

IMPROVING STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE TEXT THROUGH MODELLING TECHNIQUE IN THE SECOND SEMESTER OF THE EIGHT-YEAR STUDENTS OF PUBLIC JUNIOR HIGH SCHOOL 2 BLITAR

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ABSTRACT

This action research is aimed at finding out whether modelling technique can help students of year eight SMP Negeri 2 Blitar increase their achievement in writing narrative text, a text which is complex for the students. In finding out the data, the teaching and learning process is designed into two cycles. After all data are obtained, they are then arranged and analyzed. The data analysis yields that modelling technique is significantly increasing the learners' achievement in writing narrative text. An instrument for collecting data uses questioner, lesson plan and student's worksheet. After analyzing the data, the writer finally found mean score of the student's achievement on a narrative text as follow: 70.5 for the first cycle and 80.5 for the second cycle. The score in the first cycle and the score in the second cycle shows clearly significant increase 3,00. Based on the fact above it is proved that modelling technique effectively increases the student's achievement in writing narrative text. Being proved above it is here suggested that modelling technique is to be used in teaching writing. Consequently, the teachers need to choose suitable approach or strategy in teaching competencies and motivate the students e.g. through selecting actual topics. So that the teaching process runs well and the learning objective is accomplished.

Keywords: *improving writing skill, narrative text, modelling technique*

INTRODUCTION

English is an international means of communication, so it is officially used in science, technology, economic and business, politics, art, and cultures, etc. or in every field of study. English is then considered as an important subject to be taught to the students from elementary school to university. Most of subject books and international publication are written in English. It is also used as a means to grow learners to be globally qualified Indonesian people who are ready to take part in the development of the nation.

Students need to know that English is an interesting subject to learn. They sometimes get difficulties, however. What makes it difficult is that it is not their mother tongue that is usually used in daily life. Its role is not the same as Bahasa Indonesia. Besides, the way to pronounce, to write and to comprehend the passage is also different.

Writing as one of the four skills to measure language competencies is really a complex skill. It is also the main concern of the English teaching after reading in Indonesia. The complexity of it results in the learner's inadequate achievement in writing. Some students in the writer's class got fewer marks than the passing grade, among others who got greater scores. At a glance, it seemed that those who didn't pass found writing difficult in term of grammar and some others got difficulties in glossaries. From this, it is illustrated that writing is supported by mastery of vocabulary and structure.

Considering the fact above, to improve the students' achievement in writing, the teachers need to apply various techniques or approaches in the teaching and learning process one of which is by using Contextual Teaching Learning (CTL). Applying CTL seems to be

simple, however, the teacher should be careful so that he can achieve the instructional objective effectively. Based on the background above, the writer conducts the classroom action research under the title: Improving the Students' Writing in Learning Narrative Text through Modelling Technique in the Second Semester of the Second Year Students at SMP Negeri 2 Blitar'.

The purpose of this study is then aimed at finding out the 'proof' that using modelling technique will improve the students' mastery of narrative text. So at the end of the research, it is expected that this action research will give feedback to the English teachers in general and teachers of SMP Negeri 2 Blitar in special for improving teaching and learning process and constructing a reliable mean of evaluation. For students of eight years of SMP Negeri 2 Blitar this study will also give feedback about the importance of mastering writing of the narrative text. Moreover, for the writer himself, this research can give feedback in finding out a new method on how to teach and evaluate writing effectively.

Improving Writing, Modelling and Narrative Text

Improving derives from the word 'to improve' which means to (cause something to) get better (Cambridge Advanced Learners Dictionary, third edition, 2006). Improving here means to make something (student's writing) to be better.

Writing is shortly defined as composing written work, and in the broad sense, Cambridge tells that it is the activity of making written work such as stories, poems or article, (Cambridge Advanced Learners Dictionary, third edition, 2006).

Modelling is one of the seven components of contextual teaching and learning (CTL). The other six are Constructivism, Inquiry, Questioning, Learning Community, Reflection and Authentic Assessment. Contextual Teaching Learning (CTL) is the method of teaching learning process in which the students improve their achievement by the concept, real fact, and experience in their natural environment so that the learning of instruction process is effective and efficient. Thus modelling in CTL means that in teaching the particular skill of knowledge, there is the model of written work that can guide or lead learners to a correct form or an example that can be imitated.

The narrative text defines as a story or book which is in the form of story or series of events of a story. It is a text telling a story, deal with problematic which lead to a crisis or turning point of some kind which in turn find a resolution. The communicative purpose of narrative text is to entertain readers about the story and to teach and inform writer's reflection on experience. There are many kinds of narrative text, such as fairy tales, mystery, science fiction, romance, horror, etc. The generic Structure includes: a) Orientation, sets scene and introduces the characters; b) Evaluation, a stepping back to evaluate the plight; c) Complication, the problem or crisis comes out; d) Resolution, the problem is resolved for better or worse; e) Re-Orientation which means closing the narrative (final event).

Improving student's writing through modelling here means improving or making their writing competency to be better than before or better than without being given an example.

The Aim of Teaching Writing

Teaching writing is aimed at developing the students' writing skill so that they can write effectively and efficiently. To be able to write effectively and efficiently students should have a particular purpose in their minds before they write. Writing is one of the skills developed to enable learners to write a short paragraph of narration and description with the support of the language components. The presentation of writing is integrated into other skills. Reading activity, for instance, may lead into the discussion in which a piece of writing is involved. After reading the topic of the computer, for instance, students can be given an opportunity to enlarge the topic of it through writing. In this case, writing is practiced as a means of developing knowledge.

Teaching writing is done through guided or free writing procedures. Guided writing includes the activities such as rearranging jumbled sentences into a paragraph and completing a dialogue with appropriate expressions. Meanwhile, writing a short paragraph and writing a simple letter are covered as free writing activities.

Dealing with the assessment, students' writing is evaluated regarding language and mechanics rather than content or idea. Attention is given to the grammatical mistakes, spelling, and punctuation. The reason is that lack of a good knowledge of language makes many students fail to convey their ideas. Very often, this

obstacle causes the message does not get across. Consequently, writing is identical to be with few numbers of errors.

Writing Achievement

Writing achievement is derived from the words writing and achievement. Achievement is the ability achieved by skills (Neufeldt and Guralnik, 1997:4). So writing achievement is the ability in writing. Looking at the score of writing test can also see the ability of writing. Furthermore, Sarger (in Norton 1990: 272) says that there are five components of writing that a writer must master as follows: 1) Vocabulary; 2) Elaboration; 3) Organization and; 4) Grammar.

Factors Affecting Writing Achievement

Writing is complex skill and sometimes difficult to teach. Surgery in Norton, (1990: 275) says that there are four factors that influence writing achievement. The first is rich and various vocabularies. It allows the writer to express thoughts in such a way to hold the readers' interest. The second is organizational ability. It means the writer presents ideas in logical arrangement and ineffective sequence. The third is the ability to elaborate idea so that the idea develops fully and run smoothly from one sentence to the next ones and from one paragraph to the next paragraphs. In another word, there are unity and coherence in the whole. The fourth is the ability to use a variety of sentences and state ideas accurately and fluently.

In addition to this, Bryne (1984: 3) also mentions aspects that influence writing achievement. The first is a psychological problem. It is the interaction between the writer and the reader. The second is a productive aspect that in writing we have to produce sentences that are linked each other and sequenced. So, the sentences can be interpreted on its own. The third is a cognitive aspect. Writing is learned through a process of instruction with conscious effort or through for effective communication.

Furthermore, Sadtono (1999) mentions things influencing writing achievement are linguistic factors and non-linguistic factors. Linguistic factors cover spelling system, morphological system, and syntactical system. Non- linguistic factors include the learners, teaching strategies, materials, time allocations, and the size of classes, facilities and social factors. Of all the factors, the most important one is the learner. This is because he/he is the main key to success. Other factors include language aptitude, motivation, attitude, dignity, memory span, emotion, age, and sex.

Based on the ideas above, some factors affecting writing achievement can be classified into two parts: the internal factors and the outside factors. Internal factors involve ability, interest, language aptitude, motivation, age, sex and healthy. The ability includes ability in vocabulary skills, grammatical skills, elaboration skills, and organization skills. Moreover, outside factors are family, social environment, and school. The learner's school is the most important factor. It involves the teacher,

teaching strategies, materials, time allocation, the size of the classes and facilities.

The Process of Writing

A process is a sequence of operations or by which something is done (Crismon, 1972). In writing, writers are supposed to know the process thoroughly. Then they divide it into its steps or stages. Finally, he needs to explain each step in details so that readers will see how it works. Writing process refers to everything a writer does from the moment he or she starts to everything about what to write until the final copy is completed (Goffman and Diana).

There are four main stages in the writing process; prewriting, planning, writing and revising drafts, and writing the final copy to hand in.

Pre-writing

This step may include activities: 1) Choosing and Narrowing a Topic. If you are given a specific writing assignment (such as an essay question on an examination), then, of course, what you can write about is limited. On the other hand, when you are given a free choice of topics and write about something you are interested in, and then you must narrow the topic to the particular aspect of that general subject. 2) Brainstorming. After you have chosen the topic and narrowed it to a specific focus, the next prewriting step is to generate ideas. This is done by a process called brainstorming. 3) Writing the topic sentence. The topic sentence is the most general sentence in a paragraph, and it expresses the central focus of the paragraph. 4) Outlining, it is a formal plan for a paragraph. In outline, you write down the main points and sub-point in order in which you plan to write about them.

Writing and Revising Drafts

This may include activities like writing the first rough draft. This is how to proceed: 1) Write down the topic sentence and underline it. Doing this will remind you of the paragraph. 2) Skip one or two lines per line of writing and leave margins of one inch on both sides of the paper. These blank spaces will allow you to add more details, information, and examples. 3) Write your paragraph following your outline as close as possible. Try writing steadily. Don't hesitate to add ideas that aren't in your outline if you are certain they are relevant to the topic.

Revising Content and Organization

After you write the rough draft, the next step is to revise; you change that what you have written in order to improve it. You check it over for content and organization, including unity, coherence, and logic. You can change, rearrange, add, or delete all for the goal of communicating your thoughts more clearly, more effectively, and a more interesting way.

During the first revision, do not try to correct grammar, sentence structure, spelling or punctuation: this is proofreading, which you will do the letter. During the

first revision, be concerned mainly with content and organization.

This is how to proceed: 1) Read over your paragraph carefully for a general overview. Focus on the general aspect of the paper and make notes in the margins so that you can rewrite parts that need to be improved. 2) Check to see that you have achieved your start purpose. 3) Check for general logic and coherence. Your audience should be able to follow your ideas easily and understand what you have written. 4) Check to make sure that your paragraph has a topic sentence and that the topic sentence has a central (main) focus. 5) Check for unity. Cross out any sentence that does not support the topic sentence. 6) Check your use of transition signals and 7) Finally, does your paragraph have or need a concluding sentence? If you wrote a final comment, is it on the topic

Proofreading the Second Draft

The next step is proofread your paper to check for grammar, sentence structure, spelling, and punctuation. 1) Check over each sentence for correctness and completeness: no Fragments and no choppy or run-on sentences. 2) Check over each sentence for a subject and a verb, subject-verb agreement, concert verb tenses. 3) Check the mechanics: punctuation, spelling, capitalization, typing error, etc. 4) Change vocabulary words as necessary.

Writing the Final Copy

Now you are ready to write the final copy to hand in. Your instructor will expect it to be written neatly and legibly in ink or typed. Be sure that you make all the corrections that you noted on your second draft. After rereading the final copy, don't be surprised if you decide to make a few minor or even major changes. Remember that writing is a continuous process of writing and rewriting until you are satisfied with the final product.

The Teaching / Learning Cycle

In descriptive teaching, there are two cycles, such as spoken and written. The cycles of teaching and learning activities in the genre approach consist of some stage which the teacher and students go through so that student gradually gain independent control of particular text-type. The teaching/learning cycle with has been used successfully in the field of adult TESOL: 1) Building knowledge of the field. 2) Modelling and deconstructing the text. 3) Joint construction of the text. 4) Independent construction of the text. Each of the four stages of the teaching/learning cycle is designed to achieve a different purpose within the cycle of teaching and learning. Each stage, therefore, is associated with different types of activities.

Usually, when a text-type and its context are being introduced, the teacher and the student work through all these stages. However, it is possible or enters the cycle at any point. If for example, students are readily familiar with the context, the cycle could begin with activities from earlier stages of the cycle if students need revision or

further practice to progress. The purpose and focus of each stage are outlined below.

This teaching cycle is applied in the Competence Base Curriculum (CBC, 2004) but the writer still believes that the approach matches with the modelling used in teaching narrative text. Because of this, the procedures will here not be described any more.

Modelling of Contextual Teaching Learning

The Contextual Teaching Learning is the concept of study that the teachers present the real fact into the class and give motivation to the student to make the relationship between the knowledge and skill from the limited context, little by little, constructs them to solve the problem in their life as the social community.

The characteristics of Contextual Teaching Learning can be described as follows: Making meaningful connections; 2) Doing significant work; 3) Self-regulated learning; 4) Collabo-rating; 5) Critical and creative thinking; 6) Nurturing the individual; 7) Reaching high standard and 8) Using authentic assessment.

Modelling Technique in Teaching Writing

Carter V. Good (1973: 591) defined that technique is an instructional procedure designed to relate to the learner the material being presented to facilitate learning. Meanwhile, Edward M. Anthony ((1975: 92) defined that the teaching technique is a particular trick, strategy or contrivance used to accomplish and on the composition of the class. Particular problem can be talked equally and successfully by the use of different technique. On the other hand, the definition of method is classroom tricks

made by teacher to achieve an immediate goal or to solve an immediate problem (implementation).

Based on the statement above the writer concludes that modelling technique is a (modelling) trick made by the teacher in the classroom in teaching writing so that learners find ways and at the end of the process they can write.

METHODS

The study performs for the eight-year students of SMP Negeri 2 Blitar. The researcher chooses them for some reasons: 1) the second year students have gotten material about the narrative text, and they are expected to be able to understand and make a narrative text as the final result of their subject. 2) The writer is their English class teacher so that he recognizes the learners' problem in understanding and making narrative text here. The total number of the second year students' class of VIII F at SMP Negeri 2 Blitar is twenty-six students. SMP Negeri 2 Blitar lies at Melati street no. 112 Blitar town. There were twenty-four classes at the academic year of 2012/2013 altogether. The English classes were taught by five teachers. The research was done on May 15, until June 5, 2013. The data are taken by using two instruments. They are: 1) the questionnaire to get the supporting data. It was done on May 15, 2013. 2) The test to get the primary data. It was done on May 20 – June 5, 2013.

Research model uses the spiral which is suggested by Kemmis and Taggart (1982).

The identification of the problem starts by observing the writing document score in the previous semester, and it is found the document as follows Table 1.

Table 1 The Result of Writing Score in Pre-Test

Score	Student	Percent
0-59	0	0%
60-74	1	3,85%
75-80	3	11,54%
81-90	22	84,62%
91-100	0	0%

The result of the researcher's observation and interview with the teacher about the teaching learning process that had been done was found that the teaching learning process was not effective because the technique used did not run well so that it could not raise the learning motivation of the students which caused the writing score was low.

Planning Scenario

Cycle I

The researcher prepares the steps that would be done in the learning of writing using modeling technique with activities, which have to be done by the students. The activities are as follows Table 2.

Table 2 Scenario of Modeling Technique Cycle I

Teacher	Students
Greeting	Make a group.
Asks the students to make groups. A group consists of five students.	Observe the short story.
Shows short story to the students.	Try to answer the question.
Gives questions taken in the short story.	Read the short story.
Asks the students to read the short story.	Find information from the text.
Asks the students to find information from the text.	Analyze language feature narrative text in the group.
Asks the student to analyze language feature narrative	Analyze the generic structure of text with friends

Teacher	Students
<p>text.</p> <p>Asks the student to analyze the generic structure of the narrative text in a group.</p> <p>Asks the difficult word that the students have and look the meaning of a difficult word in the dictionary.</p> <p>Asks to the student to make draft narrative text and one of the students in the group read they work in front of the class.</p> <p>Gives the students individual work to write narrative text.</p>	<p>in the group.</p> <p>Look for the meaning of it in the dictionary and discuss it with their friends.</p> <p>Make draft narrative text in the group, and one of the students in the group read they work in front of class.</p> <p>Write narrative text individually.</p>

Cycle II

The activities of the cycle II are as follows:

Table 3 Scenario of Modeling Technique Cycle II

Teacher	Student
<p>Makes a group of students.</p> <p>Gives text as a model.</p> <p>Asks the students to read the text and identify text.</p> <p>Ask the student to find out the difficult word and find out the meaning in the dictionary.</p> <p>Helps the students to elicit the past tense in the sentence.</p> <p>Ask to the student to analyze information from text.</p> <p>Ask to the student to find generic structure from the text.</p> <p>Ask the students to translate the text into Indonesian.</p> <p>Teacher asks to the students make the draft narrative text in the group.</p> <p>Evaluates the students' work.</p> <p>Teacher asks to the students make simple draft narrative text individually.</p> <p>Ask to the students to make narrative text individually</p>	<p>Read the text and to identify the text.</p> <p>Write the difficult word on the blackboard and find out the meaning in the dictionary.</p> <p>Raised" S + Verb II" Elicit the past tense.</p> <p>Get information from text.</p> <p>Find generic structure from text.</p> <p>Translate the text into Indonesian in the group.</p> <p>Make draft narrative text and presented in frond of class.</p> <p>Discussion.</p> <p>Students make simple draft narrative text individually and show they work to the teacher.</p> <p>Do writing individually</p>

The writer as the researcher makes some preparation before the research is done. The preparation includes syllable, two sets of Lesson Plan for cycle one and cycles two complete with the worksheet or material scripts entitled "A Cat and the Chickens" and assessment instrument used text in form of cloze test and analyze sentences, the kinds of text is narrative text. Other instruments prepared by the researcher include a) Instrument of input which is in the form of pre-test (see Appendix) for a narrative text entitled "Cinderella." The students are divided into the group of 5 of 5 students. The teacher used English for Junior High School as the source. From the 26 students, all of them got good mark and b)

Instrument of process consisting of the observation, c) Instrument of research: research questioners, personal interview, and check sheet; d) Instrument of observation to the student, consisting of anecdotal note of student act and interview orientation for reflection, e) Test and alternative assessment and f) Instrument for output.

Doing the Action

In this phase, the class organization is already done before by making group based on modeling technique, and the material was narrative text improved writing skill.

Table 4 The Action of Modelling Technique

Teacher	Students	Time
Greeting	—	
Asks the students to make groups. A group consists of five students.	Made a group.	5 minutes
Shows a short story to the students.		
Gives questions that taken in the short story.		
Asks the students to read the text.	Observed the short story.	5 minutes
Asks the difficult word that the students have.	Tried to answer the question	
Asks the students to look for the meaning of the difficult word in the dictionary and asked them to	Read the text.	20 minutes

Teacher	Students	Time
discuss it with their friends.		10 minutes
Asks the students to translate into Indonesian.	Find difficult word	10 minutes
Asks the student analyze text and find out information from text.	Looked for the meaning of it in the dictionary and discussed it with their friends.	10 minutes
Asks the students to make draft narrative text and presented their work in front of class.	Translates Indonesian.	
Evaluates the students' work.	Analyze text and find out information from text with their friends in group.	10 minutes
Asks the students to make a simple draft narrative text individually and showed their work to the teacher.	Make draft narrative text with their friends in group.	10 minutes
Gives the writing individually.	Discuss about the students' work. Makes a simple draft narrative text individually and showed to the teacher.	
	13. Do writing individually.	20 minutes

Data analysis, observation result, assessment

Observing the previous semester scores did the analysis of data. The teacher expected the students' score would be increased if the technique used was suitable to be applied. The previous semester scores were not good enough because the technique used did not run well. The cause was the students did not really active following the lesson.

Technique of data analysis runs as follow: a) qualitative data the writer uses non-statistic method. He collected two data; they are from questionnaire, and student & score, which are obtained from the students. They are filled into the table and b) quantitative data, the writer uses formula to know the mean score and the result of improving the students' score in student's worksheet using modelling technique.

The Interpretation

After having applied the modelling technique, the student's score were better than previous scores. It means that using modelling technique made the students comfortable and could absorb the lesson well. Moreover, it could increase the students' score in writing.

Table 5 Qualification The Rank of Passing an Examination

INTERVAL	QUALIFICATION
86% - 95%	Very good
75% - 85%	Good
65% - 74%	Enough
0% - 64%	Bad

RESULTS AND DISCUSSION

Cycle I

In this cycle, the activity began with the first reflection. It discussed the problem most faced by teacher in implementing the modelling technique, which is used to increase the students' writing skill. A few students were not ready yet with this technique.

Reflecting and Planning of the Cycles

The reflecting was done with collaboration between the researcher and the teacher of SMP Negeri 2 Blitar in which the result would be applied to decide the next step to get an improvement. The components of the data reflection describe as follows: a) Analyzing: The ideal model for data collection analysis is one that interweaves them from beginning, b) Meaning : Verbal expression from the participant of study to determine and direct the action, c) Explaining: The explanation all elaboration about the topic of discussion and action, d) Summarizing: The field note process of the study, e) Follow up: The planning of the command study.

The follow up of the planning is designed based on the interrelation between data analysis result and indication of success. In this case, it has been decided that the indication of success is 75% or 75. So, if the first cycle the achievement of material mastery <75 % or 75, it is needed to do the second cycle and the next cycles. In this research, the indicator of success could be in the form of quantitative and qualitative criteria.

They just kept silent when the teaching learning process was running. Because they did not understand and follow the material, the teacher gave. Only a few students gave more attention when the teacher presented the material. The writer was interested in conduct the classroom action research by giving the teacher treatment to increase the students' writing skill. The material was about "narrative text."

Qualitative Data of Cycle I

The writer got the qualitative data from questionnaire, identification of the problem, the teacher and students' activity, and the problem in cycle I.

Questionnaire

1. From the 26 students, 15 of them like to write in English, 8 students rather like to write in English, and 3 students seldom write in English.
2. From the 26 students, 5 students write in English although they did not have any homework, 18 write English when they had homework, 3 students seldom write in English.
3. From the 26 students, 5 students liked to visit the library, 10 students sometimes visited the library but like to visit English webs in internet, and 3 students considered never visiting the library.
4. From the 26 students, 10 students always read English story, 12 students sometimes read English story, and 4 students considered-never read English story.
5. From the 26 students, 8 student always asked to their friends about the new English story, 12 students seldom asked to their friends, and 6 students considered seldom asking the English story newly.
6. From the 26 students, 6 students always borrowed the new English story to their friends, 10 students sometimes borrowed the English story, 6 students seldom borrow the English story and four students considered never borrowed the English story with their friends.
7. From the 26 students, there were four students always read the English story when they were sad, 8 students sometimes read the English story, 9 students seldom read English story, and 5 students considered never reading the English story when they were sad.
8. From the 26 students, 20 students were able to understand about the story, 6 students understood about the story fairly.
9. From the 26 students, only 4 students always made summary about the story, 6 students sometimes made summary, 8 seldom made the summary and 8 students considered never made the summary from the story that they read.

Table 6 The Table of Score Post Test Cycle I

Score	Students	%
0 – 59	0	0
60 – 74	1	3,85 %
75 – 80	3	11,54 %
81 – 90	22	84,62
91 – 100	-	-

Table 7 The Analysis for Writing Score in previous Semester

No	Point	≤ 75	≥ 75
1	Individual Score	4	22
2	Mean	15,38 %	84,62%

10. From the 26 students, 20 students were able to make conclusion from the story, 4 students seldom made conclusion, and 2 students never made the conclusion from the story.

Data of the teacher and students' activities

Below are the teacher and students' activities in the class:

- a. Greeting
- b. Teacher explained the material and the technique that would be used.
- c. The teacher asked the students to make groups. A group consists of five students. Then the students made a group based on the teacher's instruction.
- d. Teacher showed short story as a model to the students and they observed the story.
- e. Teacher gave questions that taken in the story. Students tried to answer the question.
- f. Teacher asked the students to read the text per paragraph one by one. Students read the text by themselves and then they read the text loudly.
- g. Teacher asked to the students to find information from the text.
- h. Teacher asked the students to analyze language feature and generic structure of narrative text in group
- i. Teacher asked the difficult word that the students have.
- j. Teacher asked the students to look for the meaning of difficult word in the dictionary and asked them to discuss with their friends. Then the students look for the meaning of it in the dictionary and discussed it with their friends.
- k. Teacher asked the students to translate into Indonesian. Then the students translated it.
- l. Teacher gave the student to make draft narrative text, and one of the students in group read they work in front of class.
- m. Evaluate the students' work by discussing.
- n. Teacher give the students individually work to write narrative text.

Quantitative Data of Cycle I

The writer got the quantitative data from post-test and the mastery learning in the previous semester.

The data are as follows:

Table 8 Analysis of Students' Score for Cycle I

No	Point	≤ 75	≥ 75
1	Individual Score	2	24
2	Mean	7,69 %	92,31%

From the explanation above, the researcher got the data that the teaching learning in cycle I succeed. It proved by the students' writing score which increased in the figure of 92,31%. Based on the data above, the researcher and the teacher would continue the treatment to cycle II.

The Problem of Cycle I

When the teaching-learning processes run, a few students could not be active. They just kept silent; they were not ready yet with the modelling technique that the teacher applied. They also could not absorb the material well. Most of the students could not write the text well, they have bad vocabulary. They confused that was they write when the teacher considered shy to write narrative text individually.

The students who sat in back talked each other. Moreover they joked each other. Because they felt the teacher did not gave him attention only students who sat in front that the teacher gave attention.

Discussion of Cycle I

From the cycle I, the students' writing score was good, but the researcher and the teacher did not feel satisfied. They want to made all of the students

could be active when the learning process was running. So, they continued in Cycle II hopefully in cycle II all of the students could be active, and absorb the material well, and could increase the students' score in writing.

Re-Planning Cycle II

The teacher and the researcher re-Preparation for cycle II. The activity began with the reflection from cycle I, and this cycle discussed the problem most faced by the teacher in implementing the modeling technique to improve the students' achievement in writing skill. The teacher and the researcher made the specific plan as follows:

Scenario of Action

Based on the problem in cycle 1, the researcher and the teacher prepared the steps that would be done in the learning process of writing comprehension used the modeling technique. This cycle focused in most of the implementation using the modeling technique to improve students' score. The activities are closely similar to the Action Scenario of Cycle Two above but some correction (see Action Scenario in Cycle 2 above).

Table 9 The Table Below Tells The Schedule of Re-Planning In Cycle 2

No	Meeting	Material
1	May 25, 2013	<ul style="list-style-type: none"> - Read the text. - Analyze and find out information from text. - Raised "Verb II" and elicit the Past tense. - Translate the text into Indonesia - Make draft narrative and discussion.
2	June 5, 2013	<ul style="list-style-type: none"> - Post-test 2

The researcher prepared the learning instrument again (Lesson Plan, Syllabus, (in appendix). The teacher used the material and assessment instrument used text in the form of cloze test and analyze sentences, the kinds of text was narrative text.

Preparing the Research Instrument

a. Instrument of input:

Prepare a set of pre-test to learning narrative text in the first situation. The students are divided into group of 5; each group consists of 5 students. Teacher used English for Junior High School as the source. From the 26 students, all of them got good mark.

b. Instrument of process

1) The observation was done in the classroom. It was intended to complete the data in real situation. The researcher came into the classroom to observe and apply the modeling technique directly himself used that in

presenting materials to the students and how they responded to it.

The anecdotal record note of teaching learning process was described as follows:

- Students prepared themselves.
- In the beginning, the students sit in row.
- When the students made groups, the condition of class was crowded because they moved chair from one place to another while talking each other.
- When the teacher explained about the topic that would be discussed, the students pay attention and listen to the teacher's explanation.
- The teacher gives a short story as a model and asks the students about it.
- When the teacher showed it, the students interested on it and they answer the question directly that the teacher has given.

- The teacher asked the students to read the short story provided.
 - When the teacher asked one of the students to continue reading the text, he looked confused because he did not know the next paragraph his friends had to read. It was caused when his friends read the text; he talked with his friends.
 - The teacher helps the students to analyze language feature and generic structure of narrative text in the group.
 - In a group, students are asked to identify the difficult word of the text.
 - When the students asked it, the teacher asked them to look for the meaning of it in the dictionary.
 - When the teacher asked the students to give the meaning of the text, only a few students could do it, and the other just kept silent.
 - When students translated the text into Indonesian, the class condition was quieter than before.
 - When the teacher gave the exercise and asked them to analyze it, they could understand what they should do.
 - The exercise was making draft narrative text in group and read the draft in front of class.
 - The teacher asked them to evaluate students' work by discussion.
 - The teacher gave writing individually
 - The class condition was quiet while the students were doing the writing.
- 2) Instrument of research to the class consists of research questionnaire, personal interview, and check sheet.
- The researcher got the data from personal interview. The majority of the students did not like English especially English story. They prefer writing in Indonesian to in English. The students enjoyed studying English. Some students said they like the teacher, but some said they were afraid of the teacher and the lesson. Some of them thought that English is difficult; the words on English are strange, besides they sometimes felt difficult when they write individually. They also couldn't translate the text well, that is why they sometimes felt confused. When the teacher gave a task they seldom do it themselves, they always did with their friends. Some of them did the task directly, but some others waited for their friends first. The main difficulties were they did not know the meaning of the text; they felt so hard to write the words in a correct way.
- 3) Instrument observation to the student consists of anecdotal note of student act and interview orientation for reflection.

From the data obtained, the teacher and the researcher discussed the students' problem when they studied in the class. The technique that the teacher used was not run well because the students could not absorb the teacher's explanation well. The teacher gave the meaning of the difficult word by himself. Moreover, it made the students felt bored. The students who sat in the back did not pay attention to the teacher because they talked each other. The majority of the students were girls. It made the class condition more crowded. Therefore, the teacher must change the technique.

The teacher used modelling technique to make the class more active and to increase the students' scores in writing. The students felt enjoyable with the modelling technique. They felt more comfortable than before. They also could absorb the teacher's explanation well. However, sometimes the students who sat in the back felt that the teacher did not give them attention. They talked each other. Moreover they joked each other, and it made the class condition more crowded. To reduce this situation, the teacher walked behind the students to make them quiet. Moreover, it made the students felt that the teacher gave attention to them. The students liked the modeling technique that the last technique, which the teacher used.

4) Test and alternative assessment

The test is given to the students after they got a lesson. It was intended to complete the data. The test was in the form of doze test and analyze the sentence. The purpose of writing test is improving the student's achievement in writing. Alternative assessment is the student's work sheet writing in group.

c. Instrument of output

The researcher and the teacher made the output instrument dealing with the result of achievement based on the criteria that had determined the limit score for individual and class be 75. The minimum score is 75. It is based on the mastery learning of SMP Negeri 2 Blitar.

Doing the implementation of Act simulation

The researcher and the teacher together learned about how implement of the writing material teaching technique to improve the students' achievement in writing. The implement-station has done in the classroom by applying the modeling technique, besides the teacher also used the narrative text as a model related to the topic and the teaching-learning process run well as written in lesson plan.

Doing the action

In this phase had been done the class organization by making a group based on modeling technique, and the material was anecdote text improved writing skill.

Table 10 The Action of Modeling Technique

Teacher		Student		Time
1.	Greeting	1.	–	
2.	Asks the students to make groups. A group consists of five students.	2.	Made a group	5 min
3.	Shows a short story as a model to the students.	3.	Students observed the story.	5 min
4.	Gives questions that taken in the short story.	4.	Students tried to answer the question.	
5.	Asks the students to read the text and identify the text in group.	5.	Students read the text and identify the text with their friends	20 min
6.	Asks the hard word that the students have.	6.	–	
7.	Asks the students to look for the meaning of difficult word in the dictionary and asked them to discuss it with their friends.	7.	Students looked for the meaning of it in the dictionary and discussed it with their friends.	10 min
8.	Asks the students to analyze information from the text.	8.	The students analyze information from the text.	10 min
9.	Helps the students to find generic structure from text.	9.	The students find generic structure from the text.	10 min
10.	Asks the students to translate into Indonesian.	10.	The students translated Indonesian.	10 min
11.	Asks the students to make draft narrative text in group and presented their work in front of the class.	11.	Students make draft narrative text with friends.	
12.	Evaluates the students' work.	12.	Discussion.	20 min
13.	Asks the students make simple draft narrative text individually.	13.	Make simple draft narrative text individually.	
14.	Give the students writing individually	14.	Do writing individually.	15 min

Observation and Assessment

The teacher applied the technique well; there was only obstacle, by using modelling technique, the class rather crowded although it was a small class. The majority of students were girls. Nevertheless, the teacher explained the material with louder voice so that the students could absorb the material presented by the teacher. Although few of them did not understand what the teacher meant, they did not feel shy to ask the teacher in order they understand.

Together with the action and observation are also doing the assessment to evaluate the learning achieved by the students. As the result of the action, the result of the evaluation is the data from the research. The researcher collected the data from the questionnaire and student's worksheet.

Data analysis, observation result, assessment and interpretation

The result of observation and evaluation data analysis: a) Kinds of the data obtained were in the form of qualitative and quantitative, b) Observing the previous semester scores did the analysis of data. The teacher expected the students' score would be increased if the technique used were suitable to be applied. The previous semester scores were not good enough because the technique used did not run well. The cause was the students did not active following the lesson: qualitative, collecting the data, doing the reduction, making data corpus and quantitative:

descriptive statistics, c) Technique of data analysis: d) Qualitative Data, the writer, used a non-statistical method. He collected two data; they are from the questionnaire. Also, students' score, which is obtained from the students. They are filled with the table and quantitative data. From this formula, the writer would know the mean score and the result of improving the students' score in writing skill using modelling technique.

After applying the modelling technique, it is interpreted that the student's score was better than previous scores. It means that using modelling technique made the students comfortable and could absorb the lesson well. Moreover, it could increase the students' score in writing.

Problem of Cycle II

The class condition rather is crowded when the modelling technique applied. Although the class was small and the total all of the students' in were 26, and the majority of the students' were girls. The students who sat in back talked each other. Moreover, they joked each other. They did not attention the teacher's explanation. Because they felt the teacher did not give him attention. They felt only students who sat in front of the class that the teacher gave attention. Therefore, the teacher walked behind to reduce the condition. It made the students felt the teacher gave them attention. In cycle II, the teacher learned that the teaching learning process was successful. In this ease, the

students were more active than before. They felt enjoy with the technique that the teacher applied they also could absorb the material well.

Analysis of the Observation

It seemed that the teacher got the same problem in teaching writing as the writer assumption before. Writing is critical to help students increase their knowledge about English. Besides if they can write well, it will make them easier distinguish meaning for example; between the word which has the same sound but different written. The researcher analyzed the qualitative and quantitative data.

Data of the Teacher and Students Activity

In this treatment, the teacher tried to increase the students' writing skill by using the same technique as the cycle I, modelling technique. He used the short story from the textbook. The material given was "narrative text" but in a different title. The activities are as follows:

1. The teacher explained the material and the technique that would be used.
2. The teacher asked the students to make groups. Then the students created a group based on the teacher's instruction.
3. The teacher asked the students to make groups. Then the students made a group based on the teacher's instruction.
4. The teacher showed a short story to the students, and they observed the short story.

5. The teacher gave questions that taken in the short story. Students tried to answer the question.
6. The teacher asked the students to read the text per paragraph one by one. Students read the text by themselves, and then they read the text loudly.
7. The teacher asked to the students' difficult word that the students have.
8. The teacher asked the students to look for the meaning of the difficult word in the dictionary. Then the students look for the sense of it in the dictionary and discussed it with their friends.
9. The teacher asked the students to analyze information from text.
10. The teacher helped the students to find general structure and feature from the text.
11. The teacher asked the students to translate into Indonesian. Then the students translated it.
12. The teacher asked the students to make the draft narrative text in the group and presented in front of class.
13. Evaluate the student's work, discussion.
14. The teacher gave the students to make draft narrative text individually.
15. Students make narrative text individually based on draft.

Quantitative Data

The data obtained from the post-test of "narrative text" in cycle II. Below are the students' score of the post-test in cycle II:

Table 11 The students' score of writing post-test cycle II

No	Score	Students	%
1	0 – 59	0	0
2	60 – 74	1	3,90 %
3	75 – 80	-	-
4	81 – 90	25	96,1 %
5	91 – 100	-	-

Table 12 Students score from writing test of cycle I

No	Point	≤ 75	≥ 75
1	Individual Score	1	25
2	Mean	3,90 %	96,10%

Table 13 Students' score from writing test of cycle II

No	Point	≤ 75	≥ 75
1	Individual Score	4	25
2	Mean	15,38 %	84,62%

Based on the observation in cycle II, the students' score increased. It showed by the average score (mean) for the cycle I am 84,62% and for cycle II is 96,10%. In the cycle II, the students were more active and the score was higher than cycle I. Their skill in writing was better. They felt enjoyable with

the modelling technique. But some students needed more motivation to increase their score as the target expected. In the cycle II, there were no students who have decreased score, and one student got the same score as period 1. In cycle II, the researcher learned that the teaching learning process was successful.

From the data analyzed of a cycle I and II, the teaching learning process was successful. There was one obstacle that is by using modelling technique the condition of a class is noisy. Although the class was small and the majority of students were girls, but the teacher could control the situation. The teacher also explained the material with the louder voice so that the students could absorb the material presented by the teacher well. In cycle II the teacher felt satisfied with the students' response. From the data above the cycle II is qualified enough in mastery writing for learning narrative text. The students were more active and creative when the learning process was running.

CONCLUSION

From the data analysis mentioned in chapter IV, the researcher concludes that the result of improving students' writing skill in learning narrative text by using modelling technique for the eight-year students at SMP Negeri 2 Blitar is good. It is indicated from 75,82% the mean score gained by the students.

In a cycle, I and II the teacher applied modelling as the technique. By modelling technique, the students looked enjoy because they can learn narrative text by many texts as a model. It can be the way to operate something. Besides they can work and share together with their friend in-group. Modelling technique is suitable to be applied because it makes the smart students realize the function in comprehending a text like narrative besides they can guide their friends in the group. In cycle I, the students could not be active and felt bored, because they felt that the teacher just gave attention only to the students who sat in front. Therefore, they did not pay attention to the teacher explanation. They preferred to talk each other, moreover joke with their friends. However, in cycle II the teacher could control the class condition. He walked behind to reduce the crowded condition. Moreover, it made the students paid attention to the teacher. The students could be active in cycle II than before. They felt relaxed so that they could absorb the material well. Considering that writing is complex the teacher needs to choose the best method to increase the students' skill in writing and using modelling technique can be one of the alternatives.

Based on the conclusion above, it is suggested the teacher uses the better method of teaching and modelling technique can be recommended. It is proved to improve the students' motivation in the

learning process. However, it doesn't mean that the teacher should focus on only one teaching method, but he must be able to choose the teaching method with the approach that is suitable for the lesson material and the students' intelligence. For the students, modelling technique helps them learn English more effectively because all of the students will participate actively in learning activities. Therefore, the researcher suggests improving their English ability by many texts as a model and studying together or discussing with their friends. Through this way, the students will be able to help each other, overcome their problem and share their experience in learning together.

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