THE EFFECT OF USING ACTION- FEELINGS- SETTING STRATEGY TOWARD THE ABILITY IN WRITING NARRATIVE TEXT OF THE FIRST GRADE STUDENTS AT SENIOR HIGH SCHOOL AL-HUDA PEKANBARU

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Thesis

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(S.Pd.)

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ABSTRACT

NOVI SULASTRI (2012) : **The Effect of Using Action- Feelings- Setting Strategy toward the Ability in Writing Narrative Text of the First Grade Students at Senior High School AL-Huda Pekanbaru**

Based on the writer' preliminary study, found that some of the students are not able to write narrative text. This problem was caused by some factors. For Example, some of the students are not able to write good tenses in a sentence based on the types of text and not able to do develop narrattive text. So, the writer was interested to carry out a research about this problem.

The aim of the research is to find out the significant effect in using *Action- Feelings- Setting Strategy* towardthe ability in writing narrative text of the first grade students at senior high school AL-Huda Pekanbaru.There are three formulations of the problem in this research that are how is thestudents' abilityin writing narrative texttaught by using*Action- Feelings- Setting Strategy*, how is the students' ability in writing narrative text taught without using*Action- Feelings- Setting Strategy*, and is there any significant effect on the students' ability in writing narrative text between the class who is taught by using *Action- Feelings- Setting Strategy* and the class who is taught without using*Action- Feelings- Setting Strategy.*

This Research was conducted in SMA AL-Huda Pekanbaru. The subject of the Research was the firstgrade students of SMA AL-Huda Pekanbaru, and the object of the research was the effect of using*Action- Feelings- Setting Strategy.* The research was included to *Quasi – Experiment.*

The population of the research was all the first grade students. The total Number of the first grade students was 107 students.The writer used *Cluster Random Sampling* that take two classess as the sample: X.B consisted of 28 students as the control class, and X.D consisted of 28 students as the experimental class. So, the total number of the sample was 56 students. To analyze the data, the writer used T-TEST formula by using SPSS 16.0 Version.

After analyzing the data, the writer found that the significant effect of *Action- Feelings- Setting Strategy*to improve the ability of writing narrative text of the first grade students SMA AL-Huda Pekanbaru, where was T obtained 11.276. Because of t obtained (11.276) < t table at significant level 5% (2.00) and 1 % (2.65) it means that the Null Hypothesis (H_o) was rejected and the Alternative Hypothesis (H_a) was accepted.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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Nothing is perfect but Allah SWT and neither is this work. Therefore, any comments and constructive suggestions for the improvement of this thesis will be

highly appreciated. Hopefully this thesis can give meaningful contribution to further researchers.

Pekanbaru, September   2012

Novi Sulastri

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the activities done by English learners and one of language skills. Writing is very important for all people in daily activities not only students that should have writing skill but also nonacademic students. As one of the four language skills, writing has traditionally occupied place in most English syllabuses. It means not only reading and speaking skills that should be mastered by the learners but also writing skill. Pertaining to statement above, Hughey stated that as a lifetime, writing serves four crucial, enduring purposes for the learner: communication, critical thinking and problem solving, self actualization, and control of personal environment.[1]

In the process of learning English in Indonesian schools, writing skill is categorized as the last language skill that should be understood by all students. As the last language, writing is not a language skill that is difficult for students but also a challenge activity those students should be more serious in writing. In addition, Hughey stated that certain psychological, linguistic, and cognitive factors make writing a more complex and difficult discourse medium for most people, in both native and language.[2]

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[1] Jane B Hughey et al. 1983. *Teaching ESL Composition Principle and Techniques.* London. Newbury House Publishers, Inc. P. 33.
[2] Ibid P.3

A writer should choose what text that will be written because there are many kinds of text (genre) in English. Many kinds of text will be taught by teacher based on curriculum. According to Rudi Hartono, there many kinds of text in writing text in English such as Narrative, News items, Anecdote, Recount, Spoof, Procedure, Explanation, Report, Exposition, Hortatory Exposition, Discussion, Description and Review.[3] When students write a text, they should express their feelings in the text. Pertaining to statement above, Maggie Sokolin in David Nunan's Book stated that writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers.[4]

In order to accomplish students' needs toward writing, school based curriculum (KTSP) provides writing as one of the English standard competences that must be taught and learned in educational level especially in senior high school from the regulation of government. Based on school based curriculum (KTSP)[5] the purpose of teaching English are as follow:

1. Developing communicative competence in oral and written form to achieve information level.

2. Having awareness about the sense and the significance of English in order to increase national competence in global society.

3. Developing understanding of students about the relationship between language and culture.

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[3] Rudi Hartono. *Genres of Text*.Semarang: 2005. P6P7

[4] David Nunan. *Practical English Language Teaching.* New York: The McGraw-Hill Companies, Inc. 2003. p. 88

[5] Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP).* Jakarta: Unpublished, 2006. p. 307

Senior high school Al-Huda is one of the Schools in Pekanbaru. As a formal school, it also provides English to the students, especially writing skill. There are some types of genres that the First grade students learn. They can be seen on the standard competence in the syllabus of Senior high school Al-Huda Pekanbaru for the First Year is that students will be able to express the information of genre of texts, such as monologue of narrative, spoof, hortatory, report and analytical exposition.[6] In this research, the writer focuses on narrative text. The passing score (KKM) of English subject, especially for writing in Senior High School Al-Huda Pekanbaru is 70. Based on the statement above, it is clear that writing skill is one aspect of the students' need.

Based on the writer's prelimanary study in senior high school Al-Huda Pekanbaru, English was taught two times in a week. Each meeting is in 90 minutes. For writing, it is taught by using Three-phase technique. At the first activity, teacher ask the students to review all aspects in a text, for example narrative text(its purpose, organization, and linguistic feature). Then, the students write a narrative text and get the feedback from the teacher and rewrite. And at the last of teaching and learning activity, the teacher assesses the students' work. Based on the description above, writing was taught maximally. In fact, most of the students still face the problems and difficulties in writing, especially developing narrative text. The writing skill of the

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[6]*Syllabus of Senior High School Al-Huda Pekanbaru 2011-2012*. (Pekanbaru: Unpublished, 2011). P.6

students is still far from the expectation of the curriculum. The difficulties can be seen in the following phenomenas:

1. Some of the students are not able to write the good tenses in a sentence based on the types of text.

2. Some of the students are not able to develop narrative text.

3. Some of the students are not able to determine the generic structure of narrative.

4. Some of the students cannot describe the feelings of people in story.

Based on above problems, it seems that most of the students of Senior high school Al-Huda Pekanbaru still have problems and difficulties in writing. It is clear that some of the learners in senior high school Al-Huda Pekanbaru still have difficulties that should be solved, these problems can come from learners themselves or caused from other factors (difficulties in writing English itself). To accomplish the students' need in writing Narrative text, there is a strategy that can help students to improve their writing which is called Action- Feelings- Setting Strategy.

Therefore, writer is interested in studying problems above to a research entitled: **THE EFFECT OF USING ACTION- FEELINGS- SETTING STRATEGY TOWARD THE ABILITY IN WRITING NARRATIVE TEXT OF THE FIRST GRADE STUDENTS AT SENIOR HIGH SCHOOL AL-HUDA PEKANBARU.**

B. The Definition of the Term

a. Action-Feelings-setting strategy

Action-feelings-setting strategy is a strategy to write narrative text which students begin to write about a new scene in a fiction or non fiction narrative, it makes sure readers to get three types of information, the readers need the action, have interesting feelings and information about where and when things happen.[7]

In this research, action-feelings-setting strategy is a strategy used by the students to know the effect toward students' ability in writing narrative text.

From the definitions above, the writer concluded that Action-Feelings- Setting is a strategy for writing that uses three types of information to help students to write narrative text.

b. Ability

Hornby stated that Ability is capacity or power to do something physical or mental.[8] In this research, ability is how the students write narrative paragraph.

From the definitions above, the writer concluded that ability is skill of students to do something especially in skill of students in writing narrative paragraph.

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[7] Ibid P.52

[8] AS Hornby. 1974. *Oxford Advanced Learners Dictionary of Current English.* Oxford University Press. P. 624

c. Writing

Writing, based on Sturm and Koppenhaver in Nation stated that writing is tell us that composing for writing involves complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription.[9]

Based on the explanation above, the researcher concludes that writing is an activity we do to express our ideas writtenly and it can be in different type and different purpose. It has multiple components to do this activity, they are the topic, choice of words, organisation, purpose, audience, clarity, sequence, cohesion, and transcription.

d. Narrative text

Oshima stated that Narrative text is the paragraph about events in order that they happend. In other words, you use time order to organise your sentences.[10] Based on the Pearson Education Asia Pte. Ltd stated that narrative text is the text type we use when we want to entertain or to instruct.[11] Based on the definitions above, the writer concludes that narrative text is one kind of paragraph that tells about events in past time and it purposes to entertain the readers.

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[9]I.S.P Nation . 2009. *Teaching ESL/EFL Reading and Writing*. New York: Roudledge. P.113

[10]Alice Oshima and Ann Hogue. 2007. *Introduction to Academic Writing. Third edition.* New York: Pearson Education, Inc. p.23

[11]Pearson Education Asia Pte. Ltd. 2002. *A Lower Secondary Guide: English in Focus.* First Lok Yang Road, Singapore: Pearson Education Asia Pte Ltd. p. 1

Based on the definition above the writer concluded that Narrative text is an activity the students do in expressing their ideas to entertain or amuse the reader. In writing narrative text, the students must pay attention in making the time order to organise the sentence.

C. The Problem

1. The Identification of the Problem

Based on the problems that are explained above, it is clear that some students of senior high school Al-Huda Pekanbaru still face some difficulties in learning English, especially in writing. For further explanation, the problems are identified as follows:

1. Why are some of the students not able to write the good tenses in a sentence based on the types of text?

2. Why are some of the students not able to develop narrative text?

3. Why are some of the students not able to determine the generic structure of narrative?

4. Why are some of the students not able to write a text that describes how people feel?

2. The Limitation of the Problem

Based on the identification of the problems above, the problems of this research are limited to:

1. The students' ability in writing narrative text by using Action–Feelings-Setting strategy.

2. The students' ability in writing narrative text without using Action–Feelings–Setting strategy.

3. The effect of using Action–Feelings-Setting strategy toward students' ability in writing narrative text in Senior high school Al-Huda Pekanbaru.

3. The Formulation of the Problem

The formulation of the problems is as follows:

1. How is the students' ability in writing narrative text taught by using Action-Feelings-Setting Strategy at the first grade of senior high school Al-Huda Pekanbaru?

2. How is the students' ability in writing narrative text without using Action-Feelings-Setting Strategy at the first grade of senior high school Al-Huda Pekanbaru?

3. Is there any significant effect of using Action-Feelings-Setting Strategy toward the students' ability in writing narrative text at the First Grade of senior high school Al-Huda Pekanbaru?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

1. To find out the students' ability in writing Narrative text taught by using Action-Feelings-Setting Strategy.

2. To find out the students' ability in writing narrative text without using Action-Feelings-Setting Strategy.

3. To find out significant effect of Action-Feelings-Setting strategy toward the ability of students in writing narrative text at the First Grade of senior high school Al-Huda Pekanbaru.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

1. Research is hopefully contributing to the writer as a researcher in term of learning research as novice researcher.

2. This research finding is also expected to give the positive information the related to the process of teaching and learning process especially in teaching writing narrative text using Action- Feelings- Setting Strategy.

3. This research finding is also expected to develop the theories on teaching English as a foreign language and for those who are conserved very much in whole of language teaching and learning in general.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. The nature of writing

Writing is one of the skills that should be mastered by students. Many skills in English, they are speaking, listening, reading and speaking but writing is the important skill students should master starting from school until getting a job everybody should write. Jeremy harmer in his book stated that writing as a skill by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisement and increasingly, how to write using electronic media. They need some of writing's special conventions (punctuation, paragraph construction etc.) just as they need to know how to pronounce spoken English appropriately. Part of our job is to give them that skill.[1]

Christina Bratt Paulston and Mary Newton Bruder stated that skill in writing is a basic necessity in the academic ironmen and even the nonacademic student, who has no need to write reports and term papers, will occasionally need to write letters, massages, memos, invitations, and the like.[2] Furthermore, Hughey stated that Teachers of writing perceive their students as writers. Students do want to write because the human desire to communicate is a basic need. Writing is frequently perceived as difficult, but students will write, and write well, when the teacher

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[1] Jeremy Harmer. 1998. *How to Tea   h.* England: Addision Wesley Longman Limited. Pp79.80
[2] Christina Bratt Paulston. Mary Newton Bruder. 1976. *Teaching English as a Second Language: Teaching Techniques and Procedures.* Dunster Street, Cambridge, Massachusetts: Winthrop Publishers, Inc. Pp204.205

approaches the writing process firm in the conviction that students will achieve success.[3]

Based on the opinion above, it can be concluded that writing is one of important skills that should be mastered by students. Beside that, writing is a process. It means that a lot of practices are important in order to have a good writing. To have a good ability in writing, writers not only need to study about it, but they also need practice seriously and continuously in order to develop their skill well.

Writing is a productive skill that uses language symbols to express feelings and needs. To make a good writing is not an easy work; writing can not be produced without writer's grammar and vocabulary mastery. According to Jason Davis and Rhonda Liss, Academic writing requires critical thinking skill, an understanding of the topic, high level vocabulary and correct grammar.[4] Nunan in his book stated that each candidate will be required to write a short English composition, correct in spelling, punctuation, grammar, and expression, the subject to be taken from such work of standard authors as shall be announced from time to time.[5] According to Oshima and Ann Hogue, Academic writing in English is probably different from academic writing in your native language. The words and grammar and also the way of organizing ideas are probably different from what you are used to.[6] It means that writer should improve understanding of grammar and vocabulary. To achieve goal of writing, students should focus on content of an essay, correct grammar and vocabulary. Writing will produce with grammar and vocabulary, that because students should master grammar and vocabulary.

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[3] Jane B Hughey., 1983. *Teaching ESL Composition: Principles and Techniques.* Rowley: Newbury House Publishers, Inc. p. 42.

[4] Jason Davis., and Rhonda Liss. 2006. *Effective Academic Writing 3.* Oxford: Oxford University Press. p. 11.

[5] David Nunan. *opcit.* P.89.

[6] Alice Oshima, and Ann Hogue 2007. *Introduction to Academic Writing Third Edition.* New York: Pearson Education, Inc. p. 3

Based on some of the theories stated above, the writer concluded that writing is an important and complex skill. It is also a process of expressing ideas in written form. In writing there are some skills that should be mastered to make a good composition.

2. **Component of writing**

Writing is process of expressing thoughts and feelings of thinking and shaping experience. It is as a complex process combining five general components. Arthur Hughes said that there are five aspects of making good writing. They are:[7]

a. Grammar

Grammar has an important role in writing. A good writer usualy has a group of grammatical element. The writer can produce the correct sentences in writing paragraph by mastering the grammar. It is very important for the students to master the grammar of English in order to be able to construct correct sentences as a basic to be successful in writing.

b. Vocabulary

Vocabulary can be defined as a collection of words that is arranged alphabetically for reference and defined or explained. To enrich vocabulary is very important in writing. Without mastering vocabulary, students can not express anything in written form.

c. Mechanics

Spelling, punctuation, and capitalization are included in mechanics. Spelling is important because it is the aspect that can make meaningful writing.

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[7]Arthur Huhges. 1989. *Testing for Language Teachers.* Cambridge: Cambridge University Press. p. 91

Misspelling is always making a confusion of meaning. The meaning will change if a word is misspelled and the whole meaning of writing may be touched by a change.

d. Form/organization

In the organization of writing, if a writer wants to write a description about an object, she or he can arrange the sentences starting at the details that are near and then moving further, according to where the object is located especially in descriptive text, the form or organization has what we call generic structure/text organization where is divided into two areas. They are identification and description.

e. Fluency

A paragraph is said to have coherence or fluency when its sentences are together of flow into each other. In order to have coherence in writing, the movement from one sentence to the other coherence. The first way is using transition signals to show one idea is related to the text. The second way to achieve coherence is by arranging the sentences in logical order.

Based on the definition above, the writer concluded that component of writing is an important thing in writing to get good result in a text. When writer writing a text should there are components in writing.

3. Teaching writing

Teaching writing is important thing. Writing as one of the skills of learning language, students should master to write something, because writing skill is needed in every activity. From the academic until getting a job, Academic student should master to write because they will write report and final examination. That is why, teaching writing is very important.

Reid stated that this course in essay writing. Implies that you must master certain skills that will enable you to write competent university essay. You must understand and be able to produce the techniques by which academic writers communicate to academic audiences.[8]

Harmer stated that writing as a skill by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly, how to write using electronic media.[9] According to Alice Oshima and Ann Hogue, Academic Writing is kind of writing used in high school and college classes. Academic writing is different from creative writing, which is kind of writing you do when you write stories. It is also different from personal writing, which is kind of writing you do when you write letters or e-mails to your friends and family.[10] It means that teaching writing is very important to students because academic writing is different from personal writing. Teacher should lead her students to write well.

Brown stated that trends in the teaching of writing ESL and other foreign languages have not surprisingly, coincided with those of teaching of other skills, especially listening and speaking. Three issues in this history will be highlighted for your consideration as you prepare to teach writing skills: [11]

1. Process vs. Product

    A few decades ago writing teachers were mostly concerned with the final product of writing: the essay, the reports, the story, and what that product should

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[8] Joy M Reid. 1988. *The Process of Composition.* New Jersey: Englewood Cliffs. 1988. P.1
[9] Jeremy Harmer. 1998. *How to teach English.* England: Addision Wesley Longman Limited. P79
[10] Alice Oshima and Ann Hogue. 2007. *Introduction to Academic Writing Third Edition.* New York: Person Education, Inc.P3
[11] Brown, H. Douglas. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* Englewood Cliffs, New Jersey: Prentice hall Regents. p.320

"look" like. Composition were supposed to (a) meet certain standards of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity with what the audience would consider to be conventional. A good deal of attention was placed on "model" compositions that students would emulate and on how well a student's final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation. We began to develop what is now termed the process approach to writing instruction. Process approaches do most of the following adapted are:

(a) Focus on the process of writing that leads to the final written product;

(b) Help students writer to understand their own composing process;

(c) Help them to build repertoires of strategies for prewriting, drafting, and rewriting;

(d) Give students time to write and rewrite;

(e) Place central importance on the process of revision;

(f) Let students discover what they want to say as they write;

(g) Give students feedback throughout the composing process (not just on the final product) to consider as they attempt to bring their expression closer to intention;

(h) Encourage feedback both from the instructor and peers;

(i) Include individual conferences between teacher and student during the process of composition.

2. Contrastive rhetoric

Contrastive rhetoric is pattern of written discourse. There are some patterns of written English discourse, they are schematically described as proceeding in a

straight line, Semitic writing in zigzag formation, "oriental" written discourse in a spiraling line, and so forth. The point of conclusion about how we write was, of course, that learners of English bring with them certain predispositions, which come from their native languages, about how to organize their writing.

3. Authenticity

Authenticity is a third style in teaching of writing surrounds the question of how much of our classroom writing is "real" writing. Authentic that concerns themselves with process, development of ideas, argument, logic cause, and effect, etc. Way to look at the authenticity issue in classroom writing is distinguish between real writing and display writing. Teachers should incorporate more real writing in the classroom because writing to display one's knowledge is a fact of life in the classroom, and by getting your students to perform well in display writing exercise, they can learn skills that will help them to succeed in further academic pursuits.

Based on the explanation above, it can be concluded that teacher should prepare before teaching writing to students and teacher should have principles in teaching. Good preparation will get good result. Teachers that have good preparation will make students easy to understand how to write well.

4. Principle for teaching writing

Nunan in his book stated that there are some principles for teaching writing that every teacher should consider while planning a course, whether it is a writing course, a course in which writing will play a part. Principles for teaching writing are:[12]

1. Understand your students' reason for writing

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[12]David Nunan. *Practical English Language Teaching.* New York: The McGraw-Hill Companies, Inc. 2003. p. 92-95

The greatest dissatisfaction with writing instruction comes to the teacher's goals that do not match the student's or when the teacher's goals do not match those of the school or institution in which the students works. It is important to understand both and to convey goals to students in ways that make sense to them.

2. Provide many opportunities for students to write

Writing almost always improves with practice. Teacher should evaluate lesson plan: how much time is spent reading or talking about writing, and how much is spent actually writing. Practice writing should provide students with different types of writing as well. Short responses to reading, journal entries, letter writing, summaries, poetry, or any type of writing you find useful in your class should be practiced in class.

3. Make feedback helpful and meaningful

Students crave feedback on their writing, yet it does not always have the intended effect. If you write comments on students' papers, make sure they understand the vocabulary or symbol you use. Feedback need not to always be written in the margins. Feedback should not entail "correcting" a student's writing.

4. Clarify for yourself, and for your students, their writing will be evaluated.

There are three general types of rubrics that you can develop for assignment:

1. Non-weighted rubric

This type of rubric provides descriptions of writing quality by level across other writing criteria.

2. Weighted rubric

A weighted rubric is similar to the unweighted one, but it breaks the writing skills into categories and sub-categories.

3. Holistic rubric

A holistic rubric describes in general terms the qualities of excellent, good, fair, and unsatisfactory assignments. These descriptions can be tied to grades or stand on their own.

Based on the definition above, the writer concluded that principles for teaching writing is planning of teacher before teaching writing to students. With principle of teaching writing teacher easy to teach and students easy to understand what teacher teach.

5. The concept of action-feelings-setting

a. Definition of action-feelings-setting

Action-feelings-setting is one of the writing teacher's strategies. There are many teachers' strategies in Steve Peha's Journal, one of the strategies is action-feelings- setting strategy. Steve Peha's in journal the writing teacher's strategy guide stated that there are 11 writing teacher's strategy, such as: the topic t-chart, the what-why-how, the idea details, the tell show, the transition-action-detail, the draw-label-caption, the Action- Feelings- Setting, the content, purpose, audience, effective lead, effective ending, and a variety of strategies. The Action- Feelings- Setting strategy is a great tool for helping writer describes a scene in a narrative with effective detail. Every narrative story write, be it fiction or non-fiction, is

made up of scene. And every single scene, readers need to understand the action, feelings, and setting information in order to enjoy and appreciate work.[13]

The Action- Feelings- Setting strategy is strategy for making a good narrative text. With Action- Feelings- Setting strategy what writer will describe in narrative story will look clear, readers are not confused after reading it and readers will be satisfied after reading it because in narrative paragraph the use of Action- Feelings- Setting strategy is looked clear , readers follow the action in paragraph, enjoy, and know where and when happen it.

From the definitions above, the writer concluded that Action- Feelings- Setting is a strategy for writing that uses three types of information to help students to write narrative text, this strategy for making a good narrative text.

b. **The process of action-feelings-setting**

In applying a technique, of course there is a procedure that must be followed. Procedure is very useful in order to make the process of doing the technique run well. Longman Dictionary of language teaching and applied linguistic said that procedure is a model of skill learning involving a progression from a controlled stage.[14] In this paper writer will show the procedure of the action-feelings-setting strategy, they are:[15]

1. Draw a picture

   Pick a scene from your story that you'd like to start writing. Draw a picture first so you have something to focus on

2. Action

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[13] Steve Peha. *the Writing Teachers' Strategy Guide.* TTMS.ORG. 12 April 2011. P.52

[14] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic*,(London : Longman, 2002), p. 421

[15] Steve Peha. *ibid*. P.53

Describe what is happening, a sentence or two about the main action is all you really need.

3. Feelings

Describes the feelings of the important people in this scene. Tell what they are feeling and why they feel that way.

4. Setting

Tell where and when this is taking place. Also include a detail or two that tells something interesting about what led up to this situation.

Four steps in action-feelings-setting strategy will help students as a writer to write narrative text well. By using steps in Action- Feelings- Setting strategy will be guided to write what students should write in their story. With these steps in students can describe the action simply and completely so people will know what is going on, describe how people feel and describe where and when something is taking place in their narrative story.

Based on the definition above, the writer concluded that the process of Action- Feeling- Setting is a procedure of teaching writing narrative text to student to get the good narrative text. The process of Action- Feelings- Setting will make easy students in writing narrative text and the story will look clear.

6. **Narrative**

In this research, writer will teach how to apply the Action- Feelings- Setting strategy in writing narrative text. The writer look result of narrative text that is written after the teacher gives steps of writing narrative text by using Action- Feelings- Setting strategy.

Peter and Megan stated that there are five keys of genres: describing, explaining, instructing, arguing, and narrating.[16]

Rudi Hartono also stated that there are two kinds of genres; story genres and factual genres. Narrative, news story, anecdote, recount and spoof include in story genres. Procedure, explanation, report, exposition, discussion, description, review, news item and commentary include in factual genres.[17] In this research writer only focuses on narrative.

According to Rudi Hartono, narrative has social function to amuse, entertain and to deal with actual or various experience in different ways.[18] Sarantha also said that narrative writing contains a sequence of event together with characters and setting.

Rudi Hartono stated that language features in Narrative focus on specific participants, use of past tense, use of temporal conjunction and temporal circumstance, and use of material or action processes.[19] In this research writer focuses on the use of past tense.

Syafi'i stated that Narration is the telling or relating of occurrences or series of events. It requires us to tell what happened.[20] Rudi Hartono said that schematic structures in narrative are orientation, evaluation, complication, resolution, and reorientation.[21] Gibbons stated that Narrative has a purpose which may be to entertain or perhaps to teach. She also points out that narrative text has a particular

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[16] Peter., and Megan. 2000. *Language and Language Teaching*. Australia: Deakin University. P.11

[17] Rudi Hartono. *Genres of Text*. Semarang: 2005. P.5

[18] Ibid P.6

[19] Rudi Hartono. *Ibid.* P7

[20] Syafi'I S, M., M. Fauzan Ansyari., and Johnri Kasdi. 2007. *The Effective Paragraph Developments: the Process of Writing for Classroom Settings*. Pekanbaru: LBSI. P16

[21] Rudi Hartono. *Ibid.* P7

organizational structure that consists of three main things as in the following quotation:[22]

1. Orientation, the purpose of which is to set the scene introduces the characters, and says when and where the narrative is set.

2. There are number of events, which lead to some kinds of problem, some time referred to as a complication.

3. The problem is resolved in the final past of the story.

Based on the explanation above, organizational structure in Narrative is suitable to steps in writing Narrative text in Action- Feelings- Setting strategy. For getting goal or purpose in narrative text writer will give ways of writing in Action- Feelings- Setting strategy to students.

Based on the explanation above, the writer concluded that narrative is an activity the students do in expressing their ideas to entertain or amuse the reader. In writing narrative text, the students must pay attention in making the time order to organise the sentence. Narrative is text that tells about past event and in a text consist of grammatical and three organization, they are orientation, complication and resolution.

B. Relevant research

Based on Syafi'i, relevant research is intended to avoid the plagiarism toward the designs and findings of the previous researchers. The following are some relevant researches in reference to this research project.

The first research is a research that was concluded by Shandra Natalinawati (2009) entitled " Using Wordless Picture Book to Improve Students' Ability in Writing

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[22] Pauline Gibbons. 2002. *Teaching Second Language Learners in the Mainstream Classroom.* USA: Heinemann. P 55

Narrative Text at MTs Surya Buana Malang". Narrative text and wordless picture book became the target text in the research. The research findings show that there is significant difference between the scores obtained by the experimental group in the pretest and the posttest. In that research, the Process strategy is proven to be effective to teaching writing to the junior high school students.[23]

The second research was conducted by Ahdiyan Ummayya (2010) entitled "Teaching Writing Narrative Text by Using Peer Review Strategy Class Action Research at SMA Bakti Ponorogo". She found that the use of Peer Review strategy can affect the students' writing competence optimally. Furthermore, the use of Peer Review strategy in teaching writing gives the students good way how they explore their writing ability well.[24]

The first research above, it has similarity in step of strategy. Wordless picture book have similarity with action- feelings- setting strategy, their similarity in one of step that is using picture for improving students' ability in writing narrative text.

While in the second research above is different from the research that will be conducted by the writer. The second research has the similarity in the use of text, narrative text. But it has different strategy in teaching the text. The writer, as the researcher, will conduct a research about the effect of using Action- Feelings Setting strategy toward the ability in writing narrative text.

C. Operational Concept

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[23] Shandara Natalitawati. 2009. *Using World Picture Book to Improve Students' Abilit in Writing Narrative Text at MTs Surya Buana Malang*. Malang. Universitas Negeri Malang

[24] Ahdiyan Ummayya. 2010. *Teaching Writing Narrative Text by Using Peer Review Strategy Class Action Research at SMA Bakti Ponorogo.* Ponorogo. STAIN Ponorogo.

Syafi'i mentioned that all related theoretical frameworks can be operated in the operational concept.[25] In this operational concept, the writer would like to explain briefly about variable of the research it self. There are two variables used. The first is using of action-feelings-setting strategy which refers to the teacher's strategy in teaching writing narrative text (in experimental class) which is known as independent variable or variable X. The second is the students' ability in writing narrative text which is known as dependent variable or variable Y.

In carrying out this research, it is necessary to clarify the variable used in analyzing the data. There are two variables; they are independent variable(X) and dependent(Y) variable. Variable X is using of Action- Feelings- Setting strategy. Variable Y is the students' ability in writing narrative paragraph.

I. The indicators of variable X (Using of Action- Feelings- Setting Strategy):

1. Teacher asks the students to pick a scene from your story that you'd like to start writing. Draw a picture first so you have something to focus on.

2. Teacher asks the students to describe what is happening, a sentence or two about the main action is all you really need.

3. The teacher asks the students to describe the feeling of the important people in this scene. Tell what they are feeling and why they feel that way.

4. The teacher asks the students to tell where and when this is taking place. Also include a detail or two that tells something interesting about what led up to the situation.

II. The indicators of variable Y (Students' Ability in Writing Narrative Paragraph) :

1. The students are able to express their ideas in writing narrative paragraph.

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[25] M. Syafii. *From Paragraph to Research Report: A Writing of English for Academic Purposes*. Pekanbaru:LBSI. 2011.P. 122

2. The students are able to use grammatical features in writing narrative paragraph, they are the use of simple past, the use of pronoun, the use of time connectives and conjunction and the use of noun phrase.

3. The students are able to write a narrative pragraph that contains orientation, complication and resolution.

D. Assumption and hypothesis

1. Assumption

a. Narrative text has been studied by the students at the First Year of senior high school, thus it is assumed that second semester of the first year students of senior high school Al-Huda Pekanbaru are able to do the assignments on writing Narrative text well.

2. Hypothesis

Ho : There is no significant effect of using action-feelings-setting strategy toward the ability in writing narrative text of the First Grade students at senior high school Al-Huda Pekanbaru.

Ha : There is a significant effect of using action-feelings-setting strategy toward the ability in writing narrative text of the First Grade students at senior high school Al-Huda Pekanbaru.

CHAPTER III

RESEARCH METHOD

A. Method of the Research

This research consisted of two variables, they were Independent variable referring to the using of Action-feelings-setting strategy and Dependent variable referring to students' ability in writing narrative text. This research was an experimental research; it was supported by Creswell stated that In experimental research, we test an idea (practice or procedure) to determine whether it influences an outcome or dependent variable.[1] In conducting this research, the writer used two classes. The first class was used as control class which was taught by using action-feelings-setting strategy. In this research, the writer used control – group design. In this design a popular approach to quasi experiment, it is focused on Nonequivalent Control Group Design. Both of groups took a pretest and posttest, and only experimental group took the treatment. In working with such intact nonequivalent groups, the nonequivalent control group design is shown below.[2]

Experimental Group   O_____X_____O

Control Group   O_____O

O = Test

X = treatment by using the Action-Feelings-Setting strategy

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[1]John W Creswell. *Educational R*   *Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* New Jersey: Pearson Educational International.2008. p. 299

[2]Bruce W Tuckman. *Educational Research Fifth Edition*. New York: Harcourt Brace College Publisher. 1999. p.141

B. Time and Location of the Research

This research has been conducted at Senior high school Al-Huda Pekanbaru. The time of conducting research activity was for two months, started from July until august 2012.

C. Object and Subject of the Research

The subject of the research was the First grade students of Senior high school Al-Huda Pekanbaru 2012/2013. The object of the research was the effect using action-feelings-setting strategy toward the ability in writing Narrative text.

D. The Population and the Sample of the Research

The population in this research was the First grade students at Senior high school Al-Huda Pekanbaru. They consisted of four classes, total number of students was 107 and each class was between 25 until 28 students. Arikunto stated that the amount subject is then less 100, it is better to take all the population and if the amount of the subject is more than 100, it is better to take sample about 10-15% or 20-25% of the population.[3] Based on the limitation of the research, the writer took only two classes of the population. The writer used Cluster sampling randomly, it was done by selecting group (not individual) because all members of selected group have similar characteristics.[4] After doing clustering sampling randomly, the writer took X D as an experimental class and X B as a control class.

Table 1
The Population of the First Year students of Senior high school Al-Huda Pekanbaru

NO	CLASSES	POPULATION		TOTAL
		MALE	FEMALE	
1	X A	7	18	25

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[3]Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. 2006
[4]L.R Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application Sixth Edition*. New Jersey: Prentice Hall. 2000. p. 129

2	X B	8	20	28
3	X C	8	18	26
4	X D	7	21	28
	Total	30	77	107

E. Research Procedure

1. Procedures of collecting data for experimental group

In experimental group, there were three procedures of collecting data:

a. Pre-test : Pre-test was given to the students before the students were taught by using Action- Feelings- Setting Strategy. It would be used to measure the students' ability in writing narrative text before they were taught by using Action- Feelings- Setting Strategy.

b. Treatment : In treatment, the students were taught by using Action- Feelings- Setting Strategy. Teacher explained to the students about narrative paragraph, and taught them how to write narrative text by using Action- Feelings- Setting Strategy. Then, the students were asked by the teacher to do an exercise of narrative text by applying Action- Feelings- Setting Strategy.

c. Post-test : Post-test was a test given to the students after they were taught by using Action- Feelings- Setting Strategy. It was used to know whether the students could easily write narrative text by using Action- Feelings- Setting Strategy or not. The result was compared with pre-test to get the effectiveness of the technique and to know the students' ability in writing Narrative text after being taught by using Action- Feelings- Setting Strategy.

2. Procedures of collecting data for control group

a. Pre-test : a pre-test was given by the teacher before the students were taught without using Action- Feelings- Setting strategy.

b. Teaching by using usual technique: In this technique, the students were given explanation about narrative text by the teacher, then the teacher asked them to write narrative text.

c. Post-test   : a post-test was given to the students after they were taught by using usual technique. It was used to know whether the students were able to write narrative text well by using conventional technique or not.

Table III.2

Amounts of Meeting and Topic of the Research

No	Meeting	Topic
1	I	The fly and the bull
2	II	Girl in the Mirror
3	III	Bandung Bondowoso and Roro Jonggrang
4	IV	Why Do hawks hunt chicks?
5	V	A greedy dog
6	VI	An unforgettable night
7	VII	Cinderella
8	VIII	Christmas Present

Finally, the result of the test in experimental class and in control class was compared. By this result the writer could know, whether Action- Feelings- Setting Strategy was an effective Strategy that could be used in improving the students' writing ability especially in writing narrative text.

F. The Technique of Data Collection

In this research, the writer used test to collect the data. The test was used to find out the students' ability in writing narrative text. The data of this research were the score of the students' writing ability obtained by using composition test. The test was done twice, before and after treatment intended to obtain students' ability in writing narrative text of the first grade students at senior high school AL-Huda Pekanbaru. The students' ability in writing narrative text was measured by using writing assessment used by the English teacher of senior high school AL-Huda Pekanbaru.

Table III.4
Writing Assessment

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				

2	Organization
	    a. Orientation
	    b. Complication
	    c. Resolution				

3	Vocabulary				

4	Grammatical features
	    a. The use of simple past tense
	    b. The use of pronoun
	    c. The use of Time connectives and conjuction
	    a. The use of noun phrase				

5	Spelling and Punctuation				
	Total				
	Maximum Score	20			

Explanation of score:
1 = incompetent
2= competent enough
3 = competent

4 = very competent

$$\text{Final Score} = \frac{Total\ Score}{Maximum\ Score} \times 80$$

G. The Technique of Data Analysis

The data analyzed by using quasi-experimental research, the writer used T-test. T-test was used in order to find out whether there was a significant difference of Action-feelings- setting strategy toward the students' ability in writing narrative text. The formula of t-test is:[5]

$$t_o = \frac{Mx - My}{\sqrt{\left(\dfrac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\dfrac{SD_y}{\sqrt{N-1}}\right)^2}}$$

t_o =   the value of t – obtained

M_x =   Mean score of experimental sample

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[5] Hartono. *Statistik Untuk Penelitian*. Yogyakarta: Pustaka Pelajar, 2008. p.193

M_y = Mean score of control sample

SD_x = Standard deviation of experimental group

SD_y = Standard deviation of control group

The t-table was employed to see whether there was a significant difference between the mean score of both experiment and control group. The t-obtained value was consulted with the value of t-table at the degree of freedom (df) = $(N_1 + N_2) - 2$ statically hypothesis:

1) H_o is accepted if $t_o < t$ – table or there is no significant effect of using the Action-feelings- setting strategy toward the students' ability in writing Narrative text

2) H_a is accepted if $t_o > t$- table or there is any significant effect of using the Action-feelings- setting strategy toward the students' ability in writing narrative text.

H. Evaluators Team

In evaluating students' writing performance, the writer cooperated with two raters. In order to produce consistent judgment on the students' writing ability in narrative paragraph. The raters have evaluated the students' score as follows:

1. Yasir Amri, M.Pd. He graduated from English Education Department of UIN SUSKA RIAU (S1) and graduate program (S2) in University of Padang. He is one of the lecturers in UIN SUSKA Riau.

2. Johnri Kasdi, S.Pd.I. He graduated from English Education Department of UIN SUSKA RIAU (S1). He is one of the lecturers in UIN SUSKA Riau.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of Research Variable

This research consists of two variables; they are X that refers to Using of Action-Feelings- Setting Strategy and Y that refers to the students' ability in writing narrative text at the first grade of senior high school Al-Huda Pekanbaru. Therefore, X is an independent variable and Y is a dependent variable.

B. Description of Research Procedure

The purpose of the research is to obtain the students' writing ability in narrative text taught by using Action- Feelings- Setting strategy and students' ability in writing narrative text taught without using Action- Feelings- Setting strategy. To know the significant effect of ability in writing narrative text between students who are taught by using Action- Feelings- Setting strategy and the students who are taught without using Action- Feelings- Setting strategy.

The data were obtained from the students' post-test scores of experimental and control class. Before doing treatment for experimental class, writer gave pretest for experimental and control class. The writing test was about writing narrative text evaluated by concerning five components: content, organization, vocabulary, grammatical feature, spelling and punctuation of writing. Each component had its score. After pretest, the writer gave treatment to experimental class for eight meetings.

After giving treatment to experimental class, the writer used the same format of writing narrative text for the post- 36 experimental class. While for control class was taught without using Action- feelings- setting strategy, the writer used the same format of writing narrative text for their post-test too.

The data were the students' writing score at the pre-test and post-test both control class and experimental class. The data were collected through the following procedures:

1. The writer, as the teacher, asked the students either experimental or control class, at pre-test and post-test to write a narrative text based on the topic.

2. The writing was written in the blank sheet. Then, it was collected to evaluate the appropriately of content, organization, vocabulary, grammatical feature, spelling and punctuation.

3. The writer used two raters to evaluate the students' writing text.

4. The writer added the scores from the raters and divided it.

C. The Data Presentation

The data of this research were the scores of the students' pretest and post-test both experimental and control classes. There were two data of students' ability in writing narrative text served by the writer. They were: the data of students' ability in writing narrative text taught by using Action- Feelings- Setting strategy and the data of the students' ability in writing narrative text taught without using Action- Feelings- Setting strategy.

1. **The Data Presentation of the Students ability In Writing narrative text (Variable Y)**

   a. **Students' Ability in Writing Narrative Text Taught by Using Action- Feelings- Setting Strategy**

   The data of students' ability in writing narrative text taught by using Action- Feelings- Setting strategy were gotten from pretest and post-test of X.D as an experimental class taken from the sample of class which consisted of 28 students. The score of pre-test was taken before the treatment, while the score of post-test was taken after the treatment.

In giving test, the students were asked to write narrative text. Then the test was evaluated by concerning the five components of writing in that text: content, organization (orientation, complication and resolution), vocabulary, grammatical features (action verbs, transitional words, past tense), spelling and punctuation. Each component had its score. The data can be seen from the table below:

TABLE IV.1
THE STUDENTS' SCORE OF PRE-TEST
OF EXPERIMENTAL CLASS

No	Ss	Content		T	Organization		T	Vocabulary		T	Grammar		T	Spelling		T	Score		Total Score
		R1	R2		R1	R2		R1	R2		R1	R2		R1	R2		R1	R2	
1	1	3	2	2.5	2	1	1.5	2	2	2	2	3	2.5	2	1	1.5	44	36	40
2	2	3	1	2	2	2	2	2	1	1.5	2	1	1.5	2	2	2	44	28	36
3	3	2	2	2	2	1	1.5	2	2	2	2	2	2	2	3	2.5	40	40	40
4	4	3	1	2	2	1	1.5	2	1	1.5	2	1	1.5	2	1	1.5	44	20	32
5	5	2	2	2	3	2	2.5	2	2	2	3	2	2.5	2	2	2	48	40	44
6	6	3	2	2.5	3	3	3	3	3	3	2	2	2	2	2	2	52	48	50
7	7	2	2	2	2	2	2	2	2	2	1	2	1.5	2	3	2.5	36	44	40
8	8	3	2	2.5	2	3	2.5	2	2	2	2	2	2	2	2	2	44	44	44
9	9	2	2	2	3	2	2.5	3	2	2.5	2	2	2	2	3	2.5	48	44	46
10	10	2	2	2	2	3	2.5	2	2	2	2	2	2	2	2	2	40	44	42
11	11	3	2	2.5	4	2	3	3	2	2.5	2	2	2	3	2	2.5	60	40	50
12	12	2	1	1.5	2	2	2	2	2	2	2	2	2	2	2	2	40	36	38
13	13	2	2	2	2	2	2	2	1	1.5	2	2	2	2	1	1.5	40	32	36
14	14	3	1	2	2	1	1.5	2	2	2	2	1	1.5	2	2	2	44	28	36
15	15	2	2	2	3	2	2.5	2	2	2	2	2	2	2	2	2	44	40	42
16	16	2	1	1.5	2	1	1.5	2	1	1.5	2	1	1.5	2	1	1.5	40	20	30
17	17	3	2	2.5	2	2	2	2	2	2	2	2	2	2	2	2	44	40	42
18	18	3	2	2.5	2	3	2.5	3	2	2.5	2	2	2	2	2	2	48	44	46
19	19	2	2	2	3	2	2.5	2	3	2.5	2	2	2	2	3	2.5	44	48	46
20	20	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	40	40	40
21	21	3	2	2.5	3	2	2.5	3	2	2.5	2	2	2	2	1	1.5	52	36	44
22	22	2	1	1.5	2	1	1.5	2	1	1.5	2	1	1.5	2	2	2	40	24	32
23	23	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	40	40	40
24	24	3	2	2.5	3	3	3	2	2	2	2	2	2	2	3	2.5	48	48	48
25	25	2	1	1.5	2	1	1.5	2	2	2	2	1	1.5	2	2	2	40	28	34
26	26	2	1	1.5	2	2	2	2	2	2	2	2	2	2	2	2	40	36	38
27	27	3	2	2.5	2	2	2	2	2	2	2	2	2	2	2	2	44	40	42
28	28	2	1	1.5	3	3	3	2	2	2	2	2	2	2	2	2	44	40	42
				2.1			2.2			2.0			1.9			2.0			40.71

Based on the table of writing components of the students' writing ability of pre-test scores at experimental class above, it can be seen that the students' writing ability in each component was various proven by each mean of each component; content, organization, vocabulary, grammatical features, spelling and punctuation. Among the five components that have been mentioned, the lowest mean score was grammar; 1.9 and the highest mean score was organization; 2.2, while the content of students' writing was 2.1, spelling was 2.0 and vocabulary was 2.0.

According to the writing assessment of Senior High School AL-Huda Pekanbaru, the lowest score is 1 (incompetent) and the highest score is 4 (very competent), while the score of 2 is competent enough, and 3 is competent. Referring to that assessment, the score of students' writing above was categorized into incompetent to competent enough, so this indicates that the students had low ability in using those components that had important role in writing. However, the total of mean score of the students' writing ability at pre-test of experimental class was 40.71.

TABLE IV.2
THE DESCRIPTION OF FREQUENCY OF STUDENTS' PRE-TEST SCORES OF EXPERIMENTAL CLASS

PreExp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3.6	3.6	3.6
	32	2	7.1	7.1	10.7
	34	1	3.6	3.6	14.3
	36	3	10.7	10.7	25.0
	38	2	7.1	7.1	32.1
	40	5	17.9	17.9	50.0
	42	5	17.9	17.9	67.9
	44	3	10.7	10.7	78.6
	46	3	10.7	10.7	89.3
	48	1	3.6	3.6	92.9
	50	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

Based on the table above, it can be seen that there was 1 student who got score 30 (3.6%), 2 students got 32 (7.1%), 1 student got 34 (3.6%), 3 students got 36 (10.7%), 2 students got 38 (7.1%), 5 students got 40 (17.9%), 5 students got 42 (17.9%), 3 students got 44 (10.7%) , 3 students got 46 (10.7%), 1 student got 48 (3.6%), and 2 students got 50 (7.1%).

TABLE IV.3
THE CHART OF FREQUENCY OF STUDENTS'
PRE-TEST SCORES OF EXPERIMENTAL CLASS

Histogram

Mean =40.71
Std. Dev. =5.255
N =28
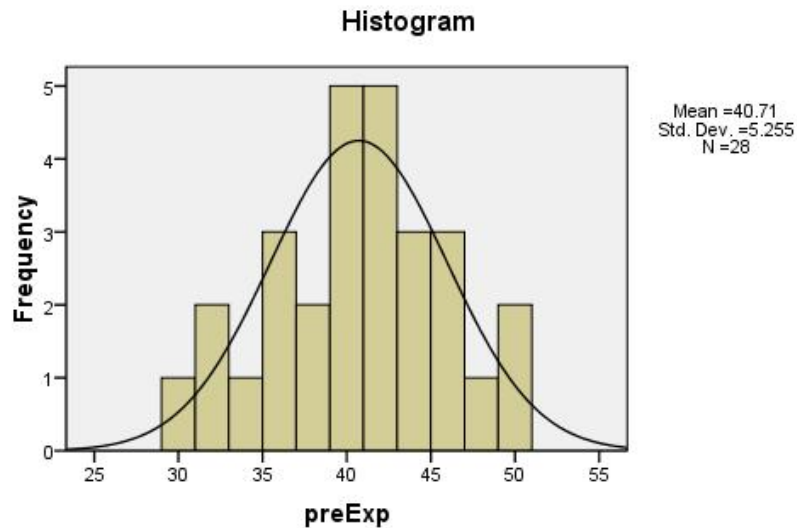
Based on the table and the chart above, it can be seen that the total number of students was 28 students. The highest score was 50 and the lowest score was 30. The highest frequency was 5 at the score of 40 and 42, while the statistic of these data is in the following table.

TABLE IV.4
THE DESCRIPTION OF STATISTICS OF THE STUDENTS'
PRE-TEST SCORES OF EXPERIMENTAL CLASS

Statistics

preExp

N	Valid	28
	Missing	0
Mean		40.71
Std. Error of Mean		.993
Median		41.00
Mode		40[a]
Std. Deviation		5.255
Variance		27.619
Range		20
Minimum		30
Maximum		50
Sum		1140

TABLE IV.5
THE STUDENTS' SCORE OF POST-TEST
OF EXPERIMENTAL CLASS

No	Ss	Content		T	Organization		T	Vocabulary		T	Grammar		T	Spelling		T	Score		Total Score
		R1	R2		R1	R2		R1	R2		R1	R2		R1	R2		R1	R2	
1	1	4	4	4	3	4	3.5	3	4	**3.5**	3	4	3.5	3	3	3	64	76	70
2	2	4	3	3.5	3	4	3.5	4	3	**3.5**	3	3	3	3	4	3.5	68	68	68
3	3	3	3	3	3	4	3.5	3	3	**3**	2	3	2.5	2	3	2.5	52	64	58
4	4	3	2	2.5	3	3	3	3	2	**2.5**	2	2	2	2	3	2.5	52	48	50
5	5	4	3	3.5	3	3	3	3	3	**3**	3	3	3	3	3	3	64	60	62
6	6	4	4	4	4	4	4	4	4	**4**	3	4	3.5	3	4	3.5	72	80	76
7	7	4	3	3.5	3	4	3.5	3	3	**3**	3	3	3	3	3	3	64	64	64
8	8	4	3	3.5	3	4	3.5	4	3	**3.5**	3	3	3	3	3	3	68	64	66
9	9	4	4	4	4	4	4	4	4	**4**	4	4	4	3	4	3.5	76	80	78
10	10	4	3	3.5	3	3	3	3	3	**3**	3	2	2.5	3	3	3	64	56	60
11	11	3	3	3	3	4	3.5	3	3	**3**	3	3	3	3	3	3	60	64	62
12	12	3	2	2.5	3	3	3	3	2	**2.5**	3	2	2.5	3	3	3	60	48	54
13	13	4	3	3.5	4	3	3.5	4	3	**3.5**	3	3	3	3	3	3	72	60	66
14	14	3	3	3	3	4	3.5	4	3	**3.5**	3	3	3	3	4	3.5	64	68	66
15	15	4	4	4	4	4	4	4	4	**4**	3	4	3.5	3	4	3.5	72	80	76
16	16	4	3	3.5	4	4	4	4	3	**3.5**	3	3	3	3	3	3	72	64	68
17	17	4	2	3	3	3	3	4	3	**3.5**	3	2	2.5	3	3	3	68	52	60
18	18	4	3	3.5	3	4	3.5	4	3	**3.5**	3	3	3	3	3	3	68	64	66
19	19	4	3	3.5	3	4	3.5	3	3	**3**	3	4	3.5	3	4	3.5	64	72	68
20	20	4	4	4	4	4	4	4	4	**4**	3	4	3.5	3	3	3	72	76	74
21	21	4	4	4	4	4	4	4	4	**4**	3	4	3.5	3	4	3.5	72	80	76
22	22	3	3	3	3	4	3.5	3	3	**3**	3	3	3	3	3	3	60	64	62
23	23	4	2	3	3	3	3	3	2	**2.5**	3	2	2.5	3	3	3	64	48	56
24	24	3	3	3	3	4	3.5	3	3	**3**	3	3	3	3	3	3	60	64	62
25	25	3	3	3	3	4	3.5	3	3	**3**	3	3	3	3	4	3.5	60	68	64
26	26	4	2	3	3	3	3	4	2	**3**	3	2	2.5	3	3	3	68	48	58
27	27	4	3	3.5	3	4	3.5	4	3	**3.5**	3	3	3	3	3	3	68	64	66
28	28	4	3	3.5	3	4	3.5	4	3	**3.5**	3	3	3	3	3	3	68	64	66
				3.4			**3.5**			**3.3**			**3**			**3.1**			**65.07**

Based on the table of writing components of the students' writing ability of post-test scores at experimental class above, it can be seen that the students' writing ability in each component was various proven by each mean of each component; content, organization, vocabulary, grammar, and spelling. Among the five components that have been mentioned, the lowest mean score was grammar; 3.0, the highest mean score was organization; 3.5, mean score of content was; 3.4, vocabulary; 3.3 and spelling; 3.1.

According to the writing assessment of Senior High School AL-Huda Pekanbaru, the lowest score are 2 and the highest score is 3. Referring to that assessment, the score of students' writing above was categorized into competent, so this indicates that the students still had average ability in using those components that had important role in writing. However, the total of mean score of the students' writing ability at post-test of experimental class was 65.07.

TABLE IV.6
THE DESCRIPTION OF FREQUENCY OF STUDENTS'
POST-TEST SCORES OF EXPERIMENT CLASS

PostExp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.6	3.6	3.6
	54	1	3.6	3.6	7.1
	56	1	3.6	3.6	10.7
	58	2	7.1	7.1	17.9
	60	2	7.1	7.1	25.0
	62	4	14.3	14.3	39.3
	64	2	7.1	7.1	46.4
	66	6	21.4	21.4	67.9
	68	3	10.7	10.7	78.6
	70	1	3.6	3.6	82.1
	74	1	3.6	3.6	85.7
	76	3	10.7	10.7	96.4
	78	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

Based on the table above, it can be seen that there was 1 student who got 50 (3.6%), 1 student got 54 (3.6%), 1 student got 56 (3.6%), 2 students got 58 (7.1%), 2 students got 60 (7.1%), 4 students got 62 (14.3%), 2 students got 64 (7.1%), 6 students got 66 (21.4%), 3 students got 68 (10.7%),1 student got 70 (3.6 %), 1 student got 74 (3.6%), 3 students got (10.7%) and 1 student got 78 (3.6%)

TABLE IV.7
THE CHART OF FREQUENCY THE STUDENTS'
POST-TEST SCORES OF EXPERIMENTAL CLASS

Histogram

Mean =65.07
Std. Dev. =6.896
N –20

PostExp
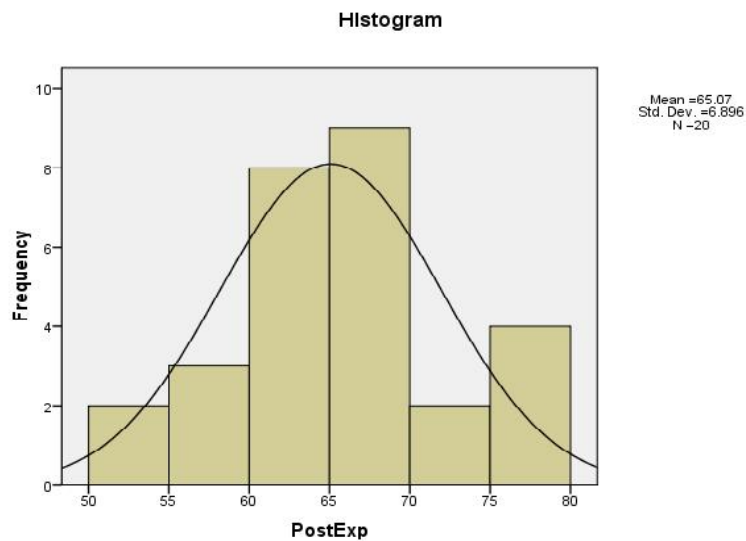
Based on table above, it can be seen that the total number of students was

28 students. The highest score was 78 and the lowest score was 50. The highest

frequency was 6 at the score of 66, while the statistic of these data is in the

following table.

TABLE IV.8
THE DESCRIPTION OF STATISTICS OF THE STUDENTS'
POST-TEST SCORES OF EXPERIMENTAL CLASS
Statistics

PostExp

N	Valid	28
	Missing	0
Mean		65.07
Std. Error of Mean		1.303
Median		66.00
Mode		66
Std. Deviation		6.896
Variance		47.550
Range		28
Minimum		50
Maximum		78
Sum		1822

b. **Students' Ability in Writing Narrative Text Taught without Using Action-Feelings- Setting Strategy**

TABLE IV.9
THE STUDENTS' SCORE OF
PRE-TEST OF CONTROL CLASS

No	Ss	Content		T	Organization		T	Vocabulary		T	Grammar		T	Spelling		T	Score		Total Score
		R1	R2		R1	R2		R1	R2		R1	R2		R1	R2		R1	R2	
1	1	3	1	**2**	2	2	**2**	2	2	**2**	2	1	**1.5**	2	2	**2**	44	32	38
2	2	3	2	**2.5**	3	3	**3**	2	3	**2.5**	2	3	**2.5**	2	3	**2.5**	48	56	52
3	3	3	1	**2**	2	2	**2**	2	1	**1.5**	2	2	**2**	2	2	**2**	44	32	38
4	4	3	2	**2.5**	3	2	**2.5**	2	2	**2**	3	2	**2.5**	2	2	**2**	52	40	46
5	5	3	1	**2**	2	1	**1.5**	2	1	**1.5**	2	2	**2**	2	2	**2**	44	28	36
6	6	3	2	**2.5**	2	2	**2**	3	2	**2.5**	2	2	**2**	2	2	**2**	48	40	44
7	7	2	1	**1.5**	2	2	**2**	2	1	**1.5**	2	1	**1.5**	2	2	**2**	40	28	34
8	8	3	2	**2.5**	2	3	**2.5**	2	3	**2.5**	2	2	**2**	2	3	**2.5**	44	52	48
9	9	2	2	**2**	2	3	**2.5**	2	1	**1.5**	3	1	**2**	3	2	**2.5**	48	36	42
10	10	3	1	**2**	3	2	**2.5**	3	2	**2.5**	2	2	**2**	2	2	**2**	52	36	44
11	11	3	2	**2.5**	2	1	**1.5**	2	2	**2**	2	1	**1.5**	2	2	**2**	44	32	38
12	12	2	1	**1.5**	2	1	**1.5**	2	3	**2.5**	2	1	**1.5**	2	2	**2**	40	32	36
13	13	3	1	**2**	3	2	**2.5**	2	1	**1.5**	2	1	**1.5**	2	2	**2**	48	28	38
14	14	2	2	**2**	2	1	**1.5**	2	2	**2**	2	2	**2**	2	2	**2**	40	36	38
15	15	3	1	**2**	3	2	**2.5**	2	2	**2**	2	3	**2.5**	3	1	**2**	52	36	44
16	16	3	1	**2**	2	1	**1.5**	2	1	**1.5**	2	1	**1.5**	2	2	**2**	44	24	34
17	17	2	2	**2**	2	2	**2**	3	2	**2.5**	2	2	**2**	2	2	**2**	44	40	42
18	18	2	1	**1.5**	2	2	**2**	2	2	**2**	2	1	**1.5**	2	2	**2**	40	32	36
19	19	2	1	**1.5**	2	1	**1.5**	2	1	**1.5**	2	2	**2**	2	3	**2.5**	40	32	36
20	20	2	2	**2**	2	2	**2**	2	2	**2**	2	2	**2**	2	2	**2**	40	40	40
21	21	3	1	**2**	2	1	**1.5**	2	2	**2**	2	2	**2**	2	2	**2**	44	32	38
22	22	3	2	**2.5**	2	1	**1.5**	2	1	**1.5**	2	1	**1.5**	2	2	**2**	44	28	36
23	23	3	2	**2.5**	3	2	**2.5**	3	2	**2.5**	2	2	**2**	3	2	**2.5**	56	40	48
24	24	3	1	**2**	3	1	**2**	2	2	**2**	2	1	**1.5**	2	2	**2**	48	28	38
25	25	2	1	**1.5**	2	1	**1.5**	2	2	**2**	2	2	**2**	2	2	**2**	40	32	36
26	26	3	1	**2**	3	2	**2.5**	2	3	**2.5**	2	1	**1.5**	2	2	**2**	48	36	42
27	27	2	1	**1.5**	2	2	**2**	2	1	**1.5**	2	1	**1.5**	2	2	**2**	40	28	34
28	28	3	1	**2**	3	2	**2.5**	2	2	**2**	2	2	**2**	3	1	**2**	52	32	42
				2.0			**2.0**			**2.0**			**1.9**			**2.1**			**39.93**

Based on the table of writing components of the students' writing ability of pre-test scores at control class above, it can be seen that the students' writing ability in each component was various proven by each mean of each component; content, organization, vocabulary, grammar, and spelling. Among the five components that have been mentioned, the lowest mean score was grammar; 1.9 and the highest mean score was spelling; 2.1, while the content of students' writing was 2.0, vocabulary was 2.0 and 0rganization was 2.0.

According to the writing assessment of Senior High School Al-Huda Pekanbaru, the lowest score is 1 and the highest score is 4. Referring to that assessment, the score of the students' writing above was categorized into incompetent to competent enough, so this indicates that the students had low ability in using those components that had important role in writing. However, the total of mean score of the students' writing ability at pre-test of control class was 39.93.

TABLE IV.10
THE DESCRIPTION OF FREQUENCY OF STUDENTS' PRE-TEST SCORES OF CONTROL CLASS

Precontrol

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	34	3	10.7	10.7	10.7
	36	6	21.4	21.4	32.1
	38	7	25.0	25.0	57.1
	40	1	3.6	3.6	60.7
	42	4	14.3	14.3	75.0
	44	3	10.7	10.7	85.7
	46	1	3.6	3.6	89.3
	48	2	7.1	7.1	96.4
	52	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

Based on the table above, it can be seen there were 3 students who got 34 (10.7%), 6 students got 36 (21.4%), 7 students got 38 (25.0%), 1 student got 40 (3.6%), 4 students got 42 (14.3%), 3 students got 44 (10.7%), 1 student got 46 (3.6%), 2 students got 48 (7.1), and 1 student got 52 (3.6%).

TABLE IV.11
THE CHART OF FREQUENCY OF THE STUDENTS' PRE-TEST SCORES OF CONTROL CLASS

Histogram

Mean =39.93
Std. Dev. =4.729
N =28

Frequency

Precontrol
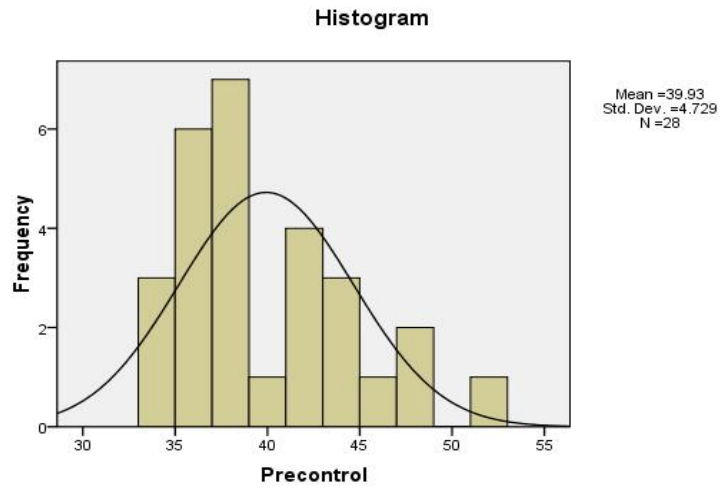
Based on table and the chart above, it can be seen that the total number of students was 28 students. The highest score was 52 and the lowest score was 34. The highest frequency was 7 at the score of 38, while the statistic of these data is in the following table:

TABLE IV.12
THE STATISTICS OF FREQUENCY OF THE STUDENTS' PRE-TEST SCORES OF CONTROL CLASS

Statistics

Precontrol

N	Valid	28
	Missing	0
Mean		39.93
Std. Error of Mean		.894
Median		38.00
Mode		38
Std. Deviation		4.729
Variance		22.365
Range		18
Minimum		34
Maximum		52
Sum		1118

TABLE IV.13
THE STUDENTS' SCORE OF POST-TEST
OF CONTROL CLASS

No	Ss	Content		T	Organization		T	Vocabulary		T	Grammar		T	Spelling		T	Score		Total Score
		R1	R2		R1	R2		R1	R2		R1	R2		R1	R2		R1	R2	
1	1	3	2	2.5	2	2	2	3	2	2.5	2	3	2.5	2	2	2	48	44	46
2	2	3	3	3	3	2	2.5	2	2	2	3	3	3	3	3	3	56	52	54
3	3	3	2	2.5	2	2	2	2	2	2	2	3	2.5	3	2	2.5	48	44	46
4	4	3	2	2.5	3	2	2.5	4	2	3	2	2	2	2	3	2.5	56	44	50
5	5	4	3	3.5	3	1	2	2	1	1.5	2	1	1.5	2	2	2	52	32	42
6	6	3	2	2.5	3	3	3	3	3	3	2	3	2.5	2	3	2.5	52	56	54
7	7	3	2	2.5	2	2	2	3	2	2.5	3	2	2.5	3	2	2.5	56	40	48
8	8	3	3	3	3	3	3	2	3	2.5	2	3	2.5	2	3	2.5	48	60	54
9	9	3	3	3	2	3	2.5	3	2	2.5	2	2	2	2	3	2.5	48	52	50
10	10	3	2	2.5	2	3	2.5	3	2	2.5	3	2	2.5	2	2	2	52	44	48
11	11	3	2	2.5	4	2	3	3	2	2.5	2	2	2	2	2	2	56	40	48
12	12	2	2	2	2	2	2	2	3	2.5	3	2	2.5	3	2	2.5	48	44	46
13	13	3	3	3	4	2	3	3	2	2.5	3	2	2.5	2	3	2.5	60	48	54
14	14	2	1	1.5	2	2	2	2	2	2	4	2	3	3	2	2.5	52	36	44
15	15	3	2	2.5	3	2	2.5	4	1	2.5	2	2	2	3	2	2.5	60	36	48
16	16	3	2	2.5	2	2	2	4	2	3	3	2	2.5	2	2	2	56	40	48
17	17	3	2	2.5	3	1	2	2	2	2	4	2	3	3	2	2.5	60	36	48
18	18	2	2	2	2	2	2	2	3	2.5	4	3	3.5	3	2	2.5	52	48	50
19	19	2	3	2.5	3	3	3	4	2	3	2	1	1.5	2	3	2.5	52	48	50
20	20	3	3	3	3	3	3	3	3	3	3	2	2.5	2	2	2	56	52	54
21	21	3	2	2.5	2	2	2	2	2	2	3	2	2.5	2	2	2	48	40	44
22	22	2	1	1.5	2	2	2	3	2	2.5	2	2	2	4	3	3.5	52	40	46
23	23	3	2	2.5	3	3	3	3	2	2.5	3	3	3	3	2	2.5	60	48	54
24	24	3	2	2.5	3	3	3	3	2	2.5	2	1	1.5	2	2	2	52	40	46
25	25	3	1	2	3	2	2.5	3	2	2.5	2	2	2	2	2	2	52	36	44
26	26	3	2	2.5	3	3	3	3	2	2.5	3	2	2.5	2	2	2	56	44	50
27	27	2	3	2.5	3	2	2.5	3	2	2.5	2	2	2	2	2	2	48	44	46
28	28	3	2	2.5	2	2	2	3	2	2.5	3	2	2.5	3	2	2.5	56	40	48
				2.5			2.4			2.5			2.4			2.4			48.57

Based on the table of writing components of the students' writing ability of post-test scores at control class above, it can be seen that the students' writing ability in each component was various proven by each mean of each component; content, organization, vocabulary, grammar, and spelling. Among the five components that have been mentioned, the lowest mean score were grammar, organization and spelling; 2.4 and the highest mean score were content and vocabulary; 2.5.

According to the writing assessment of Senior High School Al-Huda Pekanbaru, the lowest score is 3 and the highest score is 2. Referring to that assessment, the score of the students' writing above was categorized into incompetent to enough competent, so this indicates that the students still had low ability in using those components that had important role in writing. However, the total of mean score of the students' writing ability at post-test of control class was 48.57

TABLE IV.14
THE DESCRIPTION OF FREQUENCY OF STUDENTS'
POST-TEST SCORES OF CONTROL CLASS

PostControl

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42	1	3.6	3.6	3.6
	44	3	10.7	10.7	14.3
	46	6	21.4	21.4	35.7
	48	7	25.0	25.0	60.7
	50	5	17.9	17.9	78.6
	54	6	21.4	21.4	100.0
	Total	28	100.0	100.0	

Based on the table above, it can be seen that there was1 student who got 42 (3.6%), 3 students got 44 (10.7%), 6 students got 46 (21.4%), 7 students got 48 (25.0%), 5 students got 50 (17.9%), and 6 students got 54 (21.4%).

TABLE IV.15
THE CHART OF FREQUENCY THE STUDENTS'
POST-TEST SCORES OF CONTROL CLASS
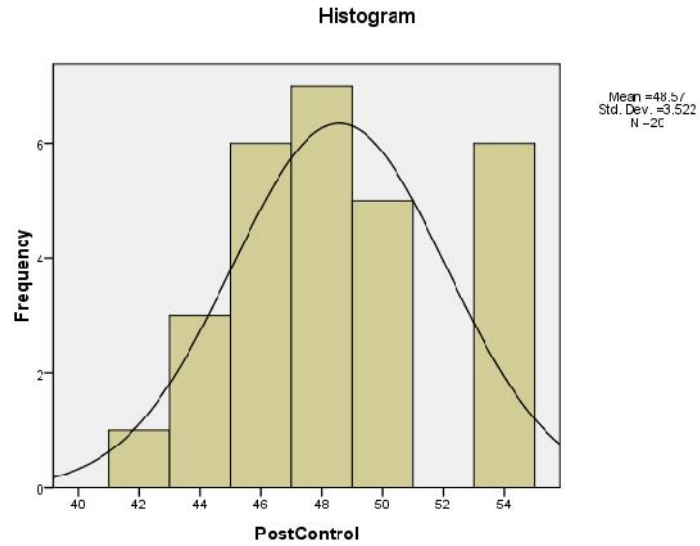
Histogram

Mean =48.57
Std. Dev. =3.522
N =28

Frequency (y-axis)

PostControl (x-axis: 40, 42, 44, 46, 48, 50, 52, 54)

Based on the table above, it can be seen that the total number of students was 28 students. The highest score was 54, and the lowest score was 42. The highest frequency was 7 at score of 48, while the statistic of these data is in the following table:

TABLE IV.16
THE DESCRIPTIVE STATISTICS OF STUDENTS'
POST-TEST SCORES OF CONTROL CLASS

Statistics

PostControl

N	Valid	28
	Missing	0
Mean		48.57
Std. Error of Mean		.666
Median		48.00
Mode		48
Std. Deviation		3.522
Variance		12.402
Range		12
Minimum		42
Maximum		54
Sum		1360

D. The Reliability and Validity

The test used for testing the students' writing ability had to have reliability and validity. Gay stated that reliability is the degree to which a test consistently measures whatever it is measuring.[1] It is reflected in the obtaining how far the test or instrument test is able to measure the same subject on different occasions indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency.

In this research, to know the reliability of the writing test, the writer as the researcher used inter rater reliability, because the writer had two raters in order to score the students' writing ability. Gay said that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then the scores of the rater 1 correlated with the scores of the rater 2. The higher correlation, the higher the inter judge reliability. The following table will describe the

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[1] L.R. Gay. Op.cit. P. 169

correlation between score of rater 1 and the score of the rater 2 by using person product

moment correlation formula through SPSS 16.0 Version

TABLE IV.17
CORRELATIONS

Correlations

		Rater1	Rater2
Rater1	Pearson Correlation	1	.479[*]
	Sig. (2-tailed)		.010
	N	28	28
Rater2	Pearson Correlation	.479[*]	1
	Sig. (2-tailed)	.010	
	N	28	28

*. Correlation is significant at the 0.05 level (2-tailed).

From the output above, it can be seen that r calculation is 0.479 will be

correlated to r table, df = 54. Because df = 54 was not found from the r table, so the

writer took df = 50 to be correlated either at level of 5% or 1%. At level of 5% r table is

0.273, while at level of 1% r table is 0.354. Thus, the r observation is obtained higher

than r table, either at level of 5% or 1%. So the writer concluded that there is a

significant correlation between the score of rater 1 and the score of rater 2. In other

words, the writing test is reliable. The reliability of writing test is moderate.

R calculation	R table (df = 50)
0.479	0.273(5%), 0.354 (1%)

To know the validity of the test, the writer used content validity. Referring to

Bambang, if a measurement is as the representative of the ideas or the appropriate

material that will be measured is called content validity.[2] It means the test had fulfilled

the validity of the content. In other words, the materials of the test had been taught at the

first grade students at Senior High School Al-Huda Pekanbaru.

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[2] Ag. Bambang Setiyadi. *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif.* Edisi Pertama. Yogyakarta: Graha Ilmu. 2006. P. 23

It was familiar materials to the students' daily life. It was appropriate to the students' knowledge, insight and experience. Moreover, the materials were taken from the guide book for the students and other related resources. Here, the writer as the researcher prepared some topics based on the topics discussed at the time. The topic would be chosen freely by students and they wrote a narrative text based on topic chosen.

E. The Data Analysis

The data analysis presents the statistical result followed by the discussion about how the students' ability in writing narrative text by using Action- Feelings- Setting strategy, how the students' ability in writing narrative text without using Action- Feelings- Setting strategy, and the significant effect of using Action- Feelings- Setting strategy toward ability in writing narrative text at the first grade students at Senior High School Al-Huda Pekanbaru. The writer used regression formula from SPSS. 16.0 version to analyze the effect of using Action- Feelings- Setting strategy toward the ability in writing narrative text at the first grade students at Senior High School Al-Huda Pekanbaru.

1. **The Data Analysis of the students' ability in writing Narrative Text by using Action- Feelings- Setting strategy**

TABLE IV.18
STUDENTS PRE AND POST-TEST SCORES OF
EXPERIMENTAL CLASS

Pre-Test Experiment			Post-Test Experiment		
Score (X)	Frequency (F)	FX	X	F	FX
30	1	30	50	1	50
32	2	64	54	1	54
34	1	34	56	1	56
36	3	108	58	2	116
38	2	76	60	2	120
40	5	200	62	4	248
42	5	210	64	2	128
44	3	132	66	6	396
46	3	138	68	3	204
48	1	48	70	1	70
50	2	100	74	1	74
			76	3	228
			78	1	78
Total	**28**	**1.140**		**28**	**1.822**

TABLE IV.19
THE SCORE OF THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT TAUGHT BY USING ACTION- FEELINGS- SETTING STRATEGY

No	Students	Experimental Class		Gain
		Pre-Test	Post-Test	
1	S 1	40	70	30
2	S 2	36	68	32
3	S 3	40	58	18
4	S 4	32	50	18
5	S 5	44	62	18
6	S 6	50	76	26
7	S 7	40	64	24
8	S 8	44	66	22
9	S 9	46	78	32
10	S 10	42	60	18
11	S 11	50	62	12
12	S 12	38	54	16
13	S 13	36	66	30
14	S 14	36	66	30
15	S 15	42	76	34
16	S 16	30	68	38
17	S 17	42	60	18
18	S 18	46	66	20
19	S 19	46	68	22
20	S 20	40	74	34
21	S 21	44	76	32
22	S 22	32	62	30
23	S 23	40	56	16
24	S 24	48	62	14
25	S 25	34	64	30
26	S 26	38	58	20
27	S 27	42	66	24
28	S 28	42	66	24
Mean		40.71	65.07	24.36

The table above describes about the differences between the students' writing score before and after giving treatment at experimental class. Before giving a treatment, the students' writing mean score was about 40.71, it was known by taking pre-test at the beginning, while after giving treatment, the mean score of the students' writing ability improved into 65.07. The improvement of each student was various, there was drastically improved, but there was not drastically improved. But generally, the improvement can be seen at mean score.
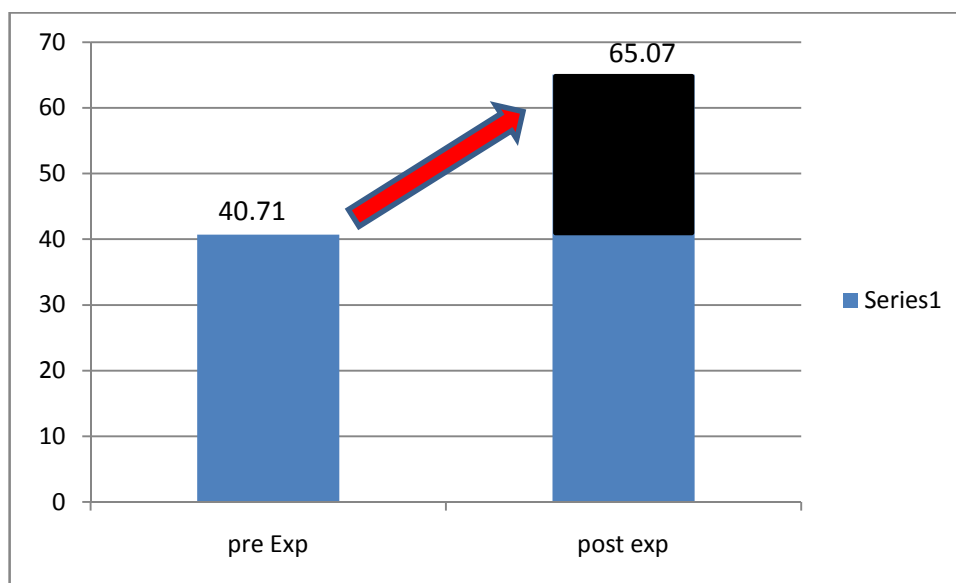
Referring to the chart above, the students' writing score improved. It means that the students' ability in writing narrative paragraph became better after using Action- Feelings- Setting strategy.

2. **The Data Analysis of the Students' Ability in Writing Narrative Text Taught without Using Action- Feelings- Setting strategy**

TABLE IV.20
STUDENTS PRE AND POST-TEST SCORES OF CONTROL CLASS

| Pre-Test Cont			Post-Test Cont		
Score (X)	Frequency (F)	FX	X	F	FX
34	3	102	42	1	42
36	6	216	44	3	132
38	7	266	46	6	276
40	1	40	48	7	336
42	4	168	50	5	250
44	3	132	54	6	324
46	1	46			
48	2	96			
52	1	52			
Total	**28**	**1118**		**28**	**1360**

The data of students' ability in writing narrative text taught without using Action- Feelings- Setting strategy were also taken from pretest and post-test of X.B as control class taken from sample of this class consist of 28 students. The detail data can be seen from the table below:

TABLE IV.21
THE SCORE OF THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT TAUGHT WITHOUT USING ACTION- FEELINGS- SETTING STRATEGY

No	Students	Control Class		Gain Score
		Pre-Test	Post-Test	
1	Students 1	38	46	8
2	Students 2	52	54	2
3	Students 3	38	46	8
4	Students 4	46	50	4
5	Students 5	36	42	6
6	Students 6	44	54	10
7	Students 7	34	48	14
8	Students 8	48	54	6
9	Students 9	42	50	8
10	Students 10	44	48	4
11	Students 11	38	48	10
12	Students 12	36	46	10
13	Students 13	38	54	16
14	Students 14	38	44	6
15	Students 15	44	48	4
16	Students 16	34	48	14
17	Students 17	42	48	6
18	Students 18	36	50	14
19	Students 19	36	50	14
20	Students 20	40	54	14
21	Students 21	38	44	6
22	Students 22	36	46	10
23	Students 23	48	54	6
24	Students 24	38	46	8
25	Students 25	36	44	8
26	Students 26	42	50	8
27	Students 27	34	46	12
28	Students 28	42	48	6
Mean		39.93	48.57	8.64

The table above describes about the differences between the students' writing score at pre-test and post-test at control class. At the pre-test, the students' writing mean score was about 39.93, while at the post-test, the mean score of the students'

writing ability improved into 48.57. The improvement of each student was various, there was drastically improved, but there was not drastically improved. But generally, the improvement can be seen at mean score.
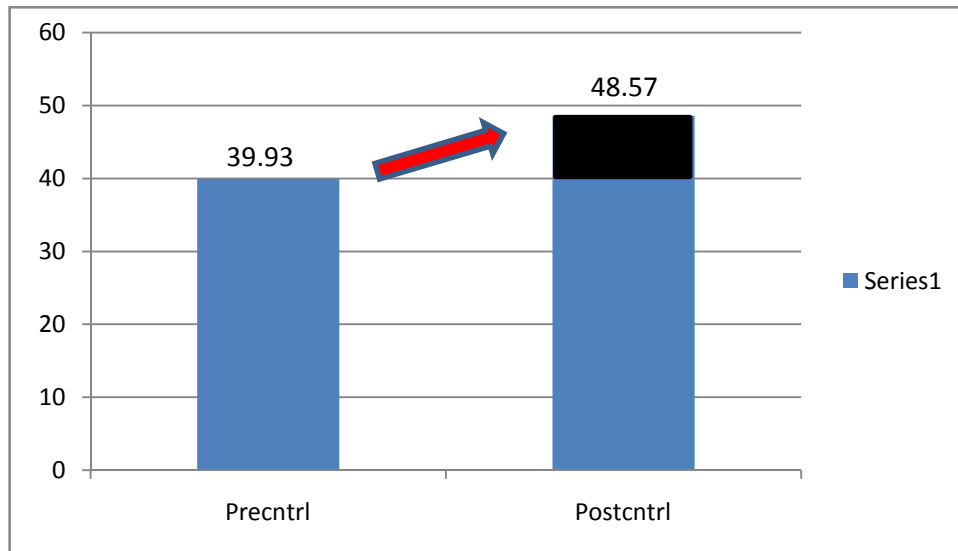
Referring to the chart above, the students' writing score improved. The students' writing score at the pre-test to post-test improved. It means that the students without using Action- Feelings- Setting strategy had low improvement.

3. **The Data Presentation of the Effect of Using the Action- Feelings- Setting Strategy Toward the Ability in Writing Narrative Text**

The following table is the description of pretest and post-test of experimental and control class.

TABLE IV.22
THE STUDENTS' WRITING SCORE
OF PRE-TEST AND POST-TEST AT EXPERIMENTAL AND
CONTROL CLASS

No	Students	Control Class		Gain Score	Experimental Class		Gain
		Pre-Test	Post-Test		Pre-Test	Post-Test	
1	Students 1	38	46	8	40	70	30
2	Students 2	52	54	2	36	68	32
3	Students 3	38	46	8	40	58	18
4	Students 4	46	50	4	32	50	18
5	Students 5	36	42	6	44	62	18
6	Students 6	44	54	10	50	76	26
7	Students 7	34	48	14	40	64	24
8	Students 8	48	54	6	44	66	22
9	Students 9	42	50	8	46	78	32
10	Students 10	44	48	4	42	60	18
11	Students 11	38	48	10	50	62	12
12	Students 12	36	46	10	38	54	16
13	Students 13	38	54	16	36	66	30
14	Students 14	38	44	6	36	66	30
15	Students 15	44	48	4	42	76	34
16	Students 16	34	48	14	30	68	38
17	Students 17	42	48	6	42	60	18
18	Students 18	36	50	14	46	66	20
19	Students 19	36	50	14	46	68	22
20	Students 20	40	54	14	40	74	34
21	Students 21	38	44	6	44	76	32
22	Students 22	36	46	10	32	62	30
23	Students 23	48	54	6	40	56	16
24	Students 24	38	46	8	48	62	14
25	Students 25	36	44	8	34	64	30
26	Students 26	42	50	8	38	58	20
27	Students 27	34	46	12	42	66	24
28	Students 28	42	48	6	42	66	24
Total		1118	1360	242	1140	1822	682
Mean		39.93	48.57	8.64	40.71	65.07	24.36

The table above describes about the comparison between the students' writing score of both experimental and control class before and after giving treatment. The mean of score of pre-test of experimental class was 40.71, the mean score of post-test of experimental class was 65.07, while the mean of pre-test of control class was 39.93, and the mean score of post-test of control class was 48.57. Both of the classes had their improvement from pre-test score, but the improvement was different; the score of students' writing ability at experimental was higher than control class. It means that there is a better improvement at experimental class than control class that had been given treatment. The score of experimental class was better than control class.

Besides, from the analysis at table 22 above, it can be seen that there was a different improvement of the students' writing ability at Experimental and Control class. It showed that the difference of mean score improvement at the experimental class was 24.36, while at control class was 8.64.

Based on the mean score influence found for both classes, it is clear that the mean score of influence improvement of Action- Feelings- Setting strategy on the students' writing ability was higher than control class. It means that the Action- Feelings- Setting strategy was one of the factors that give the influence toward students' writing ability. It can be proved from the influence of improvement of Action- Feelings- Setting strategy itself was 24.36, while the students without using Action- Feelings-Setting strategy influenced 8.64.

After knowing about the mean score of different improvement from both of the classes, to know clearly and to know the significant difference of both classes, then the writer analyzed it by using independent sample T- Test.

TABLE IV.23

Group Statistics

X		N	Mean	Std. Deviation	Std. Error Mean
Y	1	28	48.57	3.522	.666
	2	28	65.07	6.896	1.303

Based on the table above, it can be seen that the total students' from each class, the control class consisted of 28 students; while for the experimental class consisted of 28 students. The mean score of control class was 48.57, and mean score of experimental class was 65.07. Standard deviation from control class was 3.522, while standard deviation from experimental class was 6.896. Standard error mean from control class was 0.666, and experimental class was 1.303

TABLE IV.24
INDEPENDENT SAMPLES TEST

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Y	Equal variances assumed	7.370	.009	11.276	54	.000	16.500	1.463	-19.434	-13.566
	Equal variances not assumed			11.276	40.187	.000	16.500	1.463	-19.457	-13.543

From the output SPSS above, Independent Sample T Test shows that t result is 11.276, mean difference is 16.500, standard error is 1.463 and its df is 54 significant is 0.000.

There are two ways that can be done in interpreting t_o. They are as follows:

1. By comparing t_o (t-obtained) to t table. From df=54, it is found that the level of significance of 5% is 2.00 and the level of significance of 1% is 2,65. It can be seen than 2.00<11.276>2.65 It means that null hypothesis (H_o) is rejected, while the alternative hypothesis (H_a) is accepted.

2. By orienting the number of significance. If probability is >0.05, null hypothesis (H_o) is accepted. If probability is <0.05, alternative hypothesis (H_a) is accepted. From the output above the probability is 0.000. So it can be concluded that 0.000 <0.05, so the alternative Hypothesis (H_a) is accepted

Based on the score of t-obtained gathered from SPSS 17, it shows that t_o is higher than t-table. The finding of t_o is 11.276 while the level of significant of 5 % is 2.00 and the level of significant of 1% is 2,65. It can be read that 2.00<11.276>2.65. Thus, the writer can conclude that ***H_a is accepted and H_o is rejected.*** In other word, there is significant effect of using Action- Feelings- Setting Strategy toward the ability in writing narrative text of the first grade students at senior high school AL-Huda Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

After researcher conducted the research about the effect of the Action-Feelings- Setting strategy toward the ability in writing narrative text, the researcher found that the students who were taught by implementing Action-Feelings- Setting strategy in teaching writing became aware about the pattern of language use especially about tenses and sentence pattern in narrative text, in order to make the reader understand the message or idea that we write.

Referring to the data analysis and data presentation explained at the chapter IV, finally the writer concludes the answers of the formulation of the problems:

1. Students' ability in writing narrative text by using Action- Feelings- Setting strategy is drastically improved. It can be seen from the students' score from pre-test to post-test. The mean score of students' writing at pre-test is 40.71. After giving the treatment, the mean score of students' writing is 65.07.   The students' score improves 24.36. It means that students at experimental class using Action- Feelings- Setting strategy have better score.

2. Students' ability in writing narrative text without using Action- Feelings- Setting strategy is not drastically improved. It can be seen from the students' score from pre-test to post-test. The mean score of students'

writing at pre-test is 39.93, while at the post-test; the mean score of students' writing is 48.57. The students' score only improves 8.64. It means that students at control class without using Action- Feelings- Setting strategy still have low score.

B. The Suggestion

After conducting a research at Senior High School Al-Huda Pekanbaru, the writer would like to propose some suggestions to make teaching and learning process at this school better than before.

1. The students should discuss and share with their teachers and friends about English to improve their writing ability.

2. Writer recommends to the English teachers to use Action- Feelings- Setting Strategy in teaching and learning process.

3. Writer also hopes the students of Senior High School Al- Huda Pekanabru to use various strategy in doing their writing exercises or tasks, especially; Action- Feelings- Setting Strategy because using it can help students to break their block minded in writing.

4. Teacher makes writing as habitual activities for students in the school.

5. The students should read many kinds of book in English to enrich their vocabulary.

Finally, the researcher hopes that all these research findings; conclusion and suggestion will be beneficial contributions especially for both English teacher and students at Senior High School Al-Huda Pekanbaru.

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