

**THE EFFECT OF USING SWELL METHOD IN TEACHING WRITING
A HORTATORY EXPOSITION TEXT TOWARD STUDENTS' WRITING
ACHIEVEMENT AT SMAN 2 PAYAKUMBUH**

Thesis

*Submitted as Partial Fulfillment of the Requirements to Obtain the Strata One
(S1) Degree*



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2014**

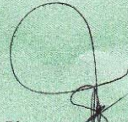
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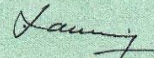
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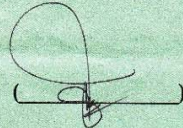
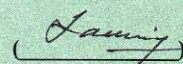
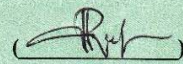
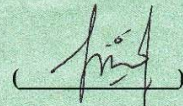
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ABSTRAK

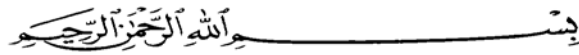
Dianovita. 2014. "The Effect of Using *SWELL* methodin Teaching Writing a Hortatory Exposition Text toward Students' Writing Achievement at SMAN 2 Payakumbuh". Skripsi. Program Sarjana. Universitas Negeri Padang, Sumatera Barat.

Menulis merupakan salah satu skill yang dipelajari dalam pembelajaran Bahasa Inggris. Namun, dalam penerapannya, siswa mengalami beberapa masalah dalam menulis, khususnya menulis teks *Hortatory Exposition*. Beberapa masalah diantaranya adalah kesulitan dalam menyusun dan mengembangkan ide, penulisan tata bahasa yang tidak beraturan dan pemilihan kosakata yang tidak sesuai. Untuk mengatasi masalah-masalah tersebut, diterapkanlah sebuah metode menulis yang disebut *Social-interactive Writing for English Language Learner (SWELL)*.

Penelitian ini merupakan penelitian eksperimental. Desain penelitian ini menggunakan *posttest-only design* karena penelitian ini hanya melihat apakah ada pengaruh perlakuan pada kelas eksperimen terhadap hasil menulis siswa dibandingkan dengan kelas kontrol. Penelitian ini dilakukan pada siswa kelas XI SMA Negeri 2 Payakumbuh. Kelas XI SKM 1 dengan jumlah 32 siswa merupakan kelas eksperimen dan XI SKM 5 yang berjumlah 33 siswa merupakan kelas kontrol. Kedua kelas tersebut dipilih menjadi sampel dengan menggunakan teknik *cluster random sampling*. Selanjutnya, siswa diberikan tes akhir berbentuk esai dengan topik dan waktu yang sama. Hasil penilaian dari tes tertulis tersebut dijadikan sebagai data yang akan digunakan untuk melihat perbandingan hasil kedua kelompok.

Hasil penelitian menunjukkan bahwa nilai rata-rata yang dihasilkan kelas eksperimen lebih tinggi dibandingkan kelas kontrol yaitu 78.19 : 72.94. Dengan menggunakan rumus t-test, diperoleh t-hitung sebesar 3.95 dan t-tabel sebesar 1.67. Hasil tersebut menyatakan bahwa t-hitung > t-tabel pada taraf signifikan 0.05, yang dapat disimpulkan bahwa penerapan metode *SWELL* terhadap pengajaran *hortatory exposition* text memberikan dampak yang baik terhadap kemampuan menulis siswa dibandingkan dengan metode pembelajaran yang biasa digunakan guru di sekolah.

ACKNOWLEDGMENTS



In the name of Allah, The Beneficent, The Merciful. I would like to say *Allhamdulillaahirobbil A'lamiin*, praise be upon to Allah SWT, the Lord of the Universe who has given the love, blessing of knowledge, ideas, health, strength and protection in completing this thesis entitled “The Effect Of Using *SWELL* Method in Teaching Writing a Hortatory Exposition Text Toward Students’ Writing Achievement at SMAN 2 Payakumbuh”. Greetings and *shalawat* are also sent to the final prophet, Muhammad, the leader and the greatest man in the world.

In accomplishing this thesis, I have worked with great number of people contributed who deserved special mention. It is pleasure to convey my deepest appreciation to them all in this humble acknowledgment. First, I would like to express his sincere gratitude to Dra. Yenni Rozimela, M.Ed., Ph.D., as my first advisor who has given a great deal of time, guidance and valuable advice of this thesis accomplishment. I also gratefully acknowledge Drs. Saunir Saun M.Pd., as my co-advisor who has given his faithful ideas, suggestion, and guidance from the earliest stage of this thesis until finishing stage.

My deep appreciation also goes to the examiners, Dr. Refnaldi, M.Litt, Fitrawati, S.S, M.Pd., and Leni Marlina, S.S, M.A. I would like to thank them for their beneficial time, contribution of thoughtful and ideas toward the development of this thesis. I would also like to express my deepest gratitude for Dr. Kusni, M.Pd, as my academic advisor whose guidance has been beneficial for me during my study in English Department. My next sincere acknowledgement also goes to Dra. Hj. Kurnia Ningsih, M.A and Dra. An Fauzia R. Syafei, M.A., as the chairman and the secretary of English Department.

This thesis will never have been completed without the corporation given by the school members where this research was conducted. I like to thank Hj. Irma

Takarina, S.Pd, M.Si as the headmaster of SMAN 2 Payakumbuh who permitted me to conduct the research in that school. Furthermore, I would also like to express my gratitude toward Ernawati, M.Pd as the collaborator teacher and scorer, for her cooperation and help during this research. It is also a pleasure to thank the participants of this research, namely the students of XI SKM 1 and XI SKM 5 of SMAN 2 Payakumbuh.

Great thanks are addressed to my beloved parents: Syaiful Rais and Reiza Fusni who raised me with all of their love and caring, give all the support, encouragement, and pray and also best gratitude for my beloved my grandfather and my grandmother who always pray and support me. I would also like to thank my lovely and dearest siblings, Arvandi and Yuliatri, thanks for being supportive and caring siblings. Finally I would also like to say thanks to all of her friends in English department especially to class K3-2009 for their kindness, support, and help during finishing this thesis. The writer realizes that this thesis is still far from being perfect, so that any suggestion and constructive opinion will be acceptable for the improvement of this thesis. The last, it is hoped that this thesis will be useful for the readers, especially for the English teachers.

Padang, August 2014

The Writer

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF FIGURES	vii
LIST OF APPENDICES	viii
 CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem.....	6
C. Limitation of the Problem.....	7
D. Formulation of the Problem.....	7
E. Purpose of the Research	7
F. Significance of the Problem	7
G. Definitions of Key Terms	8
 CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Concept of Writing	9
B. Teaching writing at Senior High School	12
C. Hortatory Exposition Text	13
D. The Concept of <i>SWELL</i> method	16
E. Assessing Writing.....	20
F. Previous Related Studies	23
G. Conceptual Framework	24
H. Hypothesis	25
 CHAPTER III: RESEARCH METHOD	
A. Research Design	26
B. Population and Sample	27
C. Instrumentation	28

D. Research Procedure	30
E. Technique of Data Collection	33
F. Technique of Data Analysis	33

CHAPTER IV: FINDINGS AND DISCUSSIONS

A. Data Descriptions	35
B. Data Analysis	39
C. Findings	42
D. Discussions	43

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

A. Conclusions	46
B. Suggestions.....	46

BIBLIOGRAPHY	48
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APPENDICES	51
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LIST OF TABLES

Table 1: Population List	27
Table 2: Teaching Procedures in Experimental Class and Control Class	31
Table 3: Students' Score in the Post Test.....	35
Table 4: Frequency Distribution of the Control Group's Post Test Scores	37
Table 5: Frequency Distribution of the Experimental Group's Post Test Scores	37
Table 6: Mean and Standard Deviation of the Experimental and Control Groups' Post Test Scores	39
Table 7: Normality of the Experimental and Control Group's Post Test Scores.....	40
Table 8: Homogeneity Testing of the Experimental and Control groups' Post Test Scores.....	41
Table 9: The Result of Hypothesis Testing	42

LIST OF FIGURES

Figures 1: Conceptual Framework 25
Figures 2: Research Design 26

LIST OF APPENDICES

Appendix 1: Posttest	51
Appendix 2: Scoring Rubric	52
Appendix 3: Lesson Plan	53
Appendix 4: Pair Distribution of the Experimental Class	63
Appendix 5: The Experimental Group's Posttest Scores.....	65
Appendix 6: The Control Group's Posttest Scores	68
Appendix 7: Normality Testing of the Experimental Group's Posttest Scores	71
Appendix 8: Normality Testing of the Control Group's Posttest Scores.....	72
Appendix 9: Homogeneity Testing of Experimental and Control Groups' Posttest Scores	73
Appendix 10: Hypothesis Testing by using t-test	74
Appendix 11: Table Distribution t	75
Appendix 12: Table Distribution z.....	77
Appendix 13: Table F(Homogeneity)	80
Appendix 14: Table of Lilliefors (L)	82
Appendix 15: Students' Writing in Experimental Group	83
Appendix 16: Students' Writing in Control Group	88
Appendix 17: Pairs' Writing in Experimental Group	93
Appendix 18: Documentation	96
Appendix 19: Surat Izin Penelitian	97

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language learning cannot be separated from the four language skills which should be mastered by the learners. The four skills are divided into productive skill and receptive skill. Productive skill means that the skill requires the students to produce their own ideas which are developed into written and spoken form. This skill includes writing and speaking skill. On the other hand, receptive skill requires the students to receive ideas or information from spoken or written form. It includes listening and reading skill.

Practically, the teachers usually teach writing as the last skill after listening, speaking, and reading. However, it does not mean that it is not important. Writing is one of the skills that has an essential part in teaching and learning process as stated in curriculum 2006 (KTSP). By writing students can express their ideas, opinions, thoughts and feelings. Writing is a way to communicate between students and students, students and teacher, and even in wider scopes. To be able to communicate in the written form, a writer needs to produce a good piece of writing that is understandable for readers.

Writing is not merely the production of words or sentences into paragraphs. To learn writing is to learn how to organize ideas, information and experiences in a good arrangement. In fact, the ability of senior high school students to write is still low. The statement is based on the result of the preliminary research done by the researcher at a senior high school in Payakumbuh during

Teaching Practice Program (PPKL). It was found that half of the students got score less than 70. There were only few students who could reach the minimal complete criterion (KKM) or higher mark. It means that the students still got difficulties in writing a text.

The difficulties could be caused by both students and the teachers. From the students' side, the problems occurred because they were not accustomed to writing. They tended to rewrite a text existing in a textbook rather than try to explore what they were thinking. Actually, the habit contributes on how the students master the ability. It means that the frequency of doing writing by the students, especially in English, it will encourage them to write. The more often they write, the better writing they can produce.

The ways the teachers deliver the lesson may influence the students' motivation and understanding. However, based on the researcher's preliminary research, some teachers still used conventional writing method. Teaching writing only focused on transferring knowledge and information from the teachers to the students. Even, sometimes there was no writing practice after the lesson was explained. The teachers tended to explain about a text; its function, generic structure and language features. At the end of the explanation, the teachers asked the students to write individually. Sometimes, the students did not have enough background knowledge about the topic. As a result, some students just copied the text from the textbook. Those factors caused some problems appear in the students' writing.

First, the students got difficulty in developing and combining their ideas into a paragraph. When the teachers asked them to write a text, they got confused how to start writing the text. They had ideas on their mind, but they did not know how to generate them. As the result, the students spent a long time to think what should be written. Specifically in writing a hortatory exposition text, it was also found that there were more than one main idea in a paragraph; even they were not related each other. The example of student's writing was "*There are so many disadvantages appear because of the cigarette. It will damage health, other people and also our economy. It causes many kinds of disease, especially lung cancer.*" The second and third sentence should support the ideas in the first sentence as supporting details. However there were two main ideas which make the paragraph ambiguous.

The second problem dealt with grammar. In fact, most of the students claimed that they got difficulty in arranging the text with a good grammar. However, the usage of the grammar affected the readers' understanding of a text. Mostly, misunderstanding was caused by the incorrect grammar of the writing. This was shown in this example "*Smoking is bad habit for health and peoples around the smoker. Try to avoiding the smoking is best way to be a best one with good life. In short, smoking should be stop.*" This sentence shown that there are some incorrect grammatical words, for example '*peoples*' that should not be added by 's' at the end of the word, and '*stop*' can be replaced being '*stopped (V3)*'.

The last problem related to the low mastery of vocabulary. Lack of vocabulary made the students get confused to deliver their ideas into written form because they did not know how to write the words in English. The example was *“Smoking not only break our health but also affects to our money. When we consume the smoke, the nicotine enter our body and destroy the organ in body.”*

Among the writing problems mentioned above, generating ideas is considered as the most crucial problem or the main problem in writing, especially in writing hortatory exposition text which is deemed as a text that needs good ideas or arguments to be developed. To write the text, the students need to generate, organize and combine their ideas well. In fact, the students are not used to doing a plan before writing. They prefer to start writing directly. However, a good writing product depends on the ways the writer explores the ideas. It means that the students' ability to generate and organize the ideas can impact the next stages of writing process and the richness of their final piece of writing.

In writing hortatory exposition text, the students need to explore their ideas critically, because hortatory exposition text is a kind of argumentative text that should be developed by explaining topics or ideas supported by several arguments. Nevertheless, it was different from what was found in the field that most of the students' writing were still in unorganized ideas and ambiguous meaning. There were some unclear topic sentences in one paragraph. Besides, students wrote some sentences in a paragraph meanwhile each sentence did not support the arguments or out of content.

Dealing with these problems, it is necessary to emphasize to students that writing is not an instantaneous process; it includes some processes like planning, thinking, and organizing. All of the stages in the process are just as important as the final product. Besides, it will be better to let the students work in pairs than to ask them to write individually. They can discuss what they are going to write more freely. By pairing them, it will improve their confidence in delivering their ideas. So, the writing activity will be more interesting and enjoyable.

One of the methods in which pair writing is practiced is the *SWELL* method. *SWELL* is a writing method which stands for Social-interactive Writing for English Language Learners. Teo (2007:18) states that *SWELL* is basically a writing method that is supported by several theories related to collaborative writing, Vygotsky's theories of learning, and Toppings' theories of paired writing. The social interaction and dialogue with others are considered crucial by Vygotsky (2000). He states that learning involves the internalization of social interaction processes, which helps the learners progress from complex to conceptual thinking. In this method, the students who have higher proficiency play as *Helper*, meanwhile the students who have lower proficiency have a role as *Writer*. *Helper* and *Writer* will work collaboratively by following some stages; 1) *Ideas*, 2) *Draft*, 3) *Read*, 4) *Edit*, 5) *Best Copy*, and 6) *Teacher evaluation*. From all of the stages, the students are encouraged to brainstorm ideas in pairs, to give each other feedback, and to proofread and edit each other's writing.

By using the *SWELL* method, it is expected that the students' writing achievement can be improved because the method provides "WH" questions as the

guidance for the students to get the ideas. By having the questions, the students are stimulated to generate and develop their ideas in the directed way. So it is easier and enjoyable for the students to write a text.

In conclusion, applying *SWELL* as a writing method allows the students to share and develop their ideas into a written text easily. By working in pair or group, the students can find many ideas and elaborate them together. So, *SWELL* method encourages meaningful students' involvement, increase participation, and enhance teamwork. Therefore, this study is about "*The Effect of Using SWELL Method in Teaching Writing a Hortatory Exposition Text toward Students' Writing Achievement at SMAN 2 Payakumbuh.*"

B. Identification of the Problem

As stated in the background, there were several difficulties faced by senior high school students in writing hortatory exposition text. First, the students got difficulty in developing and organizing the ideas. Second, low mastery of grammar affected the students' writing. Third, the students were lack of vocabulary, meanwhile mastering vocabulary is necessary in all language skills, likewise writing. Related to those problems, there are many ways that can be applied to solve them; the use of questioning technique, think-talk-write strategies, dialog journal and many others. The other one is by using a writing method namely *SWELL* (Social-Interactive Writing for English Language Learning). This method allows the students to involve in the writing process collaboratively; do plan, organize ideas, revise, edit, and publish. It is helpful for the students to generate their ideas, increase participation and enhance teamwork.

C. Limitation of the Problem

This research is limited to find out the effect of *SWELL* method toward students' writing achievement. It focuses on teaching a hortatory exposition text to the second grade students at SMAN 2 Payakumbuh registered in 2013/2014 academic year.

D. Formulation of the Problem

Based on the limitation of the problem stated above, the problem of this research is then formulated as follow, "Does *SWELL* method in teaching writing a hortatory exposition text give a significant effect toward students' writing achievement at SMAN 2 Payakumbuh?"

E. Purpose of the Research

The main aim of this research is to find out whether using *SWELL* method in teaching writing a hortatory exposition text gives a significant effect toward senior high school students' writing achievement or not.

F. Significance of the Research

This research is expected to give both theoretical and practical significance for teaching and learning process. Theoretically, it is hoped that the *SWELL* method provides some useful references for readers especially for English teachers in teaching writing a hortatory exposition text. Practically, it will help students to improve their skill in writing a hortatory exposition text and produce a good writing grammatically and mechanically and also for teachers in giving a new learning model in teaching writing a hortatory exposition text.

G. Definition of Key Terms

Below is the list of definition of the terms that will be mostly used in this research:

Social-Interactive Writing for English Language Learner (SWELL):A writing method that integrates the process and the product of writing in which students are paired up to write collaboratively, but their levels of proficiency are different. Thus, a more proficient student could be a tutor to a less proficient student.

Hortatory Exposition :A kind of text which has purpose to persuade the readers to do or not to do something.

Writing Achievement:The accomplishment of students' writing scores.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

As mentioned in Chapter I, this research aimed to observe the effect of *Social-interactive Writing for English Language Learners (SWELL)* method toward students' writing achievement. Based on the data analysis and research finding, it can be concluded that teaching writing a hortatory exposition text by using *SWELL* method gives significant effect toward students' writing achievement of the second grade students at SMAN 2 Payakumbuh registered in 2013/2014 academic year.

Based on the hypothesis testing, the value of t observed was bigger than the value of the t table at the level of significance 0.05 ($t_{\text{observed}} > t_{\text{table}} = 3.95 > 1.67$). It can be concluded that the difference of the students' writing of hortatory exposition text between the two groups was considerably significant. From that result, it was decided that null hypothesis (H_0) was rejected while alternative hypothesis (H_1) was accepted. Therefore, it can be stated that using *SWELL* method gives a significant effect towards students' writing achievement in writing hortatory exposition text.

B. Suggestions

Based on the research finding, the researcher gives several suggestions to both English teacher and next researchers:

1. It will be very valuable input for English teachers, especially at SMAN 2 Payakumbuh, to use *SWELL* method in their main teaching activity of writing. The teachers can also apply the method on some kinds of text especially the texts related to argumentative text.
2. For the next researchers, it is expected to have more meetings to apply *SWELL* method in order to get the data and to see the improvement of students' writing achievement maximally. More than seven meetings will give better and significant effects in conducting the *SWELL* method.

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