

ABSTRACT

Nurlatifah, Nita. 2017. **“Improving Students Writing Skill in Narrative Text Through Reading to Learn in an Indonesian Senior High School: an Action Research”** (A Classroom Action Research in Senior High School at Hidayatunnajah Kab. Bekasi in Academic Year 2017/ 2018).

This study was conducted to improve the students’ writing skill through reading to learn in an Indonesian senior high school. The subject of this study were consisted of 27 students at the tenth grade of senior high school in the second semester in the academic year of 2017/2018.

The purposes of this study are 1) To know what is the problem faced by the students in writing skill 2) To explain reading to learn is implemented in Indonesia 3) To find out how reading to learn can improve students’ writing skill in narrative text

The method used in this study was Classroom Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research. It meant that the writer collaborated with the English teacher of Hidayatunnajah as an observer and collaborator. This study was conducted following Kember model with the following procedures of the action research: planning, acting, observing, and reflecting. The study was carried out in three cycles. Each cycle consisted of one into two meetings. The data were gathered in this study through interview, field notes, questionnaire, and test.

The result of the study showed that there was improvement of students’ writing skill. Most of the students gradually gained good scores at the end of the cycle. The score of Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) of English lesson was 70 (seventy). The students’ mean score in preliminary study was 50.85. The mean score in the third cycle was 73.19. In addition, there was a positive response from the English teacher about implementing the action. In conclusion R2L could improve students’ writing ability.

Keywords: R2L, Reading Writing Connection, Narrative Text, Writing.

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