

**THE EFFECT OF USING TEN KEY WORDS STRATEGY
IN TEACHING WRITING NARRATIVE TEXT AT SMA
CASE STUDY: IN SENIOR HIGH SCHOOL 1
SUNGAI PUA**

Thesis



**BY:
LOLI OKTAVIANI
60197/04**

**ENGLISH DEPARTMENT
THE FACULTY OF LANGUAGE, LITERATURE AND ARTS
STATE UNIVERSITY OF PADANG**

2009

ABSTRAK

Oktaviani, Loli. 2009. *The Effect of Using Ten Key Words Strategy on Student's Ability in Writing Narrative Text. A Case Study at Senior High School 1 Sungai Pua.*

Penelitian ini menggunakan metode *experiment, one group pre-test and post-test design*. Penelitian dilakukan untuk melihat dampak penggunaan teknik sepuluh kata kunci terhadap proses dan hasil menulis *narrative* siswa, yaitu menulis paragraph orientasi, komplikasi, resolusi dan re-orientasi.

Populasi penelitian ialah siswa kelas XI SMAN 1 Sungai Pua tahun pelajaran 2007/2008. Mereka terdiri dari empat kelas. Sampel penelitian ini terdiri dari satu kelas yang ditentukan dengan menggunakan teknik *cluster sampling*.

Instrumen yang digunakan ialah *test* dan *questionnaire*. Test dilakukan empat kali, yaitu, dua kali *pre test* dan dua kali *post test*. Kemudian dilanjutkan dengan memberikan *questionnaire* untuk mendapatkan tanggapan siswa mengenai penggunaan metode biasa dan penggunaan teknik sepuluh kata kunci yang diberikan untuk menulis *narrative*.

Hasil uji beda dengan tingkat kepercayaan 0.05 yang didapatkan dari *pre test* dan *post test* pertama yaitu 11 dan angka tabel yaitu 227, 46. Begitu juga dengan hasil uji beda *pre test* dan *post test* kedua, didapatkan 4 dan angka table yaitu 227, 46. Ini menandakan bahwa nilai T hitung lebih kecil dari nilai T *tabel*. Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa terdapat perbedaan hasil menulis *narrative* antara *pre test* dan *post test* dengan menggunakan teknik sepuluh kata kunci. Hal ini didukung oleh tanggapan siswa-siswi mengenai penggunaan teknik sepuluh kata kunci dalam menulis *narrative*, 47, 2 % siswa-siswi menyatakan setuju dan 50 % siswa-siswi menyatakan sangat setuju bahwa mereka tertarik menggunakan teknik sepuluh kata kunci dalam menulis *narrative*.

ACKNOWLEDGEMENTS

“Alhamdulillahhirabbil ‘Alamin”. The writer would like to thank to Allah SWT for the entire blessing has given to the writer. Without his power and mercy, she would have never been as she is today and also to finish this thesis. Her invocation and peace go to Prophet Muhammad SAW, who has given guidance to walk on this life.

The writer delivers her gratitude to her advisors, Dr. Hamzah, M.A, M. M, Alhafizh, S.S and Rusdi Noor Rosa, S. S, M. Hum who have kindly helped her in doing and finishing this thesis. She would like to express her gratitude to lectures who have involved in the seminar examination, Rusdi Noor Rosa, S.S, M.Hum, Sitti Fatimah, S.S, M.Ed, and Havid Ardi, S.S. The sincere and gratitude are dressed to the lecturers who have involved in the comprehensive examination, Dr. Kurnia Ningsih, M.A, Dr. Yenni Rozimela, M.Ed, and Sitti Fatimah, S.S, M.Ed.

The sincere and deep gratitude are dressed to the writers’ academic advisor, Drs. Jurlismen Radjab. Similar thankfulness goes to all of lecturers in English Department and staffs.

Her special and deepest thankfulness goes to her lovely parents for being with her in every step of the way. Her very special thankfulness also goes to her lovely husband who has supported her to finish this thesis.

At last, she wants to express that this thesis still has many weaknesses and incompleteness. She realizes that nobody is perfect, except Allah SWT. It is hoped that this thesis will be useful to the readers, particularly for the English students and teachers.

Padang, March 2009

Writer

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS.....	iii
LIST OF THE TABLES.....	v
LIST OF FIGURES	vi
LIST OF APPENDICES	vii
 CHAPTER I INTRODUCTION	
A. Background of the problem.....	1
B. Identification of the problem.....	3
C. Limitation of the problem	4
D. Formulation of the problem	5
E. Hypothesis.....	5
F. Purposes of the study	5
G. Significance of the problem	6
H. Definitions of the operational Key Terms.....	7
 CHAPTER II REVIEW OF THE RELATED LITERATURE	
A. Narrative text.....	8
B. Writing narrative text	11
C. Using then key words strategy in teaching narrative	13
D. Previous study	15
ES. Conceptual framework.....	16
 CHAPTER III METHODOLOGY	
A. Research design	18
B. Population and sample	19
C. Instrumentation	19
D. Procedure of the research.....	21
E. Technique of data collection.....	23
F. Technique of data analysis.....	23

CHAPTER IV FINDINGS AND RESULT	
A. Description of data	28
B. Testing hypothesis.....	46
C. Discussions.....	47
CHAPTER V CONCLUSIONS AND SUGGESTIOS	
A. Conclusions	49
B. Suggestions	50
BIBLIOGRAPHY	51
APPENDICES	53

LIST OF TABLES

Tables

1. Rating categories	25
2. Frequency distribution of the first pre-test.....	31
3. Frequency distribution of the first post test.....	32
4. Frequency distribution of the second pre test	36
5. Frequency distribution of the second post test.....	37
6. Frequency table of students' responds before using ten key words strategy	39
7. Frequency table of students' responds after using ten key words strategy	39
8. Frequency table of students' responds before using ten key words strategy	39
9. Frequency table of students' responds after using ten key words strategy	40
10. Frequency table of students' responds before using ten key words strategy	40
11. Frequency table of students' responds after using ten key words strategy	41
12. Frequency table of students' responds before using ten key words strategy ...	41
13. Frequency table of students' responds after using ten key words strategy	41
14. Frequency table of students' responds before using ten key words strategy	42
15. Frequency table of students' responds after using ten key words strategy	42
16. Frequency table of students' responds before using ten key words strategy	42
17. Frequency table of students' responds after using ten key words strategy	43
18. Frequency table of students' responds before using ten key words strategy	43
19. Frequency table of students' responds after using ten key words strategy	44
20. Frequency table of students' responds before using ten key words strategy	44
21. Frequency table of students' responds after using ten key words strategy	44
22. Frequency table of students' responds before using ten key words strategy	45
23. Frequency table of students' responds after using ten key words strategy	45
24. Frequency table of students' responds before using ten key words strategy	46
25. Frequency table of students' responds after using ten key words strategy	46

List of Figures

Figures

1. Result of the first pre test and the first post test.....	30
2. Total scores of the first pre test and the first post test.....	30
3. Frequency distribution of the first pre test chart	31
4. Frequency distribution of the first post test chart.....	32
5. Result of the second pre test and the second post test.....	35
6. Total scores of the second pre test and the second post test	36
7. Frequency distribution of the second pre test chart	36
8. Frequency distribution of the second post test chart.....	37

List of Appendices

Appendices

1. Writing test	53
Writing test	54
Writing test	55
Writing test	56
2. Criteria of each generic structure	57
3. Scoring guide for generic structure	58
4. Students' topic of writing	62
5. Sample of students' responds before using ten key words strategy	64
6. Sample of students' responds after using ten key words Strategy	65
7. Table of the first pre test and the first post test	66
8. T Calculated for the first pre test and the first post test by using The Wilcoxon Signed Ranks Test	67
9. Grade without looking to the symbol for the first pre test and the first post test	68
10. T table for 36 students	70
11. Table of the second pre test and the second post test	71
12. T Calculated for the second pre test and post test by using The Wilcoxon Signed Ranks Test	72
13. Grade without looking to the symbol for the second pre test and the second post test	73
14. T table for 36 students	75

15. Frequency table of students' responds before using ten key words strategy ..	76
16. Frequency table of students' responds after using ten key words strategy	77
17. Students' responds before using ten key words strategy	78
18. Students' responds after using ten key words strategy	79
19. Students' scores on first pre writing test	80
20. Students' scores on first post writing test	81
21. Students' scores on second pre writing test	82
22. Students' scores on second post writing test	83
23. Students' first pre and post writing test	84
24. Students' second pre and post writing test	85
25. Frequency of students' distribution on the first pre test, the first post test, the second pre test and the second post test	86
26. Lesson plan on the pre test	90
27. Lesson plan on the post test	92
28. Samples of ten key words	94

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the four skills in English teaching. It should be acquired by the students of Indonesia. It is developed in the teaching learning process. There are some ways of teaching writing at school. Carino (1991) states that writing can be taught in two ways, 1) writing as a thing (a finished product on paper), and 2) writing as an activity (process that a person goes through). When students say their writing is good or bad, usually they are talking about their written product rather than how they produce their writing. So, the finished product is important because it must communicate the writer's purpose and message clearly to the readers.

Writing is an activity producing ideas on paper. According to Linse and Nunan (2005), writing is a productive skill because the focus is the producing information. It is related to the development of curriculum for senior high school (Curriculum Based Competence/2004 Curriculum) which clearly state that the competencies for the Grade X:

Oral or written communication form by using language in interactional discourses and monolog related to the narrative, procedure, spoof, recount, and news items (Diknas, Kur. 2004. English Standard Competencies, 2004: 25).

From quotation above, it is clearly stated that the students are encouraged to have oral and written communication form by using language in interactional discourses and or monolog related to the narrative, procedure, spoof, recount and news items text. To reach that goal teaching and learning process should be

directed to students in producing text by the goal of the generic structure and also the use of correct language features. There are twelve kinds of texts that are introduced to the students. Narrative is one of the texts that introduced to the Senior High School students.

Based on the writers' experience during teaching practice in SMAN 1 Sunagia Pua, the students had some problems in writing. Related to these, the competencies could not be reached by the students. There were some problems that occurred in the writing process, cognitive skills to formulate ideas and wrote them into a sentence, paragraph and essay. They could not enjoy experimenting with writing in putting their ideas on paper. They just tried to do what they thought a good writer did, just sat down and wrote. They did not care about the writing sounds or they got their ideas down clearly, they just wanted to get finished. Another problem was how to produce a group of related statement what is called a paragraph. Producing a good composition which concluded more than one paragraphs was rather difficult to the students. They were difficult to divide it into the introduction, body and conclusion.

Especially in writing narrative text, there were some problems faced by the students at SMAN 1 Sungai Pua. The first problem was about the choosing of words, such as verb, noun, and adjective. They did not pay attention to the use of language features of a narrative text. The second was they were difficult to reach the goal of a narrative text. They could not amuse and entertain the readers from their product of writing. The third problem was about creating the plot of the story. This was the main problem that was found in a narrative text. They could not create a series of event in a plan or sequence: a beginning, middle and the end.

They could not make them in a unity. Because, without unity it was a mere jumble of random happenings. The last problem was about the generic structure of the text. The students could not create an orientation, complications, resolution and re-orientation. They were just like a good writer did, sit and write.

Besides these problems, the strategy to guide the students in writing narrative could be one of the problems in writing narrative. In fact, it showed that most of the teachers in SMAN 1 Sungai Pua still had difficulties in creating an effective way to encourage student's interest in writing a text. Some of them tend to teach only by giving the topic and asking the students to develop the topic given to be a good writing. Sometimes the teachers did not use media to teach in order to get the students interest and to help them in teaching and learning process. Not many teachers at SMAN 1 Sungai Pua could feel that the use of strategy was really effective in developing student's ability in writing a text. So, the researcher is interested to conduct a study of using ten key words strategy to teach writing narrative text as an alternative strategy to help the students in writing a good writing.

B. Identification of the Problem

Based on the teaching practice experience at SMAN 1 Sungai Pua, most of the students got problems in writing a text, especially the narrative text. The problems were about the plot of the story. If the students wanted to write a text, they had to make an initiating event, the event that stars the main character on a series of events to solve the problem, a series of event in which the main character attempts to solve the problem.

The second problem that is found in writing the narrative text is dealing with the social function of the text. So, the students had to reach the goal in writing a narrative text. The social function of the narrative text is to amuse and entertain the readers with actual or with some problems which lead to climax and then turn it into an imaginary experience in different ways.

The third problem that is found in the narrative text is the language features of the text. It concludes grammar and vocabularies. Every text has specific tense, for example, recount text uses simple past tense, and so with the narrative. Furthermore, language features also deal with the use of specific vocabularies or words that exist in the text. The language feature of the narrative text are the use of noun phrases, the use of adverbial phrases, the use of simple past tense, the use of saying verb and so on.

The fourth problem that is found in writing narrative text is the generic structure of the text. The generic structure of narrative text consists of three parts: orientation (who were involved in the story), complication (a problem arises and followed by other events), and the resolution (provide solution to the problem). The students commonly have difficulties in producing these three parts mentioned. The students usually do not set the time, place, and point of view.

C. Limitation of the Problem

The problem of the study is limited to the students' ability in writing the narrative text viewed from the generic structure of the text which consists of orientation, complication, resolution and reorientation.

D. Formulation of the Problem

The problem of the research is formulated in this following question; “To what extent does ten key words strategy effect on student’s ability in writing narrative text viewed from the generic structure of the text which consist of orientation, complications, resolution, and re-orientation paragraph?”

E. Hypothesis

Null Hypothesis : Writing by using ten key words strategy did not effect on students’ ability in writing narrative text viewed from the generic structure which consist of orientation, complications, resolution, and re-orientation paragraph than writing narrative text by using usual technique.

Working hypothesis : Writing by using ten key words strategy effected on students’ ability in writing narrative text viewed from the generic structure which consist of orientation, complications, resolution, and re-orientation paragraph than writing narrative text by using usual technique.

F. Purpose of the Research

The purpose of the research is to find out how far ten key words strategy could effect on student’s ability in writing narrative text viewed from the generic structure which consist of orientation, complications, resolution, and re-

orientation paragraph. By using the ten key words strategy, the students could predict the story, write into good paragraphs, and share their writing with partner.

G. Significance of the Research

This research was helpful for English teachers to improve their methods in teaching writing because it is one of the skills that the students have to be mastered. Moreover, students are required to produce a simple text as one of the competencies that they must have.

This research was conducted at SMAN 1 Sungai Pua, it was hoped that it could give a significance contribution to the development of learning process, especially in writing. From this research, language teachers could get some information and got better description about the students' ability in writing a text, especially narrative.

It was also expected that the students gain essential perspective about how important to produce a text in right order to generate ideas, outline, and organized them into a good paragraph. In addition, Jensen (1991) stated that students could feel that they would have done better if only they had used note cards to write down ideas, if only they had written a detailed outline, if only they had started earlier, and if only they had used bigger words.

At last, the researcher expected that this research could give valuable input for SMU English teachers in creating an alternative strategy in teaching narrative text. It means that the teachers could not focus on the traditional ways anymore and applied this strategy to take students interest in writing.

H. Definition of Key Terms

1. Ten key words are ten words that tell someone the central idea or subject of something. Examples:

1. Time
2. Andalusia
3. Princess
4. Giselle
5. Beautiful
6. Kindly
7. Alone
8. Friends
9. Happily
10. House

2. Narrative text is a kind of discourse which answers the question: What happened? with action and with events in motion, Warriner (1961).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the tests and analyzing the data collected, it can be concluded that using ten key words strategy could improve student's ability in writing narrative text viewed from generic structure of the text which was consist of orientation, complication, resolution, and re-orientation. After interpreting the result of the data analysis, the writer concluded some matters about the students' ability in writing narrative text by using ten key words strategy at senior high school in Sungai Pua in 2007/2008 academic year.

After analyzing the data, it can be concluded that:

1. Using ten key words strategy could improve students' ability in writing narrative text viewed from the generic structure which consist of orientation, complication, resolution and re-orientation on the second grade students at SMAN 1 Sungai Pua.
2. Using ten key words strategy may improve student's ability in doing activities of Using ten key words strategy itself, such as: doing prediction of the narrative story based on the ten key words given, writing an essay of narrative and sharing their story with partner or friends.

Using ten key words strategy not only gives better effect to the students' involvements, but also to the teacher's competence in classroom through the teaching and learning process. So, using ten key words strategy can be used as an

alternative technique in improving students' writing ability, especially in writing narrative text.

B. Suggestions

Based on the research on this experimental research, there are some suggestions for English teachers in teaching writing especially narrative text by using ten key words strategy.

English teachers should present various techniques in teaching writing in order to take the students' interest. One of the alternative techniques is using ten key words strategy. But, the English teachers should know and comprehend this technique before applying it in the classroom.

Ten key words strategy can be applied by English teachers in teaching writing narrative text. It can be used as an alternative technique to minimize the students' problems in writing orientation, complication, resolution, and reorientation paragraph.

In teaching narrative text, it is better for them to select the interest writing topic so that the students were interest and enthusiastic to write the narrative text.

BOBLIOGRAPHY

- Abbas, Sholeh. 2006. *Pembelajaran Bahasa Indonesia yang Effektif di Sekolah Dasar*. Jakarta: Departemen Pendidikan Nasional Direktorat Jenderal Pendidikan Tinggi Direktorat Ketenagaan.
- Carino, Peter. 1991. *Basic Writing: At First Course*. New York: Harper Collins Publishers.
- Chandler, D. 2000. An Introduction to Genre Theory. (Online)
([Http://www.aber.ac.uk/media/document.html](http://www.aber.ac.uk/media/document.html)//Retrived on Tuesday, April 29th, 2008 at 13.15 PM)
- Departemen Pendidikan Nasional. 2004. *Pedoman Penyusunan Pengajaran Bahasa Inggris Untuk Kurikulum 2004*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- Gay, L.R. 1987. *Educational Research: Competencies for Analysis and Application*. Third edition. Ohio: Merrill Publishing Company.
- Greef, C. 1995. *Summary of School Text Types in Science*. Disadvantages Schools Program.
- Hamp-Lyons. 1992. Holistic Writing Assessment for LEP students. (Online)
([Http://www.ucela.gwn.edu/pubs/symposia/second/vol2/](http://www.ucela.gwn.edu/pubs/symposia/second/vol2/)//Retrieved on Saturday, April 19th, 2008 at 18.25 PM.)
- Hornby, A S. 1995. *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University Press.
- Hornby, A S. 2005. *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University Press.
- Jensen, George H. 1991. *From Text to Text*. New York: Harper Collins Publishers.
- Linse, Caroline T and David Nunan. 2005. *Practical English Language Teaching: Young Learners*. New York: Mc. Graw-Hill Companies.
- Nordquist, Richard. 2008. *Grammar and Composition: Narrative* (Online)
([Http://www. Richard Nordquist.com](http://www.RichardNordquist.com) //Retrieved on Thursday, April 10th, 2008 at 15.20 PM.)
- Nordquist, Richard. 2008. *Grammar and Composition: Writing Topics Narrative* (Online)

([Http://www. Richard Nordquist. Com](http://www.RichardNordquist.Com)//Retrieved on Thursday, April 10th, 2008 at 15.25PM)

Nordquist, Richard. 2008. *Grammar and Composition: Coherence Strategies: Repetition of Key Words and Structures*. (Online)
([Http://www. Richard Nordquist.com](http://www.RichardNordquist.com) //Retrieved on Sunday, February 8th, 2009 at 19.20 PM.)

Pensylvania Department of Education. 2003. *Reading, Writing, Speaking and Listening Before-During-After (BDA) Reading Strategies*. (Online)
([Http://www.reading/writing/speaking/listening:key word activity.com](http://www.reading/writing/speaking/listening:keywordactivity.com)//Retrieved on Saturday, April 19th, 2008 at 17.30 PM)

Rorabacher, Louise E. 1974. *Assignment in Exposition*. New York: Harper & Row Publishers.

Sudarwati, TH and Eudia Grace. 2007. *Look Ahead 2: An English Course*. Jakarta: Erlangga.

Sudjana. 1991. *Penelitian Hasil Proses Belajar Mengajar*. Bandung: PT. Remaja Rosida Karya.

Suharto, G. 2005. *Beings Competent in English for Senior High School Students*. Solo: Mediatama.

Suporanto, J. 1989. *Statistik: Metode Non Paramatrix*. Jakarta. Gramedia.

Warriner, John e, Richard M. Ludwig and Francis X. Connolly. 1961. *Advanced Composition: A Book of Models for Writing*. New York: Harcourt, Brace & World, INC.

Wright, Andrew. 1991. *Storytelling with Children*. London: Oxford University Press.