

Students' Strategies in Writing Narrative Text at Grade XI IPS 3 at SMAN 9 Padang

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ABSTRACT

Writing task is a difficult task for students. In order to face this problem, the students must have strategies. There are some strategies in writing narrative text. They are: pre-writing strategies, whilst-writing strategies and post-writing strategies. These strategies can help students in making a good essay. This study aims to observing the students' strategies in writing narrative text at the second year of SMAN 9 Padang. Of the three classes, XI IPS 3 was chosen as the sample. The method used in this study was descriptive research. The data were collected through observation, questionnaire, and interview. It found that, most of the students didn't use the strategies in writing narrative text. Based on the research, only 26,49% the students always used strategies in pre-writing strategies, 26,4% in whilst-writing strategies, and 25,48% in post writing strategies. It can be concluded that, most of them didn't always use the strategies in pre-writing, whilst-writing or post-writing strategies in writing narrative text. So that, most of them got a bad mark in writing narrative text.

Keywords : *students' strategy, narrative skill*

1. INTRODUCTION

In the era of globalization, English is increasingly needed not only because it is one of the international language 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. So, by utilizing English as a means of communication, people have created a closer relationship with the whole world population.

Writing is one of the four language skills which are learned by students in learning English. In English curriculum of Senior High School, writing and others skills are important to be developed although writing skill is regarded as the most difficult skill by students. Writing skill involves several interconnected aspects like vocabulary, punctuation, spelling, capitalization, grammar, paragraph organization, etc.

Writing is taught in every level of education. Teaching writing has long been a challenge, because writing is between process and product. It means that students have to produce a piece of written work. Writing in English is not an easy work for the students at Senior High School. Based on the writer's experiences and observation at SMA Negeri 9 Padang, the researcher found some problems in writing narrative. First from teachers' point of view, there are some problems faced by the teachers in the classroom. The teachers only focused on English guidebook and made the learning process not communicative and not interesting. It made

the students bored. Most of the students got a bad mark. More than 70% of the students were not fulfill Minimal Achievement Criteria. . In this situation, the students are not trained how to make their own narrative text. Because of those conditions, most of the students are not interesting in studying writing. They felt bored because they didn't know how to express their ideas in writing and the teaching and learning process is teacher-oriented not students-oriented. That's why the writing in the classroom is not challenging and interesting to the students.

Next, from the students' point of view, many students had low motivation. It can be seen from their performance. They needed long time to finish their exercises. They got only a few of information. When the teacher asked them why they haven't done it, they said that it was too hard to start and arranged the words. The students didn't discuss with their friend in choosing the topic. It can be seen that, from 37 students, only 5 students discussed with their friend in choosing the topic. Students had difficulties in expressing their ideas in English. They had no ideas to start writing. For almost one period of time, they could write one or two sentences. Lack of vocabulary was the next problems of the students; they did not use appropriate words in writing narrative texts. 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. Some of students at grade XI IPS 3 of SMA 9 Padang had good strategies in writing narrative texts, and their mark were good. They have their own strategies when studying

English especially in writing narrative texts. According to Chamot [1] states that strategies are often more powerful when they are used in appropriate combinations. It means that the strategies is very usefull in wiritng an essay. Furthermore, O'Malley [2] said that there arethree steps in writing narrative strategies: pre-writing strategies, whilst-writing strategies, and post writing-strategies. According to Level [3], there are some strategies in pre-writing strategies, namely: choosing topic, narrowing the topic, Considering audience and purpose, and gathering deails, in whilst-writing strategies, the strategy used in writing is drafting, and post-writing strategies, they are: revising, and editing, it is clear that strategies are the important thing in writing a narrative text.

Based on the explantion above, the purpose of this study is to find out whetherthe students use strategies in pre-writing strategies, whilst-writing strategies, and post-writing strategies in narrative text.

The result of this study is expected to give contributionpractically and theoretically. Practically, this study can help teacher to manipulate the strategy of teaching narrative text. So that, students can develop narrative text effectively. Theoretically, the result of this study is expected to enrich the theory of narrative text..

2. CONCEPTUAL FRAMEWORK

There were some strategies that must be followed by the students in writing process, in this research; the writer researched about students' strategies writing narrative texts. These strategies were: pre-writing, whilst- writing, and post writing, orientation, complication and resolution. They have correlation each other. The framework of the research is illustrated at the following diagram:

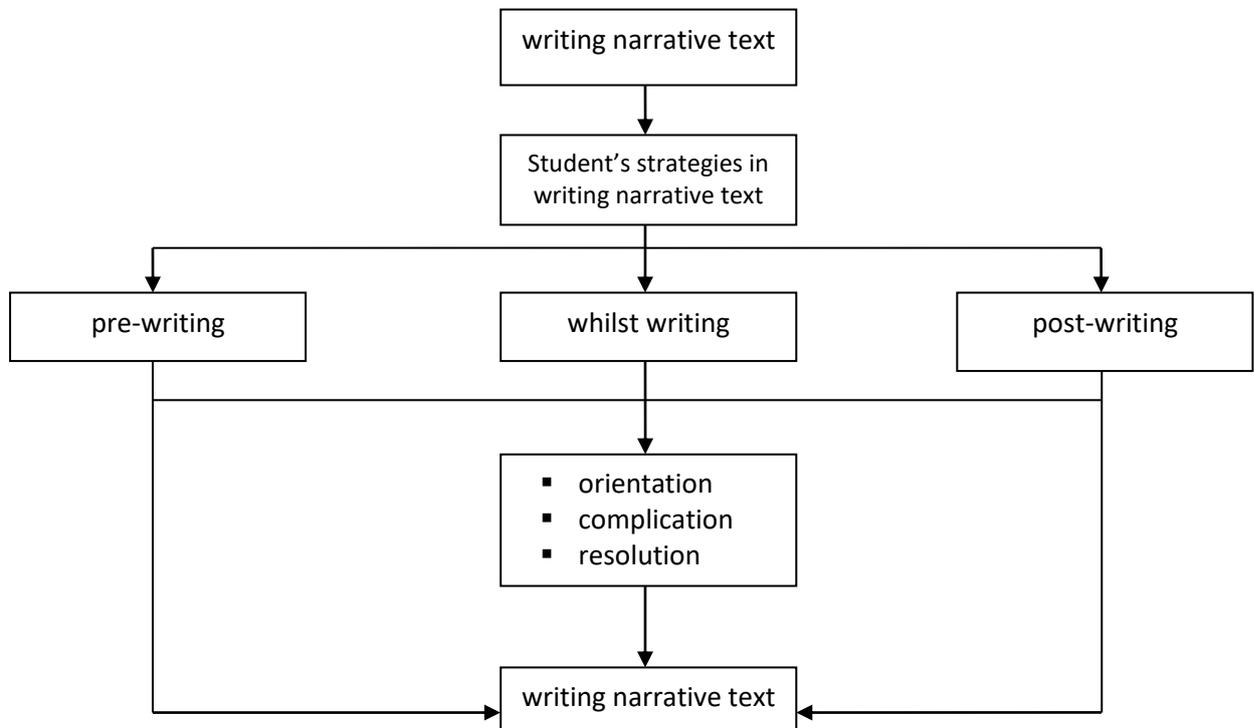


Fig. 1 Strategy of the students in writing narrative text

3. METHOD

This research is Descriptive Research. It was seek whether students XI IPS 3 at SMAN 9 Padang used strategies in pre-writing, whilst-writing, and post-writing inwriting narrative text. In accordance with the design, this study is conducted by: constructing the data-gathering instrument which involves writing the questionsand planning the format of the instrument to be used, interviewing subjects, distributing questionnaires to all subjects, verifying the accuracyof the data gathered, and processing the data which includes coding of the data, computer processing of the

data, interpreting the result, and reporting the finding. The respondents of this research were the students who sat in class XI IPS 3 of SMA 9 Padang. There are 5 classes of IPS. The researcher chose respondant randomly. XI IPS 3 was selected as a sample. They were 37 altogether. The student's performance in writing narrative texts is evaluated by using certain indicators and criteria. There were three instruments used to obtain data in this research; observation,questionnaire, and interview.

4. FINDINGS AND DISCUSSION

This chapter presents the result of the data analysis of the respondants' reponces to the questionnaires, interview, and observation.the presentation of this

chapter is in line with the problems formulated in the first chapter. It includes: (1) the strategies of writing narrative texts in pre writing, (2) the strategies of writing narrative text in whilst writing, and (3) the strategies of writing narrative text in post writing 'The respondents of this research were the students who sat in class XI IPS 3 of SMA 9 Padang. They were 37 altogether.

Data analysis deals with the data investigated from the research. The data were about Students Strategies in Writing Narrative Texts. In this chapter, the researcher presents findings, and discussions, and limitation of the research.

4.1. FINDING

Questionnaire

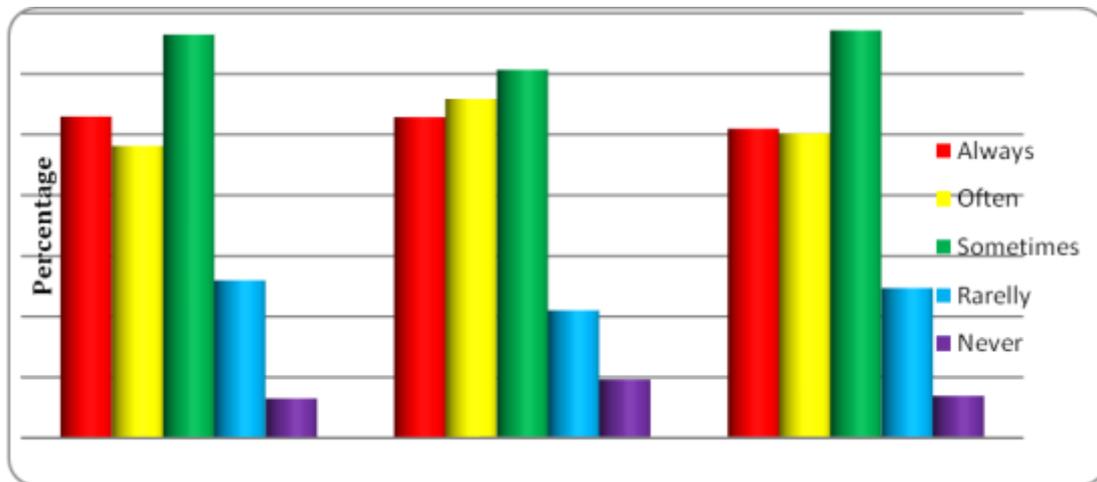
There are thirty five items of writing narrative strategies used by the students that include in three stages: pre-

writing narrative texts items, whilst – writing narrative texts with items and post-writing narrative texts with items.

There were five choices be answered by the students for each items: 1) always, 2) often), 3) sometimes, 4) rarely, 5) never. For purpose of analysis, the values given for each of the answers are as follows: always = 5, often = 4, sometimes = 3, rarely = 2, never = 1.

The data were collected through questionnaire with all the 37 students as the subject of this research. The data results are presented in the following table:

Table 4.1: Percentage of Students' Writing Narrative Strategies in Each Stage.



From the chart above, it can be seen that the highest percentage from the three stages are the sometimes option. The second is always option, next followed by often option, rarely option and the last is never option. In this chart, it can be seen that for pre- writing stage 33, 24 % options chosen by the students is option sometimes, 26,49 % is option always, 24,05% is option often, 12,97% is option rarely and 3,24% is option never. In addition, for whilst- writing strategies, 30,33% is option sometimes, 27,93% is option often, 26,43% is option always, 10,51% is option rarely and 4,80% is option never. At last, for post writing strategies, 33,59% is option sometimes, 25,48% is option always, 25,10% is option often, 12,36% is option rarely and 3,47% is option never. To see it more clearly, the writer presents her data in the following table for each stages.

At pre- writing stage, there are ten (10) strategies done by students as stated above.in these strategies 26.49% is option always, 24.05% is option often, 33.29% is option sometimes, 12.97% is option rarely, and 2.24% is option never. From the above strategies, the mostly used by the students are building/activiting background knowledge on subject, using background knowledge on subject, and the topic that the students know much

about. While, the smallest used are discussing about the topic, writing the main ideas, and using brainstorming. Moreover, for whilst-writing stage the students do eighteen (18) strategies.

For whilst-writing stage, as showed in the table 5, we can see that, 26,43% out the research subjects always use whilst-writing strategies, 27,93% often, 30,33% sometimes, 10,51% rarely, and 4,80% gave never responses.

Futhermore,the data in post-writing stage have seven (7) strategies,

For post-writing stage on table 4.4which consist of 7 items, there were, at average, 25,48% the students always use this strategies, 25, 10% often, 33,59% sometimes, 12,36% rarely, and only 3,47% answered never.

The following are the displays to see the category use of each item applied by the students based showed the category use of the items in pre, whilst, and post writing strategies. The level use of each of the items is as follows: very highly-used for score average of 4.2 – 5.0, highly-used 3.3 – 4.1, moderate-used 2.4 – 3.2, low-used 1.5 – 2.3 and very low-used 0.0 – 1.4. for example, the item no.1 in table 4.5 below showed that there were

3.5 students chose, it means that, students discuss the topic with their friend is highly used as pre-writing proses in writing narrative text.

Data From Interview

There are ten (10) questions addressed to the 12 students. The students who follow the interview were some students who got the highest score, medium score and the lowest score in test of writing and in questionnaire. These strategies consist of: the interest in writing, the understanding about steps in writing, making outline, discussing with the friends, using imagination, the strategies in writing, and the problems in writing. The questions were given by the writer were one by one.

a) Students' Interest in Writing

Related to students' interest in writing, most of students responded that they like writing. There were nine (9) from twelve (12) students reported that they like writing, they mostly responded that they like writing about problems which they have, love, and event of the day *"yes I do, I like writing about my problem,"* (interviewee 1, 2, 4, 6, 8, 11, 12) *"yes I like it, I like to write about story in my life."* (interviewee 7, 10) The rest, three (3) students reported that they do not like writing *"no I don't like writing diary,"* (interviewee 9) *"sayatidakpernahmenulis diary,"* (interviewee 3) *"I don't like writing diary."* (interviewee 5). The next question asked to the interviewees was their interest in reading narrative text. All the interviewee reported that they like reading narrative text. They reported that, from narrative text they could learn about the genre of narrative text which could help them having deeper understanding about narrative text. *"Yes I do, I can learn about how to write narrative text,"* (interviewee 9, 10) *"yes I like it,"* (interviewee 1, 3, 4, 5, 7, 8, 12) *"yes, I can know that a narrative text has message at the end of the story."* (interviewee 2, 6, 11) From what had been stated above, the researcher got conclusion that the students not only could know about the generic structure of the narrative text but also they could know that narrative text had a message at the end of the story.

b) Understanding about Writing

The researcher asked the students whether they were familiar with pre-writing, whilst-writing, and post-writing, and did they use it in writing narrative text. These were the responds which were given by the students: *"no I don't,"* (interviewee 1, 2, 6, 7, 11, 12) *"no I'm not familiar with the term,"* (interviewee 9) *"no,"* (interviewee 3, 4, 5, 8) *"I don't know."* (interviewee 10) It means that, students do not familiar with the term of writing processes, pre-writing, whilst-writing, and post-writing, which make them had low understanding about writing.

c) Making outline

Mostly the students did the activity as pre-writing process. *"Yes I do,"* (interviewee 1, 3, 4, 5, 6, 8, 9, 10, 11, 12) *"yatentu, terkadang memakai gambar teks narrative juga kelihatan lebih menarik,"* (interviewee

2) *"may be yes, terkadang saya menggunakan buku untuk memperluas ide."* (interviewee 7)

d) Discussing with Friends

Another strategy in writing is the students discuss with their friends. Students should discuss with their friends about the topic which are going to be written. Thus, by doing this, students can share their idea and develop better text. Researcher asked whether the students did this, and here were their responds: *"yes I have,"* (interviewee 5,8) *"no I don't,"* (interviewee 1,4,6,9,10,11,12) *"kadang-kadang, saya mendiskusikan topic mana yang lebih baik kepada teman saya dengan memberikan 2 cerita dan menyuruhnya memilih yang lebih baik,"* (interviewee 2) *"ya kadang-kadang saya menceritakan kepada teman saya tentang topic tersebut kalau topiknya bagus,"* (interviewee 7) *"iya, saya berbagi dengan teman saya."* (interviewee 3)

The comments presented above show that the students mostly did not discuss with their friends in writing a narrative text. There were only five (5) students who discussed with their friends.

e) Using Imagination

All of the students use their imagination in writing a narrative text. *"Yes I do, karena ketika menulis narrative text kita harus menggunakan imaginasi kalau tidak kita tidak akan bias menulis,"* (interviewee 1, 3, 7) *"yes because the characteristic of narrative text is imagination or fiction,"* (interviewee 2, 5, 11) *"yes I do."* (interviewee 4,6,8,9,10,12)

f) Strategies in Writing

Most students said that most of them didn't use strategies in writing narrative text. They said *"No I don't,"* (interviewee 1, 2, 4, 6, 7, 8, 11) *"yes, by thinking about the theme first."* (Interviewee 3, 5, 9, 10, 12) it points out that, most of students did not have their own strategy or style in writing a narrative text. On contrary, five (5) students thought about the topic which they were going to write. In short, they did finding topic.

g) Problems in Writing

Many students said that they were not successful in writing since they found some problems in writing. Solving the problem wisely was needed as one of strategy to be successful in writing a text such as narrative text. Researcher asked the students about the problems which were found in writing a narrative text and how to solve the problem. Here are some responds which were given by the students when they were interviewed: *"kesulitan dalam mencari topik dan menyusun kata-kata atau membuat kalimat. Saya mengatasi kesulitan ini dengan cara bertanya kepada orang-orang yang lebih tahu seperti teman atau keluarga,"* (interviewee 2, 4, 7, 8, 11) *"masalah kurangnya kosakata yang saya miliki. Saya mengatasinya dengan mencari di internet atau menggunakan kamus."* (Interviewee 1,3,5,6,9,10,12). From students' respond above, it can be concluded that students got problem on how to construct sentences. Then the limited number of vocabulary also becomes the biggest problem in writing a narrative text. In solving the problem students did some actions such as

by asking their friends, browsing on internet and using dictionary.

4.2. DISCUSSION

As it has been discussed in chapter II, there are three strategies in writing narrative texts. First, pre-writing strategies, they include: formulate topic, consider approach to topic, discuss topic and out line. Second, whilst-writing strategies: monitor writing, uses adaptive techniques. Third, post-writing strategies: edits, revises, and get feedback from other. Researcher undertook this research with three goals. The first goal of the study was to find out students' pre-writing strategies in writing narrative text. The second goal was to find out students' whilst-writing strategies in writing narrative text. The third goal was to find out students' post-writing strategies in writing narrative text.

As the result of this research, researcher found answers for the goals above. For the first goal, researcher found that there were three strategies used by the students in pre-writing narrative text. The strategies which refer to pre-writing strategies were formulate topic which is going to write, discuss the topic, and make the outline. In formulating the topic, students use their background of the knowledge to help them choose the topic which is interested for them. Then, the second strategy was discussing the topic; students discuss the topic they have chosen with their friend. In this stage, the students share their idea with their friends related to the topic. After that, the third strategies was making outline; students write down main idea which they would develop into paragraph.

Moreover, researcher also found that there were two strategies used by the students in whilst-writing process. First, students monitor writing strategies. Related to this strategy, students reread their writing for every paragraph which had been finished. Students also review the writing; they took their attention to the generic structure, language features, goal, meaning or message, grammatical diction, and punctuation that the students can create good writing which is understandable. Second, using adaptive technique; students use picture in their writing. It is used to help students in expressing their thought into words. Then, students used dictionary as reference to find difficult words or they words they did not know the meaning in target language. In line with this, students also use internet in helping them while writing narrative text. Then, students discuss with their friend changing information that they did not stuck in finishing the writing.

The last, in post-writing process, there were four strategies used by the students, editing, revising, rewriting, and getting feedback. The first strategy used by the students in post-writing process was editing; the students check the mechanics of writing, grammatical and genre of narrative text from the text they had written before. Then revising, students check their idea, and check whether their goal had been achieved, they check whether the need to add or eliminate some ideas. After the students did editing and revising, the next strategy was rewriting, students rewrite their narrative text; they change for the part which was incorrect or

unsuitable based on editing and revising. The last is getting feedback from others, so that they can write better or easier in the future.

5. CONCLUSION

The result had allowed the researcher to arrive at the following conclusion, they are: (1) most of the students grade XI IPS 3 of SMA Negeri 9 Padang didn't use pre-writing strategies in writing narrative text (formulate topic, discuss the topic, and make the outline). (2) Most of studentsgrade XI IPS 3 of SMA Negeri 9 Padang hadno strategies in whilst-writing process, (monitor writing strategies, and using adaptive technique). (3) Most of studentsgrade XI IPS 3 of SMA Negeri 9 Padang hadno strategies in post-writing, (editing, revising, rewriting, and getting feedback). Strategies in writing narrative text are very important and it is hoped that, the teacher make small group so they can discuss to find the topic and they can discuss about the outline.

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