

TEACHING NARRATIVE TEXT IN IMPROVING WRITING SKILL IN SECOND SEMESTER OF STKIP KUSUMA NEGARA JAKARTA

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Abstract

The final project is about the teaching narrative texts in improving writing skill in second semester of STKIP Kusuma Negara Jakarta. Teaching writing is not an easy task. It requires a lot of creativity from a professional lecturer. 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 lecturers and students in language teaching and learning process. The subject of the study is the second semester students of STKIP Kusuma Negara Jakarta in the academic year of 2017/2018. There were 40 students. 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 pre-test. 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 lecturer 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, lecturers should always try to create an interesting text for their teaching. Based on the result, lecturers can apply narrative text to improve the students' writing skill.

Keywords: *Teaching Narrative, Writing Skill, Students of STKIP Kusuma Negara Jakarta*

INTRODUCTION

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 has an important role. John 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 reading), for revising (adding, deleting, modifying and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar, and mechanics)”²⁰²

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 achieve 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 second semester students of STKIP Kusuma Negara Jakarta 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.

Some reasons why I choose the topic “Teaching Narrative Text in Improving Writing in second semester students of STKIP Kusuma Negara Jakarta are: there some writing text for students of STKIP Kusuma Negara Jakarta, but one of its, narrative texts are the most interesting one because it tells us about the story and experience that can make the students enjoy the class and fell the story. So it will be quite easy to them producing the simple text. As a student of English department, I have a great interest in this problem. I want to try to solve the problem in teaching writing especially at second semester students of STKIP Kusuma Negara Jakarta. I also try to help the students in learning writing well since they have difficulties in producing narrative text the lecturer has taught.

LITERATURE REVIEW

English is one of many languages in the world. There are some doubts as to its future status, but even in the present it is worth countering the idea that is an all-embracing world language. There are many more people in the world, especially in Indonesia, who do not speak English than there are people who do. Therefore, English language teaching has an important role in improving language skill.

²⁰² John, Ann. M, *Text, Role and Context*. (Australia: Cambridge University Press,1997), h.12

Harmer describes that teaching means to give (someone knowledge) or to instruct or train (someone).²⁰³ It is undertaking certain ethical task or activities the intension of which is to induce learning. Therefore, English language teaching means that the teacher gives some knowledge about English so that they can use English well anywhere.

Based on the 2004 curriculum, English is one of the primary subjects at school. The objectives of teaching English to senior high school students as a primary subject of the study are: developing the communication skill in English both spoken and written language. The ability to communicate includes listening, speaking, reading, and writing. Giving information that English is one of the most important foreign languages that become means of communication in education. Therefore the children will have knowledge about culture.

The lecture needs to have special training or education to have knowledge to prepare a good lesson, provide appropriate resources to learn, and so on. In other words, a teacher with good educational background logically has chance to be a good facilitator. Good environment and media also support the success of language teaching. Therefore the teacher must create a good condition and make his/her teaching interesting for them and be very helpful to encourage them to learn English.

In 2004 curriculum, it is stated that there are four literacy levels: performance, functional, informational, and epistemic. In performance level, people can read and write, and speak symbol. In functional level, people are expected to be able to use language in their daily life. In informational level, people are expected to produce knowledge by their language themselves. In epistemic level, people are expected to transform language using special language.

In 2004 curriculum, the senior high school students are expected to reach informational level because they are prepared to the university. Therefore, literacy is the focus of the development of learning English in this curriculum. Kinds of texts used are texts that can support the extent of academic literacy degree.

Verbal communication activity is a process of producing texts both spoken and written. Hyland states that texts are autonomous objects which can be analyzed and described independently of particular context, writers or readers.²⁰⁴ Texts have a structure. They are orderly arrangement of words, clauses, sentences, by following the principles which guide the correct arrangement of elements. Writers can encode full semantic representation of their intended meaning.

²⁰³ Harmer, Jeremy, *English Language Teaching*. (New York: Longman, 2004), h. 57

²⁰⁴ Hyland, Ken, *Genre and Second Language Writing*, (London: The University of Michigan Press, 2004), h. 6

From the definition above I can conclude that texts are groups of words or organize patterns of spoken or written language that has meaning.

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Meyers states that writing is a way to produce language you do naturally when you speak.²⁰⁵ Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In other words, Palmer states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether.²⁰⁶

Harmer states that writing is a process and that we write is often heavily influenced by contain of genres, and then these elements have to be present in learning activities.²⁰⁷ Boardman states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing.²⁰⁸ Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word.

From the definitions above I can conclude that writing is a way to produce language that comes from our thought. It's written on a paper or a computer screen.

As an international language, English are also taught in Indonesia as a foreign language. The goal of English language teaching in Indonesia, as stated in the December 12, 1967 decree of the Indonesian Ministry of Education and Culture, is to give students a working knowledge of the English language with the following detailed objectives in order of importance: To give students on effective reading ability, to give students the ability to understand spoken English, To give students a writing ability, o give students a speaking ability.

One the objectives of English language teaching are to give students an effective writing ability. Learning to write is a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them.

Writing is the most difficult lesson in the class since the students have to produce the text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

²⁰⁵ Meyers, Allan, *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*, (New York: Longman, 2005), h. 2

²⁰⁶ Palmer, Barbara. C, *Developing Cultural Literacy through the Writing Process*. (USA: Longwood Professional Book, 1994), h. 5

²⁰⁷ Harmer, Jeremy, *How to Teach Writing*. (New York: Longman, 2004). h. 86

²⁰⁸ Boardman, Cynthia. A, *Writing to Communicate (Paragraph and Essay*, (New York: Longman, 2002), h. 11

Narration is the most powerful ways of communications with others. A good written story lets your readers respond to some event, but they can almost feel it. The action detailed, and dialogue put the readers in the scene and make it happened for them. Moreover, because narration often engages reader's emotion so powerfully it can play large role in other type of writing.

To figure problems out, I will use narrative text in improving writing. Students can feel more relax in learning writing lesson and it will be easier for them to produce narrative texts.

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning writing, teachers must select interesting writing text to teach writing.

I choose "Narrative Texts", as the writing material. Meyers states that narrative is one of the most powerful ways of communicating with others.²⁰⁹ A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.²¹⁰

In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

From the definition above, I can conclude that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke.

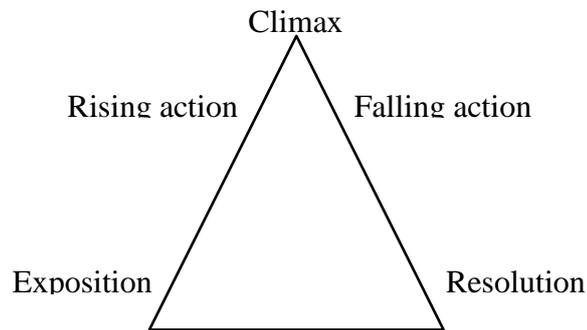
Narration is telling a story. And to be interesting, a good story must have interesting content. At should tell us about an event your audience would find engaging. You might even thing of your narrative as a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear, with even arranged in order in which they happened.

Neo states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.²¹¹

²⁰⁹ Meyers, Allan, *Gateways to Academic Writing: Effective Sentences Paragraphand Essay*, (New York: Longman, 2005), h.52

²¹⁰ Anderson, Mark, *Text Type in English 2*, (Australia: Mackmillan, 1997), h.8

²¹¹ Neo, Ernest, *Narrative for 'O' Level*. (Malaysia: Longman, 2005), h. 2

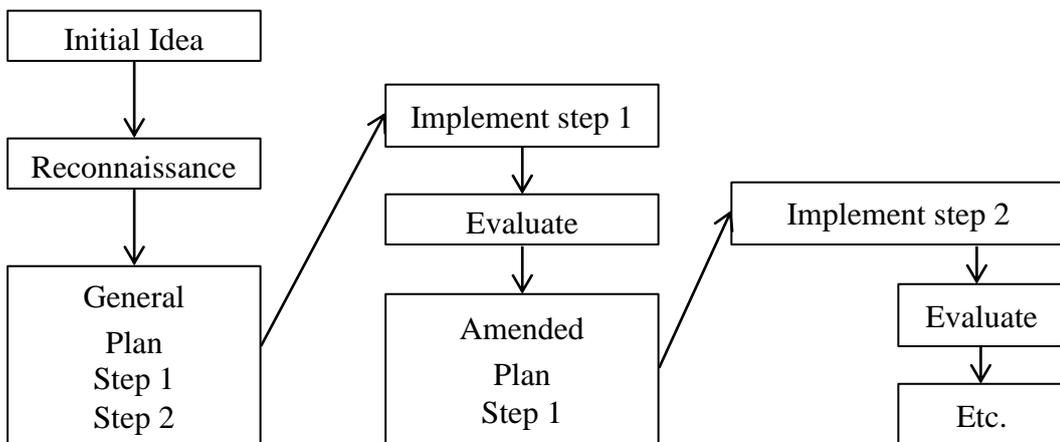


That picture is known as the Freytag triangle.

The idea of the Freytag triangle is to serve as a kind of blue print or map which can be used to guide us systematically in writing. The Freytag triangle consists of: the composition, it establishes the characters and situation. Rising action, it refers to a series of complications that lead to the climax. The climax is the critical moment when a problem/ conflict demands something to be done about them. Falling action is the moment away from the highest peak of excitement. The resolution consists of the result or outcome.²¹²

METHOD OF THE REESEARCH

A research method used in this study is an action research. Action research is focused on the immediate application, not on the development of theory, nor upon general application. This research will be conducted in the classroom. This activity contains several cycles. In each cycle there are four elements: planning, acting, observing and reflecting. In order to be clear, the writer will have to present the Levin’s model of action research. It can be depicted as follows:



²¹² *ibid*

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

This action research needs the data to support the investigation. Elliot 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.²¹³

This research used 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. 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 interprets the result both statistically and non-statistically.

Scoring the students' work is a step to obtain quantitative information from each student. One of the ways to scores or to evaluate the students' achievement in writing is rating scale. In using rating scale, the scorer can make a rank order of the results of the students' work, based on a given categories to know which students have the high scores and which have the lowest scores.

The following scheme of rating scale is used to measure the students' achievement in their written product. In the reporting the result of analysis the data, I apply both statistical and non-statistical analysis to report the result of the students' achievement in writing. Principally the procedure of reporting the result will fulfill at least two criteria: The report readers' know or understand what the aim of the report is. It means that the readers can interpret the report properly. The report will be objective. It means that the report describe the real condition of the research.

The procedure, the type, or the technique in reporting the result is in various ways, such as tables, statistically data, description, etc. the report will also depict the students' achievement in writing.

The report of the students' achievement be arranged and interpreted on the basis of norm of criterion report with teaching approach of mastery learning,

²¹³ Elliot, J, *Action Research For Education Change*. (Philedelphia: Open University Press, 1998), h. 77-83

especially for the purpose of perfection in teaching learning process of which information derive from the feedback of the result. So, I will use the criterion of referenced report because the information needed is the achievement in writing class. Based on the information or the analyzed data, the teacher will be able to determine the technique and strategy of teaching so that the materials can be absorbed well by the students in the future.

FINDING AND DISCUSSION

The analysis of each activity started from the first cycle up to second cycle, the analysis of interview in the first cycle, there were three parts that were pre-test, modeling of the text, and construction of the text. Here is the analysis of each part would be discussed. Here is the analysis of each cycle.

A pre-test was conducted on the beginning of the research. The purpose of this test was the 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, 10th 2017. There were 40 students who followed the test. They had to produce narrative text based on their experience they got from their lecture 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:

$$\text{The average of students result} = \frac{\text{The total of percentage}}{\text{The number of students}}$$

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

$$\begin{aligned} &= \frac{\text{The total of percentage}}{\text{The number of the students}} \\ &= \frac{2604 \%}{40} \\ &= 62.09\% \end{aligned}$$

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.

The second activity was called modeling of the text. The activity was conducted on Monday, April 17th, 2017. There were 40 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.

The third activity was called join 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 activity of writing the first draft was conducted on Friday, 21st, 2017. It was followed by 40 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; 6 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:

$$\begin{aligned} \text{The average of students result} &= \frac{\text{The total of percentage}}{\text{The number of students}} \\ &= \frac{2752 \%}{40} \\ &= 68.8 \% \end{aligned}$$

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.

$$\begin{aligned}
 \text{The average of students result} &= \frac{\text{The total of percentage}}{\text{The number of the students}} \\
 &= \frac{3004 \%}{40} \\
 &= 71.52 \%
 \end{aligned}$$

The activity of writing the second draft was conducted on Saturday, April 22nd, 2017. It was followed by 40 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 second 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.

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 activity of the second draft was conducted on Monday, May 1st, 2017. It was followed by 4 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 make 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.

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: The student did not fully understand the tense that they used when they wrote the narrative text. 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. The students did not absorb pronounce, for examples: the use of "them, her, and his". Some students failed to arrange the story chronologically. Most of them missed one of the generic structures of narrative text. The students failed to apply the knowledge of grammar.

CONCLUSION

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

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.

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.

By conducting this research, I have more knowledge in the field. I knew how to apply the writing subject by using many types of texts better than before and I also have experience how to master the class based on the situation I faced in the class.

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