THE EFFCT OF APPLYING ACTIVE KNOWLEDGE SHARING STRATEGY ASSISTED BY PICTURE STORY ON THE STUDENTS' ACHIEVEMENT IN WRITING

SKRIPSI

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ABSTRACT

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This study was attempted to investigate learning writing by using Active Knowledge Sharing strategy Assisted by Picture Story. The objective of this research was to find out the significant effect of applying active knowledge sharing strategy assisted by picture story on students' achievement in writing. The method used in this study was an experimental research. This research had been conducted at SMP IMELDA Jalan Bilal Pulo Brayan Darat Kecamatan Medan Timur. The population of this research were the eight grade classes in academic year 2016/2017 which consisted of 4 classes, the researcher took 2 classes by using cluster random sampling, VIII- A was as the experimental class that consisted of 30 students and VIII- B was as the control class which involved 30 students. Each class was given a pre-test, treatment, and post-test. The control class was taught by using lecture method meanwhile the experimental class was treated by using Active Knowledge Sharing Strategy Assisted by Picture Story. The instrument of this research was written. The data were analyzed by using t-test formula. Then, the result showed that $t_{observe}$ (2.03) was higher than t_{table} (1.67) with the degree of freedom (df=58) for two-tailed test ($2.03 \geq 1.67$). It meant that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In conclusion, there was the significant effect on the students' achievement in writing by using Active Knowledge Sharing strategy assisted by Picture Story was more significant than using lecture method.

Keywords: Active Knowledge Sharing Strategy, Picture Story, Writing, Students' Achievement

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The Researcher,

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CHAPTER 1

INTRODUCTION

A. Background of Study

Applying Active Knowledge Sharing Strategy Assisted by Picture Story in writing narrative text useful eight grade at SMP IMELDA MEDAN of academic years 2016/2017, on Jalan Bilal, Kecamatan Medan Timur. Acording to Dewi (2012) active knowledge sharing is a strategy that emphasizes the students to share and assist in solving the question in the words when there are students who are not able to answer any question or difficulty answering, the other students are able to answer his question can help resolve a given question. It means the student help their friends solving the question or exchange the knowledge with their friends. In additon Majid (2013) explains that knowledge sharing among peers plays important role to the student in learning process. It means the primary motive of sharing knowledge to improve understanding of the concepts discussed in the class to build relationship with classmates.

Writing is an important part of our every day life. It is one of the language skill used to express the feelings, ideas, and opinions in written form. In the other words, someone can communicate to others through writings. As Caswell (2004) says that writing is the vehicle for communication and a skill mandated in all aspects of life. It means that the people can communicate each other by using writings in daily activity in their life. It is more effective to use by the people who would like to have better utterances because they have longer time to choose about dictions and think about the sequences of the words to be uttered

Writing is one of language skills that is included into school curriculum. Based on school-based curriculum (KTSP). It is expected that the students are able to wrote text. They are hope to be able to express their idea, tell stories, convey information and to compose well-organized writing. School-based curriculum (KTSP) has the purpose to make the students able to communicate in daily life and express idea, feeling and information. As Mendiknas (2006) emphasizes through this curriculum the second grade students of junior high school should be able to produce the language into oral and written forms. It means students were not only expected to speak but also to write. Additionally, the students in junior high school were able to write or produce narrative text as one of genre of writing.

Therefore, the writer had some reasons in writing theory, such as: the difficulties of the students in writing narrative text, the ability of the students in writing narrative text, teachers dominantly applied the traditional method in teaching writing, teachers rarely involved the teaching media in teaching narrative text.

In reality, based on the researcher's experience in real teaching practice (PPL) of eighth grade students at SMP Swasta Imelda Medan, in the academic year of 2016/2017, it was found some problems of students in writing narrative text. The first difficulty of the students in writing narrative text was due to the students had less vocabulary and less paractice and do not know how to write systemtically. In this case, the students had to study hard to master it and teacher helped their the student to overcome these problems by motivating them

especially in writing narrative text. The second problem was the ability of the students in writing narrative text, they had difficulties to write idea in english. The students were lazy in learning english and lazy in learning english also they were difficulties to write ideas in english. The third problem was teachers dominantly applied the traditional method in teaching writing, such as the teachers asked students to write and then check their grammar without discussing the components make the writing better. Doing made the writing class in interasting and decrease the student's ability in writing. The last problem was the teachers rarely involved the teaching media in teaching writing. However, it was more effective and interest to teach using picture story. It was very suitable to be applied to the students of junior high school as media in writing. Additionally, it was very helpful for the students in generating and organizing their ideas in writing through picture .

From all above, the difficulties of the students in writing narrative text. The ability of the students in writing narrrative text, teacher dominantly applied the traditioanal method in teaching writing, and the teacher rarely involved the teaching media in teaching writing narrative text. Therefore,would find out the ways to provide support, such as teaching strategy since the ability to write is an important goal of learning. In addition using picture story was very suitable to be applied to the students as media in writing narrative text in order to generate and organize their ideas in writing through picture story. So the students need improvement in learning writing practice.

Based on the description above, did research with the title : The Effect of Applying Active Knowledge Sharing Strategy Assisted by Picture Story on the Students' Achievement in Writing

B. The Identification of The Study

In line with the background of study, the problems were identified as follows:

1. The difficulties of the students in writing narrative text

2. The ability of the students in writing narrative text

3. Teachers dominantly applied the traditional method in teaching writing

4. The teachers rarely involved the teaching media in teaching writing narrative text

C. The Scope and Limitation

Based on the problem identified previously, the scope was focused on writing skill and the subject was limited on writing narrative text.

D. The Formulation of The Study

Based on the background above, the problem was formulated as follow: Is there any significant effect of applying Active Knowledge Sharing Strategy assisted by picture story on the students' achievement in writing ?

E. The Objective of Study

The objective of the research was to investigate the effect of applying active Knowledge Sharing Strategy assisted by picture story on students' achievement in writing.

F. The Significance of The Study

Theoritically, the results of this research was expected to be useful in enlarging the insight or experience of the readers particularly in teaching writing and composing narrative text. Additionally, it was useful for the other researchers as the reference in doing the further research

Practically, this study expected to improve the students' motivation and interest in writing especially narrative text. Then it hoped the teachers can vary their teaching strategies and include any teaching media to increase the students' achievement in writing.

CHAPTER II

RIVIEW OF LITERATURE

A.Theoretical Framework

1. Writing

Writing is expressing ideas, feelings, and opinion in a written form. It was be concluded express ideas, feelings and opinion through writing. In expressing the thought in a written language, feeling plays important rule as well. Oshima (2006) stated that writing is process not a product, it need study and practice to develop the skill. Its concluded write it must make the process included ideas, feeling and opinion to write not only product.

In addition Ghait (2002) stated that writing as a complex skill which the writers explored thought and ideas within, in order to made them visible and real. Its concluded someone can express their idea to write.

Based on some definitions of writing described above, it was concluded that writing is an activity of thinking after which it is express into graphic symbols included a process to express the ideas, feelings and opinions in written form, the complex skill in writing someone can express their idea to write, and method discovery someone can explore himself by describing his feel.

1.1. The Purpose of Writing

Every activity has a purpose, so do writing. According to Harmer (2004) writing also has a purpose: (a) To inform, you may have more than one purpose in

any assignment. You may wish primarily to inform, that is to convey information. (b) To amuse, when your purpose in writing is to amuse or entertain be funny if you can, but examine carefully the humor you plan to use. (c) To satarize, satire is often a form of humor, but it is always humor with a serious purpose-to effect reform. (d) To persuade, if your purpose in writing is to persuade you desire to influence your reader's thoughts or action. Writing has several other purposes for the students in writing or it also can be called several other functions of writing for students they are : (a) writing can improve students' academic performance, (b) writing allows a writer to create and maintain a marketable image of him or herself in the eyes of potential current employers, (c) writing enhances personal and community relationships.

Refering to the explanation previously, it was sumarized that there are many reasons why everyone need to write, and the students also. It is important to know the purpose of writing skill.

1.2. The Process of Writing

The process of writing is the stages a writer will through in order to produce something in its final written form. This process will be affected by the content (subject matter) in writing, the type of writing (shopping list, letters, essays or novels), and the medium it is written in (pen and paper). As Harmer (2004) says that the process of writing has four main elements: (a) planning: experienced writers plan what they are going to write. Before starting to write they try and decide what it is they are going to say. For some writers this may

involve making detailed notes. (b) drafting: we can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version (c) editing (reflecting and revising): Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. (d) final version: One writers have edited their draft, making the changes they consider to be nacessary , they produce their final version.

In line with the statements above, the researcher decided to represent these stages in the following way: planning, drafting, editing, final version. It means before starting to write it must be planed what that will write, check what we have written and revise before sending.

1.3. The Criteria of Writing Score

In scoring writing, there are some criteria considered based on hughes (2003). He states that there are five scoring components scales namely content, organization, vocabulary, language use, and mechanism. The specific criteria are described detaily in the following stages:

a. Content

There score of content depends on the students ability to write ideas, information in the form of logical sentence

Table 2.1
The Criteria of Scoring Content

27-30	Excellent to very good: knowledge able to substantive through development of topic sentence-relevant to assigned topic
22-26	Good to average : some knowledge able to subjective-adequate range-limited development of topic senteence-mostly relevant to topic
17-21	Fair to poor : limited knowledge of subject-little substance inadequate
13-16	Very Poor : does not show knowledge of subject-not substantive not partinent-or not enough to evaluate

b. Organization

The organization refers to the students' ability writes the ideas, information logical order. The topic and supporting sentences are clearly state.

Table 2.2
The Criteria of Scoring Organization

18-20	Very good : exact word, effective word choice and usage, word from mastery appropriate register
14-17	Good to average : adequate range, occasional error of words choice but meaning not obscured
10-13	Fair to poor : limited range, frequent error of words, choice usage, meaning confused, our obscured
7-9	Very Poor : essentially in translation, knowledge of english vocabulary, word form or enough to evaluate

c. Vocabulary

Vocabulary refers to the students' achievement in using word to express idea logically. It also refers to the achievement to use synonym, prefix, suffix exact

Table 2.3
The Criteria of Scoring Vocabulary

18-20	Very good : exact word, effective word choice and usage, word from mastery appropriate register
14-17	Good to average : adequate range, occasional error of words choice but meaning not obscured
10-13	Fair to poor : limited range, frequent error of words, choice usage, meaning confused, our obscured
7-9	Very Poor : essentially in translation, knowledge of english vocabulary, word form or enough to evaluate

d. Language Use

It refers to the student's achievement in writing simple, complex , or compound sentence correctly and logically. It also refers to the ability to usage agreement of the sentence and some other words such us noun, adjectives, verbs, and the time signals.

Table 2.4
The Criteria of Scoring Language Use

22-25	Excellent to very good : affective complex construction-few errors argument, test, word order/function, articles, pronouns, prepositions.
18-21	Good average : effective but simple construction-minor problems in complex construction-several errors of argument. Tense, number-word order/function, articles, pronouns, preposition, but meaning seldom obscured.
11-17	Fair to poor : major problems in simple-complex constructions frequent of errors of negotiation, agreement, tense, pronoun, preposition or fragments, deletions-meaning, confused or obscured.
5-10	Very Poor : virtually no mastery of sentence construction rules dominated by error-does comminicate or not enough to evaluate

e. Mechanism

Mechanism refers to the students' achievement in using words appropriately using function correctly : paragraph and text can read correctly.

Table 2.5
The Criteria of Scoring Mechanism

05	Excellent to very good : demonstrate mastery of conversation- few error spelling, punctuation and capalization writing sentences.
04	Good to average : occasional errors of spelling, punctuation and capitalization writing sentences.
03	Fair to poor : frequent errors spelling, punctuation and capitalization, writing sentence-poor hand writing meaning confused or obscured
02	Very Poor : no mastery of conventions-dominate by errors spelling, punctuations and capitalization, paragraph-hand writing illegal-or not enough to evaluate

Based on these criteria, then the students ability in writing narrative text using chronological order will be classified to quantitative and qualitative system. The scales are as follows.

Table 2.6
The Scales of Qualitative and Quantitative

Qualitative Form	Quantitative
Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very Poor	0-29

2. Narrative Text

Narrative comes from the word "narrate" which means to tell a story. As Hogue (2006) says that narrative is the kind of writing that you do when you tell a story. Additionally, narrative text is a text which a contain science fiction, romances, horror stories, fables, myths and legends.

In addition garce (2007) explains that narrative text has a social function to amused,entertain and to deal with actual or vicarious experience in different ways. It means narrative text can comfort someone, when they read the narrative text. Then Kisno (2008) says that narration is any written english text which the writer wants to amuse, entertain people and to deal with actual or vicarious experiences in different ways. It means writing a narrative story about our experience it can be entertaining.

From all above, narrative text is telling a story, experience, and can amuse the reader when someone read a narrative text. So narrative can amuse, entertain people or the reader.

2.1 The Purposes of Narrative Text

According to Clause (2008) a narrative text can fulfill any of the purposes for writing as follws

Table 2.7
Purposes of Narrative Text

Purpose	Sample Narration
To entertain	An account of your first meeting, with your father-in-law, when you mistook him for annoying insurance salesman

To express feelings	An account of what happened when your best friend betrayed you
To relate experience	An account of time you got lost in the woods for two days
To inform to explain what happens when a person is arrested	An account of the time you were wrongly arrested for shoplifting
To inform (to teach a lesson)	An account of a time you got in trouble for cheating
To persuade (to convince the reader that community service should be required in high school)	An account of the community service you performed as junior high school

Based on explanation previously, the purpose of narrative text is to entertain, express feelings, relate experience, inform to explain what happens when a person is arrested, to inform to teach a lesson, to persuade the reader that community service should be required in high school.

2.2 The Generic Structure

Dirgeyasa (2015) says that narrative text has generic structure such as orientation, complication, and resolution.

a. Orientation

This is part in which the narrator tells the audience about who is in the story. when the story is taking place and where the action is happening. It can also be called as introductory part of a story. Therefore, the reader can figure out what will happen next and who are involved in it.

b. Complication

This is the part of story where the narrative tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger. From this part, the story begins. This is the part

where the characters totally play their role. This part also tells about events with the conflict or problem in the story.

c.   Resolution

This is the part that can be found in the end of the story. This is the part of the narrative where the complication is sorted out or the problem is solved in some narratives, the narrator includes the part which is called by coda, if there is a moral or message to be learned from the story. That is only the optional part of a story. In the other charcteristic of narrative text is referring to its social function. It function is to tell story, experience and then, in term of its grammatical pattern, narrative text involves the use past tense, adverb time, time conjuction, specific character, action verb, and direct speech.

3. Active Knowledge Sharing Strategy

Active Knowledge Sharing Strategy is a learning strategy by giving emphasis to the students to help each other in answering the question that they do not. As Dewi (2012) says that active knowledge sharing is a strategy that emphasizes the students to share and assist in solving the question in the words, when there are students who are not able to answer any question or difficulty answering, the other students are able to answer his question can help to resolve a given question. It means the student help their friends solving the question or exchange the knowledge with their friends.

In addition Zaini (2002) says that active knowledge sharing is a learning strategy that can bring students to be raedy to learn material before the material is

taught and trained students for teamwork. It is very good to use for students that have proporties that are less individualism in cooperation in the discussion.

Furthmore, Silberman (2005) says that this strategy is a great to draw participants immediately into the subject matter of the training to asses the knowledge. It means students can determine their knowledge of the extent to which they can exchange.

Based on some explanations above, it was concluded this strategy enabled students to discuss in team works and made the students ready before getting the material. By using this strategy, it involved students actively in their discussion. So active knowledge sharing that encourage students actively, shared information and knowledge to other friends.

3.1 The Benefits and Weaknesses of Active Knowledge Sharing Strategy

Active knowledge sharing brings many benefits to students such as better academic achievements, improved communication and interpersonal skills, appreciation for diverse ideas and viewpoints, positive inter- dependence, and a sense of satisfaction for contributing towards learning of other. In addition majid (2013) explains that knowledge sharing among peers play an important role in student, learning process. It means This can help learners to be ready to learn the material quickly. Beside the benefits of active knowledge sharing there are also some weaknesses of it strategy study active knowledge sharing solely a concern. Concerns include the current state of learning that can be changed than necessary. For example learning activities merely a collection of "fun and games", focusing

on the activity itself to the extent that students do not understand what students learn, and the learning process takes a lot of time.

Refering to explanation above, it was explained that this strategy made students enjoyble and more ready to learn the material quickly. improved communication and interpersonal skills. Then, the weakness of this strategy was solely a concern. Concerns included the current state of learning that can be changed than necessary.

3.2 Procedure of Active Knowledge Sharing Strategy

There are some procedures or steps of Active Knowledge Sharing Strategy As silberman (2010) expalains : (1) Prepare a list of questions related to the subject matter to be taught. Questions raised it can be: definition or term, questions about the teacher's choice of facts or concepts, identify the person, complete the sentence, and others. (2) Ask students to answer questions as well as possible. (3) Invite students around the room (friends around them), asks for the other students to answer the questions that the students do not know how to answer, to encourage the students to help each other. (4) After that, the teacher asks the students to collect the answer. (5) Ask students to return to their chair and to review the answers. (6) Fill the answers that can't be answer by the students. (7) Using this information as a way to introduce important topics in these subjects.

4. Picture Story

Picture Story is story a story based on the picture. As Rachmadie (2002) says that picture story are very useful and effective media in teaching, they can be used to teach all language skills such as listening, speaking, reading, and writing. It means the use of picture story can be a choice as one of many alternative ways to help students learn writing.

Then Asrifan (2015) says that picture story are very useful, it is not only says that a picture are very useful, it is not only used as the basic material for students composition but also it effectively stimulates students' imaginative power. It means using picture story can be very effective way of teaching the english language especially in writing.

Based on explanation previously, teaching by using picture story was very suitable to be applied to the students of Junior High School as a media in writing and also is very helpful for the students in generating and organizing their ideas in writing through picture.

According to Sukartiwi (1996) there are some advantages that can be reached by using picture Story : (1) To increase students` motivation, (2) To prevent students` boredom in joining the teaching and learning process, (3) To make the teaching and learning process more systematic, and (4) To make the students easier in catching their teacher's instruction. It appears that using pictures in teaching language especially writing is very important. Beside the advantages of picture story there are also some disadvantages of it. The disadvantages of media picture story among other things, first, some pictures are quite adequate,

but not large enough in size when used for the purpose of teaching large groups, second, picture story are two-dimensional that it is difficult to describe the shape of the actual three-dimensional, the third, however Pictures beauty still does not show motion as well as the live picture.

From all above, it was concluded that the advantages of using picture story was to increase student's motivation, make the teaching and learning process more systematic, and make students easier in catching the teacher's instruction, using picture story are very useful and effective media in teaching. Beside the advantages, picture story are some pictures are quite adequate, but not large enough in size when used for the purpose of teaching large groups, picture story are two-dimensional that it is difficult to describe the shape of the actual three-dimensional.

5. The Implementation of Active Knowledge Sharing Assisted by Picture Story

There are some step to implement Active Knowledge Sharing Strategy Assisted by Picture as follow:

a. The researcher showed picture story to the students.

b. The researcher gave explanation about picture story

c. The researcher gave some questions from the picture story to the students

d. The researcher asked students to answer question as well as possible

e. The researchers ordered students invite around the room (friends around them) asks for the other students to answer the question that the students do not know how to answer, to encourage the students to help each other

f. After that, the teacher asked the students to collect the answer

g. Asking students to return to their chair and to review the answer

h. Fill the answers that can't be answer by the students

i. Using this information as a way to introduce important topic in these subject

6. Traditional Method (Lecture Method)

The traditional method (old concept) emphasizes the importance of mastering the lesson material. Traditional language teaching was based on a traditional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words that were combined according to the rules. Traditional method thus focuses on grammatical structures and isolated items of vocabulary. One of traditional method is lecturing method. A lecture is defined as one person speaking more or less continuously, to a group of people on a particular subject of them. Lecture is a teaching method where a teacher is the central focus of information transfer. Typically, a teacher will stand before a class and present information for the students to learn. Sometimes, they will write on a board or use and overhead projector to provide visuals for students. students are expected to take notes while listening to the to the lecture. Usually, very little exchange occurs between the instructor and the students during the lecture.

From the passage above, it can be concluded that lecturing method was teaching technique in which the teacher become the controller or teacher centered

approach and the students just respond what the teacher ask and they study in silent way.

6.1 Advantages of Traditional Method (Lecture Method)

Killer (2007) state that the lecture method has advantages in teaching learning activities. Many facts can be presented as a short time in an impressive way, the teacher can suitable very good interest in the subject, lecture can present a member of facts belonging to different subjects and also it can facilitate interdisciplinary approach to topics, and the lecture appeal to those learners who learn by listening.

So in traditional method the students just listen the explanation of the teachers about the subject. When teachers explain about the subject, the teachers used national language, so the students not using their language like mother tongue language was not used. It means that the students can know of the using of national languages.

6.2 Disadvantage of Traditional Method (Lecture Method)

Killer (2007) states that the lecture method also have disadvantages. The lecture may not be effective for higher order thinking skills, depending on the knowledge base and skill of the teacher. The lecture method can stifle learners' creativity, learners are often passive where lecture fails to give feedback to both the teacher and the students. The teacher cannot keep students attention for a long

time or for the whole lesson. Information tends to be forgotten quickly if taught through the lecture method.

So the weakness in lecturing method in learning process was not interactive because the students just listened the explanation of the teachers. The students should paid more attention if they want to understand about the subject. It means the students not more active in learning process.

Based on explanation above it can be concluded that the traditional method (lecturing) generally was the learning center teachers, and placing students as objects in the study. So, here the teachers act as versatile and as a learning resource. Traditional (lecturing) learning system has a characteristic that the learning management was determined by the teacher. The role of students only performed activities in accordance with the instructions of teachers. The lecturing method was more focused effort or spend the subject matter, so that the lecturing method was more oriented on the text subject matter. Teachers tended to deliver any material, problems understanding or the reception quality of the material the students got less attention seriously. The lecturing method was the traditional method, because it has always been used as a means of verbal communication between teachers and students in the learning process. And like the other method in teaching learning, the lecturing method has the advantages and disadvantages in teaching process.

B. Conceptual Framework

Writing is both a physical and mental act. On the other hand, writing is the mental work of investing ideas, thinking about how to express them and oraganizing them into statements and text that will be clear to a reader. Writing is a process of transferring ideas into symbols such as letters, words, phrases, sentences, and paragraphs involving certain rules of grammar, spelling, punctuation and the other elements in the language. Writing is very important because through writing people can share their ideas or knowledge into a written text to the others, from one generation to the next. Writing is very important because through writing people can share their ideas or knowledge into a written text to the others, from one generation to the next. Writing is very crucial in human's life. Writing gives us ability to record and communicate our experience and knowledge.

Narrative tells a stories and most often in fiction. Narrative text is kind of writing which amuses, entertains people, and deals with actual or vicarious experience that the writer has imagined, the point of narrative is to bring one's subject to life. Active Knowledge Sharing Strategy is a learning strategy by giving emphasis to the students to help each other in answering the question that they do not. The strategy choosen above is more effective to apply by including the teaching media. One of teaching media is picture. Teaching using picture story is very suitable to be applied to the student of junior high school as a media in writing and also is very helpful for the students in generating and organizing their ideas in writing through picture.

To make the students feel easier and interest in writing narrative text, there was one strategy which was appropriate in writing narrative text namely Active Knowledge Sharing assisted by picture. It was helpful in teaching writing on narrative text using picture story as media in order to generate and organize the students ideas in writing through picture.

C. Hypothesis

The hypotesis of this research were formulated as follows :

H_a : There was a significant Effect of Applying Active Knowledge Sharing Strategy Assisted by Picture Story on the students' Achievement In Writing

H_0 : There was no significant Effect of Applying Active Knowledge Sharing Strategy Assisted by Picture Story on the students' Achievement In Writing

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP Imelda Medan of eight grade, which is located Jalan Bilal No. 24 Pulo Brayan Darat Kecamatan Medan Timur. It was conducted during ten meetings (February − March 2016/2017) of academic year 2016/2017. The reason of choosing this school because based on the researcher's experience in Real Teaching Practice (*PPL*), it was found that the students had problem in their achievement in English learning, especially in writing narrative text. So, the researcher wanted to help them by using a proper learning strategy that is easy to do.

B. Population and Sample

1. Population

The population of this research were the eight grade students of SMP Imelda Medan in academic year 2016/2017, those consisted of four classes namely VIII- A amounted to 30 students, VIII-B amounted to 30 students, VIII-C amounted to 32 students, and VIII-D included to 32 students. So, the total population were 124 students.

2. Sample

The sample of this research were class VIII- A that amounted to 30 students and VIII- B that amounted to 30 students which were taken by using Cluster Random Sampling Technique by cards. After the researcher mixed these cards for a moment, two cards were take randomly as the sample of research and the first chosen is VIII- A as Experimental Group while the second chosen was VIII- B as Control Group. The table of population and sample of the research were displayed in table below.

Table 3.1
Population and Sample of the Research

No.	Classes	Population	Sample
1	VIII- A	30	30
2	VIII- B	30	30
3	VIII- C	32	-
4	VIII- D	32	-
Total		**124**	**60**

C. Research Design

This research was conducted by using an experimental quantitative research which consisted of pre-test and post-test in order to know the effect of Applying Active Knowledge Sharing Strategy Assisted by Picture story on the students' achievement in writing narrative text. In conducting the experimental research, the sample were divided into two groups, there were experimental and control groups. The experimental was taught by using Active Knowledge Sharing Strategy Assisted by Picture Story and the control group was taught by using traditional method. The design of this research will illustrated as follow:

Table 3.2
Experimental and Control Group

Group	Pre-test	Treatment	Post-test
Experimental Group	√	Active Knowledge Sharing Starategy Assisted by Picture Story	√
Control Group	√	Traditional Method (Lecture)	√

In this research, there were three procedures used to collect the data. They were Pre-test, Treatment and Post-test that was given to the experimental group and control group.

a. Pre-test

The pre-test was conducted to find out the students' ability in narrative text especially in writing narrative text before having the treatment. The pre-test will be given to the experimental and control groups. The result of the pre-test was considered as the preliminary data.

b. Treatment

A treatment was given to the students. The experimental group was taught by using Active Knowledge Sharing Strategy assisted by Picture Story, while the control group was taught by using traditional method.

c. Post-test

After conducting the treatment, a post-test was given to the students. The post-test functioned to know whether the treatments gave the effect or not on the

students' achievement in writing narrative text. It was administrated to experimental and control groups. The administrating of the post-test meant to find the differences scores of both experimental and control groups by using Active Knowledge Sharing Strategy Assisted by Picture Story and using traditional method.

D. Instrument of the Research

The instrument of this research was collected by using with test. In the test, the students wrote their own narrative text based on story given. The material of the test was taken from Interactive English Junior High School.

E. Procedures of Collecting Data

There were some techniques of collecting data as follow :

1. Giving the same pre-test to both of the groups

2. Applying the treatment by using Active Knowledge Sharing Strategy will be give to the experimental group and traditional method will be give to the control group.

3. Giving post-test with the same test to both of the groups.

4. Collecting the students' work sheet.

F. Technique of Analyzing Data

After collecting the data from the test, the data were analyzed by using the following techniques :

1. Correcting the students' answer

2. Scoring the students' answer for correct answer and wrong answer

3. Listing their score in two tables, first for experimental group scores and second for control group

4. Calculating the total score pre-test and post-test in experimental group and control group

5. Finding the mean of the score of pre-test and post-test in experimental group and control group by using formula:

a. Mean of variable X (variable 1)

$$M_x = \frac{\sum X}{N}$$ (Sudijono, 2009)

b. Mean of variable Y (variable 2)

$$M_y = \frac{\sum Y}{N}$$

6. Finding the standard deviation by using formula:

a. Standard of Deviation (SD) for variable X (variable 1)

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$ (Sudijono, 2009)

b. Standard of Deviation (SD) for variable Y (variable 2)

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

c. Standard Error of mean variable 1

$$SE \; M_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

d. Standard Error of mean of variable 2

$$SE \; M_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

e. The difference of standard error between mean of variable 1 and mean of variable 2

$$SE \; M_1 - M_2 = \sqrt{SEM_1{}^2 + SEM_2} \qquad \text{(Sudijono, 2009)}$$

7. Testing hypothesis by applying T-test

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2} \qquad \text{(Sudijono, 2009)}$$

Notes:

M_x $\qquad$ = mean for variable 1 or X

M_y $\qquad$ = mean for variable 2 or Y

$\sum X$ $\qquad$ = total of students' score

$\sum Y$ $\qquad$ = total of students' score

N_1 $\qquad$ = number of cases for variable 1

N_2 $\qquad$ = number of cases for variable 2

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

After administrating pre-test and post-test to both of the score the pre-test

and the post-test were presented in the following tables.

1. The Scores of Experimental Group

Table 4.1
The scores of Pre-test and Post-test of Experimental Group

No	Students' Initial Name	Pre-Test (X1)	Post-Test (X2)
1	AMA	38	79
2	AM	42	89
3	AZ	57	81
4	ASD	54	75
5	AR	54	82
6	CWR	34	83
7	DS	58	83
8	DFA	37	89
9	DA	59	79
10	IAN	55	82
11	KA	55	86
12	MP	38	73
13	JJG	41	83
14	MWA	38	84
15	MMS	45	78
16	NA	38	74
17	NHZ	46	84
18	NA	71	81
19	PU	42	86
20	RA	36	83
21	RAA	35	80

22	RDK	51	82
23	SEZ	37	77
24	SK	34	84
25	SR	36	78
26	SAP	45	84
27	SA	36	83
28	SNA	42	83
29	TU	45	88
30	YU	55	80
	TOTAL	**1354**	**2453**

Table 4.1, it showed that the total score of pre-test was 1354 with the lowest 34 and the highest one was 71. Menwhile, the total score of post-test 2453 with the lowest 73 and the highest score was 89.

2. The Scores of Control Group

Table 4.2
The scores of Pre- test and Post-test of Control Group

No	Students' Initial Name	Pre-Test (Y1)	Post-Test (Y2)
1	AA	43	70
2	ANI	35	73
3	BSS	46	73
4	DDP	44	73
5	DSH	38	70
6	DN	42	76
7	DZA	39	74
8	FP	43	79
9	FDA	48	75
10	FA	42	77
11	GGJ	40	73
12	HQH	35	79
13	HJG	51	77
14	JP	52	79

15	KA	42	80
16	KP	40	75
17	KAT	39	75
18	LH	48	78
19	MF	46	80
20	MP	50	74
21	MTC	44	76
22	MH	42	74
23	MDB	47	76
24	NS	50	74
25	NT	40	75
26	NS	34	70
27	NA	30	78
28	RS	51	80
29	RP	40	75
30	YA	45	78
TOTAL		**1286**	**2266**

Table 4.2, it showed that the total score of pre-test was 1286 with the lowest 30 and the highest one was 52. Menwhile, the total score of post-test 2266 with the lowest 70 and the highest score was 80. After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' achievement in writing after receiving the treatment.

B. The Data Analysis

Based on the data from the test in the Table 4.1 and 4.2 the scores were analyzed in order to investigate the effect of Active Knowledge Sharing Strategy Assisted by Picture Story on the students' achievement in writing by calculating the followings.

1. Mean of Variable X (Variable 1)

Table 4.3
The differences of Scores of Pre- test and Post- Test of Experimental Group

NO	Students' Initial Name	Pre-Test (X1)	Post-Test (X2)	X(X2-X1)
1	AMA	38	79	41
2	AM	42	89	47
3	AZ	57	81	24
4	ASD	54	75	21
5	AR	54	82	28
6	CWR	34	83	49
7	DS	58	83	25
8	DFA	37	89	52
9	DA	59	79	20
10	IAN	55	82	27
11	KA	55	86	31
12	MP	38	73	35
13	JJG	41	83	42
14	MWA	38	84	46
15	MMS	45	78	33
16	NA	38	74	36
17	NHZ	46	84	38
18	NA	71	81	10
19	PU	42	86	44
20	RAA	36	83	47
21	RDK	35	80	45
22	RA	51	82	31
23	SEZ	37	77	40
24	SK	34	84	50
25	SR	36	78	42
26	SAP	45	84	39
27	SA	36	83	47
28	SNA	42	83	41
29	TU	45	88	43
30	YU	55	80	25
	TOTAL	**1354**	**2453**	**1099**

Based on the table above, the mean scores of experimental class was calculated as follow:

$$M_x = \frac{(\sum fx)}{(N)}$$

$$= \frac{(1099)}{(30)}$$

$$= 36.63$$

Which:

Mx : The mean score of experimental score

$\sum X$: The score of x_2-x_1

N   : The sample of experimental group

2. Mean of Variable Y (Variable 2)

Table 4.4
The differences of Scores of Pre- test and Post- test of Control Group

No	Students' Initial Name	Pre-Test (Y1)	Post-Test (Y2)	Y(Y2-Y1)
1	AA	43	70	27
2	ANI	35	73	38
3	BSS	46	73	27
4	DDP	44	73	29
5	DSH	38	70	32
6	DN	42	76	34
7	DZA	39	74	35
8	FP	43	79	36
9	FDA	48	75	27
10	FA	42	77	35
11	GGJ	40	73	33
12	HQH	35	79	44
13	HJG	51	77	26

14	JP	52	79	27
15	KA	42	80	38
16	KP	40	75	35
17	KAT	39	75	36
18	LH	48	78	30
19	MF	46	80	34
20	MP	50	74	24
21	MTC	44	76	32
22	MH	42	74	32
23	MDB	47	76	29
24	NS	50	74	24
25	NT	40	75	35
26	NS	34	70	36
27	NA	30	78	48
28	RS	51	80	29
29	RP	40	75	35
30	YA	45	78	33
TOTAL		**1286**	**2266**	**980**

Based on the table above, the mean scores of control class was calculated as follow:

$$M_y = \frac{(\sum fy)}{(N)}$$

$$= \frac{(980)}{(30)}$$

$$= 32.66$$

Which:

My : The mean score of control group

$\sum Y$: The score of y_2-y_1

N   : The sample of control group

3. **Standard Deviation (SD) of Variable X (Variable 1)**

Table 4.5
The Calculation of Standard Derivation in Experimental Class

NO	Students' Initial Name	X(X2-X1)	x= (X-Mx)	X2
1	AMA	41	4.37	19.0969
2	AM	47	10.37	107.5369
3	AZ	24	-12.63	159.5169
4	ASD	21	-15.63	244.2969
5	AR	28	-8.63	74.4769
6	CWR	49	12.37	153.0169
7	DS	25	-11.63	135.2569
8	DFA	52	15.37	236.2369
9	DA	20	-16.63	276.5569
10	IAN	27	-9.63	92.7369
11	KA	31	-5.63	31.6969
12	MP	35	-1.63	2.6569
13	JJG	42	5.37	28.8369
14	MWA	46	9.37	87.7969
15	MMS	33	-3.63	13.1769
16	NA	36	-0.63	0.3969
17	NHZ	38	1.37	1.8769
18	NA	10	-26.63	09.1569
19	PU	44	7.37	54.3169
20	RAA	47	10.37	107.5369
21	RDK	45	8.37	70.0569
22	RA	31	-5.63	31.6969
23	SEZ	40	3.37	11.3569
24	SK	50	13.37	178.7569
25	SR	42	5.37	28.8369
26	SAP	39	2.37	5.6169
27	SA	47	10.37	107.5369
28	SNA	41	4.37	19.0969
29	TU	43	6.37	40.5769
30	YU	25	-11.63	135.2569
TOTAL				**2464.5701**

The data of table 4.5 showed that the calculation standard deviation of experimental group as follow:

$$SDx = \sqrt{\frac{24645701}{30}} = \sqrt{82.15} = 9.06$$

4. **Standard Deviation (SD) for Variable Y (Variable 2)**

Table 4.6
The Calculation of Standard Derivation in Experimental Class

No	Students' Initial Name	Y(Y2-Y1)	Y=Y-My	(Y-My)2
1	AA	27	-5.66	32.0356
2	ANI	38	5.34	28.5156
3	BSS	27	-5.66	32.0356
4	DDP	29	-3.66	13.3956
5	DSH	32	-0.66	0.4356
6	DN	34	1.34	1.7956
7	DZA	35	2.34	5.4756
8	FP	36	3.34	11.1556
9	FDA	27	-5.66	32.0356
10	FA	35	2.34	5.4756
11	GGJ	33	0.34	0.1156
12	HQH	44	11.34	128.5956
13	HJG	26	-6.66	44.3556
14	JP	27	-5.66	32.0356
15	KA	38	5.34	28.5156
16	KP	35	2.34	5.4756
17	KAT	36	3.34	11.1556
18	LH	30	-2.66	7.0756
19	MF	34	1.34	1.7956
20	MP	24	-8.66	74.9956
21	MTC	32	-0.66	0.4356
22	MH	32	-0.66	0.4356
23	MDB	29	-3.66	13.3956
24	NS	24	-8.66	74.9956

25	NT	35	2.34	5.4756
26	NS	36	3.34	11.1556
27	NA	48	15.34	235.3156
28	RS	29	-3.66	13.3956
29	RP	35	2.34	5.4756
30	YA	33	0.34	0.1156
TOTAL				**855.1300**

$$SDy = \sqrt{\frac{855.1300}{30}} = \sqrt{28.50} = 5.33$$

Based on the calculation above shown the following facts were presented.

SDx = 9.06

SDy = 5.33

N1 = 30

N2 = 30

X = 1099

Y = 980

Mx = 36.63

My = 32.66

$(X-Mx)^2$ = 2464.5701

$(Y-My)^2$ = 855.1300

Therefore, the following formula were implemented:

a. Standard Error of Experimental Group:

$$SE\ M_1 = \frac{SD_1}{\sqrt{N_1 - 1}} = \frac{9.06}{\sqrt{30-1}} = \frac{9.06}{\sqrt{29}} = \frac{9.06}{5.38} = 1.68$$

b. Standard Error of Control Group:

$$SE\ M_2 = \frac{SD_2}{\sqrt{N_2 - 2}} = \frac{5.33}{\sqrt{30-1}} = \frac{5.33}{\sqrt{29}} = \frac{5.33}{5.38} = 0.99$$

c. The difference of standard error

$$SE\ M_1\text{-}M_2 = \sqrt{SEM_1^2 + SEM_2^2}$$

$$= \sqrt{(1.68)^2 + (0.99)^2}$$

$$= \sqrt{2.8224 + 0.9801}$$

$$= \sqrt{3.8025}$$

$$= 1.95$$

C. Testing Hypothesis

The result above then was applied to test hypothesis:

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

$$= \frac{36.63 - 32.66}{1.95}$$

$$= \frac{3.97}{1.95}$$

$$= 2.03$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follows:

Ha : the value of the $t_{observe}$ was higher than the value of the t_{table} ($t_{observe} \geq t_{table}$).

Where t_{table} value for the degree of freedom, the calculation showed as follow:

df= (N1+N2-2)

= (30+(30-2)

= (30+28)

= 58

Based on the table of distribution, the pride of t_{table} with the degree of freedom (df) 58 at the level of significance 5% was at 1.67, while the critical value ($t_{observe}$) was 2.03. The result of computing indicated that the $t_{observe}$ was higher than t_{table} ($t_{observe} \geq t_{table}$; 2.03 $\geq$ 1.67). It means that hypothesis was accepted.

D. Research Finding

It was found that the using of Active Knowledge Sharing Strategy Assisted by Picture Story on the students' achievement in writing narrative text gave the significant effect. The students' that were taught by using Active Knowledge Sharing Strategy Assisted by Picture Story got the higher score than those taught by using traditional method (lecturing method). The result of the test showed that the $t_{observe}$ was higher than t_{table} (2.03 $\geq$ 1.67). It means that the Active Knowledge Sharing Strategy Assisted by Picture Story gave the significant effect on the students' achievement in writing narrative text.

So, the researcher concluded the alternative hypothesis was accepted that "there was a significant effect of applying Active Knowledge Sharing Strategy Assisted by Picture Story on the students' achievement in writing

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusions were drawn as following:

1. Based on the data analysis, it was found that there was the significant effect of Applying Active Knowledge Sharing Strategy Assisted by Picture Story in writing narrative text. It was prove from the total score 1354 and 2453 respectively. It was found $t_{observe} \geq t_{table}$ or 2.03 $\geq$ 1.67 with df= 58 (30+30-2).

2. Most of students responded well the lesson by applying Active Knowledge Sharing Strategy Assisted by Picture Story. It was characterized by the increase of students' learning outcomes in learning. So, Active Knowledge Sharing Strategy Assisted by Picture Story was considered to be effective in teaching writing

B. Suggestion

Referring to the conclusions above, some suggestions were stated as the following:

1. The English teachers are suggested to use Active Knowledge Sharing Strategy Assisted by Picture Story in teaching writing. By which the teacher may easily teach writing interestingly because it can be an alternative strategy to motivate the students in reading comprehension. Besides it can be contribution for English teacher to improve their teaching strategies.

2. The students are expected to use Active Knowledge Sharing Strategy Assisted by Picture Story by themselves to encourage their confidence in order to improve their achievement in writing.

3. It is suggested to the other researchers to use this finding as source of the research.

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1. Elementary School at SD Bina Karya Cikampak (2001- 2007)

2. Junior High School at PP. Ahmadul Jariah Kota Pinang (2007- 2010)

3. Senior High School at PP. Ahmadul Jariah Kota Pinang (2010-2013)

4. Students of English Department of FKIP UMSU (2013-2017)

Medan   April 2017

Megawati Harahap

Appendix 1

<p align="center">**LESSON PLAN**</p>

<p align="center">**(EXPERIMENTAL GROUP)**</p>

School   : SMP Swasta Imelda Medan

Grade/ Semester   : VIII/ II

English   : English

Topic   : Narrative Text (Fable)

Time Allocation   : 2 x 40 minutes/ meeting

A. Standard Competence

12 Expressing the meaning in short essay text (narrative text), fluently and acceptably in the context of daily life.

B. Basic Competence

12.1 Expressing the meaning in short essay text (narrative text) accurately, fluently and acceptably in the context of daily life.

C. Indicator

1. Identifying the definition of narrative text

2. Identifying the communicative function of narrative text

3. Identifying generic structure of narrative text

4. Identifying the linguistic characteristics of narrative text

5. Identifying the kind of narrative text

6. Discussing the sample of narrative text

7. Writing the narrative text

D. Learning Objective

1. The students are able to identify the definition of narrative text

2. The students are able to identify the communicative function of narrative text

3. The students are able to identify generic structure of narrative text text

4. The students are able to identify the linguistic characteristics of descriptive text

5. The students are able to identify the kind of narrative text

6. The students are able discussing the sample of narrative text

7. The students are able writing the narrative text

E. Learning Material

Meeting 1- 2   : The concept and social function of narrative text

Meeting 3   : Structure of narrative text

Meeting 4   : The language features of Narrative Text

Meeting 5   : The Kind of Narrative Text

Meeting 6 - 9   : Discussing the samples of narrative text

Meeting 10   : Writing The Narrative Text

F. Source of Material

1.Guiding Book (Interactive English Junior High School)

2.Teaching Genre Based Writing (Dirgeyasa)

3.Internet

G. Learning Strategy

Using Active Knowledge Sharing Strategy

H. Supporting Media

Whiteboard, Board Marker, Picture Story

I. Learning Activities

Opening

❖ Greeting the students

❖ Asking the students to pray before starting the lesson

❖ Checking attendance list

❖ Giving the motivation and apperception

a. **Exploration**

1. The researcher gives the students some questions orally related to the topic.

   - Do you like story ?

   - What story do you like ?

   - Can you tell me about your favorite story?

2. The researcher shows a picture story about narrative text

3. The researcher explains the picture story about narrative text

4. The researcher asks some question related to the picture story, such as

   - What the title about the story ?

   - Who is names' in the story about ? etc

b. Elaboration

1. The researcher explains defenition of narrative text

2. The researcher explains social funcition of narrative text

3. The researcher explains generic structure of narrative text

4. The researcher explains characteristic of narrative text

5. The researcher explains kinds of narrative text

6. The researcher discuss the sample of narrative text

7. The researcher explains about Active Knowledge Sharing Strategy and how to use it

8. The researcher ask the students to write narrative text

9. After that, the students are given chance to write the text

10. The students collect their answers and the researcher give the right answers

c. Confirmation

1. The researcher gives feedback to the students who finished the works

2. The researcher gives confirmation about the students' work

3. The researcher gives motivation to all the students

Closing

- ❖ The researcher gives chance to the students to ask some questions

- ❖ The researcher gives conclusion about the lesson and close the lesson

- ❖ Greeting

J. Assessment

Write your own narrative text based on story below!

K. Rubric

Name :		
Aspect of Scoring	**Score**	**Comment**
Content		
Organization		
Vocabulary		
Language Use		
Mechanics		
Total Score		

Maximal Score :

1. Content : 30

2. Organization : 20

3. Vocabulary : 20

4. Language Use : 25

5. Mechanics : 5

Medan   February 2107

Teacher Class   Researcher

Rosmalina Saragih SPd.I   Mega Wati Harahap

Head Master of SMP IMELDA MEDAN

Try Susetyo S.H

Appendix 2

LESSON PLAN

(CONTROL GROUP)

School   : SMP Swasta Imelda Medan

Grade/ Semester   : VIII/ II

English   : English

Topic   : Narrative Text (Fable)

Time Allocation   : 2 x 40 minutes/ meeting

A. Standard Competence

12 Expressing the meaning in short essay text (narrative text), fluently and acceptably in the context of daily life.

B. Basic Competence

12.1 Expressing the meaning in short essay text (narrative text) accurately, fluently and acceptably in the context of daily life.

C. Indicator

1. Identifying the definition of narrative text

2. Identifying the communicative function of narrative text

3. Identifying generic structure of narrative text

4. Identifying the linguistic characteristics of narrative text

5. Identifying the kind of narrative text

6. Discussing the sample of narrative text

7. Writing the narrative text

D. Learning Objective

1. The students are able to identify the definition of narrative text

2. The students are able to identify the communicative function of narrative text

3. The students are able to identify generic structure of narrative text text

4. The students are able to identify the linguistic characteristics of narrative text

5. The students are able to identify the kind of narrative text

6. The students are able discussing the sample of narrative text

7. The students are able writing the narrative text

E. Learning Material

Meeting 1- 2   : The concept and social function of narrative text

Meeting 3   : Structure of narrative text

Meeting 4   : The language features of Narrative Text

Meeting 5   : The Kind of Narrative Text

Meeting 6 - 9   : Explaining the samples of narrative text

Meeting 10   : Writing The Narrative Text

F. Source of Material

1.Guiding Book (Interactive English Junior High School)

2.Teaching Genre Based Writing (Dirgeyasa)

3.Internet

G. Learning Strategy

Traditional Method

H. Supporting Media

Whiteboard, Board Marker, Picture Story

G. Learning Activities

Opening

❖ Greeting the students

❖ Asking the students to pray before starting the lesson

❖ Checking attendance list

❖ Giving the motivation and apperception

d. Exploration

5. The researcher gives the students some questions orally related to the

   topic.

   - Do you like story ?

   - What story do you like ?

   - Can you tell me about your favorite story?

e. Elaboration

11. The researcher explains defenition of narrative text

12. The researcher explains social funcition of narrative text

13. The researcher explains generic structure of narrative text

14. The researcher explains characteristic of narrative text

15. The researcher explains kinds of narrative text

16. The researcher discuss the sample of narrative text

17. The researcher ask the students to write narrative text

18. The students collect their answers and the researcher give the right answers

f. Confirmation

4. The researcher gives feedback to the students who finished the works

5. The researcher gives confirmation about the students' work

6. The researcher gives motivation to all the students

Closing

❖ The researcher gives chance to the students to ask some questions

❖ The researcher gives conclusion about the lesson and close the lesson

❖ Greeting

J. Assessment

Write your own narrative text on title '' The Bear and Two Friends below?

K. Rubric

Name :		
Aspect of Scoring	**Score**	**Comment**
Content		
Organization		
Vocabulary		
Language Use		
Mechanics		
Total Score		

Maximal Score :

      6. Content   : 30

      7. Organization   : 20

      8. Vocabulary   : 20

      9. Language Use   : 25

      10. Mechanics   : 5

Medan   February 2107

Teacher Class   Researcher

Rosmalina Saragih SPd.I   Mega Wati Harahap

Head Master of SMP IMELDA MEDAN

Try Susetyo S.H

Appendix 3

INSTRUMENT OF RESEARCH
(EXPERIMENTAL GROUP)

1.Write Your Identity on the top of your answer sheet !

2.Write your own narrative text based on story below !

TWO FRIENDS AND THE BEAR

One two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest.	*So they promised each other that they would remain united in any case of danger.*	*Suddenly, they saw a large bear approaching them*

One of the friends at once climbed a nearby tree. But the other one did not know how to climb.	*So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man. The bear come near the man lying on the ground. It smelt in his ears, and slowly left the place. Because the bears do not touch the dead creature*	*Now the friend on the tree came down and asked his friend on the ground.'' Friend, what did the bear tell you into your ear ?'' the other friend replied, '' the bear advised me not believe a false friend*

Appendix 4

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INSTRUMENT OF RESEARCH

(CONTROL GROUP)

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1.Write your identity on the top of your answer sheet!

2.Write your own narrative text entitles " Two Friends And The Bear" !

THE DOCUMENTATION OF RESEARCH

(Experimental Group)

A. Activities in Experimental Group

Picture 1 : The researcher gave explanation about material narrative text

Picture 2 : The students listened to the researcher's explanation

Picture 3 : The researcher gave pre-test to the students

Picture 4 : when the students did pre-test

Picture 5 : The researcher gave explanation about picture story

Picture 6 : The researcher explanation AKS Strategy and how to use it

Picture 7 : The students listened to the researcher's explanation

Picture 8 : The researcher gave post test to the students

Picture 9 : The students did post-test

Appendix 10

THE DOCUMENTATION OF RESEARCH

(Control Group)

B. Activities in Control Class

Picture 1 : The researcher gave explanation about material narrative text

Picture 2 : The students listened to the researcher's explanation

Picture 3: The students gave pre-test to the students

Picture 4 : the students did pre-test

Picture 5 : The researcher gave post-test to the students

Picture 6 : The students asked to the researcher about material in post-test

Picture 7 : The researcher gave explanation about material in post-test

Picture 8 : the students did post-test