

**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



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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 tabel 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*.

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Padang, March 2009

Writer

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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 tent 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.

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