

**THE EFFECT OF APPLYING CORE (CONNECTING, ORGANIZING,  
REFLECTING, EXTENDING) TECHNIQUE ON THE STUDENTS'  
WRITING ABILITY IN NARRATIVE TEXT**

**SKRIPSI**

*Submitted in Partial Fulfilment as the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd.)  
English Education Program*

by

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## ABSTRACT

**Eriska Saritia. 1402050052. The Effect of Applying CORE (Connecting, Organizing, Reflecting, Extending) Technique on the Students' Writing Ability in Narrative Text. Skripsi. English Faculty of Teachers Training and Education. English Education Program. University of Muhammadiyah Sumatera Utara, Medan. 2018.**

This study deals with the Effect of Applying CORE (Connecting, Organizing, Reflecting, Extending) Technique on the Students' Writing Ability in Narrative Text. The objectives of the study is to find out the effect of using CORE (Connecting, Organizing, Reflecting, Extending) to the students' writing ability in narrative text. This research was conducted in the SMA Al Hidayah level of second class academic year 2017/2018 at Jl. Letda Sujono Medan. The reason for choosing the school is the school has fulfilled all the qualification for conducting research. The research aims to encourage and give the knowledge for the students. Therefore, many students are weak in writing. The calculation shows that t-observed (calculated) has got higher score than t-table. It means that there is significant effect between writing narrative by applying CORE (Connecting, Organizing, Reflecting, Extending) technique. The students who wrote narrative text by applying CORE (Connecting, Organizing, Reflecting, Extending) of learning, easy understanding the subject, more active and interesting in teaching learning process because they connect to what they study in their history. From the data obtained it may conclude that the students problem in writing narrative text indicators in vocabulary. It means that  $H_a$  is accepted. "there is a significant effect of applying CORE (Connecting, Organizing, Reflecting, Extending) on the students ability to write narrative".

**Keywords: CORE (Connecting, Organizing, Reflecting, Extending) Technique, Writing Ability, Narrative Text.**

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The writer realizes that her study is still far from being perfect. So, the writer expects suggestions and comments from all of the readers or other writers who want to learn about this study.

Finally, the writer hopes that her study will be useful for the readers, especially the students of English Department who want to do a similar research and also for the writer herself. May Allah the Almighty bless all of us.



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Medan, September 2018

The researcher,

**Eriska Saritia**  
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# CHAPTER I

## INTRODUCTION

### **A. The Background of Study**

Writing is an activity in communication, because by writing, the writer can express their opinions, ideas, and feeling into writing form. In education, writing is a subject which requires students with knowledge in order to deliver and organize ideas orderly where the students should know the strategies how to do it. Therefore, the students need to learn and practice some strategies in writing. (Graham, 2007: 32)

In writing, students are demanded to deliver idea orderly by relating one idea into another whether in a form of paragraph, passage or essay (Heaton, 2006: 47). The first thing that all its should do is; find the topic which is stated in topic sentence and than collect some supporting details which are related to the topic. Topic is what the writer talks about and topic sentence is the most general statement of the paragraph. To make topic sentences, the writer has to express his or her ideas in other to produce a good paragraph. The writers also need to support the ideas, so that the writer makes supporting sentences to support the ideas, the writer develops the topic sentence by giving specific details about the topic. The purpose of arranging the ideas orderly is to help the reader understood the writing. However it is not easy especially for the students.

Students of SMA Al Hidayah have some problems in delivering their ideas because they are not sure about grammar, vocabulary, and syntax that was use in order to makes their writing good. They cannot speak English well and lack of

vocabularies. However, they need teacher's guidance during the learning process. The teacher's guidance is needed to find the topic and how to produce a good writing, because in teaching-learning process, teacher is as source of information, as informant, teacher should give explanation to the students clearly.

One way to increase their writing ability is CORE. CORE is an acronym of Connecting, Organizing, Reflecting, Extending. The CORE learning model invites students to think deeply. According to Jacob (Yuniarti Santi: 2013), CORE model is one of the learning models based on constructivism. In other words CORE model is a learning model that can be used to enable learners in building their own knowledge.

Based on the reason above, the researcher tented to choose the title **“The Effect of Applying CORE (Connecting, Organizing, Reflecting, Extending) Technique on the Students' Writing Ability in Narrative Text”**.

## **B. The Identification of Problems**

The problems of this reseach can be identified as follows:

1. The effect of using CORE (Connecting, Organizing, Reflecting, Extending) on the students' writing ability in narrative text.

## **C. The Scope and Limitation**

The scope in this research focused on the application of CORE (Connecting, Organizing, Reflecting, Extending). The limitation in this research is the students' writing ability in narrative text.

#### **D. The Formulation of the Problems**

The problems of this study are formulated as follows:

1. Is there any effect of using CORE (Connecting, Organizing, Reflecting, Extending) on the students' writing ability in narrative text?

#### **E. The Objective of the Study**

The objectives of the study are formulated as follows:

1. To find out the effect of using CORE (Connecting, Organizing, Reflecting, Extending) to the students' writing ability in narrative text.

#### **F. The Significance of the Study**

The writer hopes that this research gives some benefits for teaching learning English both in theoretically and practically benefit.

1. Theoretically

Related to this research, the writer hopes that this research can be used as reference (Harmer, 1998) for other researcher who wants to conduct research about writing.

2. Practically

The writer expects that the results of the study would be useful for:

1. Teachers, to provide the English teachers a plan and to conduct a better and interesting learning process, used as an alternative method.
2. Students, who want to know how to understand writing through CORE (Connecting, Organizing, Reflecting, Extending) to improve their writing ability in narrative text.



3. The results of this study hopefully will provide information for those who are interested in this study.

## **CHAPTER II**

### **RIVIEW OF LITERATURE**

#### **A. Theoritical Framework**

A research my be based on exiting theories of certain field in sciences. In this case, the teoritical framework is aimed at giving clear concepts applied in this research

The are some importan terms used in this study. These important terms must be clear from the biginning in order avoid misunderstanding between the writer, the reader and both of them must have the same perception on the concepot in this research. In addition, the writer present this chapter in order to strengthem this study. The terms was classified in the following.

#### **1. Description of Effect**

The effect is language teaching strategy to Richard and Plat (1992: 133) said, “Effect is defind to changes of ability that students have after being treated by using certain technique of teaching”. It is usually in experimental method in which an idea or hypothesis is teasted or viewed by setting up situation in which the relationship between different subject or variabel can be determind

#### **2. Approach, Strategy, Method and Technique**

Richard and Rogers (1986: 2) state the four is “often confusion among the term, approach, strategy, method and technique”. These four terms may be viewed

as points along a continuum for the theoretical (approach), in which basic beliefs about language and learning are, how is the way to teach (strategy), to design (method) in which practical plan for teaching and learning a language is considered to detail (technique) where the actual learning activity take place.

Some language learning courses use basically only one technique. These courses could be said to be based on method such as the language learning cycle of technique are combined, so the terms is not used in the same sense. Furthermore, some people use the terms interchangeably with technique.

According to Finnochio (1885: 11) approach is a set of correlatives assumptions about the nature of language and language learning, but does not involve procedure or provide any details about how such assumptions should translate into the classroom setting. Actually approach in teaching English as a foreign language has three elements: views about the nature of language, beliefs about language learning and ideas about how the above should be applied practically to learning and teaching.

Chamot and O'Malley (1994: 35) state that "strategy is that are used to plan, monitor, and evaluate a learning task". Richard and Rogers (1986: 67) states that technique is "an explicit procedure or strategy used to accomplish a particular learning objective or a set of objectives". Whereas method is an overall plan for learning a second language, based on theoretical approach selected. It involves the design of a syllabus for the courses, which in turn consist of learning objectives and technique for activating those objectives". Where as method is an overall plan for learning a second language, based on theoretical approach selected. It involves

the design of a syllabus for activating those objective. And based on Nunun (1999: 171) strategy is the mental and communicative procedure learner use in order to learn use is order to learn and use language underlying every learning task is at least one strategy. However, in most classrooms, learners are unaware of the strategy underlying the learning task in which they are engaged.

### **3. Description of CORE (Connecting, Organizing, Reflecting, Extending)**

#### **1. Model CORE (*Connecting, Organizing, Reflecting, Extending*)**

##### **a. The Definition of CORE**

CORE is an acronym of Connecting, Organizing, Reflecting, Extending. The CORE learning model invites students to think deeply. According to Jacob (Yuniarti santi: 2013), CORE model is one of the learning models based on constructivism. In other words CORE model is a learning model that can be used to enable learners in building their own knowledge. CORE can be described as follows:

##### **a. *Connecting***

Connecting is an activity of connecting old information with new information or between concepts. At this stage students are invited to connect new concepts to be studied with the old concept they have, by giving students questions, then students are asked to write related things from the question.

Katz and Nirula state that by connecting, a concept can be linked to other concepts in a class discussion, where the concepts to be taught are related to what

the student already knows. In order to play a role in discussion, students must remember and use the concepts they have to link and construct their ideas.

b. *Organizing*

Organizing is an activity to organize the information obtained. At this stage students organize the information they get, such as what concepts are mastered, what concepts are sought, and the interrelationships between what concepts are found in the connecting stage to build their own knowledge (new concepts).

According to Jacob, the construction of knowledge is not a simple matter formed from the particular facts collected and developing new information, but also includes organizing old information into new forms.

c. *Reflecting*

Sagala reveals reflection is a way of thinking back on what has been done in terms of learning in the past. Reflecting is an activity to rethink the information already obtained. At this stage students rethink the information they have acquired and understood at the organizing stage.

In the discussion activities, students are given the opportunity to rethink whether the results of discussions or the results of group work at the organizing stage is correct or there are still errors that need to be corrected.

d. *Extending*

Extending is a stage where students can expand their knowledge of what has been gained during the learning process takes place. The extension of knowledge must be tailored to the conditions and abilities of the students.

According to C. Jacob (Yuniarti santi: 2013) there are steps of the CORE learning model:

- a. In opening the lesson, the teacher shows something unique that is being trending, or shows a film trailer that is warm in the community or activities it is essentially the teacher opened the learning with something unique, where the uniqueness has a hidden meaning. There is something that was drawn by the teacher to the introduction of the material to be discussed.
- b. The connecting process begins with the teacher questioning the concepts of past learning.
- c. Organizing is done by way of teachers asking opinions or ideas that students have on the concept to be studied.
- d. After the lesson has been completed, the next step the teacher divides the students into small groups. The small group then discussed the discussion critically about what has been learned.
- e. At this stage reflecting begins, the students in the group rethink, explore, dig deeper information through group learning.
- f. While in the extending stage, students are given individual tasks to expand, develop and use an understanding of the material that has been studied.

**b. The Advantage of CORE Learning Model**

- a. Students are active in learning
- b. Train students' memory of a concept / information
- c. Training students' critical thinking on a problem

- d. Provide learning experiences to students, because many students play an active role in learning so that learning becomes meaningful

**c. The Weakness of CORE Learning Model**

- a. Requires careful preparation of teachers to use this model
- b. Demand students to continue to think critically
- c. It takes a lot of time
- d. Not all subject matter can use core model

**4. Writing**

Writing is group of letters or symbol written or marked on a surface as a means of communicating ideas by marking each symbol that stands for an idea, concept or thing.

Simply, writing is a process of putting letters, symbols, numbers, or words on paper or computer screen. People can write on a paper or type on a monitor screen. As the main purpose of writing is communication, the relation of sentences in writing should be coherent to one another, so that the information that was delivered by the writer can be understood by the reader in its publication.

Writing is the last language skill and it is considered by many as a difficult skill to be studied. In writing, there is process of an arranging letters, words, sentences and paragraph by using the knowledge of grammar, spelling, punctuation and other element which related to another. It is also an essential skill which expresses a speech to a group visual system.

Bellow (1997: 54) states “ writing is continuing process of discovering how to find the most effective language for communicating one’s thought and feeling’s”. Writing refers to the skill using graphic symbols which have to be arranged to certain convention, it means that writing is the act of skill in forming graphic symbol and combining a number of diverse elements, it is also someone’s ability in using grammar to express his/her ideas in the form of written representations.

According to Elbow as quoted by Brown (2001: 336) writing is two steps process. First, the meaning was figured out, after that, it can be transformed to language. It can be stated that a writer should make an outline before writing something like essay, the report, the story and what the product which should look like, but now the students as the creator of language are allowed to focus on the content and the message and their own individual intrinsic motives are put at the center of learning that is the process approach process helps the students to build repertoires of strategies for prewriting, drafting and rewriting.

#### **4.1. The Purpose of Writing**

When a person writes something, she has a purpose. For writing. For instance, a student who writes an essay for a class may wish to please the teacher and to amuse his or her classmates. In general, people write either because they are required or because they choose to write for their own reason.

Adopted to written communication, CORE (Connecting, Organizing, Reflecting, Extending) has purposes of writing, they are:



1. Write: Expressive purposes

One may write simply to express one's feelings, attitudes, ideas, and so on. This type of writing does not take the reader into consideration; instead, it focuses on the writers's feelings, experience and needs.

2. Reader: Conative purpose

Conative writing seeks to affect the reader. Writing intended to arouse the readers feeling.

3. Context: Informative purposes

Informative writing refers to something external to the writing itself, with the purpose of informing the reader.

4. Message: Poetic purpose

Poetic purposes focus on the message itself-on its language, on the way the elements of language are used, on structure and pattern both on the level of phrase and on the overall composition

5. Contact: Phatic purpose

Phatic language establishes and maintains contactss among speakers or between writer and reader.

6. Code: Metalinguistic purpose

Comment on a piece of writing are metalinguistic. An author's preface to a book is example of metalinguistic purpose in writing

#### **4.2. The Characteristic of Written Language**

Brown (2001: 43) lists seven characteristics of written language

### 1. Permanence

Once something is written down and delivered in its final form to its intended audiences, the writer abdicates a certain power: the power to emend, to clarify, to withdraw. That prospect is the single most significant contributor to making writing a scary operation. Students written often feel that the act of releasing a written work to an instructor is not unlike putting themselves in front of a firing squad. Therefore, whatever the teacher can do like to guide, to facilitate and to help the students should be done in order to help the students can perform a good writing process.

### 2. Production time

A writer can indeed a good writer by developing efficient processes for achieving the final product. The student can be trained to write with the use of the best possible time limitation. If the student are taught with sufficient training in a process writing, combined with practice in display writing the students was helped deal with time limitations.

### 3. Distance

One of thorniest problem writers face is anticipating their audience. That anticipation ranges from general audience characteristic to how specific words phrase, sentence and paragraph was interpreted. The distance factor requires what might be termed “cognitive” empathy. Good writers can “read” their own writing from the perspective of the mind of the targeted audiences. Writers need to be able to predict subject matter knowledge and very important, how their choice of language was interpreted.

#### 4. Orthography

Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other writer symbols. Sometimes we take for granted the mastering of the mechanics of English writing by our students. If the students are non-literate in the narrative language, they must begin at the very beginning with fundamentals of reading and writing. For literate students, if their native language system is not alphabetic, new symbols have to be produced by hands that may have become accustomed to another system. If the native language has a different phoneme-grapheme system (most do), then some attention is due here.

#### 5. Complexity

Writers must learn how to remove redundancy (which may not jibe with their first language rhetorical tradition), how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

#### 6. Vocabulary

Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

#### 7. Formality

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. They must be difficult and

complex conventions occur in academic writing where student have to learn how to describe, explain, compare, defend, criticize and argue.

### **4.3. The Writing Process**

The writing process involves pre-writing, drafting, revising and editing. The writers cycle through these stages until they are satisfied that the writing achieves its purpose.

#### **1. Pre-writing**

Pre-writing is nothing more than getting ready to write. Writing is like a trip. Planning and preparation will usually result in a smoother voyage and give confidence and energy to complete the trip. Several things that the writer does in pre-writing.

- a. decide on topic to write about.
- b. Brainstorm ideas about the subject
- c. Do research

#### **2. Drafting**

Pre-writing is like getting ready for a trip, gathering information and making preliminary decisions about general direction. Drafting is the actual journey. This is actually writing the first draft of the piece. It is not completed.

Several things to do in drafting:

- a. Put the information that has been researched
- b. Write sentence and paragraph even if they are not perfect
- c. Show it to others and ask for suggestions.

#### **3. Revising**

Revising is primarily concerned with making the ideas clearer. Revision might call the writer to eliminate sentences, paragraph or even pages in order to make a piece clearer. Revision might call the writer to add sentences, paragraph or even pages.

#### 4. Editing

Editing is act of making certain that the spelling is correct, the grammar is accurate and the mechanics is proper.

#### **4.4. Types of Genre**

Based on Knapp and Watkins (2005: 14) genre as it has been developed in literacy education is an organizing concept for cultural practices. Genre is place occasion, function, behavior and interaction structures. In addition, Martin (1992: 40) genre represented a stage or goal-oriented social process. They are five forms of genre which are common, description, narration, recount, argumentation, report and procedure Halliday and Hasan, (1985: 54). According to Gerot and Wignell (1994: 17) they are some kinds of genre:

##### 1. Description

The social function of description is to describe a particular person, place or thing. The generic structure are identification, description and the linguistic features are focus on specific participants, using identifying process, using classifiers in nominal groups and using present tense.

##### 2. Narration

The social function of narration is to amuse, entertain and to deal with actual or vicarious experience in different ways. It deals with problematic even

wich lead to a crisis of turning points of some kinds, which in turn finds a resolution. The generic structure are orientation, complication, resolution and the linguistic feature are focuse on specific and individual participant, using material process, relation process, verbal process, mental process, using past tens and using temporal conjunction and time connective.

### 3. Spoof

The social fuction is to tell an event with humorouse twist. The generic structures are orientation, events and twist and linguistic features are using of material process, circumtances of time and place, using past tense and focuse on an individual participant.

### 4. Report

The social fuction is to describe the way things are, with reference to a range of natural, man-made and social phenomenon in our evirontment. The generic structures are general clasification and description and linguistic features are using general nouns, using relating verbs, using simple past tense, using behavioral verbs, and using technical terms.

### 5. Analytical Exposition

The social function is to persuade the reader or listener that somthing in the case. The generic structures are a thesis, argument, and reiteration conclusion and linguistic features are focuse on generic human and non human participant, relation process and using simple present tense.

## 6. News Items

The social function is to inform readers, listeners or viewers about events of the day which are considered newsworthy or important. The generic structures are newsworthy events, background events and sources and linguistic features are focus on telegraphic information, material process and using circumstances.

## 7. Anecdote

The social functions is to describe how something is accomplished through a sequence of action steps. The generic structure are goals, materials, and steps and linguistic features are focus on generalized of human agents, using simple present tense in imperative form and using material process.

## 8. Procedure

The social function is to describe how something is accomplished through a sequence of action steps. The generic structures are goals, material and steps and linguistic features are focus on generalized of human agents, using simple present tense in imperative form and using material process.

## 9. Hortatory Exposition

The social function is to persuade the reader that something should or should not be case. The generic structure are thesis, arguments and recommendation and linguistic features are focus on generic human and non human participants, using mental process, material process, relation process, and using simple present tense.

#### 10. Explanation

The social function is to explain the process involved in the formulation or working of natural or socio cultural phenomena. The generic structure are a general statement and sequenced explanation and linguistic features are focus on generic human and non human participants, using material and mental process, using present tense and using passive voice

#### 11. Discussion

The social function is to present two points of view about an issue. The generic structure are issue, argument, conclusion and linguistic features are focus on generic human and non human participant, using material, mental and relation process, comperative and constractive conjunction.

#### 12. Reviess

The social function is to critique an art of work or event for a public audience. The generic structure are orientation, interpretative recount, evaluation and evaluation summation and linguistic features are focus on particular participants, using methaporic language and using direct expression of opinion.

### **4.5. Paragraph Writing**

There are ways of looking at paragraph. One way is to see the paragraph as a devision of longger piece of writing. Another is to think of the paragraph as a group of logically related sentences, composed of unified parts, based on a single idea. A think way is to view the paragraph as a kind of extended sentences.



Paragraph is a group of sentences that develops one idea. A paragraph must have ideas, with all the sentences and contributing to the developments of the main topic in a well-constructed paragraph. The topic can be stated in a sentence. The topic sentences may appear at either the beginning or the end of paragraph. Oshima and Hogue (1991: 3) state the “ the are five element paragraph “, they are:

1. Topic Sentence

A topic sentence is a sentences that indicates in a general way what ideas or thesis the paragraph is going to deal with. Although not all paragraph have clear cut topic sentences and despite the fact the topic sentences can occur anywhere in the paragraph (as the first sentence, the last sentence or somewhere in the middle), an easy way to make sure the reader understands the topic of the paragraph is to put the topic sentences near the biginning of the paragraph.

2. Supporting sentences

The topic which is introduced by the topic sentence should be discussed fully and adequately. The suporting sentences develop the topic sentences.

3. Concluding sentences

The concluding sentences signals the end of the paragraph and leaves the reader with important points to remember

4. Coherence

Coherence is the trait the makes the paragraph easily understandable to a reader

5. Unity

The unity means only main idea in aparagraph. The entrie paragraph should concern it self with a single focus. If it begins with a one focuse or manjor point of discussion, it should not end with another or wander different ideas.

Based on the explanation above, it can be concluded that a paragraph should have one main idea. In the other hand, a paragraph is a group of sentenceas related to a single ideas.

## 5. Teaching by applying CORE (Connecting, Organizing, Reflecting, Extending)

- a. Teacher explain about the types of writing and the example
- b. Theacher explain about writing and introduce to the students a strategy by CORE (Connecting, Organizing, Reflecting, Extending)
- c. Teacher asks the students to underline the gramatical features from the text
- d. The teacher give a topic to the students and the students write many topic againt
- e. The student and teacher write planing to write
- f. Student write
- g. The teacher check their writing
- h. The teacher askses the students rewrite their writing into a good form

## 6. Relevant Study

In this review study, the researcher aims to avoid replication of study. Before choosing this topic, the researcher found several relevant study.

- a. The first thesis entitled “*Students’ Difficulties Of Writing Thesis (Linguistic Aspect)*” a case study the eight semester students at English Department of Muhamadiyah University of Malang in academic years 2001-2012” By Heru susanto. The research problems of that research are: What linguistic difficulties are faced by the students of eight semesters in writing thesis? He found that many students had difficulty in writing thesis especially in grammar, choosing vocabulary, punctuation and spelling. Grammar was the

most difficult aspect faced by the research students with the percentage 67.56%. Vocabulary was the second difficulty faced by the students with 18.54%. Punctuation was the third difficulty faced by students with 10.73%. And the last difficulty was spelling with 3.17%.

- b. Second thesis entitled " A Study on The Errors of Subject- verb Agreement Made by Students in Their thesis Writing , a case study the eight semester students at English Department of Muhamadiyah University of Malang” A study conducted by Heri Siswanto, (2005). The research problems of that research are: (1) What are the causes of Errors of Subject- verb Agreement Made by Students in Their thesis Writing? (2) What type of errors are made by students in their thesis writing ? He found that many students are 94% made errors of Basic Subject-verb agreement, while 3% of them made errors on Using expression quantity and 3% of them did error on indefinite pronouns. The highest error done by student is also related to language aspect or it is classified into linguistic difficulties.
- c. The third thesis was conducted by Nur Habibah with title “analysis of plagiarism in seminar proposals by the eighth semester students of PBI at IAIN sunan ampel in academic years 2012 Surabaya” her study focused on plagiarism in seminar proposals. The research problems of that research are: 1) Is there really any plagiarism in seminar proposals by eighth semester students of PBI? 2) What are the forms of plagiarism that most likely occur in seminar proposals by eighth semester students of PBI? 3) What are the students’ perceptions of plagiarism? This study Find out 1) Find out the certainty of

- plagiarism incidents in eighth semester students' seminar proposals. 2) Find out the forms of plagiarism occurring in seminar proposals by eighth semester students of PBI. 3) Find out the students' perceptions of plagiarism
- d. The fourth thesis entitled "The English Department Students' Motivation Of Writing Thesis" English Department Faculty Of Teacher Training And Education Muhammadiyah University Of Malang, 2006. A study conducted by Supardi, The research problems of that research is: "How far is the students' motivation in writing thesis?" The following conclusion is based on the result and discussion. The researcher found that from 31 respondents from English Department students in writing thesis were 19.4 % the students who have very high motivation, 54.8% the students who have high motivation, and 25.8% the students who have moderate motivation. In general, the researcher concludes that the English Department students in academic year 2001/2012 have high motivation in writing thesis.

## **B. Conceptual Framework**

Writing is process where a writer needs her ability in what she thought into verbal symbols when writer symbols, she needs not only the knowledge on what she writer, but also understanding on the purpose of this writing that is the reader or the audience.

In writing, the students can be said successful wherever they are able to make an effective writing where their writing is good arrangement of sentences and logically in meaning. The arrangement of sentences logically in meaning where there is interrelationship between sentences, or between topic sentences to form

and develop the central idea in writing. The student should try in making a good about their daily activity especially applying CORE (Connecting, Organizing, Reflecting, Extending) in writing.

It is known that here are many students still finding difficulties in writing, even though they have learnt how to write in English for years. This is because the students has difficulties in generating ideas and organizing ideas into a good piece.

Chamot and O'Malley (1994: 35 ) states than “ strategy is that are used to plan, monitor, and evaluate a learning task”. Richard and Rogers (1986: 67) states that technique is “an explicit procedure or strategy used to accomplish a particular learning objective or a set of objectives”. Whereas mothod is an overall plan for learning a second language, based on theoritical approach selected. It involves the design of a syllabus for the courses, which in turn consist of learning objectives and technique for activating those objectives”. Where as method is an overal plant for learning a second language, based on theoritical approach selected. It involves the design of a syllabuse for activating those objective. And based on Nunun (1999: 171) strategy is the mental and communicative procedure learner use is order to learner use is order to learn use is order to learn and use language undelying every learning task is at least one strategy. However, in most classrooms, learners are unaware of the strategy underlying the learning task in which they are engaged.

So this strategy very effective to write. Because in this strategy student must be know step by step to write narrative and the student will write plane to write.

### **C. Hypotesis**

The hypotesis is:

Ha : there is a significant effect of applying CORE (Connecting, Organizing, Reflecting, Extending) on the students' writing ability in narrative text.

Ho : there is no significant effect of applying CORE (Connecting, Organizing, Reflecting, Extending) on the students' writing ability in narrative text.

### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. Location**

This research was conducted in the SMA Al Hidayah level of second class academic year 2017/2018 at Jl. Letda Sujono Medan. The reason for choosing the school is the school has achieved all the qualifications for conducting research. The research aims to repair and give the knowledge for the students. The students of the school were not be interested to the subject of writing. However, in learning process, the teachers do not give the interested things and facility for the students. Therefore, many students are weak in writing.

##### **B. Population and Sample**

###### **1. Population**

Population are any group of individual that have one or more characteristics in common that are of interest to the research (Best:1981). The population of this study is the grade XI students of SMA Al Hidayah Medan. There are six class in this school, they are:

**Table 3.1**  
**Total Students Class XI**

| <b>No</b>    | <b>Class XI</b> | <b>Students</b> |
|--------------|-----------------|-----------------|
| 1            | IPA             | 31              |
| 2            | IPS             | 24              |
| <b>TOTAL</b> |                 | <b>55</b>       |

## 2. Sample

According to Sugiono's suggestion (2009: 118) said "sample is part of amount and characteristic owned by the population". When big population, and researcher not possible to learn all that on population, for example because fund limitation, energy and time, hence researcher can use the sample which in taking away from population for that sample which is taken away from a population have to really representatif (deputizing).

To obtain the sample, the writer used purposive sampling. Purposive sampling is technique of determination sample with the certain consideration. The writer chose sample as according to writer consideration after seeing its population condition. In class XI IPA and class IPS, there are many students who did not understand English well. In other words, the two of the class are the weakest classes among the six classes. The two of classess was selected as the sample as following.

**Table 3.2**  
**Sample Class XI**

| No | Class XI | Students | Group              |
|----|----------|----------|--------------------|
| 1  | IPA      | 31       | Experimental Group |
| 2  | IPS      | 24       | Control Group      |
|    |          | 55       |                    |

## C. Research Design

The study was conducted by using experimental design which consist of two group namely experimental group and control group. The experimental group was treated by using CORE (Connecting, Organizing, Reflecting, Extending),



while the control group was taught without using CORE (Connecting, Organizing, Reflecting, Extending) (Conventional Method). Both of group was given pre- test and post- test in order to know the differences of average scores. The design of this study be presented as follow:

**Table 3.3**  
**The Design of the Study**

| Class  | Pre- test | Treatment | Post- test |
|--|-----------|-----------|------------|
| Without Using CORE (Connecting, Organizing, Reflecting, Extending) | V         | -         | V          |
| CORE (Connecting, Organizing, Reflecting, Extending)               | V         | V         | V          |

From the table we can see that the first class is the class that is taught without using CORE (Connecting, Organizing, Reflecting, Extending), and the second class is the class that is taught by using CORE (Connecting, Organizing, Reflecting, Extending).

#### **D. The Instrument for Collecting the Data**

The writer administrated writing test in form of paragraph to collect of the data. Both the experimental and control group have been given a same test in pre-test and post-test. The students was asked to write a narrative test.

#### **E. The Procedure for Collecting Data**

The procedure was devided into 3 parts. They are Pre-Test, Treatment and Post-Test. The first Experimental group and control group was given pre-test, both the group have the same topics. The second steps is treatment, the treatment

was given for the experimental group only, they was taught CORE (Connecting, Organizing, Reflecting, Extending), while the control group was taught by conventional strategy. The third is post-test. Experimental and control group was given the same topica at this step. The procedure describes as follows:

**Table 3.4**  
**Procedure for Colecting Data in Exprerimental Group**

| No | Teacher's Activity  | Student's Activity  |
|----|---|---|
| 1  | Teacher was given pre-test and asked the students to tell about Malin Kundang   | Student do the test, students was wrote a writing about Malin Kundang   |
| 2  | Teacher was given treatment:<br>A. Preparation<br>a. Teacher was explained to kinds of paragraph and write a good paragraph<br>b. Teacher was introduice the topic that was they hear<br>c. Theacher was given vocabularies that will help them to easy understand the paragraph<br>B. Planning<br>a. Teacher Facilitating the process of analyzing project tasks, setting up the plan of action, and implementing and evaluating the project<br>b. Teacher and student Analyzing tasks and skills needed to carry out the project<br>C. Reconstruction<br>a. Teacher was asked the students to work<br>D. Analsis and Corection<br>a. Teacher was colected the students' paragraph | a. Student was paid attantion to teacher's explanation<br>b. Students was wrote the vocabularies when the teacher has given.<br>a. Student write the plan of action and implementing and evaluating the project<br>b. Teacher and student Analyzing tasks and skills needed to carry out the project<br>a. Students will start to rewrite the paragraph<br>a. Student was compared and discussed. |

|    |  |   |
|----|--|---|
| 3. | Teacher was give post –test<br>Teacher was asked the students to write a about Malin Kundang | Students was done did the test,<br>students was wrote a paragraph about Malin Kundang |
| 4  | Teacher was collected the students' writing  | Students was given their writing to the teacher                                       |

**Table 3.5**  
**Procedure for Collecting Data in Control Group**

| No | Teacher's Activity  | Student's Activity   |
|----|---|--|
| 1  | Teacher was given pre-test, are asked the students to tell about Malin Kundang  | Student do the test, students was wrote a writing about Malin Kundang              |
| 2  | Teacher was explain about witing, kinds of text and especially  | Student was pay attantion to the teacher's explanation                             |
| 3  | Teachers was introduces, students a and how write   | Students was pay attantion and make a note from teacher's explanation              |
| 4  | Teacher asks students to write a  | Student was wrote a  |
| 5  | Teacher was give post test, teacher was asked students to write and student was wrote a paragraph about Malin Kundang | Students was done did the test, students was wrote a paragraph about Malin Kundang |
| 6  | Students are given their writing to the teacher.  | Students was given their writing to the teacher.                                   |

To know the students achievement in writing there are some criteria considered. Heaton (2006: 146) states that there are five scoring components scale namely, content, organization, vocabulary, language use and mechanism. The specific criteria are described in the following table:

**Table 3.6**  
**Scoring of Writing Test**

| <b>COMPONENTS</b>   | <b>CRITERIA</b>   | <b>SCORE</b> |
|---|---|--------------|
| <p>1. Content</p> <p>The score of the content depends on the students' ability to write ideas, information in the form of logical sentence</p>  | Excellent to Very Good:<br>Knowledgeable-substantive - through development of thesis-relevant to assigned topic.                      | 30-27        |
|   | Good to Average:<br>Some knowledge of subject-adequate range-limited development of thesis-mostly relevant to topic, but lacks detail | 26-22        |
|   | Fair to poor:<br>Limited knowledge of subject-little substance-inadequate development of topic  | 21-17        |
|   | Very Poor:<br>Does not show knowledge of subject-non-substantive-non pertinent-OR not enough to evaluate                              | 16 - 13      |
| <p>2. Organization</p> <p>The score of organization depends on the students' ability to write correct and appropriate manner for a particular purpose with a particular audience in mind, together with ability to select, to organize and other relevant information</p> | Excellent to Very Good:<br>Fluent expression-ideas clearly stated/supported-succinct-well organized-logical sequencing-cohesive       | 20-18        |
|   | Good to Average<br>Somewhat choppy-loosely organized-but main ideas stand out-limited support-logical but incomplete sequencing       | 17-14        |
|   | Fair to Poor<br>Non-fluent-ideas confused or disconnected-lacks logical sequencing and development                                    | 13-10        |
|   | Very Poor<br>Does not communicate-no organization OR not enough to evaluate   | 9-7          |
| <p>3. Vocabulary</p> <p>The score of vocabulary depend on the students' ability to write the word effectively and to appropriate register.</p>  | Excellent to Very Good<br>Sophisticated range-effective word/idiom form choice and usage-word form mastery-appropriate strategy       | 20-18        |
|   | Good to Average   | 17-14        |

|  |   |         |
|--|---|---------|
|  | Adequate range-occasional errors of word/idiom form, choice, usage but meaning not obscured   |         |
|  | Fair to Poor<br>Limited range-frequent errors of word/idiom form, choice, usage-meaning confused or obscured  | 13-10   |
|  | Very Poor<br>Essentially translation-little knowledge of english vocabulary, idioms, word form-or not enough to evaluate  | 9-7     |
| 4. Language Use<br>The score of language use depends on the students' ability to write correct and appropriate sentences.  | Excellent to very good<br>Effective complex construction-few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions  | 25 - 22 |
|  | Good to Average<br>Effective but simple constructions-minor problem in complex constructions-several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured                  | 21-18   |
|  | Fair to Poor<br>Major problem in simple/complex constructions-frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons,deletions-meaning confused or obscured | 17-11   |
|  | Very Poor<br>Virtually no mastery of sentence construction rules-dominated by errors-does not communicate-OR not enough to evaluate   | 10-5    |
| 5. Mechanics<br>The score of mechanics depends on the students' ability to use correctly those convention peculiar to written language e.g. punctuations, spelling | Excellent to Very Good<br>Demonstrates mastery of conventions-few errors of spelling, punctuations capitalizations, paragraphing  | 5       |
|  | Good to Average<br>Occasional errors of spelling, punctuation, capitalizations,   | 4       |

|  |  |   |
|--|--|---|
|  | paragraphing, but meaning not obscured   |   |
|  | Fair to Poor<br>Frequent errors of spelling, punctuation, capitalization, paragraphing-poor handwriting-meaning confused or obscured                             | 3 |
|  | Very Poor<br>No muster of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing-handwriting illegible-OR not enough to evaluate | 2 |

#### F. The Tecnique of Analiyzing the Data

From the data, a calculation was made to find out whether the using of CORE (Connecting, Organizing, Reflecting, Extending) is absolutely helpful in writing. There are two groups of data, those of experimental and control group to analyze the data

1. Determining the equation of linear regression, by using the formula:

( Sudjana, 2012: 312)

$\hat{Y} = a + bx$  where  $a$  and  $b$  is getting by:

$$a = \frac{(\sum y_i)(\sum x_i^2) - (\sum x_i)(\sum x_i y_i)}{n \sum x_i^2 - (\sum x_i)^2}$$

$$b = \frac{n(\sum x_i y_i) - (\sum x_i)(\sum y_i)}{n \sum x_i^2 - (\sum x_i)^2}$$

2. Determining coefficient  $r^2$  by formulating (Sudjana, 2012: 370):

$$r^2 = \frac{b\{n \sum xy - (\sum y)\}}{n \sum y^2 - (\sum y)^2}$$

3. Examining the statistical hypothesis:

Ha: there was a significant effect of applying CORE (Connecting, Organizing, Reflecting, Extending) on the students' ability to write narrative.

Ho: there was not a significant effect of applying CORE (Connecting, Organizing, Reflecting, Extending) on the students' ability to write narrative.

By using statistic t formulation: (Sudjana, 2012: 380)

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

With the criteria examination Ho is accepted if  $-t(1 - \frac{1}{2}\alpha) < t < t(2 - \frac{1}{2}\alpha)$

where  $t(1 - \frac{1}{2}\alpha)$  was getting by t distribution with df N-2. In the other way, Ho is rejected.

4. Determining the percentage of the effect of x variable toward y variable by using determination formulation:

$$r^2 = \frac{b\{n \sum xy - (\sum y)\}}{n \sum y^2 - (\sum y)^2}$$

$$D = r^2 \times 100 \%$$

**CHAPTER IV**  
**DATA AND DATA ANALYSIS**

**A. Data Collection**

The data were collected by giving the students a test. In this research, the sample was divided into two groups, the are experimental and control group. Each groups was given pre test and post test. Below was the table of sample's score.

**Table 4.1**  
**The Score of Pre-Test and Post-Test in the Experimental Groups**

| <b>No</b> | <b>Initial of the Students</b> | <b>Pre-Test</b> | <b>Post-Test</b> |
|-----------|--------------------------------|-----------------|------------------|
| 1         | AD                             | 75              | 70               |
| 2         | AR                             | 80              | 90               |
| 3         | AAL                            | 70              | 65               |
| 4         | A                              | 68              | 80               |
| 5         | AG                             | 70              | 90               |
| 6         | DA                             | 70              | 75               |
| 7         | DI                             | 80              | 80               |
| 8         | DK                             | 60              | 90               |
| 9         | EHL                            | 65              | 80               |
| 10        | FA                             | 55              | 70               |
| 11        | FWN                            | 68              | 70               |
| 12        | FAH                            | 72              | 65               |
| 13        | G                              | 71              | 80               |
| 14        | I                              | 64              | 90               |
| 15        | IL                             | 73              | 75               |
| 16        | LSA                            | 62              | 65               |
| 17        | MH                             | 65              | 70               |



|       |     |                   |                   |
|-------|-----|-------------------|-------------------|
| 18    | MA  | 70                | 80                |
| 19    | MD  | 75                | 75                |
| 20    | MY  | 80                | 70                |
| 21    | NKP | 74                | 85                |
| 22    | NH  | 85                | 60                |
| 23    | NS  | 65                | 65                |
| 24    | PR  | 74                | 90                |
| 25    | RA  | 76                | 90                |
| 26    | RS  | 73                | 65                |
| 27    | SR  | 72                | 80                |
| 28    | SCS | 75                | 70                |
| 29    | S   | 82                | 85                |
| 30    | SMH | 70                | 90                |
| 31    | SA  | 65                | 90                |
| Total |     | $\sum T_1 = 2467$ | $\sum T_2 = 2854$ |

After calculated the data for the experimental group above the score for Pre-test is  $\sum T_1 = 2467$ , and the score for Post- test is  $\sum T_2 = 2854$ , it means the score for post-test is the higher than pre-test.

**Table 4.2**  
**The Score of Pre Test and Post Test in the Control Group**

| No | Initial of the Students | Pre-Test | Post-Test |
|----|-------------------------|----------|-----------|
| 1  | AEH                     | 65       | 70        |
| 2  | AFA                     | 50       | 60        |
| 3  | AH                      | 60       | 80        |
| 4  | AS                      | 55       | 75        |
| 5  | AS                      | 45       | 80        |
| 6  | AA                      | 54       | 65        |

|       |     |                   |                   |
|-------|-----|-------------------|-------------------|
| 7     | AF  | 53                | 65                |
| 8     | SS  | 56                | 70                |
| 9     | AH  | 60                | 70                |
| 10    | FA  | 60                | 60                |
| 11    | H   | 74                | 90                |
| 12    | FL  | 60                | 65                |
| 13    | WS  | 60                | 80                |
| 14    | HNL | 60                | 90                |
| 15    | I   | 56                | 90                |
| 16    | KA  | 70                | 70                |
| 17    | MF  | 55                | 60                |
| 18    | MP  | 52                | 80                |
| 19    | IA  | 55                | 90                |
| 20    | NL  | 65                | 75                |
| 21    | JAN | 60                | 65                |
| 22    | JR  | 70                | 70                |
| 23    | LAH | 65                | 75                |
| 24    | MCD | 50                | 90                |
| Total |     | $\sum T_1 = 2072$ | $\sum X_2 = 2252$ |

After calculated the data for the control group above the score for pre-test is  $\sum T_1 = 2072$ , and the score for post-test is  $\sum T_2 = 2252$ , it means score post-test is the higher than pre-test.

## B. Data Analysis

### 1. Determining the effect of applying CORE (Connecting, Organizing, Reflecting, Extending) technique on the students' ability to write narrative

Based on the data from the test, the score were analyzed in order that the differences of pre-test and post-test of the experimental and control group.

**Table 4.3**  
**The Difference Scores of The Pre-Test and Post-Test in Experimental Group**

| No | Score                   |                            |                                |                             |                                |                                   |
|----|-------------------------|----------------------------|--------------------------------|-----------------------------|--------------------------------|-----------------------------------|
|    | Initial of the Students | Pre-Test (T <sub>1</sub> ) | (T <sub>1</sub> <sup>2</sup> ) | Post-Test (T <sub>2</sub> ) | (T <sub>2</sub> <sup>2</sup> ) | (T <sub>1</sub> -T <sub>2</sub> ) |
| 1  | AD                      | 75                         | 5625                           | 70                          | 7744                           | 13                                |
| 2  | AR                      | 80                         | 6400                           | 90                          | 8100                           | 10                                |
| 3  | AAL                     | 70                         | 4900                           | 65                          | 5776                           | 6                                 |
| 4  | A                       | 68                         | 4624                           | 80                          | 5929                           | 9                                 |
| 5  | AG                      | 70                         | 4900                           | 90                          | 7396                           | 16                                |
| 6  | DA                      | 70                         | 4900                           | 75                          | 5929                           | 7                                 |
| 7  | DI                      | 80                         | 6400                           | 80                          | 8464                           | 12                                |
| 8  | DK                      | 60                         | 3600                           | 90                          | 3969                           | 3                                 |
| 9  | EHL                     | 65                         | 4225                           | 80                          | 8464                           | 27                                |
| 10 | FA                      | 55                         | 3025                           | 70                          | 4225                           | 10                                |
| 11 | FWN                     | 68                         | 4624                           | 70                          | 7921                           | 21                                |
| 12 | FAH                     | 72                         | 5184                           | 65                          | 7744                           | 16                                |
| 13 | G                       | 71                         | 5041                           | 80                          | 6400                           | 9                                 |
| 14 | I                       | 64                         | 4096                           | 90                          | 5329                           | 9                                 |
| 15 | IL                      | 73                         | 5329                           | 75                          | 7396                           | 13                                |
| 16 | LSA                     | 62                         | 3844                           | 65                          | 5929                           | 15                                |
| 17 | MH                      | 65                         | 4225                           | 70                          | 5329                           | 8                                 |

|              |     |                   |                       |                    |                        |                        |
|--------------|-----|-------------------|-----------------------|--------------------|------------------------|------------------------|
| 18           | MA  | 70                | 4900                  | 80                 | 5929                   | 7                      |
| 19           | MD  | 75                | 5625                  | 75                 | 5329                   | -2                     |
| 20           | MY  | 80                | 6400                  | 70                 | 6400                   | 0                      |
| 21           | NKP | 74                | 5476                  | 85                 | 5929                   | 3                      |
| 22           | NH  | 85                | 7225                  | 60                 | 8100                   | 5                      |
| 23           | NS  | 65                | 4225                  | 65                 | 7921                   | 24                     |
| 24           | PR  | 74                | 5476                  | 90                 | 5929                   | 3                      |
| 25           | RA  | 76                | 5776                  | 90                 | 8281                   | 15                     |
| 26           | RS  | 73                | 5329                  | 65                 | 8281                   | 18                     |
| 27           | SR  | 72                | 5184                  | 80                 | 5329                   | 1                      |
| 28           | SCS | 75                | 5625                  | 70                 | 5625                   | 0                      |
| 29           | S   | 82                | 6724                  | 85                 | 8281                   | 9                      |
| 30           | SMH | 70                | 4900                  | 90                 | 7744                   | 18                     |
| 31           | SA  | 65                | 4225                  | 90                 | 6400                   | 15                     |
| <b>Total</b> |     | $\Sigma T_1=2467$ | $\Sigma T_1^2=175457$ | $\Sigma T_2= 2854$ | $\Sigma T_2^2= 235208$ | $\Sigma(T_2-T_1)= 387$ |

## 2. The Calculation in Experimental Group

### a. The Calculation for Total Test in Pre-Test and Post-Test in Experimental Group

#### 1. Mean

$$\begin{aligned}
 MT (T_2 - T_1) &= \frac{\Sigma(T_2 - T_1)}{N_1} \\
 &= \frac{387}{35} \\
 &= 11.05
 \end{aligned}$$

#### 2. Standard Deviation (SD)

$$SD_1 = \sqrt{\frac{\Sigma(T_2 - T)^2}{N_1}} = \sqrt{\frac{(387)^2}{31}}$$

$$= \sqrt{\frac{149769}{31}} = \sqrt{4279.11} = 65.41$$

**b. The Calculation for Pre-Test in Experimental Group**

1. Mean

$$MT_1 = \frac{\sum T_1}{N} = \frac{2467}{31} = 70.48$$

2. Variances

$$\begin{aligned} S^2 &= \sum T_1^2 - \left(\frac{\sum T_1}{N}\right)^2 \\ &= 175457 - \left(\frac{2467}{31}\right)^2 \\ &= 175457 - 4967.43 = 170489.57 \end{aligned}$$

$$S = \sqrt{170489.57}$$

$$S = 412.90$$

3. Standard Deviation

$$\begin{aligned} SD &= \sqrt{\frac{\sum T_1^2}{N}} \\ &= \sqrt{\frac{175457}{31}} = \sqrt{5013.05} = 70.80 \end{aligned}$$

**d. The Calculation for Post-Test in Experimental Group**

1. Mean

$$MT_1 = \frac{\sum T_2}{N} = \frac{2854}{31} = 81.54$$

2. Variances

$$S^2 = \sum T_2^2 - \left(\frac{T}{N}\right)^2$$

$$= 231208 - \left(\frac{2854}{31}\right)^2$$

$$= 231208 - 6648.77 = 228559.23$$

$$S = \sqrt{228559.23}$$

$$S = 478.07$$

### 3. Standard Deviation

$$SD = \sqrt{\frac{\sum T_2^2}{N}}$$

$$= \sqrt{\frac{231208}{31}} = \sqrt{6720.22} = 81.97$$

**Table 4.4**  
**The Difference Scores of The Pre-Test and Post-Test in Control Group**

| No           | Initial of the Students | Score                      |                                |                             |                                |                                   |
|--------------|-------------------------|----------------------------|--------------------------------|-----------------------------|--------------------------------|-----------------------------------|
|              |                         | Pre-Test (T <sub>1</sub> ) | (T <sub>1</sub> <sup>2</sup> ) | Post-Test (T <sub>2</sub> ) | (T <sub>2</sub> <sup>2</sup> ) | (T <sub>2</sub> -T <sub>1</sub> ) |
| 1            | AEH                     | 65                         | 4225                           | 70                          | 5476                           | 9                                 |
| 2            | AFA                     | 50                         | 2500                           | 60                          | 3364                           | 8                                 |
| 3            | AH                      | 60                         | 3600                           | 80                          | 3721                           | 1                                 |
| 4            | AS                      | 55                         | 3025                           | 75                          | 5184                           | 17                                |
| 5            | AS                      | 45                         | 2025                           | 80                          | 2704                           | 7                                 |
| 6            | AA                      | 54                         | 2916                           | 65                          | 4225                           | 11                                |
| 7            | AF                      | 53                         | 2809                           | 65                          | 3721                           | 8                                 |
| 8            | SS                      | 56                         | 3136                           | 70                          | 2500                           | -6                                |
| 9            | AH                      | 60                         | 3600                           | 70                          | 5476                           | 14                                |
| 10           | FA                      | 60                         | 3600                           | 60                          | 3721                           | 1                                 |
| 11           | H                       | 74                         | 5476                           | 90                          | 5625                           | 1                                 |
| 12           | FL                      | 60                         | 3600                           | 65                          | 4761                           | 9                                 |
| 13           | WS                      | 60                         | 3600                           | 80                          | 3600                           | 0                                 |
| 14           | HNL                     | 60                         | 3600                           | 90                          | 3025                           | -5                                |
| 15           | I                       | 56                         | 3136                           | 90                          | 3721                           | 5                                 |
| 16           | KA                      | 70                         | 4900                           | 70                          | 7056                           | 14                                |
| 17           | MF                      | 55                         | 3025                           | 60                          | 2704                           | -3                                |
| 18           | MP                      | 52                         | 2704                           | 80                          | 3721                           | 9                                 |
| 19           | IA                      | 55                         | 3025                           | 90                          | 2704                           | -3                                |
| 20           | NL                      | 65                         | 4225                           | 75                          | 3721                           | -4                                |
| 21           | JAN                     | 60                         | 3600                           | 65                          | 4761                           | 9                                 |
| 22           | JR                      | 70                         | 4900                           | 70                          | 5476                           | 4                                 |
| 23           | LAH                     | 65                         | 4225                           | 75                          | 4225                           | 0                                 |
| 24           | MCD                     | 50                         | 2500                           | 90                          | 2809                           | 3                                 |
| <b>Total</b> |                         | $\sum T_1 = 2072$          | $\sum T_1^2 = 125756$          | $\sum T_2 = 2209$           | $\sum T_2^2 = 143761$          | $\sum (T_2 - T_1) = 137$          |

### 3. The Calculation in Control Group

#### a. The Calculation for Total Test in Pre-Test and Post-Test in Control

Group

##### 1. Mean

$$\begin{aligned} \text{Mt} (T_2 - T_1) &= \frac{\sum(T_2 - T_1)}{N_2} \\ &= \frac{137}{24} \\ &= 3.91 \end{aligned}$$

##### 2. Standard Deviation (SD)

$$\begin{aligned} \text{SD}_1 &= \sqrt{\frac{\sum(T_2 - T_1)^2}{N_2}} = \sqrt{\frac{(137)^2}{24}} \\ &= \sqrt{\frac{18769}{24}} = \sqrt{536.24} = 23.15 \end{aligned}$$

#### b. The Calculation for Pre-Test in Control Group

##### 1. Mean

$$\text{MT}_1 = \frac{\sum T_1}{N} = \frac{2072}{24} = 59.2$$

##### 2. Variances

$$\begin{aligned} S^2 &= \sum T_1^2 - \left(\frac{\sum T_1}{N}\right)^2 \\ &= 125756 - \left(\frac{2072}{24}\right)^2 \\ &= 125756 - 2404.64 = 122251.36 \end{aligned}$$

$$S = \sqrt{122251.36}$$



$$S = 349.64$$

3. Standard Deviation

$$\begin{aligned} SD &= \sqrt{\frac{\sum T_1^2}{N}} \\ &= \sqrt{\frac{125756}{24}} = \sqrt{2493.02} = 59.94 \end{aligned}$$

**c. The Calculation for Post-Test in Control Group**

1. Mean

$$MT_1 = \frac{\sum T_2}{N} = \frac{2209}{24} = \mathbf{63.11}$$

2. Variances

$$\begin{aligned} S^2 &= \sum T_2^2 - \left(\frac{\sum T_2}{N}\right)^2 \\ &= 143761 - \left(\frac{2209}{24}\right)^2 \\ &= 143761 - 3982.87 = 139778.13 \end{aligned}$$

$$S = \sqrt{139778.13}$$

$$S = 373.86$$

3. Standard Deviation

$$\begin{aligned} SD &= \sqrt{\frac{\sum T_2^2}{N}} \\ &= \sqrt{\frac{143761}{24}} = \sqrt{4107.45} = \mathbf{64.08} \end{aligned}$$

**Table 4.5**  
**The Calculation Table**

| No | X  | Y  | X <sup>2</sup> | Y <sup>2</sup> | XY   |
|----|----|----|----------------|----------------|------|
| 1  | 75 | 70 | 7744           | 5476           | 6512 |
| 2  | 80 | 90 | 8100           | 3364           | 5220 |
| 3  | 70 | 65 | 5776           | 3721           | 4636 |
| 4  | 68 | 80 | 5929           | 5184           | 5544 |
| 5  | 70 | 90 | 7396           | 2704           | 4472 |
| 6  | 70 | 75 | 5929           | 4225           | 5005 |
| 7  | 80 | 80 | 8464           | 3721           | 5612 |
| 8  | 60 | 90 | 3969           | 2500           | 3150 |
| 9  | 65 | 80 | 8464           | 5476           | 6808 |
| 10 | 55 | 70 | 4225           | 3721           | 3965 |
| 11 | 68 | 70 | 7921           | 5625           | 6675 |
| 12 | 72 | 65 | 7744           | 4761           | 6072 |
| 13 | 71 | 80 | 6400           | 3600           | 4800 |
| 14 | 64 | 90 | 5329           | 3025           | 4015 |
| 15 | 73 | 75 | 7396           | 3721           | 5246 |
| 16 | 62 | 65 | 5929           | 7056           | 6468 |
| 17 | 65 | 70 | 5329           | 2704           | 3796 |
| 18 | 70 | 80 | 5929           | 3721           | 4697 |
| 19 | 75 | 75 | 5329           | 2704           | 3796 |
| 20 | 80 | 70 | 6400           | 3721           | 4880 |
| 21 | 74 | 85 | 5929           | 4761           | 5313 |
| 22 | 85 | 60 | 8100           | 5476           | 6660 |
| 23 | 65 | 65 | 7921           | 4225           | 5785 |
| 24 | 74 | 90 | 5929           | 2809           | 4081 |
| 25 | 76 | 90 | 8281           | 3721           | 5551 |
| 26 | 73 | 65 | 8281           | 5929           | 7007 |
| 27 | 72 | 80 | 5329           | 2704           | 3796 |

|       |                 |                 |                     |                     |                    |
|-------|-----------------|-----------------|---------------------|---------------------|--------------------|
| 28    | 75              | 70              | 5625                | 5476                | 5550               |
| 29    | 82              | 85              | 8281                | 3364                | 5278               |
| 30    | 70              | 90              | 7744                | 1936                | 3872               |
| 31    | 65              | 90              | 6400                | 1764                | 3360               |
| Total | $\sum X = 2854$ | $\sum Y = 2209$ | $\sum X^2 = 235208$ | $\sum Y^2 = 143761$ | $\sum XY = 180520$ |

### C. Testing Hypothesis

#### 1. The Equation of Linear Regression

$\hat{Y} = a + bx$  Where  $a$  and  $b$  is getting by :

$$\begin{aligned}
 a &= \frac{(\sum y_i)(\sum x_i^2) - (\sum x_i)(\sum x_i y_i)}{n \sum x_i^2 - (\sum x_i)^2} \\
 &= \frac{(2209)(231208) - (2854)(180520)}{(31)(231208) - (2854)^2} \\
 &= \frac{(519574472) - (515204080)}{(8232280) - (8145316)} \\
 &= \frac{4370392}{86964} \\
 &= 50.25
 \end{aligned}$$

$$\begin{aligned}
 b &= \frac{n(\sum x_i y_i) - (\sum x_i)(\sum y_i)}{n \sum x_i^2 - (\sum x_i)^2} \\
 &= \frac{(31)(180520) - (2854)(2209)}{(31)(231208) - (2854)^2} \\
 &= \frac{6318200 - 6304486}{8232280 - 8145316} \\
 &= \frac{13714}{86964} \\
 &= 1.58
 \end{aligned}$$

$$\hat{Y} = a + bx$$

$$\hat{Y} = 50.25 + (1.58)x$$

2. Coefficient  $r^2$

$$\begin{aligned} r^2 &= \frac{b \{n \sum xy - (\sum x)(\sum y)\}}{n \sum y^2 - (\sum y)^2} \\ &= \frac{1.58 \{(31)(180520) - (2854)(2209)\}}{(31)(143761) - (2209)^2} \\ &= \frac{1.58 (6318200) - (6304486)}{(5031631) - (4879681)} \\ &= \frac{1.58 (13714)}{151954} \\ &= \frac{21668.12}{151954} \\ &= 0.14 \\ r &= \sqrt{0.14} \\ &= 0.37 \end{aligned}$$

3. Examining the Statistical Hypothesis

$H_a$  : there is a significant effect of applying CORE (Connecting, Organizing, Reflecting, Extending) on the students ability to write narrative

$H_0$  : there is not a significant effect of applying CORE (Connecting, Organizing, Reflecting, Extending) on the students ability to write narrative

With the criteria examination,  $H_0$  is accepted if  $-t_{(1-\frac{1}{2})} < t <$

$t_{(1-\frac{\alpha}{2})}$  where  $t_{(1-\frac{\alpha}{2})}$  is getting by t distribution with  $df = n - 2$ .  $df = 35 - 2 = 33$ .

$\alpha = 5\% = 0.05$ . in the other way,  $H_0$  is rejected.

$$\begin{aligned} t_{\text{observe}} &= \frac{r \sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0.37 \sqrt{35-2}}{\sqrt{1-0.14}} \\ &= \frac{0.37 \sqrt{33}}{\sqrt{0.86}} \\ &= \frac{(0.37) (5.74)}{(0.92)} \\ &= \frac{2.12}{0.92} \\ &= 2.30 \end{aligned}$$

$$T_{\text{table}} = 2.03$$

The conclusion, because  $t_{\text{observe}} > t_{\text{table}}$  or  $2.30 > 2.03$ . So,  $H_0$  is rejected. It means that  $H_a$  is accepted. “there is a significant effect of applying CORE (Connecting, Organizing, Reflecting, Extending) on the students ability to write narrative”.

#### **D. Determining the percentage of the effect of x variable toward y variable**

$$\begin{aligned} D &= r^2 \times 100\% \\ &= 0.14 \times 100\% \\ &= 14\% \\ &= 100 - 14 \\ &= 86\% \end{aligned}$$

It means : the effect of x variable toward y variable or the influence of CORE (Connecting, Organizing, Reflecting, Extending) technique on the students' ability to write narrative was (86%) and (14%) was influenced by another factors.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the data analysis and the discussions, there are some conclusions that can be described as follow :

1. The calculation shows that t-observed (calculated) has got higher score than t-table. It means that there is significant effect between writing narrative by applying CORE (Connecting, Organizing, Reflecting, Extending) technique.
2. The students who wrote narrative text by applying CORE (Connecting, Organizing, Reflecting, Extending) of learning, easy understanding the subject, more active and interesting in teaching learning process because they connect to what they study in their history
3. From the data obtained, it may conclude that the students problem in writing narrative text indicators in vocabulary

#### **B. Suggestion**

In relation to the conclusion above, suggestions are put forward as follow:

1. By applying CORE (Connecting, Organizing, Reflecting, Extending) of learning, the students can apply academic subject to their context history where the students can get the history for studying from their surrounding.
2. Applying CORE (Connecting, Organizing, Reflecting, Extending) does not difficult. The teachers can use many kinds of media support teaching learning

process for creating communicate teaching learning process and more interesting activities and outside classroom in learning writing.

3. School hope that teacher can improve the teaching strategy, increase and carry out some other methods for teaching writing particularly.



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## **Appendix 1**

The Question for Experimental and Group Group

Narrative Text

Direction :

1. Write your name and your class on the left top of your work sheet !
2. Write a narrative paragraph by Applying CORE (Connecting, Organizing, Reflecting, Extending)
3. Your writing is about 100 words or more !

## APPENDIX 2

### The Students' Score for IPA

| No. | Name                     | Inisial | Score |
|-----|--------------------------|---------|-------|
| 1   | Agustina Dalimunthe      | AD      | 70    |
| 2   | Ahmad Rafiansyah         | AR      | 90    |
| 3   | Anggi Anggraini<br>Lubis | AAL     | 65    |
| 4   | Azizah                   | A       | 80    |
| 5   | Abdul Gani               | AG      | 90    |
| 6   | Desy Anandha             | DA      | 75    |
| 7   | Dicky Ibrahim            | DI      | 80    |
| 8   | Dwi Kencana              | DK      | 90    |
| 9   | Elisa Harianti Lubis     | EHL     | 80    |
| 10  | Fanny Angelia            | FA      | 70    |
| 11  | Fitri Wahyuni Nst        | FWN     | 70    |
| 12  | Fachry Afdhal Hsb        | FAH     | 65    |
| 13  | Gustiana                 | G       | 80    |
| 14  | Indriyani                | I       | 90    |
| 15  | Isa Linda                | IL      | 75    |
| 16  | Lestia Sari Anandha      | LSA     | 65    |
| 17  | Maulana Himpuna          | MH      | 70    |
| 18  | M. Ardiansyah            | MA      | 80    |
| 19  | M. Daffandi              | MD      | 75    |
| 20  | M. Yuda                  | MY      | 70    |
| 21  | Nia Kartika Putri        | NKP     | 85    |
| 22  | Nur Hasanah              | NH      | 60    |
| 23  | Nur Sarinah              | NS      | 65    |
| 24  | Putri Regina             | PR      | 90    |
| 25  | Rizky Agustina           | RA      | 90    |
| 26  | Rifki Syaputra           | RS      | 65    |
| 27  | Sahrul Ramadhan          | SR      | 80    |
| 28  | Sania Chandra Syam       | SCS     | 70    |
| 29  | Suhendra                 | S       | 85    |
| 30  | Sukri Mulia Hsb          | SMH     | 90    |
| 31  | Sonia Andriyani          | SA      | 90    |

### The Students' Score for IPS

| No. | Name                 | Inisial | Score |
|-----|----------------------|---------|-------|
| 1   | Ahmad Erisansyah Hsb | AEH     | 70    |
| 2   | Aidil Fitra Akoib    | AFA     | 60    |
| 3   | Abdul Halim          | AH      | 80    |
| 4   | Arya Syahputra       | AS      | 75    |
| 5   | Alwi Syahbana        | AS      | 80    |
| 6   | Azizal Ananda        | AA      | 65    |
| 7   | Alya Febriana        | AF      | 65    |
| 8   | Shandi Saputra       | SS      | 70    |
| 9   | Ayu Hartati          | AH      | 70    |
| 10  | Febry Ariana         | FA      | 60    |
| 11  | Hariansyah           | H       | 90    |
| 12  | Fauziah Lubis        | FL      | 65    |
| 13  | Wahyudi Syahputra    | WS      | 80    |
| 14  | Holong Niroha Lubis  | HNL     | 90    |
| 15  | Iskandarsyah         | I       | 90    |
| 16  | Khairul Asri         | KA      | 70    |
| 17  | Maya Fadila          | MF      | 60    |
| 18  | Maida Pasaribu       | MP      | 80    |
| 19  | Iqbal Ardiansyah     | IA      | 90    |
| 20  | Nurul Lubis          | NL      | 75    |
| 21  | Jemmy Azhari Nst     | JAN     | 65    |
| 22  | Jerry Ramadhan       | JR      | 70    |
| 23  | Lia Auliana Hsb      | LAH     | 75    |
| 24  | Maya Chintiya Devi   | MCD     | 90    |