

**STUDENTS' ENGAGEMENT IN LEARNING WRITING NARRATIVE TEXT
THROUGH POEW (PREDICT-OBSERVE-EXPLAIN-WRITE) STRATEGY AT THE
EIGHTH GRADE OF JUNIOR HIGH SCHOOL**

THESIS

Presented to State Islamic of Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirement to obtain
a Bachelor's Degree of Sarjana Pendidikan (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Study Program



By:

Ilmia Safana

SRN: T20196090

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

**STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC STUDIES AND LANGUAGE DEPARTMENT
ENGLISH EDUCATION STUDY PROGRAM
SEPTEMBER 2023**

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Approved by Advisor


Dr. Khairiyah, M.Pd.
NIP: 196804061994032001

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The Board of Examiners

Chairman

Secretary


As'ari, M.Pd.I
NIP.197609152005011004

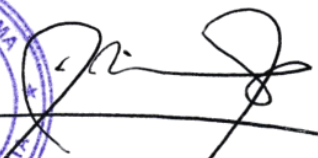

Sandi Ferdiansyah, M.Pd.
NIP.198503192019031004

Members

1. Moch. Imam Machfudi, S.S., M.Pd., Ph.D.
2. Dr. Khoiriyah, M.Pd.

Has been approved by
Dean Faculty of Tarbiyah and Teacher Training

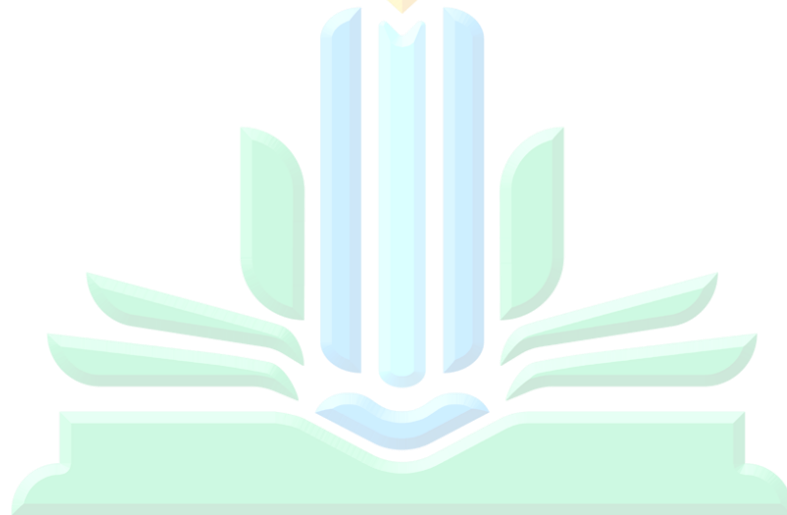



Prof. Dr. Hj. Mukni'ah, M.Pd.I.
NIP. 196405111999032001

MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ ۗ وَإِذَا قِيلَ انشُرُوا
فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ ۖ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

“O you who believe, when you are told to make room in your gatherings, then make room; Allah will give you abundance. And when you are told to rise, then rise; Allah will raise in ranks those who believed from among you and those who are given knowledge. And Allah is All-Aware of what you do.” (Q.S. Al-Mujādalah [11]:58)*



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* Al-Qur'an, surah Al-Mujādalah ayat [11:58]

DEDICATION

With gratitude to Allah SWT, shalawat and salam poured out to our Prophet Muhammad SAW for the completion of this thesis with enthusiasm in the process of making it and sincerely from the deepest heart, I proudly dedicate my first thesis to people who care for and love me and to people who helped me to complete this thesis:

1. To my beloved Mommy Sustriyani and my beloved Daddy Ali, I dedicate this thesis, thank you for your prayers, encouragement, motivation, sacrifice, advice and love that never stops until now.
2. To my beloved brother and sister, I dedicate this thesis who have given encouragement and hopefully we will all become children who make both parents proud.
3. I dedicate this thesis to all of my best friends who have accompanied me for many years and always provide motivation to be better.
4. I dedicate this thesis to all of my classmates in TBI 2 who have learned together through education for these four years.
5. To SMPN 1 Panti who has given me the opportunity to conduct this research so that the completion of this thesis.

ABSTRACT

Ilmia Safana, 2023: *Students' Engagement in Learning Writing Narrative Text through POEW (predict-observe-explain-write) Strategy at The Eighth Grade of Junior High School.*

Key words: POEW (predict-observe-explain-write), Students' Engagement

In recent years, there are many strategies used by teachers at school. One of these strategies is POEW. POEW strategy is developed by combining of Predict-Observe-Explain (POE) and Think-Talk-Write (TTW) strategy. Data from several studies suggest that the use of this POEW strategy can improve students' writing skill and students' achievements. However, previous studies regarding the implementation of POEW have not dealt with students' engagement. Students' engagement is important because it will support students during learning to take place well. Students' engagement is an act of students including behavior, emotional, and cognitive activities carried out by students in academic activities at school.

This research aimed: 1) To describe students' engagement in learning writing a narrative text through POEW (predict-observe-explain-write) strategy at the eighth grade of junior high school. This research aimed to describe students' engagement in learning writing narrative text through POEW (predict-observe-explain-write) strategy at the eighth grade of junior high school. 2) The teacher's perception of using POEW strategy to foster students' engagement in learning writing narrative text.

This research conducted qualitative research and the type of this research is case study. To obtain the data of the research, the data collection technique used in this research were observation, interview and documentation. This research used data analysis developed by Miles, Huberman and Saldana, there were data condensation, display data, and conclusion drawing. This research was conducted in class VIII F at SMPN 1 Panti in academic year 2022/2023 which contains 30 students in this class.

Based on the research results obtained from observation, interviews, and documentation, the researcher concludes that the students' engagement in learning writing narrative text through POEW strategy at the eighth grade of SMPN 1 Panti have shown positive engagement from most of the students in the classroom. Indeed, students were positively active during learning, enjoying learning, students complete their task, actively work in a group together and students contributed to the instructions and tasks given during learning. Therefore, students positively engaged in learning writing narrative text through POEW strategy in terms of behavioral, emotional and cognitive engagement, which is linked to agentic engagement. On the other hand, the teacher perceives POEW strategy as an easy learning strategy to implement. The teacher felt the presence of POEW strategy could change the classroom environment through fun learning activities for students' engagement in learning writing narrative text. Therefore, the use of POEW strategy can foster students' engagement in learning writing narrative text.

ACKNOWLEDGMENT

Alhamdulillahirobbil‘alamin, by expressing gratitude to the presence of Allah SWT, who has bestowed His grace, taufik, and guidance so that the researcher can complete this thesis with the title “Students’ Engagement in Teaching A Writing Narrative Text through POEW (predict-observe-explain-write) Strategy at The Eighth Grade of Junior High School” as one of the requirements for completing the Bachelor Program (S1) English Education Department of Kiai Haji Achmad Siddiq Jember.

The researcher realises that this thesis could not have been completed without support, assistance, guidance, and advice from various parties during the preparation of this thesis. On this occasion the researcher would like to thank:

1. Prof. Dr. H. Babun Suharto, SE., MM., as the rector of State Islamic University of Kiai Haji Achmad Siddiq Jember.
2. Dr. Hj. Mukni’ah, M.Pd.I., as the dean of faculty of Tarbiyah and Teacher Training.
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9. The eighth grade of SMPN 1 Panti, especially VIII F class who willing to contribute their effort and enthusiasm during research.

The researcher realises that in this thesis there are still many shortcomings, for that the researcher really hopes for criticism and suggestions that are helpful for better future work. Hopefully this thesis will be useful for us.

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Jember, July 11st, 2023

The researcher

Ilmia Safana
T20196090

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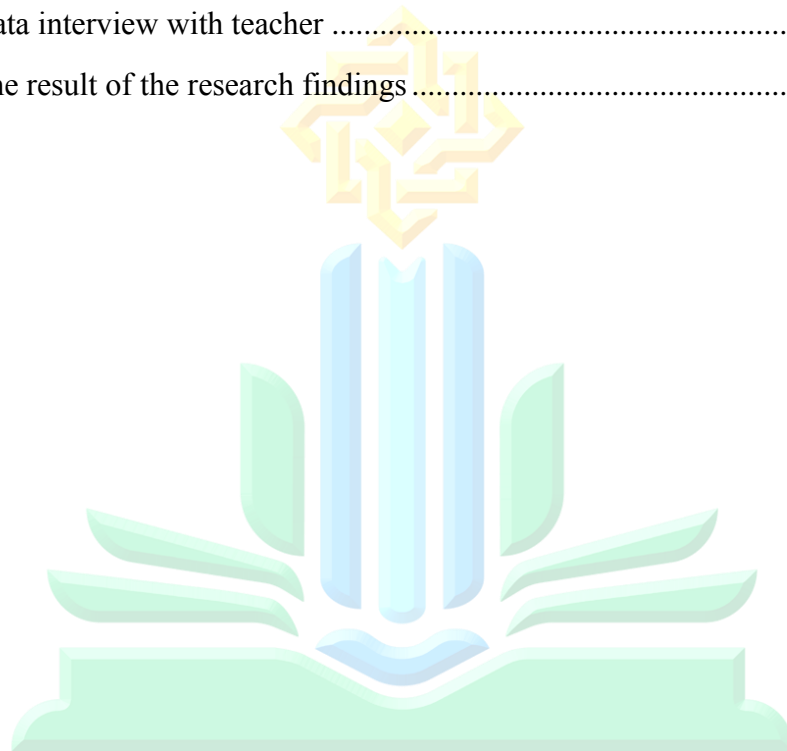
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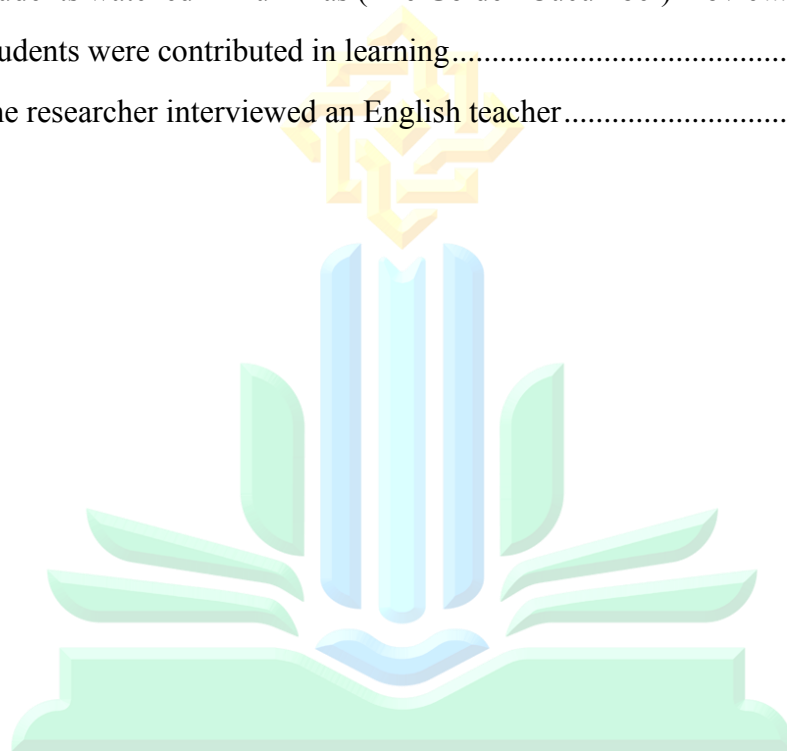
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CHAPTER I

INTRODUCTION

In this chapter discusses about research context, research focus, research objective, the significance of the research, definition of key terms and systematic discussion.

A. Research Context

In recent years, there are many strategies used by teachers at school. The use of these strategies in order to help students to understand in English learning. Moreover, the use of these strategies can help students improve their abilities. Some previous studies have used various types of strategies to improve students' abilities. One of these strategies used by previous research is POEW.

POEW (predict-observe-explain-write) strategy is a developed by combine POE (predict-observe-explain) and TTW (think-talk-write). The POE learning model is a model with sequential process of building knowledge by first predicting solution to problem then conducting experiment to prove prediction, and finally explaining experimental research.¹ The TTW learning model is a strategy that include three phases namely: think, talk, and write.² Therefore this TTW strategy students are think first before finding out the problems then talk refers to the discussion related to the problems and the end

¹ Richard White & Richard Gunstone, *Probing Understanding*, (New York: Routledge Taylor and Francis Group, 1992).

² D. Huinker & C. Laughlin, *Talk Your Way into Writing*, In P. C. Elliot and M. J. Kenney (Eds). *Years Book 1996. Communications in Mathematics K-12 and Beyond*, (USA: NCTM, 1996).

is write which is students are instructed to write their ideas as a result students of their think and talk.

Data from several studies suggest that the use of this POEW strategy can improve students' writing skill. Sianna and Syawal on their study found that the use of POEW model can be used to improve the students' writing ability. The result was proven by the results of students' writing test which were conducted on pretest and posttest.³ Additionally, Mariono on his study found that the effect of applying POEW model assisted by quartet card on students' achievement in writing recount text gave the positive effect.⁴ However, their studies to date has tended to focus on students' writing skill and students' achievements.

Nowadays, the implementation of education in Indonesia is inseparable from various problems. Nasution stated that these problems are very different, starting from the problems of the education system, the curriculum applied, problems related to teachers as lectures and student problems as learning objects.⁵ One of the students' problems is the lack of student engagement in learning. This was found in the results of research by Devina, Safitri and Pandin, which showed that only 48% of 261 SD X students in Bandung City attended school, the percentage found that the

³ Sianna and Syawal, "The Implementation of POEW in Teaching Writing," *International Journal of Language Education*, no. 1 (March, 2017): 57.

⁴ Novi Mariono, "The Effect of Applying POEW Model Assisted by Quartet Card on Students' Achievement in Writing Recount Text" (Thesis, University of Muhammadiyah Sumatera Utara Medan, 2019), 45.

⁵ Efrizal Nasution, "Problematika Pendidikan di Indonesia," *Jurnal Fakultas Ushuluddin dan Dakwah IAIN Ambon*.

behavioral engagement of students involved was 49%, the emotional engagement of students involved was 48% and the cognitive engagement of students involved was 49%. These results indicate that elementary school students are not strongly engaged with their school.⁶ Moreover, Mustika and Kusdiyati on their study found that students in SMA Pasundan 1 Bandung showed 66% students at the third grade had low learning engagement, which is shown by the behavior of lack of effort and perseverance in learning activities inside and outside the classroom., the emergence of negative student reactions when given learning tasks, and the lack of focus on ongoing learning so that students do not understand what is being conveyed.⁷ According Ladd and Dinella in Reeve, student engagement behavior is very important due to supports the learning process to take place well.⁸ Hence, the implementing of students' engagement in learning process is a very appropriate step in streamlining learning and it will affect academic results.

Students' engagement in the teaching and learning process is important as it relates to controlling students' behavior. Interested students show positive emotions to get involved sustainably in the learning process. Students' engagement in learning can be defined as the level of attention, curiosity, interest, optimism, and enthusiasm shown by students when they are being

⁶ Clarissa Devina, Jane Savitri, Destalya Anggrainy M. P., "Pengaruh Parent Autonomy Support terhadap School Engagement pada Siswa Kelas IV-VI SD "X" di Kota Bandung," *Humanitas*, no. 1 (April, 2017).

⁷ Rida Ayu Mustika, Sulisworo Kusdiyati, "Studi Deskriptif Student Engagement pada Siswa Kelas XI IPS di SMA Pasundan 1 Bandung," *Prosiding Penelitian Sivitas Akademika Unisba (Sosial dan Humaniora)*, no. 2, (Agustus, 2015).

⁸ Johnmarshall Reeve, "Handbook of Research on Student Engagement," *Journal of Educational Psychology*. 24 (14). 149-172.

taught, which can develop to a level of motivation that they must learn and progress independently in their education.⁹ Students' engagement was an important study field of education psychology. Engagement not only requires active but also related to feelings and common sense. There are three specific roles in this students' engagement learning process, these are including emotional, behavioral and cognitive engagement.¹⁰

From the discussion above, previous studies regarding the implementation of POEW have not dealt with students' engagement. In addition, there is no research that examines the use of the POEW strategy in increasing students' engagement. Hence, to fill this gap, this research is aimed to describe students' engagement in learning writing narrative text through POEW (predict-observe-explain-write) strategy at the eighth grade of junior high school. Thus, this research is the uniqueness as well as renewal of this research.

B. Research Questions

Based on the background of the research, the researcher formulates the research question are:

1. How is students' engagement in learning writing a narrative text through POEW (predict-observe-explain-write) strategy at the eighth grade of junior high school?

⁹ Noelle J. Nelson, *Student Engagement and Project-Based learning in the Social Studies Classroom*, (Hamline University, 2016), 15.

¹⁰ Jennifer A. Fredricks, Phyllis C. Blumenfeld, & Allison H. Paris, *School Engagement: Potential of The Concept, State of The Evidence*, (Review of Educational Research, 2004), 59-109.

2. How is the teacher's perception of using POEW strategy to foster students' engagement in learning writing narrative text?

C. Research Objective

The aim of this research are:

1. To describe the students' engagement in learning writing narrative text through POEW (predict-observe-explain-write) strategy at the eighth grade of junior high school.
2. To explore the teacher's perception of using POEW strategy to foster students' engagement in learning writing narrative text.

D. The Significance of the Research

The result of this study intended to broaden the perspective of writer in particular and the reader in general expected to be useful as:

1. Theoretical significance

The result of this research was expected to contribute and also to become a piece of valuable information for teaching and learning in English specifically in writing narrative text. This study also gave support the theory of English, especially for students' engagement in learning writing narrative text through POEW strategy.

2. Practically significance

For students of English Department, hopefully this research contributes and can be used as reference material for all students of English Department to explore further knowledge about something which it is relevant to this study.

For English teacher, the result of this study is expected to give inputs to the English teacher and also to provide teacher with new knowledge about students' engagement in learning writing narrative text through POEW strategy.

For other researchers, this research can be helpful to future researchers as a reference. This research can be used as a reference to know the students' engagement in learning writing narrative text through POEW strategy. Besides, future researchers can develop this topic and implement it at different levels of education.

E. Definition of Key Terms

To avoid misunderstanding and ambiguity, it is necessary to give classification on terms used in this study as follows:

1. Students' engagement is an act of students including behavior, emotional states, and cognitive activities carried out by students in academic activities at school.
2. Writing is an activity to share information which is understandable for readers.
3. Narrative text is a type of text talking about a series of event that happened to a person or a character. The character can be a person, animal, plant or thing. The types of narrative text are myth, legend, fable, tale, short stories and personal experiences.
4. POEW (predict-observe-explain-write) strategy is a developed by combine POE (predict-observe-explain) and TTW (think-talk-write). POEW is a

model of teaching that allows students to make predictions about a topic, then observe what happened related to the topic, then they will find out a result by the observation and finally they write into a form what they found in those activities.

F. Systematic Discussion

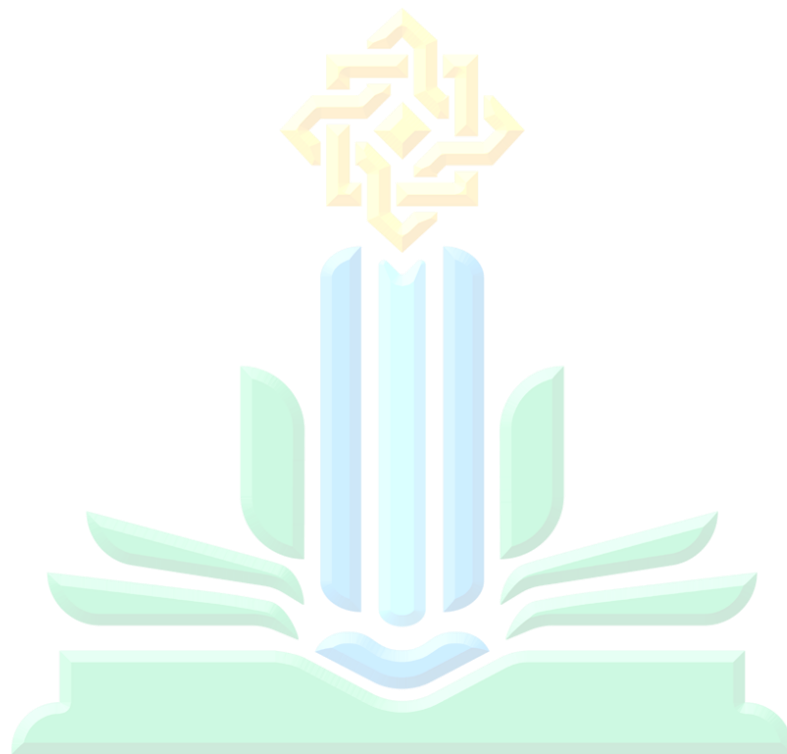
On the systematic discussion, there will be an explanation of the flow of discussion in this thesis. This thesis begins with chapter I, which contains several sub-chapters, namely: research context, research focus, research objective, the significance of the research, definition of key terms and systematic discussion.

In chapter II, there are two sub-chapters, namely: previous studies and theoretical framework. In previous studies discusses previous studies which quote from previous researchers who have relevance to this research.

In chapter III contains the research method that researcher will use to obtain the required data. There are sub-chapters in this chapter III namely: research approach and research design, research location, research subject, data collection technique, data analysis technique, data trustworthiness, and research procedures.

In chapter IV contains a discussion after research in the field. There are sub-chapters in this chapter namely: analysis object description which are contains profile, vision and mission of school. Then, data presentation and data analysis, and finding discussion.

The last is chapter V contains conclusion and suggestion, then references and appendices.



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CHAPTER II

LITERATURE REVIEW

In this chapter discusses about the previous studies, students' engagement, writing, narrative text and POEW strategy. The previous studies discuss fifth related literatures. Second, students' engagement discusses about the definition of students' engagement, aspects of students' engagement and factors influencing students' engagement. Third, the researcher discusses about writing which is include the concept of writing, the purpose of writing, the aspects of writing, types of writing, the process of writing. Fourth is narrative text, in this discussion there will be the definition of narrative text, generic structure of narrative text, grammatical of narrative text and types of narrative text. The last discussion is POEW strategy. In POEW strategy there are several kinds of this discussion such as, the nature of POEW model, the advantages of POEW model and the disadvantages of POEW model.

A. Previous Studies

There are some previous studies related to this study. The first study by Husna, Ningsih and Vendityaningsih entitled: Teaching Writing Narrative Text by Using POEW Models for The Seventh Grade Students' of MTsN 10 Magetan. Based on the documentation data, the results of the study indicate that in the implementation of learning to write narrative text with the POEW Model, students participate in learning and learning activities such as listening, to explanations from researchers, seeing the material presented, reading and analyzing texts and writing narrative text. In addition, based on

the result of the documentation, this study shows that the application of the POEW model can improve students' writing skill.¹¹

The second study is from Mariono entitled: The effect of applying POEW model assisted by quartet card on students' achievement in writing recount text. Based on the data analysis, it can be concluded that the POEW Model assisted by quartet card gave the positive effect in students' achievement in writing recount text, which was proved from the result of t_{observe} by using t-test. The result shown that t_{observe} was higher than t_{table} ($4.67 > 2,01$) with $df = 58$ ($30+30-2$). It means that hypothesis H_a was accepted. In other words, the use of POEW model assisted by quartet card can improve students' achievement in writing recount text.¹²

The third study is from Mufidah and Dewi entitled Enhancing English Writing Skill through POEW Strategy. In their study, there is a significant difference of students' writing skill in writing narrative text after being taught by using POEW strategy of the second years students at eighth grade of SMP NU Al Hidayah Maduran, because it was known that Asymp. Sig. (2-tailed) was smaller than the probability ($0.000 < 0.05$). It could be seen that H_a was accepted. This research study can be answered that there was an effect of the

¹¹ Alfiyyah N. H., Nuri A. N., Vita V., "Teaching Writing Narrative Text by Using POEW Models for The Seventh Grade Students Of MTsN 10 Magetan," *Seminar on English Education, Literature, and Linguistics*, vol 1 (July, 2022): 29-34.

¹² Novi Mariono, "The Effect of Applying POEW Model Assisted by Quartet Card on Students' Achievement In Writing Recount Text," (Skripsi Universitas Muhammadiyah Sumatera Utara, 2019).

use POEW strategy at the eighth grade of SMP NU Al Hidayah Maduran on English writing skill.¹³

Next study is from Sianna and Syawal entitled *The Implementation of POEW in Teaching Writing*. Based on the research findings, the researcher found that teaching writing through POEW model can be used to improve the students' writing ability more significantly than the students who teach in a conventional way. This result was proven by the results of students' writing test which were conducted on pretest and posttest. The score in pretest showed that the students' mean score in experimental and control classes was almost equivalent (61.24 in experimental and 61.36 in control) which was then categorized as fair based on UMPAR score classification and the standard deviation in experimental was higher (8.719) than in control class (7.804) which indicated that the students' writing ability was quite various in the class. Whereas the score in posttest showed that the mean score of the students' writing ability in experimental class was extremely improved with 7.832. Meanwhile, in control class, the mean score of students' writing ability was also increased with 62.46 which was lower than the former.¹⁴

The last previous study is from Arriyani and Sari entitled *Teaching Writing through Think Talk Write (TTW) Techniques for Junior High School Level*. In their study the result is from the fourth meeting that has been conducted in the both of experiment and controlled class. The post test data

¹³ Ismu Laily Mufidah, Anita Rahma Dewi, "Enhancing English Writing Skill through POEW Strategy," *Journal of Language, Literature, Culture, and Education*, No. 1 (November, 2021): 26-40.

¹⁴ Sianna Sianna and Syawal Syawal, "The Implementation of POEW in Teaching Writing," *International Journal of Language Education*, No. 1 (March, 2017): 51-61.

showed that there is a significant difference on students' writing ability in experimental class and controlled class. Furthermore, the average score of experimental class is 76 and the average score of control class is 69. It revealed that the group of students who taught TTW techniques achieved substantially higher mean score of post-test in comparison to the mean score of post-test in the group of students' were not taught by TTW techniques.¹⁵

Below is the table of the similarities and the differences in previous studies.

See table 2.1

Table 2.1
The similarities and the differences in previous studies

No	Name of author and title	Similarities	Differences	Result
1	2	3	4	5
1.	Alfiyyah Nurul Husna, Nuri Ati Ningsih, Vita Vendityaningsih, "Teaching Writing Narrative Text by Using POEW models for The Seventh Grade Students' of MTsN 10 Magetan", 2022.	<ul style="list-style-type: none"> • This study is qualitative research. • Focus on students' writing ability • Used POEW models in teaching writing narrative text 	<ul style="list-style-type: none"> • This study is on seventh grade students of junior high school 	the results of the study indicate that in the implementation of learning to write narrative text with the POEW Model, students participate in learning and learning activities such as listening, to explanations from researchers, seeing the material presented, reading and analyzing texts and writing narrative text.
2.	Novi Mariono, "The Effect of Applying POEW	<ul style="list-style-type: none"> • This study used POEW model 	<ul style="list-style-type: none"> • This research is quantitative research 	The result shown that t_{observe} was higher than t_{table}

¹⁵ Nurfisi Arriyani and Videla Sari, "Teaching Writing through Think, Talk, Write (TTW) Techniques for Junior High School Level," *Holistics Journal*, No. 2 (December, 2019).

	model Assisted by Quartet Card on Students' Achievement in Writing Recount Text", 2019.	<ul style="list-style-type: none"> • Focus on students' achievement in writing 	<p>which is used experimental research</p> <ul style="list-style-type: none"> • The material is recount text • The researcher also mixed POEW model assisted by quartet card 	<p>(4.67>2,01) with $df = 58 (30+30-2)$. It means that hypothesis H_a was accepted. In other words, the use of POEW model assisted by quartet card can improve students' achievement in writing recount text.</p>
3.	Ismu Laily Mufidah, Anita Rahma Dewi, "Enhancing English Writing Skill Through POEW Strategy", 2021.	<ul style="list-style-type: none"> • Used POEW strategy • Enhancing students' writing skill • The material is used narrative text 	<ul style="list-style-type: none"> • This research is quantitative research which is used design a quasi-experimental 	<p>In their study, there is a significant difference of students' writing skill in writing narrative text after being taught by using POEW strategy of the second years students at eighth grade of SMP NU Al Hidayah Maduran, because it was known that Asymp. Sig. (2-tailed) was smaller than the probability ($0.000 < 0.05$). It could be seen that H_a was accepted.</p>
4.	Sianna and Syawal, "The Implementation of POEW in Teaching Writing", 2017.	<ul style="list-style-type: none"> • The researcher used POEW model • Focus on students' writing ability 	<ul style="list-style-type: none"> • This study is quantitative research which is used a quasi-experimental research • The researcher implemented to the third semester 	<p>The result shows that the score in posttest showed that the mean score of the students' writing ability in experimental class was extremely improved with 7.832. Meanwhile, in control class, the mean score of</p>

			students of English department	students' writing ability was also increased with 62.46 which was lower than the former.
5.	Nurfisi Arriyani and Videla Sari, "Teaching Writing Through Think Talk Write (TTW) Techniques for Junior High School Level", 2019.	<ul style="list-style-type: none"> This research focus on students' writing ability The material is used narrative text 	<ul style="list-style-type: none"> This research is quantitative research which is used experimental research Used TTW (think talk write) techniques 	The post test data showed that there is a significant difference on students' writing ability in experimental class and controlled class. Furthermore, the average score of experimental class is 76 and the average score of control class is 69. It revealed that the group of students who taught TTW techniques achieved substantially higher mean score of post-test in comparison to the mean score of post-test in the group of students' were not taught by TTW techniques.

Based on the table 2.1, it can be concluded that each researchers have their own ways to analyze their research. Thus, the researcher interested to proposing a thesis entitled students' engagement in learning writing narrative text through (POEW) predict-observe-explain-write) strategy at the eighth grade of junior high school. This is the uniqueness as well as renewal of this research.

B. Theoretical Framework

1. Students' Engagement

Engagement is more than involvement or participation. It requires and sense-making as well as activity.¹⁶ Acting without feeling engaged is just involvement or even compliance; feeling engaged without acting is dissociation.¹⁷ Besides with those idea, engagement is a person's involvement and feeling engaged in a particular activity.

a. The definition of students' engagement

Students' engagement is defined as the degree of attention, curiosity, interest, optimism and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.¹⁸

Kuh defines students' engagement as "time and the effort students devote to activities that are empirically related with the desired outcome of the school and what the desired outcome of the school and what the institution is doing to encourage students to participate in these activities."¹⁹

Coates describes engagement as "a broad construct intended to encompass salient academic as well as certain non-academic aspects of

¹⁶ Shaun R. Harper and Stephen John Quayle, *Beyond Sameness, with Engagement and Outcomes for All*. In: *Student Engagement in Higher Education* (New York and London: Routledge, 2009a), 1-15.

¹⁷ Vicki Trowler, *Student Engagement Literature Review*, (New York: The Higher Education Academy, 2010), 5.

¹⁸ Hidden Curriculum (2014, August 26). In S. Abbott (Ed.), *The Glossary of Education Reform*.

¹⁹ George D. Kuh, *What Student Affairs Professionals Need to Know About Student Engagement*, (Journal of College Student Development, 2009).

the student experience”, comprising the following; active and collaborative learning, participation in challenging academic activities, formative communication with academic staff, involvement in enriching educational experiences, feeling legitimated and supported by university learning communities.²⁰

Students’ engagement is the students’ sustained involvement in learning activities accompanied positive emotions. Skinner and Belmont in Chapman state that the students can be called as being engaged when they show their willingness to select the task, to voluntarily participate, and to show efforts and concentration.²¹ They show positive emotions which were indicated by their posture, facial expressions and encouraging noises. Those gestures show that they are enthusiastic, curious and interested. The students who are not engaged will lose interest in classroom activities, respond poorly to teacher direction and classroom interaction. Furthermore, they will participate in disruptive behaviors and display negative attitudes towards teachers and classmates. Thus, students’ engagement is important due to students’ engagement shows the level of attention, effort, persistence,

²⁰ John H. Coates, *A model of Online and General Campus-Based Student Engagement*, (Assessment and Evaluation in Higher Education, 2007), 121-141.

²¹ E. Chapman, *Alternative Approaches to Assessing Student Engagement Rates*. (Practical Assessment, Research and Evaluation, 2003), 13.

positive emotional and commitment from a student in their learning process.²²

Students' engagement itself also very important for the learning process because it will affect academic results. This is in accordance with what was disclosed by Finn and Zimmer who stated that engagement effect on academic achievement. According to them, students who are involved academically and socially in school will achieve better performance and get a positive response from teachers.²³ If students are not engaged when doing academic tasks, then they may acquire only a very small amount of knowledge because engaged students are prepared to take a personal risk or chance in the learning task.²⁴ It means that engaging students in learning activities is important because it is related to the strategies to manage students' behaviors and to motivate them to learn.

There are three aspects of students' engagement, there are behavioral engagement, emotional engagement and cognitive engagement.²⁵ Behavioral engagement is from participation ideas or engagement, emotional engagement includes positive and negative reactions to teachers, other students, classroom and school activities,

²² Mitchell M. Handelsman., William L. Briggs, Nora Sullivan, & Annette Towler, *A Measure of College Student Course Engagement*, (Journal of Educational Research, 2005), 184-192.

²³ Sandra L. Christenson, Amy L. Reschly, & Cathy Wylie, *Handbook of Research on Student Engagement*, (New York: Springer, 2012).

²⁴ Sitwat Saeed, & David Zyngier, "How Motivation Influences Student Engagement: A Qualitative Case Study. *Journal of Education and Learning*," vol. 1, no. 2, (Melbourne: Canadian center of Science and Education, 2012).

²⁵ Jennifer A. Fredricks, Phyllis C. Blumenfeld, & Allison H. Paris, *School Engagement: Potential of The Concept, State of The Evidence*, (Review of Educational Research, 2004), 59-109.

and cognitive engagement includes the desire to exert effort to understand complex ideas and master difficult skills. So, it can be concluded that students' engagement is an act of students including behavior, emotional states, and cognitive activities carried out by students in academic activities at school.

b. Aspects of students' engagement

Fredricks et al describes the aspects of students' engagement as follow:

1) Behavioral Engagement

According to Fredricks, Blumenfeld, and Paris, behavioral engagement defined as positive attitude, such as obeying school rules, following class norms, and not having disruptive behavior and being involved in misconduct at school or in class. In addition, Fredricks et al. also added that positive behavior must also be shown in academic assignments and when the learning process takes place, such as trying, diligently, concentrating, paying attention when learning activities take place, asking questions and contributing to class discussions. Behavioral engagement is most often defined in three ways. The first definition requires positive behavior, such as obeying rules and adhering to class norms, as well as an absence of disruptive behavior such as skipping school and getting into trouble. The second definition relates to student involvement in the learning process and academic tasks which

include behaviors such as trying persistence, concentration, attention, asking question, and contributing to class discussions. The third definition involves student participation in school activities such as sports (athletics or organizational activities school (OSIS).

2) Emotional engagement

Emotional engagement is the personal response a person has to learning and a desire to pursue an action or idea. Emotional engagement means that the students have become passionate or connected to their learning. Students who engaged emotionally would experience affective reactions such as interest, enjoyment, or sense of belonging. Emotional engagement focuses on the extent of positive and negative reactions to teachers, classmates, academics and school. Positive emotional engagement is presumed to create student ties to the institution and influences students'

willingness to work.²⁶ Students who have negative emotional will usually show boredom, anger, blame, anxiety and denial.

3) Cognitive engagement

Cognitive engagement is defined as “the student’s level of investment in learning; it includes being thoughtful and purposeful in the approach to school tasks and being willing to exert the effort

²⁶ Jennifer Fredricks, Wendy McColskey, Jane Meli, Joy Mordica, Bianca Montrosse, & Kathleen Mooney, *Measuring Student Engagement in Upper Elementary Through High School: A Description of 21 Instrument*, (Regional Education Laboratory, 2011) 88-88.

necessary to comprehend complex ideas or master difficult skills.²⁷ Cognitively engaged students would be invested in their learning, would seek to go beyond the requirements, and would relish challenge. Students who have high cognitive engagement will use metacognitive strategies to plan, monitor, and evaluate their cognition when they complete the task given by the teacher. Students who use metacognitive strategies in learning will exert efforts such as exercises in doing assignments, summarizing, and elaborating to remember, organize, and understand the material. In addition, students also manage and control their efforts on tasks, for example by persisting or by suppressing distractions to maintain their cognitive engagement. This is illustrated in the table 2.2 below.²⁸

Table 2.2
Positive and Negative Engagement

	Positive engagement	Non-engagement	Negative engagement
Behavioral	Attends lectures, participates with enthusiasm	Skip lectures without excuse	Boycotts, pickets or disrupts lectures
Emotional	Interest	Boredom	Rejection
Cognitive	Meets or exceeds assignment requirements	Assignments late, rushed or absent	Redefines parameters for assignments

²⁷ Jennifer A. Fredricks, Phyllis C. Blumenfeld and Alison H. Paris, *School Engagement: Potential of the Concept, State of the Evidence*, (Sage Publications, Inc. 2004), 60.

²⁸ Vicki Trowler, *Student Engagement Literature Review*, (New York: The Higher Education Academy, 2010), 6.

c. Factors influencing students' engagement

LaNasa, Cabrera, & Transgurd explained that students' engagement can be influenced by five factors, namely: level of academic challenge, student and school relations, active and collaborative learning process, enrichment of educational experience, and supportive school environment.²⁹

There are two main factors that be influenced students' engagement there are:³⁰

1) Internal factors

Internal factors are called the self-system Model of Motivational Development. This model argues that there are three basic psychological needs, namely:

a) The need to connect with others (Need for relatedness). The need to feel connected and close to others such as parents, teachers, and peers also reflects the desire to be part of a group.

Relatedness refers to feeling cared for and being able to care for others, and having a sense of togetherness with other individuals and communities.³¹

b) Need for competence refers to the need to feel successful and effective in interacting with the social environment and getting

²⁹ Steven M. La Nasa, A. Cabrera, & Heather B. Transgurd, *The Construct Validity of Student Engagement: A Confirmatory Factor Analysis Approach*, (Research High Education, 2009).

³⁰ James P. Connell, James G. Wellborn, *Competence, Autonomy, and Relatedness: A Motivational Analysis of Self-system Processes*, (NY: University of Rochester, 1990).

³¹ Edward L. Deci, & Richard M. Ryan, *The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior*, (Journal Psychological Inquiry, 2000).

the opportunity to perform and demonstrate self-capacity (Deci and Ryan, 2000). Students feel that they have the ability and quality to be affective in completing tasks with various levels of difficulty.

- c) Need for autonomy. Every student has a need to do something based on personal reasons and his behavior originates from himself, not being influenced or controlled by others. Being autonomous does not mean being free from the influence of others, but rather a feeling in the individual that he has a choice in determining his behavior, both behavior that arises from himself or as a form of response to the wishes of others.³²

2) External factors

In the social context or external factors there is a context that will meet the psychological needs of students which can increase their engagement. External factors include parents,

teachers, or peers who can provide a sense of comfort and have directed action. In this external factor can affect the students' internal factors. Parents' external factors can be seen from structure, autonomy support, and involvement. Structure is a description of the behavior of parents or teachers, where the parents first inform about the clarity of expectations for children's achievements. The second is consistent consequences, the third is

³² Edward L. Deci, & Maarten Vansteenkiste, *Self Determination Theory and Basic Need Satisfaction: Understanding Human Development in Positive Psychology*. (Ricerche in Psicologia, 2004).

optimal challenge and the fourth is positive feedback about competence. Autonomy support is the number of choices given by parents or teachers and provides assistance to children to link behavior with personal goals and values. Involvement refers to knowledge, interest, and emotional support from parents or teachers.

3) Whereas Fredricks divided factors are influencing students' engagement into two large factors:³³

a) Internal factors

Internal factors include individual needs that contain the need for relatedness, the need for autonomy, and the need for competence.

b) External factors

External factors or environmental factors include the school level and classroom context. The school level describes

the basis on which students choose the school, students have clear goals, school size, student participation in school policy and management, opportunities for staff and students to engage in cooperative endeavors, and academic assignment that allow for self-development. In class context factors include support from parents, teachers in the class, friends, class structure, class level and the characteristic of the tasks given.

³³ Jennifer A. Fredricks, Phyllis C. Blumenfeld and Alison H. Paris, *School Engagement: Potential of the Concept, State of the Evidence*, (Sage Publications, Inc. 2004).

2. Writing

a. The concept of writing

In general, writing is something that people needed to share what they want to express their idea, opinions, knowledge and experience. Writing is a medium to communicate and share what people have in their mind in written forms. Writing skill is one of skills that have to learn besides listening, reading, and speaking and also writing skill that must be mastered by the students. Many experts describe the definition of writing in different perception.

According to Nystrand writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects.³⁴ It means that writing is an activity to share information which is understandable for readers. Harmer in his book states that writing can be outlined as an activity that stimulates students' concentrate on target correct language use, and triggers

language development because the students fix the issues that has been written in their minds.³⁵ Meanwhile, Randal states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down.³⁶ It means that the product of writing should be truly acceptable by the readers. Besides, it

³⁴ Nystrand, *Writing English Language Test*, (New York: Longman, 1989).

³⁵ Jeremy Harmer, *How to Teach Writing*, (Harlow: Pearson Education Limited, 2004).

³⁶ Randal Holme, *Literacy an Introduction*, (Edinburgh: Edinburgh University, 2004).

must contain meaningful values so that the readers can get the benefits from the writing.

Writing is progressive activity, it means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then, after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action. It is a process that has several steps.³⁷

Furthermore, Brown states that writing is one of language skill as “the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals.”³⁸ From the statement, writing means productive skill as spoken skill. Then written language is produced in written form, whereas spoken language is produced in spoken and understandable with the listening way. Therefore, written language is represented by spoken language.

b. The purpose of writing

According to Whitaker there are most common purposes in writing they are: persuasive purpose, analytical purpose and informative purpose.³⁹

³⁷ Alice Oshima, and Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Education, 2007).

³⁸ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2001).

³⁹ Anne Whitaker, *Academic Writing Guide: A Step by Step Guide to Writing Academic Papers*, (Bratislava, Slovakia: City University of Seattle, 2009), 2.

1) Persuasive purpose

The purpose of persuasive writing is to persuade readers to accept the author's response to the topic under discussion. In persuasive writing, the author chooses a response to the topic under discussion. Authors must complete their responses with reasons and evidence. That way the reader can accept the author's point of view on the subject. Persuasive writing tasks include arguments and position papers.

2) Analytical purpose

The purpose of analytical writing is to uncover and evaluate possible answers to the author's question and select the best answer based on the author's criteria. Analytical writing often involves investigating causes, investigating consequences, evaluating effectiveness, evaluating ways to solve problems, developing connections between different ideas, or analyzing the arguments of others. For the example of analytical tasks include analytical papers and critical analyses.

3) Informative purpose

The purpose of informative writing is to provide the reader with new information on the topic under discussion. Informative writing differs from analytical writing which forces the reader to agree with the author's point of view. For this instructive purpose, the author seeks to deepen the reader's understanding.

c. The aspects of writing

According to Hughes, there are five important aspects to be assessed in writing. They are content, organization, vocabulary, grammar and mechanic.⁴⁰

1) Content

Content is the ability to think creatively and develop thoughts, excluding all irrelevant information.⁴¹ Content is the ability to use knowledge and understandable subject and information, development thesis, interrelationship of many details relevance of materials topic.

2) Organization

Organization is the writer's ability to organize ideas in logical order and cohesion to make a unified contribution to the entire paragraph. The letter must consist of an introduction. Text and conclusion. Use good titles, effective introductory paragraphs, topic names, body leads, and traditional language. The layout of the material shows the plan; evidence in support of organization.⁴²

3) Vocabulary

According to Richards "vocabulary is one the most obvious components of language and of the first things applied linguist

⁴⁰ Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 2003), 104.

⁴¹ John Brian Heaton, *Writing English Language Test*, (New York: Longman, 1990), 135.

⁴² H. Douglas Brown, *Language Assessment Principle*, (California: Longman, 2003).

turned their attention to.”⁴³ Therefore, vocabulary is important because it is a component of language. Without vocabulary, nothing can be conveyed, without grammar, very little can be conveyed.⁴⁴

4) Grammar

Thornbury states that grammar is partly the study of what forms or structures are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, a grammar is a description of the rules that govern how a language’s sentence are formed. Grammar attempts to explain why the following sentences are acceptable.⁴⁵

5) Mechanic

According to Heaton, writing is ability to use correctly those convention peculiar to the to the written language.⁴⁶ In addition, students need to know some of writing’s special conventions (punctuation, paragraph construction etc.) just as they need to know how to pronounce spoken English appropriately.⁴⁷

⁴³ Jack Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), 4.

⁴⁴ Scott Thornbury, *How to Teach Vocabulary*, (London: Pearson Education Limited, 2002), 13.

⁴⁵ Scott Thornbury, *How to Teach Grammar*, (England: Pearson Education Limited, 1999), 1.

⁴⁶ J. B. Heaton, *Writing English Language Test*. (New York: Longman, 1990).

⁴⁷ Jeremy Harmer, *How to Teach English*, (England: Addison Wesley Longman, 1998), 80.

d. The types of writing

According to Jeffrey writing is divided into four types, namely persuasive, expository, narrative and descriptive.⁴⁸ All the types of writing are explained below:

1) Persuasive

Persuasive writing main purposes is to convince the audience of a position or belief. Persuasive writing contains the opinion and biases of the writer. To convince others to agree with the writer's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials. The examples of persuasive writing are advertisements, letters of complaint, cover letters, and reviews of items.

2) Expository

Writing of expository is one of the most common types of writing. When a writer writes in an expository style, all they are trying to do is explain a concept, imparting information from themselves to a wider audience. Expository writing does not include the writer's opinions, but focuses on accepted facts about a topic, including statistics or other evidence. The examples of expository writing are textbooks, recipes, news stories, business, technical or scientific writing.

⁴⁸ Robin Jeffrey, *About Writing: A Guide*, (Portland: Open Oregon Educational Resources, 2016), 3.

3) Narrative

Narrative writing is used in almost every longer piece of writing, whether fiction or nonfiction. When a writer writes in a narrative style, they are not just trying to impart information, they are also trying to construct and communicate a story, complete with characters, conflict and settings. The examples of writing narrative text are oral histories, novels, poetry (sagas or poems), short stories and anecdotes.

4) Descriptive

Descriptive writing is often found in fiction, though it can make an appearance in nonfiction as well. When a writer writes in a descriptive style, they are painting a picture in words of a person, place, or thing for their audience. The writer might employ metaphor or other literary devices in order to describe the writer's impressions via their five senses (see, hear, smell, taste, touch). But

the writer is not trying to convince the audience of anything or explain the scene-merely describe things as they are. The examples of descriptive writing are journal or diary writing, descriptions of nature, fictional novels or plays and poetry.

e. The process of writing

Harmer states that the writing process divided into four stages, namely planning, drafting, editing and final version.⁴⁹

1) Planning

In the first process of writing is planning. In this planning, the writers plan, try and decide what they are going to say before starting to write. In planning, students have to remember the purpose of their writing. And planning also is an activity in the classroom that encourages students to write. It stimulates thoughts for getting started. It means, in this step, students gather ideas to write about.

2) Drafting

The second process is drafting. Draft is the first version of a piece of writing. According to the dictionary of the Indonesian, drafting is design or the concept. At the beginning, the writer has made free writing, some notes, lists, outlines or other type of informal writing. this step will be parameter for the writer to lose the data which are not the part of the issue written. When students have made a draft, the students look again at their writing. The students may resist to make revisions, such as additions, or movement words, paragraph, sentence and modify the content to clarify meaning and expand ideas.

⁴⁹ Jeremy Harmer, *The Practice of English Language Teaching. Fourth Edition*, (London: Pearson Longman, 2005).

3) Editing

Editing is the process where the writer works on the detailed paragraphs, sentences, words, and punctuation to create the writing as understandable, accurate, correct and actual as possible. The writer need to checking, correcting mechanical errors such as grammar, spelling, punctuation, capitalization and checking format and design.

4) Final version

The last process of writing is final version. In this last process, the writer make a change they considered to be necessary, they produce the final version. This may look considerably different from both the original plan and the first draft, because this thing has changed in the editing process. But, the written text is ready to send to its intended audience.

3. Narrative text

a. The definition of narrative text

Narrative text is a type of text talking about a series of event that happened to a person or character. The character can be a person, animal, plant or thing. According to Anderson and Anderson say that narrative text is a piece of text which tells a story and in doing so

entertains and informs the reader and listener.⁵⁰ From this statement, it can be inferred that narrative text is concerning with a story.

Narrative itself, practically focuses on studying a person by collecting the data through the stories collection of the main character, delivering the stories, and learning the meaning of those stories for the readers.⁵¹ Narration is a story writing. narration is a storytelling. Narratives also can be called a graph. The story graph visually explains how the plot develops, showing the high and low action points of the story as it progresses over time.⁵² Based on the explanation above, the researcher concludes that narrative text as a tool to help students organize their idea and express their experience using time order.

b. Types of narrative text

There are some types of narrative text as below:

1) Fable

A fable is a short allegorical narrative in making a moral point, traditionally by means of animal characters which speak and act like human being. It is mean that fable is a fictional narrative to teach a moral lesson. The examples of fable in narrative text are The Lion and A Clever Fox, A Horse and A Stag, The Wolf and The Stork.

⁵⁰ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan Education Australia PIY LTD, 1997).

⁵¹ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating*, (Boston: Pearson, 2012).

⁵² Susan Dymock, *Comprehension Strategy Instruction: Teaching Narrative text Structure Awareness*, (Journal International Reading Association, 2007).

2) Fairy tale

A fairy tale typically features such as folkloric characters as fairies, goblins, elves, trolls and dwarves. The example of fairy tale in narrative text are Snow white, Beauty and The Beast and Tinkerbell.

3) Legend

Legend is a narrative of human actions that are perceived by listener to take a place what human story. Typical of the legends are short, traditional, and historicized narrative perform in a conversational mode. There are some examples of legend in narrative text such as Sangkuriang and Malinkundang.

4) Myths

Myths, mostly of unknown origin, is at least partly traditional symbolic narrative, intended to tell of real events, especially related to religious beliefs. A distinction is made

between symbolic actions (culture, rituals) and symbolic places or objects (temples, icons). A myth is a concrete description of Gods or superhuman being involved in anomalous events or circumstances at an unspecified time, but understood to exist outside of normal human experiences. The examples of myth in narrative text are The Origin of Banyuwangi, and The Myth of Dewi Sri.

5) Personal experiences

When the person writes about himself or his experience, it is called a personal narrative writing. In this style, the writer should write the experiences in such a way that can be interesting the reader. There are some experiences that people can write such as experience when holiday, in school, library, in marker and in village.

c. Generic structure of narrative text

Derewianka states that the steps for constructing a narrative are:⁵³

- 1) Orientation, in which the writer tells the audience about who the character in the story are where the story is taking place, and when the action is happen
- 2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often servers to temporally toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.
- 3) Resolution of the complication is brought about. The complication may be resolved for better or for worse but it is rarely left

⁵³ Beverly Derewianka, *Exploring How Texts Work*, (London: Primary English Teaching Association, 1990).

completely unresolved although this is of course possible in certainly type of narrative, which leave us wondering how is the end.

d. Language features of narrative text

According to Wagner and Baskerville the significant lexicogrammatical features (language features) of narrative:⁵⁴

- 1) Past tense and present tense can be used in the narrative text, but it also needs to maintain the consistency.
- 2) The sentence length is various.
- 3) Use simple, compound, and complex sentence.
- 4) Use a variety of sentence openings.
- 5) Topic sentences are not essentially used.
- 6) Use paragraphs that are not the same length. One sentence may can be paragraph in a narration to have a dramatic impact.
- 7) Use vocabulary connected to the subject material of the narrative and to the author's style: emotional or neutral, personal, or detached. Jargon, slang and everyday language can all be used to reach the sanity, but overuse will make a space between the reader and the writing.
- 8) Use language that is consistent with the world of the narration: for example, genuine language and dialogue in an historic novel.
- 9) Use specific nouns than general nouns, mainly for main characters.

⁵⁴ Patrick Wagner and Aleta Baskerville, *Targetting Text*, (Sydney: Blake Education, 2000).

- 10) Use personal pronouns to avoid overuse of proper nouns when talking about the characters.
- 11) Use action verbs regularly in the complication and perhaps the resolution. They may also be used in an opening paragraph if the author has dropped the reader directly into the action.
- 12) Use connecting verbs to connect the features, especially when telling characters of the setting.
- 13) Usually, the active voice is favoured over the passive, as it gives more excitement: 'the man broke the vase' rather than 'the vase was broken by the man'.
- 14) Use thinking verbs to deliver what the characters are thinking.
- 15) Use specific descriptive adjectives and adverbs.
- 16) Using prepositions to tell where, when, and how.
- 17) Using conjunction of time, for instance: after, since.
- 18) Using regular punctuation.

4. POEW (predict-observe-explain-write)

a. The nature of POEW

Sholihat states that POEW model is developed by combination of Predict-Observe-Explain (POE) teaching model and Think-Talk-Write (TTW) teaching strategy.⁵⁵ POEW model was developed by White and Gunstone in 1992 to uncover individual students' predictions, and their reasons for making these into a specific event (as

⁵⁵ R. N. Sholihat, *Model Pembelajaran POEW (Predict, Observe, Explain, Write)*, (Small Notes on Education and Science, 2012).

cited in Sianna and Syawal, 2017). Meanwhile Huinker and Laughlin develop TTW (think-talk-write) to complete POE strategy.⁵⁶ There are three main steps of POE namely:

- 1) Prediction is making the hypothesis of an event
- 2) Observation is doing analysis of what happens of an event
- 3) Explanation is giving explanation related to their hypothesis and what has been happened.

According to Sholihat TTW was developed by Huinker and Laughlin, it is explained that there are three main stages of TTW, namely:

- 1) Think is means think about the feasible answer of finding out a solution for a problem
- 2) Talk refers to the discussion, construction of some ideas related to the problem
- 3) Write is where the students are instructed to write their ideas as a result of their think and talk to the discussion process.

Sianna and Syawal assume that both POE and TTW have the same process in doing the discussion. Every learning model has its step as a process to use it. The main steps of POEW model are combining the steps of POE and TTW as in the following description:

⁵⁶ D. Huinker., and C. Laughlin, *Talk Your Way Into Writing. In Communication in Mathematics K-12 and Beyond, 1996 Year Book*, (The National Council of Teacher of Mathematics, 1996).

1) Prediction

In this step, the students have to think first or predict about a problem as a step to get into their knowledge which is related to the problem. According to Samosir, the predict step is identically with think step.⁵⁷

2) Observing

The main goal of this step is to prove students' prediction in the first step.

3) Explaining

In this step, the students are doing discussion related to their observation result. By doing the discussion, the students' comprehension can be improved.

4) Writing

In this last step, the students reflect their knowledge and opinion in written form.

POEW model is a model of teaching that allows students to make predictions about the topic. Then, the students observe what happened related to the topic. After that, the students do a discussion to find a result of observation, and write it into a form of writing in which all activities are carried out by students in the form of cooperative learning.

⁵⁷ Heppy Samosir, *Model Pembelajaran Predict-Observe-Explain-Write (POEW) untuk Meningkatkan Penguasaan Konsep Kalor dan Keterampilan Berpikir Kritis Siswa SMA*, (Tesis PPS UPI Bandung, 2010).

b. The advantages of POEW

POEW model have some the advantages that are:⁵⁸

- 1) Enabling the students to be active in the teaching and learning process.
- 2) Giving students the chance to construct their knowledge, communicating their ideas and discussing their result to comprehend the problem well, mastery the concepts, and improve their critical thinking skill.
- 3) The students' participation in the teaching and learning process will improve through POEW model because they are involved directly in every stage of teaching and learning process as follow;
 - (1) making hypothesis of the problem that can galvanize their critical thinking skill, (2) doing an experiment to test their prediction. By observing directly, the students are able to different theories and realities, (3) explaining through group discussion and writing down the result by using their own words. Oral and written communication is really important because through communication, the ideas can be used in every perspective, (4) the students' paradigm also will be honed.

⁵⁸ Novi Mariono, "The Effect of Applying POEW Model Assisted by Quartet Card on Students' Achievement in Writing Recount Text" (Thesis, University of Muhammadiyah Sumatera Utara Medan, 2019), 21.

c. The disadvantages of POEW

POEW model have some disadvantages that are:⁵⁹

- 1) Each step predicts, observe, explain write much time to be done.
Therefore, the teacher should estimate the time for each step.
- 2) For the first time, the teacher probably encounters difficulties because the students are still not accustomed to the process of the POEW model.
- 3) There will be some students encountering difficult in predicting process without guidance from the teacher.
- 4) There will be some students who do not do the observation as good as their friends because in the explanation step they could not get information which is related to the observation from the other students. In this case, the teacher should walk around to monitor the students' activity and check the students' not in the observation process.

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⁵⁹ Novi Mariono, "The Effect of Applying POEW Model Assisted by Quartet Card on Students' Achievement in Writing Recount Text" (Thesis, University of Muhammadiyah Sumatera Utara Medan, 2019), 22.

CHAPTER III

RESEARCH METHOD

In this chapter discusses about research approach and research design, research location, research subject, data collection technique which contains observation, interview and documentation. Then data analysis, data trustworthiness and research procedures.

A. Research Approach and Research Design

The research approach that used in this study is qualitative research approach and also called descriptive research. Qualitative research occurs in a natural setting where human's habitual actions and events occurs.⁶⁰ Thus, this study focused on students' engagement in learning writing narrative text through POEW (predict-observe-explain-write) strategy at the eighth grade of junior high school. So, the result of this study was provided in the form of description.

Type of this research is case study research. Case study is an intensive analysis of an individual unit such as a person or community stressing developmental factors in relation to environment. Stake stated that a case study is expected to catch the complexity of a single case, a single leaf, even a single toothpick, has unique complexi-study.⁶¹ The group of individual is called extreme unique or extreme characteristic. In this case study the investigator attempts to examine individual or unit in depth. The investigator tries to discover all the variables that are important in the history or

⁶⁰ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approach*, (London: Sage Publications, 2017).

⁶¹ Robert E. Stake, *The Art of Case Study Research*, (London: Sage Publications, 1995).

development of the subject. Therefore, the study case approach allows the researcher to study particular students in an attempt to understand the case of students' engagement.

B. Research Location

The researcher conducted the research in SMPN 1 Panti which is located in Panti and where the problem had occurred. This research was conducted at VIII F students of SMPN 1 Panti in academic year 2022/2023. The reason why the researcher chose this location, because there are several reasons are: 1) Based on the author's teaching experience during PLP, the authors observed that students' involvement during the learning process was lacking. They tend to talk a lot with their friends without paying attention to the teacher. 2) Students also little active in the class.

C. Research Subject

The subjects of this research are informants, namely people who are considered capable of providing information and what is needed is related to the data to be researched and explored. The interviewee were selected with certain considerations and goals, its mean that people are considered to know what we expect best is people who understand about teaching and learning English and also people who involved in this research. Furthermore, it making easier for researcher to study. Thus, the researcher decided to invite three students for an interview session based on the critical incident.

The informants of the research were:

1. The English teacher is Mrs. Rahma who taught in SMPN 1 Panti and she is an English teacher in VIII F.
2. The students of VIII F: there were three students as the representative of all students.

D. Data Collection Technique

In this study, the researcher set the stages of discussion with various techniques for collecting data. To obtain the data of the research, the data collection technique used in this research were:

1. Observation

Observation is when the researcher takes field notes on the behavior and activities of individuals at the research site.⁶² In observation, the researcher took field notes on and the activities of individuals at the research spot.

The observation technique that used by researcher is using participatory observation. In this case, the researcher will position themselves as part of the object being studied. The data obtained in this observation activity is students' engagement in learning writing narrative text through POEW (predict-observe-explain-write) strategy at the eighth grade of junior high school.

2. Interview

Interview is when the researcher conducts face to face interviews with participants, telephone interviews, or engages in focus group

⁶² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (Sage Publications, 2014).

interviews with six to eight interviewees in each group.⁶³ Data collection techniques with interviews can be carried out in a structured or unstructured manner and can be done face to face or by telephone. There are three types of interviews; structured interview, unstructured interview, and semi-structured interview.

The researcher used a semi-structured interview. The implementation of this interview is more free when compared to structured interviews. The purpose of this type of interview is to determine the problem more openly, where the interviews are asked for their opinions and ideas. In conducting this interview, the researcher recorded the information by written notes and recording. The interview was written in Bahasa Indonesia and transcribe into English version. The data obtained in this interview activity is students' engagement in learning writing narrative text through POEW (predict-observe-explain-write) strategy at the eighth grade of junior high school.

3. Documentation

Documentation or also called document review is a technique of data collection by gathering and analyzing documents, whether written documents, drawings and electronic.⁶⁴ Documents and artifact produced before the study by the participants generally include things like public

⁶³ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (Sage Publications, 2014).

⁶⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), 223.

records, personal writing, or instructional materials.⁶⁵ Documentation is also taken from the transcripts, pictures and recording. Besides, the documentation helped the researcher to attach evidence supporting the research. The data obtained were:

- a. Recording of interview results with the informants.
- b. Recording and pictures during observation.
- c. Profile of SMPN 1 Panti.
- d. Lesson plan
- e. Students' scores and students' attendance list
- f. Students' assignments

E. Data Analysis Technique

Data analysis is a craft-one that carries its own disciplines.⁶⁶ This research used data analysis developed by Miles, Huberman and Saldana. There are three steps in conducting the data analysis process in qualitative research. Those steps were data condensation, display data, and conclusion drawing.⁶⁷

1. Data condensation

Data condensation refers to the process of selecting, focusing, simplifying abstracting, and transforming the data that appear in the full corpus (body) of written up field notes, interview transcripts, documents,

⁶⁵ M. G. Lodico, D. T. Spaulding, K. H. Voegtler, *Methods in Educational Research: from Theory to Practice*, (San Fransisco: Jossey-Bass, 2010).

⁶⁶ Matthew B. Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis 3rd edition*, (United States of America: SAGE Publications inc, 2014).

⁶⁷ Matthew B. Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis 3rd edition*, (United States of America: SAGE Publications inc, 2014).

and other empirical materials.⁶⁸ Data condensation is an activity that leads the researcher to summarize, choose, and focus on the data that had been taken from participants. In this step, the researcher used data condensation by sifting through, categorizing, and making abstractions from filed notes, interviews, and document review to identify the similar phrases in this research.

2. Data display

According to Miles, Huberman and Saldana stated that “A display is an organized, compressed assembly of information that allows conclusion drawing and action.”⁶⁹ In qualitative research, the data display was done in form of description. In this case, the data is organized, arranged in a relationship pattern, so that it will be easily understood, and planned further research. The data display used in this research was complete overview of related information about students’ engagement in teaching writing narrative text through POEW strategy at the eighth grade of SMPN 1 Panti.

3. Conclusion drawing

In this step, the researcher identified the results of the interview, observation and documentation that had been obtained and identified. The conclusion would be temporary and it would be changed if there was no

⁶⁸Matthew B. Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis 3rd edition*, (United States of America: SAGE Publications inc, 2014).

⁶⁹ Matthew B. Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis 3rd edition*, (United States of America: SAGE Publications inc, 2014).

strong evidence to support the next data collection. Therefore, the conclusion obtained was a credible conclusion.

F. Data Trustworthiness

To check the trustworthiness the data, the researcher used data triangulation. Moleong stated that “triangulation is a technique to check the trustworthiness of data which uses something else to be compared toward that data.”⁷⁰ Meanwhile, according to Denzin, there are four different forms of triangulation, those are: data source triangulation, investigator triangulation, method triangulation, and theory triangulation.⁷¹

In this case, the researcher used data used technique and data source triangulation to valid the data. The technique triangulation in this research was conducted by observation and recording.

Moreover, the researcher used data source triangulation. The data source triangulation in this research was conducted by interview and recording.

G. Research Procedures

In this section explains the plan of research done by the researcher, start form preface research, design development, the real research, and actual research and report writing.⁷² The steps of this research are as follow:

⁷⁰ Lexy J. Moleong, *Metode Penelitian Kualitatif*. (Bandung: PT Remaja Rodakarya, 2008), 303.

⁷¹ Norman K. Denzin, *The Research Act: A Theoretical Introduction to Sociological Methods*, (New York: McGraw-Hill, 1978), 106.

⁷² Tim Penyusun, *Pedoman Karya Tulis Ilmiah IAIN Jember*. (Jember: IAIN Jember Press, 2021).

1. Pre-filed stage

There were several stages of activities that the researcher must do before entering the field of study object.

- a. Arrange a research design
- b. Select research filed
- c. Managing the license
- d. Explore and assess the research location
- e. Selecting the informants
- f. Preparing the research instrument

2. Field-work stage

In this stage, the research entered the research object and collected the data with observation, interview, and documentation.

- a. Apprehend background and objective of the research
- b. Enter to the research location
- c. Look for the data source
- d. Participate while collecting the data
- e. Complete the data

3. Data analysis stage

- a. Analyze data
- b. Take care of licensing complete research
- c. Arrange or serve the data which formed in report
- d. Revise and refined report

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

This chapter contains the results of the data obtained from interview, observation and documentation to describe the students' engagement in learning writing narrative text through POEW strategy at the eighth grade of junior high school. Furthermore, the results of this study consist of analysis object description, data presentation and data analysis and findings discussion.

A. Analysis Object Description

1. SMPN 1 Pantj Profile

SMPN 1 Pantj was established in 1981 originating from the filial SMP Rambipuji 1 with 3 classes occupying the SD 1 Pantj building, in 1982/1983 were 6 classes (grades 1 and 2) occupying SD 1 Pantj and SD Rambigundam V. In 1983/1984 it became 9 classes and has occupied a new building, which was inaugurated on 28 November 1984 by the Governor of East Java (Wahono) and has been occupied until now. The headmasters from the beginning until now:

- | | |
|----------------------------------|-----------|
| a. Drs. Suwono Adi | 1982-1990 |
| b. Baidowi | 1990-1995 |
| c. Drs. Mistari | 1995-1997 |
| d. Drs. Supodo, S.H. | 1997-1998 |
| e. Somarmo, B.A. | 1998-2004 |
| f. Drs. Kukuh Jumi Adi, M. Si. | 2004-2009 |
| g. Husnul Effendy, S. Pd, M. Si. | 2009-2017 |

- h. Drs. Wiyono 2017-2020
- i. Supriyati, S. Pd. 2020-2021
- j. Hamam, S. Pd. 2021-2022
- k. Kukuh Prayitno, S. Pd, M. Pd. 2022-2023
- l. Astuti, S. Pd. 2023-now

2. Identity of SMPN 1 Panti

- a. Name of school : SMPN 1 Panti
- b. Type of school : A
- c. School address : P.B. Sudirman street, No. 6, Darungan,
Panti, Kec. Panti, Kabupaten Jember, East
Java 68153
- d. NSS : 201052416150
- e. Surface area : 13.430 M²
- f. Laboratories : 2 laboratories (1 Lab. science and
language, 1 Lab. computer)
- g. Library : 1 library
- h. Classrooms : 18 classrooms

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Picture 4.1
SMPN 1 Panti

SMPN 1 Panti (see picture 4.1) has sufficient laboratory facilities and infrastructure, namely the science laboratory, language laboratory and computer laboratory. The school also has 18 study rooms, 1 principal's room, 1 vice principal's room, 1 teacher's room, 1 counseling room, 1 library building, 1 prayer room building, 2 teacher's restrooms, 8 student restrooms, 1 canteen and 1 hall.

Achievements achieved by SMPN 1 Panti students are the 2019 District Athletics Championship won 3rd place (Male), Silat Championship, and Running Championship. The academic and non-academic achievements achieved by SMPN 1 Panti cannot be separated from the vision and mission that have been formulated. Vision is moral image that describes the desired school profile in the future. However, the school's vision must remain within the corridors of national education policy. The vision must also consider the potential of the school and the expectations of the community served by the school.

3. Vision and Mission of SMPN 1 Panti

a. Vision:

- 1) Implementation of curriculum development
- 2) Implementation of an increase in the standard of the educational process
- 3) The implementation of an increase in graduation standards
- 4) Implementation of the development of educational resources
- 5) Implementation of the development educational facilities and infrastructure
- 6) Implemented the development of SBM implementation
- 7) Implementation of the development of educational financing standards
- 8) Implementation of development assessment

b. Mission:

- 1) Carry out curriculum development
- 2) Carry out standard improvement of educational process
- 3) Carry out an increase in graduation standards
- 4) Carry out the development of educators / education personnel resources
- 5) Carry out the development of educational facilities and infrastructure
- 6) Carry out the development of SBM implementation
- 7) Implement and develop assessment instruments

4. The objective of SMPN 1 Pant

The objective of school is the factual result that are expected to be achieved in the future after implementing the mission of school that has been set. The objective of school is a concrete manifestation of achieving the vision of school are:

- a. To produce graduates who are competitive, skilled, independent, have noble character, and love the Unitary State of the Republic of Indonesia.
- b. Provide education and learning services that are friendly, fun, fair and equitable to all students at school.
- c. All teachers are able to use computer information technology media independently.
- d. All teachers are able to apply 21st century skills in leaner-centered learning.
- e. Improving the quality of gradates by increasing the average national exam scores from year to year.
- f. Realizing educators and educational staff who have noble character, are more qualified, and professional in their fields.
- g. Have good and reliable sports and arts teams at the district and provincial levels.
- h. Creating a school environment that clean, healthy, neat, beautiful, safe and fun.

- i. Realizing the active role of all residents of SMPN 1 Pantii, the School Committee and parents of students in planning and implementing school programs to improve school quality.

5. The purposes of SMPN 1 Pantii

The objectives of SMPN 1 Pantii is a goals concrete manifestation of achieving the school's vision. The purposes of SMPN 1 Pantii are:

- a. To produce graduates who are competitive, skilled, independent, have noble character, and love the Unitary State of the Republic of Indonesia.
- b. Provide education and learning services that are friendly, fun, fair and equitable to all students at school.
- c. All teachers are able to use computer information technology media independently.
- d. All teachers are able to apply 21st century skills in learner-centered learning.
- e. Improving the quality of graduates by increasing the average national exam scores from year to year.
- f. Realizing educators and educational staff who have noble character, are more qualified, and professional in their fields.
- g. Have good and reliable sports and arts teams at the district and provincial levels.
- h. Creating a school environment that is clean, healthy, neat, beautiful, safe and fun.

- i. Realizing the active role of all residents of SMPN 1 Panti, the School Committee and parents of students in planning and implementing school programs to improve school quality.⁷³

B. Findings

Data presentation and data analysis contains a description of the data and findings obtained using the methods and procedures described in the chapter III.⁷⁴ As evidence and research results, it is necessary to present to some data from observations, interviews, and documentation as supporting research results. Data presentation is used to answer the research focus that has been determined namely, how is students' engagement in learning writing narrative text through POEW (predict-observe-explain-write) strategy at the eighth grade of junior high school? So, the researcher will present the data that has been obtained during the study, namely as follows:

1. Students' engagement in learning writing narrative text through POEW (predict-observe-explain-write) strategy at the eighth grade of junior high school.

The data was gained in two meetings of teaching and learning, interviews with the students and documentation including record and photos. There was one topic of the lesson in two meetings, there was narrative text.

⁷³ SMPN 1 Panti, "SMPN 1 Panti profile," Monday, May 15th, 2023.

⁷⁴ Tim Penyusun, *Pedoman Karya Tulis Ilmiah UIN KHAS Jember*, (2021), 95-96.

In this research, the researcher took the object of research in class VIII F which consisted of 30 students. This class was chosen by the English teacher, Mrs. Rahma.

The researcher began to make lesson plans, then the English teacher will apply to the students. The researcher took two meetings. The researcher chose the POEW (predict-observe-explain-write) strategy. The material used in this research is narrative text.

Based on research conducted at SMPN 1 Panti with data obtained through observation, interviews and documentation, the researcher found some data in the field. This discussion is detailed based on the focus of the problem that has been determined and summarized as follows.

a. Behavioral Engagement

The first meeting was conducted on Tuesday, May 16th, 2023 and it took 1x40 minutes. At 09.40 a.m., the teacher came to the classroom and teacher introduces the researcher to the students. To begin the lesson, the teacher says greetings and all of students answered, while the researcher recording all of the teaching and learning activities in the classroom and observe the students' engagement. Then, teacher begin to pray together. Followed by checking the students' attendance list, checking students' learning preparation, delivery of themes, indicators and objectives to be learned.

The teacher also gives students some motivations to motivate students more excited in learning.

After 5 minutes had passed, in the main activity, to engage the students, teacher begin to explain of narrative text. All students followed and listened the teacher's explanation. Some students and teacher conversations below: (see picture 4.2) (translated into English)⁷⁵



Picture 4.2

Teacher brainstormed students with narrative text

Teacher: Okay students. So, a narrative text is a text that describes past events. Narrative text also an imaginary text. So, if it's in the past, what tense should you use?

Students: Use simple past tense.

Teacher: That's right. There are some types in narrative text, such as fairy tale, legend, fable, myths. So, what stories do you know?

Student 1: Malin Kundang

Teacher: So, what's next?

Student 2: Bawang Merah dan Bawang Putih

Student 3: Danau Toba

Student 4: Batu Menangis

Teacher: Okay, do you know the story from East Java?

Students: I don't know Miss

Teacher: The story from East Java is The Legenda of Banyuwangi

Student 1: The Legenda of Surabaya Miss.

Student 2: Asal Usul Panti Miss (there was student answered with a joke)

(Students laughed)

⁷⁵ Observation in SMPN 1 Panti, Tuesday, May 16th, 2023.

Teacher: Okay students, in narrative text there was generic structure, do you know what are the generic structures of narrative text?

Student 1: Orientation Miss.

Teacher: Yes, that's right. Who's answered?

Students: Adi miss.

Teacher: Okay, give applause for Adi.

(All students give applause for Adi)

In a few minutes during the teacher teaching about narrative text, the researcher observing the students' engagement. Based on the observation during the teaching and learning, most of students in the classroom actively participate in the learning process. Students were involved during the teaching and learning and effort to remember the material of narrative text. Besides, there were two students sitting in the left front bench who were joking in a few second and did not pay attention to the teacher's explanation.

Therefore, by asking students about the material during the lesson, this stage was called prediction from the POEW strategy.

Teacher: So, I have a legendary story, it is Timun Mas. Do you know the story of Timun Mas?

Students: Yes Miss, just a little.

Teacher: Okay, I will make some groups, each group consist of 4-5 students. So, your task is to determine the generic structure of Timun Mas story. I'll give you a worksheet that contain the story of Timun Mas.⁷⁶

Students begin to discuss the story of Timun Mas. This activity called observing and explaining. Then, students are given a worksheet. Students are assigned to determine the generic structure of the story of Timun Mas. (see picture 4.3) below:

⁷⁶ Observation in SMPN 1 Panti, Tuesday, May 16th, 2023.



Picture 4.3

Students were involved in the workgroup activities

1st group: Student 1 “Okay, we have to look at the dictionary.” Student 2 “Yes, we must looking for the dictionary.” Student 3 “So, the first time, of course in the first paragraph is orientation which is in the first paragraph is introduced the characters, places and etc.

2nd group: Student 1 “Miss, how do we answer this?”
(There was a student confused to answer the worksheet that have been given by the teacher).

Teacher: So, to answer this, you just determine which orientation, complication and so on. (While the teacher writes on the blackboard).⁷⁷

After 30 minutes had passed. The teacher instructs the students to collect their assignments. The teacher correcting their assignments.

For tasks that still incorrect, the teacher notifies the group and the students correct their assignments. Students write the results of the

discussion on the worksheet. This activity called writing the result. By

doing the correction of their tasks, this stage is called write in POEW

strategy.

In the closing activity, the teacher gives the conclusion related to

the material. Teacher also conveys the theme of the learning that will be

learned next meeting and gives the students some motivations. The last,

teacher leads the reciting Hamdalah as a prayer of finish learning.

⁷⁷ Observation in SMPN 1 Panti, Tuesday, May 16th, 2023.

The second meeting was conducted on Saturday, May 20th, 2023 and it took 1x40 minutes. At 07.00 the teacher came to the class with the researcher. To begin the lesson, the teacher says greetings and all of students answered, while the researcher recording all of the teaching and learning activities in the classroom and observe the students' engagement. Then, teacher begin to pray together. Followed by checking the students' attendance list, checking students' learning preparation, delivery of themes, indicators and objectives to be learned. The teacher also gives students some motivations to motivate students more excited in learning.

After 5 minutes had passed, the teacher asks back to the students what we learned in the first meeting. (see picture 4.4)



Picture 4.4
Students watched Timun Mas (The Golden Cucumber) movie

Teacher: Do you remember what we learned in the last meeting?

Students: About narrative text Miss.

Teacher: Yeah, what the story we learn in the last meeting?

Students: about Timun Mas.

Teacher: So, today we will watch the video story of Timun Mas.
You must listen to this video carefully.

Student 1: Wow, are we going to watch movie Miss?

Teacher: Yeah. You have to listen and watch the video carefully.⁷⁸

⁷⁸ Observation in SMPN 1 Panti, Saturday, May 20th, 2023.

At the beginning of the video, all students listened well to the video. After 8 minutes had passed, the Timun Mas video was almost finished, 2-3 students began to talk to their friends, but they began to focus again.

After watching the video of Timun Mas, teacher asks to the students, the conversation are below:⁷⁹

Teacher: from the video that we have watched. How many characters on that video?

Student 1: 3 characters Miss.

Student 2: 2 characters Miss

Student 3: 4 characters Miss

(There are some students raising their hands to answer the teacher's question)

Teacher: Who answered characters?

Student 3: Me Miss.

Teacher: Okay that's right, could you tell me who are they?

Student 3: Buto Ijo, Timun Mas, Mother of Timun Mas and Grandfather.

Teacher: Great. This is a gift for you.

(All students give applause for him.)

Teacher: Okay, next how many pouches does Timun Mas carry?

Student 1: There are 3 pouches Miss. The first pouch contain seed, the second pouch contain needles, and the last pouch contain salt.

Teacher: Great, here's a gift for you.

Teacher: What moral message did you get from watching the video?

Student 1: Don't believe to Giant.

(All of students were laughed)

Teacher: Is there any answer?

All students were thinking about it.

Teacher: Okay, the moral message that we got from the video is, if we have a promise, we must to keeping the promise.

From the description above, the observation during the teaching and learning, most of students in the classroom actively participate in

⁷⁹ Observation in SMPN 1 Panti, Saturday, May 20th, 2023.

the learning process. Students were involved during the teaching and learning. From the activity above, it can be called predict and observe on POEW strategy which students have to think first or predict related to the teacher's question. This stage also as a step to get their knowledge which is related to the problem.

Students were divided into some groups like the last meeting. Students instructed to fill in the blank the story of Timun Mas. During the time making a group, the students actively participated in the lesson and they were very responsive to the teacher's instruction. By doing discussion related to answer the Timun Mas story, students were actively discussed about Timun Mas story. They were begun to discuss to complete the story. This stage called explain in POEW strategy. The last stage of POEW strategy is write. Their work is the result the story of Timun Mas.

From the description above, it can be concluded that students' behavioral engagement in learning writing narrative text through POEW strategy for the twice meeting positively engaged students' behavioral engagement in learning during the lesson. Moreover, some students assume that:

“I think this strategy is easy to understand. It makes me feel more enthusiasm. This also makes me feel easy to understand the material”⁸⁰

⁸⁰ Students at VIII F in SMPN 1 Panti, *Interview*, Jember, May 23rd, 2023.

b. Emotional Engagement

The next aspect of students' engagement is emotional engagement. The researcher would describe the students' emotional engagement in the first classroom observation. Based on the first meeting, when the teacher entered the room with the researcher, the students were immediately quiet after the teacher and the researcher entered. The students seemed to be wondering what was going on in this lesson so what that there was a college student. Some students look confused. When the teacher introduced the researcher to the students, the students began to show a little enthusiastic expression and were curious about what we would learn today. During the lesson, at the beginning of learning, researcher observed that the majority of students were enthusiastic, happy and enjoyed learning. This is evidenced by the results of an interview with one of the students.

The second meeting was conducted on Saturday, May 20th, 2023. When the teacher prepares a video, the students joke a bit. After the viewing preparation is complete, the teacher begins to explain what we will learn today. There were a student asks to the teacher.⁸¹

Student 1: Are we going to watch movie Miss?

Teacher: Yeah, we will watch the movie of Timun Mas. So, you must listen and watch it carefully.

Student 2: We will watch the movie together this time, friends!

Students: Yeah, it would be fun.

⁸¹ Observation in SMPN 1 Panti, Saturday, May 20th, 2023.

Students were excited because they will watch a video. They generated a sense of interest in the learning this time. While the video was playing, students listened well to the Timun Mas movie. However, there were 1-2 students who talked and joked a little with their friends.

After watched the video, the teacher gives some questions for students. Anyone who can answer will be rewarded by the teacher. The students very excited and happy because they will be rewarded. The students also enjoy during the lesson because they show full attention from the start of the video to the end of the lesson.

This is also can be proven by semi-structured interview based on three students can be seen in table 4.1:⁸²

Table 4.1
Data interview with students

Transcription of interview		
Time: 09.40 - end		
Date: May 23rd, 2023		
Place: In front of VIII F class		
I: Interviewer, S: Student		
Subject	Line	Transcript
I		What do you think about the use of POEW strategy in learning writing narrative text?
S	1	I think the use of this strategy is fun, this strategy makes classroom condition more active. I think this strategy is easy to implement.
	2	I like learning with this strategy. It's easy to understand. It's makes me not bored.
	3	This strategy makes me more active in class. It's help me to more enjoy during learning English.

⁸² Students at VIII F in SMPN 1 Panti, *Interview*, Jember, May 23rd, 2023.

Based on the data above, twice meeting that has been done by the researcher has shown that the use of POEW strategy in learning writing narrative text can improve students' emotional engagement at the VIII F. Students show an attitude of enjoyment and pleasure during learning. Therefore, the results of twice meeting in learning writing narrative text through POEW strategy has positively influenced students' emotional engagement.

c. Cognitive Engagement

The third aspect of students' engagement is cognitive engagement. Based on twice meetings conducted on Tuesday, May 16th, 2023 and Saturday, May 20th, 2023, the researcher found out that students' memory is good enough. This can be proven by seeing students who can answer the teacher's question. This data is equal to the behavioral engagement above.⁸³

Teacher: from the video that we have watched. How many characters on that video?

Student 1: 3 characters Miss.

Student 2: 2 characters Miss

Student 3: 4 characters Miss

(There are some students raising their hands to answer the teacher's question)

Teacher: Who answered characters?

Student 3: Me Miss.

Teacher: Okay that's right, could you tell me who are they?

Student 3: Buto Ijo, Timun Mas, Mother of Timun Mas and Grandfather.

Teacher: Great. This is a gift for you.

(All students give applause for him.)

Teacher: Okay, next how many pouches does Timun Mas carry?

⁸³ Observation in SMPN 1 Panti, Saturday, May 20th, 2023.

Student 1: There are 3 pouches Miss. The first pouch contain seed, the second pouch contain needles, and the last pouch contain salt.

Teacher: Great, here's a gift for you.

Teacher: What moral message did you get from watching the video?

Student 1: Don't believe to Giant.

(All of students were laughed)

Teacher: Is there any answer?

All students were thinking about it.

Teacher: Okay, the moral message that we got from the video is, if we have a promise, we must to keeping the promise.

Besides, when learning in groups, they are very active in discussions. They are also meets their tasks on time. Students really efforts for doing their assignments. Moreover, some students stated that:⁸⁴

“Sometimes I ask to the teacher when there was the material that I don't understand. I also discuss with my friends related to the material. With groupwork, I think it's makes us easier to complete our tasks.”

From the observation above, students desire to solve problems and complete their task. In other words, students got challenged during teaching and learning. With the use of POEW strategy in learning writing narrative text, students' cognitive engagement positively increased.

d. Agentic Engagement

Out of Fredricks's theory, the researcher found that there is another dimension of students' engagement. Agentic engagement is a

⁸⁴ Students at VIII F in SMPN 1 Panti, *Interview*, Jember, May 23rd, 2023.

dimension proposed by Reeve and Tseng.⁸⁵ Agentic engagement refers to students' constructive contribution to the instructions and tasks given during learning. When students learn new concepts, they consciously and actively apply them, enrich their content, and strive to learn more. For example, during class, students express their opinions, suggestions, contributions, express preferences, ask questions, share thoughts and so on. Students do not just passively accept what the teacher gives them, but also enrich their learning activities.⁸⁶

Based on the twice meeting, the POEW strategy gives a lot of chances for students to contribute during learning. The POEW strategy is also a new learning concept for them. Hence, students consciously and actively to enrich their content and strive to learn more. This can be proven by meeting twice. In teaching learning activities and groupworks, these can be seen those students active in answering questions from the teacher, such as expressing opinions, sharing thoughts and expressing suggestions. (see picture 4.5)



Picture 4.5
Students were contributed in learning

⁸⁵ Johnmarshall Reeve and Ching-Mei Tseng, "Agency as a fourth aspect of students' engagement during learning activities," *Journal Contemporary Educational Psychology*, no. 36 (2011): 257-267.

⁸⁶ Johnmarshall Reeve and Ching-Mei Tseng, "Agency as a fourth aspect of students' engagement during learning activities," *Journal Contemporary Educational Psychology*, no. 36 (2011): 257-267.

Student 1: Have you ever heard the story of the Timun Mas?

Student 2: Yes, I've heard of it.

Student 3: So, the first thing in Timun Mas story is the introduction of characters, places, etc. As we learned just now, the story begins with orientation.

Student 4: Exactly, next is complication and so on.⁸⁷

From the description above, it can be concluded that the twice meetings with the use of POEW strategy in learning writing narrative text influences students' agentic engagement.

2. Teacher's perception of using POEW strategy to foster students' engagement in learning writing narrative text

The observation was done by two meetings on May. The object of observation was the English teacher who teach English lessons for 8th grades students. The topic studied for two meetings was narrative text. In this observation, the teacher use POEW (predict-observe-explain-write) strategy and the main topic in the lesson that focused on writing mastery. In the first and the second meetings, teacher was explaining about narrative text. The focus of the observation was the teacher's perception of using POEW strategy to foster students' engagement in learning writing narrative text.

The observation sheet for teacher showed that teacher did not find any difficulties in teaching writing narrative text in the classroom. The teacher was following all the steps based on the lesson plan that have been discussed before with the researcher. Therefore, the use of POEW strategy

⁸⁷ Observation in SMPN 1 Panti, Tuesday, May 16th, 2023.

in learning writing narrative text helps teacher to make an interactive classroom learning.



Picture 4.6
The researcher interviewed an English teacher

The researcher also conducted interview session with the English teacher on May 24th, 2023 (see picture 4.6). The teacher assumed her experience using POEW strategy in teaching writing narrative text:

“At first, I don’t know what is this strategy, I think this strategy is like a new strategy. And when I began to search how to apply this strategy, it turns out how to apply this strategy is easy and make students easy to understand.”⁸⁸

Moreover, the teacher also stated:

“Of course, because through this strategy, students more actively during learning. Students also active in group works such as sharing thoughts and discussion.”⁸⁹

The use of POEW strategy take students’ attention in the classroom during the lesson and they were excited about the material on that day. The teacher got positive feedback on teaching process using POEW strategy because students were enjoying the lesson. In

⁸⁸ An English teacher in SMPN 1 Panti, *Interview*, Jember, May 24rd, 2023.

⁸⁹ An English teacher in SMPN 1 Panti, *Interview*, Jember, May 24rd, 2023.

addition, the use of POEW strategy give positive students' engagement.

Below was the complete interview transcript can be seen in table 4.2.⁹⁰

Table 4.2
Data interview with teacher

Transcription of interview Time: 09.40 - end Date: May 24rd, 2023 Place: In the office teacher I: Interviewer, T: Teacher		
No.	Context	Transcript
1.	POEW strategy	<p>R: How is your experience using POEW strategy in teaching a writing narrative text?</p> <p>T: At first, I don't know what is this strategy, I think this strategy is like a new strategy. And when I began to search how to apply this strategy, it turns out how to apply this strategy is easy and make students easy to understand.</p> <p>R: Is the use of POEW strategy suitable for students?</p> <p>T: Of course, because through this strategy, students more actively during learning. Students also active in group works such as sharing thoughts and discussion.</p> <p>R: Would you like to use this strategy for future teaching and learning activities?</p> <p>T: Of course, I will use it for teaching and learning activities.</p>
2.	Behavioral engagement	<p>R: Here, I would like to asks some questions related to the students' engagement. The first question is about students' behavioral engagement. How is the attitude of student behavior</p>

⁹⁰ An English teacher in SMPN 1 Panti, *Interview*, Jember, May 24rd, 2023.

		<p>during English learning?</p> <p>T: Alhamdulillah most of student in VIII F pay attention when I'm explain. Students also dare to ask questions when there is material that has not been understood.</p> <p>R: What are the factors behind the students' behavior?</p> <p>T: The background of the student may be the students' resource factor, because in this class is including class where the majority of students are smart. And when English lesson, I try to make students happy by organizing gift. Besides, the use of POEW strategy also can make students more active.</p>
3.	Emotional engagement	<p>R: During the lesson, does students enjoy the learning?</p> <p>T: So far, during the lesson, students showed enjoying the learning. Majority of students pay attention and does not show a boredom.</p>
4.	Cognitive engagement	<p>R: How are students' abilities in learning English?</p> <p>T: Most of students in VIII F can learn English. May be only 3-4 students not good at English.</p> <p>R: How about students' memory?</p> <p>T: The students' memory is good enough. They can remember previous learning, although not all of them.</p> <p>R: Does students can solve problem in class? How?</p> <p>T: Yes, they solve the problem like ask question to me when they are not understood the material. They are also have a discussion with their friends when they are not understood.</p>

Based on the table 4.2, the researcher can conclude that teacher did not find any difficulties in teaching writing narrative text through POEW strategy. Therefore, the teacher intended to use POEW strategy

based on daily learning activities to make students more engage with the lesson. The teacher felt the presence of POEW strategy could change the classroom environment through fun learning activities for students' engagement in learning writing narrative text. Below was the table of the result of the research findings can be seen in table 4.3.

Table 4.3
The result of the research findings

Research question	Research findings
<p>1. How is students' engagement in learning writing narrative text through POEW (predict-observe-explain-write) strategy at the eighth grade of junior high school?</p>	<p>There were three aspects of students' engagement in learning writing narrative text through POEW (predict-observe-explain-write) strategy in the classroom: First, students' behavioral engagement positively engaged in learning during the lesson. Most of students in the classroom actively participate in the learning process. Secondly, students' emotional engagement has positively influenced. Students show an attitude of enjoyment and pleasure during learning process. Third, students' cognitive engagement positively increased. Students' desire to solve problem and complete their task. Moreover, students' constructive contribution to the instructions and tasks given during learning, the students' agentic engagement has influenced.</p>
<p>2. Teacher's perception of</p>	<p>Based on the teacher's perception,</p>

<p>using POEW strategy to foster students' engagement in learning writing narrative text?</p>	<p>POEW strategy is valuable for the second graders in learning writing narrative text due to the use of POEW strategy engages students in the classroom. Thus, after POEW was implemented, the learning process became an interactive classroom environment, in this way POEW strategy help students increased their students' engagement in learning writing narrative text.</p>
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C. Discussion

Based on research conducted at SMPN 1 Panti about students' engagement in learning writing narrative text through POEW (predict-observe-explain-write) strategy at the eighth grade of junior high school, the data obtained through observation, interview and documentation, the researcher presented the discussion from the data presentation and data analysis above. The researcher found several data in the field that relevant to the theory used. This discussion is detailed based on the focus of the problem that has been determined and summarized as follows:

1. Students' engagement in learning writing narrative text through POEW (predict observe-explain-write) strategy at the eighth grade of junior high school

In this discussion, the researcher compares the present study to other previous research findings which related to students' engagement in learning writing narrative text through POEW strategy.

The previous research from Sianna and Syawal found that the use of POEW model can be used to improve the students' writing ability. The result was proven by the results of students' writing test which were conducted on pretest and posttest.⁹¹

Moreover, Mariono also found in his research that there was the significant effect of applying POEW model assisted by quartet card on students' writing achievement in writing recount text. In other words, students who taught by applying POEW model assisted by quartet card (experimental group) got the higher scores than the students who taught by lecturing method (control group).⁹²

Likewise, this study both using POEW strategy in learning writing narrative text. Hence, this study focus on student' engagement in learning writing narrative text through POEW strategy.

This study, the data was gained from observation which is conducted twice meetings, interviews and documentation in SMPN 1 Panti. Thus, Fredricks explained there are three aspects of students' engagement such as behavioral engagement, emotional engagement and cognitive engagement.⁹³ The researcher found that most of students in the classroom actively participate in the learning process. Indeed, students' behavioral engagement in learning writing narrative text through POEW

⁹¹ Sianna Sianna and Syawal Syawal, "The Implementation of POEW in Teaching Writing," *International Journal of Language Education*, No. 1 (March, 2017): 51-61.

⁹² Novi Mariono, "The Effect of Applying POEW Model Assisted by Quartet Card on Students' Achievement In Writing Recount Text," (Skripsi Universitas Muhammadiyah Sumatera Utara, 2019).

⁹³ Jennifer A. Fredricks, Phyllis C. Blumenfeld, & Allison H. Paris, *School Engagement: Potential of The Concept, State of The Evidence*, (Review of Educational Research, 2004).

strategy at the eighth grade of junior high school are positively engaged. Subsequently, students' emotional engagement in twice meetings show an attitude of enjoyment and pleasure during learning. Therefore, the results of twice meeting in learning narrative text through POEW strategy has positively influenced students' emotional engagement. Other dimension of students' engagement is cognitive engagement. Based on the findings, students desire to solve problems and complete their task. In other words, students got challenged during teaching and learning. With the use of POEW strategy in learning writing narrative text, students' cognitive engagement positively engaged. Thus, from the data obtained by researcher shows result that are relevant to the theory used, namely the theory of Fredricks which there are three dimensions of students' engagement.⁹⁴

Moreover, out of the theory from Fredricks, other dimensions of students' engagement were agentic engagement. This dimension stated by Reeve and Tseng. During class, students contribute during learning such as express their opinions, suggestions, contributions and ask question. Thus, this agentic engagement is theory from Reeve and Tseng which support this research.⁹⁵

Likewise, this study also relevant with both of theory from Fredricks and Reeve and Tseng. Based on finding discussion above, the

⁹⁴ Jennifer A. Fredricks, Phyllis C. Blumenfeld, & Allison H. Paris, *School Engagement: Potential of The Concept, State of The Evidence*, (Review of Educational Research, 2004).

⁹⁵ Johnmarshall Reeve and Ching-Mei Tseng, "Agency as a fourth aspect of students' engagement during learning activities," *Journal Contemporary Educational Psychology*, no. 36 (2011): 257-267.

use of POEW strategy in learning writing narrative text can assist students to improve their engagement.

2. Teacher's perception of using POEW strategy to foster students' engagement in learning writing narrative text

As discussed earlier in this chapter, the use of POEW (predict-observe-explain-write) strategy in learning writing narrative text fosters students' engagement in terms behavioral, emotional and cognitive engagement. In link with this situation, the students' contribution during learning has reached a good level of teaching practices and learning goals. The POEW strategy makes students more active and fun during learning. Besides, the material that use in this research is narrative text that consist of the story, such as folklore and legenda that interesting for secondary school students. In this way, teacher implemented fun learning activities in which students can exercise and practice their writing skills in the classroom.

The teacher perceives POEW strategy as an easy learning strategy to implement, and it is not difficult to apply and they have many advantages for students' engagement in learning. The teacher stated that POEW strategy can use at anytime and anywhere because the POEW strategy is easy to implement.⁹⁶ Thus, the POEW strategy offer students to practice their writing skill in learning. The POEW strategy not only attract students' engagement, but also can attract students' writing skill. From a

⁹⁶ An English teacher in SMPN 1 Panti, *Interview*, Jember, May 24rd, 2023.

teacher's perception, through the POEW strategy, students more actively during learning. Students also active in group works such as sharing thoughts and discussion.

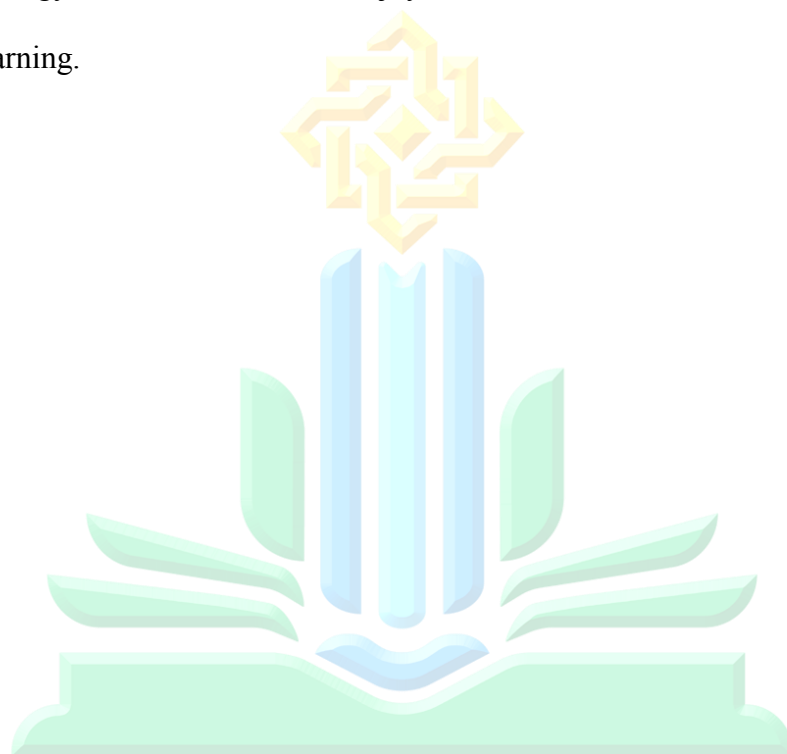
Moreover, the teacher stated that the students' behavioral engagement during teaching and learning, students pay attention she explains the material. Students also dare to ask questions when there is material that has not been understood. In addition, the use POEW strategy give positive students' behavioral engagement.⁹⁷ On the other side, based on the interview transcript with the teacher, students showed enjoying the learning during the lesson. Majority of students pay attention and does not show a boredom. In addition, the use of POEW strategy has positively influenced students' emotional engagement. Not only students' behavioral and emotional engagement give positive feedback during learning, but also students' cognitive engagement.⁹⁸ Based on the interview transcript in table 4.3, the teacher stated that students solve the problem like ask question to the teacher when they are not understood the material. They are also have a discussion with their friends when they are not understood. It's means that students' cognitive engagement positively engaged in learning writing narrative text.

Moreover, Mariono stated that the use of POEW in teaching learning process could made the students to be active and gave students the chance to construct their knowledge, communicate their ideas and discuss

⁹⁷ An English teacher in SMPN 1 Panti, *Interview*, Jember, May 24rd, 2023.

⁹⁸ Observation in SMPN 1 Panti, May 16th and 20th, 2023.

their result to comprehend the problem well, mastery the concepts, and improve their critical thinking skill.⁹⁹ Hence, it can be concluded that the POEW strategy can foster students' engagement in learning writing narrative text at the eighth grade of junior high school due to the POEW strategy can boost students' enjoyment and students more active during learning.



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⁹⁹ Novi Mariono, "The Effect of Applying POEW Model Assisted by Quartet Card on Students' Achievement In Writing Recount Text," (Skripsi Universitas Muhammadiyah Sumatera Utara, 2019).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion of the research based on findings and analysis. It also presents suggestions related to students' engagement in learning writing narrative text through POEW strategy at the eighth grade of junior high school.

A. Conclusion

In this chapter, the researcher presents the conclusion of this study. Therefore, the researcher concludes according to the findings that have been analyzed in the previous chapter. Based on the research results obtained from observation, interviews, and documentation, the researcher concludes that the students' engagement in teaching a writing narrative text through POEW (predict-observe-explain-write) strategy at the eighth grade of SMPN 1 Pantj have shown positive engagement from most of the students in the classroom. Indeed, students were positively active during learning, enjoying learning, students complete their task, actively work in a group together and students contributed to the instructions and tasks given during learning. Therefore, students positively engaged in teaching a writing narrative text through POEW strategy in terms of behavioral, emotional and cognitive engagement, which is linked to agentic engagement.

The teacher's perception of using POEW strategy to foster students' engagement in learning writing narrative text, the teacher did not find any difficulties in teaching writing narrative text through POEW strategy.

Therefore, the teacher intended to use POEW strategy based on daily learning activities to make students more engage with the lesson. The teacher felt the presence of POEW strategy could change the classroom environment through fun learning activities for students' engagement in learning writing narrative text. The teacher perceives POEW strategy as an easy learning strategy to implement, and it is not difficult to apply and they have many advantages for students' engagement in learning. The teacher stated that POEW strategy can use at anytime and anywhere because the POEW strategy is easy to implement. It can be concluded that the POEW strategy can foster students' engagement in learning writing narrative text at the eighth grade of junior high school due to the POEW strategy can boost students' enjoyment and students more active during learning.

There are some limitations faced by the researcher in this research. The first limitation is this study only focus on students' engagement. The second limitation is only took one classroom and did two meetings. The third limitation is there were limited time in conducting this research due to the students were on pursuit of the material from the school instruction. Unfortunately, the researcher only observes with the limited time given by the school.

B. Suggestion

After conducting research which was finally written in the form of a thesis, at the end of this paper the researcher would like to submit some suggestions that might be taken into consideration so that SMPN 1 Panti is a

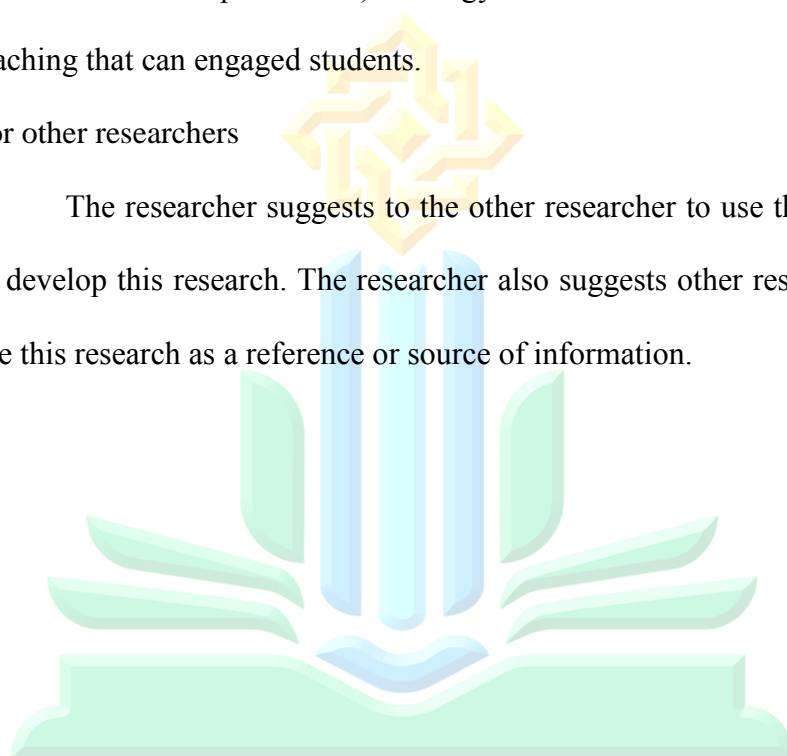
school that provides the best facilities for its students and makes it better. As for this suggestion is shown to several parties as follows:

1. For teacher

The researcher suggests to the English teacher to apply POEW (predict-observe-explain-write) strategy as an alternative strategy for teaching that can engaged students.

2. For other researchers

The researcher suggests to the other researcher to use this strategy or develop this research. The researcher also suggests other researchers to use this research as a reference or source of information.



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Appendix 1

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Ilmia Safana
Student's number : T20196090
Study program : English Education Department
Faculty : Education and Teacher Training
Institution : State Islamic University of Kiai Haji Achmad Siddiq of
Jember

Declare that thesis entitled "Students engagement in teaching a writing narrative text through POEW (predict-observe-explain-write) strategy at the eighth grade of junior high school" is my original work, gathered and utilized especially to fulfill the purpose and objectives of this study, and has not been previously submitted to any other university for a higher degree. I also declare that the publication cited in this work has been personally consulted.

Jember, July 15th, 2023

I declared



Ilmia Safana
NIM. T20196090

Appendix 2



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataran No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://tik.uinkhas-jember.ac.id](http://tik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor: B-5182/In.20/3.a/PP.009/10/2022

Sifat : Biasa

Perihal: **Permohonan Ijin Penelitian**

Yth. Kepala SMP Negeri 1 Pant

Jl. PB. Sudirman No.6, Darungan, Panti, Kec. Panti, Kabupaten Jember, Jawa Timur 68153

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196090
 Nama : ILMIA SAFANA
 Semester : Semester tujuh
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Students' Engagement in Teaching A Writing Narrative Text through POEW (predict-observe-explain-write) Strategy at The Eighth Grade of Junior High School " selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Astuti, S. Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 27 Oktober

2022an. Dekan,

Makil Dekan Bidang Akademik,



MASHUDI

Appendix 3



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMPN 1 PANTI



Jl. PB. Sudirman No.6 Telp. 0331. 711624 Panti – Jember 68153
email : smpn1panti@gmail.com

SURAT KETERANGAN

Nomor : 421.3/ 112/ 310.17.20523872/ 2023

Yang bertanda tangan di bawah ini,

Nama : **ASTUTI, S.Pd.**
NIP. : 19720825 200801 2 007
Jabatan : Kepala UPTD Satdik SMPN 1 Panti – Jember

dengan ini menerangkan bahwa

Nama : **ILMIA SAFANA**
NIM : T20196090
Jurusan : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Fakultas. : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Telah melakukan penelitian di SMPN 1 Panti pada tanggal 16 Mei s.d 16 Juni 2023 dengan judul skripsi :

"Students' Engagement in Teaching A Writing Narrative Text through POEW (predict-observe-explain-write) Strategy at The Eighth Grade of junior High School".

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai mana mestinya.

Jember, 21 Juli 2023

Kepala Sekolah
ASTUTI, S.Pd.
Pembina
NIP. 19720825 200801 2 007

Appendix 5**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Satuan Pendidikan	: SMPN 1 Panti
Mata Pelajaran	: Bahasa Inggris
Tema/ Materi	: Narrative Text
Pertemuan ke	: 1 dan 2
Kelas / Semester	: VIII / Genap
Alokasi Waktu	: 2 x Pertemuan (2 x 40 Menit)

Kompetensi Inti	<p>KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.</p> <p>KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya</p> <p>KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.</p> <p>KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.</p>
Kompetensi Dasar	<p>3.1.1 Memahami fungsi social, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk cerita rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.1.2 Menangkap makna teks naratif, lisan dan tulis, berbentuk cerita rakyat pendek dan sederhana.</p>

A. Tujuan Pembelajaran

Pertemuan 1

1. Melalui penjelasan materi dari guru, siswa diharapkan dapat menentukan fungsi sosial, struktur teks dan unsur kebahasaan dari teks naratif
2. Melalui kegiatan berdiskusi secara kelompok, siswa dapat menyimpulkan informasi dari teks naratif

Pertemuan 2

1. Melalui kegiatan menyimak video, siswa diharapkan dapat berdiskusi terkait mengisi rumpang cerita dari teks naratif
2. Melalui kegiatan berdiskusi secara kelompok, siswa dapat menyimpulkan informasi dari teks naratif

B. Materi Pembelajaran

1. The definition of narrative text

Narrative text is a type of text that tells a story or describes a sequence of events.

The social functions are to amuse, to entertain, and to show moral values indirectly.

2. The characteristics of narrative text

- Using past tense
 - (+) S + to be (was/were) + complement
 - (-) S + to be (was/were) + not + complement
 - (?) to be (was/were + S + complement)
- Using adverb of time
 - Example: early morning, once upon a time and etc.
- Using adjectives
 - Example: brave, beautiful, big, kind and etc.

3. The structure of narrative text

- Orientation = orientation sets the stage for the story. Ideally, the orientation should answer the questions “who, where, and when”. In orientation should be able identify the character and setting (both time and place) of the story

- Complication = This section contains the problem that occur within a story.
- Resolution = This section where the conflict or problem introduced earlier in the story is resolved or addressed. This may involve characters finding a solution to their issues, overcoming obstacles, or experiencing personal growth. The resolution helps tie up loose ends, providing closure for the reader and allowing them to see how the events of the story have impacted the characters.

4. The types of narrative texts

Fable, fairy tale, novel, autobiography, legend.

C. Strategi pembelajaran

Pendekatan: Scientific approach

Strategi: POEW

D. Media pembelajaran

Papan tulis, spidol, worksheet

E. Sumber belajar

Buku when english rings a bell

Langkah-Langkah Pembelajaran

Pertemuan 1

Kegiatan Pembelajaran	Waktu
<p>Kegiatan Pendahuluan</p> <p>a. Guru mengucapkan salam dan seluruh peserta didik menjawabnya [PPK Religius]</p> <p>b. Guru dan siswa membaca surah Yasin bersama sama</p> <p>c. Guru memeriksa kehadiran peserta didik, dan menanyakan alasan bagi peserta didik yang tidak hadir. (PPK Disiplin)</p> <p>d. Guru mengecek persiapan belajar siswa dengan memberikan pertanyaan yang menyangkut tema yang akan dipelajari. (Apersepsi)</p> <p>e. Guru menyampaikan tema, Indikator, dan Tujuan yang akan dipelajari</p> <p>f. Guru memberikan motivasi sebelum memulai KBM, agar siswa lebih</p>	5 Menit

bersemangat dalam melakukan KBM	
<p>Kegiatan Inti</p> <p>Mengamati</p> <p>a. Guru mulai menjelaskan definition, generic structure dan language features tentang narrative text.</p> <p>b. Guru membentuk kelompok yang terdiri dari 4-5 siswa.</p> <p>Menanya</p> <p>c. Dengan bimbingan guru, siswa menanyakan hal-hal yang belum dipahami</p> <p>Mengeksplorasi</p> <p>d. Guru menanyakan kepada siswa cerita tentang Timun Mas</p> <p>e. Siswa ditugaskan untuk memprediksi cerita yang diberikan</p> <p>Mengasosiasi</p> <p>f. Siswa mulai berdiskusi cerita tentang Timun Mas</p> <p>g. Siswa diberi lembar kerja</p> <p>Mengkomunikasikan</p> <p>h. Siswa ditugaskan untuk menentukan generic structure dari cerita Timun Mas</p> <p>i. Siswa menulis hasil diskusi pada lembar kerja</p>	30 Menit
<p>Kegiatan Penutup</p> <p>a. Guru memberi kesimpulan yang disampaikan siswa (Refleksi)</p> <p>b. Guru menyampaikan tema materi pembelajaran yang akan dipelajari selanjutnya.</p> <p>c. Guru memberikan motivasi</p> <p>d. Guru memimpin membaca hamdalah sebagai doa selesai belajar [PPK Religius] dengan harapan ilmu yang dipelajari dapat barokah dan manfaat.</p> <p>e. Guru mengucapkan salam (PPK Religius) dan peserta didik menjawabnya dengan kompak.</p>	5 Menit

Pertemuan 2

Kegiatan Pembelajaran	Waktu
<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> Guru mengucapkan salam dan seluruh peserta didik menjawabnya [PPK Religius] Guru dan siswa membaca surah Yasin bersama sama Guru memeriksa kehadiran peserta didik, dan menanyakan alasan bagi peserta didik yang tidak hadir. (PPK Disiplin) Guru mengecek persiapan belajar siswa dengan memberikan pertanyaan yang menyangkut tema yang akan dipelajari. (Apersepsi) Guru menyampaikan tema, Indikator, dan Tujuan yang akan dipelajari Guru memberikan motivasi sebelum memulai KBM, agar siswa lebih bersemangat dalam melakukan KBM 	5 Menit
<p>Kegiatan Inti</p> <p>Mengamati</p> <ol style="list-style-type: none"> Guru menanyakan kembali kepada siswa cerita tentang Timun Mas Guru mulai memperlihatkan video tentang Timun Mas dalam Bahasa Inggris <p>Menanya</p> <ol style="list-style-type: none"> Guru bertanya tentang tiga pesan moral yang terkandung dalam cerita Timun Mas <p>Mengeksplorasi</p> <ol style="list-style-type: none"> Peserta didik menjawab pertanyaan dari guru <p>Mengasosiasi</p> <ol style="list-style-type: none"> Guru mulai membentuk 4-5 kelompok Guru memberikan tugas untuk mengisi rumpang cerita Timun Mas <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> Siswa mulai berdiskusi terkait dengan cerita Timun Mas Siswa menulis hasil pada lembar kerja 	30 Menit

<p>Kegiatan Penutup</p> <ol style="list-style-type: none"> Guru memberi kesimpulan yang disampaikan siswa (Refleksi) Guru menyampaikan tema materi pembelajaran yang akan dipelajari selanjutnya. Guru memberikan motivasi Guru memimpin membaca hamdalah sebagai doa selesai belajar [PPK Religius] dengan harapan ilmu yang dipelajari dapat barokah dan manfaat. Guru mengucapkan salam (PPK Religius) dan peserta didik menjawabnya dengan kompak. 	5 Menit
--	---------

Penilaian:

1. Penilaian Sikap dengan mengidentifikasi peserta didik dalam berperilaku
2. Penilaian Pengetahuan : Hasil lembar kerja siswa
3. Penilaian Keterampilan : Praktik dan Keaktifan

Mengetahui,

Jember, 11 Mei 2023

Guru Pamong

Praktikan,




Siti Asfihana Rahmawati, S.S.

NIP. 19810710 201412 2 002

Ilmia Safana

NIM. T20196090

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Appendix 6

Please determine the generic structure of the following story!

Timun Mas (The Golden Cucumber)

Long time ago, lived an old women named Mbok Sirni. She lived by herself because her husband had long passed away and she had no children. Every day, she prayed so God would give her a child. One night, when she was praying, a giant passed her house and heard her pray. "I can give you a child on one condition," the giant said to Mbok Sirni, "You must give the child back to me when it is six years old." Mbok Sirni was so happy; she did not think about the risk of losing the child later and agreed to take the giant's offer. The giant then gave her a bunch of cucumber seeds. "Plant it around your house." The giant then left without saying anything else. In the morning, Mbok Sirni planted the seeds. The seeds grew within mere days, and blossomed plentifully. Not longer after that, a big golden cucumber grew from plants. Carefully, Mbok Sirni plucked the golden cucumber and carried it home. With caution and care, she sliced the cucumber. She was very surprised to see a beautiful baby girl inside the cucumber. She then named the baby Timun Emas (it means Golden Cucumber).

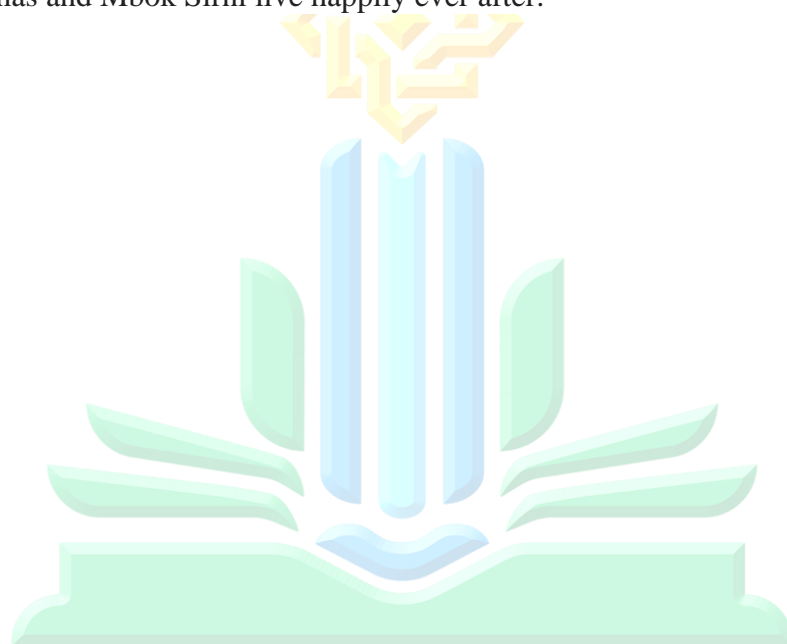
Years passed by and Timun Emas has grew to become a lovely and beautiful little girl. She was also smart and kind. Mbok Sirni loved her very much. But she kept thinking about the time the giant would take Timun Emas away from her. One night, Mbok Sirni had a dream. In order to save Timun Emas from the giant, she had to meet the holy man who lived in Mount Gundul. The next morning, Mbok Sirni took leave of Timun Emas to go to Mount Gundul. The holy man then gave her four little bags, each one containing cucumber seeds, needles, salt, and shrimp paste. "Timun Emas can use these to protect herself," said the holy man to Mbok Sirni.

A few days later, the giant came to see Mbok Sirni about her promise. "Mbok Sirni! Where is Timun Emas?" shouted the giant. "My daughter, take these bag with you. It can save you from the giant. Now, run through the back door," said Mbok Sirni. But the giant saw Timun Emas running to the woods. The giant was angry. Starved and enraged, he rushed toward Timun Emas. Mbok Sirni tried to stop him, but the giant was unstoppable.

The giant was getting closer and closer, so Timun Emas opened the first bag she got from Mbok Sirni. Inside the bag were cucumber seeds. She threw the seeds, and instantly they grew into large cucumber field. But the giant ate them all, giving him more strength. As the giant was getting close, Timun Emas took the second bag with needles inside and spilled the content behind her. The needles turned into bamboo trees, sharp and thorny. The giant's body was scratched and

bled. “Aaargh, I’ll get you, Timun Emas!” shouted the giant as he tried to get himself out from the bamboo field. He made it and still chasing Timun Emas.

Timun Emas then reached the third bag and spilled the salt inside. The ground which the salt touched turned into a deep sea. The giant almost drown and had to swim to cross the sea. After some time, he managed to get out from the water. Timun Emas saw the giant coming, so she reached for the last bag. She took the shrimp paste and threw it. The shrimp paste became a big swamp of boiling mud. The giant was trapped in the middle of the swamp. The mud slowly but surely drowned him. Helpless, he roared out, “Help! Heeeeelp...!” Then the giant drown and died. Timun Mas then immediately went home. Since then, Timun Emas and Mbok Sirni live happily ever after.



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J E M B E R

Please fill in the blank the story below!

Timun Mas (The Golden Cucumber)

Long time ago, lived an old women named Mbok Sirni. She lived by herself because her husband had long passed away and she had no children. Every day, she prayed so God would give her a..... One night, when she was praying, a giant passed her house and heard her pray. "I can give you a child on one condition," the giant said to Mbok Sirni, "You must give the child back to me when it is six years....." Mbok Sirni was so happy; she did not think about the risk of losing the child later and agreed to take the giant's offer. The giant then gave her a bunch of.....seeds. "Plant it around your house." The giant then left without saying anything else. In the morning, Mbok Sirni planted the seeds. The seeds grew within mere days, and blossomed plentifully. Not longer after that, a big golden cucumber grew from plants. Carefully, Mbok Sirni plucked the golden cucumber and carried it home. With caution and care, she.....the cucumber. She was very surprised to see a beautiful baby girl inside the cucumber. She then named the baby Timun Emas (it means Golden Cucumber).

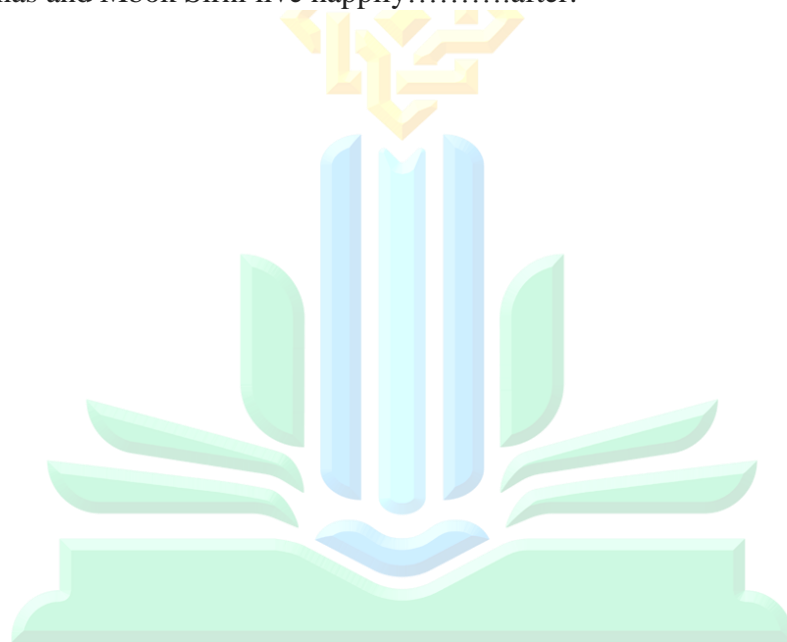
Years passed by and Timun Emas has grew to become a lovely and beautiful little girl. She was also smart and kind. Mbok Sirni loved her very much. But she kept thinking about the time the giant would take Timun Emas away from her. One night, Mbok Sirni had a dream. In order to save Timun Emas from the giant, she had to meet the holy man who lived in Mount Gundul. The next morning, Mbok Sirni took leave of Timun Emas to go to Mount Gundul. The holy man then gave her four little bags, each one containing cucumber seeds, needles, salt, and shrimp paste. "Timun Emas can use these to protect herself," said the holy man to Mbok Sirni.

A few days later, the giant.....to see Mbok Sirni about her promise. "Mbok Sirni! Where is Timun Emas?" shouted the giant. "My daughter, take these bag with you. It can save you from the giant. Now, run through the back door," said Mbok Sirni. But the giant saw Timun Emas running to the woods. The giant was angry. Starved and enraged, he rushed toward Timun Emas. Mbok Sirni tried to stop him, but the giant was unstoppable.

The giant was getting closer and closer, so Timun Emasthe first bag she got from Mbok Sirni. Inside the bag were cucumber seeds. She threw the seeds, and instantly they grew into large cucumber field. But the giant.....them all, giving him more strength. As the giant was getting close, Timun Emas took the second bag with needles inside and spilled the content behind her. The needles turned into bamboo trees, sharp and thorny. The giant's body was scratched and

bled. “Aaargh, I’ll get you, Timun Emas!” shouted the giant as he tried to get himself out from the bamboo field. He made it and still chasing Timun Emas.

Timun Emas then reached the third bag and spilled the salt inside. The ground which the salt touched turned into a deep sea. The giant almost drown and had to.....to cross the sea. After some time, he managed to get out from the water. Timun Emas saw the giant coming, so she reached for the last bag. She took the shrimp paste and threw it. The shrimp paste became a big swamp of boiling mud. The giant was trapped in the middle of the swamp. The mud slowly but surely drowned him. Helpless, he roared out, “Help! Heeeelp! ”Then the giant drown and..... Timun Mas then immediately went home. Since then, Timun Emas and Mbok Sirni live happily.....after.



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Appendix 7

Kelompok :
 Anggota Kelompok : Dinda Wahyuni E (11)
 Naomi Alkaskuni A (23)
 Nely Ahyatul U (25)

o) Orientation

Long time ago, lived an old women named Mbok Sirni. She lived by herself because her husband had long passed away and she had no children. Every day, she prayed so God would give her a child. One night, when she was praying, a giant ~~said to Mbok Sirni,~~ ^{passed her house} "You passed her house and heard her pray. "I can give you a child on one condition," the giant said to Mbok Sirni, "You must give the child back to me when it is six years old."

o) Complication

Years passed by and Timun Mas has grew to become a lovely and beautiful little girl. She was also smart and kind. Mbok Sirni loved her very much. But she kept thinking about the time the giant would take Timun Mas away from her. One night, Mbok Sirni had a dream. In order to save Timun Mas from the giant, she had to meet the holy man who lived in Mount Gundul.

o) Resolution

Timun mas then reached the third bag and spilled the salt inside. The ground which the salt touched turned into a deep sea. The giant almost drown and had to swim to cross the sea. After some time, he managed to get out from the water. Timun Mas saw the giant coming, so she reached for the last bag. She took the shrimp paste and threw it. The shrimp paste became a big swamp of boiling mud. The giant was trapped in the middle of the swamp. The mud slowly but surely drowned him.

Please fill in the blank the story below!

Timun Mas

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Years passed by and Timun Emas has grew to become a lovely and beautiful little girl. She was also smart and kind. Mbok Sirni loved her very much. But she kept thinking about the time the giant would take Timun Emas away from her. One night, Mbok Sirni had a dream. In order to save Timun Emas from the giant, she had to meet the holy man who lived in Mount Gundul. The next morning, Mbok Sirni took leave of Timun Emas to go to Mount Gundul. The holy man then gave her four little bags, each one containing cucumber seeds, needles, salt, and shrimp paste. "Timun Emas can use these to protect herself," said the holy man to Mbok Sirni.

A few days later, the giant came to see Mbok Sirni about her promise. "Mbok Sirni! Where is Timun Emas?" shouted the giant. "My daughter, take these bag with you. It can save you from the giant. Now, run through the back door," said Mbok Sirni. But the giant saw Timun Emas running to the woods. The giant was angry. Starved and enraged, he rushed toward Timun Emas. Mbok Sirni tried to stop him, but the giant was unstoppable.

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the giant drown and... Timun Mas then immediately went home. Since then, Timun Emas and Mbok Sini live happily... after.

Nama anggota kelompok

- 1) Adinda putri Fauzan (1)
- 2) Garneta Kalita Maharani (14)
- 3) Bilqis Syahqita Kayla - J. (15)
- 4) Riska Icharun Nisa (28)

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Appendix 9

ABSENSI SISWA

Kelas : VIII F
 Mata Pelajaran : ...Bahasa Inggris
 Guru Bidang Studi :

NO	No. Induk	NAMA SISWA	L/P	KEHADIRAN SIS																			
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	7100	ADINDA PUTRI FAUZAN	P	-	-																		
2	7101	ADITYA PUTRA RAMADHANI	L	-	-																		
3	7102	AHMAD FAISAL	L	-	-																		
4	7103	AHMAD RENDI ABDULIL MUSTOFA	L	-	-																		
5	7104	AINI FIJAYANTI	P	-	-																		
6	7105	ALFIYATUS-SHOLIHAH	P	-	-																		
7	7106	ALYA MELANI	P	-	-																		
8	7107	ANDRE SUBASTIAN	L	-	-																		
9	7108	ARIL SAPUTRA	L	-	-																		
10	7109	DHARMAWAN TEZA SYAPUTRA	L	-	-																		
11	7110	DINDA WAHYUNI EPRILLIYANTI	P	-	-																		
12	7111	FEBRIANA IRNA JFADHA	P	-	-																		
13	7112	GALANG NAULY PUTRA RAMADHAN	L	-	-																		
14	7113	GARNETA KALILA MAHARANI	P	-	-																		
15	7114	GILQIS SYAHQUTHA KAYLA ILYAZA	P	-	-																		
16	7115	INTAN NUR AINI	P	-	-																		
17	7116	KAMILATUL HASANAH	P	-	-																		
18	7117	LINTANG PRATAMA RAHARDJO	L	-	-																		
19	7118	MAULANA ISHAQ	L	-	-																		
20	7119	MOCH. FAJRI MUBAROK	L	-	-																		
21	7120	MUCHAMMAD KHARIS NAFUL UMAM	L	-	-																		
22	7121	MUHAMMAD AFFAN	L	-	-																		
23	7123	NAOMI ALKASTURI AZMI	P	-	-																		
24	7122	NASIFA FEBILIYA PRATIWI	P	-	-																		
25	7124	NELY AHYATUL UTMAH	P	-	-																		
26	7125	NUFAIL MIFZAL MAULIDA	L	-	-																		
27	7126	REFIL RAMADHANI IRWANSAH	L	-	-																		
28	7127	RISKA KHOIRUN NISA'	P	-	-																		
29	7128	RISKY FIRMAN SYAH	L	-	-																		
30	7129	SHAFIRA FITRIA NINGRUM	P	-	-																		
31	7130	TRI Satria DEWANTARA	L	-	-																		
32	7131	ZAHRA NURUL AULIA	P	-	-																		

L: 16
 p: 16

Appendix 10

OBSERVATION CHECKLIST FORM

Meeting 1

Date: May 16th, 2023

NO.	TEACHER'S ACTIVITIES	CONDITION	
		YES	NO
	Opening activities	✓	
1.	Teacher greets students	✓	
2.	Teacher and students reciting du'a together		
3.	Teacher checks students' attendance list and asks students condition	✓	
4.	Teacher checks whether the students are ready for the lesson or not		
5.	Teacher asks some questions related to today's lesson	✓	
6.	Teacher tells the students about theme, indicator and the purpose related to the topic	✓	
7.	Teacher gives some motivation to the students to be more enthusiastic to the lesson before start learning	✓	
	Main activities		
8.	Teacher explain the lesson	✓	
9.	Teacher forms some groups	✓	
10.	Teacher asks to students the story of Timun Mas	✓	
11.	Teacher assigned to the students to predict the story of Timun Mas	✓	
12.	Students start the discussion about the story	✓	
13.	Teacher gives worksheet to each group	✓	
14.	Teacher assigned to the students to determine the generic structure story of Timun Mas	✓	
15.	Teacher assigned to the students to write the result on their worksheet	✓	
	Closing activities	✓	
16.	Teacher summarizes the lesson	✓	
17.	Teacher tells the students the material that will be studied next	✓	
18.	Teacher gives motivation		✓
19.	Teacher close the lesson by reciting hamdalah together	✓	

OBSERVATION CHECKLIST FORM

Meeting 2

Date: May 20th, 2023

SMPN 1 PANTI

NO.	TEACHER'S ACTIVITIES	CONDITION	
		YES	NO
Opening activities			
1.	Teacher greets students	✓	
2.	Teacher and students reciting du'a together	✓	
3.	Teacher checks students' attendance list and asks students condition	✓	
4.	Teacher checks whether the students are ready for the lesson or not	✓	
5.	Teacher asks some questions related to today's lesson	✓	
6.	Teacher tells the students about theme, indicator and the purpose related to the topic	✓	
7.	Teacher gives some motivation to the students to be more enthusiastic to the lesson before start learning	✓	
Main activities			
8.	Teacher shows the video about timun mas	✓	
9.	Teacher gives quiz to the students	✓	
10.	Teacher forms some groups	✓	
11.	Teacher assigned to the students to fill in the blank the story of Timun Mas	✓	
12.	Teacher helps students who do not understand	✓	
13.	Teacher gives feedback on students' work	✓	
Closing activities			
14.	Teacher summarizes the lesson	✓	
15.	Teacher tells the students the material that will be studied next		✓
16.	Teacher gives motivation		✓
17.	Teacher closes the lesson by reciting hamdalah together	✓	

Appendix 11

Interview Transcript with students

Date: May 23rd, 2023

R = researcher

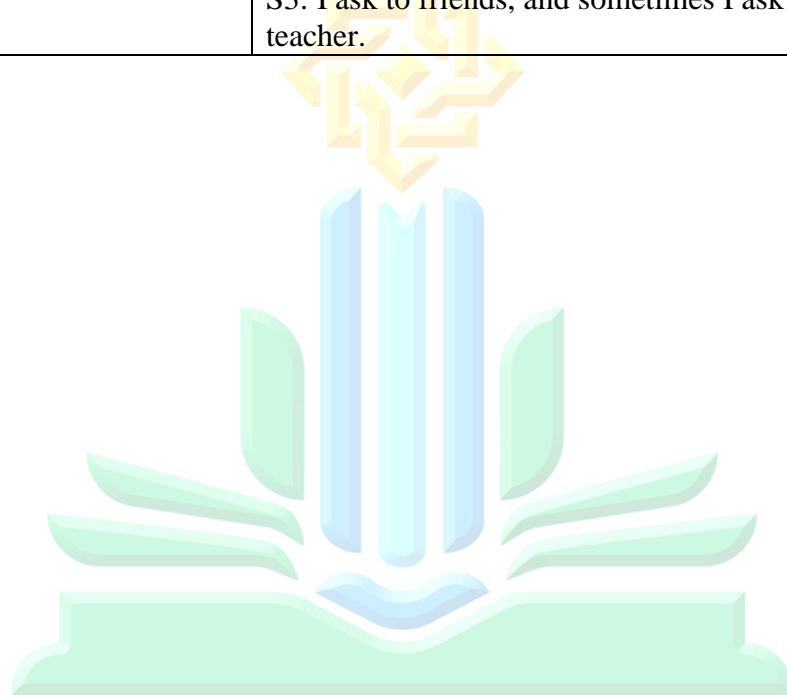
S1 = Student 1

S2 = Student 2

S3 = Student 3

No.	Context	Interview transcript of students
1.	POEW strategy	R: What do you think the use of POEW strategy? S1: I think this strategy is easy to understand. It makes me feel more enthusiasm. S2: This strategy is easy and not difficult to understand. S3: This strategy makes me feel easy to understand the material.
2.	Behavioral Engagement	R: Do you pay attention during learning? S1: Yes, I do. S2: Yes, I do. S3: Yes, I do. But sometimes I little talking with my friends. R: Do you do your tasks during lesson? S1: Yes, I do. I discuss with my groupwork. Sometimes we shared our opinions. S2: Yes, I do my work with my groupwork. S3: Yes, I do. R: Are you active in answering questions from the teacher? S1: Yes, I always active in answering teacher's question. Because, I also love English. Therefore, I tried my best in English lesson S2: Sometimes I answer questions from the teacher when I know the answer. S3: Seldom, because I don't understand English well enough.
3.	Emotional Engagement	R: Are you enjoy during the lesson? S1: Of course, I enjoy the lesson and also the use of this strategy not make me boredom. The use of this strategy makes us feel happy and more active S2: Yes, I enjoy the lesson.

		S3: Yes, but sometime I feel little don't understand
4.	Cognitive Engagement	<p>R: How do you solve problems in learning?</p> <p>S1: Sometimes I ask to the teacher when there was the material that I don't understand. I also discuss with my friends related to the material. With groupwork, I think it's makes us easier to complete our tasks.</p> <p>S2: I ask to friends if there is material that I don't understand. If my friends don't know either, I ask to the teacher.</p> <p>S3: I ask to friends, and sometimes I ask to the teacher.</p>



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Appendix 12

Interview Transcript with teacher

Date: May 24th, 2023

R = researcher

T = teacher

No.	Context	Interview transcript of teacher
1.	POEW strategy	<p>R: How is your experience using POEW strategy in learning writing narrative text?</p> <p>T: At first, I don't know what is this strategy, I think this strategy is like a new strategy. And when I began to search how to apply this strategy, it turns out how to apply this strategy is easy and make students easy to understand.</p> <p>R: Is the use of POEW strategy suitable for students?</p> <p>T: Of course, because through this strategy, students more actively during learning. Students also active in group works such as sharing thoughts and discussion.</p> <p>R: Would you like to use this strategy for future teaching and learning activities?</p> <p>T: Of course, I will use it for teaching and learning activities.</p>
2.	Behavioral Engagement	<p>R: Here, I would like to asks some questions related to the students' engagement. The first question is about students' behavioral engagement. How is the attitude of student behavior during English learning?</p> <p>T: Alhamdulillah most of student in VIII F pay attention when I'm explain. Students also dare to ask questions when there is material that has not been understood.</p> <p>R: What are the factors behind the students' behavior?</p> <p>T: The background of the student may be the students' resource factor, because in this class is including class where the majority of students are smart. And when English lesson, I try to make students happy by organizing gift. Besides, the use of POEW strategy also can make students more active.</p>
3.	Emotional Engagement	<p>R: During the lesson, does students enjoy the learning?</p>

		T: So far, during the lesson, students showed enjoying the learning. Majority of students pay attention and does not show a boredom.
4.	Cognitive Engagement	<p>R: How are students' abilities in learning English?</p> <p>T: Most of students in VIII F can learn English. May be only 3-4 students not good at English.</p> <p>R: How about students' memory?</p> <p>T: The students' memory is good enough. They can remember previous learning, although not all of them.</p> <p>R: Does students can solve problem in class? How?</p> <p>T: Yes, they solve the problem like ask question to me when they are not understood the material. They are also have a discussion with their friends when they are not understood.</p>



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Appendix 13

JOURNAL OF RESEARCH

Name: Ilmia Safana

NIM: T20196090

Title of research: Students' engagement in teaching a writing narrative text through POEW
(predict-observe-explain-write) at the eighth grade of junior high school

NO.	DATE	ACTIVITIES	INFORMANT	SIGNATURE
1.	January 19 th , 2023	Asking for permission to do a research	Astuti, S. Pd.	
2.	February 20 th , 2023	Discussion related to materials and lesson plans	Siti Asfihana Rahmawati, S. S.	
3.	March 14 th , 2023	Consultation related to the research implementation schedule	Siti Asfihana Rahmawati, S.S.	
5.	May 16 th , 2023	The first meeting	Siti Asfihana Rahmawati, S.S.	
6.	May 19 th , 2023	The second meeting	Siti Asfihana Rahmawati, S.S.	
7.	May 23 rd , 2023	Interview students Student 1 Student 2 Student 3	Students at VIII F	
8.	May 24 th , 2023	Interview with a teacher after the twice meetings	Siti Asfihana Rahmawati, S.S.	
9.	July 21 th , 2023	Asking for a research finish letter	Astuti, S. Pd.	

Jember, July 21st, 2023

Headmaster of SMPN 1 Pant

Astuti, S. Pd.

NIP: 197208252008012007

Appendix 14**Documentation****The first meeting**

Teacher brainstormed students with narrative text



Students were involved in a workgroup activities



Teacher helps students who didn't understand

The second meeting



Students and teacher watched timun mas (the golden cucumber) movie



Students were involved in a workgroup activities

Interview with teacher and students



Appendix 15**AUTOBIOGRAPHY**

- Name : Ilmia Safana
- Place, date of birth : Jember, December 17th, 2000
- Gender : Female
- Address : Jl. PB. Sudirman, Mencek, Serut, Panti, Jember
- E-mail : miasafana17@gmail.com
- Educational background :
1. TK Nurul Hidayah : 2005 - 2007
 2. SD Negeri Serut 01 : 2007 - 2013
 3. MTs “Unggulan” Nuris Jember : 2013 - 2016
 4. MA “Unggulan” Nuris Jember : 2016 - 2019
 5. UIN KHAS Jember : 2019 - Nowadays