

**IMPROVING STUDENTS' WRITING SKILL ON NARRATIVE
ESSAYS BY USING PEER ASSISTED WRITING
AT GRADE XI.1 SOCIAL SCIENCE OF SMAN 1
SALIMPAUNG TANAH DATAR REGENCY**

THESIS



BY

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ABSTRAK

Suryani, Embun. 2010. Improving Students` Writing Skill on Narrative Essays by Using Peer Assisted Writing at Grade XI.1 Social Science of SMAN 1 Salimpaung Tanah Datar Regency

Berdasarkan pengamatan dan pengalaman peneliti di kelas X1 IPS 1 SMAN 1 Salimpaung Tahun Pelajaran 2007/2008, ditemukan masalah yaitu rendahnya keterampilan menulis siswa dalam teks narrative.

Penelitian ini adalah Penelitian Tindakan Kelas. Penelitian ini bertujuan untuk mengetahui apakah *Peer Assisted Writing* dapat memperbaiki keterampilan menulis siswa dan menemukan faktor - faktor yang mempengaruhi peningkatan keterampilan tersebut.

Peserta dalam penelitian ini terdiri dari peneliti, seorang kolaborator dan 26 siswa di kelas XI IPS 1. Instrument yang digunakan dalam penelitian ini adalah *observation checklist*, *field note* dan *writing test*.

Penelitian ini dilaksanakan dalam dua siklus dengan enam kali pertemuan. Data dianalisis secara kuantitatif dan kualitatif. Secara kuantitatif dengan menghitung rata-rata skor setiap indikator menulis tes siswa. Sedangkan data mengenai kegiatan guru dan siswa didalam kelas dianalisis secara kualitatif. Siklus pertama memperlihatkan peningkatan pada isi tulisan, struktur penulisan teks dan mekanik penulisan. Sedangkan penggunaan bahasa mengalami peningkatan yang paling rendah. Siklus kedua memperlihatkan peningkatan berarti dan hampir seluruh siswa terlibat aktif dalam proses menulis.

Hasil penelitian ini menunjukan adanya peningkatan keterampilan menulis siswa. Keterampilan menulis siswa menjadi lebih baik dibandingkan sebelum penelitian dilaksanakan. Hal ini dapat dilihat dari rata-rata skor pada *writing indicators (content, text organization, language use, and mechanics)*.

Kesimpulan dari penelitian ini adalah 1) *Peer Assisted Writing* memperbaiki keterampilan menulis siswa dalam teks narrative dan 2) Tiga faktor yang mempengaruhi perbaikan tersebut adalah: suasana kelas, partisipasi siswa, dan strategi pengajaran.

ABSTRACT

Suryani, Embun. 2010. Improving Students` Writing Skill on Narrative Essays by Using Peer Assisted Writing at Grade XI.1 Social Science SMAN I Salimpaung Tanah Datar Regency

Based on the researcher's pre observation and experience at grade XI.1 Social Science of SMAN 1 Salimpaung in 2007/2008 academic year, it was noticed a problem that the students' writing skill on narrative essays was unsatisfactory. It can be caused by teaching strategy used was not able to improve students' writing skill eventhough it has applied maximum.

This research is Classroom Action Research. The purpose of this research is to find out whether Peer Assisted Writing better improves students' writing skill on narrative essays and to find the factors influencing the improvement of students' writing skill of narrative essays.

Participants in this research are the researcher, a collaborator, and 26 students at grade XI Social Science 1. Instruments used are observation checklist, field note and writing test.

This research was conducted by two cycles within six meetings. The data were analyzed quantitatively and qualitatively. Quantitatively by counting mean scores of each writing indicator on students' test. Meanwhile, the data about students' and teacher's activities in the classroom was analyzed qualitatively. In cycle 1, students' writing test showed an improvement on content, text organization, and mechanics. Meanwhile, language use had the least improvement among them. In cycle 2, all aspects of writing skill better improve and almost all of the students were actively involved in the process of writing.

The result of this research shows improvement on students' writing skill on narrative essays. It was much better compared to their writing skill before Classroom Action Research was conducted. It can be seen from mean scores of writing indicators (content, text organization, language use and mechanics).

The conclusion of this research are 1) Peer Assisted Writing can better improve students' writing skill on narrative essays and 2) The improvement is influenced by classroom atmosphere, students' participation and teaching strategy.

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Saya yang menyatakan

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CHAPTER I

INTRODUCTION

A. Background of the Problem

As it is stated in the curriculum used for Senior High School, students are expected to be able to communicate English in oral and written forms, as well. In addition, they are introduced to interpersonal and transactional texts of English. The interpersonal texts are in forms of narrative, procedure, spoof / recount, report, news item, descriptive, anecdote, exposition, explanation, discussion, commentary and review. Meanwhile, the transactional texts contain the expression of permission, pleasure, planning, satisfaction and so forth (Departemen Pendidikan Nasional: 2003). For these standard competencies, students should be able to use English in acceptable ways, fluently and accurately.

To achieve the standard competencies, students should have basic competencies. Those basic competencies consist of the four skills of English. They are listening, speaking, reading and writing as included in the context of genres discussed previously above. Among the four skills, writing seems to be the most difficult for students to develop and to learn. However, writing is one of the prominent skills in English language learning which has the same importance as other skills.

Basically, writing is a process of communicating something on a paper to an audience. If a writer has nothing to say, writing will not occur. Through writing, a

writer can express their ideas, opinion, feeling, emotion and so forth .Consequently, to produce a good writing, students should have certain writing skills of English. By having those skills, it is true that the writing they make will be valuable for the readers and themselves, as well. Thereby, the writing they produce will be successfully accepted and being meaningful to readers. As English is learnt as a foreign language, of course, writing is not easy for students. Furthermore, writing is a complex skill for the language learners to be mastered. The aspects involve higher level skills of planning and organizing ideas and lower level skills of spelling, punctuation, and choice of words.

Based on the researcher`s experience as an English teacher at grade XI.1 Social Science of SMAN I Salimpaung Batusangkar, observations and analysis on students` writing assignment, many problems appear when she asked her students to write a narrative essay. Based on the data of a writing test in 2007 (semester 1), 50% students got under standard minimum score in writing. The problems found were dealing with student`s difficulties in planning and organizing ideas into paragraphs, choice of words, the use of appropriate grammar and mechanics. The problems were caused by the teaching strategy used by the teacher in writing was not able to maximize the improvement of students` writing skill. Furthermore, she did not give students a plenty of time to get practice a lot by taking advantages of other individuals to interact each other in writing in the classroom. Mostly, in her teaching, she asked students to write a text individually and neglected the development of

students' writing process for each stage of writing: planning, drafting, revising and editing process.

The choice of teaching activities was monotonous. Based on informal interview with students at grade XI.1 Social Science of SMAN I Salimpaung Batusangkar, they mostly felt writing activities designed by the teacher were monotonous and made students easy to give up when they got problems in writing. In addition, the researcher did not involve students to do social interaction in doing writing activities. Kinds of the writing activities they did were to arrange jumble sentences or paragraphs, complete a paragraph or a text, and give suitable punctuations to a paragraph. Not all these activities needed planning and organizing ideas, or applying diction and the use of appropriate grammar.

The teacher sometimes asked students to write a complete text without giving clear guidance and practicing a lot. Consequently, they did not know what to write and how to write. She could not encourage and motivate students to write and cause them feel writing as a big burden for them. The students' attitude could influence their writing achievement.

The next factor that caused writing difficult was student's lack of knowledge in writing components. They should have sufficient information, vocabulary, sentence structure and grammar, and even words spelling. In fact, only a few of the students had the knowledge. These matters made students' writing become worst.

Most students thought that writing was a very difficult thing to do because they had a little information to write, limited vocabulary to use and they did not know

how to write appropriately. In contrast, their problems did not motivate them to work hard. More over, it caused them lazier to write of English texts. They studied English only as a must of school instruction. Finally, they could finish their writing assignments not writing by themselves, but by cheating their friends' work. They did not have their own writing.

The same problem occurred in the classroom where the researcher has been teaching at grade XI.1 Social Science. Most of students have desires to continue their study to university and they did not have good abilities and skills in English particularly in writing. The English teacher did not teach and lead them the ways of writing or follow the writing process. Moreover, the teacher did not try involving students as a team in accomplishing their writing. Furthermore, the teacher did not design writing activities as a teamwork, which can help students solve their problems. Besides, she thought that a student as an individual could solve his or her problem better. Moreover, the teacher did not take advantages of another individual assisting another student. Consequently, the students were lack of practicing and interacting each other in solving their problems.

From the explanation above, it can be concluded that the problems in writing were caused at least by two factors, teachers and students. If the students and the teacher did not make any changes, they will not be able to write a text as it is suggested in the new curriculum. Particularly, for better students who will attend the university, they will have difficulties in writing their papers, and so forth. Hence, these problems should be overcome immediately. In this case, the researcher chose

peer assisted writing activity in teaching writing which was assumed to be able to help students in improving their writing skill.

Peer assisted writing activity is derived from collaborative writing. It is offered because it is mostly relevant to improve students writing skill. Because this technique can assist students to improve their writing skill. Besides, this activity covers the process of writing which can help students to write starting from planning, drafting, and editing process. Moreover, peer assisted writing activity is very interesting and enjoyable applied in the classroom. Students work together and share ideas together. They can give response in every stage of writing and encourage social interaction among them. They can give response each other in every stage of writing process. They can discuss ideas to be written, writing a draft together and doing the editing process. Furthermore, they can also solve their problems in using the appropriate diction, appropriate grammar, punctuation and words spelling, as well.

Peer assisted writing is far from the condition of being under pressure, stress, or being afraid. Sometimes, students feel reluctant to ask teachers questions about what they do not know. They are shy, afraid and reluctant to discuss with the teacher. They think that the teacher is someone in a high position and they do not feel comfortable. Meanwhile, if they work in pairs or teams, it will be easier because they are in the same level of age and social position. Even though peer assisted writing activity involves students work as a pair, it does not mean that the teacher does not control students' activities. One of the strengths of peer assisted writing activities is teacher's interference at students writing process namely at the final step of peer

assisted writing activity. It makes peer assisted writing activity differs from other peer writing techniques. Hence, in this research, the researcher applied this technique in teaching writing to students in the classroom.

B. Identification of the Problem

From the background of the problem, it was identified that the students had low writing skill of narrative essays. They got difficulties in planning and organizing their ideas, grammar, choice of words and mechanics. It was also found that teacher strategy in teaching writing was still monotonous. It continued to happen because the appropriate teaching strategy on writing narrative essays in the researcher's classroom was still not found yet.

C. Focus of the Problem

The focus of the problem was on students' writing narrative essays especially in planning and organizing ideas, grammar, choice of words and mechanics. They were all solved by applying peer assisted writing activity technique. It was applied to students at grade XI Social Science 1 of SMAN 1 Salimpaung Tanah Datar regency in 2007/2008 academic year.

D. Formulation of the Problem

This research carried out to overcome students' low writing skill of narrative essays. It is expected that peer assisted writing activity can better improve the students' writing skill of narrative essays. The problem in this research is formulated as follow:

1. To what extent can peer assisted writing improve the students' writing skill of narrative essays at grade XI.1 Social Science of SMAN I Salimpaung Batusangkar ?
2. Factors influence the changes of students' writing skill of narrative essays by using peer assisted writing at grade XI.1 Social Science of SMAN I Salimpaung Batusangkar ?

E. Purpose of the Research

This research aims at examining:

1. Whether peer assisted writing can better improve students' writing skill of narrative essay at grade XI.1 Social Science of SMAN I Salimpaung Tanah Datar regency.
2. What factors influence the changes of students' writing skill of narrative essays at grade XI.1 Social Science of SMAN I Salimpaung Tanah Datar regency.

F. Significance of the Research

Theoretically, this research is intended to solve problems found during teaching learning process in the classroom. Practically, this research is expected to improve students' writing skill by applying peer assisted writing. The finding is also useful for other English teachers whose students deal with the same problems in writing as an alternative solution for them.

G. Definitions of the Key Terms

There are several terms used in this research. They are:

1. Writing skill is the competence obtained by students to produce a narrative essay by applying its features in composing the text. It is shown by their quality of writing process.
2. Peer assisted writing activity is a peer response writing activity which can be implemented as a pair or group in the writing process which consists of six steps: generating ideas, writing draft, reading the draft, editing process, final copy and teacher's evaluation. It emphasizes the teaching on certain genres namely in narrative form.
3. Narrative essay is writing several paragraphs in the form of a story which has certain text organization and specific language features.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

Based on the research findings that have been discussed in the previous chapter, it can be concluded that:

1. The implementation of peer assisted writing activity in teaching writing can better improve students' writing skill of narrative essays at grade XI.1 Social Science of SMAN 1 Salimpaung Tanah Datar Regency.
2. There are three factors that influence the changes of students' writing skill of narrative essays through peer assisted writing activity, namely, classroom atmosphere, students' participation and teaching strategy

B. Implications

The findings and the conclusions this research may have some implications. The implication are as follow:

1. To the researcher herself: she can apply this peer assisted writing activity in the process of teaching-learning writing to other classes.
2. To the teaching of writing activity: it can be an alternative of teaching writing skill of narrative essays.

3. To the English lesson plan for SMA: this technique can be as an input for designing basic competencies of teaching writing.

C. Suggestions

Based on the conclusion and the implications above, there are some suggestions that might be useful in the teaching of writing. The suggestions are as follow:

1. It is suggested to the researcher as an English teacher to apply peer assisted writing activity in her classroom in order to improve her students' writing skill much better.
2. For further research, it is suggested to investigate whether peer assisted writing activity can solve problems in writing other texts and skills.

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