



**THE EFFECTIVENESS OF USING
TWO STAY TWO STRAY AND NUMBERED HEAD
TOGETHER
IN TEACHING WRITING NARRATIVE TEXT**

Manuscript

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By

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APPROVAL

This manuscript entitled “The Effectiveness of Using Two Stay Two Stray and Numbered Head Together in Teaching Writing Narrative Text” has been approved by the both advisors in October 2018

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ABSTRACT

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Narrative text is one of learning materials which is taught in Senior High School on grade X. Writing is considered as a difficult and complicated subject because the students have to explore the idea and inspiration for writing the text. The problem that is usually faced by the students is when they have to organize the grammar and structure of the text in writing the text. Dealing with the problem above two stay two stray and numbered head together could be applied in teaching writing narrative text. The purpose of this study was to know the effectiveness using two stay two stray and numbered head together in teaching writing narrative text. The method of this study was experimental study and applied quasi-experimental study. Paired Sample T-Test was used to obtain the quantitative data for comparing the score result of pre-test and post-test. The result of this study was two stay two stray and numbered head together influenced the students' writing improvement. Two stay two stray is better in improving mechanic, content, organization, and grammar and structure of writing rather than numbered head together is better in improving the format of the writing.

Keywords: effectiveness, two stay two stray, numbered head together, and narrative text

INTRODUCTION

1.1) Background of the Study

Writing is the activity or skill of marking coherent words on paper and composing text. It is really important to send an informative message to others as a part of communication. Kirsner and Steven cited by Telaumbanua and Hafiz (2013:1-2) stated that writing is a skill that can influence someone's life. If someone can write correctly, it means that someone can express his or her idea to others in the school, office, and personal life in some kinds of form like paper, essay, letter, and etc. Writing is a process not product. It means that writing needs a process to make it stable through prewriting, planning, writing, revising draft, and writing the final copy to hand in.

Based on the curriculum 2013, the students of grade X have some grammar materials in the second semester that includes in treatment of narrative text. Narrative text is a text which is focusing on specific participants. Its social function is to tell stories or past events and entertain the reader and listener. Anderson and Anderson cited by Setiyaningsih (2013:3) said that a narrative text is a piece of text which tells a story and entertains or informs the reader or listener.

Yolen cited by Fieldman et al (2008:56) said that the difficulties on writing that becomes a problem is not only to the students but also to the teacher. Based on pre-observation in SMA Teuku Umar on February 2-3rd 2017 in X grade, there were some problems that were faced in teaching writing. The first problem was from the students who were less of confident because writing needs grammar mastery, and they were commonly afraid to make a mistake in writing narrative text. They were also lack of inspiration and motivation because writing needs an idea and inspiration.

The second problem came from the learning strategy. The teacher just asked to the students to create a text and submit it as an assignment without evaluating the students' writing ability. In fact, the students were still confused and unmotivated in writing.

I had also found that the teacher did not give an attractive method for teaching writing. The students got difficulties in writing mastery because the teacher did not apply an attractive learning method and the students' interest in learning and practicing of writing was lack, the students thought that writing was difficult. I tried to apply two kinds of cooperative learning. Slavin cited by Tran (2014:131) said that cooperative learning comprises instructional methods which teachers organize or divide the students into small groups, then work together to help one another or share learn academic content. In this case, two stay two stray and numbered head together were applied to teach writing narrative text.

According to Crawford cited by Hamiddin (2012:2-3) two stay two stray is offering a low threat forum where students can exchange ideas and build social skills such as asking probing questions. In this activity, the students are encouraged to contribute their ideas and opinion to their group and other groups. While, Brawn cited by Hutasoit and Suanipar (2014:3) said that numbered head together (NHT) is another small group learning method formed student team. NHT is applied in heterogeneous groupings of student, arrangement by four students in learning team, each team counts from one until four.

Based on the statement above, I want to know the effectiveness both methods of two stay two stray numbered head together in teaching writing narrative text. I would take this study in SMA Teuku Umar Semarang and applying two stay two stray in science grade X (IPA) and numbered head together in social grade X (IPS 1).

1.2) Reason for Choosing the Topic

I choose the topic for the study based on the following reasons:

1. The students think that writing is difficult, because they have to explore the idea and inspiration in writing arrangement.
2. The students find the problem when they have to organize in writing text.

3. Two stay two stray and numbered head together can be a method to teach writing narrative text because this method will build the group learning between the students. They can explore and learn together in writing text.

1.3) Statement of the Problem

The problems that would be discussed in this research are:

1. What are the differences between using two stay two stray and numbered head together methods in teaching writing narrative text?
2. What extent to which the effectiveness using two stay two stray and numbered head together methods in teaching writing narrative text?

1.4) The Objective of the Study

The objectives of this study are:

1. To explain the difference of using two stay two stray and numbered head together method in teaching writing narrative text.
2. To know the extent to which the effectiveness of using two stay two stray and numbered head together method for teaching writing narrative text.

1.5) Significance of the Study

There are some significances from the result of the research, those are:

1. For the students, they would get the easy way to write the narrative text in understanding the material. It would help them to build group learning in writing narrative text.
2. For the teachers, they would find an alternative way in teaching writing which is more fun for teaching the students.

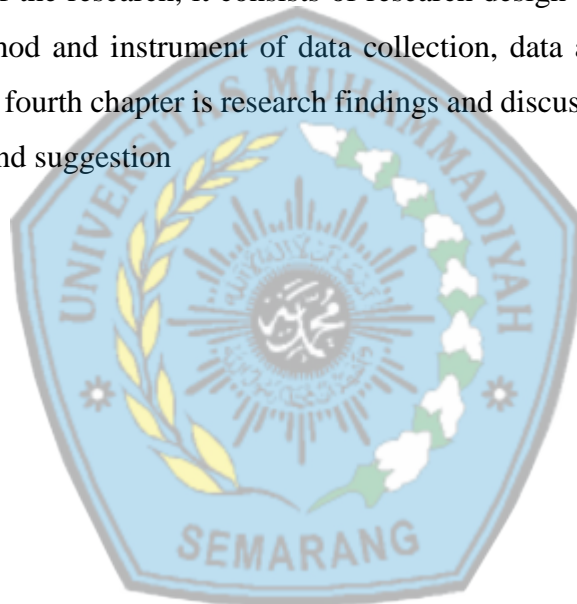
1.6) The Scope of the Study

I would limit the scope of this study on teaching writing in narrative text. This study entitled “The Effectiveness of Using Two Stay Two Stray and Numbered Head Together In Teaching Writing Narrative Text”. I would apply two stay two stray in X Science Grade as an experimental class and numbered head together in X Social Grade (1) as a control class of SMA Teuku Umar Semarang.

1.7) Outline of the Study

The study is divided into five chapters. Those are introduction, review of the related literature, and methodology of the research.

The first chapter is introduction. It consists of seven parts, those are background of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, the scope of the study, and outline of the study. The second chapter is review of the related literature. It contains about literature which is related to the topic about the study. The third chapter is methodology of the research, it consists of research design of the study, object of the study, method and instrument of data collection, data analysis, and research procedure. The fourth chapter is research findings and discussion. The fifth chapter is conclusion and suggestion



RESEARCH FINDINGS AND DISCUSSION

2.1 Research Findings

The students thought that writing was difficult and complicated because they had to explore the idea and inspiration for writing the text. They thought that they had no idea and inspiration to write a text. Based on the study, they had finished all of the steps in writing text. The result also showed that they could improve their writing text by getting higher score from pre-test to post-test. It means that the students were not confident in writing the text.

They also found the difficult problem when they had to writing the text. In the first of the meeting in the class, I tried to make sure to the students that there was impossible if we tried to do. I asked them to believe that all of them could write the text with their efforts. I pushed themselves to feel confident with their ability. Finally, they could prove themselves that they did the best learning by group learning.

Two stay two stray method consisted of 4 students for each group, all of the students in a group had different role in learning process, 2 students would be a home team and 2 others would be guest team. Numbered head together also had a different grouping method, each group consisted of 2 until 5 students and they would get different topic in each group. This method had been accepted as the study to teach writing narrative text in SMA Teuku Umar Semarang. I wanted to know the effectiveness of using two stay two stray and numbered head together in teaching writing narrative text.

2.2 The Final Result

2.2.1 The Influence of Using Two Stay Two Stray in Teaching Writing Narrative Text on Experiment Class

2.2.1.1 Pre-test

I had taught experiment class by using two stay two stray method. They felt comfort to the lesson which was given. Comfort means that the students felt enthusiastic in learning process, the students were more active in discussion of narrative text and understood for arranging narrative text on discussion with their

friend without being bored. This technique was one of cooperative learning that made the students to be more active in group learning. This method allowed the students to visit the others group as a guest learning. Before giving the treatment, I gave pre-test on Friday, April 17th 2018. There were 32 students in experiment class. The mean value of pre-test of on experiment class was 58.82.

2.2.1.2 Treatment

The treatment was held on Friday and Monday, 20th and 23rd April 2018. The treatment was held in experiment class of first science grade XI by applying two stay two stray. The students studied the topic and would be divided into 8 groups learning. Each learning group consisted of 4 students, they were divided into 2 categories, those were guest learners and home learners. 2 students became guest learners and 2 others became home learners. The next step was two students as guest learners of each group left the group and strayed to others group. Two students as home learner stayed and accepted the guest learners from others group. In this step, the students shared and received the information about the topic from the others group until the guest learners were back to their first group. Finally, the students discussed about the material, each of students who had been guests learners or home learners shared and received the information that they got from the others.

2.2.1.3 Post-Test

It held on Tuesday, April 24th 2018. I held to find out the using two stay two stray in teaching writing narrative text in experiment class. The test in post-test was same with pre-test before, I was applied SPSS application to find the mean value and the result 83.12.

Based on the statement above, it meant that the score of post-test increased than pre-test because pre-test mean score was 58.82. The mean value increased after applying two stay two stray in teaching narrative text with percentage of 13.2%.

Table 2.1
Experiment Class

No	Experiment Class	Mean Score	Increase of Percentage	Increase of The Score
1	Pre-Test	58.82	13.2%	24.3
2	Post-Test	83.12		

The students followed the learning process in good response that were applied. Most of the students in the experiment class were enthusiastic in the learning process and they accepted the opinion each other in group discussion. This method improved students' writing score and helped the students for understanding the learning material easily.

4.2.2 The Influence of Using Numbered Head Together in Teaching Writing Narrative Text on Control Class

4.2.2.1 Pre-test

I had taught control class by applying numbered head together method. The students followed the rule of the method in the learning class. They felt enthusiastic to the lesson about narrative text and understood for arranging narrative text on discussion with their friends. Before giving the treatment, I gave pre-test on Saturday, April 21st 2018. There were 32 students in control class. The mean value of pre-test of on experiment class was 58.76.

4.2.2.2 Treatment

The treatment was held on Monday-Tuesday, 23rd-24th April 2018. The treatment was held in control class of social grade X.1 (IPS 1). I taught by applying numbered head together to know the effect of this method for the teaching writing narrative text. The students studied the topic and were divided into a learning group. The students were divided the class into 8 groups consisted of 4 students. The next step was I presented a learning material to the students, each group was invited by the answer and make sure that everyone in the group knew it. Finally, I called a number of the students, the student had to answer the question.

2.2.2.3 Post-Test

It held on Thursday, April 26th 2018. I held to find out the use of numbered head together in teaching writing narrative text in experiment class. The test in post-test was same with pre-test before, I applied SPSS application to found the mean value and the result 81.21.

Based on the statement above, it means that the score of post-test increased than pre-test because pre-test mean score was 58.76. The mean value increased after applied numbered head together in teaching narrative text with percentage of 12.2%.

Table 2.2
Control Class

No	Control Class	Mean Score	Increase of Percentage	Increase of The Score
1	Pre-Test	58.76		
2	Post-Test	81.21	12.2%	22.45

The students in the control class were enthusiastic in the learning process by applying numbered head together methods, they could accept their different opinion in small group discussion learning. This method helped the students for understanding the learning material easily and improved students' writing score.

2.3 The Result of Pre-Test and Post-Test in the Both of Experiment and Control Class

Based on the analysis, the mean value of the pre-test in experiment class was 58.82 and the post-test in experiment class was 83.12. It could be concluded that the use of two stay two stray in learning process at the experiment class was significant for teaching writing narrative text. The increase of percentage score was 13.2%.

The mean value of the pre-test in control class was 58.76 and the post-test was 81.21. It could be also concluded that the use of numbered head together in

learning activity as control class has been running well for teaching writing narrative text. The increase of percentage score was 12.2%.

There were differences results in writing narrative text between before and after giving the treatment in both of experiment and control classes. In the pre-test, students did not feel enthusiastic and unsure with their answer. That was really different with the students in the post-test. They felt enthusiastic through advantages which were given by their friends in group learning. The result score was not far between applying two stay two stray and numbered head together in teaching writing narrative text. However, two stay two stray produced higher increasing of the percentage than numbered head together based on comparative between pre-test and post-test score. Two stray two stay produced distance increase of percentage 13.2% and numbered head together produced distance increase of percentage 12.2%.

Based on the analysis above, the mean score of the pre-test in experiment class was 58.82 and the mean score of the post-test was 83.12. In other hand, the pre-test in control class was 58.76 and the mean score of the post-test was 81.21. It could be concluded that both of the methods of two stay two stray and numbered head together were effective in teaching writing narrative text.

Table 2.3

Result of Score and Percentage of Experiment and Control Classes

No	Class	Mean Score of Pre-Test	Mean Score of Post-Test	Increase of Percentage
1	Experiment Class	58.82	83.12	13.2%
2	Control Class	58.76	81.21	12.2%

2.4 Discussion

2.4.1 Students' Writing Progress in Writing Narrative Text Taught Applying Two Stay Two Stray and Numbered Head Together

2.4.1.1 Two Stay Two Stray

When going to the class, the students did not look enthusiastic in learning process. When I applied two stay two stray, most of the students were still confused in the learning process. It was normal, because they were not familiar with the learning method used.

In the treatment process, when I started and said that they would learn with different way of learning, they felt confused but when I strated to divide the students in group learning, they looked enthusiastic. It means that the students received and felt comfort for this method for learning. Then, I gave the rules of the learning by applying two stay two stray method. This method gave them teamwork learning in the English class. The students' activities in the learning process could be seen in the following:

- a. The students felt confused in learning narrative text individual.
- b. Two stay two stray was acceptable for learning narrative text by the students.
- c. The students felt enthusiastic in the learning process and followed the rules of the learning.
- d. The students created good teamwork learning.
- e. The students felt enthusiastic in writing narrative text by two stay two stray as group learning.

2.4.1.2 Numbered Head Together

When I went to the class, the students looked crowded and untidy. When I started to apply numbered head together, most of the students started to take the concentrate in learning English.

In the treatment process, I said that they would learn with different way of learning. They still felt untidy but when I divided the students in the group learning, they followed it and concentrated to learn English. It means that the students felt enthusiastic for this method and this method also reduced the students' crowded and untidy situations. Then, I gave the rules of learning by applying numbered head together method. This method gave them teamwork learning in the English class. The students' activities could be described in the following:

- a. The class condition was untidy and crowded in the first.
- b. Numbered head together was accepted by the students as learning method.
- c. The students followed the learning process by numbered head together. This method reduced the crowd class condition.
- d. The method was followed by the students and they followed all of the rules of it.
- e. This method also could be applied in teaching writing narrative text.

2.4.2 The Differences of Writing Progress in Writing Narrative Text

The test instrument showed the student's writing improvement. Here, I would show the writing progress based on the format, mechanics, content, organization, and grammar and structure.

2.4.2.1 Format

There are differences progress in format of writing. The progress increased in both of the class experiment and control. In pre-test value, the format score average in experiment class was 2.21, after getting the treatment their format increased in post-test to be 4.09. The format progress in experiment class increased 1.88 in post-test.

In other hand, the score average in pre-test of control class was 2.06, after getting the treatment their format increased in post-test to be 3.97. The format progress in control class increased 1.91 in post-test.

Table 2.4
Format Progress

No	Class	Pre-Test	Post-Test	Increases
1	Experiment	2.21	4.09	1.88
2	Control	2.06	3.97	1.91

Firstly, the students did not know about the format of writing before, after the treatment they started to know that writing had the rule. Finally, they could apply the format in writing text.

2.4.2.2 Mechanics

The mechanics progress increased in both of the class experiment and control. In pre-test value, the mechanic score average in experiment class was 2.28, after getting the treatment their mechanic increased in post-test to be 3.94. The mechanic progress in experiment class increased 1.66 in post-test.

In other hand, the mechanic score average in pre-test of control class was 2.44, after getting the treatment their writing increased in post-test to be 3.97. The mechanic progress in control class increased 1.53 in post-test.

Table 2.5
Mechanic Progress

No	Class	Pre-Test	Post-Test	Increases
1	Experiment	2.28	3.94	1.66
2	Control	2.44	3.97	1.53

In the first, the students also did not know about the mechanic of writing, after the treatment they started to know about mechanic, they could apply the mechanic in writing text.

2.4.2.3 Content

The content progress increased in both of the class experiment and control. In pre-test value, the content score average in experiment class was 11.5, after getting the treatment their content increased in post-test to be 17.1. The content progress in experiment class increased 5.6 in post-test.

In other hand, the content score average in pre-test of control class was 11.6, after getting the treatment their content increased in post-test to be 16.6. The content progress in control class increased 5 in post-test.

Table 2.6
Content Progress

No	Class	Pre-Test	Post-Test	Increases
1	Experiment	11.5	17.1	5.6
2	Control	11.6	16.6	5

The students knew that narrative text is a fable only, after getting the treatment they started to know that there are some kinds of narrative text, for instance: fairy story, legends, myth, and mystery.

2.4.2.4 Organization

The organization progress increased in both of the class experiment and control. In pre-test value, the organization score average in experiment class was 21, after getting the treatment their organization increased in post-test to be 28.9. The organization progress in experiment class increased 7.9 in post-test.

In other hand, the organization score average in pre-test of control class was 21.3, after getting the treatment their organization increased in post-test to be 28.3. The organization progress in control class increased 7 in post-test.

Table 2.7
Organization Progress

No	Class	Pre-Test	Post-Test	Increases
1	Experiment	21	28.9	7.9
2	Control	21.3	28.3	7

The students did not know about text organization before, especially for arranging paragraph. After getting the treatment they tried to know how to arranging the paragraph and they could differences between clause and sentence.

2.4.2.5 Grammar and Structure

The grammar and structure progress increased in both of the class experiment and control. In pre-test value, the grammar and structure score average in experiment class was 21.1, after getting the treatment their grammar and structure increased in post-test to be 29. The grammar and structure progress in experiment class increased 7.9 in post-test.

In other hand, the grammar and structure score average in pre-test of control class was 21.5, after getting the treatment their grammar and structure increased in post-test to be 28.3. The grammar and structure progress in control class increased 6.8 in post-test.

Table 2.8
Grammar and Structure Progress

No	Class	Pre-Test	Post-Test	Increases
1	Experiment	21.1	29	7.9
2	Control	21.5	28.3	6.8

The students knew that narrative text focused on past verb and they could not remind about the generic structure of the text. After getting the treatment they started to know about action verb, character, adverb of time and they could remind the generic structure of the text.

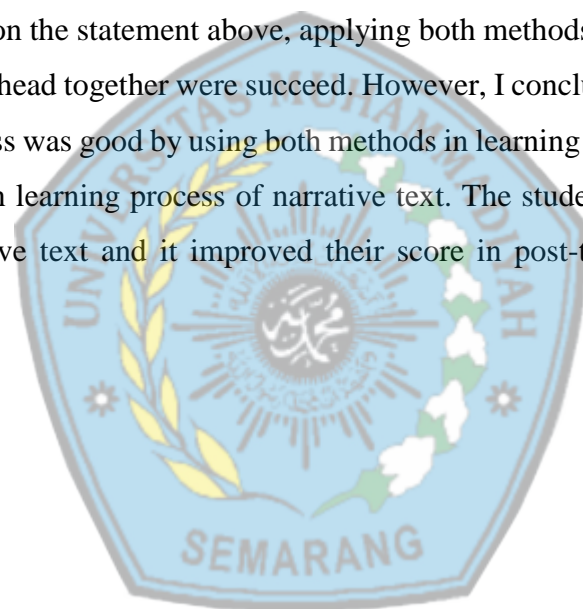
2.4.3 The Differences Between The Students' Learning Process By Applying Two Stay Two Stray and Numbered Head Together

In this stage, I would give the information about the students' learning process in using two stay two stray and numbered head together in learning process. Based on the result of the questionnaire and observation in both of the research classes between experiment class and control class, it could be seen that in both of the classes had the different results.

Based on the result of the experiment class in applying two stay two stray, the result showed that in the experiment class had a very good learning process because most of the students in the experiment class enthusiastic in the learning process by this method. Firstly, the students felt confused with this method, because they never obtained this learning method before. After that, I tried to explain about this method and the students started to understand about the flow of this learning model. Finally, they gave me a good statement that they could be understood the learning material easily by applying this method. They accepted and followed the learning process in good response that applied.

Based on the result in the control class by applying numbered head together. The result showed that most of the students in the control class also enthusiastic in the learning process by applying this method. Firstly, the students felt confused with this method, because they also never obtained this learning method before. After that, I tried to explain about this method and the students still felt confused to understand this method. I tried to applied it directly learning by doing and in the middle of this method the students started follow this method and know the flow of this learning model. Finally, they gave me a good statement also that they could be understood the learning material easily by applying this method.

Based on the statement above, applying both methods of two stay two stray and numbered head together were succeed. However, I concluded that the students' learning process was good by using both methods in learning English for increasing their interest in learning process of narrative text. The students were interested in writing narrative text and it improved their score in post-test with a significant improvement.



CONCLUSION AND SUGGESTION

3.1 Conclusion

The students thought that writing was difficult and complicated because they had to explore the idea and inspiration for writing the text. They thought that they have no idea and inspiration to write a text. After the study finished, they had finished all of the steps in writing text. They also could handle the difficult problem when they had to organize the grammar and structure of the text in writing the text. They could prove themselves that they did the best learning by group learning. The result also showed that they could improve their writing text by getting higher score from pre-test to post-test. It means that the students felt confident in writing the text.

Differences of two stay two stray is the students accepted their friends' opinion in good discussion. This method is better in improving mechanic, content, organization, and grammar and structure of writing than numbered head together.

What extent to which of two stay two stray in teaching writing is most of the students in the experiment class felt enthusiastic in the learning process and the students accepted and followed the learning process in good response that being applied. This method improved students' writing score and helped the students for understanding the learning material easily.

Differences of numbered head together is the students' could be accepted their different opinion in small group discussion learning and this method is better in improving writing format than two stay two stray.

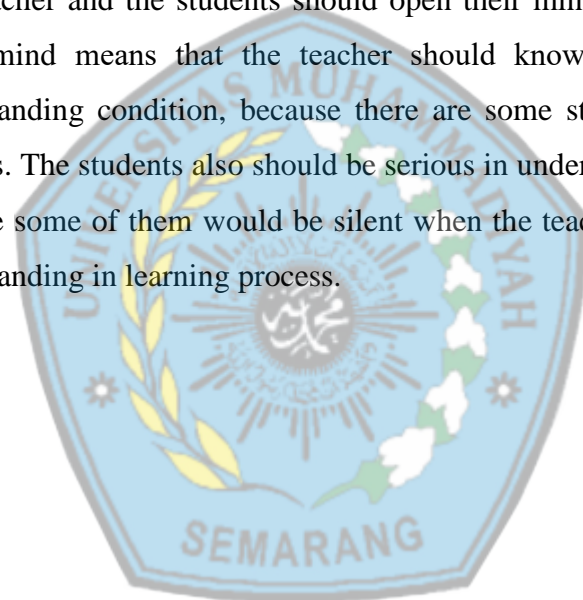
What extent to which of the numbered head together in teaching writing is the students in the control class also felt enthusiastic in the learning process by applying numbered head together methods. This method helped the students for understanding the learning material easily and improved students' writing score.

Both methods have good influence for teaching writing narrative text. The methods could build the students' learning process for reaching a good learning in writing narrative text. It means that both methods of two stay two stray and numbered head together could be recommended for teaching writing narrative text.

3.2 Suggestion

I found that both of the methods two stay two stray and numbered head together effective for teaching writing narrative text. Based on the result of the study, I found out some suggestions that would be helpful for supporting teaching and learning process of writing narrative text in English class grade X of SMA Teuku Umar Semarang and also for general as follows:

1. The teacher should produce creative teaching with applying cooperative learning method. It is focused to raise up the students' learning motivation and make the students not feel bored in the learning process.
2. The teacher and the students should open their mind in learning process. Open mind means that the teacher should know about the students' understanding condition, because there are some students who are slow learners. The students also should be serious in understanding the material, because some of them would be silent when the teacher asked about their understanding in learning process.



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