

**IMPROVING STUDENTS' ABILITY TO WRITE NARRATIVE
TEXT BY USING FOXFIRE METHOD AT THE EIGHT
GRADE STUDENTS OF SMPN 19 MAKASSAR**

SKRIPSI

**By
ALWIA SATHER
NIM 4510101094**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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2015**

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**Submitted to the Faculty of Teacher Training and Education in
Partial Fulfillment of the Requirement for the Sarjana Degree (S.Pd.)**

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ALWIA SATHER
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STUDENTS OF SMP NEGERI 19 MAKASSAR

Arranged and submitted by

ALWIA SATHER
NIM 4510101094

Had been defended in front of Skripsi Examination Committee
March 6th, 2015

Approved by:

Supervisor I,



Drs. H. Herman Mustafa, M.Pd.
NIDN. 0931126306

Supervisor II,



Rampeng, S.Pd., M.Pd.
NIDN. 091604786

Known by:

Dean

Faculty of Teacher Training and Education,



Prof. Dr. Muhammad Yunus, M.Pd.
NIP. 196212311989031030

Head

English Education Department,



Rampeng, S.Pd., M.Pd.
NIK. D. 450335

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul *"Improving students' Ability to Write Narrative Text by Using Foxfire Method at the Eight Grade Students of SMP Negeri 19 Makassar"* beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 6 Maret 2015

Yang membuat pernyataan



Alwia Sather



ABSTRAK

Alwia Sather. 2015. *Improving students' Ability to Write Narrative Text by Using Foxfire Method at the Eight Grade Students of SMP Negeri 19 Makassar*. Skripsi, English Education Department (Guided By Drs. Herman Mustafa, M.Pd. and Rampeng, S.Pd.,M.Pd.).

This research aimed to find out whether the used of foxfire method can improve students writing ability. The writer used of Classroom Action Research design which involved one class as the subject of the research. The population was VIII grade students at SMP Negeri 19 Makassar in academic year 2014 – 2015. Sample in this research was class VIII.C which consists of 33 students.

In this research the writer gathering data by given written test in diagnostic test with one topic to find out how far the students ability in writing by used foxfire method before they were given treatment in cycle I and cycle II. The writer gave the post test to know the students improvement after they are given treatment. The writer analyzes data to find the mean score, the different between diagnostic test, cycle I and cycle II by used statistic formula based on grammar and vocabulary aspect.

The result of the research showed that there was a significant different which gained by the students in diagnostic test, cycle I and cycle II. The score of diagnostic test is 3.3, cycle I is 4.3 and cycle II is 5.4. From the result of analyze data, it can be concluded that by using foxfire method can improve to the students in their writing skill.

Key words: *students' ability, narrative text, using foxfire method*



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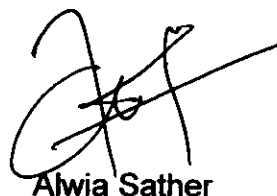
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Alwia Sather

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CHAPTER I

INTRODUCTION

This chapter described background, problem statement, objective of the research, significance of the research, and scope of the research.

A. Background

Human as social creature needs the interaction with their circumstances to survive their lives. To interact, human needs language as an instrument to deliver their will. There are too many types of languages in this world. However, in this century, the existence of English language is undisputed in all aspects in our daily activities. Thus children have to be well-prepared as early as possible in order to be capable of facing the tight competition in the future with skill in the English language.

There are four skills in English learning, they are Reading, speaking, listening, and writing. The four aspects are always involved in connection with the ways to be skillful in English. The skills often become the target or the final learning objectives. In the other words, the stated skills are the result of a long process of learning. They are the application of the knowledge of the language that the learners get during the process of learning. To achieve and to have good mastery in English language, it needs more patience, interest and practice constantly.

Writing is the English skill defined as how to express ideas on a paper to from words, words to sentences to paragraph. The ideas from There is no doubt that English writing is important as the other three language skills.

The ability to write is frequently demanded in many occasions in our life. For many reasons writing skill is crucial to most people. Adelstein (1980 : 23) express that in all subjects in our life or in all profession, the ability to write or express oneself clearly is essential basic for success. Writing is one of the most difficult aspects of skill. The ability to write involves specific skills, such as; the use of punctuation, structure of sentence, vocabulary and paragraph organization. It is used to communicate with other people and also to express feeling and opinion.

Writing is an activity to produce the graphic symbols, not just as speech is more than the production of sounds but the symbols have to be arranged to form sentences, although again we can say 'writing' if we are merely making lists of words such as shopping lists. Writing sometimes comes easily, if we are in the right 'mood' or have a clear and perhaps pressing need to express something, but as a rule it requires some conscious mental effort. According to Sukmawati (1995 : 1), writing is essential to many aspects of social, practice and professional communication. Those who have difficulties in expressing themselves in writing are handicapped in our society. Therefore, it enables the human being to communicate their feeling and opinions.

In writing we need a good idea in order to produce a composition or written material. If students have no good ideas they will get boring and not interesting in it. For writing subject, students must have idea about what will they write and how far they know about the topic, sometimes they have to choose one theme and then decide one topic, finding the appropriate word to express an idea.

Most people have difficulties when we want to something may be lack of ideas, feeling bad, or may lack of vocabulary. Sometimes we lose of opinion and we only can write a little. It seems that ideas as important part in construct writing. Beside it, in speaking we can use many ways of communicate such as facial expression or body language but differently writing we just use word to convey information. Oshima (1997 : 2) stated that writing is progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished written and Make changes and correction. Therefore writing is never one step action, it is process that has several steps.

This is far from suggesting that the free expression as the only one solution in learning how to write on the contrary, learners have need of guidance, as they do with oral work. They must also be encouraged to look critically what they wrote and taught in draft, correct and rewrite. But since approach in teaching writing which will take them smoothly from writing under control of free expression

'foxfire as a method in teaching writing' it seems reasonable to provide enough opportunity for writing freely.

Foxfire, actually, a method of assignments gift to students to conduct a social study in an area, and the result study is arranged in the form of brief writing, and eventually published as a report form. Of course, material assignment is related to the subject matter being taught. (Suparlan, 2007 : 1)

Based on the observation of the eighth grade students of SMP Negeri 19 Makassar, the writer found that the skill of students in writing was still low. Otherwise, most of the students need more attention and used some method to make them more interest during teaching and learning process. The students need more input about their background knowledge and gave the students some topic that their know or have a background knowledge. Besides that according their teacher the students had poor motivation in learning English. Although, the teacher had an approach of learning process in the classroom, but it could not make the students' interest.

B. Problem Statement

Regarding to the background above, the writer formulates research questions as follow:

1. How is the improvement students' ability to write narrative text viewed from its generic structure through Foxfire Method at the eighth grade students of SMP N 19 Makassar?

2. How is the improvement students' ability to write narrative text viewed from its language use through Foxfire Method at the eighth grade students of SMP N 19 Makassar?

C. Objective of the Research

In relation to the problem statements above the objectives of this research are to find out:

1. The improvement of the students' ability to write narrative text through foxfire method viewed from its generic structure at the eighth grade students of SMP N 19 Makassar.
2. The improvement of the students' ability to write narrative text through foxfire method viewed from its language use at the eighth grade students of SMP N 19 Makassar.

D. Significance of the Research

The result of this research is expected to be useful and helpful information for the teachers in general in order to improve the quality of the English teaching. Also help the students to improve their writing skill through foxfire method.

E. Scope of the Research

The writer limits the students' ability to write narrative text through foxfire method which is viewed from generic structure are orientation, complication and resolution, language used are past tense and conjunction. These items were chosen because those were very

important to be identified by the researcher in motivating and overcoming the students problems in learning writing English.

Furthermore, in this research the writer only used two from five aspect in scoring writing test by (Heaton, 2007 : 87) namely : grammar, vocabulary in order to know the students achievement in writing test. The writer choose grammar and vocabulary aspect in scoring the students writing test because it much more easier to check the students task.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter described the previous research findings, some pertinent ideas, theoretical framework, and hypothesis.

A. Previous Related Studies

1. Concept of Foxfire Method

The Foxfire Method to education started in 1966 when Elliot Wigginton decided to have his students create a magazine about Appalachian culture and history. His goal was to use experiential, student-initiated learning in order to motivate his students. "Foxfire" magazine we read around the nation, and the students who wrote it learned not only writing skills, but gained an in-depth knowledge about their local culture in the process.

According to Suparlan (2007 : 1) Foxfire is a method of assignments gift to students to conduct a social study in an area, and the results of the study is arranged in the form of brief writing, and eventually published as a report form. It is firstly appeared in Georgia (United States) in 1960 founded by an English teacher in Clayton Country. He tried to teach writing more relevant to their students by involving them in activities of the study of mountain areas in the region, namely about society and customs. The students' essays were the term Foxfire, after the students had writing as essay "The Beauty of Mountain Flowers". Rice (1987)

Foxfire has changed the data has been collected into works that can be donated in the form of valuable information about the area, and has encouraged students to work hard, both in data collection and writing essays to be published.

2. The Goal of Foxfire Method

The goal of the foxfire method for students to become thoughtful participants in their education, while developing independence, responsible behavior, and wisdom. Some elements of the approach:

- a. There is an audience for student work (besides the teacher)
- b. Peer teaching, small group work and teamwork are stressed
- c. Student learn actively, not passively
- d. The teacher is not a noses, but a guide
- e. Work flows from student desire and choice
- f. Aesthetic experiences are valued
- g. Time is set aside for reflection

(Wigginton, 1966 : 45-55)



3. The Foxfire Core Concepts

Here in brief are the principles as presented by Foxfire Teacher Outreach:

- a. All the work teachers and students do together must flow from student desire and student concerns. When the student asks: " what should I do?

- b. The teacher turns the question back to the class, rather than answering it. Students are trusted and led the point where they embrace responsibility.
- c. Therefore, the role of the teacher must be that of collaborator and team leader and guide rather than boss. The teacher also monitors the academic and social growth of every student.
- d. The academic integrity should be maintained by fulfilling state-mandated guidelines and skills.
- e. The work is characterized by student action, rather than passive receipt of processed information. Once skills are " they must be reapplied to new problems in new ways.
- f. A constant feature of the process is its emphasis on peer teaching, small-group work and teamwork.
- g. Connections between classroom work and surrounding communities and the real world outside the classroom are clear.
- h. There must be an audience beyond the teacher for student work.
- i. As the year progresses, new activities should spiral gracefully out of the old, incorporating lessons learned from past experiences, building on skills and understandings that can now be amplified.
- j. As teachers, we must acknowledge the worth of the aesthetic experience, model this attitude in our interactions with students,

and resist the momentum of policies and practices that deprive students of the change to use their imaginations.

- k. Reflection – some conscious, thoughtful time to stand apart from the work itself – is an essential activity that must take place at key points throughout the work.
- l. The work must include unstintingly honest, ongoing evaluation for skills and content, and changes in student attitudes.

(Wigginton, 1966 : 47-48)

4. The Advantages of Foxfire method

This teaching method has tremendous advantages include the following

- a. The students will have skills in the process of collecting field data.
- b. The students will have skills in writing
- c. There is a synergistic cooperation between the schools with the publishers.
- d. Providing supplies to the students the skills to be able to earn money through writing.
- e. If the students' work can be issued and sold, then the activities of these students will be able to generate extraordinary generate income.

(Suparlan, 2007 : 2)

B. Some Pertinent Ideas

1. Definition of Writing

Lindholm in Fatmawaty (2009 : 13) gives definition of writing as studying to focus our mind on important matters, and learning about them. By this activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate their mind that cannot be done through other way. We can say that writing is the act of expressing something through the application of language system. So, when we write, there are two problematic areas namely "what to write and how to write it". It is then understandable that language skills are meant as the ability to manipulate the rules of language conventionally, while extra linguistic system or knowledge of the world refers to what the writer knows about the subject to write.

Byrne in Yakkop, (2006 : 7) stated that writing is clearly more than the prediction of the sounds. The symbols have been arranged according to certain in convention. As rule, however the students do not write just one sentence or a number of sentence as arranged in particular order and linked together in certain ways. Writing involves the encoding of message of some kinds that translate throughout into language.

Harmer (1991: 30) argued that "Writing is a productive skill which involves thought and emotions. It is a medium of communication. Writing can not be mastered at once but it needs

practice. The practice may include imitating or copying words and sentence from the given ideas or expressing free ideas based on the writer knowledge experience and point of view". Writing is complex, in addition to the knowledge of vocabulary, grammar, and syntax, writer must also has a good knowledge of other writing mechanics such as the use of punctuation, capitalization, question mark, and etc. these mechanic are used to reveal syntactic structure Rodman in Fatmawaty (2009 : 25).

2. Components of Writing

Jacobs (1981 : 31) in Anita state that point out the five significant components in writing. These are content, organization, language use, and mechanics or eligibility form.

a. Content

The content of writing should be clear for the readers so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing, its content should be well unified and competed. This term is usually known as unity and completeness, which become characteristic of good writing.

The good paragraph has unity, which means that in each paragraph; only one main idea is discussed. If we start to discuss a new idea, should begin a new paragraph. Furthermore, every supporting sentence in the paragraph must

be directly related to the main idea. Do not include any information that does not directly support the topic sentences.

The complete paragraph means that the main idea must be explained and developed fully. Completeness, as comments out that the controlling idea which is developed thoroughly by these of particular information. It is relative to know how complete writing. It is expected that the content of writing will be clear and understandable for the readers.

b. Organization

Organization of the writing is the writer focuses on how to arrange and organize the ideas chronologically. The writer should present their ideas based on the order which flow from the beginning to the end. There are many ways used to organize or arrange the writing. This organization is mainly recognized as order.

Coherence in writing means that sticking together and in coherent essay, all the ideas stick together. A coherence paragraph is a paragraph that all of the ideas are put in right order and never confuse. This makes the writer's thought in an essay to follow sentence and paragraph.

c. Language use

Language use in writing involves correct usage of the rules of language or grammar. It focuses on verbs, nouns, and agreement. Specific nouns and strong verbs give a reader a

mental image description. This specific noun can be characterized by using modifier of adjective, adverbs, and participle forms. A modifier can be phrase. There are many opportunities for errors in use of verb and mistake in arrangement are very common. Mistake in written work and however, are much serious, and since we have an opportunity to re-read and to correct what we have written. We should avoid errors in verbal forms, subject- verb agreement, and pronoun antecedent agreement in a case of noun and pronoun.

In this part also the writer should care about vocabulary. Vocabulary is one of the language aspects dealing with the process of writing study. In the process of writing, the writer always thinks about putting words into sentences and then putting sentences into paragraphs until they can create a piece of writing. So, mastering word choice can help us to develop our writing.

d. Vocabulary

Vocabulary is one of language aspect dealing the process of writing. The writers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a piece of writing. It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary.

e. *Mechanic*

Mechanics in writing deal with capitalization, punctuation and spelling appropriately. This aspect is very important since it leads reader to understand or recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing will make reader easy to understand the conveying ideas other message stated in the writing.

1) Capitalization

The use of capitalization in the writing can clarify the ideas. If the sentences are capitalize correctly, ambiguous meaning and misunderstanding would be appear. Besides, correct capitalization also helps the reader to differentiate one sentence to others.

2) Punctuation

It can be use as a unit of meaning and suggest how the units of its relation to each other.

3) Spelling

There are three important rules follow in using spelling appropriately. They are suffix addition, plural addition, and handling error within the words.

3. The Characteristics of a Good Writing

There are some characteristic a good writing as Adelstain in Damayanti (2009 : 15) atates as follows:

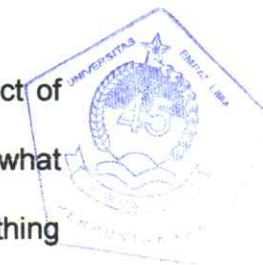
- a. Good writing reflects the writing skill to organize the material into coherence whole so that it moves logically from a sentence, dominant idea, to the supporting and finally to consistent ending, conveying to the reason sense of a well thought out plan.
- b. Good writing reflects the writer skill to write the interest readers in subject and demonstrate a thought sound understanding of it.
- c. Good writing reflects the writer skill to criticize the draft and revise it. Revision is the key of effective writing.
- d. Good writing reflects the writer skill to use the approach vice suit the purpose and audience of the occasion.

4. The kinds of Writing

Oshima & Hogue (1997 : 27), state that writing into four kinds, as follows: narration, description, exposition, and recount.

a. Narration

Narration is the form of writing use to relate the stay of act of events. Narration places occurrences in time and tell what happened according to natural time sequence. One thing happens and then another thing happens, and the events are told in the same order. A narration tells a story series of conducted incidents or an action process of an action. In narration, the incidents that make up the story are usually told in order in which they would really happen. Types of narration include short story, novels, and new stories, as well as a large



part of our every day social interchange in the form of letter and conversation.

b. Description

Description is a form writing that describes something. It reproduces the way thing looks, smell, taste, feel, or sound. It may also evoke mood such as happiness, loneliness, or fear. It used to created visual image of people, places event of units of time or reason. It may be used also to describe more than outward appearance of people. It may tell about their tries of character of personality.

c. Exposition

Exposition is the form of writing that explains someting. It often answers to the question of what, how, and why. It used in giving information, making explanation, and meanings. Its purpose is present ideas and make the ideas clear

d. Recount

Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic structures of recount are orientation-events-reorientation. It has a similarity with the generic structures of narrative. The differentiated of recount text with narrative text only is in events. There is no complication in recount.

5. Process of Writing

The writing is a way of looking at writing instruction in which the emphasis is shifted from students' finished products to what students think and do as they write. Furthermore, Temple (1982 : 9-24) state that writing activity generally requires several processes namely prewriting, drafting, revising, editing and publishing. To make it clearer, the explanation is as follows:

a) Prewriting

Prewriting is the getting-ready-to-write stage. The traditional notion that writers have thought out their topic completely is ridiculous. If writers wait for the ideas to be fully developed, they may wait forever. Instead, writers begin tentatively talking, reading, and writing to see what they know and direction they want to go.

Prewriting has probably been the most neglected stage in the writing process; however, it is as crucial to writers as a warm up is to athletes. During the prewriting stage, the activities are: (1) choosing a topic, (2) considering purpose, form, and audience, and (3) generating and organizing ideas for writing.

b) Drafting

In the process approach to writing, students write and refine their compositions through a series of drafts. During the drafting stage, students focus on getting their ideas down on paper. Because writers do not begin writing with their compositions

already composed in their minds, they begin with tentative ideas developed through prewriting activities.

The drafting stage is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors. The activities in this stage are: (1) writing a rough draft, (2) writing leads, and (3) emphasizing content, not mechanics.

c) Revising

During the revising stage, writers correct their ideas in their compositions. Often students terminate the writing process as soon as they complete a rough draft, believing that once their ideas are jotted down the writing task is complete. Experienced writers, however, know they must turn to others for reactions and revise on the basis of these comments.

Revising is not just polishing writing; it is meeting the needs of readers by adding, substituting, deleting, and rearranging material. The word revision means "seeing again", and in this stage writers see their compositions again with their classmates and the teacher helping them.

Revising is the examination of the draft to find mistakes, deficiencies or irrelevant points and after that improving the text. Revising should be better done after the completion of the first draft, so that it will not interrupt the flow of writing. The activities in the revising stage are: (1) rereading the rough draft, (2)

sharing the rough draft in writing group, and (3) revising on the basis of feedback received from the writing group.

d) Editing

Editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness. Like all the other parts of the writing process, editing does not occur in a fixed place in the process. Writers can be periodically reviewing what they write, editing it, and then proceeding with the writing. Thus, editing is not restricted to occurring after all the writing has been completed. Learners can be encouraged to edit through the feedback that they get from their classmates, teacher and other readers. Such feedback is useful if it occurs several times during the writing process and is expressed in ways that the writer finds acceptable and easy to act on (Nation, 2009 : 120).

e) Publishing

In the final stage of the writing process, students publish their writing and share it with an appropriate audience. As they share their writing with an appropriate audience. As they share their writing with real audiences of their classmates, other students, parents, and the community, students come to think of themselves as authors. The ways to share writing are students read their writing to classmates, or share it with larger audiences through hardcover that are placed in the class or school library,

class anthologies, letters, newspaper articles, plays, film strips and videotapes, or puppet shows.

6. The Importance of Writing

There are a lot of reasons why writing is important by Hairston in Saleha (2008 : 5):

- a. Writing is a tool for discovery. We stimulate our thought process by the act writing into information and tap into information and image we have our unconscious mind.
- b. Writing helps us to organize our ideas. We can arrange them in coherent form.
- c. Writing generates new ideas by helping us to make connection and see relationship.
- d. Writing down ideas allow us to dictate ourselves from them.
- e. Writing helps us to observe and process information when we write a topic, we learn it better.
- f. Writing enables us to solve the problems by putting the element of them into written form; we can examine and manipulate them.
- g. Writing on a subject makes us active rather than passive learns of information.

While the other reason:

- a) People can read something because of writing so that we know everything.
- b) Through writing, we can express our ideas and also our feeling to other people.

- c) By expressing idea through writing, the writer can improve the way of delivery ideas and opinions in more appropriate way since she can check and revise her writing before being read by other people.

7. The Purpose of Writing

Rains in Suaeb (2011 : 12) classify the purpose why people need to write as follows:

a. Writing for enforcement

This is the aims for reinforcement the students to write in what they have just learned to understand or says in order to reinforce a grammatical concept that have introduced.

b. Writing for training and the originate from that night

This is similiar for the reinforce and but writing for training the purpose of training, in initially present with pattern of linguistics and the original from that night be new to them and give them practice in using manipulating these new pattern.

c. Writing for communication

The main of writing for communication is to make the students to write in the essential element of writing, communication of course, there is a feedback from the reader.

d. Writing for fluency

Writing assign the purpose of developing fluency rather than demonstrating accuracy does not necessary require this standard.

e. **Writing for learning**

The purpose is comprehension enough to include the other purpose in writing when the writing for the purpose of learning the student provides the framework for teaching.

8. The Role of Writing

Halliday in Temple (1982 : 6) divides into several roles of components in writing. They are learning language, learning about language, and learning through language as the three components in the language arts curriculum. These components can be rephrased slightly to describe the role of writing. Furthermore, the explanation about it, according to Halliday in Temple (1982 : 6), in the following :

1) **Learning to write**

Through experiences with writing, students learn to write. Informal writing activities, such as making clusters and quickwriting, provide opportunities for students to acquire writing fluency. For more formal writing activities, such as stories, reports, and poems, students use the writing process. This is a multistep process through which students gather and organize ideas, write rough drafts, and refine and polish their writing before publishing it.

2) **Learning about written language**

As students learn to write, they discover the uniqueness of written language and the ways in which it differs from oral

language and other types of graphics. They develop an appreciation for the interrelations of purpose, audience, and form in writing and learn about the mechanics of writing, including standard spelling and usage, capitalization, and formatting.

3) Learning through writing

Writing is a valuable learning tool that has many applications across the curriculum. Students write informally to analyze and synthesize their learning, and they write formally and apply their knowledge when they write books and other reports.

C. The Classroom Action Research

According to Cross (1987 : 499) classroom action research is geared to self-improvement since it is de-signed. Conducted, and used by teacher themselves. And classroom research bridges the gap between research and practice because researchers and practitioners are in one. According to kemmis & Mc Taggart, (1988 : 5) action research is a form of connective self reflective enquiry undertaken participants in social situation in order to improve the rationalty and justice of their own social or educational practice, as well as their understanding of these practice and the situasiaoins in which these practices are carried out.

According to Cohen & Manion in Asmawati (2009 :18) a function of classroom action research, namely :

- a) A tool to overcome the problems that were diagnosed in the classroom learning situation,
- b) Means in-office training, equipping teachers with the skills and new method and encourage the emergence of self-awareness, especially through peer teaching,
- c) Tools to incorporate into the existing system (naturally) an additional or innovative approaches,
- d) A tool for improving communication is usually worse among teachers and researcher,
- e) Tool to provide alternatives to approaches that subjective, impressionistic towards problem solving class.

From the above description, the definition and the steps of classroom action research needs to be mentioned here. First, the result of action research are used by the researchers themselves, and of course by other people who want it. Second, the research going on in real situation that required immediately solution to the problem, and the results are directly applied/practice in a related situation. Third, the investigators do their own management actions, research and development as well as achieve the desired learning goals.

D. Narrative

1. Definition of Narrative text

Oshima and Hogue (1997 : 27), state that narration is story writing. When you write a narrative paragraph or essay, you write about events in the order that they happened. In other words, you

use time order to organize your sentences. Parera in Wahid (2011 : 12), states that narrative is one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time. Meanwhile, Keraf (1989 : 136) state that narrative is a form of composition, which had the main objectives. In the form of activities that were tied together to become an event that happened in a certain time.

According to Charles, et al. (1985:129), state that most narrative have the following characteristics:

- a. It tells story of an event or events.
- b. The events are usually arranged in a chronological order, in the order in which they occurred in time.

2. Unity of Narrative

Like other types of writing, narration also has unity. Unity means that every sentence in paragraph or composition contributes to develop central idea. Every sentence or detail in paragraph must qualify, support, and explain the main idea.

a. Chronological order of narrative

Narrative demands chronological order in which events happen. We can employ flashback, or we can abstract a bill to fill in some details. But the trust in the narrative must follow the order of the events themselves. It will help if we open each paragraph with a word that signals the change from one time span to other. It is called transition of time. These words will be

at the beginning of the paragraph and will help the reader follow the narrative, namely; first, then, next, next, later, afterwards, finally, after that, meanwhile, at the sometime, before and earlier (Breveton, 1982 : 70).

b. Plot development of narrative

Plot is the one that emphasizes actions. In a story, action concern with what happen. To write about what happens is to write about plot. In other words, lot is the actions of story, or it is an arranged sequence of actions or events lead the story.

c. Generic structure of narrative

1) Orientation

Introduction of the story in which the characters, setting and time of the story are established. Usually answers who? When? Where? And it is stated in the beginning of the story.

2) Complications

It explores the conflict in the story. It will show the crisis, rising crisis and climax of the story.

3) Resolution

It shows the situation which the problems have been resolved (Millan, 2009 : 1)

3. Types of Narrative

Chaplen in Trinata (2010 : 30) states that there are many types of narratives. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction,

romances, horror stories, adventure stories, fables, myths and legends, historical narrative, ballads, slice of life, personal experience. In addition, Keraf (1989 : 141) states that narrative writing can be divided into two types namely :

a. Fictive Narration

Fictive narration is a narration illustrates events or conditions that do not take place in the real life. It is just based on the author's imagination and feeling. Nevertheless, it still has something to do with human life because it also reflects human's experience, feeling, idea, and so on. Writings involved in fictive narration are novel, short story, drama, and myth.

b. Non-fictive narration

Non-fictive narration is a narration illustrated real events and concession. Something illustrated in non-fictive narration is based on reality. Writings involved in this narration are history, biography, autobiography, incidence, and profile.

4. Language Features of Narrative

a. Narrative use simple past tense. The formula of simple past (Subject + Verb II).

b. Narrative use time conjunction (when, then, suddenly, next) use specific time (one day, one afternoon) Where the specific time is used in the beginning of the narrative paragraph (Millan,2009 : 1).

E. Conceptual Framework

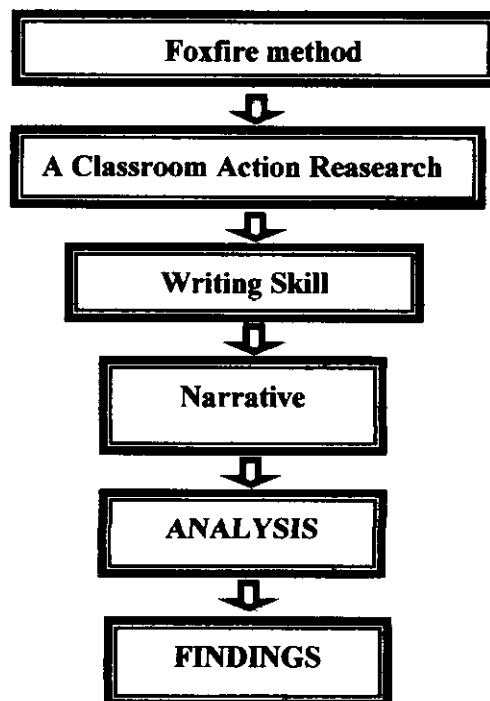


Figure 2.1. Conceptual Framework

The conceptual framework above explains the process of teaching English writing in improving the students' writing in terms generic structure and language use by foxfire method.

CHAPTER III

RESEARCH METHOD

This chapter presented the method of the research namely: research design, research variable and indicator, research subject, procedure of collecting data and technique of data analysis.

A. Research Design

In this research design, the writer used Classroom Action Research (CAR) with two cycles and each cycle consists of four meetings. The method employed by the researcher through 4 steps namely planning, action, observation, and reflection. Later, it was also used to formulate the problem, planning, action, observation, and reflection to the next cycle. The writer gave the writing test in cycle I and cycle II in order to know the students achievement for each cycle.

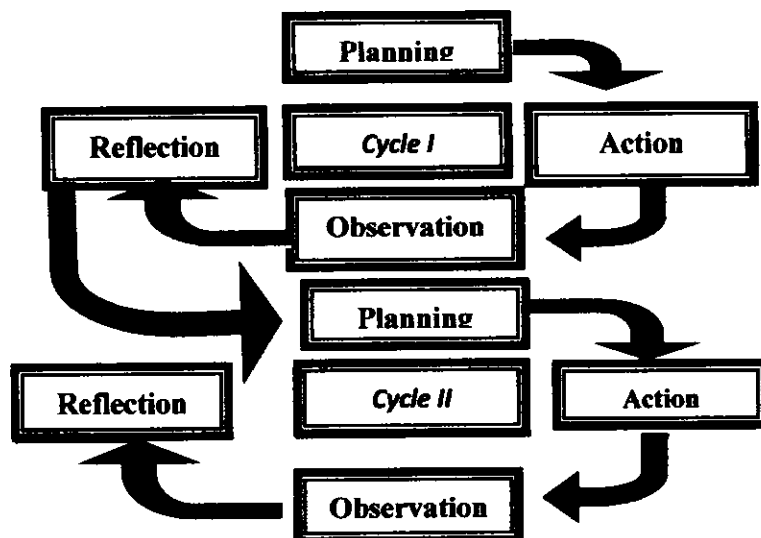


Figure 3.1. The Scheme of Classroom Action Research

(Kemmish and Mc Taggart in Harwanto , 2005 : 48)

B. Research Variables and Indicator

1. The variables of this research were generic structure and language use.
2. The indicators of each variable Describe are as follows :
 - a) The indicators of generic structure in writing narrative text were orientation, complication, and resolution.
 - b) The indicators of language use in writing narrative text were tense and conjunction.
3. Generic structure of narrative
 - a) Orientation
Introduction of the story in which the characters, setting and time of the story are established. Usually answers who? When? Where? It was stated in the beginning of the story.
 - b) Complications
It explores the conflict in the story. It showed the crisis, rising crisis and climax of the story.
 - c) Resolution
It show the situation which the problems had been resolved

C. Research Subjects

Research subjects in this classroom action research is the eight grade students of SMP Negeri 19 Makassar.

D. Procedure of Collecting Data

The research procedure divided into two cycle : there is cycle one and cycle two. Each cycle consists of planning, action, observation and reflection. First the writer conducted the diagnostic test then followed by cycle I and the last is conducted the cycle II. The writer conducted the diagnostic the to know how far the students achievement before gave them another test in cycle I and cycle II.

Cycle 1

1. Planning

- a. Analyzing the curriculum for knowing the best competency that will deliver to the students.
- b. Made a lesson planning based on the curriculum, and prepare material of lesson planning and it had to be based on teaching of writing ability.
- c. Make instrument evaluation that was use in classroom action research cycles.
- d. Prepared observation form.

2. Action

In this activity, it had scenario learning process it had to be based on the reciprocal teaching in writing as like that:

- a. The teacher explained to the students about the material that they will be learn in order to make them have a background knowledge before their do the test related to the topic which is given by the writer.

- b. The teacher spread the paper for all of students. The first cycle the writer gave the students the topic about the " Losari Beach".
- c. Based on the text above the teacher will ask the students to determine the role of the writing , overview of this place, what kind of form , and the last was topic of writing.
- d. The teacher observe the students' discussion to make sure the learners use the process effectively and that everyone can contribute to the discussion.
- e. At the end of cycle, the teacher gave the evaluation.

3. Observation

- a. The teacher identified and took a note all the activity of the students in every meeting in order the researcher measured the improvement of the students' ability.
- b. The teacher evaluated, which use the result of the study to know their improvement.
- c. The teacher gave chance to the students to give suggestion or their opinion in action research.

4. Reflection

After applying foxfire method in a action since four meeting, the writer gave evaluation to the students to know the students' ability in narrative text and descriptive paragraphs in cycle 1. The result of data analysis from evaluation in cycle 1 reflected in cycle 11, the research completed something less and would increase something good.

Cycle 2

In cycle 2 also consist of same activity with cycle 1, they were :

1. Planning

- a. Continued the activity that had been done in first cycle.
- b. Made lesson planning, prepared material and observation form for four meetings.
- c. Repaired the weakness in the first cycle.
- d. Repaired action research.

2. Action

In this stage, the action was done to improve the result based on the reflection of cycle 1, this stage was the same with the previous cycle where the researcher improved of the application of teaching method.

- a. The teacher gave explanation to the students about the material that has learn.
- b. The teacher spread the paper. it would be about the " Losari Beach".
- c. Based on the text above the teacher asked the students to determine the role of the writing , overview of this place , what kind of form , and the last is topic of writing. It is the same topic in cycle I which given to the students in order to know their improvement in writing.

- d. The teacher observed the students' discussion to make sure the learners are use the process effectively and that everyone is contribute to the discussion.
- e. At the end of cycle, the teacher gave the evaluation.

3. Observation

In the case the observation at the cycle II is almost same with the done observation at cycle I.

4. Reflection

The research make a conclusion about the applying of foxfire method to improve students' ability in writing at SMP Negeri 19 Makassar in the eighth grade based on the observation result and note personal at the action activity.

E. Research Instrument

In this classroom action research, the researcher used some instruments. Instrument for diagnostic test was different with cycle I and cycle II. They were test and observation sheet to survey the students ability and to find out their motivation and interest in writing related to the topic which is given by the writer.

1. D-Test

The test used in the first meeting to measure how far the students know about descriptive paragraph. The writer only the one topic to know how far the students achievement in writing before applying the foxfire method in the next meeting.



2. Test of Cycle

It was designed to measure the students' ability, interest and motivation in English writing in each cycle. The test format was test to make narrative text that had been learned by using foxfire method. Every meeting used different topic to know the students achievement by using the foxfire method. The test was administered in the last meeting of each cycle.

F. Technique of Data Analysis

The data of the study grammatical errors analysis in writing narrative paragraph at eight grade in SMP Negeri 19 Makassar obtain through the task that given to students. To analyze the data, the writer followed the steps as follows in order to know the students improvement in diagnostic test, cycle I and cycle II. In this research the writer only took two aspect grammar and vocabulary in order to know the students competence in writing using foxfire method during the research

1. Scoring the result of the students test based on the five aspects that given by (Heaton, 2007 : 87) such as the aspect of grammar, vocabulary, mechanics, fluency (style and case of communication) and form organization. But in this research the writer used two aspects namely : grammar, vocabulary in order to know the students achievement in writing test.

a. Grammar

No	Classification	Score	Criteria
1	Excellent	5	Few (if any) noticeable and error of grammar a word order.
2	Good	4	Same errors of grammar and order which do not, however interfere with comprehension.
3	Enough	3	Errors of grammar and word order, fairly frequent, accessional re-reading. Necessary for full comprehension.
4	Poor	2	Errors of grammar and word order frequent.
5	Very poor	1	Error of intergeneration sometimes required on readers' part.

(Heaton, 2007 : 87 - 89)

b. Vocabulary

No	Classification	Score	Criteria
1	Excellent	5	Use of vocabulary and idiom rarely (of at all) distinguish table from that of educated native speaker.
2	Good	4	Occasional use inappropriate terms of relies on circumlocution, expression of ideas hardly impaired.
3	Enough	3	Uses wrong inappropriate words fairly frequently expression of ideas may be limited because of inadequate Vocabulary.

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No	Classification	Score	Criteria
4	Poor	2	Limited vocabulary and frequent errors clearly hinder expression of ideas.
5	Very poor	1	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation Vocabulary limitation so extreme as to make comprehension virtually.

c. Mechanics

No	Classification	Score	Criteria
1	Excellent	5	Few (if any) noticeable lapses in punctuation or spelling
2	Good	4	Occasional lapses in punctuation or spelling which do not, however interlink with comprehension error in punctuation spelling fairly
3	Enough	3	Frequent occasional re-reading necessary for full comprehension.
4	Poor	2	Frequent error in spelling or punctuation lead some times to obscurity.
5	Very Poor	1	Error in spelling or punctuation so frequentations that reader must often rally on own interpretation

d. Form (Organization)

No	Classification	Score	Criteria
1	Excellent	5	Highly organized clear progression of ideas well linked, like educated native speaker .
2	Good	4	Material well organized links could occasionally be clearer but communication not impaired.
3	Enough	3	Some lack of organization re-reading required for clarification between them.
4	Poor	2	Individual ideas may be clear but very difficult to deduce some organization.
5	Very Poor	1	Lack of organization several that communication is seriously impaired.

After conducted the research in SMP Negeri 19 Makassar, the writer calculated the score result based on every meeting which is done by the writer. The data was gotten from cycle I and cycle II were analyzed in order to know whether there is significant result between every meeting or not. The writer analyze all data and score through following steps:

1. To find out the mean score for every meeting in this research the writer calculating the mean score of the students' writing test by using the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{X} = The mean score

$\sum x$ = The total raw score

N = The number of students

(Gay, 2006: 266)

2. To know development of the students' writing skill, the writer used percentage technique. The writer calculated the rate percentage for every meeting to know the students significant improvement for each test

$$P = \frac{X^2 - X^1}{X^1} \times 100$$

Where:

P : percentage of the students

X^1 : The first main score

X^2 : The second main score

3. To classify the students' score, there are seven classifications which were used as follow in order to know the student ability in writing test and based on the every meeting and different test which given to the students for every meeting

Qualification	Score range
(1)	(2)
Excellent	9-10
Good	7-8
Fair	4-6
Poor	0-3

(Dekdikbud in Saleha, 2008 : 22)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts. They are the presentations of the result that was found in field and discussion that explained and interprets the finding in the second section. After conducted the research in SMP Negeri 19 Makassar, the writer analyze and calculated to know the result of the test. The writer gave some explanations in discussion to know the result of this research.

A. Findings

The findings of the research deals with the answer of the problem statement which it aims to find out the improvement of the students' ability in writing narrative text. The writer do some observation and test during research activity in teaching and learning process and describe whole of activity in this chapter. The result of data analysis found that teaching writing ability through Foxfire Method can improve the students' writing ability in terms of grammar and vocabulary use at the class of VIII.C students of SMP 19 Makassar. The writer calculated all data which gathering form three test such as diagnostic test, cycle I and cycle II and presented it into the following table which showed are as follows:

Table 1 : The Students' Score and Classification in Diagnostic test

No	Students Initial	Score		Total Score	Classification
		Grammar	Vocabulary		
1	A. H.	2	4	6	Fair
2	S.N.	1	2	3	Poor
3	P. R.	1	2	3	Poor
4	S.K.	2	4	6	Fair
5	M	2	3	5	Fair
6	N.O.	2	3	5	Fair
7	S. R.	1	2	3	Poor
8	H. W.	1	2	3	Poor
9	St. A.	2	3	5	Fair
10	N	2	3	5	Fair
11	S	1	2	3	Poor
12	N	1	2	3	Poor
13	N. D.	1	2	3	Poor
14	M. Z.	1	1	2	Poor
15	M. I.	1	1	2	Poor
16	H. M.	2	2	4	Fair
17	A. M.	1	1	2	Poor
18	A.M. R.	2	2	4	Fair
19	A. K	1	1	2	Poor
20	A	2	2	4	Fair
21	M. A. W.	1	1	2	Poor
22	J. M.	2	2	4	Fair
23	Y.A.	1	1	2	Poor
24	M. A. F.	1	2	3	Poor
25	A. M. I.	1	2	3	Poor
26	A.R. R.	1	1	2	Poor
27	Z.F.	1	2	3	Poor
28	A. K. A.	1	2	3	Poor
29	A	1	2	3	Poor
30	N	1	2	3	Poor
31	A. T.	2	2	4	Fair
32	A. R.	1	2	3	Poor
33	A. S.	1	1	2	Poor
Total		44	66	166	
Mean Score		1.3	2	3.3	Poor

Source : SMP Negeri 19 Makassar

Table 1 above showed the students score in mastering English Grammar and Vocabulary in writing skill through Foxfire Method. There were 11 students classified as fair and 22 students classified as poor.

Besides that, the table above show that the classification of the students based on the diagnostic test in class VIII. C. Meanwhile, after calculated all the student paper test and found that the total score of their is 110 and their mean score is 3.3.

Otherwise, the result most of the students still have low ability in writing because they still lack in vocabulary and grammar. In addition, based on the previous result in diagnostic test the writer can concluded that most of the students are poor in their writing ability and need to do more practice in writing especially narrative text by using the writer method in order to achieve the students' competence in writing.

In order to know the mean score analysis for writing test, the writer was calculated all score by used formula are as follows :

1. Diagnostic Test

$$X1 = 110$$

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{110}{33}$$

$$\bar{X} = 3.3$$

Table 2 : The Students' Score and Classification in Cycle I

No	Students Initial	Score		Total Score	Classification
		Grammar	Vocabulary		
(1)	(3)	(4)	(5)	(6)	(7)
1	A. H.	3	4	7	Good
2	S.N.	2	2	4	Fair
3	P. R.	2	2	4	Fair
4	S.K.	3	4	7	Good
5	M	3	3	6	Fair
6	N.O.	3	3	6	Fair
7	S. R.	2	2	4	Fair

to be continued

continuation

(1)	(3)	(4)	(5)	(6)	(7)
8	H. W.	2	2	4	Fair
9	St. A.	3	3	6	Fair
10	N	3	3	6	Fair
11	S	2	2	4	Fair
12	N	2	2	4	Fair
13	N. D.	2	2	4	Fair
14	M. Z.	1	2	3	Poor
15	M. I.	1	2	3	Poor
16	H. M.	2	3	5	Fair
17	A. M.	1	2	3	Poor
18	A.M. R.	2	2	5	Fair
19	A. K	1	2	3	Poor
20	A	2	3	5	Fair
21	M. A. W.	1	2	3	Poor
22	J. M.	2	3	5	Fair
23	Y.A.	1	2	3	Poor
24	M. A. F.	2	2	4	Fair
25	A. M. I.	2	2	4	Fair
26	A.R. R.	1	2	3	Poor
27	Z.F.	2	2	4	Fair
28	A. K. A.	2	2	4	Fair
29	A	2	2	4	Fair
30	N	2	2	4	Fair
31	A. T.	2	3	5	Fair
32	A. R.	2	2	4	Fair
33	A. S.	1	2	3	Poor
Total		64	78	142	
Mean Score		1.9	2.4	4.3	Fair

Source : SMP Negeri 19 Makassar

In the first diagnostic test most of the students classified as poor and also poor in grammar and vocabulary competence. By knowing the problems, the writer conducted the Cycle I in order to increase the students' achievement in both aspects. Besides that, in Cycle one the writer gave some explanation to the students the give the other narrative topic for the students and answered the topic of the test in their own word.

Moreover, based on the table 2 above in Cycle I after calculated the data of which gathering form Cycle I research, there were 2 students

classified as good, 23 student classified as good and 8 students classified as fairly poor. The table above show that the classification of the students' based on the Cycle I in class VIII. C is 142 and their mean score is 4.3. It showed that in mastering English Grammar and Vocabulary in writing skill through foxfire method are increased. In this case, compare between diagnostic test and Cycle I test there is some improvement. Otherwise, The result showed that in the students score increase in Cycle I after the writer gave a treatment. Most of the students classified as fair and increase their competence in both aspects. In addition, after conducted the Cycle I the writer can concluded that by gave the students treatment and explain how to write a good sentences in a paragraph most of the students can increase their grammar and vocabulary competence and classified as fair.

To measure the mean score analysis for writing skill in Cycle I, the writer was calculated all score by used formula are as follows :

2. Cycle I

$$X_2 = 143$$

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{143}{33}$$

$$\bar{X} = 4.3$$

Table 3 : The Students' Score and Classification in Cycle II

No	Students Initial	Score		Total Score	Classification
		Grammar	Vocabulary		
1	A. H.	4	4	8	Good
2	S.N.	2	3	5	Fair
3	P. R.	2	3	5	Fair
4	S.K.	4	4	8	Good
5	M	3	4	7	Good
6	N.O.	3	4	7	Good
7	S. R.	2	3	5	Fair
8	H. W.	2	3	5	Fair
9	St. A.	3	4	7	Good
10	N	3	4	7	Good
11	S	2	3	5	Fair
12	N	2	3	5	Fair
13	N. D.	2	3	5	Fair
14	M. Z.	2	2	4	Fair
15	M. I.	2	2	4	Fair
16	H. M.	3	3	6	Fair
17	A. M.	2	2	4	Fair
18	A.M. R.	2	2	6	Fair
19	A. K	2	2	4	Fair
20	A	3	3	6	Fair
21	M. A. W.	2	3	5	Fair
22	J. M.	3	3	6	Fair
23	Y.A.	2	3	5	Fair
24	M. A. F.	2	3	5	Fair
25	A. M. I.	2	3	5	Fair
26	A.R. R.	2	2	4	Fair
27	Z.F.	2	3	5	Fair
28	A. K. A.	3	3	6	Fair
29	A	2	3	5	Fair
30	N	2	3	5	Fair
31	A. T.	3	3	6	Fair
32	A. R.	2	3	5	Fair
33	A. S.	2	2	4	Fair
Total		79	98	179	
Mean Score		2.4	3	5.4	Fair

Source : SMP Negeri 19 Makassar

After conducted diagnostic test and Cycle I several of the students can increase their grammar and vocabulary ability. In order to made this method more effective in writing ability the research conducted the Cycle II

to make the students more understand and know how to write a good paragraph by reduce much more grammatical error rather than to get a good score. The writer compare both cycle into one table which can be seen in the following:

Table 4: Table combination Cycle I and Cycle II

No	Students Initial	Cycle I	Classification	Cycle II	Classification
1	A. H.	7	Good	8	Good
2	S.N.	4	Fair	5	Fair
3	P. R.	4	Fair	5	Fair
4	S.K.	7	Good	8	Good
5	M	6	Fair	7	Good
6	N.O.	6	Fair	7	Good
7	S. R.	4	Fair	5	Fair
8	H. W.	4	Fair	5	Fair
9	St. A.	6	Fair	7	Good
10	N	6	Fair	7	Good
11	S	4	Fair	5	Fair
12	N	4	Fair	5	Fair
13	N. D.	4	Fair	5	Fair
14	M. Z.	3	Poor	4	Fair
15	M. I.	3	Poor	4	Fair
16	H. M.	5	Fair	6	Fair
17	A. M.	3	Poor	4	Fair
18	A.M. R.	5	Fair	6	Fair
19	A. K	3	Poor	4	Fair
20	A	5	Fair	6	Fair
21	M. A. W.	3	Poor	5	Fair
22	J. M.	5	Fair	6	Fair
23	Y.A.	3	Poor	5	Fair
24	M. A. F.	4	Fair	5	Fair
25	A. M. I.	4	Fair	5	Fair
26	A.R. R.	3	Poor	4	Fair
27	Z.F.	4	Fair	5	Fair
28	A. K. A.	4	Fair	6	Fair
29	A	4	Fair	5	Fair
30	N	4	Fair	5	Fair
31	A. T.	5	Fair	6	Fair
32	A. R.	4	Fair	5	Fair
33	A.S.	3	Poor	4	Fair
Total		142		179	
Mean Score		4.3	Fair	5.4	Fair

Source : SMP Negeri 19 Makassar

Otherwise, by conducted the Cycle II, it makes the students get more knowledge by gave them theory and practical in order to achieve their ability in writing especially using foxfire method. Moreover, based on the table 4 above in Cycle II after calculated the data by conducted the Cycle I, there were 10 students classified as good, 23 students classified as fair and none of the students classified as excellent and poor. The table above show that the classification of the students' based on the Cycle II in class VIII. C is 179 and their mean score is 5.4. Similar with Cycle I, most of the student classified as fair and the students different level score in both aspects about grammar and vocabulary. The most important things in this research in not only to make the students get the best score but also they can learn about foxfire method by fixed their writing error in several aspects of writing.

In addition, It showed that in mastering English Grammar and Vocabulary in writing skill through foxfire method are increased by compare with diagnostic test and Cycle I. By conducted this research in Cycle II, the writer can concluded that by giving students theory and practice intensively their writing ability better step by step by using this method and can improved the students competence and will be better in mastering the writing lesson.

To measure the mean score analysis for writing skill in Cycle II in order to compare with Cycle I and to find whether there is improvement between Cycle I and Cycle I or not. Based on the result on previous table the writer was calculated all score by used formula are as follows:

3. Cycle II

$$X_2 = 179$$

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{179}{33}$$

$$\bar{X} = 5.4$$

Table 5. Students Mean Score of Diagnostic Test, Cycle I and Cycle II

Diagnostic Test	Cycle I	Cycle II
3.3	4.3	5.4

After conducted three meeting in English lesson conducted in class VIII.C the mean score result found after the writer calculated used formula which can be seen in chapter III. The writer found that there is a progression between Diagnostic test, Cycle I and Cycle II when the writer compares the mean score each level of the test. Based on the writer research and found that the score of grammar and vocabulary aspect increase in Cycle I and Cycle II.

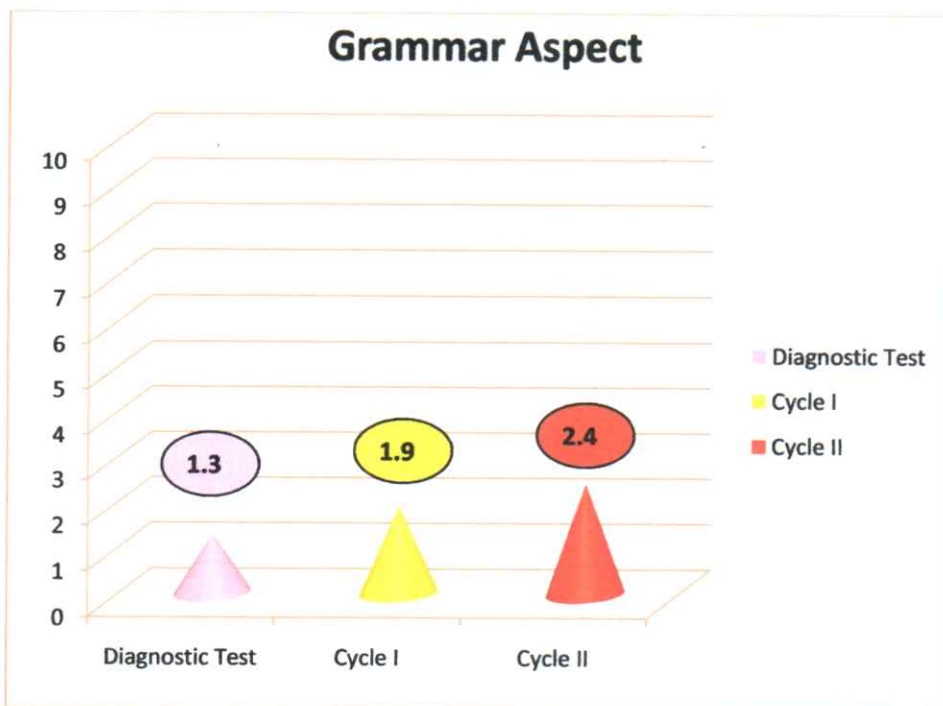
In addition, the writer made her own conclusion that by conducting writing lesson through foxfire method can increase students writing ability by gave them more practice in order to achieve their writing competence and also reduce much more grammatical error and other aspect of writing itself.

Table 6. Students Mean Score of Grammar and Vocabulary Aspects

Diagnostic Test		Cycle I		Cycle II	
Grammar	Vocabulary	Grammar	Vocabulary	Grammar	Vocabulary
1.3	2	1.9	2.4	2.4	3

Based on the table 5 above show that there is a progress achievement score of the students based on each level of the test which given by the writer. Most of the students have a good ability in vocabulary rather than grammar. Besides that, by practice intensively in writing the students can reduce their grammatical error and can arrange the word into good sentences perhaps.

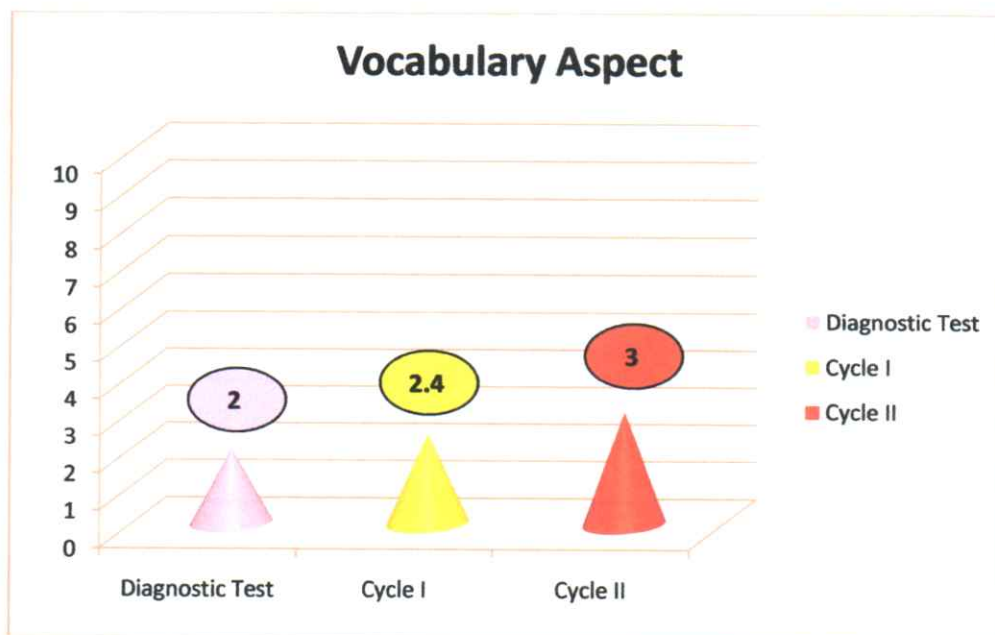
Figure 4.1. Students' Improvement in Grammar Aspect in Diagnostic Test, Cycle I and Cycle II



The in the graphic above shows that there is a significant difference between students' mean score in the diagnostic test and result of cycle I to cycle II refer to grammar aspect. The students' mean score in diagnostic test is 1.3, while the students' mean score in the result of cycle I is 1.9 and cycle II is 2.4. So, it means that there is improvement form the diagnostic test to the cycle 1 and from cycle I to cycle II. Based on the result of all

cycle show that students improvement for each cycle was increased form the diagnostic test until cycle II.

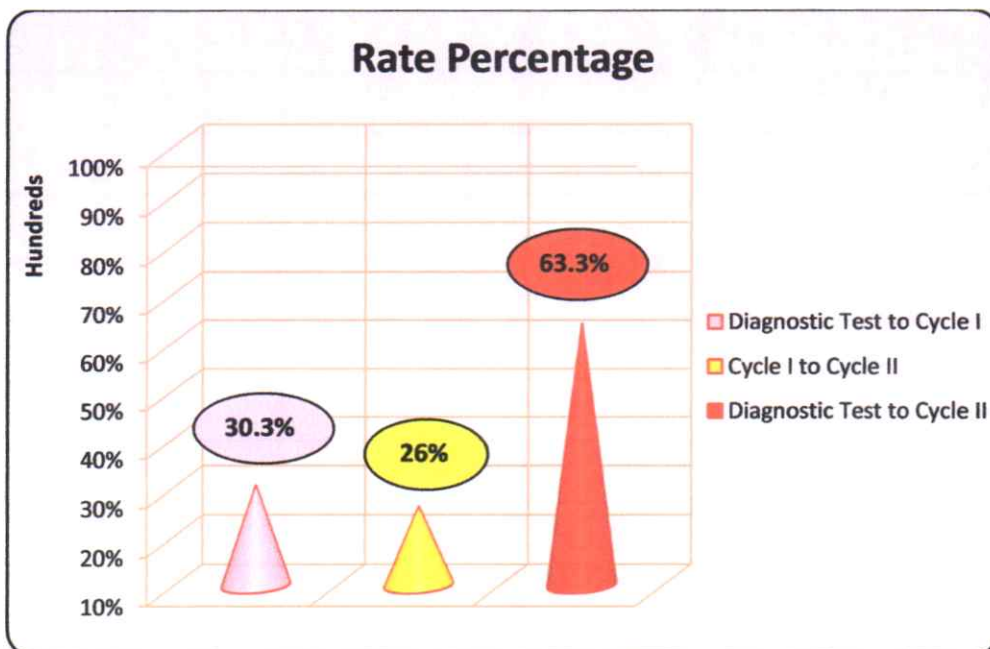
Figure 4.2. Students' Improvement in Vocabulary Aspect in Diagnostic Test, Cycle I and Cycle II



Furthermore, based the graphic above shows that there is a significant difference mean score of the students' improvement in the diagnostic test to the cycle I, and from cycle I to cycle II refer to vocabulary aspect. The students' mean score in diagnostic test is 2, while the students' mean score in the result of cycle I is 2.4 and in cycle II is 3. So, it means that there is improvement from the diagnostic test to the cycle 1 and from cycle I to cycle II. By given the students test and applied the foxfire method show that in the end of the test there is significant improvement. The students more actively and comprehend the topic very well because they have background knowledge input in the diagnostic test and cycle. Besides that the writer design other graphic of the mean score from total

score in every test refer to Diagnostic Test, Cycle I and Cycle II which can be seen in the following graphic.

Figure 4.3. Students' Rate Percentage Score in Diagnostic Test, Cycle I and Cycle II



Furthermore, based the graphic above shows that there is a significant difference rate percentage of the students' improvement in the diagnostic test to the cycle I, and from cycle I to cycle II. The students' mean score in diagnostic test is 3.3 the rate percentage form diagnostic test to cycle I is 30.3%. Meanwhile, the students' mean score in the result of cycle I is 4.3 and rate percentage form cycle I to cycle II is 26%.

Moreover, the students' mean score in the result of cycle I is 5.4 and rate percentage form diagnostic test to cycle II is 63.6%. In cycle II . So, it means that there is improvement from the diagnostic test to the cycle 1 and from cycle I to cycle II and the writer concluded that teaching

writing using foxfire method can increase students writing ability especially in grammar and vocabulary aspect.

B. Discussion

The result the writer observation during teaching and learning activity found that all of the students' activeness toward the application of foxfire method to developing the students' writing skill at the first year students of SMP Negeri 19 Makassar, which conducted in two cycles during three meetings. In teaching and learning process through foxfire method the students do not feel bored, but more enthusiastic to follow the lesson. The students look braver and more confident to write and express their ideas while the writer threat them using foxfire method. They also admit that they become active and full concentration in the classroom.

Otherwise, the use of foxfire method teacher support and guides can make the students more active and it causes the improvement of their writing ability. The improvement of the students can be see in the implementation of foxfire method, they are : Motivating the students to improve their interest in learning process, The use of foxfire method in teaching writing can overcome the students' difficulty in expressing their ideas. The students also have a positive response and can be motivated to the implementation of teaching writing ability by using foxfire method.

Besides that this stage can make the students to got the target. There were two different areas of writing quality assessed in this study,

namely grammar and vocabulary. The two areas assessed were assumed to contribute a good quality of writing through foxfire method. The descriptive statistic analysis in the findings show that the writing quality of a students, the mean score of the students in table 1 show that the students writing skill based on the diagnostic test is 3.3 and classified as poor. It can be concluded that the students writing were classified as inadequate. The result of the Cycle I is 4.3 and Cycle II can be classified as fair.

Based on the result of the data, it was concluded that after the treatment by using foxfire method result showed the increased score between each cycle. It means that by using foxfire method can stimulate the students writing ability at SMP Negeri 19 Makassar. On the other hand, the result of the post-test shows that the students have significant progress score in both aspect of writing test namely grammar and vocabulary.

In the other words, students writing production new knowledge and can increase their writing competence by using foxfire method. Therefore, by using mind foxfire method in this research has a big influence in students writing skill because both of the aspects of writing is improved. Moreover, by applied foxfire method in the classroom will also be particularly helpful for the students who may go to live or work in the target-language community.

In this case, firstly, the students see a piece of writing and the use it as a basic for their own work. It is believed that using foxfire

method in the classroom which makes the students interested and gives stimulation to motivate them more intensively to write in English by their own word and use their high cognitive thinking to express their own idea related to the topic which given form the teacher or English instructor.

In addition, the writer also discussed the title and method which applied in the observation activity to the English teacher in the purpose school before conducted the research. By conducted this research, the English school teacher hopes that the writer will get some experience in teaching writing but also for their students in order to know how far the students improvement by using this method. The writer conducted this research in class VIII. C which almost of their students' in this class classified as fair in writing a narrative test after they was taught by foxfire method.

Finally, the writer can sum up that teaching writing using foxfire method can improved students writing ability by often given their practice rather than theory in order to reduce their grammatical error and make them more confident to write the text based on their own opinion and background knowledge.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Relating to the research findings and discussion in the previous chapter, the conclusions are presented in the following statements:

1. The data shows that there is a progression score between diagnostic test, cycle I and cycle II. It also support by the improvement of students mean score in grammar and vocabulary aspect. The result data showed that most of the students more intensively and motivated by often given them do the test in practically rather than theory. Perhaps the students need the theory in the first meeting in order to find out about their background knowledge refer to the topic which given by the writer and later often do the practice.
2. Moreover, teaching writing using foxfire method definitely can improve the students writing ability even though the results of them are different. It can be seen through their increasing score from diagnostic test to the cycle I, and from cycle I to cycle II.

B. Suggestion

Finally relating to the method the research which discussed in this skripsi and in order to improve the teaching writing of the students the writer presents some suggestions as follows :

1. Teaching writing, use foxfire method should be taken as one of alternative strategy that help the students reduce their grammatical

error and enrich to the students vocabulary at SMP Negeri 19 Makassar.

2. The using of foxfire method can increase the students' ability by writing a good paragraph by considering grammar and vocabulary aspect in writing skills. Therefore, the writer recommended other teacher or researcher to teach them by using this method.
3. Teacher emphasizes to manage the material of teaching of writing such as by using foxfire method by considering the students level and background knowledge.
4. Teacher give enough opportunity to the students to practice their writing skill through various technique, one of them is foxfire method because it is easy to presented and it is also enjoyable for the students in learning.

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APPENDICES

Appendix 1: Research Instrument

INSTRUMEN PENELITIAN

JUDUL: IMPROVING STUDENTS' ABILITY TO WRITE NARRATIVE TEXT BY USING FOXFIRE METHOD (A CLASSROOM ACTION RESEARCH) AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 19 MAKASSAR

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama :.....

Nis :.....

Kelas :.....

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Appendix 2: Result in Diagnostic Test

INSTRUMEN PENELITIAN

JUDUL: IMPROVING STUDENTS' ABILITY TO WRITE NARRATIVE TEXT BY USING FOXFIRE METHOD (A CLASSROOM ACTION RESEARCH) AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 19 MAKASSAR

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama : Asmaul Husna

Nis : 0023536886

Kelas : VIII C

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Question : Please write down what you know about "Fort Rotterdam".

Answer :

Fort Rotterdam is icon landmark of Makassar.
It have many building on the fort Rotterdam. There are
many historical thing in this place. Many people take
photo in this place. The fort Rotterdam area is very
large. Many people sell in this place special pisang
epok and much more.

Grammar : 2

Vocabulary : 4

SKOR : 6

"Good Luck"

Appendix 3: Result in Cycle I

INSTRUMEN PENELITIAN

JUDUL: IMPROVING STUDENTS' ABILITY TO WRITE NARRATIVE TEXT BY USING FOXFIRE METHOD (A CLASSROOM ACTION RESEARCH) AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 19 MAKASSAR

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama :	Asman' Luna
Nis :	0023536886
Kelas :	vii.C

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Question : Please write down what you know about "Losari Beach".

Answer :

Losari Beach is beautiful beach. There are much be found food traders there are much tourist And there are much masjid for muslimin. In front losari beach, much hotel.

In losari beach There are tree, and There was a boy took Photo beach, There are birds that fly and there are also birds perched in a tree scene in there very good.

Aflood in there also sky very cool, I really like the a banana seller ngepek I know this beach since chil dhood

Losari beach is are Vista who very beautiful, and much Vista beautiful, and much seller-seller

Example : Cat, a drink, toy, and are ase well

Grammar : 3

Vocabulary : 4

Skor = 7

"Good Luck"

Appendix 4: Result in Cycle II

INSTRUMEN PENELITIAN

JUDUL: IMPROVING STUDENTS' ABILITY TO WRITE NARRATIVE TEXT BY USING FOXFIRE METHOD (A CLASSROOM ACTION RESEARCH) AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 19 MAKASSAR

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama :	Amnani Huma
Nis :	0023536886
Kelas :	VII C

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Question : Please write down what you know about "Losari Beach".

Answer :

In Losari Beach we take a stroll in the morning air in there cool. In there we go mosque floating abutt. and in there many eating special Makassar as Coto Makassar, green banana, and ~~fish~~. Seapod: Losari Beach location in Makassar. and many tourist ~~are~~ visit to Makassar. There is Island named the island Laebae and Island sanjalona. In Losari beach There are tree, and There was a boy took photo beach, There are birds that fly and there are also birds perched in a tree scene in there very good. Really, like the beach beach here many tours four children. ~~there also~~

Grammar : 4

Vocabulary : 4

Mark : 8

"Good Luck"

Result in Diagnostic Test

INSTRUMEN PENELITIAN

JUDUL: IMPROVING STUDENTS' ABILITY TO WRITE NARRATIVE TEXT BY USING FOXFIRE METHOD (A CLASSROOM ACTION RESEARCH) AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 19 MAKASSAR

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama :	NUR HIKMA
Nis :	0023 575941
Kelas :	VI. C

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Question : Please write down what you know about "Fort Rotterdam".

Answer :

~~Fort~~ Fort Rotterdam is build in Makassar
 Fort Rotterdam much building. Many turis visit
 visit place. Many history in the fort Rotterdam
 Many person take foto in place. In sell
 souvenir and many more. It big place
 for people. Good Place for information.

I like fort Rotterdam

Thank you

Grammar = 2

Vocabulary = 3

Skor = 5

"Good Luck"

Result in Cycle I

INSTRUMEN PENELITIAN

JUDUL: IMPROVING STUDENTS' ABILITY TO WRITE NARRATIVE TEXT BY USING FOXFIRE METHOD (A CLASSROOM ACTION RESEARCH) AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 19 MAKASSAR

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama :	NURHICMA
Nis	0023575941
Kelas	VII C

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Question : Please write down what you know about "Losari Beach".

Answer :

Losari Beach is beach who location in Mafassar :
 Losari Beach also constitute place for ~~well~~
 well-road. then From that many person who call
 place mentioned. and many also food who ~~sell~~
 in sell, food special Mafassar is coto, ~~barang~~ ~~fish~~ ~~per~~
 and gado-gado. be sides that Losari Beach
 also possess boat who be able carry person who
 wish surround beach mentioned.

I like losari Beach

Thank you

Grammar : 3

Vocabulary : 7

Spelling : 6

"Good Luck"

Result in Cycle II

INSTRUMEN PENELITIAN

JUDUL: IMPROVING STUDENTS' ABILITY TO WRITE NARRATIVE TEXT BY USING FOXFIRE METHOD (A CLASSROOM ACTION RESEARCH) AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 19 MAKASSAR

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama : NURHIDMA
Nis : 0023575941
Kelas : VII.C

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Tuliskan jawaban anda dalam lembar soal yang sudah disediakan.

Question : Please write down what you know about " Losari Beach".

Answer :

Losari Beach is a beautiful beach in Makassar.
 So many people visit this place in the evening.
 They want to look sunset. Many object of
 Makassar in Losari beach. There is many people
 sell Pisang Epek and Coto Makassar. Besides that
 Losari beach have banana boat. It carry person
 surrounding the beach to look views.

I like Losari beach

Thank you

Grammar : 3

Vocabulary : 4

Score : 7

"Good Luck"

Appendix 5: Pictures



Pictures 1 : Students' answering the question in pre-test



Pictures 2 : The writer is monitoring the students' while they answering the question in pre - test



Pictures 3 : The writer is guiding the students in treatment



Pictures 4 : The students' answering the question in post - test



nomor : A. 082/FKIP/U-45/II/2015

Makassar, 13 Januari 2015

inspirasi : -

perihal : Permohonan Izin Penelitian

terhadap

kepada : Kepala SMP Negeri 19 Makassar

Di -

Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S-1.

Nama : Alwia Sather

NIM : 4510101094

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan Universitas "45" Makassar

Judul Penelitian :

Improving Students' Ability to Write Narrative Text by Using Foxfire Method (a classroom research) at The Eight Grade Students Of SMP Negeri 19 Makassar

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Prof. Dr. Muhammad Yunus, M.Pd.
NIP. 196212311989031030

tersebut

Rektor Universitas "45" Makassar.

Arsip.

BIOGRAPHY



Alwia Sather was born on April 6th 1991 in Fiditan, Ambon Maluku. She is the fourth child in her family. Her father is Moksen Sether and her beloved mother is Fatima Sether. She has a named Arsad and Komarudin and her sister named Halima and Ida.

She started her first study in 1998 at SD Negeri Mangon Fiditan and she finished in 2004. In the same years she continued at SMP Negeri 1 Tual and finished in 2007. After graduating from junior high school, she continued her study at SMA Negeri 1 Kei Kecil . She finished her study in 2010.

In 2010, she decided to continued her study at English Education Department Faculty of Teachers Training and Education Department at University of 45 Makassar, S1 program.