

**IMPROVING STUDENTS' ABILITY IN WRITING NARRATIVE TEXTS
THROUGH STORY GRAMMAR:**

A Classroom Action Research at Grade XI of SMAN 3 Kota Solok

THESIS

**Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One
(S1) Degree of English Department**



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HALAMAN PERSETUJUAN SKRIPSI

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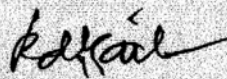
A Classroom Action Research at Grade XI of SMAN 3 Kota Solok

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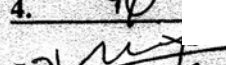
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ABSTRAK

Hermiati, Susi. 2010. Improving Students' Ability in Writing Narrative Texts through Story Grammar (A Classroom Action Research at Grade XI of SMAN 3 Kota Solok). Padang. English Department. Faculty of Language and Art. State University of Padang.

Penelitian ini dilakukan berdasarkan fakta bahwa terdapat beberapa masalah dan kesulitan yang dihadapi oleh siswa dalam menulis teks naratif dalam proses belajar mengajar di kelas XI IS 3 SMAN 3 Kota Solok. Beberapa masalah tersebut adalah kebanyakan siswa tidak tahu bagaimana cara mengembangkan idenya menjadi teks naratif berdasarkan kriteria teks itu sendiri, mereka tidak tahu bagaimana menyusun kata menjadi sebuah kalimat yang benar, mereka merasa bahwa menulis merupakan hal yang sulit dan tidak menyenangkan, mereka tidak diberikan strategi yang menarik dalam kegiatan menulis untuk mengembangkan ide mereka dalam proses menulis.

Penelitian ini bertujuan untuk menyelesaikan permasalahan yang dihadapi siswa dalam menulis teks naratif dengan menggunakan *story grammar* dan untuk menemukan faktor-faktor apa saja yang mempengaruhi kemampuan siswa menulis teks naratif dengan menggunakan *story grammar* tersebut.

Penelitian ini adalah penelitian tindakan kelas (PTK) yang terdiri dari dua siklus, setiap siklus terdiri dari enam kali pertemuan. Urutan kegiatan pada setiap siklus yaitu rencana, tindakan, observasi dan refleksi. Peserta penelitian ini adalah siswa XI IS 3 SMAN 3 Kota Solok pada tahun ajaran 2010/2011 yang terdiri dari 40 orang dan 1 orang kolaborator. Data dikumpulkan melalui hasil observasi, tes menulis, angket dan catatan lapangan selama penelitian berlangsung. Data dianalisis secara kuantitatif dan kualitatif.

Hasil penelitian ini menunjukkan bahwa terjadi peningkatan kemampuan siswa dalam menulis teks naratif. Hal ini dapat dilihat dari data yang diperoleh dari hasil observasi bahwa siswa mampu menulis teks naratif dengan mudah dan antusias dengan menggunakan *story grammar*. Data ini juga didukung oleh hasil test siswa yang menunjukkan peningkatan kemampuan siswa yang dilihat dari beberapa indikator seperti *orientation*, *complication*, *resolution* dan *language features* dan juga nilai rata-rata siswa yang mencapai 79.37 pada siklus ke 2. Disamping itu, hasil catatan lapangan dan juga angket yang diberikan kepada siswa juga mendukung data di atas bahwa siswa mampu menulis teks naratif berdasarkan kriteria teks naratif dengan menggunakan *story grammar*.

Hasil penelitian ini menunjukkan bahwa *story grammar* dapat meningkatkan kemampuan siswa kelas XI IS 3 SMAN 3 Kota Solok dalam menulis teks naratif dan faktor-faktor yang mempengaruhinya adalah (1) Siswa melakukan proses menulis teks naratif secara terus-menerus, (2) siswa diberikan latihan dan instruksi yang jelas yang membantu siswa dalam menulis teks naratif dengan mudah (3) siswa dibantu untuk menambah kosa kata berdasarkan *story grammar* yang diberikan, (4) *story grammar* dapat merubah suasana belajar menjadi menarik dan menyenangkan, (5) kerjasama kolaborator di kelas membantu siswa serius dalam proses belajar mengajar.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of language skills that should be mastered by high school students. This is clearly stated in the curriculum, KTSP (School Based Curriculum), that students should acquire all aspects in writing skill, such as content, organization, mechanism, language features and generic structure of the text. Besides, the students also have to consider other components in writing, such as, the coherence, the cohesion, the unity, the supporting details, etc.

In order to achieve the goals of teaching writing skill, teachers should provide their students with knowledge about writing itself; for example, the students should understand how to arrange their ideas in their writing coherently and cohesively. Besides, the teachers also need to explain their students about the types of texts (i.e. descriptive, procedure, narrative, report and others) to help the students master writing skill easily.

One of the texts that is mostly taught at high school level is narrative text. This text is taught in every semester in senior high school and even since in the second grade of junior high school. Although this text has been studying since in junior high school, it is found that the students still get confused in writing this text. This problem is also found at grade XI.IS.3 of SMAN 3 Kota Solok where the students also often got difficulties in writing this text. It was proved by the students mark in writing narrative text. As a fact, it was found that there was only one student

who got mark above the minimum passing grade (KKM). Besides, the students got average score in writing narrative text on the range of 20-40.

Based on the interview that was done with the teacher, the most difficult problem faced by the students was their limited vocabulary. The students often used inappropriate vocabulary ie in their writing narrative text. In addition, there was no sentence variety and the students tended to mix their second language in writing the text. Besides, the students also got problem in expressing their ideas (content). Moreover, most of them also got problem in creating and arranging the plot of the story. They could not create a series of event in a sequence; the beginning, middle, and the end of the story. The story was a mere jumble of random happenings because they could not make them in a unity.

Furthermore, the students also got the problem in using language features. Most of students did not use appropriate words and linguistic features on their texts. These language features were specific details about people, things, time, place, other participants that were involved in the event, action verbs, and pronoun. Moreover, the students had poor grammar. As it is known that narrative text uses simple past tense in which the students have to change the present participle verbs into past participle verbs. However, it is found that most of the students could not change the verbs because of their lack of grammar mastery. Moreover, most students couldn't write direct speech appropriately when they wrote dialogues. Besides, they also had difficulties in using passive voice in their writing. The next problem was about mechanism of the text. In this point the students had problem on mechanic components of their writing such as spelling, conjunction, accents, punctuation and

neatness of the text. This condition became worse because the students had limited vocabularies.

Based on the fact found during the observation, it was showed that those problems occurred as a result of the strategies used by the teacher that were not efficient for teaching writing narrative text. Most of the teachers in SMA N 3 Kota Solok still had difficulties in creating an effective way to encourage students' interest in writing a text. Some of them tended to ask students to write a narrative text without giving outline. Because of that, the students could not create a part of the story, such as there was no setting, or complication and or characteristic of the actor. Meanwhile this part was regarded as an important part in writing narrative production. As the result, they felt bored to write.

Related to the problems above, the researcher is interested in conducting a study by using story grammar to teach writing narrative text and to help the students to improve their writing skill, especially in narrative text. Story grammar is a good starting point for writing narrative text and it is hoped that story grammar can help the students to express their ideas in writing the text. Carroll (2008: p. 179) said that story grammar is as narratives that consisted of setting, one or more episodes and an ending. It means that direct instruction in this story grammar can help students to learn to recognize the element of narratives text. Therefore, it was expected that this story grammar would be able to improve students' writing skill in narrative text.

B. Identification of the Problem

Based on the background of the problem above, most of the students got problems in writing narrative text. The students' problems related to the vocabulary, generic structure, content, and language features. Most of them had difficulties to achieve the goal of narrative text. Moreover, most of the students were not able to express their ideas into the appropriate part of writing narrative which was called generic structure (orientation, complication and resolution of the text). The other problem was about using language features. Most of students did not use appropriate words and linguistic features on their texts. Furthermore, most of them had poor mastery of grammar. The next problem was found in arranging ideas. Students had problem in creating and arranging the plot of the story. They could not create a series of events in a sequence; beginning, middle, and the end of the story. The story was a mere jumble of random happenings because they cannot make them in a unity. This condition becomes worse because the students had limited vocabulary that could be seen from their writing production that use mixing word or used Indonesian language in their writing test. The next problem was mechanic of the text. Students have problem in mechanic component, for example, spelling, punctuation and so on.

The problems above occurred as a result of the inefficient strategies that were used in guiding the students to write narrative text. Some of them tended to ask students to write a narrative text without giving outline. As the result, their writing production didn't fulfill the criteria of a good writing narrative text.

C. Limitation of the Problem

This research was conducted to solve the problems faced by students in writing class at grade XI IS.3 of SMAN 3 Kota Solok. The problem of this study was limited on the students' ability in writing the narrative text viewed from the generic structure and language features. To overcome this problem, the writer chose story grammar in teaching narrative text. This was considered as one of the strategies that can attract the students' interest in producing narrative text because story grammars helped them to express and put their ideas into appropriate generic structures (orientation, complication and resolution of the text) and language features. Consequently, it can improve students' ability in writing narrative text viewed from the generic structures and language features.

D. Formulation of the Problem

In Second grade of senior high school, students should have been able to write narrative text. In fact, most of them had difficulties in expressing and putting their ideas into appropriate generic structures (orientation, complication and resolution of the text) and language features. Based on limitation of the problems, the formulation of the problem in this research is “to what extend can story grammar improve the students' ability in writing narrative text at grade XI IS.3 of SMAN 3 Kota Solok?”

E. Action Hypothesis

Based on review of related literature of story grammar, it can be hypothesized that “if students at grade XI IS.3 of SMAN 3 Kota Solok are taught by using story

grammar, they can improve their ability in writing appropriate generic structures (orientation, complication and resolution) and using appropriate language features in a narrative text”.

F. The Purpose of the Research

Based on the formulation of the problem, the purpose of the this action research is to know whether story grammar can improve the students’ ability in writing narrative text in appropriate generic structures (orientation, complication and resolution of the text) and language features or not.

G. Significance of the Research

Since narrative text has a big portion in teaching at junior and senior high school, this study was expected to give significance input to students’ writing narrative text production and to improve their ability in writing narrative text. Then, this study provided activities for teachers in the classroom to overcome the problems that they accounted. Furthermore, the writer hoped that this research can create the classroom clime which is conducive to the teacher to encourage students’ motivation.

Finally, the result of this research can be useful for educators who have responsibility to plan and develop English language teaching. Furthermore, it is hoped that this research can be an input for school in planning and developing curriculum.

H. Definition of the Key term

1. Writing skill is the ability of learners that can be used to express what they have in minds: ideas, opinions, reality, feeling and point of view in written communication.
2. Narrative text is one of genre that is stated in curriculum which involves a series of story involving real or fiction which has some generic structure (orientation, complication and resolution) and language features.
3. Story grammar is a schema in semantic memory that identifies the typical or expected arrangement of events in a story such as generic structure.
4. Generic structure is the structure of a text that is followed by some particular stages, for example, the beginning, the middle and the end of a text. The structure is varied according to the purpose of the text.
5. Language features is the way of organizing, the use of particular grammatical structures, and the vocabulary choice that influence how the message received by the audience.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing in First and Foreign Language

Writing in the first and foreign language is focused on the writing process. Since the process of writing stresses in the recursive nature of writing, writing is considered as an act of communication that involves the importance of audience and the benefits of collaboration on the writing product. Even though first and foreign language has similarities in composing process but they also have difference in some significant ways, such as linguistic proficiency individual differences.

In a review of seventy-two studies comparing research into first and second language writing, Silva in Hyland (2003; p. 31) notes that L2 writing is strategically, rhetorically and linguistically different in important ways from L1 writing. They are different linguistic proficiencies and intuitions about language, different learning experiences and classroom expectations, different sense of audience and writer, different preference for ways of organizing text, different writing process, and different understanding of text uses and the social value of different text types.

According to Hyland (2003: p. 32-37) these differences can be categorized into three parts. They are individual differences, language and strategy differences, and cultural differences. The explanation is described below.

1. Individual Differences

Individual learners' differences are important to be known in second language learning. These differences are: linguistic, social, and psychological factors that are influence students' successful acquisition of a second language (Ellis and Skehan in Hyland, 2003:32). No two learners have same and different learning backgrounds and personalities that influence how quickly, and how well, they learn to write in second language. In learning second language writing, students have varying metacognitive knowledge of their L1 and experience in using it, different aptitudes and level of motivation. Moreover, they have different characteristics in term of age, sex and socioeconomic status. The dimensions of learners' differences are mentioned by three surveys in the table below.

Table 1
The Dimensions of Learners' Individual Differences

Atman (1980)	Skehan (1989)	Larsen-Freeman and Long (1991)
Age Motivation and attitude Personality factors Previous language Learning experience Proficiency in the L1 Language aptitude General intelligence (IQ) Gender Learning style Preferences	Language aptitude Motivation Cognitive and affective factor a. Extroversion b. Willingness to take a risk c. Intelligence d. Anxiety e. Analytic versus experimental Language learning strategies	Age Motivation and attitude to learning Personality factors a. Self-esteem b. Extroversion c. Anxiety d. Willingness to take risks e. sensitivity to rejection f. Empathy g. Inhibition h. Tolerance of ambiguity Cognitive style a. Analytic/ gestalt b. reflexivity c. aural/ visual Gender Learning strategies

(Adapted from Ellis in Hyland, 2003: p. 33)

2. Language and Strategy Differences

Second language writers have the difficulties in expressing themselves in English. According to Purves in Hyland (2003: p.34) second language writers are generally shorter, less cohesive, less fluent, and contain more errors. Moreover, students themselves identify language difficulties, particularly an inadequate grasp of vocabulary or grammar, as their main problems with writing and frequently express their frustrations at being unable to convey their ideas in appropriate and correct language. These differences can be described in the table below.

Table 2

The Differences of EFL Students' Strategy in Learning

- | |
|---|
| <ul style="list-style-type: none"> • General composing process pattern seem to be largely similar in L1 and L2. • Both L1 and L2 skilled writers compose differently from novices. • Advanced L2 writers are handicapped more by lack of composing competence than a lack of linguistic competence. The opposite is true for lower proficiency learners. • L1 writing strategies may or may not be transferred to L2 context. • L2 writers tend to plan less than L1 writers and produces shorter texts. • L2 writers have more difficulty setting goals and generating material. • L2 writers revise more but reflect less on their writing. • L2 writers are less fluent, and produce less accurate and effective text. • L2 writers are less inhibited by teacher-editing and feedback. |
|---|

(Adapted from by Silva, Krapels, and Leki in Hyland, 2003: p.36)

3. Cultural Differences

Culture is generally understood as a historically transmitted and systematic network of meanings which allow us to understand, develop, and communicate our knowledge and belief about the world (Lantolf in Hyland: 2003: p. 36). This is partly because our cultural values are reflected in and carried through language, but also

because cultural values make available to us certain taken-for-granted ways of organizing our perceptions and expectations, including those we use to learn and communicate in writing.

In conclusion, writing in first and foreign language has similarities and differences. Both writing in first and second language focus on the writing process, and writing is considered as an act of communication. However, there were some differences in writing foreign language, for example, individual differences, language and strategy differences and cultural differences.

B. Writing in Foreign Language

Based on the differences between first and second language writing, there are some exploration how accepting findings in L2 acquisition apply specifically to the teaching and learning of L2 writing (William: 2005: p.2).

1. There are two types of second language knowledge: implicit and explicit. Implicit knowledge is unconscious and abstract, much like first language knowledge. While explicit knowledge is knowledge about the language such as rule and conventions. To get the expectation of second language writing, Students need to draw on those both types knowledge.
2. Second language acquisition takes place only in the presence of input- usually plenty of it.
3. Second language acquisition occurs as both system learning and item learning. System learning is usually associated with the acquisition of the second language grammar. While item learning is about vocabulary learning.

4. Second language acquisition (and use) requires attention.
5. Having linguistic knowledge and using that knowledge are not the same.
6. Practice does not always make perfect in L2 acquisition, but it can contribute to skill development.
7. Second language acquisition takes a long time; for many, the process never ends. Acquiring a second language takes a long time. For many learners the process never really ends.

In second language writing, there are several different focuses of organizing second language writing (Hyland, 2003: p.2). They are described as follows:

1. Focus on Language Structure

Conceptualizing second language writing in this way has direct attention that writing as product and encourages a focus on formal text units or grammatical features of text. In this view, learning to write in a foreign language mainly involves linguistic knowledge and the vocabulary choices, syntactic pattern, and cohesive devices that comprise the essential building blocks of text. According to Sylvia in Hyland (2003: p.3) “this orientation was born from marriage of structural linguistics and the behaviorist learning theories of second language teaching”. It means that, writing as an intricate structure can only be learned by developing the ability to manipulate lexis and grammar.

According to Hyland (2003: p.3) there are four stages process. They are:

- Familiarization: Learners are taught certain grammar and vocabulary, usually taught the text.
- Controlled writing: learners manipulate fixed patterns.
- Guided writing: learners imitate models texts.

- Free writing: Learners use the patterns they have develop to write an essay, letter and so forth.

In this conceptualizing, texts are regarded as a series of appropriate grammatical features, and so instruction may employ “slot and filter” frameworks in which sentences with different meanings can be generated by varying the words in the slot. Writing is rigidly controlled through guide compositions where learners are given short texts and asked to fill in gaps, complete sentence, transform sentences or personal pronouns, and complete other exercises that focus students on achieving accuracy and avoiding errors. Therefore, the structural orientation emphasizes writing as combinations of lexis and syntactic forms and good writing as the demonstration of knowledge o these forms and the rules used to create texts.

2. Focus on Text Function

Besides language structures, we need principled reasons for choosing which pattern to teach and how they can be used effectively in second language writing. The principle is to relate language structures to meanings, making language “use” as a criterion for teaching materials. This introduces the idea that particular language “forms” perform certain communicative “functions” and these students can be taught the function more relevant to their needs. Function is the “means” for achieving the purpose of writing. The aim of this focus is to help students develop effective paragraphs through the creation of topic sentence, supporting sentences, and transitions, also to develop different types of paragraphs.

In this conceptualizing, students are guided to produce connected sentences according prescribed formulas and tasks tend to focus on form to positively reinforce models writing patterns. As with sentence-level activities, composing tasks often include so-called free writing methods, which involve learners reordering sentences in scrambled paragraphs, selecting appropriate sentences to complete gapped paragraphs and write paragraphs from provided information.

3. Focus on Creative Expression

In second language writing, students learn to express their feeling and opinions in order others can understand what they think and like to do. According to Straub in Hyland (2003: P.9) writing is an act of discovering meaning, a willingness to engage with students' assertions is crucial, and response is a central means to initiate and guide ideas. In this view, the goal of writing is to foster L2 students' expressive abilities and encouraging them to find their own voices to produce writing that is fresh and spontaneous. Therefore, writing is consider as a creative act of self-discovery that can help generate self-awareness of the writer's social position and literal possibilities.

In this perspective, writing is learned, not taught, so writing instruction is nondirective and personal. Writing is a way f sharing personal meanings and writing courses emphasis the power of individual to construct his or her own views on a topic. Teacher responds to the ideas that learner produce, rather than dwell on formal errors. Because writing is an act discovering meaning, a willingness to engage with

students' aspersions is crucial, and respond is a central means to initiate and guide ideas.

4. Focus on the Writing Process

The process approach in teaching writing also emphasizes the writer as an independent producer of text, but the teacher has the responsible to help learners in performing a writing task. In this view, the basic cognitive processes is recognized as central to writing activity and in stressing the need to develop students' abilities to plan, define a rhetorical problem, and propose and evaluate solution. The teacher's role is to guide students through a writing process, avoiding an emphasis on form to help them develop strategies for generating, drafting, and refining ideas.

The process of model of writing instruction (adapted from Hyland: 2003, p11) in this conceptualizing as bellow:

Table 3

The Model of Process Writing Instruction

Selection of topic: b teacher/ or students Prewriting: brainstorming, collecting data, note taking, outlining, ect. Composing: getting ideas down on paper Respond to draft: teacher/peers respond to ideas, organization and styles. Revising: reorganizing, style, adjusting to readers, refining ideas Respond to revisions: teachers/peers respond to ideas, organization, and styles Proofreading and editing: checking and correcting form, layout, and evidence. Evaluation: teachers evaluate progress over the process. Publishing: by class circulation or presentation, noticeboards, website, ect Follow-up: to address weaknesses.

places great emphasis on responses to writing, a response is potentially one of the most influential texts n a process writing class, and the point at which the teachers'

intervention is most crucial. Not only does this individual attention play an important part in motivating learners, it is also the point at which overt correction and explicit language teaching are mostly likely to occur.

5. Focus on Content

This conceptualizing ESL writing teaching is in reference to content or what the students are required to write about. According to Mohan in Hyland (2003: p.14) this focus involves a set of themes or topics of interest that establish a coherence and purpose for the course or that set out the sequence of key areas of subject matter that students will address.

The content oriented courses can be tailored to students at different proficiency levels by varying the amount of information provided. At lower levels, much of the content can be supplied to reduce students' difficulties in generating and organizing material, while at more advanced levels students are often required to collaborate in collecting and sharing information as a basis for composing.

6. Focus on Genre

In this view, writing language teaching recognized ways of using language for particular purposes. The writer has certain goals and intentions, certain relationship to his or her readers, and certain information to convey, and the forms of a text are resources used to accomplish these. In sum, the importance of a genre orientation is that it incorporates discourse and contextual aspects of language use that may be neglected when attending to structures, functions or processes alone.

In conclusion, there are some different focuses of organizing foreign language writing. The focuses are on language features, on text function, on creative expression, on the writing process, on the content, and on the genre.

C. Genre Based Writing Teaching

Genre-based teaching is concerned with what learners do when they write. According to Hylan (2004: p.5) an understanding of concept allows writing teachers to identify the kinds of texts that the students have to write in their target occupation, academic, or social contexts and to organize their courses to meet these needs. It means that the concept of genre enables teachers to look beyond content, composing processes, and textual forms to see writing as an attempt to communicate with readers and to better understand the ways that language patterns are used to accomplish coherent.

Genre study is the analysis of format and structure of different type of written text. Genre study is valuable as it serves as a comprehension aid to reader. Knapp (2005: p.17) argues that the reader could not understand a text unless she/he knows something about the context in which it occurs. In other word, being able to identify the types of written text and its structure, the reader can enhance his/her comprehending of the text. Since, the different kinds of text have different texture; meaning and structure. Similarly, texts that have the same sort of meanings and the same kind of structure are said to belong the same text type.

As Smith (2010) stated that writing is one the skills that improves students' language and simulates the student's cognitive ability in learning English because

writing is not a given skill. It means that writing needs physical and mental activity. Therefore people will be able to write if they learn how to write and try to write. The student's writing will improve if they practice and learn more.

As not a given skill, writing can be thought into two ways; as a thing, a finished product of paper and as an activity, process that writer goes through Knapp (2005: p.82). When people said that their writing is good or bad, it means that they are talking about product, complete piece of paper. Brown (2004: p.246) says that students' final product is measured up with criteria that include social function, generic structure, organization, vocabulary, language feature and mechanical consideration such as; spelling and punctuation.

Meanwhile, the writing process is the activity from the start to finish that result in product. Without the process, there could not be a product. If the process of writing is bad, the product will also be bad. In writing Brereton (1988: p.3) points out that the process of writing contains six separate steps they are; discovering a topic, planning an approach, writing rough draft, revising, writing a final draft, and proof reading. Colderonello (1986) also state that writing process contains five parts inventing, planning, drafting, revising, and editing.

According to Paltridge (2001: p.23) regarding with inferences above, students' comprehension about genre in the language learning involves: an understanding of the social and cultural context, an understanding of what one can appropriately talk or write about in such context, and helping learners gain access to discourse, text and genre itself, and enable them to participate more successfully in spoken and write interaction in a second language.

In genre based writing, there are six teaching writing procedure modified by Yan (2004). They are:

1. Preparation

In this step, the teacher begins preparing the students to write by defining the situation that will require a written text and placing it within a specific genre, such as narrative text for amusing and entertaining readers.

2. Modeling and reinforcing

In this step the teacher introduces a model of the genre and lets the students consider the social purpose of the text, including who the audience will be. For example the purpose of narrative text is to amuse and entertain readers; then discuss how the text is structured and how its organization develops to accomplish its purpose.

3. Planning

In this step the teacher introduces a model of the genre and lets the students to schemata the topic, including brainstorming, discussing and reading associated material. The aim is to help the students to develop an interest in the topic by relating it to their experience.

4. Joint constructing

During this step, which will facilitate later independent composing, the teacher and students work together to begin writing a text. While doing so, the teacher uses the writing process, brainstorming, drafting, and revising. The final draft provides a model for students to refer to when they work on their individual compositions.

5. Independent constructing

At this point, students have examined model text and have jointly constructed text in a genre. They now undertake the task of composing their own on a related topic, can be set aside for students to compose independently so that the teacher is available to help, clarify, or consult about the process.

6. Revising

Students eventually will have a draft that will undergo final revision and editing. This does not necessarily mean that teachers have to collect all the papers and mark them one by one.

In conclusion, genre based teaching is concerned with what learners do when they write. The concept of genre enables teachers to look beyond social and cultural context, composing processes. There are some procedures of genre based writing teaching. They are preparation, modeling, planning, joint constructing, independent constructing and revising.

D. Teaching Writing in Senior High School

Based on Depdiknas 2004, kinds of written genre that are widely used in secondary school are recount, report, discussion, explanation, exposition, (analytical), exposition (hortatory), news item, , narrative, procedure, description and review. However, kinds of genre required to be taught in KTSP curriculum for the second grade of Senior High School students are only narrative, spoof, descriptive exposition, (analytical) and exposition (hortatory).

Since writing as one of activity to develop students' ability in English is focus on students' activity, English teachers should find appropriate technique to make the students master in writing and to guide their students to write creativity. According to Feez and Helen (1998: p.28) "classroom programming is based on five stages in a Teaching-Learning cycle which are aimed at providing support for learners as they move from spoken to written texts. The fifth stages in the Teaching-Learner Cycle are: Building the context, modeling and deconstructing the text, Joint Construction of the text, Independent Construction of the text, and linking related text.

1. Building The Context Stage

Classroom tasks and activities at building the context stage enable learners to Explore culture similarities and differences related to the topic including: introduce students to social context of an authentic model of the text type being studied; explore features of the general cultural context and the social purposes the text type achieves; explore the immediate context of situation; building the knowledge of the topic of the model text and building knowledge of the social activity; Practice grammatical patterns relevant to the topic or text type; and Build up and extend vocabulary relevant to the topic or text type.

2. Modeling and Deconstructing The Text

In second stage, there is an explicit focus on analyzing the genre through a model of text related to the course topic. This involves preparing the learner for reading and writing by discussing the social function of the genre and the purpose that intended by the reader or writer; analyzing characteristic schematic structure and grammatical patterns; and compares the model with other example of the text type.

3. Joint Construction of The Text

In this stage, the students begin to contribute the construction of whole example of text type. During this activity, teacher monitors the students. In the end of this activity, the learner are expected to explore further the purpose of the genre and its relation to topic or field, Contribute knowledge of the field in the shared construction of text, negotiate with teacher and other students regarding the most appropriate, organization of knowledge about topic into a written text, draw on knowledge of schematic structure and linguistics features of the Genre, develop an understanding of some of the differences between talking about a topic and writing about it.

4. Independent Construction of The Text

In this stage, the students are expected to work independently with the text and learners' performances are used for achievement assessment. Classroom tasks and activities at this stage enable learners to: Incorporate knowledge of schematic structure and grammatical patterns into their own writing; Produce written texts that approximate control of the genre; Read other example of the genre in contexts outside the classroom; Feel confident about writing the genre in contexts outside the classroom.

5. Linking to Related Texts

In this stage students investigate what they have learn relate to other text in the same or similar contexts, and relates it to future or past cycles of teaching and learning.

E. Genre of Narrative

The genre of narrative is one of the most commonly read, though least understood of all the genres. According to Knapp and Megan (2005: p.220) narrative is a big genre because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students pick up and write naturally. This genre, while being universally popular, is not far from natural; nor is it easy to simply pick up for a significant number of students.

Narrative is not only simply about entertaining a reading audience, although it generally always does so. According to Knapp and Megan (2005: p.220) narrative also has a power social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitudes. Some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspectives.

Furthermore, narrative also has social function, general structure and language feature (Depdiknas, 2004). The social function of narrative is to amuse, entertain and to deal with actual or experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Narrative is signed with finding of orientation (sets the scene and introduces the participants), evaluation (a stepping back to evaluate the plight), complication (a crisis arises), resolution (the crisis is resolved, for better or for worse), re-orientation (optional). The language features of this genre focus on specific and usually individualized participants, time signal and using past tense.

1. Concept of Narrative

Narrative is a kind of text that expresses some ideas through a story. Fitzpatrick (2005) stated that a narration gives information about a story that can be fictional report of a sequence of event that tells a series of corrected incident or action. In narrative, the incident makes up the story that is usually told in order, in which they would really happen. The narrative text may be fictional like in a sort story, novelette or novel. The story can be true story as in the writing of history, autobiography, or news report.

Those kinds of narrative writing narration are used for several purposes. Knapp and Megan (2005: p.235) points out that the purpose of narration is to entertain and hold the reader's interest in the story, to nourish and extent readers' imagination and to inform and express the writers' reflection on experience. It means that narration text can entertain people and getting something from the story and attract the reader or listener's attention about the story.

According to Pfeiffer and Cynthia (2009) there are three-dimensional characters, describe scenes and settings, and move through a plot. A plot begins with a main character encountering conflict and obstructions while moving through life. The conflicts tend to increase to a crisis point, then resolve. In short, a narrative has a beginning, middle, and end.

While it is common to write a narrative in chronological order (the order of time unfolding), it is not unusual for narrative writing begin in rising action and then unfold earlier times as they move forward. This is a familiar narrative writing strategy from the movie flashback. Experienced writers often experiment with narrative

strategies that at once unfold the story (or plot), reveal a theme, and hold the reader's attention.

In conclusion, narrative text is a kind of text on the form of story which has main purpose to amuse and entertain the reader. There are several component of narrative text which should consider by the writer. Such as generic structure which build the text, social purpose which differentiate the function of the text, moral value as social message for audience, main idea as the information that the author wants the reader to know and language feature as the grammatical sentences which are used narrative text.

2. Generic Structures of Narrative Text

According to Knapp and Megan (2005: p.222) narrative has a structure that is generally more complex then the orientation and sequencing typical of recounting. Narrative text brings a rather complex dimension into play. There are three generic structures of narrative text stated by Derewianka (1991: p. 40).they are:

1. Orientation

The reader is introduced to main character(s) and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place. Then, an atmosphere is usually established and there is often some foreshadowing of the action to follow, drawing readers into story and making them involved. Moreover, the sorts of details chosen for inclusion are those which will enhance the later development of the story for example, the personality of the main characters, the type of situation, and relationship with other characters.

2. Complication

The complication involves the main characters and often serves to (temporarily) toward them from reaching their goal. This problem or complexities provide that the reader can empathies with the characters. This part of the narrative must eventually find some way of being resolved of resume we are left with very frustrated or angry reader.

2. Resolution

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (it is of course possible in certain type of narrative which leaves us wondering “how did it end?”)

Meanwhile, Gerot and Wignel (1994) state that the generic structure of narrative text consists of five parts. They are:

1. Orientation : Set the scene (where the story happened) and introduces the participant of the story (who and what is involved in the story).
2. Evaluation : A stepping back to evaluate the plight (optional)
3. Complication : A crises arise (tells the beginning of the problem which leads to the crisis or climax of the main participant)
4. Resolution : The crisis is resolved for better or worse
5. Reorientation : The part that shown the moral value that the story brings.

This is a closing of a moral lesson, advice or teaching from the writer (optional)

Moral value is also an important component in narrative text because it gives moral understanding to the reader. According to Depdiknas (2004), moral value is a

social message which is stated in a story. In narrative text, moral value can be seen from the participant in the text. To define moral value, the reader has to understand the characteristic of participants and analyze the changes of participant character in the story.

In conclusion, there are several generic structures in writing a story. They are orientation, evaluation, complication, resolution and re-orientation. Based the experts explanation, the important part of generic structure in writing narrative are orientation, complication and resolution.

3. Language Features of Narrative Tesxt

Beside social function and generic structure, narrative text also has some language features that have to be considered by the writer. According to Derewianka (1991: p.42) the language features of narrative text are specific, often individual participants with defined identities, mainly action verbs (material processes), normally past tense, many linking words to do with time, dialogue often included (during which the tense may change to the present or future), descriptive language chosen to enhance and develop the story by creating images in the readers' mind, and can be written in the first person (I, we) or third person (he, she, and they).

Meanwhile, Knapp and Megan (2005: p.221) also mentions several components of language feature. They are;

- a. when sequencing people and events in time and space,

Action verb, for example: went, saw, and heard

Temporal connectives, for example: then, after

- b. Using past tense unless quoting direct speech, for example: went, said, and did.
- c. In action sequences, action verb are used
- d. Often used action verbs metaphorically to create effective images, for example: it was a terrible argument. Words were *flying* everywhere.
- e. Narrative often use rhythm and repetition to create particular effects; for example; *Riding. Riding.* The boy went *riding* across the wintery moor.
- f. Sentence often comprise one word or a short phrase. For example; *anger, silent. As the brother prowls the streets.*

Besides that, Choo and Carolina (2008: p.38) also stated difference language features of narration. They are: “action, feeling, saying, thinking, time, and manner, place, named individuals, past tense, and descriptive phrase.”

In sum up, through the language feature, the writer will be able to enhance the narrative piece. The language features of narrative are; focus on specific and usually individualized participants; it uses material process. It means that there are action verbs in the text. Then, it uses relational process and mental process. It means that what human participants said or the process that human engage in with their intellect and sense. Then, it uses temporal conjunction, and temporal circumstances. The last element is it uses past tense. The students have to use second verbal for positive sentences and auxiliary did for negative and interrogative sentence.

4. Types of Narrative

There are different types of narrative text according to Derewianka (1991:P 40): Fairy story, Mysteries, Science fiction, Choose - your-own-adventure, Romance, Horror stories, Adventures stories, Parables, Fables, Moral fables, Mythos, Legend, Historical narrative. Furthermore, Neo (2005) in Karolina (2006: p.29) differentiate types of narrative text into several types they are: humor, romance, crime, real life fiction, theoretical fiction, mystery, fantasy, science fiction, diary novels, adventures.

Here are some examples of the different type (or genre) of narrative showing typical features:

a. Humor

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure:

- 1) Orientation: the narrator tells the funny characters names in unusual setting.
- 2) Complication: in this part, something crazy happen.
- 3) Sequence of event: there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people.
- 4) Resolution: All's well that end well.

b. Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual features:

- 1) Orientation: it contains hunk male and female who is looking for love, exotic setting, sun set, beaches, and moonlight.
- 2) Complication: boy meets girl.
- 3) Sequence of event: it contains the development relationship, jealousy, love, hurt, pain, warm, sharing, and overcoming problems.
- 4) Resolution: boy gets girl, marry and live happy ever after.

c. Historical Feature

Here are the features of a typical historical fiction text:

- 1) Orientation: a setting in the past and description of a period in history.
- 2) Complication: good meets evil
- 3) Sequence of event action related to a period in history, character's lives affected by the events of history, description of live at the time.
- 4) Resolution: characters survive the chaos of the time (for example, the war ends).

d. The Diary Novel

This type of narrative has the text presented like diary entries. Here are the features of a typical diary- novel:

- 1) Orientation: main character is the narrator. Time setting is given by diary entries.
- 2) Complication: given one of diary entries. It can be related to romance, adventure, humor, mystery, or other type.

- 3) Sequence of event: diary entries tell of feelings, hopes, and happening.
- 4) Reorientation: the narrator tells what happens to solve the complication.

e. Fantasy

Below are the features of a typical fantasy narrative:

- 1) Orientation: setting may be in another dimension with goals, witches, wizard, and so on. Hero who may have magical power.
- 2) Complication: evil forces affect the goodies.
- 3) Sequence of event: use of magic. Action includes elves, dragons and mystical beasts, heroism.
- 4) Resolution: God defeats evil forces.

f. Science Fiction

A science fiction narrative is the setting involving science and technology.

Here are the typical features of the text type:

- 1) Orientation: a feature setting and a world with technology.
- 2) Complication: an evil force threatens the world.
- 3) Sequence of event: imaginative description. Action involves technology, science, and super invention.
- 4) Resolution: good defeats evil.
- 5) Coda: take care that science is used for good, not evil.

Consequently, there are several types of story in narrative text. They are humor, romance, crime, real life fiction, theoretical fiction, mystery, fantasy, science

fiction, diary novels, fable, and adventures. Commonly, teachers use fable story to teach writing narrative text in senior high school.

F. Teaching Narrative Text

In learning writing skills, one of the objective of English language teaching is to give students an effective writing ability, in which teacher provides student with the knowledge how to develop their writing skills. Moreover, she also provides with some kinds of text that should be mastered by the students. Learning to write is a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them, Hyland (2003: p.10). Writing is the most difficult lesson in the school since the students have to produce the text by using English. They have to write about what their think in their mind and state it on a paper by using the correct procedure.

One of the genres that is stated in KTSP in senior high school is narrative text. According to Derewianka (1990: p.34) narrative is a piece of text tells a story, entertains are expected to produce a story as a tool of transferring idea. Moreover, story is expected can improve students' pleasure in learning narrative text, because writing is the most powerful ways of communications with others Knapp and Megan (2005:p.220). Good written story lets the readers respond to some event. They not only understand the event but can also 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.

1. Procedures in Teaching Writing Narrative Text

The good of narrative lies in its ability to particularize or to create an illusion of reality. Rorabecker (1994: p.40) points out that there are three things that we should deal with. It does through them necessary to narratives; characters (men, or animals or personified concepts), setting (a place and time), and a plot (an ordered series of events participated in those characters and setting).

There are several procedures in teaching narrative text in senior high school (Yan: 2004). First is Preparation. In this step, the teacher begins preparing the students to write by defining narrative text for amusing and entertaining readers. Second is Modeling and reinforcing. In this step the teacher introduces a model of text and guides the students to the social purpose of the text, including who the audience will be. For example the purpose of narrative text is to amuse and entertain readers; then discuss how the text is structured and how its organization develops to accomplish its purpose. These are to avoid our story to run on until the readers wonder “where is this going”. Third is planning. In this step the teacher introduces a model of the text and guides the students to schemata the components of the text. The aim is to help the students to develop their ideas in the topic by relating it to their experience.

Forth is Joint constructing. During this step, which will facilitate later independent composing, the teacher and students work together to begin writing a text. Teacher will help students who get difficulties in writing process. Fifth is Independent constructing. At this point, students have examined model text and have jointly constructed text in a genre. They know undertake the task of composing their

own on a related topic, can be set aside for students to compose independently so that the teacher is available to help, clarify, or consult about the process. The last step is Revising. Student eventually will have a draft that will undergo final revision and editing. This does not necessarily mean that teachers have to collect all the paper and mark them one by one.

According to Derewianka (1991: p.32) the narrative usually begins with an orientation, where the writer attempts to create the “possible world” of this particular story. The reader is introduced to the main character(s) and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place. An “atmosphere” is usually established and there is often some foreshadowing of the action to follow, drawing readers into the story and making them want to become involved. Next, complication of the story, this complication will involve the main characters(s) and often serve from reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolved. In a “satisfying” narrative, a resolution of this complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved.

This is also supported by Knapp and Watkins (2005: p.220) that narratives begin with orientation, then sequence of events. Sequence of events is more complex than the orientation. Here the students provide a record of all the important activities that happen on the excursion. Besides this event also included complication of story, this needn't be a single problem or complexity. This stage can also include reflection on the problem and possible solution. The last one is resolution of the problem.

In conclusion, procedures in teaching narrative text begin with orientation that tells about characters, time, place and who, what, where, and so on. Then, complication of the story that tells about the problem that involves the main character(s). And resolution of the problem that complication may be resolved for better or for worse.

G. Teaching Writing Narrative through Story Grammar

1. The Concept of Story Grammar

Story grammar provides students with a framework to help them understand narrative texts and includes common elements such as plot, character, setting, and theme. This review provides an overview of research focused on using story grammar as a comprehension strategy, as well as examines the success of the strategy for students with special needs and writing difficulties.

A story grammar is a system of rules used for describing the consistent features found in narrative text Munderd in Amer (1992: p.712). This role describes the story parts, arrangement of the parts, and how the parts are related, for example the internal structure of the story. Story grammar assumes that stories have several unique parts that are usually identified inferentially by the reader.

Moreover, there is evidence that such a grammar provides the basis for retrieval of information from a story, Pfeiffer and Cynthia (2009). It means that story grammar instruction provided a framework that assisted students in assimilating and retaining story information. Providing the students with a story grammar scaffold

seems to provide students with a means for retrieving relevant information and discerning relevant from unimportant information.

According to Renkema (2004: p.196) story grammar is a means for investigating the characters of the story schema, a hypothesized mental structure, and for testing predictions about story processing. Using story grammar, a writer can express ideas by identifying the elements (setting, initiating event) of a story and developed rules for creating their sequence, as well as their causal and chronological relations.

One comprehension strategy, story grammar, maintains that every narrative story has a beginning, a conflict that emerges with rising action, a high point or climax of the conflict, and an ending or resolution of the conflict (Dickson in settler: 2000). Other elements of story grammar include information about the main and supporting characters and the theme of the story. According to Amer (1992: p.712) story grammar has often also been referred to as story schema which is actually the representation of story structure that readers carry in their minds or story structure which is how it is used in the structure of stories.

As schema in semantic memory story grammar identifies the typical or expected arrangement of event in the story. According to Carroll (2008: p.179) In general, story grammars view narratives as consisting of a setting, one or more episodes have a characteristic structure: some initiating event occurs, leading to some internal response on the part of the protagonist. The respond lead to the goal, an attempt to reach the goal, and an outcome.

An example of a simple story and how it would be analyzed by a story grammar is shown below:

Table 4
The Example of Story Grammar

1.	There was a boy named jimmy	S
2.	One day, Jimmy saw tom's new bike.	E
3.	Jimmy thought the bike was neat.	R
4.	He wanted one like it	G.
5.	He called the bike shop and asked about the prices	E
6.	Jimmy was still interested.	R
7.	He wanted to solve a lot of money.	G
8.	His mother said jimmy could get a part-time job	E
9.	Jimmy liked to work	R
10.	He decided to get a paper route	G
11.	He talked to the sales manager at the newspaper.	A
12.	Jimmy begun to deliver some newspaper to some customers.	O
13.	He put papers near each door and range every doorbell	A
14.	Jimmy earned a lot of tips and save all the money.	O
15.	He counted his money and went to the bike shop.	A
16.	He picked one out and eagerly gave the man his money.	O
17.	Jimmy was very happy and rode his bike home	N

Note: S=setting, E= event, R= response, G= goal, A= attempt, O=outcome, and N= ending. Adapted from “memory for embedded and sequential story structures” by S.R. Goldman and C.K. Varnhagen, 1986 in Carroll (2008:p.179)

Although there are several conceptualizations of story grammar model, all of them include the basic components. They are may be composed of several different episodes, each consisting of setting, characters, a problem, action and resolution of the problem. The setting is the place and time at which the story occurs. The characters are the people or animals that carry out the action. The problem is the

situation around which an episode is organized. The action is what happens, or what characters do, as a result of the problem; it is made up of events that lead to the solution of the problem, which is called resolution. A story has a theme: the basic idea about which the whole story is written, or the lesson that the reader learns at the end of the story.

2. Procedure of Using Story Grammar in Teaching Narrative Text

By identifying the elements of story (setting, theme, plot and resolution), the writer identifies the story grammar in creating a story. In which direct instruction in this story grammar involves helping students to learn. According to some experts (Gordon and Braun 1983; Carnie and Kinder 1985; morrow 1985; Varnhagen and Goldman 1986) in Amer (1992) direct instruction of story grammar can improve comprehension in story and recall of story. It means that direct instruction in this story grammar involves helping students to learn to recognize the element of narratives text.

According to Amer (1992) there are several procedures using story grammar in teaching writing narrative text. They are:

- a. Identifying the structural elements of story grammar

According to Field (2004: p.289) the structural elements common to a class of narrative discourses. These elements and their rules of combination comprise a framework or schema that describes the organization of numerous texts.

Table 5
The Structural Elements of Story Grammar

No	Rule
1.	Story -- Setting + Theme + Plot + Resolution
2.	Setting -- Characters + Location + Time
3.	Theme -- (Event)* + Goal
4.	Plot -- Episode*
5.	Episode -- Subgoal + Attempt* + Outcome
6.	Attempt -- Event*/Episode
7.	Outcome -- Event*/State
8.	Resolution -- Event/State
9.	Sub goal/Goal -- Desired State
10.	Characters/Location/Time – State

Note: The symbol “+” indicates the combination of elements in sequential order. The parentheses around Event indicate that the element is optional; the asterisk (*) indicates that the elements may precede the statement of the goal.

- b. Giving an example of story to the students
- c. Guiding the element of story grammar to the students
- d. Guiding the students’ understanding to the story grammar element of story that has been discussed
- e. Guiding the students to use appropriate language feature in narrative text
- f. After guiding students to language feature, then they are taught how to integrate all of the parts into generic structure of story.
- g. Guiding students to write story based on the element of story grammar that has been discussed in group

- h. Guiding students to write story based on the element of story grammar that has been discussed individually
- i. After several treatments, teacher guides students to write story by using story grammar strategy independently at the end of the lesson. This is to see how far this strategy contributes to improve students' ability in writing narrative text.

H. Previous Studies

A number of studies have been done about teaching writing narrative text by using different strategy. For example, Oktaviani (2009) conducted a study at senior high school level of students. The study explores the students' ability in writing narrative text by using key word strategy in some procedures. They are, writing about ten key words on the boards, asking them to predict the story and then telling the story in experimental research. The result shows that there is improvement in students understanding of story and develop it into written form in appropriate generic structures. This research was also conducted to see the improvement of students' ability in writing narrative text in appropriate generic structures and language features. However, this research was design in action research with different strategy.

Then, Karolina (2006) did an action research about improving students' writing through teaching narrative text. The research was done to the tenth grade students of SMA Negeri 1 Petarukan, Pematang. She concluded that using narrative text was more effective to improve students' writing ability. She also said that writing narrative made students interested, motivated and had self confidence to write. This

research also an action research related to teaching narrative text, however in this research was conducted to see students' improvement in writing narrative text by using story grammar strategy.

Besides that, Amer (1992) also did an experiment the effective of story grammar instruction on EFL students' comprehension of narrative text. This research indicated that direct instruction of story grammar can improve reading comprehension of narrative text. Hence the purpose of the study was to investigate the effect of story grammar on sixth grade students' comprehension of narrative text. Based on the research finding he concluded that direct instruction in story grammar seems to help EFL students abstract the episodic sequence and the metastructure of the story. This research also used story grammar instruction. However it was conducted in action research to see students' improvement in writing narrative text.

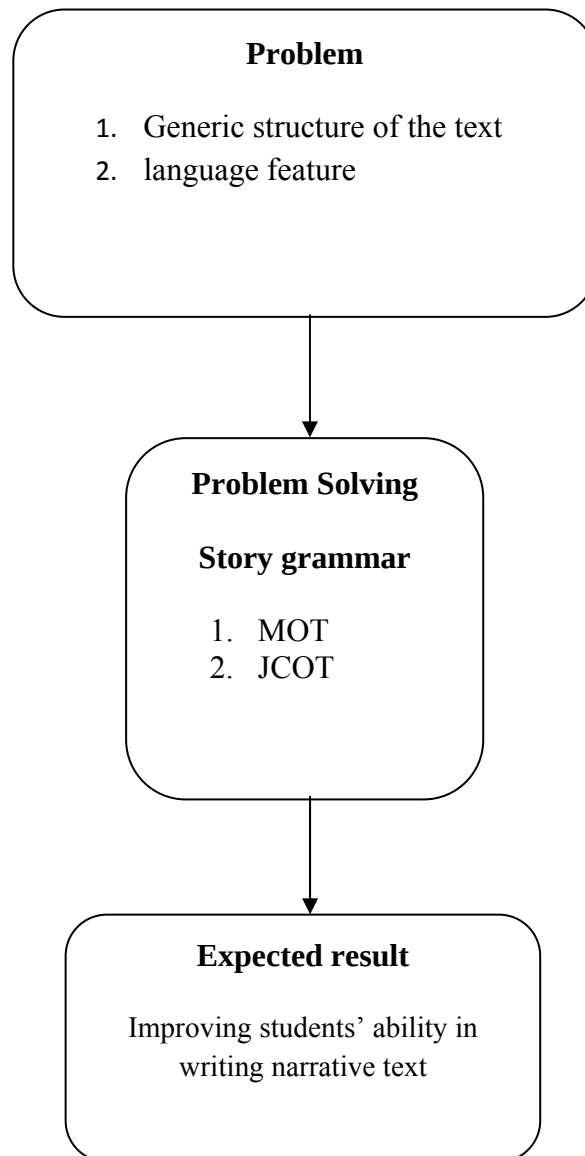
I. Conceptual Framework

Narrative consist of two kinds of important elements; generic structure of the text and the language feature of the text. Not many students can fulfill these components while they are writing a text. This research is aimed at trying to solve these problems. To arrive at the aim, this research is conceptualized into three ways of framework. They are problems, a tool of solving and the expected result.

By using story grammar in the stage of Modeling of Text (MOT) and Joint Construction of Text (JCOT), they can create their own text confidently. Then, the students' product or writing a narrative text will be analyzed bases on criteria of a generic structures and language feature of the text. The data is collected from the

students' writing narrative text product in writing test in order to know the students' ability in writing a narrative text.

The conceptual framework of this research can be shown in the diagram below.



CHAPTER V

CONCLUSIONS, SUGGESTIONS, AND IMPLICATION

A. Conclusions

The use of story grammar in teaching writing narrative text is able to improve students' writing skill significantly. The students do not feel writing is difficult anymore. The students know how to write the text appropriately. It is supported by the activities done during the teaching and learning process. They were actively involved in the process of writing from the beginning up to the end. Next, story grammar is very useful for students who are lack of ideas and vocabulary. Finally, by using story grammar the writing activity become more enjoyable.

The factors that contribute the changes of student's writing skill were; (1) The students did the process of writing narrative text through story grammar gradually. This activity allowed the students to get ready to write. (2) The students were given more exercises and clearly instruction that helped students in writing the text easily. (3) The students were helped to broaden their vocabulary while reading the story grammar. (4) Story grammars had changed the writing class becomes lively. The students were actively involved in the term of adding variety to the classroom activities and improving teaching and learning writing in the classroom. (5) The cooperation of collaborator in the class much helped students to be serious and involved in teaching learning activity.

B. Suggestions

For the sake of the facilitating English teacher in teaching writing especially narrative text, the researcher presents the following suggestion; (1) English teachers who have the same problem will use story grammar in teaching writing narrative text. As proved on this finding that story grammar is able to improve students' writing skill significantly. (2) In order to maximize the result of students writing narrative text, it is suggested that the teachers use an appropriate strategy like asking leading questions, giving model, discussing and helping the students if needed. (3) For future research, the researcher suggests to investigate whether story grammar can solve the problem of other skills, like speaking or listening.

C. Implication

The result of the research at grade XI IPS 3 of SMAN 3 Kota Solok has some implications deal with teaching writing skill. (1) The result of this research has proven that using story grammar improved student's writing skill of narrative text. (2) The using of story grammar in teaching writing skill can stimulate the student interest and motivations in teaching learning activities during writing section. (3) It needs time and guidance from the teacher to explore the strategy in order to achieve better result in teaching writing.

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