

## **Teaching Narrative Text in Improving Writing to the Ten<sup>th</sup> Grade Students of SMA Negeri 1 Petarukan Pemalang**

**Intan Karolina**

Pendidikan Bahasa Inggris, Universitas Negeri Semarang, Indonesia

e-mail: intank76@gmail.com

**Abstract**—The final project is about the teaching narrative texts in improving writing skill to the tenth grade students of SMA N 1 Petarukan. Teaching writing to Senior High School is not an easy task. It requires a lot of creativity from a professional teacher. The object of the study is to find out the students' achievement in writing narrative texts. It is expected that the research would be useful for the teachers and students in language teaching and learning process. The subject of the study is the tenth grade students of SMA N 1 Petarukan, Pemalang in the academic year of 2005 / 2006. There were 42 students (25 girls and 17 boys). The writer took all of them as the subject of the study. The technique used for collecting data is pre-test and post-test and interview. First, the writer gave a pretest. It was conducted at the beginning of the research. Second, the second activity was held. It was continued with the third activity, the fourth activity, the fifth activity, the sixth activity and post-test was conducted. At last the teacher made interview with the students about the difficulties in writing. The result of the study was that the students' progress during teaching and learning activity by using narrative texts to improve writing skill was good. The students' achievement in writing was improved, it was supported by the significance result of the pre-test was 62.09%; writing the first draft on the first cycle was 65.52%; writing the second draft 71.53%; writing the final copy was 74.38%; writing the first draft on the second cycle was 72%; writing the second draft was 75.42% and writing the final copy was 79.71%. Therefore, teachers should always try to create an interesting text for their teaching. Based on the result, teachers can apply narrative text to improve the students' writing skill.

**Keywords:** Improving, Writing, Teaching Narrative Text.

### **1. INTRODUCTION**

English is an introduction language spoken in international event and is used as the medium of information flow on science, technology, and culture as well. As we are in developing country we should try to be able to speak English to make relationship with other country in the world so that we can master the science, technology and culture in the world., so we can face the competition in the global era. By mastering English, it is easier for us to make a good relationship with other countries.

“Dalam konteks pendidikan, bahasa Inggris berfungsi sebagai alat untuk berkomunikasi dalam rangka memenuhi komunikasi sehari-hari, memperoleh ilmu pengetahuan, alat untuk membina hubungan antar pribadi, bertukar informasi serta menikmati estetika bahasa dalam budaya Inggris.” (Depdikbud, 2003: 6)

In education context, English has function as a means to communicate in the daily communication, to get knowledge, to make interpersonal communication, to share information and to enjoy language lesson in English culture.

In Indonesia, English is taught in junior high school and senior high school, even in elementary school. Studying English is not a new thing for the students of senior high school before. Although English is not the new thing for Senior high school students, in fact they still have many difficulties in studying English. As we know that English is not the Indonesian native language. It is difficult for the students to remember all the words in English and to understand when someone speaking English.

The language skill to be achieved are divided in to two parts of language function, namely, oral and written English as a means of communication. In this case listening and speaking are oral language; reading and writing are written language. However for the students the written one is the most difficult skill of language.

Writing is one of difficult subjects at school. So the teacher must create the subject so that the students can study the subject easily. Besides, the kinds of the text can also be important in teaching English in order to make the writing teaching successful. To select the appropriate texts, the teacher must consider the characteristics of the students, which directly related to the learning process.

In the teaching and learning process of writing, the teacher have an important role. John (1997: 12) states that, “Teacher’s role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning, structure and procedure), for drafting, (encouraging multiple drafts of redaing), for revising (adding, deleting, modifying and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar, and mechanics)”

There many kinds of texts that can be used such as narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. They are very useful for the teacher to achieves the instructional goals of teaching learning process and they can also be interesting for the students.

In this study I try to find out what the text that is really good for teaching writing. I try to find out how good the ability of the ten<sup>th</sup> grade students of senior high school in producing text or paragraph by learning narrative text. By using narrative text as a genre for teaching writing, the students will be more interested and easy to study it because narrative text tells us about an interesting story that can make students enjoy reading.

## **2. METHODOLOGY**

### **2.1 Subject of the Study**

The writer will hold the classroom research at SMA Negeri 1 Petarukan. It is located in Jalan Ds Sirangkang Kecamatan Petarukan Kabupaten Pemalang.

The writer will choose the tenth grade students. There were eight classes on the average each class have 42 students.

Moreover, they are chosen as the subject of the study based on two reason, they are:

1. The students are all in the same grade.
2. The students had been studying English for some period of time, so those eight classes are considered parallel.

I will chose one class of the students from the whole class as sample in this study. Gay (987: 98) states that study needs 30 students for each experimental group as a sample can already represent for the whole population of the study.

Therefore, I will select 42 students in my research.

### **2.2 Instrument of the Study**

Before collecting the data, I select story text as the instrument. To make sure that the instrument valid enough, so I look into Competence Based Curriculum first. This curriculum states that the students are supposed to make a descriptive composition thus the content of the test/story offered in the research is valid enough.

I will also make an interview to the students about the difficulties they find in producing narrative text.

A writing test is actually subjective as said by Harris (1969: 69) that composition tests are unreliable measure because:

1. Students perform differently on different types and on different occasion.
2. The scoring of the composition is by a nature highly subjective.

In addition, he says (1969: 70) that in writing composition students can cover up weakness by avoiding problems (e.g. the use of certain grammatical patterns and lexical items) they find difficulties.

From he above advocating ideas, I decide to use composition test to subject research. Before material and test are given for the students, I will show it to the English teacher.

### **2.3 Data Collection**

This action research needs the data to support the investigation. Elliot (1998, 77-83) stated that there is a list of techniques and methods which can be used to gather evidence in the reconnaissance and monitoring phases of action research. They are diaries, profiles, document analysis, tape / video recording and transcript, using an outside observer, interviewing, the running commentary, the shadow study, checklist, questionnaires, inventories, triangulation, and analytic memos.

This research will use some of them which are appropriate to the school environment and can be done to support the action research. In this research, to collect data, the writer will use observation form, pre- test and post-test. The aim of using this technique are to know the difficulties of the students in understanding narrative, to know what the extent of teaching narrative to improve writing, to gather information and find a simple way for students to produce text.

### **2.4 Method of Analyzing Data**

Through scoring, the results of the students' work will be useful to depict students' level of writing achievement. Since the purpose of the research is to measure the students' proficiency, the writer interpret the result both statistically and non statistically.

A research method used in this study is an action research. Action research is focused on the immediate application, not on the development on theory, no upon general application. This research will be conducted in the classroom. This activity contains several cycles.

## **3. RESULT AND DISCUSSION**

### **4.1 Analysis of the First Cycle**

In the first cycle, there were three parts that were pre-test, modelling of the text, and kion construction of the text. Here is the analysis of each part.

#### 4.1.1 Analysis of the First Activity (Pre-test)

A pre-test was conducted on the beginning of the research. The purpose of this test was to check the students' ability in producing narrative text whether the students could produce narrative text by paying attention to the generic structure of the text well and produce a good text or not.

The pre-test was conducted on Monday, 10<sup>th</sup> 2006. there were 42 students who followed the test. They had to produce narrative text based on their experience they got from their teacher before. They could choose the theme of the story by themselves.

In order to further know the student's achievement in detail I used the following formula to find out the percentage of the students' achievement.

The formula is:

$$\text{The average of students result} = \frac{\text{The total of percentage}}{\text{The number of students}} \quad (1)$$

The result of the pre-test could be seen in appendix 1.

$$\begin{aligned} \text{The average of the students result} &= \frac{\text{The total of percentage}}{\text{The number of the students}} & (2) \\ &= \frac{2604 \%}{42} \\ &= 62.09\% \end{aligned}$$

The student's achievement result is 62.09 % /. Compared with the department of education and culture, criterion of their assessment in the previous chapter, 62.09 % was low. I concluded that the students were not successful in producing narrative text without having explanation about generic structure of narrative text before. Therefore, teaching narrative text in each activity was important to improve the student's result.

#### 4.1.2 Analysis the second activity

The second activity was called modelling of the text. The activity was conducted on Monday, April 17<sup>th</sup>, 2006. there were 42 students followed the teaching and learning process. In this activity, the narrative text was introduced to the students. The title of story was "Snow White". The duration was about 45 minutes. In this activity the students were grouped into several groups consisted of two students based. During the lesson, asked the students to discuss the generic structure of the text before I explained it. Then I explained the generic structure of the text.

The students and I discussed the generic structure of narrative text together. I also explained the in writing so that the students knew the steps and made them easy to produce narrative text well based on the steps they had learned. The steps in writing were exploring ideas, pre-writing, organizing, writing the first draft, revising the draft, and producing the final copy.

#### 4.1.3 Analysis the Third Activity

The third activity was called joint construction of the text. In this activity there were three activities. That was making planning and writing the first draft, writing the second draft and, writing the final copy.

##### The Analysis of Writing the First Draft

The activity of writing the first draft was conducted on Friday, 21<sup>st</sup>, 2006. it was followed by 42 students. The students were grouped into several groups consisted of two students. I asked the student to make a planning before writing narrative story. It was based on the text given before. Then the students were asked to write the first draft of the story in a group and consult the work to me, teacher and friends. The teacher and friends gave suggestion. In the result of the making the first draft was that the students 6 got 52; 2 students got 56; 8 students got 60; 4 students got 64; 6 students got 68; 10 students got 72; 4 students got 76; and 2 got 80.

The percentage of the student's achievement in writing the first draft was:

$$\begin{aligned} \text{The average of students result} &= \frac{\text{The total of the students result}}{\text{The number of students}} & (3) \\ &= \frac{2752 \%}{42} \end{aligned}$$

$$= 65.52 \%$$

The achievement of writing the first draft is 65.52 %. According to the criterion provided by Depdikbud, which was presented in the previous chapter, 65.52 % was said to be successful. Therefore it can be concluded that the second activity was successful.

Based on the evaluation, there were some students that made mistakes in fluency, grammar, vocabulary, content and spelling when they produced the first draft. After treatment was done they could do test well. But it needed to revise the mistakes and was done in writing the second draft.

### **The Analysis of Writing the Second Draft**

The activity of writing the second draft was conducted on Saturday, April 22<sup>nd</sup>, 2006. It was followed by 42 students. In this activity I gave back the students work in the writing the first draft before and asked them to revise the mistakes they made. They could use dictionary to check the wrong spelling, and they discussed the mistakes they made to the friends or teacher. After knowing the mistakes, they wrote the second draft better than the first draft. In the result of making the second draft was that 7 students got 60; 3 students got 64; 4 students got 68; 10 students got 72; 12 students got 76; 4 students got 80; 2 students got 84.

The percentage of students achievement in writing the second draft was :

$$\begin{aligned} \text{The average of students result} &= \frac{\text{The total of percentage}}{\text{The number of students}} && (4) \\ &= \frac{3004 \%}{42} \\ &= 71.52 \% \end{aligned}$$

The achievement of writing the second draft is 71.52 %. Based on the result of writing the first draft, it can be concluded that there were improvement of the students achievement in the second draft.

Although there were improvement of the student's achievement, but based the evaluation, there were still some mistakes made by the students. The mistakes were revised in the next activity.

### **The Analysis of the Writing the Final Copy**

The activity of writing the final copy was conducted on Monday, April 24<sup>th</sup>, 2006. It was followed by 42 students. In this activity I gave back the students work in the last activity and asked them to revise the mistakes they still made in writing the second draft once more. They could use dictionary to check the wrong spelling, and they discussed the mistakes they made to the friends, or the teacher. In the result of making final copy was that 6 students got 60; 4 students got 68; 7 students got 72; 9 students got 76; 12 students got 80; 2 students got 84; 2 students got 88.

The percentage of the students achievement in writing the final copy was:

$$\begin{aligned} \text{The average of students result} &= \frac{\text{The total of percentage}}{\text{The number of students}} && (5) \\ &= \frac{3116 \%}{42} \\ &= 74.38 \% \end{aligned}$$

The achievement of writing the final copy is 74.38 %. Based on the result of the writing second draft, it could be concluded that there was improvement of the students achievement in writing the final copy. Therefore it could be said that the students writing narrative was successful.

## **4.2 Analysis of the Second Cycle**

In the second cycle there were three parts, they were modelling of the text, independent construction of the text and interview. Here is the analysis of each part.

### **4.2.1 Analysis of the First activity**

The first activity in the second cycle was called modelling of the text. This activity was conducted on Friday April 28<sup>th</sup>, 2006. It was followed by 42 students. In this activity, the writer explained about the narrative text, the generic structure of narrative text, steps in writing and, Simple past tense once more to make the students understand the material. The students could ask question to me if they had difficulties in understanding the material.

In this activity, the new narrative text was introduced to the students. The title of the story was “Cinderella”. The duration was about 45 minutes. In this activity, the students did not work in a group anymore, but they worked individually. During the lesson, I asked the students discussing the generic structure of narrative text once more. Then I recalled the generic structure of narrative text.

The students and I discussed the generic structure of the text once more. I also explained steps in writing the simple past tense once more so that the students could produce the narrative text well based on the steps they had learned

#### **4.2.2 Analysis of the Second Activity**

The second activity of the second cycle was called independent construction of the text. There were three activities among others were making planning and writing the first draft, writing the second draft, writing the final copy. The purpose independent construction of the text was to check the students ability in producing narrative text individually whether the students could produce narrative text well or not. Here is the analysis of each activity

##### **The Analysis of the Writing the First Draft**

The activity of writing the first draft was conducted on Saturday April 29<sup>th</sup>, 2006. It was followed by 42 students. I asked the students to make a planning before writing narrative story individually. It was based on the text given before. Then the students wrote the first draft of narrative story individually, and consulted the work to the teacher and friends. The students and I gave suggestion.

In the result of writing the first draft was that 9 students got 64; 9 students got 68; 8 students got 72; 8 students got 76; 5 students got 80; 3 students got 84.

The percentage of the students achievement in writing the first draft in the second cycle was:

$$\begin{aligned} \text{The average of students result} &= \frac{\text{The total of percentage}}{\text{The number of students}} && (6) \\ &= \frac{3024 \%}{42} \\ &= 72 \% \end{aligned}$$

The achievement of the writing the first draft in second cycle is 72 %. Based on the criterion provided by Depdikbud which was presented in the previous chapter, 72 % is said to be successful. Therefore it can be concluded that the writing the first draft was successful.

Based on the evaluation, there were some students that made mistakes in fluency, grammar, vocabulary, content, and spelling when they produced the first draft. After I explained the material once more, they did the test well. But it needed to revise the mistakes and it was done in the next activity.

##### **The Analysis of Writing then Second Draft**

The activity of the second draft was conducted on Monday, May 1<sup>st</sup>, 2006. It was followed by 42 students. In this activity, I gave back the students work in the writing of the first draft before and asked them to revise the mistakes they made before. They could use dictionary to check the wrong spelling and they discussed the mistakes to the friends or teacher. After knowing the mistakes, they had to write the second draft better than the first draft. The result of the making the second draft was that 4 students got 68; 16 students got 72; 10 students got 76; 7 students got 80; 4 students got 84; 1 student got 88.

The percentage of the students achievement in writing the second draft was:

$$\begin{aligned} \text{The average of students result} &= \frac{\text{The total of percentage}}{\text{The number of students}} && (7) \\ &= \frac{3168 \%}{42} \\ &= 75.42 \% \end{aligned}$$

The achievement of writing the second draft is 75.42 %. Based on the result of writing the first draft, it could be concluded that there was improvement of the student’s achievement in writing the second draft.

Although there was improvement of students achievement, based on the evaluation, there were still some mistakes made by the students. The mistakes were revised in the next activity.

**The Analysis of Writing the Final Copy**

The activity of writing the final copy was conducted on Saturday, May 6<sup>th</sup>, 2006. It was followed by 42 students. In th activity I gave back the student’s work in writing the second draft before and asked them to revise the mistakes they still made once more. They could use the dictionary to check the wrong spelling, and they discussed the mistakes they made to the friends or teacher. After finding the mistakes, they had to write the final copy to be the best.

In the result of making the final copy was that 2 students got 72; 13 students got 76; 16 students got 80; 8 students got 84; and 3 students got 88.

The percentage of the student’s achievement n writing the final copy was:

$$\begin{aligned} \text{The average of students result} &= \frac{\text{The total of percentage}}{\text{The number of students}} && (7) \\ &= \frac{3348 \%}{42} \\ &= 79.71 \% \end{aligned}$$

The achievement of writing the final copy is 79.71 %. Based on the result of writing the second draft, it could be concluded that there were improvement of the student’s achievement in writing the final copy. Based on the result of the join construction of the text, the student’s achievement was improved. Therefore the writer concluded the teaching narrative text was successful.

**The Analysis of Interview**

The interview was conducted on Saturday, May 6<sup>th</sup>, 2006. It was followed by 42 students. Intevievw was done to the students and the purpose was to know the difficulties they faced in writing lesson, especially in writing narrative.

After having the test, the investigator of writer spent 20 minutes to asked the students about the difficulties they found during the test. Firstly, they rarely had writing class because the teacher always focussed on reading skills, and writing skills only supported them. Secondly, they found some unfamiliar vocabulary items such as decided; run away; woods; cottage; dwarfs; etc.

**Table 2.** The Analysis of Interview

No.	Vocabulary	Part of Speech	Meaning
1.	Decided	Verb	Memutuskan
2.	Ran awy	Verb	Melarikan diri
3.	Woods	Noun	Hutan
4.	Cottage	Noun	Pondok
5.	Dwarfs	Noun	Kurcaci

**Table 3.** Vocabulary items

No.	Vocabulary	Part of Speech	Meaning
1.	Nobleman	Noun	Bangsawan
2.	Stepmother	Noun	Ibu tiri
3.	Stepsister	Noun	Saudari tiri
4.	Ball	Noun	Pesta
5.	Prohibited	Verb	Melarang
6.	Fairy	Noun	Peri
7.	Sparkling	Adjective	Berkilau
8.	Gown	Noun	Gaun/baju pesta
9.	Glass slipper	Noun	Sepatu kaca
10.	Golden coach	Noun	Kereta emas
11.	Sturck	Verb	Menunjukkan
12.	Haste	Noun	Terburu
13.	Dashed	Verb	Leri dengan tergesa-gesa
14.	Squeeze	Verb	Menekan
15.	Slipped	Verb	Memasukkan dengan cepat

After analyzing their work and made interview, I found some reasons which caused the students difficulties in arranging their composition. Besides the two reasons given by the students after doing the test, the writer had her own opinion based on the result of analyzing their mistakes. Most of the students made mistakes because of the reasons:

- a. The student did not fully understand the tense that they used when they wrote the narrative text.

- b. The students did not read the given material attentively. They only got the information from what they read at glance and based on their experience before.
- c. The students did not absorb pronounce, for examples: the use of " them, her, and his".
- d. Some students failed to arrange the story cronologically. Most of them missed one of the generic structure of narrative text.
- e. The students failed to apply the knowledge of grammar

#### **4. CONCLUSION**

Based on the result of the research in the previous chapter, I can conclude that:

- a. It is described that the students have more knowledge about what narrative texts are; among others are generic structure and many types of narrative texts. They seem know the steps to make a good writing and it is very useful for them when they write something. Therefore they can make a narrative text better than before. It was supported by the significant result of the pre- test that is lower (62.09%) than the post- test (79.71%).
- b. The teachers seem have more knowledge in teaching writing because by reading this final project, they will know the steps in writing and how to give score of the students' writing. Therefore they can use this method to increase the students' achievement in writing.
- c. It is expected that this research will be useful for someone who will have a research or final project about teaching writing because in this research there are many steps in conducting research that can be used as references.
- d. By conducting this research, I have more knowledge in the field. I knew how to apply the writing lesson by using many types of texts better than before and I also has experience how to master the class based on the situation I faced in the class.

#### **REFERENCES**

- Alice, Oshima, dkk. 1991. *Writing Academic English*. New York: Longman.
- Allwright, Dick. 1991. *Focus in the Language Classroom*. Cambridge: Cambridge University Press.
- Anderson, Mark. 1997. *Text Type in English 2*. Australia: Mackmillan.
- Arikunto, Suharsimi. 1998. *Prosedur Penelitian Suatu Pendekatan Praktek*. Yogyakarta: Rineka Cipta.
- Best, John. W. 1981. *Research and Education*. New Jersey: Prentice Hall. Inc.
- Boardman, Cynthia. A. 2002. *Writing to Communicate (Paragraph and Essay)*. New York: Longman.
- Bram, Barli. 1995. *Write Well, Improving Writing Skill*. Yogyakarta: Kanisius.
- Departemen Pendidikan dan Kebudayaan. 2005. *CBC Students Work Book Grade XIA*. Semarang.
- Elliot, J. 1998. *Action Research For Education Change*. Philedelphia: Open University Press.
- Gay, L.R. 1987. *Educational Research: Competencies for Analysis and Application*. Ohio: Merrill Publishing Company.
- Gribs, William. 2002. *Teaching and Researching Writing*. London: Longman.
- Grandlund, Norman. E. 1979. *Measurement and Evaluation in Teaching*. USA: Prentice Hall.
- Grandlund, Norman. E. 1982. *Constructing Achievement Test*. USA: Prentice Hall.
- Harmer, Jeremy. 2004. *English Language Teaching*. New York: Longman.
- Harmer, Jeremy. 2004. *How to Teach Writing*. New York: Longman.
- Harris, David. P. 1969. *Teaching English As a Second Language*. New York: Mc. Graw- Hill Book Company.
- Heaton, J.B. 1975. *Writing English Language Test*. London: Longman.
- Hidayat, Tulus. 1997. *Psikologi Remaja*. Purwakarta: Universitas Sebelas Maret.
- Hogue, Ann. 1996. *First Step in Academic Writing*. New York: Longman.
- Hyland, Ken. 2004. *Genre and Second Language Writing*: London: The University of Michigan Press.
- Hyland, Ken. 2004. *Teaching and Researching Writing*. London: The University of Michigan Press.
- John, Ann. M. 1997. *Text, Role and Context*. Australia: Cambridge University Press.
- Kristanti, Katarina. 2005. *Perangkat Mengajar Bahasa Inggris*. Semarang: SMA Ibu Kartini.
- Kroll, Barbara. 1990. *Second Language Writing. (Research Insight for the cLassroom)*. USA: Cambridge University Press.
- Meyers, Allan. 2005. *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*. New York: Longman.
- Moncure, Jane Belk. 2002. *Cinderella*. New Delhi: Learners Press Private Limited.
- Neo, Ernest. 2005. *Narrative for 'O' Level*. Malaysia: Longman.
- Nurgiyantoro, Burhan. 1988. *Penelitian Dalam Bahasa dan Sastra*. Yogyakarta: BPFE.
- Palmer, Barbara. C. 1994. *Developing Cultural Literacy through the Writing Process*. USA: Longwood Professional Book.
- Sadler. 2001. *Text in Action 1: An English Work Book*. Australia: Macmillan.
- Soanes, Catherine. 2004. *Concise Oxford English Dictionary*. New York: Oxford University.
- Susan, Freez. 1998. *Text- Based Syllabus Design*. Sydney: Ames.