

THE EFFECT OF USING GENIUS LEARNING STRATEGY ON STUDENTS' ABILITY IN WRITING NARRATIVE

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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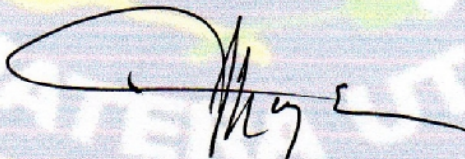
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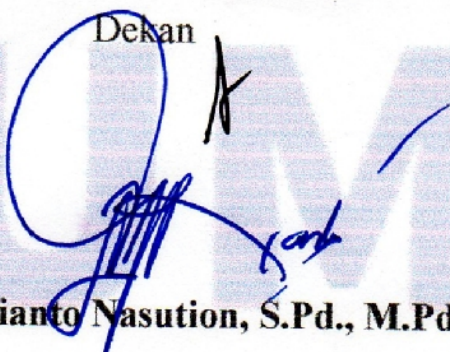
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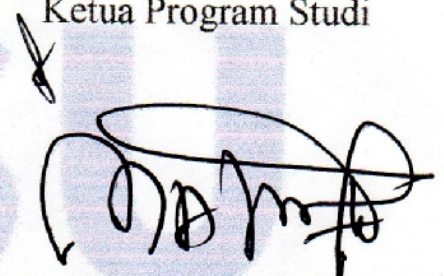
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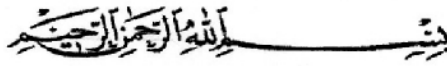
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




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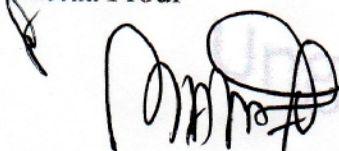
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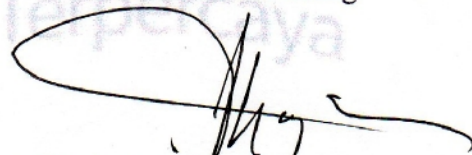
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ABSTRACT

Febri Yanti, 1502050278, The Effect of Using Genius Learning Strategy on Students' Ability in Writing Narrative. Skripsi. Faculty of Teachers' Training and Education University of Muhammadiyah Sumatera Utara Medan. 2019

The population of this research are taken from eight grade students of academic years 2019-2020 of SMP BAKTI - II MEDAN Jalan Keladi no.61 Kelurahan Tanjung Mulia Hilir Kecamatan Medan Deli Kota Medan, which consists of three classes with 91 students. The samples of this studies is VIII-1 and VIII-2. The research design would be conducted an experimental and control group design. The control class was treatmented is taught by convensional learning, the experiment class treatment is taught by genius learning strategy. The data collections are taken by the writing test, which is given to experimental and control group. The test in this research was to know whether the treatment giving effect or not on the students' ability in writing The procedures of the technique of analyzing data are: (1) collecting the students' score in control and experiment. Students are given an initial test in the form of a test that is capable of writing narratives. Then after being given treatment by the genius learning strategy, then students were again given a test to measure their narrative writing ability. (2) Tabulating the students' score in control and experimental group the test results are then checked and given a value. the value is given in accordance with the assessment instrument. Then the value obtained from the test is entered into a table for analysis using the formula. (3) Providing the hypothesis of the research. The Finding of research showed there was a very significant effectiveness between genius learning strategies on the ability to write narratives by students of SMP BAKTI-II MEDAN. Evident from the average value at the time of the control average value was 57.57 and the experiment average value was 68.20. There is an increase in the ability to write narrative students who are taught with genius learning strategies with a significant level of 18.46%. From the calculation, the product moment coefficient value between experiment and control values is 0.839. If converted from the product moment coefficient table included in the good category. It could be concluded that the effectiveness of genius learning is found in the ability to write narratives.

Keywords : Genius Learning , Writing Narrative .

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language has a very close relationship with human life, almost all human activities are bridged by language. Language deals with a form of ideas, thoughts, and feelings. Therefore language could be said as a way for someone to convey thoughts, ideas, and feelings to others in the hope of establishing a form of effective communication. According to Darmansyah (1993: 56) Communication is a language skill that humans use to convey messages. Both indirectly and directly. As stated by Hijari (2008; 4) that Communication systems that exist with humans are different from communication systems in animals, human language is a complex system of symbols based on agreements that exist between parties who use it in interacting. The speech process is based on the means of speakers and recipients and between them there is a means of communication. Therefore, it could be concluded that speakers and recipients agree on the use of the language symbols.

Writing is an activity of expressing ideas as said by Tarigan (1985: 29) that writing as an expression and feeling in writing. Writing skills do not come by themselves but are required with regular and sufficient training and programmatic learning. Because that intensive writing practice is very necessary because writing practice is a process.

In the process of learning English, writing activities are activities that are very often carried out by students. This is because writing is a form of manifestation of language skills that are most recently controlled by students after listening, speaking and reading skills. But this writing activity is considered not important by students because they think that writing activities are very difficult to do compared to other language skills.

This is what happened to students of SMP BAKTI – II MEDAN . They find it difficult to develop their writing skills, especially when learning to write narrative. From the observations in class VIII of SMP BAKTI – II MEDAN, information was obtained that students' narrative writing skills were still low. Students are still difficult to express thoughts and feelings in writing narrative. Difficulties experienced by students such as finding ideas in writing narrative, choosing words or diction to be poetic, and difficult to compile diction into narrative.

In addition, the ineffect of learning created by teachers is also a factor in students' difficulties in writing narrative. Learning strategies applied by teachers are less effective. The strategy used by the teacher cannot develop the potential that exists in students so students are not free to develop their feelings and imagination. Teachers tend to create learning in the classroom that is theoretical rather than appreciative.

Based on the experience of researchers in the pre-observation at SMP BAKTI – II MEDAN of Academic Years 2019/2020 about writing, first, many students are limited in mastering the components of writing, therefore they find it

difficult to express ideas in English. Secondly, students rarely practice their English writing either inside or outside the classroom, because their teachers and friends communicate through writing in Indonesian. Third, students feel that English is very difficult, and it is not our language, so it is not too important to learn. Fourth, students still have low motivation in learning English. In class, most students are passive because they don't know much. That makes students feel that English is difficult. Researchers chose Teaching Writing narrative with Genius Learning Strategies for SMP BAKTI – II MEDAN students.

B. The Identification of the Problems

The problems of this research are identified as follows:

1. The students are less in writing, and Vocabulary, Grammar
2. The students can't expressing their ideas in writing
3. The students still difficult to find out main idea in writing .
4. The Strategy of Teaching writing is not approach strategy given by Teacher

C. The Scope and Limitation

The scope of this research would be focused on writing skills. Limitation of problems is related to the selection of problems from various problems that have been identified. Thus the problem would be limited to be more specific, simpler and the symptoms would be younger we observe because with restrictions on the problem then a researcher would be more focused and directed so that he knows where to go next and what is the next action. (tahir, 2011: 19). This research is limited by the effect of using genius learning strategy on students' ability in writing narrative.

D. The Formulation of the Problems

The problems of this research are formulated as follows:

1. Is there any significant the effect of using genius learning strategy on students' ability in writing narrative ?
2. What are the students' difficultes using genius learning in narrative ?

E. The Objectives of the Study

The objectives of study is expected as the following:

1. Find out the effect of using Genius Learning Strategy the ability in writingnarrative.
2. Find out the students' ability in writingnarrative.

F. The Significance of the Study

a. Theoretically

The theoretically explains that useful research results contribute ideas or enrich the concepts, theories on the science of the study, useful for other researchers.

b. Practically

1. The teachers, to help them in create the teaching process especially in teaching writing.
2. The students, to help them to be aware about their potential and choosing certain strategy on their learning to increase their ability.
3. The other researchers, to give more information in the same field as a basic knowledge for their research.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

In the theoretical framework, some of important terms used in the study have to be made clear in order to avoid misunderstanding. The reader must have same perception on the concept of this study. The theoretical framework is intended to provide an overview and boundary about the theory that is used as a basis in research. To be able to help researchers determine the direction in this study, the researchers first put forward the opinions of experts regarding these components, the researcher must be involved in research in order to obtain knowledge. The number of theoretical groups that need to be put forward would depend on the extent of the problem and technically depends on the number of variables studied. If in a study there are two variables, then the theory group that needs to be stated is two groups of theories. Therefore, the more variables studied, the more theories would need to be raised.

1. Effect

Effect meaning in Cambridge University Dictionary is the power to have an effect on people or things, or a person or thing that is able to do this. Effect is the power that exists or arises from something (person or object) that contributes to a person's character, beliefs or actions.

Surakhmad (1982: 7) states that effect is a force that arises from an object or person and also a symptom within which could give a change to what is around it. So, from these opinions it could be concluded that effect is a power or force that arises from something, both people and things and everything that exists in nature that affects everything around it.

Based from the opinions above, it could be concluded that, effect is a power or strength that arises from something, both from people and objects, as well as everything that is inside, so that it affects what is around it and could change things.

2. Description of Teaching

2.1. Strategy

Chamot and O' Malley in Freeman (1994:35) stated that strategy is that are used to plan, monitor, and evaluated a learning task. Richard and Rogers (2011:67) 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 syllabus for the course, which in turn consist of learning objectives and technique for activating those objectives. And based on Nunan (1999:17) stated the strategy is the mental and communicative procedure learner use is order to learner uses order to learn and use language. Underlying every learning task is least one strategy.

Strategy is a tacticorplanthatcontainsactivitiesthatare designed to achievea particular purpose,ofteaching and learning activitiesin order to effect

students. So of the activities that have been implemented can we know the tactics or the planning could be used again or not.

Genius learning strategies are very important to help teacher in teaching foreign language so the students would be interest studying foreign language. In this study, genius learning strategy would be proven to improve the ability of junior high school students in writing narrative .

Genius Learning Strategy is a term used to describe a series of practical approaches in an effort to improve the results of the learning process. This improvement effort is achieved by using knowledge originating from various disciplines, such as knowledge of how the brain works, how memory works, neuro-linguistic programming, motivation, self-concept, personality, emotions, feelings, thoughts, metacognition, learning styles, multi-intelligence or plural intelligence, memory techniques, reading techniques, recording techniques, and other learning techniques (Gunawan, 2012: 3).

Abstract Genius learning or more accurately described as a holistic learning is a term used to describe a series of practical approaches to improving learning outcomes. Efforts to improve this is achieved by using the knowledge derived from various disciplines such as knowledge about how the brain works, how memory works, neuro-linguistic programming, motivation, self concept, personality, emotions, feelings, thoughts, metagonisi, noting technical style, and technique other study (Gunawan, 2006: 2). Learning the basic strategy of genius is acceleretead learning or accelerated learning. Acceleration is defined as allow students to learn at an impressive pace with normal effort and excitement coupled (DePorter, 2005: 14). The same goal, namely how to make the learning process to

be efficient, effective and fun. On the Genius Learning, we believe if the students could be motivated and taught the right way. With respect keunikkan students so they could achieve a maximum learning. The approach used in the Genius Learning helps students to understand their strengths and weaknesses according to their learning styles of each, students would understand the true learning process, in accordance with their own personality.

2.2 Genius Learning Strategy

The basis of Genius Learning is an accelerated learning strategy. Other names that are often used include accelerated learning, quantum teaching, super learning efficient and effective learning. In essence, the purpose of these various models is the same, namely how to make the learning process effective, efficient and enjoyable.

Genius learning names were created to distinguish them from accelerated learning. The difference in genius learning models with accelerated learning is that the genius learning model has considered the conditions of the Indonesian people in general, diverse national cultures, socio-economic conditions, our national education system and educational goals, while accelerated learning itself is a teaching model that allows students to learn natural by using techniques that match their character so that they would feel that learning is fun, effective and fast (Rose and Nicholl, 2003: 36).

Whatever could accelerate and enhance learning is accelerated learning, it is said that the basis of genius learning is accelerated learning because in genius learning there are several basic principles of accelerated learning, namely:

Total involvement of students in improving the learning process. Learning is not passively gathering information, but actively creating knowledge. Cooperation between students would greatly help improve learning outcomes. Activity-based learning often brings positive results compared to presentation-based learning. Activity-based learning could be designed in a shorter time than the time needed for presentation-based learning.

In applying the genius learning model, it starts from the beliefs and expectations that if students could be motivated properly and taught in the right ways, ways that respect their uniqueness, then they could all achieve a maximum learning outcome. What is offered by the genius learning model is a system that is designed with a very efficient link that includes students, teachers, learning processes, and learning environments. In genius learning students are placed as the center of the learning process, as subjects of education. Unlike what has happened so far, students are placed in a position that is not right, namely as an educational object (Gunawan.A.W, 2006: 6).

With the presence of a teacher and students in the class, it does not mean that the education process could take place automatically. If there is a teaching process, it does not mean that it is followed by the learning process. Both of these processes are indeed attempted to be achieved simultaneously. But it needs to be understood that both are two different activities. For this reason, genius learning is designed to bridge the gap between the teaching process and the learning process (Gunawan.A.W, 2006: 6-7).

Genius Learning is a learning strategy that essentially builds and develops a positive and conducive learning environment. This conducive condition is an

absolute requirement for achieving maximum learning outcomes. In this learning model the teacher must give the impression that the class is a place that respects students as a person whose thoughts and ideas are fully valued (Gunawan.A.W, 2006: 310-334).

Genius Learning Strategy in application and the results are expected to be help students understand strength and the potential advantages they have which could be developed. In application Student Genius Learning learning strategies positioned as the center of the learning processor education subject, unlike the one so far where students are positioned as educational object. With the implementation of the strategy Genius Learning learning in the process learning, students are expected not only to hear Physics concepts only, but also can understand, see, practice and directly demonstrate how the process of the concepts happened real in learning. The application syntax Genius Learning learning strategies with effective and efficient in step by step like listed in table 2.1

Table 2.1 Syntax of Genius Learning Strategies

Phases	The role of the teacher
Phase 1 Atmosphere Conducive	The teacher tries to make ends meet would feel safe, loved and appreciated at the beginning of the meeting before starting the learning process.
Phase 2 Connect	The teacher tries to give positive affirmations about material to be studied, so help students connect

	<p>what is known by</p> <p>students with teaching materials as well</p> <p>what might be used</p> <p>by students themselves from</p> <p>information known with</p> <p>teacher's direction.</p>
<p>Phase 3</p> <p>DescriptionBig</p>	<p>The teacher gives a basic summary</p> <p>about the material to be studied</p> <p>as a memory booster</p> <p>student memory.</p>
<p>Phase 4</p> <p>Aim</p>	<p>The teacher conveys the purpose</p> <p>would be achieved from the final process.</p>
<p>Phase 5</p> <p>EntryInformation</p>	<p>The teacher involves several styles</p> <p>teaching so the process</p> <p>delivery of information has</p> <p>unique and interesting</p> <p>by step writing narrative</p> <p>simple but easy</p> <p>understood by students</p>
<p>Phase 6</p> <p>Activation</p>	<p>The teacher gives action</p> <p>positive to students for</p> <p>know the level</p> <p>students' understanding of</p>

Phase 7 Demonstration	The teacher gives a test on it was about about knowledge, understanding and the right time to give feedback from that information obtained by students.
Phase 8 Repeat and Anchor	The teacher does anchorage and repetition at each process with that atmosphere pleasant and comfortable and give final conclusions

2.3 Advantage and Disadvantage of Genius Learning Strategy

The advantages of the Genius Learning type of learning model are as follows:

1. Getting the right frame of mind (relaxed, confident and ready to learn)
2. Obtaining information in the most appropriate ways.
3. Investigate the meaning, implications and meaning of the problem.
4. Able to trigger memory when you need it.

The Disadvantage is :

1. Students have not been able to connect between material
2. Students are not used to demonstrating their work in front of the class
3. Requires a relatively long time to get used to students

3. Ability

Based on the learner Oxford Advance Dictionary, "ability" means Possession of the means or skill to do something. According to Semiawan (1992: 1), "ability is the power to carry out an action as a result of traits and exercises that could be done now". According to Tarigan (2005: 1), "competence or ability is defined as knowledge of what language users have about their language and assessed which is an important object. Competence is original knowledge that is owned by individuals unconsciously, implicitly, intuitively and limitedly. "Furthermore, according to Poerwadaminta (1984: 628) states that ability is ability; skills; strength, or knowledge in other words ability is knowledge of language that is abstract and unconscious.

Based on some definitions above, it could be concluded that ability could also be interpreted as a person's ability or skill towards something that is obtained through continuous training. From several opinions above, it could be concluded that ability is the ability or skill possessed by language users both in terms of intellectual language and attitude in implementing something to achieve the expected goal.

4. Description of Writing

Writing activities are an integral part of the learning process at all levels of education. According to Tarigan (2005: 21), "writing is an activity that gives birth to thoughts and feelings through writing and can also express thoughts and feelings to others in writing. Writing is to reduce or describe graphic symbols that describe a language understood by someone, so that other people can read the symbols of the graph if they understand the language and the graphic picture. "

Where as according to Semi (2003: 8) "writing or composing is essentially the transfer of thoughts or feelings into the forms of language symbols." According to Gie (2002: 21), "writing is a skill that is very useful for everyone. By having that intelligence, one can express his ideas to be read by a broad interest. "

According to Setiawati (2008: 18), "writing means communicating with readers or society through written language". Furthermore, according to Andrianto (2002: 24), "writing has an important meaning in life. Writing can bring blessings to the writer himself."

According to Tarigan (2005: 21), "writing is interpreted also as an activity to reduce or describe graphic symbols that describe a language understood by someone, so that other people can read the graphic symbols if they understand the language and the graph description". Writing is a language skill that is used to communicate indirectly, not face to face with other people. Based on its nature, writing activities are a way of communicating indirectly, in the sense that the activities of communicating are not face-to-face. In addition, writing is also a

productive and expressive activity. Writing can be interpreted as lowering or describing symbols, in the sense that activities communicate with no face-to-face, so that other people can read the symbols of the graph.

Deporter (2000: 179) defines writing as the activity of the entire brain that uses the right brain hemisphere (emotional) and the left hemisphere (logic). Based on several opinions of the leaders about writing, it can be concluded that writing is an activity conveying messages from the author to the reader using written language that involves emotional and logic. Writing also as a means to describe something that has been seen, felt, and pronounced into written form . A good writer must be able to express clearly the goals he wrote so that the message is conveyed to the reader. In this regard, the author is required to focus his attention on the things he would write so as to produce good writing. Through writing someone is expected to have broader and deeper insight into the topic he wrote.

In order for writing to be compelling to meet good requirements, Tarigan (2005: 5) says that good writing must have principles of saving time, coherence, intact and logical. This means that to be able to express ideas clearly and communicatively is a means of teaching writing skills, because writing is a complex language skill and is often seen as the final skill of all language skills. Because this involves a variety of other skills that must be mastered first ".

Based on several opinions above can be drawn a conclusion that writing is a process of moving thoughts or feelings into a language that is understood with the aim of other people can also understand it.

5. The Purpose of Writing Skills

According to Sujanto (1988: 60) writing skills is a process of growth through a lot of practice. To get writing skills, it is not enough to learn grammar and learn knowledge about the theory of writing, especially by memorizing about definitions, terms contained in the field of coral-making. In conjunction with language skills, writing activities further sharpen sensitivity to mistakes both spelling, structure and vocabulary selection. This is because ideas need to be communicated clearly, precisely and regularly, so as not to create doubts for the author himself and his readers.

Writing skills are complex abilities, which require a number of knowledge and skills. To write a simple paragraph, technically we are required to fulfill basic requirements as if we were writing complicated paragraphs. We must choose a topic, limit it, develop ideas, present them in sentences and paragraphs that are logically arranged and so on (Akhadiyah, et al 1996: 2). According to Karsana (1986: 14), writing or composing implies the act of composing, regulating, binding. Writing or composing is saying something using written language. By expressing something using written language, it is intended to be able to convey, preach, tell, describe, explain, convince, manifest, and so on.

Mc Crimmon (in Wagiran and Doyin 2005: 4) states that writing skills are used to record, record, convince, report, inform and effect the reader. Such intentions and objectives can only be achieved well by learners who can compile and compose a way of thinking that expresses them in a clear, smooth and communicative manner. This clarity depends on the mind, organization, usage and choice of words and sentence structure.

Writing skills obtained by someone from continuous training, not from congenital factors. Someone in writing activities must have a clear basis for these activities, so the benefits of writing this activity can be learned. According to several opinions above, it can be concluded that writing skills are a process of growth through many exercises and writing skills used to record, record, convince, report, inform and effect the write. The theories used in writing skills include the nature of writing, the purpose of writing, the benefits of writing, writing steps, and the nature of paragraphs.

There are several opinions about the purpose of writing. Tarigan (1986: 23) reveals that broadly the purpose of writing is to notify or teach, convince or urge, entertain or please, express or express fiery feelings and emotions. The purpose of teaching writing is (1) helping students understand how they can write expressions, by creating situations in the classroom that clearly require writing and writing activities, (2) encouraging students to use appropriate and harmonious forms written expression, (3) developing gradual growth in writing with complete self-confidence (Peck and Schulz in Tarigan 1986: 9).

The purpose of writing is very important. And in general the purpose of writing according to Semi (1990: 19) is as follows:

1. Give direction / instructions, namely giving instructions to others in doing something.
2. Explain something, which is to give a description of the matter that must be known by others.
3. Tells events, namely providing information about something that is going on somewhere at a time.

4. Convincing, namely writing that tries to convince others to agree or agree with him.

Hartig's other notions (in Tarigan 1986: 24-25) reveal that the purpose of writing is:

- a. Assignment purpose is to write something because it is given an assignment, not because of your own volition.
- b. Altrutic purpose is to write with the aim of pleasing the reader, avoiding the sorrow of the readers, wanting to help the understanding, respecting the feelings and reasoning, wanting to make the lives of the readers easier and more enjoyable with that work.
- c. Persuasive purpose, namely deafness, which aims to convince the reader and the truth of the ideas expressed.
- d. Informational purpose (informational purpose, purpose of information), namely writing that aims to provide information or information / information to readers.
- e. Self-expressive purpose (the purpose of self-statement) is a writing that aims to introduce or express itself as an author to the reader.
- f. Creative purpose, namely writing that aims to achieve artistic values.
- g. Solving purpose problems are those that aim to reflect or explore thoughts so they can be understood by the author.

Each writer must express clearly the purpose of writing that would be worked on. The formulation of writing objectives is very important and must be determined in advance because this is the starting point in all writing activities. The purpose of writing is a description of the author in the next writing activity. By determining the purpose of writing, it would be known what must be done at

the writing stage. We would know the ingredients needed, the type of organization of the paragraph that would be applied, or maybe the point of view that would be chosen. Purpose is the main determinant and would direct and limit paragraphs. Awareness of goals during the writing process would be the integrity of the writing (Akhaidah et al. 1988: 11).

Charlie (2008) also suggests that someone writes to achieve certain goals, namely:

- 1) provide information, most of the writing is produced with the aim of providing information, especially if the results of the writing are traded. On the other positive side, writing is also about introducing or promoting something, including an event (news) or a place (tourism),
- 2) enlightening the soul, reading has become one of the needs of modern humans, so that writing as well as a commodity is also worthy of being seen as a means of enlightening the mind and soul,
- 3) perpetuating history, history must be written so that it would last forever to the next generation,
- 4) self expression, writing is also a means of expressing oneself, both for individuals and groups,
- 5) prioritizing idealism, idealism generally poured in written form so that it has a faster and more even distribution
- 6) expressing opinions and theories, ideas are almost always enshrined in writing, and
- 7) entertaining, whether humorous or not, the writing is generally entertaining.

From some expert opinions, it can be concluded that writing aims to express feelings, ideas, and experiences, provide information to readers, convince readers with opinions expressed and to provide entertainment and train for skilled creative writing.

6. Narrative

According to Nursisto (1999: 39) narrative is a paragraph in the form of a series of events that occur in a single unit of time. Narrative paragraphs mean to present events or tell what happened and how an event occurred. Keraf (2003: 135) states that narrative is a form of paragraph that attempts to tell an event or event so that it appears as if the reader sees or experiences the event himself. Therefore, the most important element in the narrative paragraph is the element of action or action. To distinguish narrative paragraphs that only convey an event or event to the reader, then there is another element that must be considered, namely the element of time. Thus, the understanding of the narrative includes two elements, namely: (1) actions or actions that occur in a series of times, what has happened is nothing but acts carried out by people or figures in a time series, (2) narrative tells a dynamic life in a time series.

Based on the description above, Keraf (2003: 136) limits narrative as a form of discourse whose main goal is actions that are woven and arranged into an event that takes place in a single unit of time. Whereas Wiyanto (2004: 64) narration (naration) literally means story or story. The narrative paragraph aims to tell or tell.

The narrative paragraph is sometimes similar to the description paragraph. The difference is that the narrative emphasizes the order and usually there are characters told. Narrative is a form of conversation or writing that aims to convey or tell a series of events or human experience based on development from time to time (Semi, 2003: 29).

From the description above we can conclude that narration can answer a process that occurs about human experiences or events and is explained in detail based on developments over time. Narration is a paragraph that is usually associated with stories.

a. Characteristics of Narrative

Semi (1990: 32) suggests several characteristics of narrative markers, namely (1) in the form of stories about human events or experiences, (2) events or events that are delivered can be events or events that occur, can be merely imagination or a combination of both, (3) based on conflict because without conflict the narrative is usually unattractive, (4) has aesthetic value, because the content and method of delivery are literary, especially fictional narratives, (5) emphasizing chronological arrangements (notes: descriptions emphasizing spatial arrangement), and (6) usually have dialogue. Whereas Nursisto (1999: 39) states that to differentiate narrative paragraphs from other types of paragraphs, there are several paragraph narrative characteristics that we can use as differentiators, namely (1) derived from fact or just fiction, (2) in the form of a series of events, and (3) narrative.

According to Keraf (2000: 136) the characteristics of narrative paragraphs are 1) Highlighting elements of action or action, 2) Structured in a sequence of

times, 3) Trying to answer the question, what happened ?, 4) There are conflicts. Narratives are built by a storyline, this plot would not be interesting if there are no conflicts. In addition to the storyline, conflict and chronological arrangement, the characteristics of the narrative are more fully disclosed by Atar Semi (2003: 31) as follows: 1) in the form of stories about author events, 2) events or events that are delivered in the form of actual events , can be either imagination or a combination of both. 3) based on conflict, because without conflict usually narrative is not interesting, 4) has aesthetic value, 5) emphasizes the arrangement chronologically.

From the description above, it can be concluded that the characteristics of narrative paragraphs are events that actually occur (facts) or are narrative fictions that emphasize chronological arrangements and highlight elements of actions or actions in which there are conflicts.

b. Narrative Structure

A structure can be seen from various aspects of vision. Something is said to have a structure, if it consists of parts that are functionally related to each other. Likewise with narration. The narrative structure can be seen from the components that make it up, such as plot (plot), action, background, and shrinkage.

1) Flow (Plot)

Keraf (2003: 147) limits the plot or plot as a functional interrelation between narrative elements arising from the behavior, character, heart (mind), and point of view and marked by climaxes in the series of acts that while marking the sequence of parts in the entire narrative.

2) Actions

Acts or actions as an element in a plot (other than character, setting, and point of view) are also a structure or form a structure. In the narrative, the structure of actions can be viewed from the actions themselves, but can also be seen from their relation to other factors. Each act or series of actions must be intertwined with one another in a logical relationship (Keraf 2003: 156-157).

3) Characterization

Characterizations are people who become actors in a story. Statements in a story can be obtained by trying to give an illustration of the actions and sayings of the characters (supporting characters) (Keraf 2003: 164). From the description above it can be concluded that the process of displaying and describing characters through their characters is called characterization (Keraf 2003: 164).

4) Background

The actions in a narrative usually take place by taking a certain place that is used as a stage. The place or stage is called setting or setting (Keraf 2003: 148). The background can be described alive and in detail, it can also be described sketched, according to its function and role in the actions that take place. Background can be an important element in relation to the actions that occur, or only acts as an additional element.

5) Viewpoint

The role of perspective is very important as a technique for working on a narrative. The perspective in the narrative questions how the relationship between someone who narrates the narrative, the person who brings the narrative can act as an observer (observer) only, or as a participant (participant) on all the actions told.

The purpose of the point of view is as a guideline or a guide for the reader regarding the character's actions or actions in a story. In short, it can be said that the perspective in the narrative questions: who is the narrator in the narrative, and what or how it relates to the whole process of acting on the characters in the narrative.

If the perspective in the narrative states how a person (narrator) functions in a narrative, does he take part directly in the whole series of events (as participant), or as an observer (observer) of the object of all actions or actions in the narrative.

c. Steps to Writing Narrative

The ability to write narrative paragraphs on students is very useful, therefore, it is necessary to learn the steps to write a narrative paragraph, namely: 1) determining the theme and message delivered, 2) setting the target audience, 3) designing the main events that would be displayed in the form flow scheme, 4) dividing the main events into the beginning, development, and end of the story, 5) detailing the main events into the details of the event as supporting stories, 6) arranging figures and ranks, backgrounds, and points of view, and 7) revise the narrative paragraph.

Supporting facilities needed in learning to write narrative essays with examples non examples are media that can support or facilitate students in understanding narrative essay writing skills, namely animated image media. From the animated image itself makes students continue to devote their ideas to their knowledge. Aspects assessed in narrative essay writing skills include six aspects. These six aspects are: aspects of the series of events, aspects of conformity of

content with titles, aspects of characters and characterizations, aspects of cohesion and coherence, aspects of diction or choice of words, and aspects of spelling and punctuation.

1) Aspects of the Event Series

A series of events is also called a plot or plot. Grooves are a series of stories formed by the expectations of events so as to form a story presented by the actors in a story. The term flow in this case is the same as the terms plot and story structure. Stages of events that form a story can be formed in a series of events that are of various kinds (Aminuddin, 1995: 83). Rahmanto (1997: 217) explains that in the groove there is an element which functions to regulate the path of the flow called tension (suspense). This voltage is a driving force for readers to want to continue to follow the storyline. The means to create a tension can take the form of foreshadowing, which is to imagine what would happen, and to flash back, which is the chronological sequence in the story with the events that happened before. Assessment of aspects of the series of events in the narrative essay is focused on the clarity of events in the essay and its suitability with the media of animated images.

2) Aspect of Conformity to content with Title

The title is used to name a book, article, essay, etc. The title is basically the details and description of the topic. The title is more specific and implies the problems to be discussed. The title only mentions the main or most important features of a writing, so the reader can already imagine what would be described in the text. The requirements for determining a good title are: (a) Relevant, meaning that

there is a connection with the contents of the essay. (b) Short, which is easy to understand. (c) Provocative, which can attract the reader's attention. (d) Titles should be expressed in phrase form. Assessment of the suitability of narrative content with animated images is focused on the suitability of the students' narrative essay titles with the contents of the essay and the animated images that have been given previously.

3) Character and Characteristics Aspects

Figures are actors who carry out events in fictional stories so that the event is able to forge a story (Aminuddin, 1995: 79). Meanwhile Zulfahnur (1996: 29) says that figures are fictional individuals who experience events or acts in stories. Figures can be differentiated into main characters and additional figures. As stated by Aminuddin (1995: 79) a main character has an important role in a story. While figures who have an important role because of their appearance only complement, support the main actors are called additional figures or auxiliary figures. While characterization is the appearance of a character with an author's invention can only be of character, or personality traits (Sudjiman, 1988: 16).

4) Aspects of Cohesion and Coherence

Cohesion in discourse is defined as cohesiveness in a structural form of syntactic bonds. Moelino (1988: 34) states that good and whole discourse requires cohesive sentences. The cohesive concept actually refers to form relationships. This means that the elements of discourse (words or sentences) that are used to compile a discourse have a unified and intact relationship. To get a good and complete essay, the sentences must be cohesive. Only with such a cohesive relationship can an element in the essay be interpreted, according to its dependence on other

elements. Cohesion is divided into two aspects, namely grammatical cohesion and lexical cohesion. Grammatical cohesion means the coherence of forms according to grammar. Lexical cohesion means the coherence of forms according to the word. Coherence is a neat arrangement of reality and ideas, facts and ideas into a logical strand so that it is easy to understand the message it contains (Wohl, 1978: 25). Coherence is the relationship between one part and the other so that the sentence has a unified whole meaning.

5) Aspects of Diction or Choice of Words

In an essay, diction can be interpreted as the choice of the author's words to describe a story. Dictation does not only mean choosing a word but is used to express ideas or tell events but also includes issues of language style, phrases and so on. Language style as part of diction which is related to individual expressions or characteristics, or has high artistic value. Before determining the choice of words, the author must pay attention to two main things, namely: the problem of meaning and meaning relations. The meaning of a word / sentence is a meaning that does not always stand alone. The meaning is divided into several groups, namely as follows.

a) Lexical Meanings and Grammatical Meanings. Lexical meanings are meanings that correspond to their referents, according to the results of observations of sensory devices / meanings that are truly real in our lives. Grammatical meanings are used to express the meanings or nuances of grammatical meaning, to express.

b) The plurality of Indonesian languages, using the reduplication process. Meaningful Reference and Non-referential. Referential and non-referential

meanings are differences based on the presence or absence of referents from those words. Then the words have a referent, that is something outside the language referred to by that word. Words are referential meaningful, if they have a referent, while non-referential meaningful words do not have a referent.

c) Denotative and connotative meanings. Denotative meaning is the original meaning, the original meaning or the true meaning of a lexeme. The connotative meaning is another meaning added to the denotative meaning that relates to the value of the feeling of the person / group of people who use the word.

d) Conceptual Meanings and Associative Meanings. Conceptual meaning is the meaning possessed by a lexeme regardless of any context or association. Associative meaning is the meaning possessed by a lexeme with regard to the relation of the word to something that is outside the language.

e) The Meaning of Words and Meanings of Terms. The meaning of the word, although synchronously does not change, but because various factors in life can become general. The meaning of the word just became clear when it was used in a sentence. The meaning of the term has a fixed and definite meaning. Determination and certainty of the meaning of the term because the term is only used in certain fields of activity or science.

f) Idiomatical and Proverb Meanings. Idioms are language units (there are in the form of both words, phrases, and sentences) their meaning cannot be predicted from lexical meanings, both the elements and the grammatical meaning of these units. The meaning of the proverb is to compare or compare, so it is also commonly called the name of the parable.

g) Kias and straightforward meanings. The meaning of kias is words, phrases and sentences that do not refer to the true meaning (Chaer, 1994: 60).

6) Spelling and Punctuation Aspects

Authorship is always written language. In some cases written language is not the same as spoken language. Many language tools such as songs, pauses, high and low sounds, sound pressure, are difficult to describe in written language. To complete the shortcomings, punctuation is made. Punctuation can help explain the meaning or meaning of a sentence. With punctuation the author can convey his intentions more clearly. While the reader can also capture the meaning of the sentence more easily. Therefore, the meaning of punctuation must not be ignored in writing.

The various punctuation marks include the following. 1) Point The dot is used as a sign that the sentence has finished. The main task is to lock the sentence. 2) Commas Commas are most often used in writing. The main task is to declare a short pause, dividing the relationships that need to be explained. In general, commas are used to block similar or equivalent words or phrases. 3) Colons The two points are used to confirm the explanation or explanation as an addition to something that has been mentioned in the previous times. Colon can also be used to state the details of various things, the items mentioned in succession, and to state the quotation of someone's words. 4) Exclamation marks and question marks Exclamation marks in essence intensify narrative. Can be used to express strong feelings such as orders, prohibiting, wonder, attracting attention, disbelief, and so

on. While the question mark is certainly used to express the question, both the real question and the witnessing question.

B. Relevant Study

Relevant research has been carried out by Insari Pangestu in 2016. The study entitled Effect of genius learning strategy to writing skills narrative class v students of SDN KEBRAON i / 437 Surabaya. This study aimed to test the effect of the strategy Genius Learning to narrative writing skills. The research subjects are students of class V SDN Kebaron II / 437 Surabaya totaling 32 students.

This research is a kind of experiment by using method one group Control-Experiment design. The draft is pretest research, treatment, and Experiment. To prove significant differences in Control and test different posttes using a t-test. Based on data obtained from the results of the study showed that students' writing skills by applying Genius Learning strategies have increased. Results of the analysis for student activities categorized very active student and teacher activities are categorized very well, and for the student response in response to learning that Genius learning strategy is also very positive. From the analysis it can be concluded that the application of Genius Learning strategies are very effective and influential on narrative writing skills of students.

C. Conceptual Framework

The purpose of teaching writing is skill is communicative efficiency. Students must be able to make themselves understood, using their current skills, but there are many students who cannot achieve this goal. In teaching and studying the writing process, many students write hesitantly and even choose to be quiet. So, teachers must use new ways to solve problems that students enjoy and benefit from teaching and learning activities.

In teaching activities, teachers must design strategies to effect student achievement in the learning process, especially in writing achievement. Students must be able to communicate in the process of transferring knowledge and practice or exposure to use language. Therefore, the appropriate teaching strategy is the ability to write narrative .

This research would be conducted by giving a control, treatment and experiment. The control is given a written test. This treatment provides learning to students with genius learning strategies. Experiment is given to the experimental group, this test is the same as the control. After giving a experiment, covering student scores in the control and experiment, in this case the researcher uses story-solving techniques to achieve the ability to write narrative of students. In this study, genius lerning is a teaching and learning strategy for writing, which can motivate and encourage students to be more creative in formulating words. and more confident to express their ideas.

D. Hypothesis

The research hypothesis is needed to test the theory and as a guideline for directing research, providing a framework for drawing conclusions that would be generated. According to Fraenkel et al. (2012: 265) Experimental research is unique in two very important ways. This research is the only type of research that directly tries to effect a particular variable, and when properly applied. This research is also the best type of research in testing the hypothesis of causality.

Experimental research is a study conducted to determine the effect of giving a treatment or treatment to the subject of research. So experimental research in education is a research activity that aims to assess the effect of a treatment / action / education treatment on student behavior or test hypothesis about the presence or absence of the text effect of the action when compared with other actions.

Based on the conceptual framework above, the hypothesis can be formulated:

Ha : There is significant effect of genius learning strategies the ability in writing

narrative

Ho : There is no significant effect of genius learning strategies the ability in writing narrative

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMP BAKTI-II MEDAN Jalan Keladi no.61 Kelurahan Tanjung Mulia Hilir Kecamatan Medan Deli Kota Medanof VIII (eight) grade, they are VIII-1, VIII-2 and VIII-3 of academic year 2018-2019. The reason for choosing the school because based on the researcher experience when practiced teaching. The researcher found some problems of the students in writing. The students of grade eight were still difficulties to share and express their idea to others and they could not perform writing English well.

B. Population and Sample

1. Population

The population is a group that has one or more characteristics in common that is interest to the research. The population of this research are taken from eight grade students of academic years 2018-2019 of SMP BAKTI - II MEDAN Jalan Keladi no.61 Kelurahan Tanjung Mulia Hilir Kecamatan Medan Deli Kota Medan, which consists of three classes, they are VIII-1 consists of 30 students, VIII-2 consists of 30 students and VIII-3 consists of 31 students, the total of population are 124 students.

2. Sample

Sugiyono (2012 : 81) Sample is procedure of taking the data, where only a part of population would be taken and used to determine the characteristic from the population. The researcher would be used Random sampling. The technique is the researcher Choose an odd number sequence of students.. The experimental group would be taught by genius learning strategies.

Sample in Eight Grade of SMP BAKTI - II MEDAN

Table 3.1

No	Control Class	Eksperimen Class
1	30	30
Total		60

C. Research Design

The research would be conducted an experimental and control group design. The control class treatment is taught by konvensional learning, the experiment class treatment is taught by genius learning strategy. The research design would be explained in the following table.

Research Design

Table 3.2

Class	Fase	Activity	Student Response
Control	Treatment is taught by konvensional learning	<ol style="list-style-type: none"> 1. The teacher creates the conditions of learning before teaching begins 2. The teacher conveys learning material 3. Explain examples of narrative 4. Explain how to determine the elements of narrative 5. Explain the benefits of narrative in everyday life 6. Invite students to ask questions for those who do not understand. 7. The teacher gives conclusions conveyed by the teacher regarding the narrative 8. The teacher listens to the students' responses regarding the explanation that the teacher presents 	<ol style="list-style-type: none"> 1. Students are polite and disciplined before starting learning 2. Students listen to the explanation of the material presented by the teacher 3. Students listen to the teacher's explanation of examples of narrative 4. Students listen to the explanation of how to determine the elements of narrative 5. Explain the benefits of narrative in everyday life 6. Students to ask questions for those who do not understand. 7. Students record the conclusions conveyed by the teacher regarding narrative 8. Students submit responses to the explanation given by the teacher.
Experiment	Treatment is taught by genius learning strategy	<ol style="list-style-type: none"> 1. The teacher is responsible for creating a conducive learning climate in preparation for entering into the actual learning process. Students 	<ol style="list-style-type: none"> 1. Students follow the teacher's direction to carry out activities that can create comfortable and supportive physical conditions

		<p>must be free from fear, psychological stress. Students must be in a comfortable and supportive physical condition.</p> <ol style="list-style-type: none"> 2. The teacher must give a big picture of the entire material. 3. The teacher sets the learning objectives and presents them to students 4. The teacher provides information students activate based on the information that received from the teacher 5. The teacher tests students' understanding by giving a test 6. The teacher performs repetition and anchoring at the end of each session and at the same time draws conclusions from what has been learned. This is useful for improving memory and increasing the effect of the learning process. 	<ol style="list-style-type: none"> 2. Students listen to the translation of material from the teacher 3. Students pay attention to the learning objectives presented by the teacher 4. Students participate in carrying out activities based on information received from the teacher 5. Students take the test at the end of the session 6. Students participate actively in each repetition and together with the teacher draw conclusions in order to improve the memory and effect of the learning process
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D. The Instrument of Research

The data of this research would be used by written test about narrative, where students read aloud a story that has been provided. The students are asked to connect the story has been read from the researcher and present it in front of the class. In collecting data it would be collected by giving test, control and treatment that would be given to experimental group. Heaton (1989) states that “there are five components to evaluate the test”, they are:

1. Idea/Content

16 -20	Very good, very interesting idea and content
11 – 15	Good, interesting content
6 – 10	Fair, the content is quite good
0 – 5	Unsatisfactory, the content is not good

2. Organization

16 -20	Very good, Schematic Structure neat and understandable
11 – 15	Good, Schematic Structure quite neat and understandable
6 – 10	Fair, Schematic structure is quite neat and can be understood a little
0 – 5	Unsatisfactory, Schematic structure is not very neat

3. Vocabulary

16 -20	Very good, the title and content of the story are very appropriate
11 – 15	Good, the title and content of the story are appropriate but still difficult to understand
6 – 10	Fair, the title and content of the story are somewhat inappropriate
0 – 5	Unsatisfactory, the title and content of the story are very inappropriate

4. Grammar

16 -20	Very good, Rarely has trouble
11 – 15	Good, sometimes use in appropriate language
6 – 10	Fair, Frequent use wrong word speech limited to simple vocabulary
0 – 5	Unsatisfactory; Very limited vocabulary and make the comprehension quite difficult

5. Mechanical

16 -20	Very good, overall grammar is right
11 – 15	Good, most of the right grammar
6 – 10	Fair, some grammar isn't right
0 – 5	Unsatisfactory, almost all grammar is not right

Writing Test Criteria
Heaton (1989)
Table 3.3

Aspect	1	2	3	4	score
Idea/Content	Unsatisfactory, the content is not good	Fair, the content is quite good	Good, interesting content	Very good, very interesting idea and content	20
Organization	Unsatisfactory, Schematic structure is not very neat	Fair, Schematic structure is quite neat and can be understood a little	Good, Schematic Structure quite neat and understandable	Very good, Schematic Structure neat and understandable	20
Vocabulary	Unsatisfactory, the title and content of the story are very inappropriate	Fair, the title and content of the story are somewhat inappropriate	Good, the title and content of the story are appropriate but still difficult to understand	Very good, the title and content of the story are very appropriate	20
Grammar	Unsatisfactory; Very limited vocabulary and make the comprehension quite difficult	Fair, Frequent use wrong word speech limited to simple vocabulary	Good, sometimes use in appropriate language	Very good, Rarely has trouble	20
Mechanical	Unsatisfactory, almost all grammar is not right	Fair, some grammar isn't right	Good, most of the right grammar	Very good, overall grammar is right	20

E. The Technique of Collecting Data

The data collection is an important part in conducting a research study. To collect the data this study uses control and experimental group.

a. Control

The control group would be Treatment by konvensional learning.

b. Experiment

The experimental group would be treatment is taught by genius learning strategy:

Table 3.5

Treatment in Experimental Group

Meeting	Experimental Group
1 (first)	<ol style="list-style-type: none"> 1. Researcher gave control 2. Researcher collected the answer sheets of students 3. Researcher calculated the score
2 (second)	<ol style="list-style-type: none"> 1. Researcher greet the students to open the class 2. The researcher gave an explanation of genius learning 3. The researcher carries out learning with genius learning strategies namely direct practice 4. The researcher gave a story theme for each student. 5. Researchers gave students time to connect the stories given to students, with themes that have been determined. 6. After students complete the task create a story that determines the theme of the story. 7. After completion, the researcher asks the class leader

	<p>to collect the stories the students have taken.</p> <p>8. Researchers gather their stories.</p> <p>9. Researchers make data analysis</p>
3 (third)	1. Same as the second meeting but different in exercises
4 (fourth)	<p>1. Researcher gavedirection related to the experiment</p> <p>2. Teacher gaveexperiment</p> <p>3. Researcher collect the answer sheets of the students</p> <p>4. Researcher calculat the score</p>

c. Giving Writing Test

After giving the treatment, the writing test is given to experimental and control group, the test same as the control. The test in this research to know whether the treatment giving effect or not on the students' ability in writing.

F. The Technique of Data Analysis

In this research, the procedures of the technique of analyzing data are:

1. Collecting the students' score in control and experiment.

Students are given an initial test in the form of a test that is capable of writing narratives. then after being given learning using the genius learning strategy, then students were again given a test of narrative writing ability

2. Tabulating the students' score in control and experimental group

The test results are then checked and given a value. the value is given in accordance with the assessment instrument in table 3.3. Then the

value obtained from the test is entered into a table for analysis using the formula.

3. Providing the hypothesis of the research, the data is analyzed by applying formula as the following :

Determining coefficient r by formulation (Sugiyono 2012: 183)

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum y^2 - (\sum x)^2\} - \{n \sum y^2 - (\sum y)^2\}}}$$

Where:

- r_{xy} : Product moment correlation
- n : The amount of sample in experiment and control
- x : Mean score of experiment class
- y : Mean score of control class

Product moment and the meaning of closeness in a statistical analysis or data analysis. Here's the explanation:

1. Coefficient value 0 = There is no relationship at all (rare)
2. Coefficient value 1 = Perfect relationship (rare)
3. Coefficient values > 0 to < 0.2 = Relationship is very low or very weak
4. Coefficient value 0.2 to < 0.4 = Low or weak relationship
5. Coefficient of 0.4 to < 0.6 = Relationship is large enough or strong enough
6. Coefficient of 0.6 to < 0.8 = A big or strong relationship
7. Coefficient value 0.8 to < 1 = Relationship is very large or very strong
8. Negative value means determining the direction of the relationship, for example: the correlation coefficient between income and weight is -0.5.

This means that the higher the income value of a person, the lower the weight with the magnitude of the closeness of the relationship of 0.5 or strong enough.

CHAPTER IV

RESULTS OF RESEARCH AND DATA ANALYSIS

A. Data Collections

1. Control Value

No	Student's Initial	Assessment Aspect					Final Score
		Idea/ Content	Organization	Vocabulary	Grammar	Mechanical	
1	A E	10	12	17	9	10	58
2	A M	10	12	13	9	10	54
3	A K	15	15	15	10	12	67
4	A	10	12	17	9	10	58
5	A T M	13	12	13	13	12	63
6	A Z	10	12	17	9	10	58
7	A S	12	12	13	13	13	63
8	B F T	11	12	10	10	3	46
9	D A	12	12	13	13	13	63
10	E	14	13	13	13	14	67
11	E N	10	12	17	9	10	58
12	E H	16	16	13	13	13	71
13	F	10	12	17	9	10	58
14	F	15	15	15	10	10	67
15	H S	10	10	10	10	2	42
16	F	12	12	12	4	10	50
17	I R	10	12	17	9	10	58
18	K	12	12	10	10	10	46
19	L A	12	10	10	8	2	42
20	M A S	15	15	15	15	15	75
21	N K M	15	15	12	18	15	75
22	N S	13	16	12	13	13	67
23	P S	12	10	10	4	2	38
24	P M	10	12	17	9	10	58
25	S	15	15	15	15	15	75
26	S R	10	12	17	9	10	58
27	S Y	12	10	10	5	7	42
28	V W	12	10	10	4	2	38
29	Y M	10	12	13	13	2	58
30	Z R	12	12	10	10	10	54

Based on the value obtained by students at the control, it can be concluded that sble above, if it is converted to a ranking put forward by Arikunto (2006: 245)

:

Percentage	Criteria
80%-100%	Very good
70%-79%	Good
60%-69%	Moderate
50%-59%	Less
0% - 49%	Very less

Based on the value obtained by students at the experiment, it could be concluded that out of 30 students, there were 7 students scored 0 – 49, 12 students scored 50 - 59, 7 students scored 60 - 69, 4 students scored 70- 79.

There are 23,33 % of students get very less criteria, 40 % of students get less criteria, 23,33 % of students get moderate criteria and 13,33% get good criteria.

2. Experiment value

No	Student's Initial	Assessment Aspect					Final Score
		Idea/Content	Organization	Vocabulary	Grammar	Mechanical	
1	A W	13	14	13	13	14	67
2	A I	13	13	13	14	10	63
3	A	18	15	15	15	12	75
4	A S	15	15	15	15	11	71
5	A F R	3	2	3	3	3	71
6	A F	15	15	17	10	10	67
7	C A M	16	15	15	15	10	71
8	D L	15	15	13	10	10	63
9	D D L	12	14	15	15	15	71
10	D P	15	15	15	15	15	75
11	E R	11	15	15	15	15	71
12	E M	15	18	15	16	19	83
13	E W	16	12	13	13	13	67
14	F M S	15	15	13	15	15	75
15	F F	10	12	17	9	10	58
16	M A F	13	13	12	13	12	63
17	M W	16	16	13	13	13	71
18	M F W	13	16	13	13	12	67
19	M.F	13	17	15	15	15	75
20	N A P	16	15	15	18	19	83
21	L A	15	15	15	15	15	75
22	M S	15	15	13	17	15	75
23	V W	12	10	8	8	6	42
24	S D	15	15	15	15	11	71
25	S N A	13	13	13	13	15	67
26	T A	13	16	13	13	13	67
27	T D A	11	10	10	10	5	46
28	Y M	9	9	10	10	4	42
29	P N	15	15	14	14	13	71
30	W T	20	18	15	15	15	83

Based on the value obtained by students at the experiment, it could be concluded that out of 30 students, there were 3 students scored 0 – 49, 1 students scored 50 - 59, 9 students scored 60 - 69, 14 students scored 70- 79, 3 students scored 80-100.

There are 10 % of students get very less criteria, 3,33% of students get less criteria, 30% of students get moderate criteria, 46,67% get good criteria and 10% get very good criteria.

B. Data Analysis

1. The Average Experiment And Control

No	Student's Initial	Experiment		Control	
		X	X ²	Y	Y ²
1	A W	67	4489	58	3364
2	A I S	63	3969	54	2916
3	A	75	5625	67	4489
4	A S	71	5041	58	3364
5	B F	71	5041	63	3969
6	C A M	67	4489	58	3364
7	D N S	71	5041	63	3969
8	D F	63	3969	46	2116
9	D R	71	5041	63	3969
10	D L	75	5625	67	4489
11	E R	71	5041	58	3364
12	E W	83	6889	71	5041
13	F A	67	4489	58	3364
14	F C	75	5625	67	4489
15	F M S	58	3364	42	1764
16	H J T	63	3969	50	2500
17	H T B	71	5041	58	3364
18	I S	67	4489	46	2116
19	I R R	75	5625	42	1764
20	L A	83	6889	75	5625
21	M A A	75	5625	75	5625
22	M J A L	75	5625	67	4489
23	M R A	42	1764	38	1444
24	M G	71	5041	58	3364
25	M W	83	6889	75	5625
26	M A	67	4489	58	3364
27	M F	46	2116	42	1764
28	M S	42	1764	38	1444
29	M S	71	5041	58	3364
30	N A	67	4489	54	2916
	Jumlah	2046	142594	1727	102799

a. The Average of Experiment

$$\bar{X} = \frac{\sum X}{n} = \frac{2046}{30} = 68,20$$

Based on the experiment results it was found that the average value was 68,20

b. The Average of Control

$$\bar{X} = \frac{\sum X}{n} = \frac{1727}{30} = 57,57$$

Based on the control results it was found that the average value was 57,57

c. Determining coefficient r by formulation

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum y^2 - (\sum x)^2\} - \{n \sum y^2 - (\sum y)^2\}}}$$

Where:

- r_{xy} : Product moment correlation
- n : The amount of sample in experiment and control
- x : Mean score of experiment
- y : Mean score of control

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{(n \sum x^2 - (\sum x)^2) (n \sum y^2 - (\sum y)^2)\}}}$$

$$r_{xy} = \frac{30(120481) - (2046)(1727)}{\sqrt{\{(30(142594) - (2046)^2) ((30(1029799) - (1727)^2)\}}}$$

$$r_{xy} = \frac{3614430 - 3533442}{\sqrt{(4277820 - 4186116)(318970 - 2982029)}}$$

$$r_{xy} = \frac{80988}{\sqrt{(91704)(101441)}}$$

$$r_{xy} = \frac{80988}{\sqrt{9302545464}}$$

$$r_{xy} = \frac{80988}{96449,70}$$

$$r_{xy} = 0,839$$

From the calculation, the product moment coefficient value between experiment and control values is 0.839. If converted from the product moment coefficient table included in the good category. It could be concluded that the effect of genius learning is found in the ability to write narratives.

C. Findings

Based on the value obtained by students at the experiment, it could be concluded that out of 30 students, there were 7 students scored 0 – 49, 12 students scored 50 - 59, 7 students scored 60 - 69, 4 students scored 70- 79. There are 23,33 % of students get very less criteria, 40 % of students get less criteria, 23,33 % of students get moderate criteria and 13,33% get good criteria.

Based on the value obtained by students at the experiment, it could be concluded that out of 30 students, there were 3 students scored 0 – 49, 1 students scored 50 - 59, 9 students scored 60 - 69, 14 students scored 70- 79, 3 students scored 80-100. There are 10 % of students get very less criteria, 3,33% of students

get less criteria, 30% of students get moderate criteria, 46,67% get good criteria and 10% get very good criteria. The average of experiment value was 68,20 and the average of control class value was 57,57.

From the calculation, the product moment coefficient value between experiment and control values is 0.839. If converted from the product moment coefficient table included in the good category. It could be concluded that the effect of genius learning is found in the ability to write narratives.

D. Discussions

This research was conducted at SMP BAKTI –II MEDAN Jalan Keladi no.61 Kelurahan Tanjung Mulia Hilir Kecamatan Medan Deli Kota Medan of VIII (eight) grade, they are VIII-1, VIII-2 and VIII-3 of academic year 2018-2019. The data of this research would be used by written test about narrative, where students read aloud a story that has been provided. The students are asked to connect the story that has been read from the researcher and present it in front of the class. In collecting data it would be collected by giving test, a control and experiment that would be given to experimental group.

Based on the value obtained by students at the control, it could be concluded that out of 30 students, there were 7 students scored 0 – 49, 12 students scored 50 - 59, 7 students scored 60 - 69, 4 students scored 70- 79. There are 23,33 % of students get very less criteria, 40 % of students get less criteria, 23,33 % of students get moderate criteria and 13,33% get good criteria.

Based on the value obtained by students at the experiment, it could be concluded that out of 30 students, there were 3 students scored 0 – 49, 1 students scored 50 - 59, 9 students scored 60 - 69, 14 students scored 70- 79, 3 students scored 80-100. There are 10 % of students get very less criteria, 3,33% of students get less criteria, 30% of students get moderate criteria, 46,67% get good criteria and 10% get very good criteria.

There is a very significant effect between genius learning strategies on the ability to write narratives by students of SMP BAKTI-II MEDAN. Evident from the average value at the time of the control average value was 57.57 and the experiment average value was 68.20. There is an increase in the ability to write narrative students who are taught with genius learning strategies with a significant level of 18.46%.

From the calculation, the product moment coefficient value between experiment and control values is 0.839. If converted from the product moment coefficient table included in the good category. It could be concluded that the effect of genius learning is found in the ability to write narratives.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the Finding of the research obtained from the analysis of the data several conclusions, namely:

1. There is a significant effect of genius learning strategies on the ability to write narratives by students of SMP BAKTI-II MEDAN. Evident from the average value at the time of the control average value was 57.57 and the experiment average value was 68.20. There is an increase in the ability to write narrative students who are taught with genius learning strategies with a significant level of 18.46%. Product moment coefficient value of 0.839 is included in the good category. This means that there is a significant effect between genius learning strategies and the ability to write narratives.
2. Some difficulties encountered when applying genius learning strategies, namely 1) need to familiarize students with new learning strategies, 2) require relatively longer time, 3) teachers must be able to activate students. 4) Students don't understand Grammar , Vocabulary and Mechanic in Write Narratives.

B. Suggestions

Based on the Conclusion of this research, The researcher will be given suggestions for the researchers English Teachers, Students and another.:

1. English teachers could make genius learning strategies as an alternative in choosing learning strategies that are expected to improve student learning outcomes.
2. There was a significant effect use genius learning strategies and the ability to write narration. means the genius learning strategy can be used to improve students' ability to write narratives
3. The Students should always carry a dictionary in learning English in order to add vocabulary. and students to better understand learning about tenses.

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