

**STUDENTS' STRATEGIES IN WRITING NARRATIVE TEXT
AT GRADE XI IPS 3 SMAN 9 PADANG**

THESIS



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ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND ART

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ABSTRACT

Soffie Molyaty. 2020. *Students' Strategies in Writing Narrative Text at Grade XI IPS 3 SMAN 9 Padang*

Writing task is a difficult task for students. In order to overcome this problem, the students must have strategies. There are some strategies in writing narrative text. They are: first, topic formulation, topic discussion, and making outline strategies in pre-writing strategy, second, monitoring strategy, and adaptive technique strategies in whilst-writing strategy and third, revising, and editing strategies in post-writing strategy. These strategies can help students in writing a good essay.

This study aims to observing the students' strategies in writing narrative text at the second year of SMAN 9 Padang. There were five classes of XI IPS. XI IPS 3 was chosen as the sample. The method used in this study was descriptive research.

The data were collected through observation, questionnaires, and interview. It found that, in pre writing strategy, students used formulate the topic strategy. Based on the research, 26,25% the students always used formulation strategies in pre-writing strategy. In whilst writing strategy, 28,83% students used monitoring strategy, and in post writing strategy, 29.73% students used editing. It can be concluded that, most students used formulating topic as strategy in pre writing narrative text, monitoring strategy in whilst-writing, and editing strategy in post – writing strategy. Students wrote what they know much about the topic was the most dominant in the writing narrative text

ABSTRAK

Soffie Molyaty. 2020. Strategi strategi Siswa dalam Menulis Text Narrative Kelas XI IPS 3 SMAN 9 Padang

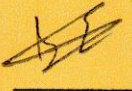

Tugas menulis merupakan tugas yang sulit bagi peserta didik. Untuk menghadapi masalah ini, peserta didik harus mempunyai strategi dalam menulis. Ada beberapa strategi dalam menulis teks narrative yaitu: pertama, *topic formulation strategy*, *topic discussion strategy*, dan *making outline strategy* (*pre writing strategi*), kedua, *monitoring strategy*, *adaptive technique strategy* (*whilst writing strategy*) dan ketiga, *revising strategy*, dan *editing strategy* (*post writing strategi*). Strategi strategi ini bisa membantu siswa dalam membuat karangan dengan baik.

Kajian ini bertujuan untuk melihat strategy siswa dalam menulis teks narrative pada kelas XI IPS 3 SMAN 9 Padang. Ada lima kelas XI IPS dan kelas XI IPS 3 di pilih sebagai sampel. Metode yang digunakan dalam kajian ini adalah penelitian deskriptive.

Data di peroleh dari observasi, angket dan wawancara peserta didik. Dari hasil penelitian ini di dapat bahwa, peserta didik menggunakan *topic formulation strategy* di pre writing narrative teks. Berdasarkan penelitian, 26.25 % peserta didik menggunakan *topic formulation strategy* pada pre writing strategy. 28.83% peserta didik menggunakan strategi monitoring pada *whilst writing strategy*, dan 29.73% peserta didik menggunakan strategi revising pada *post writing strategy*. Peserta didik lebih suka menulis teks narrative yang topic nya mereka ketahui dengan baik.

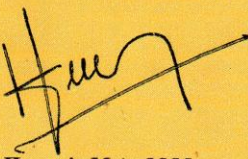
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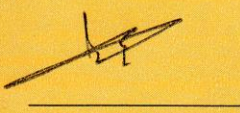



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The writer has done her best to complete this thesis. However, there must still be some mistakes found in this thesis. Therefore, suggestions and constructive critics are expected. Finally, the writer hopes that this thesis will be useful for the development of education especially in the field of writing narrative text.

Padang, Agustus 2020

The researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In the era of globalization, English is increasingly needed not only because it is one of the international languages mostly used in the world, but also because it is used to transfer science and technology. English is also used more often as a means of communication in some fields of living, such as in trade, cinematography, diplomacy and education. By mastering English, people can easily follow the development of many kinds of fields of study. therefore, by utilizing English as a means of communication, people have created a closer relationship with the whole world population.

English as one of the subjects at schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge and technology. Therefore, in order to be able to develop science, knowledge, and technology, and to communicate with people from other countries, English should be mastered well.

English is taught at schools in order for the students to be able to master the four skills. They are listening, speaking, reading and writing. Harmer (2001:265) states as follows:

“We use language in terms of four skills-reading, writing, speaking and listening. These are often divided into two types. *Receptive skills* is a term

used for reading and listening, skills where meaning is extracted from the discourse. *Productive skills* is the term for speaking and writing, skill where students actually have to produce language themselves”.

Among those from skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. Richards and Renandya (2002:30) state that there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts. In line with this idea, Brown (2004:218) states that it is difficult to learn writing even native language.

According to the English syllabus in KD.3.6 at grade XI SMAN, students are expected to write a simple essay in report, narrative, and analytical exposition text. In fact, most students hardly follow the writing stages in their writing. Students got difficulties in getting ideas to write especially in writing narrative text.

Writing needs hard thinking to produce ideas, words, sentences, paragraphs, and composition. It is one of the important skills to be mastered by the students. Through writing, we can transfer our ideas and information on the paper with good sentences.

Moreover, many students assume that writing is the most difficult subject among the other language skill because the process of writing not only writes what they feel but also convey a message to the readers. The students were still difficult to share ideas from their brain to be written language. Therefore, the

students have problems to make good writing such as: stuck to get diction, getting ideas, and ordering the words.

Writing is a personal act in which writer take ideas and transforms them into self-initiated topic. To write well, students need to incorporate the purpose into their own unique approach to writing, and the most important things of writing are strategies. Strategies are especially important of language learning because the strategies are useful for the developing communities' competence. In order to have good ability in writing narrative text, students have to have good and effective writing strategies in their learning process.

Narrative text means a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. In generally, there are three stages of organization narrative text: orientation, complication, resolution, and re-orientation. Narratives are written in past verbs because they tell story that have already happened. Students still had difficulties in using the tense in writing narrative text

According to O'Malley (1996), there are three strategies in writing narrative text. First, pre writing strategies, they include: formulate the topic, discuss topic, and out line. Second: whilst writing narrative text: monitoring writing. Third: post writing strategies: edit, and revises.

In pre writing strategies, students discuss the topic before they come to write, it can help the students to write narrative text easily. In whilst writing strategies, the students can use appropriate words from dictionary so that they can use those words in good paragraphs. In post writing strategies, the students can

check their paragraphs, edit for spelling, punctuation, capital and grammar, so their writing becomes interesting paragraphs.

Students will succeed in writing narrative texts if the students have good strategies. The strategies that are used by the students in the process of writing will make the students easy to write. Based on the problems above, the researcher was interested in doing the research about students strategies in writing narrative text at grade XI IPS 3 SMAN 9 Padang on pre writing strategies, whilst writing strategies, and post writing strategies in writing narrative text.

The study on writing strategies in different texts (Expository, Argumentative, and Persuasive texts) has been conducted by some researchers. They are Mastan and Maarof (2013), Panahandeh and Asl (2014), and Bakry and Alsamadani (2015). To enrich the literature on writing strategy as conducted by these previous researchers, this study is considered necessary to be conducted.

B. Identification of Research Problem

Based on the background of the problem above, it was found that there were some problems faced by the students in writing narrative text. First, students got difficulties to convey a message to the readers. Second, the students were still difficult to share ideas from their brain to be written language. Third, the students have problems to make good writing such as: stuck to get diction, getting ideas, ordering the words, words choosing, and tenses. It means that they had difficulties in pre writing strategies, whilst writing strategies, and post writing

strategies in writing narrative text. Researcher did research about strategies used by students in pre writing, whilst writing, and post writing in narrative text.

C. Limitation of Research Problem

Based on the problems identified above, the researcher limited and focused this research on the students' strategies in writing narrative text at grade XI IPS 3 SMAN 9 Padang.

D. Formulation of Research Problem

Based on the background and identification of the problem, the researcher formulated the general research problem as follows: what strategies do students employ in writing narrative texts at class XI IPS 3 SMAN 9 Padang?

Based on the formulation of general research problem, research questions are specifically formulated as follow:

1. What strategy is used by students in pre-writing narrative text at class XI IPS 3 SMAN 9 Padang?
2. What strategy is used by students in whilst-writing narrative text at class XI IPS 3 SMAN 9 Padang?
3. What strategy is used by students in post-writing narrative text at class XI IPS 3 SMAN 9 Padang?

E. Purpose of the Research

Based on the research questions addressed, The research is to describe the students' strategies in writing strategies narrative text at grade XI IPS 3 SMAN 9 Padang. More specifically, the researcher aims at describing:

1. Students' strategy used in pre-writing narrative text at class XI IPS 3 SMAN 9 Padang
2. Students' strategy used in whilst-writing narrative text at class XI IPS 3 SMAN 9 Padang
3. Students' strategy used in post-writing narrative text at class XI IPS 3 SMAN 9 Padang.

F. Significances of Research

As stated previously, there are different results of past research finding on students strategies in writing narrative text. This meant that what was found in previous study needs to be continued in order to come to the more accurate conclusion on students strategies in writing narrative text. Therefore the findings of this study are expected to give contribution to students in writng narrative text theoritically and practically. Theoretically, the finding of this study is expected to provide the empirical data on strategies used by the students in writing narrative text. In addition, this study also is expected to help students to write better. Practically, the findings can guide teachers to choose a proper writing strategy that can be used to help students to produce a narrative text well.

G. Definition of Key Terms

Defining important terms is essential to ensure a clear understanding of the terminology that will be shared in this research. The writer puts several definitions of key terms as follow:

1. *Writing* is the process of using symbols (letters of the alphabet, punctuation, and spaces) to communicate thoughts and ideas in a readable form.
2. *Writing Narrative text* is an activity to write a piece of the text that tell about the story which contains orientation, complication and resolution.
3. *Student's Strategy* is a plan, steps, techniques or devices used by the students to exchange their own learning for subject mastery.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

As the result of this research, researcher found answers for the goals above.

1. Researcher found that formulate the topic strategies used by the students in pre-writing narrative text. It was 26.25 % students answered this strategy. Related to this strategy, students preferred to write what they know much or they liked to write what they were familiar with. It was more dominant used by the students.
2. Students used monitoring strategy in the whilst-writing process. 28.83% students used this strategy. Students rechecked whether what they wrote can be understood was more dominant in this stage.
3. The last, in the post-writing process, students used editing strategy. 29.73% students used this strategy. Students recheck language used in writing narrative text.

B. Implication

The result of this research has some implications for the teacher in teaching English especially teaching writing. Based on the result of the research, they are effective for teaching writing, especially for teaching writing narrative text. The finding conveys some implications for the teachers and students:

The implementation of strategies promotes the students positive attitude toward the teaching learning process. Most of the student actively involved in the teaching and learning process. They became enthusiastic to do the writing task. They also enjoyed the learning process. The teaching strategies increased the students' enthusiasm in the teaching and learning process. It implies that the teachers need to implement strategies in their teaching and learning process of writing. However, the teacher must be creative to design activities with various strategies it can attract students attention in learning writing.

C. Suggestion

After drawing the conclusions and telling the implications of the research, some suggestions for the English teacher, the students and the next researchers on this subject can be proposed. Those suggestions are presented as follows:

1. For The English Teacher

The teacher should conduct this strategies continuously in order to make the positive behaviour for students in writing. The result of the research shows that the strategies were useful to help students in gathering the ideas. The students could write the narrative texts in good order. Besides, the use of strategies also promoted the students' positive behavior during the teaching and learning process. The learning using strategies was able to enhance the students' interests and preference to do writing activities.

2. For The Students

The students should manage themselves to always have positive attitudes towards English. They also should have motivation in learning for their own benefits. It is important for them to always practice writing so that could improve their skills. In addition, they should always actively participate in the process of teaching and learning and do the tasks given by the teacher. They should manage themselves to work in pairs, in groups or individually.

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