words in English. Such interaction had stimulated the students to communicate orally in the target language.

2. Learning strategy

    For the learning strategy used by the teacher, there were several aspects observed by the observer, that was, doing a teaching and learning process which is suitable with the competence, doing a teaching-learning process which is suitable with the students' needs, doing a coordinated teaching-learning process, doing a teaching-learning process which is suitable with the time allocation, emphasizing on using English in the teaching-learning process, and emphasizing on teaching the language skills in an integrated way.

    For doing the teaching-learning process which is suitable with the competence, the teacher did it well. She taught her students about narrative text, the structure and the language features that used in the text and also explain to the student about how to make a narrative text step by step. Those activities were very relevant to the competence which must be achieved, that is, the students should be able to write a narrative text.

    Besides that, to teach writing, the teacher had applied the teaching-learning process which was suitable with the students' needs. When the teacher implemented Learning Community, the students looked interested in following the activity. The learning community is the suitable method to teach writing to the second grade students of Senior High School because one

of the approaches, that was attracts the students' attention and the students' interest in understanding the topic. Therefore, for doing the teaching-learning process which is suitable with the students' needs, the teacher had done it well.

However, during the teaching-learning process, the teacher could not do a coordinated teaching-learning process well. Sometimes she could not control the class, for example, when the teacher asked some questions to the certain students, the other students answered the questions by shouting very loudly. Besides, when the teacher asked the students to do the task, the teacher ignored some students who were talking to their friends and asking for further explanation about what they should do. These two facts made the class not conducive and disturbed the students' concentration.

In terms of time consumption, the teacher had managed it well, completing the lesson without leaving much time.

3. Learning media

In teaching writing narrative text through learning community, the teacher used 30 titles of narrative text and the student has been known how to make list displayed through OHP. It was such a very interesting media for the students. In addition, as well as preparing an interesting media, the teacher could create an interesting message from it well. The students were so interested in the media that they focus on the teacher's explanation at the media.

4. Students' participation

The observer observed the teacher's teaching performance which covered building the active participation of the students in the teaching-learning process, giving positive responses to the students' opinion, facilitating the interaction between teacher-student and student-student, and growing the students' enthusiasm in learning,

The teacher tried to stimulate the students' activeness by asking them some questions about their favorite fable or short story so the students were interested in answering the questions. The teacher was good in giving a positive response to the students, no matter how wrong the students answer the question, the teacher knew well how to treat such weak ones, but she needed to give her attention more to the students who was not able to follow the teaching-learning process well, and give special treatment to them. Besides, the teacher also asked the students to work in community, and the teacher only became an observer at that time. But she ignored the students who were not active in working in group, as some students just let their friends to do the task. So the interaction between student-student couldn't be done well.

Nevertheless, the teacher was good at facilitating the interaction between teacher-student. In facilitating the interaction between teacher-student, the teacher asked her students questions and the students then answered them, besides the teacher let the students ask some questions when they were facing difficulties and the teacher also answered them then. But however, she still tended to ignore several students who were still kept silent during the teaching-learning process. Teaching English through learning

community grew the students' enthusiasm in learning, as they do not feel

learning too much material.

5. Evaluation

In doing the evaluation, the teacher was good at monitoring the students'

improvement. She asked some questions to the students to know how far her

students have understood the lesson. The final evaluation she did was suitable

with the competence that must be achieved by the students, i.e. constructing a

well-arranged narrative text.

c) *Post-activities*

In the post-activity, the teacher did a reflection by asking some student to read

their work in front of the class and all the member of the class discuss it together

and the teacher also reviewing the narrative text that they have know and

flashback to the features of narrative text. She was quite good in doing the

reflection since she involved the students in summarizing the lesson they learnt

that day, and the students freely shared their ideas by telling what they got from

the teaching-learning process.

In line with the descriptions about the teacher's performance above, it can

be concluded that the teacher's performance is good. She is capable enough in

teaching writing task through learning community to her students. However, the

teacher only got 70 for her teaching performance, implying that the research

indicator for the teacher's teaching performance had not been met in Cycle 1 as

the target score is 80. The detailed information for the scores gained by the

teacher for her teaching performance can be seen in Appendix.

4.1.1.4 Reflecting

After getting the necessary data from the teaching-learning process of Cycle 1, the researcher together with the collaborator and the observer discussed everything happened in the class to find out the weaknesses of this cycle. Having found the weaknesses, the researcher and the teacher tried some solutions to solve them. Furthermore, the researcher noted some weaknesses from the learning product and learning process, they were as follows:

A. Learning Product

Based on the result of observation in Cycle 1 about the students' writing task scores, the researcher analyzed that the problem faced by most of the students was that they were not able to make a good list of ideas for constructing a narrative text. The causes of the problems are described as follows:

1. Problems in Cycle 1

    a. The teacher did very few explanations about how to make a list of narrative story and the step after making a list or examples, whereas it is very necessary to do a lot of explanation or examples in teaching students, the media also so common for the students in that school. This fact made them not interesting enough in that lesson.

    b. The teacher did not tell some vocabulary and tense needed by the students in completing their writing task, i.e. vocabulary related to the students' own story and simple past tense.

2. Solutions to the problems

To solve the problems above, the researcher, the observer and the collaborator tried the following solutions:

    a. It would be much better if the teacher gave more explanations when she gave the model or examples in making a list and also the step of writing. The teacher also can give more explanation by write down in the white board by using use another interesting media such as use more than one color of marker so they interested to follow the lesson.

    b. The teacher should help the students to know the new vocabularies that used in the writing task. As the observer advice, the students should be given opportunity to the student to open the dictionary if in their community are not able to help them to find the appropriate vocabulary and tense for their draft.

B. Learning Process

There were two kinds of data which were analyzed for the learning process, that is, the students' activities and the teacher's teaching performance. The explanation is as follows:

1. Students' Activities

From the students' activities, the researcher found that it was just about 40% activities that were followed by the students during the teaching-learning process. It means that, the result of the research has not fulfilled the target of the indicator. The failure to achieve the target was caused by some weaknesses that appeared in the first cycle. The weaknesses are as follows:

1. Weaknesses in Cycle I

    a. Some students did not give the expected responses when the teacher asked them to make a list. Beside it might be caused by the lack of comprehensible input—questions, statements or explanation that are readily understood by the students—given by the teacher so the students did not understand the teacher's intention and they could not get the writing target to be aimed.

    b. Besides that, it might also be caused by the students' fear in making mistake, so they did not have enough courage to respond to the questions.

2. Solutions to the weaknesses

To achieve the target stated in the indicator, the weaknesses happened in the first cycle must be solved. To solve them the researcher together with the observer and the collaborator tried the following solutions:

    a. In the preactivity, the teacher should give perception which mean to stimulate the students and to correlate the topic to the students' background knowledge and to the real world.

    b. The teacher should give positive responses to any opinions or answers from the students so they would not be afraid of making mistakes. The teacher should have been more proactive to encourage the students to be more active, for example by constantly 'sit in' on each community's discussion, from one community to another, so she could show to the students a sense of personal attention that would make them aware the value of their involvement in learning activities.

2. Teacher's Performance

As a matter of fact, the result of the teacher's performance has not fulfilled the indicator and the researcher found some weaknesses from the teacher's performance in the previous cycle. The weaknesses must also be solved since this absolutely influenced the students' writing achievement and the students' activities. The weaknesses of the teacher's performance and the solutions of the weaknesses were as follows:

1. Weaknesses in Cycle I
   a. The teacher did not introduce the activity and relate it well to the real use to make all of the students understand
   b. The teacher could not control the students when they responded to the teacher's questions together by shouting loudly or the rest that still kept silent.

2. Solutions to the weaknesses
   a. The teacher should introduce the activity by describing the situation and making sure that all of the students understand from the brainstorming before giving the materials.
   b. The teacher should be able to control the class by asking the student to answer the question one by one, or by pointing certain students, and asked them to raise their hand.

After doing reflection towards the weaknesses happened in the learning product and learning process of Cycle I, the researcher together with the collaborator and

observer tried to implement the solutions in Cycle II so that the indicators of the research could be achieved.

4.1.2   Cycle 2

From the observation and students' writing task result in Cycle 1, it showed that there should be Cycle 2 to improve the students writing skill. Cycle 2 was conducted to reform the weaknesses in Cycle 1. The teacher held the meeting in the Cycle 2 on Monday, September 26th, 2011.

4.1.2.1   Planning

The planning step in the second cycle covered:

1. *Preparing the learning material.* The material was about narrative text, the material was taken based on the curriculum and the text chosen was related to the topic.

2. *Making the lesson plan for the second cycle* in which the use of text to improve students' writing task. The lesson plan was made based on the discussion of the researcher and the teacher. The researcher collaborated with the English teacher because he, who regularly teaches the students, has already known well enough the condition of his classroom and the students' average ability in English. Therefore, the materials used would be within students' range of ability level.

3. *Preparing the writing task for the students.* The task includes developing ideas based on certain topics.

4. *Preparing the learning media* and other considerations that were useful for the teaching-learning process, such as transparencies, paper sheets, writing topics (story titles), lottery, etc.

5. *Preparing observation sheets* to observe the teacher's performance and students' activities. The sheets consist of some points of evaluation about teacher's preparation and student's attention to the lesson presentation.

4.1.2.2   Implementing

The meeting was held for 2 x 45 minutes and it was followed by 30 students. For this cycle, teacher had prepared the other material that still the same topic. The processes in this step covered preactivities, while-activities, and post-activities. In while-activities there are 3 steps: pre-writing, while-writing, post-writing. The explanation was as follows.

- *Preactivity*

As what the teacher did in Cycle 1, at the beginning of the teaching-learning process in Cycle 2, the teacher greeted the students in English and then checked the students' attendance. Having done it, the teacher asked the students about the previous lesson, which was about narrative text, then the teacher, asked some questions related to the topic. Then the teacher informed the students the competence that would be achieved after the teaching-learning process.

After that, she tried to stimulate the students' imagination from the beginning, she asked about a familiar fable; Kancil, from that point, she could relate the students' previous knowledge to the materials (narrative text). Then, the teacher continued asking the students about the previous lesson to build their

background knowledge. The teacher explained to the student about how to make good list of narrative text. The teacher explained step by step by using some color of marker to make more interesting.

- *While-activity*

All the activities in this stage involved the four key factors of learning community: *membership, influence, fulfillment of particular needs*, and *shared events* and *emotional connection*. To start the lesson, in the case of applying these four key factors, the teacher first took into account the components of *membership* and *influence*.

Having made the students remember the previous lesson, the teacher started the lesson. The teacher divided the students in to two community (each community consist of 15 students) then the teacher told the students that they would have the same title with the previous meeting but the teacher give just one story message for each group related to narrative text in form of fable**.** The teacher began provide the student some paper. After that the teacher asked them to make list based on the title and the story message of the narrative story. In Inquiry process, the teacher asked some question to lead them.

The teacher gave a different story message for each community but still same with the previous meeting for the title. The students used the title which they got last meeting. The student started to write the list based on the story message which provided by the teacher. During the students practice, the teacher walked around to help the students if they had any difficulties, for example, appropriate vocabularies.

Then, the student found the patterns in their idea (beginning, middle, and the end of the story). In the beginning of the story, the student should write the basic information like: the character, place, or some essential information). In the middle of the story, the students write about cause and effect, character development, dialog, and the revealing of how the characters feel about what happening). The last one is to the end of the story, in this part the students write about the solution of the problem. If the student found the problem they could asked to their friends in their community to solve their problems to finishing their work. After that, the students try to develop the bone of the story into a draft. Each draft consists of 3 paragraphs (beginning, middle, and end). After finished, they should finding places where they need to cut something cut, move or add. And last step is the student should check the grammar. If the student found the problem they could asked to their friends in their community to solve their problems to finishing their work.

- *Post-activity*

For the post-activities, the teacher asked 2 member of group A and 2 member of group B to read their work in front of the class and all the member of the class discuss it together. The teacher also asking the students questions related to the material they had learnt that day. At this point, the teacher used such comments as:

i. *All right, students, what can you learn from today's materials?*

ii. *Do you get something from your group discussion? What about your writing, do you feel any improvement after using learning community?*

4.1.2.3 Observing

The result of observation from the learning product in Cycle 2 is explained as follows:

A. *Learning Product*

Learning product is the students' scores from the writing task. The indicator of the research for the learning product is, if at least 75% of the students can reach score up to 66 for the writing task. So, if at least 75% of students' scores can reach 66 or more for the writing task, it means that the learning community can improve the students' writing achievement. The following table informed whether the indicator of the learning product can be achieved or not.

Scores	Freq.	%
80 - 100	1	3.33%
66 - 79	17	56.67%
40 - 65	12	40.00%
20 - 39	0	0.00%
0 - 19	0	0.00%
Total	**30**	**100.00%**

Table 4.4 The score frequency of students' writing task in Cycle 2

From the table above, it can be seen that there were only one student (3.33%) achieves the range 80 – 100, and 17 others (56.67%) between 66 and 79; that is to say, only 18 (60%) of the students in the class who pass the target score for the writing task. As the percentage was less than 75%, Cycle 3 was needed.

	Content	Organization	Vocabulary	Language Use	Mechanic	Total Score
Average	20.70	13.17	13.07	15.90	1.80	60.59
Percentage	69%	65.83%	65.33%	63.60%	36%	60.59%
Max Score	30	20	20	25	5	100

Table 4.5 The average scores for individual aspect of writing in Cycle 2

In terms of writing aspects, even though we see improvements from the first cycle, the percentage of the average score on each aspect had not reached 70%; the percentage of the average total score was not different, only 60.59%. Again, the lowest score was on mechanic (36%), indicating that this aspect had been specifically problematic to the students in their writing task.

B. *Learning Process*

The learning process covers the students' activities and the teacher's performance during the teaching-learning process. To know whether the target of the indicator for the students' activities in this classroom action research has already been achieved or not after the implementation of learning community, the following explanation showed the process of the students' activities during the teaching-learning process.

1. *Students' Activities*

No	Students' Activities	Cycle 2	
		Frequency	Percentage (%)
1	Preactivities a. Responding to the topic enthusiastically.	17	56.67
2	While-activities a. Paying attention to the teacher's explanation	25	83.33
	b. Responding to the teacher's questions	13	43.33
	c. Following the teacher's instructions (work in group) and doing the writing task of narrative story	28	93.33
3	Post-activity a. Able to respond to the teacher's question.	17	56.57
	Average	**20**	**66.65**

Table 4.6   Students' activities observation sheet for Cycle 2

The table above is interpreted as follows:

a) *Preactivities*

When the teacher did background knowledge, there were about 17 students who responded to the topic enthusiastically. The students looked happier in responding to the topic since the teacher tried hard to give many perceptions by asking several questions. Unfortunately, there were still 14 students who did not respond to the topic enthusiastically. These students did not make noise in the class but they also did not show their interest to the topic. As usual, they only became the viewers of their friends. How ever, if it is compared with the result of the first cycle, there is an improvement on the result of the second cycle.

b) *While-activities*

There were about three activities that became the focus of the observation, which were, paying attention to the teacher's explanation, responding to the teacher's questions, following the teacher's instructions (having a discussion in group).In while-activities, all the students paid attention to the materials and also the teacher's explanation. Although it was seen that there were 5 students who didn't pay attention well on the teacher's explanation. They tended to chat with their friends when the teacher was explaining. But fortunately, the teacher was aware to their ignorance, so the teacher spoke louder in order to catch the students' attention to her explanation

The above explanation showed that teaching through learning community, the students enjoyed the teaching-learning process more. It happened because teaching and learning through learning community, the students were asked to

relate subject content to real world situation and they can solve their problem by discuss it with their friend in their community . This fact supports the statements of Flora (2003) she said that relating subject content to real world situation is extremely needed during the teaching-learning process so that the students know the benefits of learning in the classroom.

Then when the teacher asked some questions related to the material, there were 13 students who responded to the questions voluntarily. The students became much more active since they could understand the teacher's question easily. It was easy for them because the teacher gave key words in the form of comments and simple questions to make the students comprehend her intention. Besides that, the students became much more active since they did not feel afraid of the teacher anymore. The teacher did not correct the students' mistakes directly and she even gave positive responses to the students' opinions and answers. Hence, the students looked much more confident in responding to the teacher's questions.

By giving positive responses to the students' answers and opinions, the teacher has not only lowered the students' affective filter but also has allowed the students to produce any kind of production during the teaching-learning process so that the students did not feel shy or afraid of giving answers and opinions to the teacher's questions and comments. Last, in Learning Community, only 2 students that looked uninterested in this activity.

c) *Post-activities*

For the last activity, that is, responding to the writing task, 17 students were able do the task, and it was found that there were 15 students who couldn't do the task

well. They got a very low score, as basically their English is poor and they lacks of motivation in learning, although they have made an improvement, but however they needs a special treatment from the teacher, hopefully the teacher would pay more attention to the them. While the rest of the students were able to do the writing task well.

From the explanation of the activities done by the students during the teaching-learning process in Cycle II, the researcher got the data, that is, there were 20 students (62.5%) of 32 students who did 75% of the activities observed by the observer. According to Arikunto (1993:210), if more than 75% of students are actively involved in teaching and learning activities, it can be categorized as a good level. It means that target stated in the indicator of the students' activities has not been achieved and Cycle 3 was needed to be done. For further information, the observation sheet of the students' activities in appendix can be seen to know the activities done by each student.

2. *Teacher's Performance*

Since the focus of this second cycle is only on the weaknesses of the teacher's performance in the first cycle so, the explanation below only discusses the improvement of the teacher's performance on her weaknesses in the first cycle. They were as follows:

a) *Preactivities*

In preactivities, the teacher tried to do the background knowledge better by asking the students some questions closely related to the topics and making sure that all of the students understand from the brainstorming before starting to explain the

materials Moreover, it was well done, as it was only few who seemed not interested to the topic.

b) *While-activities*

For observing the teacher's performance in while-activities, the researcher only focused on the weaknesses of the previous teaching performance like the learning strategy and the students' participation.

1. Learning strategy

    During the teaching-learning process, the teacher tried to manage the teaching-learning process well. In the teaching-learning process began the teacher grouped the students and asked them to focus the task in their community in order that students can participate well. The teacher focused more to the students who seemed were not able to follow the teacher's instruction, they were guided to work in community so that they could be stimulated more from their friends in community.

    Based on the time allocation, the teacher needed to maximize practice time so that students can practice as much as possible, thus she allocated the time to be used wisely for giving material and practice. In the teaching-learning process, the teacher used more English in explaining the material; so the students became more accustomed to some expression in English.

2. Students' participation

    The observer observed the teacher's teaching performance which covered building the active participation of the students in the teaching-learning process, giving positive responses to the students' opinion, facilitating the

interaction between teacher-student and student-student, and growing the students' enthusiasm in learning,

The teacher was good in building the active participation of the students. The teacher tried to stimulate the students' activeness by asking them some questions about the narrative story (writing task) so the students were interested in answering the questions and the questions reminded them to the previous lesson. Besides, the teacher also asked the students to work in community, and the teacher not only became an observer at that time. She paid more attention to the students who seemed could not follow her instruction. Therefore, everybody in the class did their work in community.

c) *Post-activities*

In the post-activity, the teacher did a reflection by asking two students of each community to read their work in front of the class and all the students discuss it together and by reviewing the structure of the text and flashback to the features of narrative text. She was quite good in doing the reflection since she involved the students in summarizing the lesson they learnt that day got from the teaching-learning process.

In line with the descriptions about the teacher's performance above, it can be concluded that the teacher's performance was good. She was capable enough in teaching writing by implementing the learning community to her students so that there was an improvement on her teaching performance. For that reason, the teacher got 78 for her teaching performance. This means that the research indicator for the teacher's teaching performance had not been achieved in

Cycle II. The detail information for the scores got by the teacher for her teaching performance can be seen in Appendix.

4.1.2.4 Reflecting

After the second cycle was held, the improvement was found in both learning product and process. There were some improvements in some stages. The topic discussed in the meeting: fable, made students interested in the lesson. The explanation is as follows:

A. *Learning Product*

The target of the indicator for the learning product had not been achieved after the second cycle was held. 13 students (43.33%) who passed the target score in Cycle 1 to 18 students (60%) was actually an improvement, but the minimum indicator—i.e. 75%—had not been met. A third cycle was absolutely necessary. Other problems in Cycle 2 concerning the learning product are further described below.

1. Problems in Cycle 2

    a. The title which is given by the teacher not motivated the student and made the student bored.

    b. In the step of editing and revising made the student confused. They confused because so many thing that should edit and revision.

2. Solutions to the problems

To solve the problems above, the researcher and the collaborator tried the following solutions:

a. The teacher should change another title or story message of story, the variation of the story message also involves in the student's motivation in learning English. They seemed bored with the story.

b. The teacher should choose some aspect would be edit or revision by the student. Not all aspect of editing and revising must be done by the student so the student can be more concentrate and could work the editing and revising step well.

B. *Learning Process*

The learning process covers the students' activities and the teacher's performance. The analysis and reflection of those two points was described as follows:

1. *Students' Activities*

In the second cycle, there were about 20 students (66.50%) who did 75% of the activities in the teaching-learning process. This means that the indicator of this research for the students' activities has not been achieved because the indicator of the research for the students' activities is, if at least 75% of the students do at least 75% of the teaching and learning activities.

1. Weaknesses in Cycle 2

From five kinds of students' activities observed by the collaborator, most of the students did not do the activities like responding to the teacher's questions. This problem appeared because the students were lack of comprehensible input from the teacher.

2. Solutions to the weaknesses

To achieve the target stated in the indicator, the weaknesses happened in the second cycle must be solved. To solve them the researcher together with the collaborator tried the following solutions: In the preactivity, the teacher should give perception which mean to stimulate the students and to correlate the topic to the students' background knowledge and to the real use. She should also give positive responses to any opinions or answers from the students so they would not be afraid of making mistakes. The teacher should have been more proactive to encourage the student to be more active in the classroom.

However, after analyzing it carefully, the students did not do the activities was because of lack of confidence and were still very anxious to express their ideas voluntarily. Unfortunately in the second cycle the teacher still was unable to build the students' confidence by giving more positive responses to the students' opinions and to focus more on the silent ones.

Students had already known of what they would do based on the experience on the first cycle. Therefore, the instruction done was really helpful students to recall what they would do. There were more students who were active and some students who didn't but when grouping was done, students became clearer though the percentage of the active students were still below the determined indicator. The average percentage of students who were active was 66,65% didn't pass the indicator of the students' involvement in the activity, which is 75% of active students. However, this result was still not enough to pass the passing grade determined. Considering those result, the Cycle 3 needed to be done.

2. Teacher's Performance

It is similar to the students' activities there was also an improvement on the teacher's teaching performance in the second cycle. The teacher's teaching performance in the first cycle has not been able to fulfill the target of the indicator; the indicator for teacher teaching performance is 80. There were still some weaknesses in her teaching performance so the teacher got 70 on her teaching performance. The teacher still faced problems in doing apperception since the students still not interesting enough in that lesson, and the teacher still had difficulties in correlating the material with other relevant knowledge. Moreover, to make the teaching-learning process succeed, the teacher should involve every student, especially when she holds group discussion. Then, the teacher must warn the students who didn't participate. However, this result was still not enough to pass the passing grade determined. Considering those result, the Cycle 3 needed to be done.

4.1.3 Cycle 3

This cycle was applied since the result of the learning product and learning process of Cycle 2 could not fulfill the indicators of the research. To hold Cycle 3, the researcher, collaborator and the observer must pay attention to the result of Cycle 2. In line with the information got from the reflection of Cycle 2 about the weaknesses happened in the learning product and learning process, the researcher and the collaborator implemented the solutions of the weaknesses in Cycle 3. It was not different from the previous cycle, this cycle also compromised of planning, implementing, observing, and reflecting. Out of 32 students, 30 were present and 2 absent They will be described as follows:

4.1.3.1 Planning

The planning step in the third cycle covers:

1. *Preparing the learning material*. The material was about narrative text, the material was taken based on the curriculum and the text chosen was related to the topic.

2. *Making the lesson plan* for the third cycle in which the use of text to improve students' writing skill. The lesson plan was made based on the discussion of the researcher and the teacher.

3. *Preparing the writing task for the students*. The task includes developing ideas based on certain topics.

4. *Preparing the learning media* and other considerations that were useful for the teaching-learning process, such as transparencies, paper sheets, writing topics (story titles), lottery, etc.

5. *Preparing observation sheets* to observe the teacher's performance and students' activities. The sheets consist of some points of evaluation about teacher's preparation and student's attention to the lesson presentation.

4.1.3.2 Implementing

The third cycle was conducted Monday, September 3rd, 2011. The meeting was held for 2 x 45 minutes and it was still followed by 30 students. For this cycle, teacher had prepared the other material that still the same topic. The processes in this step covers preactivities, while-activities, and post-activities. In while-activities there are 3 steps: pre-writing, while-writing and post-writing. The explanation is as follows:

A.   *Preactivity*

As what the teacher did in Cycle 2, at the beginning of the teaching-learning process in Cycle 3, the teacher greeted the students in English and then checked the students' attendance.

Having done it, the teacher asked the students about the previous lesson, which was about narrative text, then the teacher, asked some questions related to the topic, the teacher did an apperception. It was different from she did in the second cycle; in this cycle she tried to stimulate the students' imagination from the beginning, she asked about a monkey and a frog and from that point, she could relate the students' previous knowledge to the materials (narrative text). Then, the teacher continued asking the students about the previous lesson to build their background knowledge. Teacher brainstormed students' idea by showing a picture on the slide. Then ask the student about the list of that picture. Every response or answer from the students was noted down on the whiteboard. Then the teacher informed the students the competence that would be achieved after the teaching-learning process.

B.   *While-activity*

All the activities in this stage involved the four key factors of learning community: *membership*, *influence*, *fulfillment of particular needs*, and *shared events* and *emotional connection*. To start the lesson, in the case of applying these four key factors, the teacher first took into account the components of *membership* and *influence*.

Having made the students remember the previous lesson, the teacher started the lesson. The teacher told the students that they would have the new title

and story message related to narrative text**.** The teacher distributed 10 story messages to the students. As same as in the first cycle, in the third cycle the teacher distribute the story messages through lottery, every student selected one story message out of 10. The purpose of the lottery selection was to avoid competition among the students who wanted to choose the same story message they liked. Similarly, it would be risky to let them do free selection and have the same story message, as those who had lower motivation to write might deliberately select the same story message as that selected by their friends whom they considered 'smarter'.

Moreover, after explained the materials about narrative text, the teacher divided the students into two community randomly by counting even and odd number, this activity proved effective enough to stimulate the students to be more active in the class, then named the group based on the students need (or A and B). Each community consists of 15 students. As same as in the first and the second cycle, in the third cycle the student should make a list based on the title and the story message which the teacher has distribute to the student before. After finishing their list, the student should found the patterns in their idea (beginning, middle, and the end of the story). In the beginning of the story, the student should write the basic information like: the character, place, or some essential information). In the middle of the story, the students write about cause and effect, character development, dialog, and the revealing of how the characters feel about what happening). The last one is to the end of the story, in this part the students write about the solution of the problem. If the student found the problem they could asked to their friends in their community to solve their problems to

finishing their work. After that, the students try to develop the bone of the story into a draft. Each draft consists of 3 paragraph (beginning, middle, and end). After finished, they should finding places where they need to cut something cut, move or add. Some parts that need to be cut might be unnecessary background information (for example, the starting of the story that is too far back so it begins too slowly), over-long dialogs, descriptions of characters that only tell your readers say, what color their eyes are not who they are, things that have already been said, things that readers have already worked out for themselves, and anti-climactic endings that keep going after the audience have left the show.

Here are some features that might need to be added: the kind of detail that makes a story come to life, the personality of characters, the atmosphere of a setting. Besides cutting and adding, the students should identify the places that need arrangement. Here are some parts that might need to be moved around: parts of the story that jump backwards and forwards in time in a confusing way; parts of the story that jump between characters in a confusing way, a static opening (for example, a long description) that could be moved into the body of the story; and parts where the climax or a secret is given away too soon, which would be better placed later.

The last, the students should check their use of grammar (narrative should be in past) and spelling. They could ask their friends in the same community to help them to finish their work, the teacher moved among the students to control their activities and help them if needed.

C. *Post-activity*

For the post-activities, the teacher asked 2 member of group A and 2 member of

group B to read their work in front of the class and all the member of the class

discuss it together. The teacher also asking the students questions related to the

material they had learnt that day. At this point, the teacher made some remarks,

for example:

1) *After the series of meetings and group discussion, do you feel any*

   improvement in your writing?

2) *Now, how do you see the value of learning community in helping you learn the*

   materials?

4.1.3.3   Observing

The result of observation from the learning product in Cycle 3 is explained as

follow:

A. *Learning Product*

Learning product is the students' scores from the writing task. The indicator of the

research for the learning product is, if at least 75% of the students can reach score

66 for the writing task. So, if at least 75% of students' scores can reach 66 or more

for the writing task, it means that the learning community can improve the

students' writing achievement. The following table informed whether the

indicator of the learning product can be achieved or not:

Scores	Freq.	%
80 - 100	2	6.67%
66 - 79	22	73.33%
40 - 65	6	20.00%
20 - 39	0	0.00%
0 - 19	0	0.00%
Total	30	100.00%

Table 4.7   The score frequency of students' writing task in Cycle 3

From the table above, it is obvious that 24 students (80%) passed the task, scoring between 66 and 100. In other words, the indicator of this research, that is 75%, was achieved. However, 20% who could not achieve at least 66 is a number that should not be ignored. Further investigation on the cause of this failed minority is particularly needed to give explanation why learning community cannot engage the whole population in the classroom.

	Content	Organization	Vocabulary	Language Use	Mechanic	Total Score
Average	22.10	14.30	14.00	17.67	2.10	65.78
Percentage	73.67%	71.50%	70%	70.67%	42%	65.78%
Max Score	30	20	20	25	5	100

Table 4.8   The average scores for individual aspect of writing in Cycle 3

Four aspects of writing—content, organization, vocabulary, and language use—had improved to the seventies, but mechanic stayed below 45%. This confirms that the mechanic aspect had been always of difficulty to the students. The average score was also, unfortunately, stayed in the sixties, much the same as that in Cycle 3. The target indicator had been achieved, though, for the percentage of students who can pass the minimum score of 66.

B. Learning Process

The learning process covers the students' activities and the teacher's performance during the teaching-learning process. To know whether the target of the indicator for the students' activities in this classroom action research has already been achieved or not after the implementation of learning community, the following explanation showed the process of the students' activities during the teaching-learning process.

1. Students' Activities

No	Students' Activities	Cycle 3	
		Frequency	Percentage (%)
1	Preactivities a. Responding to the topic enthusiastically.	24	80
2	While-activities a. Paying attention to the teacher's explanation.	27	90
	b. Responding to the teacher's questions.	23	76.67
	c. Following the teacher's instructions (work in group)	30	100
3	Post-activity a. Able to respond to the teacher's question.	26	86.67
	Average	**26**	**86.67**

Table 4.9   Students' activities observation sheet for Cycle 3

The table above is interpreted as follows:

a) Preactivities

When the teacher did background knowledge, there were about 24 students who responded to the topic enthusiastically. The students looked happier in responding to the topic since the teacher tried hard to give many perceptions by asking several questions. Unfortunately, there were still 6 students who did not respond to the

topic enthusiastically. These students did not make noise in the class but they also did not show their interest to the topic. As usual, they only became the viewers of their friends.

b) *While-activities*

There were about three activities that became the focus of the observation, which were, paying attention to the teacher's explanation, responding to the teacher's questions, following the teacher's instructions (having a discussion in group). In while-activities, the teacher started the lesson by told the students that they would have the new story message related to narrative text. Hearing that, the students were interested. For that reason, all the students paid attention to the materials and also the teacher's explanation. Although it was seen that there were 3 students who didn't pay attention well on the teacher's explanation. They tended to chat with their friends when the teacher was explaining. But fortunately, the teacher was aware to their ignorance, so the teacher spoke louder in order to catch the students' attention to her explanation.

Then when the teacher asked some questions related to the material, there were 23 students who responded to the questions voluntarily. The students became much more active since they could understand the teacher's question easily. It was easy for them because the teacher gave key words in the form of comments and simple questions to make the students comprehend her intention.

Besides that, the students became much more active since they did not feel afraid of the teacher anymore. The teacher did not correct the students' mistakes directly and she even gave positive responses to the students' opinions and answers. In doing their work the many student can help their friends to

finishing their work. They can help one another. It makes the student mote active in the process finishing their work.

c) *Post-activities*

For the last activity, that were, responding to the teacher's question in the form of writing task, 25 students were able do the task, and it was found that there were only 7 students who couldn't do the task well.

From the explanation of the activities done by the students during the teaching-learning process in Cycle 3, the researcher got the data, that is, there were 26 students (81.2%) of 32 students who did 75% of the activities observed by the observer. According to Arikunto (1993:210), if more than 75% of students are actively involved in teaching and learning activities, it can be categorized as a good level. It means that target stated in the indicator of the students' activities has been achieved. For further information, the observation sheet of the students' activities in Appendix can be seen to know the activities done by each student.

2. *Teacher's Performance*

Since the focus of this third cycle was only on the weaknesses of the teacher's performance in the second cycle so, the explanation below only discussed the improvement of the teacher's performance on her weaknesses in the second cycle. They were as follows:

a) Preactivities

In preactivities, the teacher tried to do the background knowledge better by asking the students some questions closely related to the topics and making sure that all of the students understand from the brainstorming before starting to explain the

materials. Moreover, it was well done, as it was only few who seemed not interested to the topic.

b) While-activities

For observing the teacher's performance in while-activities, the researcher only focused on the weaknesses of the previous teaching performance like the learning strategy and the students' participation.

1. Learning strategy

   During the teaching-learning process, the teacher tried to manage the teaching-learning process well. In the teaching-learning process began the teacher grouped the students and asked them to focus the task in community in order that students can participate well. The teacher focused more to the students who seemed were not able to follow the teacher's instruction, they were guided to work in community so that they could be stimulated more from their friends in community.

      Based on the time allocation, the teacher needed to maximize practice time so that students can practice as much as possible, thus she allocated the time to be used wisely for giving material and practice. In the teaching-learning process, the teacher used more English in explaining the material; so the students became more accustomed to some expression in English.

2. Students' participation

   The observer observed the teacher's teaching performance which covered building the active participation of the students in the teaching-learning process, giving positive responses to the students' opinion, facilitating the

interaction between teacher-student and student-student, and growing the students' enthusiasm in learning, The teacher was good in building the active participation of the students. The teacher tried to stimulate the students' activeness by asking them some questions about the task so the students were interested in answering the questions and the questions reminded them to the previous lesson.

Besides, the teacher also asked the students to work in community, and the teacher not only became an observer at that time. She paid more attention to the students who seemed could not follow her instruction. Therefore, everybody in the class did their work in community.

c) *Post-activity*

In the post-activity, the teacher did a reflection by reviewing the   materials given. She was quite good in doing the reflection since she involved the students in summarizing the lesson they learnt that day got from the teaching-learning process. In line with the descriptions about the teacher's performance above, it can be concluded that the teacher's performance is very good. She was capable in teaching writing by implementing the learning community to her students so that there is an improvement on her teaching performance. For that reason, the teacher got 81.76 for her teaching performance. This means that the research indicator for the teacher's teaching performance has been achieved in Cycle 3. The detail information for the scores got by the teacher for her teaching performance can be seen in Appendix.

4.1.3.4 Reflecting

After the third cycle was held, the improvement was found in both learning

product and process. There were some improvements in some stages. The topic

discussed in the meeting: fable made students interested in the lesson. The

explanation was as follows:

A. Learning Product

From the table stated in observation sheet, it can be seen that there were 24

students or 80% of the number of students who passed the test. It means that the

indicator of this research was achieved.

B. Learning Process

The learning process covered the students' activities and the teacher's

performance. The analysis and reflection of those two points is described as

follows:

1. Students' Activities

From the explanation in observation sheet of the activities done by the students

during the teaching-learning process in Cycle 3, the researcher got the data, that

is, there were 26 students (86.67%) of 30 students who did 80% of the activities

observed by the observer. According to Arikunto (1993:210), if more than 75% of

students are actively involved in teaching and learning activities, it can be

categorized as a good level. It means that target stated in the indicator of the

students' activities has been achieved.

2. *Teacher's Performance*

It is similar to the students' activities there was also an improvement on the teacher's teaching performance in the third cycle. In line with the descriptions about the teacher's performance in observation sheet, it can be concluded that the teacher's performance was very good. She was capable in teaching writing by implementing the learning community to her students so that there was an improvement on her teaching performance. For that reason, the teacher got 81.76 for her teaching performance. This means that the research indicator for the teacher's teaching performance has been achieved in Cycle 3.

4.2 Discussion of the Findings

The discussion of the results deals with: 1) how the application of learning community improves students' writing achievement in narrative writing; 2) how learning community improves the quality of teaching-learning process in terms of students' participation; and 3) how learning community improves the quality of teaching-learning process in terms of teacher's teaching performance. With reference to the descriptions presented in the previous sections, it was proven that overall, learning community could improve the quality of teaching-learning process in terms of the students' participation in learning activities, the students' writing task achievement, and the teacher's teaching performance. Further discussion is offered in the following sections.

4.2.1   The Result of Students' Writing Task Achievement

The indicator of students' writing task achievement is if at least 75% of students can reach 66 for the writing task it means that the implementation of learning community is applicable to improve the students' writing task achievement.

In Cycle 1, there are about 13 or 43.33% students whose scores are 66 or more. It means that the result of the writing task cannot fulfill the indicator of the research. Based on the result of analysis and reflection done by the researcher, collaborator and the observer, there were two problems that cause the indicator could not be reached. The first, the teacher did very few explanation or example, whereas, it was very necessary to do a lot of explanation or example in teaching students. This fact made them got difficulties in following the lesson. The second problem was the teacher did not tell some vocabulary which student want used in their writing task; consequently, the students got difficulties to understand it.

Furthermore, after knowing the problems, the researcher, collaborator and the observer discussed the solution for the problems and applied in the second cycle. Unfortunately, in the second cycle there were 18 students or 60% students get 66. It means that the indicator of learning product has not been achieved in the second cycle. Then, the next cycle needed to be done. After had some discussion, the third cycle was done and fortunately, there were 24 students (80%) students got score 66 or more, it means that the indicator has been achieved. The following charts summarized the progress of the students in writing achievement across cycles.
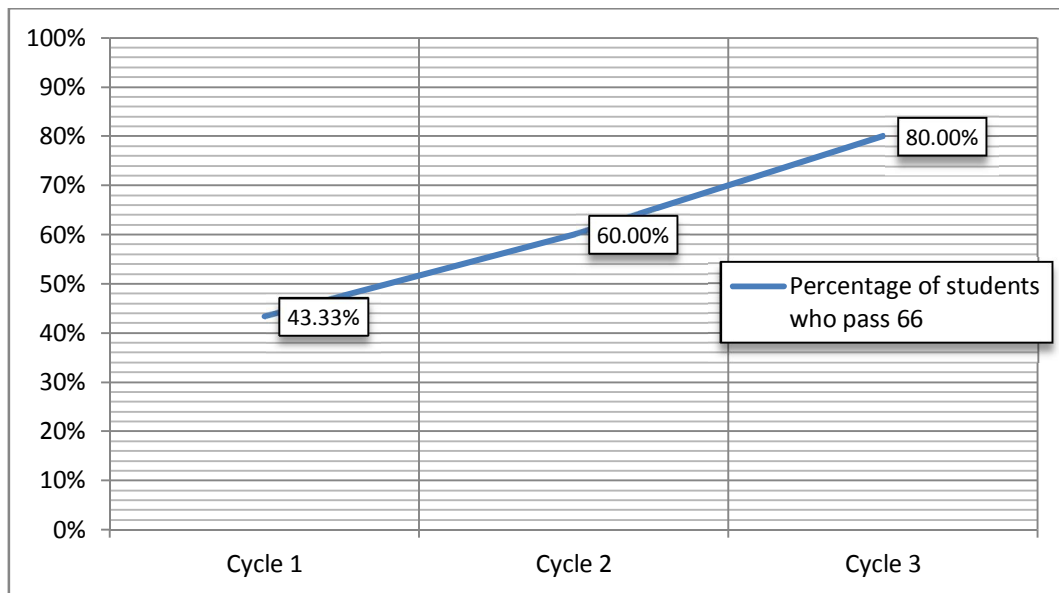
Figure 4.1 The progress of the percentages of students who pass 66 for their writing task taught through learning community across cycles
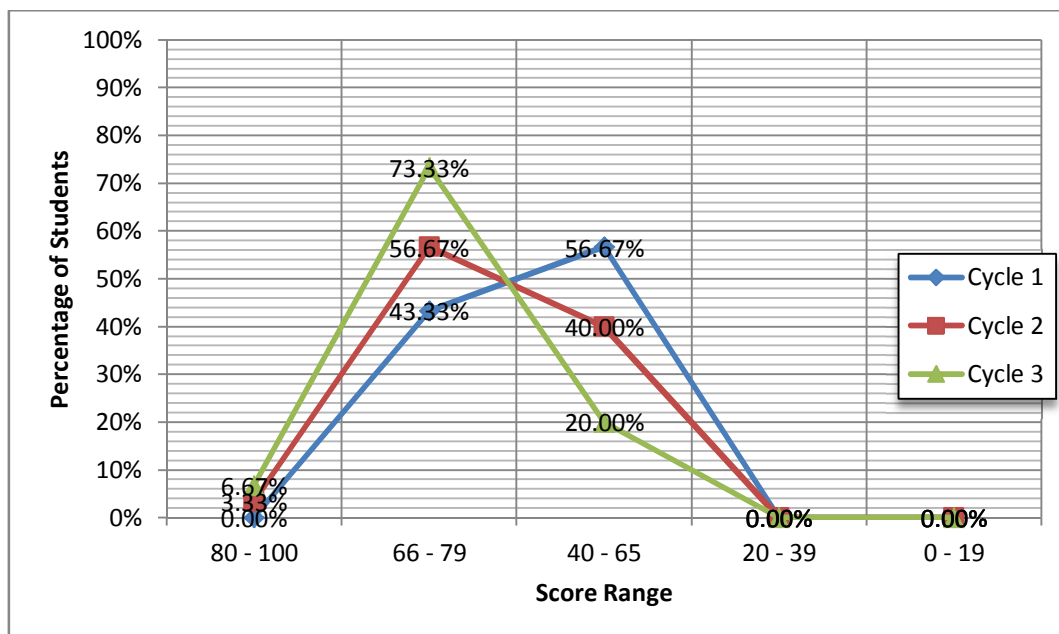
Figure 4.2 Percentages of students' score ranges on writing task activities taught using learning community across cycles

In terms of scores on each writing aspect, the figure on the next page will describe the summary of their development across cycles.
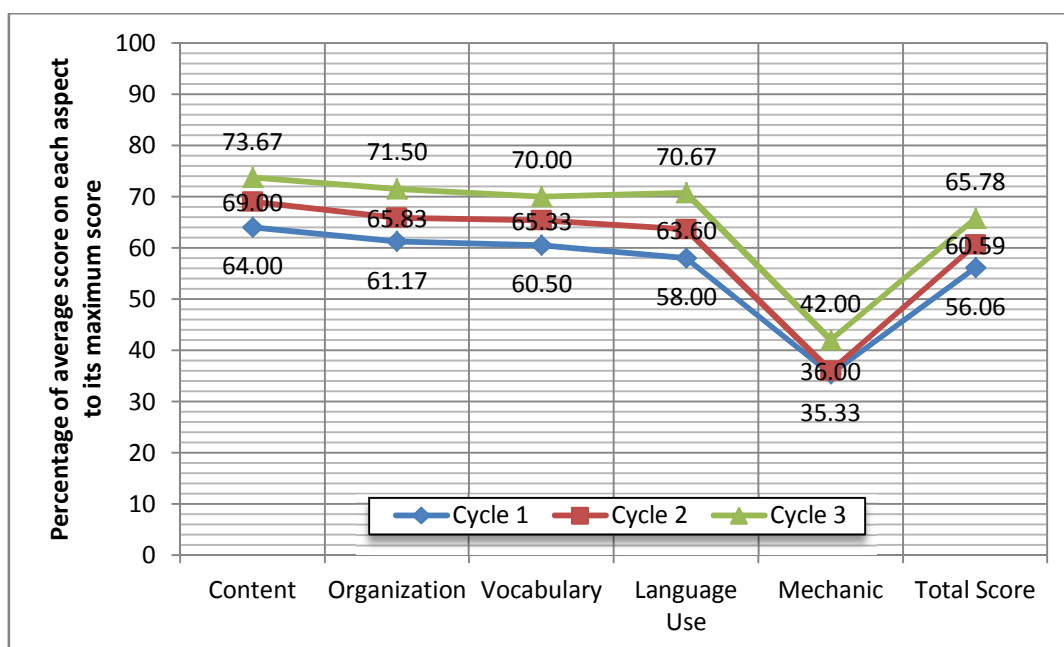
Figure 4.3   The percentages of average scores on each writing aspect to its respective maximum score

The figure indicates that all aspects increase relatively in a steady way from one cycle to other cycles, with mechanic the lowest one in the whole three cycles. *Content* is at the highest points of percentage because most of the students could develop the topic well, in which they could maintain the relevance between the topic and the story, although lack of details was observed in some compositions. The second highest percentage is in terms of *organization*, as the students were able to organize supporting ideas, although loosely. Still, they could make the main idea stand out. *Vocabulary* is at the third level, with a slightly smaller percentage than *organization*. In terms of vocabulary, the students frequently used inaccurate words to express their ideas, since they tended to use vocabulary items that were not relevant to the topic.

Additionally, the percentage on *language use* is not really different from *vocabulary* and *organization*. The students' average score on this aspect is

moderate as they were able to make simple construction, involving minor problems in simple construction and several errors of agreement, tense, word order/function, articles, and pronouns were found. Still, the overall meaning was not obscured. *Mechanic* indicates the lowest percentage. Frequent errors of spelling, punctuation, capitalization, and paragraphing were commonly found. This made the meaning of their composition confused or obscured.

The order of the percentages of average scores on each writing aspect stays the same for Cycle 1 and Cycle 2, and is almost similar in Cycle 3, only that vocabulary falls slightly below language use, i.e. 0.67% lower. Overall, there are increases in all the aspects of writing with the application of learning community, including the average total score from 56.06 in the first cycle to 65.78 in the last cycle. However, the aspect of mechanic remains a prominent problem, even failing to reach level 5%. The problem on mechanic in English writing is probably also widespread when the students write in their own language, as the ability in, for example, correctly positioning punctuations is assumed to be dependent of the language they are using while-writing. Moreover, it is likely caused by the fact that the students, in fact, lack writing activities in their own language. Writing has always been just part of their classroom undertakings; outside, there might be no such thing.

4.2.2 The Result of Students' Participation in Teaching-Learning Process

The indicator of the research for the students' activities is that at least 75% of the students did at least 75% of the teaching-learning activities. It means that the use of learning community is applicable to improve the students' activities.

No	Students' Activities	Cycle 1		Cycle 2		Cycle 3	
		Frequency	%	Frequency	%	Frequency	%
1	Preactivities a. Responding to the topic enthusiastically.	7	23.33	17	56.67	24	80
2	While-activities a. Paying attention to the teacher's explanation.	20	66.67	25	83.33	27	90
	b. Responding to the teacher's questions.	4	13.33	13	43.33	23	76.67
	c. Following the teacher's instructions (work in group) doing the writing task of narrative story.	22	73.33	28	93.33	30	100
3	Post-activity a. Able to respond to the teacher's question.	8	26.67	17	56.57	26	86.67
	Average	**12.2**	**40.66**	**20**	**66.65**	**26**	**86.67**

Table 4.10   Students' participation in the lesson taught using learning community

The researcher decided to set 75% as the target since according to Arikunto

(1993:210), if more than 75% of students are actively involved in teaching and

learning activities, it can be categorized as a good level. From the table above,

from five kinds of students' activities observed by the researcher, there were an

activity which did not fulfill the indicator; paying attention to the teacher's

explanation (76.67%). Based on the result of analysis and reflection, it was caused

by some students did not give any responses when the teacher asked questions.

Besides, it might be caused by the lack of comprehensible input—or readily-

understood explanation and statements—provided by the teacher to the students

so they did not understand the teacher's intention and they could not get the

writing target to be aimed. Moreover, it also was caused by the students' fear of

making mistakes when giving answers to the teacher's questions. But the

activities have been performed more than 75%; this also means that the target has been achieved.

In the second and third cycle, the researcher, collaborator and observer determined the solutions for the problems of the previous cycle. In the preactivities, especially in the step of brainstorming, the teacher gave perception which mean to stimulate the students and to correlate the topic to the students' background knowledge and to the real use. She also gave positive responses to any opinions or answers from the students so they were not afraid of making mistakes. In correcting the students' mistake, the teacher did not give a direct correction but through peer correction, so indirectly the students' mistake was corrected. This was expected to help the students improving their writing skill by means of reflection on their own mistakes and the correction by their peers.

The explanation above showed that the implementation of learning community can improve students' participation in teaching-learning process. Learning community gave many chances for students to construct their mind and relate the materials with their own real-life. This idea is supported by Flora (2003) that relating subject content to real world situation is extremely needed during the teaching-learning process.

4.2.3   The Result of Teacher's Teaching Performance

The indicator for teacher's teaching performance was 80. So, if the teacher can reach that target, it means that the teacher's teaching performance is very good. For the teaching performance, there were some aspects scored, they were the teacher's activities in preactivity, while-activity, and post-activity.
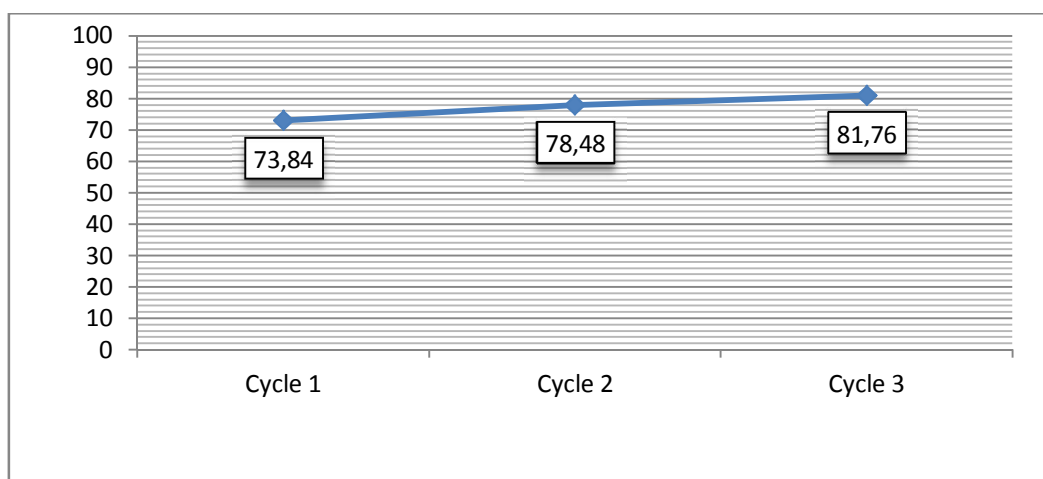
Figure 4.4   The progress of teacher's teaching performance across cycles

In the Cycle 1, the teacher did not introduce the activity and relate it well to the real use to make all of the students understand. Besides, the teacher could not control the students when they responded to the teacher's questions together. Although she finished teaching based on the time that was scheduled but she was not able to manage the time wisely. She could not distinguish which activity that needed longer time and which one needed shorter time. For those reasons, the researcher decided the teacher got 73 for her teaching performance. This also means that the target had not been accomplished.

Likewise, in the second and the third cycle, the teacher did the suggestions from collaborator and observer. The teacher introduced the activity by describing the situation and making sure that all of the students understand before giving the materials. The teacher also controlled the class by asking the student to answer the question one by one; she pointed certain students, and asked them to raise their hand. As the result, in the Cycle 3 the target had been fulfilled. The teacher got 81 for her teaching performance. 80 – 100 means very good (Depdiknas; 2006).

The tables and figures of student's achievement, student's participation, and teacher's performance above show that learning community contributes to the student's achievement, participation, and teacher's performance. Students' participation in the lesson during the research increased from 40.66% in Cycle 1 to 66.65% in Cycle 2 and 86.67% in Cycle 3. The teacher had struggled well to improve the teaching-learning technique in the classroom by applying learning community. It was proved by the score that the teacher achieved; in Cycle 1, the teacher obtained 73, in Cycle 2 78 and in Cycle 3 81. The increase of the participation and teacher's score is in line with the increase of the percentage of students who pass the target score of 66, from 43.33% in Cycle 1 to 60% in Cycle 2 and 80% in Cycle 3.

This fact was caused by they were able to master the materials well. It was an indication that student's achievement and student's activity in the classroom correlate with the technique that was applied by teacher. In contrast, when student's participation and teacher's performance was low, the student's achievement also low. However, when the student's participation increased or when the students paid attention more to the lesson, it gave effect to their achievement. We could see how it happened in Cycle 2 and Cycle 3. Through learning community, students discuss and learn the learning materials together that it make them have longer term of acquisition of the materials given. As the result, most students automatically show bigger enthusiasm in taking part to the lesson and their writing task also improves. Learning community also contributes positively on the improvement of student's writing task.

Grouping which is done by mixing the ability of the students makes the teacher able to control the pace of the lesson because slow-learners can be helped by those who are categorized as fast learner, as Harmer (1984) suggests that grouping is one of the ways to deal with bigger classes besides to make students freer to express their ideas with their own friends before it is presented in the class. The choice of interesting, exploitable and the variation of the story also influences student's writing task. It should be paid much attention as in the research, students mostly failed because some of the stories provided did not engage the students' interest. Unfortunately, learning community had helped the students to deal with such problem, as learning community could stimulate the student's active participation and teacher's performance in the lesson. In other words, learning community is an effective way which is able to be used to improve students' writing task, students' participation and teacher's performance.

V.   CONCLUSION AND SUGGESTION

In reference to the result and discussion of the research, the researcher tried to give conclusion and suggestion as follows:

5.1   Conclusions

1) Learning community is applicable to improve the students' English achievement especially writing achievement. In this CAR, the improvement of writing task is 17.77% in Cycle 1 to Cycle 2 and 16.66% in Cycle 2 to Cycle 3. By constructing the students' previous knowledge (entry behavior) with the new one, stimulating them in inquiry process and providing the suitable materials which is related to the real world situation, the implementation of learning community successfully improve the students' writing achievement.

2) Learning community can increase the students' participation because in learning community the students are seated in group, sharing their knowledge with others. By sharing their knowledge, the student who has more information will provide the others who lack the information. In addition, the students are allowed to present their works in front of other students. It must have stimulated the students to be active in teaching-learning process and the

interaction among them, and even the interaction between the students and the teacher.

3) Learning community can improve the students' writing in terms of *content* because it helps them maintain the relevance between the topic and the story, although lack of details was observed in some compositions.

4) Learning community contributes to the students' writing achievement in terms of *organization* because it helps them organize supporting ideas, although these ideas are still organized loosely. In spite of this, the students could make the main idea stand out.

5) Learning community can develop the students' writing in terms of *vocabulary* because it helps them use more accurate words and widen their expression of ideas.

6) Learning community can increase the students' writing in terms of *language use* because it helps them make effective constructions, although these constructions are still simple. Moreover, learning community helps the students fix several errors of agreement, tense, word order/function, articles, and pronouns. Hence, the overall meaning of their composition is not obscured.

7) Learning community can improve the students' writing in terms of *mechanic* because it helps them correct their errors in spelling, punctuation, capitalization, and paragraphing. This will make the meaning of their composition less confused or obscured.

8) Learning community contributes a positive effect toward teacher's teaching performance in the class. It was proved by the increasing scores that the

teacher obtained for her performance. The positive effect might be partly caused by the nature of learning community; that is, it promotes interaction among the students, and between the students and the teacher as it helps the teacher organize the classroom.

5.2 Suggestions

Based on the conclusions above, the following recommendations are put forward:

1) Based on the research finding, the students have the greatest difficulty in terms of *mechanic*. Therefore, the teacher should provide more explanation and practices to make the students understand how to write accurate punctuation, capitalization, paragraphing, and word spelling. For example, the teacher can provide a 'bare' paragraph, that is one that lacks punctuation, capitalization, paragraphing, and that contains errors in spelling. The students are therefore asked to make the paragraph meaningful by adding punctuation marks, capitalizations, paragraphing, and by correcting the errors in spelling, through meaningful and consistent practices.

2) As the second lowest average score of the students' writing is in terms of vocabulary, the teacher needs to give more exercises in terms of this writing aspect. For instance, the teacher can provide a paragraph with some underlined words, and a list of vocabulary items that have similar meanings to these underlined words. The students are then required to matching the words, and to make sentences using the words.

3) The teacher should motivate students to be active in the classroom by giving them the activities that can stimulate interaction, for example asking some stunning, strange, or surprising questions, or preparing some interesting

media before jumping into the materials. Pictures or videos will do well in most classroom situations.

4) Writing is principally an ongoing process, and the ability to write well will become more and more mature through experiences. Therefore, too many stoppings in their writing activities, particularly in their learning age, would bring unfortunate effect on the students' development of writing ability. More and more writing sessions are needed for them, both in English and in their mother language, inside and outside classroom. Community writing in school or at home can be applied to supplement individual writing activities. By this way, their 'sense of writing' will become more accurate across the various writing aspects. Such writing activities should also be accompanied with much reading of novels, essays or other readings to train them to recognize various styles and forms of writing.

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APPENDICES

Appendix 1 – Silabus

Appendix 2 – Lesson Plans

LESSON PLAN 1

(Cycle 1)

School   : SMA NEGERI 8 Bandar Lampung
Subject   : English
Text   : Narrative
Topic   : Fables
Skill   : Writing
Class/semester   : X1 / 1
Time allocation   : 2 x 45 minutes
Meeting   : 1

1. **Standard Competence:**
   Express the simple functional text and simple monologue text in recount, narrative and procedure to interact with the society.

2. **Basic Competence:**
   Express the meaning and the steps of using simple monologue text that use in written language accurately, fluently in order to interact with the society in the recount, narrative and procedure text.

3. **Indicators:**
   - Identify the characteristics of narrative text.
   - Identify the main idea of the story in narrative text.
   - Identify the main character of the story.
   - Identify the event or problem in the story of narrative text.
   - Identify the best solution based on the story of narrative text.

4. **Teaching materials:**
   - Some color full paper (origami) as the symbol of each group.
   - Some paper to make list and to write the complete story of narrative text.
   - Sheet of paper which contains the guidance to writing narrative text and the explanation of the steps needed to accomplish it.
   - Some picture a kind of fables.
   - OHP (instruction about how to make list of narrative text)

5. **Method:**
   Learning Community.

6. **Teaching learning objectives**
Writing
At the end of this lesson the students are able to:
- Student are able to mention the characterization of narrative text.
- Student are able to built the character in the story, make a problem and find the solution of the problem in the story of narrative text.

7. **Teaching-Learning activities:**
   1) **Preactivities**
      - The teacher greet to the student.
      - The teacher check the students' attendance list.
      - Teacher tells the material that will be taught and the competence that should be achieved after the teaching-learning process.
      - The teacher breaks the class up into community, with each community consisting of 15 students and each students having their own paper and pen.
      - Teacher stimulates students' apperception by asking them about narrative text, e.g. *What do you know about narrative text? Have you ever written one before?*.
      - The teacher give an example about how to make a list in the white board.
      - The teacher distributes 33 title of the narrative story to the students.
      - The teacher show to the student how to make list.

   2) **While-activities**
      Pre-writing Activities
      - The teacher ask the students to write down on their paper one example of narrative text or narrative stories based on the title provided by the teacher in list.
      - The student can ask to their friends in the same community to solve their problems finishing the list.
      - The teacher moves among the students to control their activities and helps them if needed.
      - The students choose among the ideas which definitely can not use ones that have some potential (feeling, story and description).
      - The student can ask to their friends in the same community to solve their problems finishing their work.

      While-writing Activities
      - Student found the patterns in their idea (beginning, middle, and the end of the story). In the beginning of the story, the student should

write the basic information like : the character, place, or some essential information). In the middle of the story, the students write about cause and effect, character development, dialog, and the revealing of how the characters feel about what happening). The last one is to the end of the story, in this part the students write about the solution of the problem.

- The student can ask to their friends in the same community to solve their problems finishing their work.
- Teacher moves among the students to control their activities.
- The students try to develop the bone of the story into a draft. Each draft consists of 3 paragraph (beginning, middle, and end)
- The student can ask to their friends in the same community to solve their problems finishing their work.
- Finding places where you need to cut something out, places where you should add something, and places where you need to moveor rearrange something.
- The student can ask to their friends in the same community to solve their problems finishing their work.
- Teacher moves among the students to control their activities and helps them if needed.
- Teacher moves among the students to control their activities and helps them if needed.
- Using the appropriate grammar for the purposes of the piece, appropriate punctuation and spelling, and appropriate paragraphing.
- The student can ask to their friends in the same community to solve their problems finishing their work.
- Teacher moves among the students to control their activities and helps them if needed.

Post-writing Activities
After all students submit their work, the teacher asked 2 or more students to read their own work and discuss it.

3) Post-activities
- After all these activities are completed by the students, the teacher distributes a sheet of paper which contains the guidance to writing narrative text and the explanation of the steps needed to accomplish it.
- Students are given some questions related to the text and to the explanation of the steps to accomplish writing a narrative text (again, it serves for identifying students' understanding).

- The teacher does a reflection by asking them what they have learned from the session.
- Closing.

LESSON PLAN 2

(Cycle 2)

School   : SMA NEGERI 8 Bandar Lampung
Subject   : English
Text   : Narrative
Topic   : Fables
Skill   : Writing
Class/semester   : X1 / 1
Time allocation   : 2 x 45 minutes
Meeting   : 1

1. **Standard Competence:**
   Express the simple functional text and simple monologue text in recount, narrative and procedure to interact with the society.

2. **Basic Competence:**
   Express the meaning and the steps of using simple monologue text that use in written language accurately, fluently in order to interact with the society in the recount, narrative and procedure text.

3. **Indicators:**
   - Identify the characteristics of narrative text.
   - Identify the main idea of the story in narrative text.
   - Identify the main character of the story.
   - Identify the event or problem in the story of narrative text.
   - Identify the best solution based on the story of narrative text.

4. **Teaching materials:**
   - Some color of marker.
   - Some paper to make list and to write the complete story of narrative text.
   - Some picture about fables.
   - LCD

5. **Method:**
   Learning Community.

6. **Teaching learning objectives**
   Writing
   At the end of this lesson the students are able to :
   - Student are able to mention the characterization of narrative text.

- Student are able to built the character in the story, make a problem and find the solution of the problem in the story of narrative text.

7. Teaching-Learning activities:

1) Preactivities
- The teacher greet to the student.
- The teacher check the students' attendance list.
- Teacher tells the material that will be taught and the competence that should be achieved after the teaching-learning process.
- The teacher breaks the class up into community, with each community consisting of 16 students and each students having their own paper and pen.
- Teacher stimulates students' apperception by asking them about narrative text, e.g. *What have they learnt last meeting?*.Tells to the student about some example of fable story.
- The teacher give an example about how to make a list in the white board by using some color of marker and also LCD.
- The teacher given one theme for each community about the narrative story to the students.
- The teacher moves among the students to control their activities and helps them if needed.
- The student can ask to their friends in the same community to solve their problems finishing their work.
- The teacher allowed the student to use dictionary or other media .

2) While-activities
Pre writing activities
- The teacher ask the students to write down on their paper one example of narrative text or narrative stories based on the theme provided by the teacher in list.
- The student can ask to their friends in the same community to solve their problems finishing the list.
- The teacher moves among the students to control their activities and helps them if needed.
- The students choose among the ideas which definitely can not use ones that have some potential (feeling, story and description).
- The student can ask to their friends in the same community to solve their problems finishing their work.

While-writing activities

- Student find the patterns in their idea (beginning, middle, and the end of the story). In the beginning of the story, the student should write the basic information like : the character, place, or some essential information). In the middle of the story, the students write about cause and effect, character development, dialog, and the revealing of how the characters feel about what happening). The last one is to the end of the story, in this part the students write about the solution of the problem.
- The student can ask to their friends in the same community to solve their problems finishing their work.
- Teacher moves among the students to control their activities.
- The students try to develop the bone of the story into a draft. Each draft consists of 3 paragraph (beginning, middle, and end)
- The student can ask to their friends in the same community to solve their problems finishing their work.
- Finding places where you need to cut something out, places where you should add something, and places where you need to moveor rearrange something.
- The student can ask to their friends in the same community to solve their problems finishing their work.
- Teacher moves among the students to control their activities and helps them if needed.
- Using the appropriate grammar for the purposes of the piece, appropriate punctuation and spelling
- The student can ask to their friends in the same community to solve their problems finishing their work.
- Teacher moves among the students to control their activities and helps them if needed.

Post-writing activities

After all students submit their work, the teacher ask 2 or more students each group to read their own work and discuss it.

3) **Post-activities**

- After all these activities are completed by the students, the teacher asked the student about their opinion of some story which their friends have been read and allow the students to given some questions related to the text and to the explanation of the steps to accomplish writing a narrative text (again, it serves for identifying students' understanding).

- The teacher does a reflection by asking them what they have learned from the session.
- Closing.

LESSON PLAN 3

(Cycle 3)

School   : SMA NEGERI 8 Bandar Lampung
Subject   : English
Text   : Narrative
Topic   : Fables
Skill   : Writing
Class/semester   : X1 / 1
Time allocation : 2 x 45 minutes
Meeting   : 1

1. **Standard Competence:**
   Express the simple functional text and simple monologue text in recount, narrative and procedure to interact with the society.

2. **Basic Competence:**
   Express the meaning and the steps of using simple monologue text that use in written language accurately, fluently in order to interact with the society in the recount, narrative and procedure text.

3. **Indicators:**
   - Identify the characteristics of narrative text.
   - Identify the main idea of the story in narrative text.
   - Identify the main character of the story.
   - Identify the event or problem in the story of narrative text.
   - Identify the best solution based on the story of narrative text.

4. **Teaching materials:**
   - Some color full paper (origami) as the symbol of each group.
   - Some paper to make list and to write the complete story of narrative text.
   - Sheet of paper which contains the guidance to writing narrative text and the explanation of the steps needed to accomplish it.
   - Some picture a kind of fables.

5. **Method:**
   Learning Community.

6. **Teaching learning objectives**
   Writing
   At the end of this lesson the students are able to:

- Students are able to mention the characterization of narrative text.
- Students are able to built the character in the story, make a problem and find the solution of the problem in the story of narrative text.

7. **Teaching-Learning activities:**
   iii. **Preactivities**
   - The teacher greet to the student.
   - The teacher checks the students' attendance list.
   - Teacher tells the material that will be taught and the competence that should be achieved after the teaching-learning process.
   - The teacher breaks the class up into community, with each community consisting of 8-9 students and each student having their own paper and pen.
   - Teacher stimulates students' apperception by asking them about narrative text and also the teacher give an example about how to make a list in the white board by using some color of marker and LCD.
   - The teacher distributes 10 theme of the narrative story to the students.
   - The teacher show to the student how to make list.
   - The student can ask to their friends in the same community to solve their problems finishing their work.

   iv. **While-activities**
   Pre-writing activities
   - The teacher asked the students to write down on their paper one example of narrative text or narrative stories based on the theme provided by the teacher in list.
   - The student can ask to their friends in the same community to solve their problems finishing the list.
   - The teacher moves among the students to control their activities and helps them if needed.
   - The students choose among the ideas which definitely can not use ones that have some potential (feeling, story and description).
   - The student can ask to their friends in the same community to solve their problems finishing their work.

   While-writing activities
   - Student fined the patterns in their idea (beginning, middle, and the end of the story). In the beginning of the story, the student should write the basic information like: the character, place, or some

essential information). In the middle of the story, the students write about cause and effect, character development, dialog, and the revealing of how the characters feel about what happening). The last one is to the end of the story, in this part the students write about the solution of the problem.

- The student can ask to their friends in the same community to solve their problems finishing their work.
- Teacher moves among the students to control their activities.
- The students try to develop the bone of the story into a draft. Each draft consists of 3 paragraph (beginning, middle, and end)
- The student can ask to their friends in the same community to solve their problems finishing their work.
- The student can ask to their friends in the same community to solve their problems finishing their work.
- Teacher moves among the students to control their activities and helps them if needed.
- Using the appropriate grammar for the purposes of the piece, appropriate spelling.
- The student can ask to their friends in the same community to solve their problems finishing their work.
- Teacher moves among the students to control their activities and helps them if needed.

Post-writing activities
- After all students submit their work, the teacher asked 2 or more students to read their own work and discuss it.
- The audience heard and gave their opinion about the story and all the opinion write in the white board
- The teacher and the student discuss about to make the story to be more interesting.

v. **Post-writing activities**
- Students are given some questions related to the text and to the explanation of the steps to accomplish writing a narrative text (again, it serves for identifying students' understanding).
- The teacher does a reflection by asking them what they have learned from the session.
- Closing.

Appendix 3 –Writing Task Materials

32 Titles of Narrative Story for Cycle 1
1. The Naughty Rabbit and the Old Donkey
2. The Lazy Owl in the Old Tree House
3. The Angry Birds and the Three Little Pigs
4. The Three Idiotic Crocodiles
5. The Little Cat and the Big Mouse
6. The Lion and His New Crown
7. The Rabbit's New Mysterious Neighbor
8. The Little Butterfly and the Bear
9. The Stupid Frog and the Little Fish
10. The Giant and the Old Turtle
11. The Poor Mouse from the Big Castle
12. Why Turtles Cannot Run Fast
13. Why Lions Have Long Hair
14. The Boastful Owl
15. The Buffalo and the Fly Family
16. The Ugly Monkey and the Beautiful Peacock
17. The Shark and the Wise Octopus
18. The Clever Camel and the Boastful Eagle
19. The Spider Who Lost His Castle
20. The Mermaid Who Saved the Angry Shark
21. Why Octopuses have So Many Tentacles
22. How Leopard Gets Their Dots
23. Why Ostriches Cannot Fly
24. The Ugly Hen and the Handsome Roaster
25. The Duck and the King Frog
26. The Slick Frog
27. The Absent-minded Lion
28. The Honest Bear
29. The Stingy Crab
30. The Young Turtle
31. Three Little Crabs
32. The Greedy Tiger

3 Messages of Narrative Texts in Cycle 2
1. Everyone must respect each other.
2. Honesty will save you from more trouble
3. Kindness means a lot more than appearance.

10 Messages of Narrative Texts in Cycle 3
1. Our world is built upon helping each other.
2. Being grateful will make us happy.
3. Honesty brings happiness.
4. The real beauty comes from your kindheartedness.
5. Being stingy will not make the world better.
6. Hard work leads to success.
7. Arrogance will make you fall.
8. Truth can never be hidden.
9. A friend will never leave you in trouble.
10. Greed destroys us from inside.

Appendix 4 – Students' Writing Scores

No.	Students' Codes	Cycle 1						Cycle 2						Cycle 3					
		C	O	V	L	M	T	C	O	V	L	M	T	C	O	V	L	M	T
1	AA	21	15	15	18	2	71	23	15	15	17	2	72	22	16	15	18	2	73
2	AR	22	13	13	17	2	67	22	15	15	18	2	72	22	16	17	18	2	75
3	AP	19	12	11	13	1	56	22	13	13	16	2	66	21	15	15	18	2	71
4	BS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	DS	20	12	13	17	2	64	20	14	13	17	2	66	22	16	15	17	2	72
6	DPS	15	10	10	9	1	45	18	11	10	11	1	51	-	-	-	-	-	-
7	DSP	22	12	13	17	2	66	21	13	14	17	2	67	22	16	15	18	2	73
8	FBC	16	13	12	14	1	56	21	14	13	17	2	67	21	15	15	18	2	71
9	FR	22	14	14	18	3	71	24	14	13	18	2	73	23	16	15	18	2	74
10	GR	20	11	12	13	1	57	21	13	13	18	2	67	22	16	15	17	2	72
11	HA	15	10	10	11	1	47	17	11	11	11	1	51	20	13	11	16	2	62
12	HR	20	13	10	16	2	61	20	13	11	16	2	62	23	13	14	19	4	73
13	IPS	-	-	-	-	-	-	20	13	12	16	2	63	20	13	11	16	2	62
14	JS	22	14	12	18	2	68	22	14	16	17	2	71	23	13	14	19	4	73
15	LS	21	13	14	17	2	67	22	13	14	18	2	69	25	16	16	16	2	74
16	MA	19	11	12	14	1	57	23	13	12	17	2	67	21	15	15	18	2	71
17	MP	23	15	14	18	2	72	23	15	16	17	2	73	26	17	17	29	3	82
18	MS	18	11	11	12	1	53	-	-	-	-	-	-	20	12	12	14	1	59
19	NF	23	12	13	17	2	67	22	13	14	18	2	69	22	16	15	17	2	72
20	NM	17	9	9	10	2	47	17	12	11	12	1	53	22	12	11	16	2	63
21	ORN	11	10	10	10	1	42	18	11	12	12	1	54	21	11	12	15	2	61
22	PAP	21	11	12	16	2	62	20	13	12	16	2	63	23	13	12	17	2	65
23	RY	14	11	10	10	1	46	14	10	11	12	1	48	22	12	13	17	2	66
24	RN	21	13	14	17	2	67	24	14	15	17	2	72	23	16	16	17	2	74
25	RV	23	13	14	19	4	73	26	17	17	19	2	81	25	17	16	21	2	81
26	RA	19	12	11	12	1	55	20	12	13	17	2	64	22	14	13	17	2	68
27	SO	17	12	12	10	3	54	22	13	13	16	2	66	22	14	13	18	2	69
28	SK	21	14	13	17	2	67	20	13	12	16	2	63	22	13	14	17	2	68
29	UN	14	10	8	9	2	43	13	10	11	12	1	47	20	11	12	14	1	58
30	VAP	19	14	15	16	2	66	22	14	13	17	2	68	22	13	14	18	2	69
31	WD	19	12	11	13	1	56	19	13	11	16	2	61	21	13	13	18	2	67
32	YA	22	15	15	17	2	71	25	16	16	16	2	74	23	16	14	19	2	74

Note: C = content; O = organization; V = vocabulary; L = language use; M = mechanic; T = total score.

Appendix 5 – Students' Writing Scores Frequency

No.	Scores Interval	Cycle 1		Cycle 2		Cycle 3	
		Freq.	%	Freq.	%	Freq.	%
1	80 - 100	0	0%	1	3.33%	2	6.67%
2	66 - 79	13	43.33%	17	56.67%	22	73.33%
3	40 - 65	17	56.67%	12	40.00%	6	20.00%
4	20 - 39	0	0%	0	0%	0	0%
5	0 - 19	0	0%	0	0%	0	0%
	Total	**30**	**100%**	**30**	**100%**	**30**	**100%**

Appendix 6 – Students' Activities Observation Result

No.	Students' Activities	Cycle 1		Cycle 2		Cycle 3	
		Freq.	%	Freq.	%	Freq.	%
1	Preactivities a. Responding to the topic enthusiastically.	7	23.33	17	56.67	24	80
2	While-activities a. Paying attention to the teacher's explanation.	20	66.67	25	83.33	27	90
	b. Responding to the teacher's questions.	4	13.33	13	43.33	23	76.67
	c. Following the teacher's instructions (work in group).	22	73.33	28	93.33	30	100
3	Post-activity a. Able to respond to the teacher's question.	8	26.67	17	56.57	26	86.67
	Average	**12.2**	**40.66**	**20**	**66.65**	**26**	**86.67**

Appendix 7 – Student Activities Observation Sheet

OBSERVATION SHEET OF STUDENT ACTIVITIES
(Cycle 1)

Topic　　　　: **Fable**
Class　　　　: **XI IPS 2**
Day/Date　　: **Monday, 19 September 2011**

No.	Student's Activities	Student's Code														
		AA	AR	AP	DS	DPS	DSP	FBC	FR	GR	HA	HR	JS	LS	MA	MP
1	Preactivity a. Responding to the topic enthusiastically	√							√				√			√
2	While-activities a. Paying attention to the teacher's explanation b. Responding to the teacher's questions c. Following the teacher's instruction (work in group).	√ √ √	√ 	√ √	√ 	 √	√ √	 √	√ √ 	 √	 √	√ √	√ 	√ 	√ 	√ √ √
3	Post-activity a. Able to respond to the teacher's question	√							√			√	√			√
	%	100	20	40	20	20	40	20	80	20	20	60	60	20	40	100

No.	Student's Activities	Student's Code														
		MS	NF	NM	ORN	PAP	RY	RN	RV	RA	SO	SK	UN	VAP	WD	YA
1	Preactivities a. Responding to the topic enthusiastically								√			√				√
2	While-activities a. Paying attention to the teacher's explanation b. Responding to the teacher's questions c. Following the teacher's instruction (work in group).	 √	√ √	 √	 √	√ √	 √	√ 	√ √ 	 √	 √	√ 	 √	√ √	√ √	√ √
3	Post-activity a. Able to respond to the teacher's question					√			√			√				√
	%	20	40	20	20	60	20	20	80	20	20	60	20	40	40	80

Class Teacher

Parmin, S.Pd.
NIP 19660327 198903 1 006

OBSERVATION SHEET OF STUDENT ACTIVITIES
(Cycle 2)

Topic : **Fable**
Class : **XI IPS 2**
Day/Date : **Monday, 26 September 2011**

No.	Student's Activities	Student's Code														
		AA	AR	AP	DS	DPS	DSP	FBC	FR	GR	HA	HR	JS	LS	MA	MP
1	Preactivity a. Responding to the topic enthusiastically	√	√	√	√		√		√			√	√	√	√	√
2	While-activities a. Paying attention to the teacher's explanation b. Responding to the teacher's questions c. Following the teacher's instruction (work in group).	√ √	√ √ √	√ 	√ √ √	 √ √	√ √ √	 √ √	√ √ √	 √	 √ √	√ √	√ √	√ √ √	√ 	√ √
3	Post-activity a. Able to respond to the teacher's question		√	√		√	√		√			√		√	√	
	%	60	100	60	80	60	80	40	100	20	40	80	60	100	60	60

No.	Student's Activities	Student's Code														
		MS	NF	NM	ORN	PAP	RY	RN	RV	RA	SO	SK	UN	VAP	WD	YA
1	Preactivities a. Responding to the topic enthusiastically		√			√			√			√		√		√
2	While-activities a. Paying attention to the teacher's explanation b. Responding to the teacher's questions c. Following the teacher's instruction (work in group).	 √ √	√ √	 √	√ √ √	√ √	 √ √	 √ √	√ √	 √	√ √	√ √ √	 √ √	√ √	√ √	√ √
3	Post-activity a. Able to respond to the teacher's question	√	√	√		√		√			√	√		√		√
	%	60	80	40	60	80	40	60	60	20	60	100	40	80	40	80

Class Teacher

Parmin, S.Pd.
NIP 19660327 198903 1 006

OBSERVATION SHEET OF STUDENT ACTIVITIES
(Cycle 3)

Topic   **: Fable**
Class   **: XI IPS 2**
Day/Date **: Monday, 3 October 2011**

No.	Student's Activities	AA	AR	AP	DS	DPS	DSP	FBC	FR	GR	HA	HR	JS	LS	MA	MP
1	Preactivity a. Responding to the topic enthusiastically	√	√	√		√	√	√	√	√	√	√		√	√	√
2	While-activities a. Paying attention to the teacher's explanation b. Responding to the teacher's questions c. Following the teacher's instruction (work in group).	 √ √	√ √	√ √ √	√ √ √	√ √ √	√ √ √	√ √ √	√ √ √	√ √ √	√ √ √	√ √	√ √ √	√ √ √	√ √ √	√ √
3	Post-activity a. Able to respond to the teacher's question	√	√	√	√	√	√		√	√		√	√	√	√	√
	%	80	80	100	80	100	100	80	100	100	80	80	80	100	100	80

No.	Student's Activities	MS	NF	NM	ORN	PAP	RY	RN	RV	RA	SO	SK	UN	VAP	WD	YA
1	Preactivities a. Responding to the topic enthusiastically	√	√		√	√	√	√		√	√	√	√	√	√	√
2	While-activities a. Paying attention to the teacher's explanation b. Responding to the teacher's questions c. Following the teacher's instruction (work in group).	√ √	 √ √	√ √ √	√ √	√ √ √	√ √ √	√ √ √	√ √	√ √ √	√ √ √	√ √ √	√ √ √	√ √ √	√ √ √	 √
3	Post-activity a. Able to respond to the teacher's question		√	√	√	√		√	√	√	√	√	√	√	√	√
	%	60	80	80	80	100	80	100	60	100	100	100	100	100	80	60

Class Teacher

Parmin, S.Pd.
NIP 19660327 198903 1 006

Appendix 8 – Teacher Performance Observation Sheet

OBSERVATION SHEET OF TEACHER PERFORMANCE
(Cycle 1)

Teaching Material : **Narrative Text**
Date : **19 September 2011**

No.	Aspects	Score
1	**Preactivities** • Doing an apperception. • Informing the competence that will be achieved to the students.	70 72
2	**While-activities** A. The Mastery of Learning Material • Correlating the material with other relevant knowledge. • Correlating material with the real life. • Achieving communicative competence. • Using logical structure. • Using language components.	 70 74 72 74 70
	B. The Learning Strategy • Doing a teaching & learning process which is suitable with the competence. • Doing a coordinated teaching-learning process. • Doing a teaching-learning process which can build the students' imagination. • Doing a teaching & learning process which is suitable with the time allocation. • Emphasizing on using English in the teaching & learning process. • Emphasizing on teaching the language skills in an integrated way.	74 75 72 74 75 75
	C. The Use of Learning Media • Showing the skill in using the learning media. • Producing an interesting message from the media. • Involving the students in making and using the media.	76 75 73
	D. Students' Involvement • Building the active participation of the students in the teaching & learning process. • Giving positive responds to the students' opinion. • Facilitating the interaction between teacher-student and student-student. • Showing a conducive interpersonal relationship. • Growing the students' enthusiasm in learning.	75 76 76 75 76
	E. Evaluation • Monitoring the students' improvement after the teacher explains the lesson. • Doing a final evaluation which is relevant to the competence.	74 76
3	**Post-activities** • Doing a reflection/making summary of the lesson by involving the students' participation. • Doing a follow-up by giving direction or tasks as a remedy.	73 74
	Total Score	**1846**
	Average Score	**73.84**
	Description	**Good**

(Source: Departemen Pendidikan Nasional, 2006)

Description of scores:
1. 40 – 59   : Poor   3. 70 – 79   : Good
2. 60 – 69   : Enough   4. 80 – 100 : Very Good

Observer

Yuliana Widiyanti
NPM 0613042054

OBSERVATION SHEET OF TEACHER PERFORMANCE
(Cycle 2)

Teaching Material : Narrative Text
Date : 26 September 2011

No.	Aspects	Score
1	**Preactivities**	
	• Doing an apperception.	75
	• Informing the competence that will be achieved to the students.	78
2	**While-activities**	
	A. The Mastery of Learning Material	
	• Correlating the material with other relevant knowledge.	73
	• Correlating material with the real life.	79
	• Achieving communicative competence.	76
	• Using logical structure.	80
	• Using language components.	77
	B. The Learning Strategy	
	• Doing a teaching & learning process which is suitable with the competence.	82
	• Doing a coordinated teaching-learning process.	79
	• Doing a teaching-learning process which can build the students' imagination.	81
	• Doing a teaching & learning process which is suitable with the time allocation.	80
	• Emphasizing on using English in the teaching & learning process.	83
	• Emphasizing on teaching the language skills in an integrated way.	83
	C. The Use of Learning Media	
	• Showing the skill in using the learning media.	80
	• Producing an interesting message from the media.	79
	• Involving the students in making and using the media.	79
	D. Students' Involvement	
	• Building the active participation of the students in the teaching & learning process.	77
	• Giving positive responds to the students' opinion.	78
	• Facilitating the interaction between teacher-student and student-student.	78
	• Showing a conducive interpersonal relationship.	75
	• Growing the students' enthusiasm in learning.	76
	E. Evaluation	
	• Monitoring the students' improvement after the teacher explains the lesson.	79
	• Doing a final evaluation which is relevant to the competence.	78
3	**Post-activities**	
	• Doing a reflection/making summary of the lesson by involving the students' participation.	79
	• Doing a follow-up by giving direction or tasks as a remedy.	78
	Total Score	1962
	Average Score	78.48
	Description	Good

(Source: Departemen Pendidikan Nasional, 2006)

Description of scores:
1.   40 – 59   : Poor   3. 70 – 79   : Good
2.   60 – 69   : Enough   4. 80 – 100 : Very Good

Observer

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NPM 0613042054

OBSERVATION SHEET OF TEACHER PERFORMANCE
(Cycle 3)

Teaching Material : **Narrative Text**
Date : **3 October 2011**

No.	Aspects	Score
1	**Preactivities**	
	• Doing an apperception.	**80**
	• Informing the competence that will be achieved to the students.	**82**
2	**While-activities**	
	A. The Mastery of Learning Material	
	• Correlating the material with other relevant knowledge.	**80**
	• Correlating material with the real life.	**81**
	• Achieving communicative competence.	**84**
	• Using logical structure.	**84**
	• Using language components.	**80**
	B. The Learning Strategy	
	• Doing a teaching & learning process which is suitable with the competence.	**84**
	• Doing a coordinated teaching-learning process.	**83**
	• Doing a teaching-learning process which can build the students' imagination.	**82**
	• Doing a teaching & learning process which is suitable with the time allocation.	**83**
	• Emphasizing on using English in the teaching & learning process.	**84**
	• Emphasizing on teaching the language skills in an integrated way.	**84**
	C. The Use of Learning Media	
	• Showing the skill in using the learning media.	**84**
	• Producing an interesting message from the media.	**79**
	• Involving the students in making and using the media.	**80**
	D. Students' Involvement	
	• Building the active participation of the students in the teaching & learning process.	**83**
	• Giving positive responds to the students' opinion.	**81**
	• Facilitating the interaction between teacher-student and student-student.	**83**
	• Showing a conducive interpersonal relationship.	**80**
	• Growing the students' enthusiasm in learning.	**81**
	E. Evaluation	
	• Monitoring the students' improvement after the teacher explains the lesson.	**80**
	• Doing a final evaluation which is relevant to the competence.	**81**
3	**Post-activities**	
	• Doing a reflection/making summary of the lesson by involving the students' participation.	**80**
	• Doing a follow-up by giving direction or tasks as a remedy.	**81**
	Total Score	**2044**
	Average Score	**81.76**
	Description	**Very Good**

(Source: Departemen Pendidikan Nasional, 2006)

Description of scores:
3. 40 – 59 : Poor   3. 70 – 79 : Good
4. 60 – 69 : Enough   4. 80 – 100 : Very Good

Observer

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Appendix 9 – Research Schedule

No.	Time	Activities
1	Monday, September 12th, 2011	Conducting observation in XI IPS 2
2	Monday, September 19th, 2011	Conducting Cycle 1 in XI IPS 2
3	Monday, September 26th, 2011	Conducting Cycle 2 in XI IPS 2
4	Monday, October 3rd, 2011	Conducting Cycle 2 in XI IPS 2