



**NARRATIVE TEXT WRITING ABILITY
OF THE YEAR EIGHTH STUDENTS
OF SMP *ROUDLOTUS SAIDIYAH* SEMARANG
IN THE ACADEMIC YEAR OF 2010/2011**

a Final Project

submitted in a partial
fulfillment of the requirements for
the degree of *Sarjana Pendidikan* in English Language Education

by

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saya tulis dan saya bacakan dalam rangka memenuhi salah satu syarat untuk memenuhi gelar sarjana. Ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan, baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membutuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggungjawab sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku saya bersedia menerima akibatnya.

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ABSTRACT

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The topic of this study is narrative text writing ability of the year eighth students of SMP *Roudlotus Saidiyah* Semarang in the academic year 2010/2011. In this study, I limit the discussion by finding out answer of the question: how is the process of teaching writing of narrative text to the year eighth students of SMP *Roudlotus Saidiyah* Semarang. The objective of the study is to know the process of teaching writing of narrative text to the year eighth students of SMP *Roudlotus Saidiyah* Semarang. This analysis can be used by the teacher as an evaluation to improve the method in teaching narrative text writing and also for anyone who is interested in studying further about narrative text writing.

The data of the study is from the observation of teaching learning narrative text writing in SMP *Roudlotus Saidiyah* Semarang. The writer selects some references and text books related to the subject matter. The writer uses the Brown's approach; process-oriented writing and product-oriented writing. The writer also includes the theory of writing and teaching writing, steps of writing, School-Based Curriculum (*KTSP*), genre, narrative text, and school and class profile in this study.

It is a descriptive qualitative study. The subject of the study was the year eighth students of SMP *Roudlotus Saidiyah* Semarang. In this study the writer collects, classifies, analyses, organizes and interprets the data. The technique which is used by the writer in collecting the data by observing and interviewing. The collected data are collected and writer decided whether data need to be reduced or directly displayed.

The analysis of the data covers the general observation in teaching and learning process that covers time allotment, teacher's approach in teaching writing, students' participation, and students writing result. The analysis of the data also described the challenges and solution in teaching and learning process that covers time allotment, school activities, and teacher's way to compensate the problem.

After analyzing the data, the writer has conclusion that the teacher applies different approach for different class. Some recommendations are addressed who are interested in narrative text, especially to the English teacher.

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Finally, I realize that this final project is still far from perfect, therefore any criticism and suggestions for my further writing will be accepted. I hope this final project will be useful for everyone.



Ratih Wijayanti

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CHAPTER I

INTRODUCTION

In this chapter, the writer would like to presents the introduction, which consists of general background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significance of the study, and outline of the report.

1.1 General Background of the Study

English receives a primary position in the world. It is one of the international languages other than Mandarin, France, and Arabic. English is used as one of the official languages in the United Nations and other international forums. This also applies in education. Moreover, English has been one of the main subjects, especially in Junior and Senior High School in Indonesia. This is evident from the National Examination, that English is one of the subjects examined other than *Bahasa Indonesia*, Mathematics, and Science.

In the national curriculum, *KTSP (Kurikulum Tingkat Satuan Pendidikan – School-based Curriculum)* lays its foundation on students' competence in using English. The competence aims to develop the students' communicative competence, that is to express and understand meaning. The main goal of this curriculum is to equip students with life skills which mean the skills enabling them to communicate the language so that they survive in the society using that language. From this perspective, the implication that can be drawn for language

education is that how to enable students to use language in social interaction, that is as a means of communication.

There are four main skills in *KTSP* that must be obtained by the teacher in teaching and learning process. They are listening, reading, speaking, and writing. Unlike listening and reading which are receptive, speaking and writing are productive skills (Harmer, 2001). Most of students find it more challenging to write in English than speaking the language (Brown, 2001).

Many teachers find it difficult to get students to write or to produce written texts (Robb *et al.*, 1986). This is because writing is one of the productive skills in language competence which requires students to create meaningful text (Harmer, 2001). To compose a text, students then need to focus on how to generate ideas, how to organize them coherently, and how to revise text for a clearer meaning, and how to produce a final product (Brown, 2001). This lengthy process is one factor which makes writing activity such a scary task or like 'putting themselves in front of a firing squad' (Brown, 2001: 341).

Writing is like dancing. It needs creativity and there is unexpected thing in its process. It also need more practice to produce the beautiful writing. Practice and practice will make it more perfect. For students with high writing intuitive, there will be no problem with every rule of writing. But for them who do not have it, writing can be difficult. Further, for the second language learners, Brown (2001: 334) stated that the process of writing requires an entirely different set of competencies and is fundamentally different from speaking.

In junior high school, there are some genres learned by students. One of them is narrative text. Narrative text deals with ‘problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution’ (Gerot & Wignell 1995: 204). This type of text is also known as ‘story’, or more specifically fiction. It can be in the form of novel, short story, folk lore, and legend.

In this final project, the researcher intends to know about the process of teaching and learning in junior high school especially writing narrative text. The researcher wants to know about the ability of the year eighth students in writing a narrative text in SMP *Roudlotus Saidiyah* Semarang in the academic year of 2010/2011.

1.2 Reasons for Choosing the Topic

There are two major reasons for choosing the topic of this final project. Firstly, many teachers find it difficult to get students to write or to produce written text (Robb *et al*, 1986) and writing genre, especially, needs some carefulness in its process. Therefore, the process of teaching writing a narrative text is an interesting process to explore. Secondly, the object of this study, the year eighth students of SMP *Roudlotus Saidiyah*, is unique. It is a private school which offers more subjects than public school. This condition has impact for each subject in time allocation, including English.

1.3 Statements of the Problem

From the above background, the problem of this study is: *how is the process of teaching writing of narrative text to the year eighth students of SMP Roudlotus Saidiyah Semarang?*

1.4 Objective of the Study

The objective of the study is to know the process of teaching writing of narrative text to the year eighth students of SMP *Roudlotus Saidiyah Semarang*.

1.5 Significance of the Study

This study is significant in the following way:

- (1) The result of this study is a description of the teaching writing in one of Islamic private schools, SMP *Roudlotus Saidiyah Semarang*, which is unique in characters. This description would be useful to portray the process of English teaching and learning in an Islamic private school, which is seemingly under-researched.
- (2) This analysis can be used by the teacher as an evaluation to improve his/her method in teaching narrative text writing.
- (3) This study can be useful as a reference for anyone who is interested in studying further about narrative text writing.

1.6 Outline of the Report

This study is systematically organized as follows.

Chapter I presents introduction which consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and the outline of the report.

Chapter II discusses review of the related literature, which contains writing and teaching writing, steps of writing, school-based curriculum (*KTSP*), genre, narrative text, and school and class profile.

Chapter III presents the research method. It deals with the research design, the subject of the study, role of the researcher, procedure of collecting data, and data analysis.

Chapter IV is the description of general observation in teaching and learning process, that consists of teacher's approach in teaching writing, students participation, and challenges and solution in teaching and learning process that describes about time allotment, school activities, and teacher's way to compensate the problem.

Chapter V is the last chapter. It presents conclusions preserving the main points from the results of the study. This chapter also provides some suggestions, which are relevant to pedagogical implication.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explores several literatures which are relevant to the study. There are four notions reviewed: writing and teaching writing, steps of writing, school based curriculum, genre, narrative text, and school and class profile.

2.1 Writing and Teaching Writing

Writing is one of the productive skills in language competence. Brown (2000: 335) said that a simplistic view of writing would assume that written language is simply the graphic representation of spoken language. So, it is real that spoken language is easier to do than written language. Writing skills is one of the four English language skills in addition to listening, speaking and reading. Writing skills include productive or produce other than speaking skills. Writing learning in schools has not been through the correct process. Teachers often delegate the task of writing without giving proper steps to be able to produce good work. Writing is not simply a matter of putting words together. It is a recursive process, the process of revision and rewriting. Teaching writing means that we create a science education that helps students see that writing requires steps to find, plan and create a draft text.

Everybody can speak easily, but sometimes he/she can not write their spoken language properly. It goes without saying, everybody thinks that writing is a difficult activity. Writing is a complex process that allows writers to explore

thoughts and ideas, and make them visible and concrete. It is proved by Peter Elbow in Brown (2000: 336). He said that:

The common sense, conventional understanding of writing is as follows. Writing is a two-step process. First you figure out your meaning, then you put it into language:...figure out what you want to say; don't start writing till you do; make a plan; use an outline; begin writing only afterward. Central to this model is the idea of keeping control, keeping things in hand. Don't let things wander into a mess.

From the statement above, doing writing, therefore, is not a simple activity. Elbow underlines that for making a good writing, the writer should make a plan first: what he/she is going to write (theme). After that, outline will be used for explaining the short general description of the plan. It is for making the main idea on its track. Then, the writer can start the writing process with the outline's control, without using any useless words.

Teaching writing encourages thinking and learning for it motivates communication. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

To compose writing, student needs rules. One of them is rhetorical conventions, which make writing different with the other skills. This complexity needs many times in its process. Actually, there are some goals that can be reached by the teacher for the student's writing. They are product and process-oriented writing (Brown, 2000: 335).

A half a century ago, most of writing teacher concerned with the product of writing. The teacher is only interested in the aim of task and in the end of product. They will examine only on the student' final product writing: the essay, the report, the story, etc. should look like. Process is limited in this goal, although

it is more important for the students' competencies. This term, product-oriented writing, is supposed to (Brown, 2000: 335) meet certain standards of prescribed English rhetorical style, reflect accurate grammar, and be organized in conformity with what the audience would consider to be conventional. It is not important about the process of the writing. A good deal of attention was placed on "model" compositions that students would emulate and how well a student's final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation.

The second one is process-oriented writing. The emphasis on process writing is on the process, nevertheless, product is also considered. The principle is that the written product (or text) quality is taken care of by a managed process. For the teacher who advocate in process itself, they will pay attention to the various of stages that any piece of writing goes through by spending time with the students on pre-writing phases, editing, redrafting, and finally 'publishing' their work (Harmer, 2002: 257). This process approach aims to get the heart of various skills that should be employed when doing writing. This approach is stemmed from the assumption that students are 'the creators of language' who have the individual intrinsic motives to develop in their composition. This approach includes:

- focus on the process of writing that leads to the final written product
- help student writers to understand their own composing process
- help them to build repertoires of strategies for prewriting, drafting, and rewriting
- give students time to write and rewrite
- place central importance on the process of revision

- let students discover what they want to say as they write
- give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to the intention
- encourage feedback from both the instructor and peers
- include individual conferences between teacher and student during the process of composition

(Brown, 2001: 335-336)

From the description above, there are many points in that kind of process writing. It is most likely to encourage thinking and learning when students view writing as a process. The consequent of that process is the teacher must plan to make the interesting teaching and learning process because the students will be bored if there is a complicated process in the class, because we know that writing is not a simple activity to do. Most of teacher finds it difficult to attempt this approach. Teachers feel disable to conduct the complex teaching and learning process with the limited time allocation and different ability of the students.

Natural talent helps the students to explore their writing. But, we know that every person has his/her own talent and it is different. In a classroom, there are also many talents that students have. So, teaching writing skills can be difficult for any teachers, since the approach will be different for almost every student. Some will learn quickly, while others will need some encouragement and more attention to ensure they understand what they are being taught.

For making it not too difficult to do, instruction from the teacher to the students must be clear. Harmer said (2007: 112) that:

The kind of writing we ask students to do (and the way we ask them to do it) will depend, as most other thing do, on their age, level, learning styles and interest. We won't get beginners to try to put together a complex narrative composition in English; we probably won't ask a class of

advanced business students to write a poem about their mothers (unless reasons we have specific reasons for doing this).

From Harmer's opinion about writing issue above, the teacher should give the writing material and task based on the students' age, level, situation and condition. The teacher has to know about the students' interest, too, especially for beginners. So, there will be no essential difficulties in its process faced by the teacher.

2.2 Steps of Writing

Good writing does not happen. The students should spend a great deal of time thinking, planning, rewriting and editing to produce the beautiful writing. It is time for the students to think what they are going to write, teacher should encourage them all types of discovering idea process, for example; giving media as stimulus in writing, drafting should be done with particular purpose and audience in mind. During this stage, students translate their thoughts and ideas into sentences and a paragraph, sharing is the first opportunity for the writer to achieve mental distance from a piece of writing, during revising the process of revision, the writer expand the ideas, clarifies meaning, and reorganizes information, the editing process the writer focuses on the conventions of language, the publishing of students work can take variety of form: individual books, class books, news, letters, literary magazine, bulletin board displays.

Additional writing strategies from Brown, Cohen & Oday in Brown (2000: 351) are:

1. The First Draft

a. Choosing a Topic

The writing topic can be from the teachers or the students can explore their writing by choosing their own topics. The most important thing that teachers think in giving the topic is topic must be depend on their age, level, learning styles and interest. If the students choose their own topic, the teachers still have to assist the students. It is because they have different interest and ability.

b. Generating Ideas

The first thing that teachers do in this step is find the way to unlock the hidden ideas in students' mind. The students have to learn to use brainstorming, free-writing, and looping. The teachers can also ask the students to read related reading to generate the idea. While reading, the students have to keep the information of the topic to make it easy for the next step.

c. Writing the First Draft

After exploring the ideas, put them into paragraph form, keeping in mind how showing and using facts and statistics makes writing powerful and convincing. The teachers have to accompany the students to discover the students' best express their ideas in the clearest manner possible so that the

reader will receive the same message, with the same impact, that students intend.

d. Peer-editing

Peer-editing is true sharing process. Sharing what the students have written with others to see if the students have been successful in conveying their intended meaning is the point of peer-editing. The other students can be the readers. It will be fascinating if students see what they have created through the eyes of others. It is not only getting back from the class-mates, but a student also gives back to them. It is two-way street. The student learns to be a better writer and reader.

e. Revising

When the students have gotten back feedback about the composition from several class-mates, the students should learn about their writing and improve it, to make it clearer and more convincing. It is called revising. At this point the students get feedback from others and then make a change.

2. The second Draft

a. Writing the Second Draft and Proofreading

Actually, the students need to make changes on their paper. They can write it legibly. Writing takes time and a lot of thought, so the students have to take this advantage of this stage to keep improving what they have already done. After they have rewritten their paper, they should see carefully whether the language correct or not. And also the message seems complete

and understandable or not. If the students feel their paper fulfil the requirements, they can submit it to the teacher.

b. Using the Teacher's Feedback

Teacher will respond the paper by giving the comments on students' paper.

A student can compare the comments from the teachers and the classmates, taking into account the changes student made between the original draft and the revised paper. Keep in mind the students' ideas and the teacher'. The students have to notice the comments that teacher made. That is valuable information. The students will use it the next time they write and do peer-writing.

c. Keeping a Journal

In this step, we read about population growth, about changes that will affect the live. For a moment, reflect back in time. Try to visualize a place from your distance past. Then roll back the clock back up to the presents. A student can find the journal topic. If there is a change, the student writes about it. It is no problem the students will write it in past, present or both. The student make sure that he/she has a single purpose, a central focus, and try to include detail that can help to develop the main point only.

2.3 School Based Curriculum (*KTSP*)

Curriculum is needed for the schools to be a plan for teachers to teach in the school. Suzan Feez and Helen Joyce (1998: 9) stated that curriculum is a general statement of goals and outcomes, learning are arrangements, evaluations,

and documentation relating to the management of programs within an education institution.

Curriculum can be developed and Indonesia uses the School Based Curriculum (*KTSP*) now. *KTSP* is the revised version of the previous curricula including 2004 and 1994. School-Based Curriculum (*KTSP*) has to fulfill the national education's objectives of the appropriateness with the culture of certain school. Thus, every school may have different curriculum depending on the need and condition of the school itself. But, the government gives a general standard of the curriculum which serves as a model for the school.

Curriculum also has a component. A component of curriculum means some parts or sections of the curriculum, which works functionally and in integrated way. Commonly, curriculum has three components: goals, content, and methods.

Curriculum Based School, as the latest curriculum, brings a new paradigm. Puskur in Kurniawati (2009: 7) stated that in the new curriculum, the materials are now arranged more appropriately to develop Indonesian students' ability to understand and create spoken and written discourse that is realized in four basic skills: listening, speaking, reading, and writing.

In this curriculum, the teacher is an arranger of the curriculum. The teacher arranges the materials and syllabus by his/herself. So, teacher must have creativity to make a good teaching and learning process.

The component of *KTSP* (*KTSP* document I) according to Kurniawati (2009: 9) consists of:

1. The target of school education
2. Structure and curriculum content
3. Calendar education
4. Syllabus
5. Lesson plan (*RPP*)

KTSP document II is about syllabus and lesson plan (*RPP*) development. Hornby in Kurniawati (2009: 11) said that syllabus is a document which says what will (or at least what should) be learnt. Syllabus is a list of subject, topics, text, etc. included in a course of study.

Moreover, Feez and Joyce in Kurniawati (1998: 2) explained more briefly about the term of syllabus.

A syllabus is an explicit and coherent plan for a course of study. The syllabus is a guide or map for the teacher or the learners, which may need to be altered once the course commences. A syllabus is constructed by selecting and sequencing content based on explicit objectives. It is a public document, usually prepared by the teachers and negotiated with learners. It specifies what is to be taught in any particular course of study.

Syllabus is not only arranged because of the teachers' need in teaching their students. It also reflects the beliefs and also tradition from each area that different with other. Consequently, teacher should able to arrange syllabus that not only cover English materials for their students but also covers the reflection of beliefs and tradition from that area itself.

In making syllabus, there are some principles that must be fulfilled. According to Kurniawati (2009: 12), the syllabus principles are: scientific,

relevant, systematic, consistent, adequate, actual and contextual, flexible, and comprehensive.

Steps in developing syllabus based on Kurniawati (2009: 13) are:

1. Studying competence standard and basic competence
2. Identifying main materials/courses
3. Developing learning activities
4. Formulating indicator in reaching competence
5. Determining kind of evaluation
6. Determining time allocation
7. Determining sources

Another development in *KTSP* document II beside the syllabus is lesson plan (*RPP*) development. Lesson planning is the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize, work within, and react to-whatever metaphor teachers may use to visualize and create that identity. But plans-which help teachers identity aim and anticipate potential problems-are proposals for action rather than scripts to be followed slavishly, whether they are detailed documents or hastily scribbled notes (Harmer, 2001).

The essentials elements of a lesson plan (Kurniawati, 2009) are:

1. Objectives (what students will be able to do as a result)
2. Standards (which state content and developmental standards are addressed in the lesson)
3. Procedures (what the teacher will do to get the students there)

4. Assessment opportunities (what the teacher can do to see if the lesson was taught effectively: watching students work, assigning application activities, getting feedback, etc.).
5. Modification/accommodations (for any special needs students in the class)

2.4 Genre

For specific writing, they should study the real examples to discover facts about construction and specific language use. A genre approach is especially appropriate for students of English for specific purposes. But it is also highly useful for general English Students if the teacher wants them, even at low levels, to produce written work they can be proud of (Harmer, 2001: 259). A genre itself can help students to discover their writing. They will find an easy way in producing their writing.

The idea of genre helps us to understand the ways someone uses language to engage in particular communicative situations. Its impact will help the students create their own text communicatively. Genre pedagogies have emerged in L2 writing classes as a response to process pedagogies, as an outcome of communicative methods, and in consequence of our growing understanding of literacy.

A number of advantages are often given for the use of genre-based writing instruction. The advantages of using genre-based writing instruction are:

a. Explicit

The most important advantage is that genre-based writing instruction seeks to offer writers an explicit understanding of how target texts are structured and why they are written in the ways they are. In this point, every meaning that presented is in explicit way. It makes clear what is to be learned by the students to facilitate the acquisition of writing skills. Hyland in Hyland (2004: 11) said that this explicitness gives the teachers and learners something to shoot for, a visible pedagogy that makes clear what is to be learned rather than relying on hit-or-miss inductive methods whereby learners are expected to acquire the genres they need from the growing experience of repetition or the teacher's notes in the margins of structures their essays.

b. Systematic

A genre orientation incorporates both discourse and contextual aspects discourse and contextual aspects of language use that may be neglected when attending to only structures or processes. It provides a coherent framework for focusing on both language and contexts.

c. Needs-based

Genres also offer a principled way of determining the content and organization of a writing course basing instruction on the typical patterns and choices available to students in the texts they will need to write. These

needs may not always be obvious, and it is often necessary to conduct a survey of target writing context to determine the kinds of writing practices that the students will be faced.

d. Supportive

Genre provides support for writers as they gradually develop control of genre. There is interactive collaboration between teacher and students, with the teacher taking an authoritative role to scaffold or support learners as they move toward their potential level of performance and the confidence to independently create texts.

e. Empowering

Genre pedagogies offer the capacity for initiating students into the ways of making meanings that are valued in English speaking communities. L2 learners commonly lack knowledge of the typical patterns and possibilities of variation within the text that possess cultural capital in particular social groups.

f. Critical

Genre approaches also have the potential for aiding students to reflect on and critique the ways that knowledge and information are organized and constructed in written English text. Genre perspectives stress the view that a text is constructed in response to context. The ways it builds its meaning.

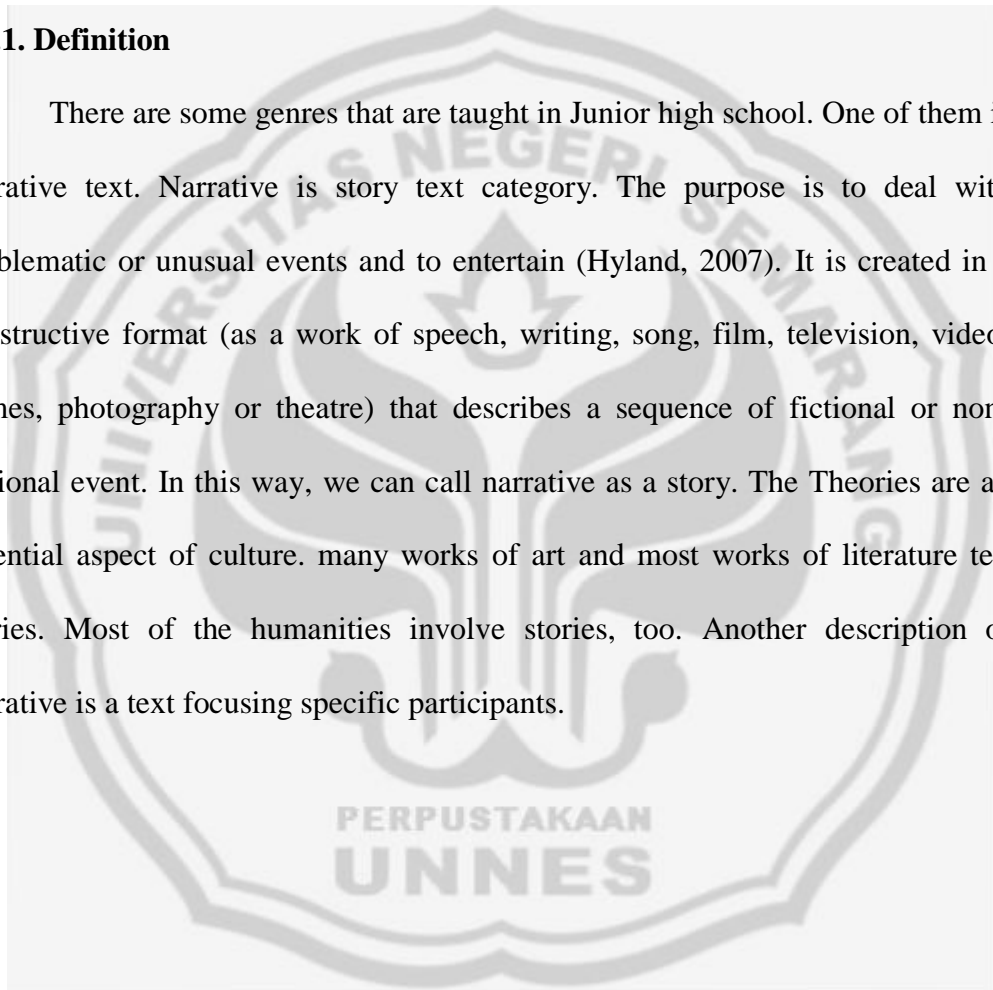
g. Consciousness raising.

Knowledge of genres has an important consciousness-raising potential for teacher with significant implications for both their understanding of writing and their professional development.

2.5. Narrative Text

2.5.1. Definition

There are some genres that are taught in Junior high school. One of them is narrative text. Narrative is story text category. The purpose is to deal with problematic or unusual events and to entertain (Hyland, 2007). It is created in a constructive format (as a work of speech, writing, song, film, television, video, games, photography or theatre) that describes a sequence of fictional or non-fictional event. In this way, we can call narrative as a story. The Theories are an essential aspect of culture. many works of art and most works of literature tell stories. Most of the humanities involve stories, too. Another description of narrative is a text focusing specific participants.



2.5.2. Characteristic

Every genre has its own characteristic, included narrative writing. Based on Butt et al., in Hyland (2004: 171), the narrative text has structural elements, textual features, and grammatical features. It will be described as follows:

1. Structural elements

a. Orientation (obligatory)

Sets up what is follow by introducing who, where, when (ex. Setting and narrator)

b. Complication (obligatory)

Sequence of events disrupted, creating a problem or crisis for participants. Characters evaluate problematic events to give them significance.

c. Resolution (obligatory)

Problem resolved; normal events resume

d. Coda (optional)

Shows how characters have been changed by events

2. Textual features

a. Reference

Look forward to foreshadow disruption of normal events

Out into the context (*I*)

Time conjunction (*when*)

- b. –References: track main characters (*two twits, they, I, me, etc.*), refers back to sections of text (*this*)

-Conjunction: series of clauses in temporal sequence (*while, and, when*),
signal crisis point (*but*)

-Appraisal: repetition to build up suspense, expression of attitude (*stupid, harmless*)

c. Conjunction

Causal (*so*) signals beginning of resolution of crisis

Temporal sequence (*when, finally, and*)

d. Conjunction

Counter expectancy (*but*)

3. Grammatical features

a. Dependent time clause (*when I was walking home from school*) with
circumstances of place (*home from school*) to build setting

Past tense with complete (*happened*) and incomplete (*walking*) aspect

b. Clauses combined in different ways, i.e., expansion, projection, non-finite
and finite dependent, embedded clauses as participants

Main theme participants (*two tweets, they, I*)

Sequence of past tense material processes (*rode, kicked, jumped, took off*)

Past tense verbal processes (*started yelling*)

Past tense mental processes (*decided to, didn't mind, made me sore, gave
in to my temper*)

Past tense relational processes (*was*) to evaluate events, to slow action, and
to build suspense

- c. Sequence of past tense material processes in quick succession (*chased, caught up, threw, missed, managed to escape, run*)
- d. Mental process (*think*)

Relational process to evaluate (*was*)

Expressions of attitude (*victor, worth it*)

2.6 School and Class Profile

SMP *Roudlotus Saidiyah* is an Islamic private school. The founder of that school was Kya Haji Muhammad Said al Masyhad. It was built for about 8 years ago. It is located in Jalan Kalialang Baru Kelurahan Sukorejo Kecamatan Gunung Pati Semarang. As many other Islamic boarding schools, it has a boarding house where students may choose to stay in its boarding house or not, because there are students come from another city. The students who want to stay will get the facilities by the school. But they have to obey the rules. As another Islamic school, SMP *Roudlotus Saidiyah* applies some rules. The students start the lesson at 7 a.m. Before that, they must read Al-Quran and listen to the recitation of the Al-Quran by their Kyai. There are so many activities that have to participate by the students. The update news about SMP *Roudlotus Saidiyah* can be followed on www.ponpesrosa.sch.id.

More specifically in the English teaching and learning process, the year eighth students are separated into two classes, vis-a-vis female and male classes. There are 19 girls in female class, and 18 boys in male class. The female and male

class is executed every Tuesday and Wednesday. However, both classes are handled by the same English teacher and having the same time allocation.



CHAPTER III

RESEARCH METHODOLOGY

To pursue the objectives of this study, the following research methodology is partitioned into five sections; i.e. research design, subject of the study, role of the researcher, procedure of collecting the data, and data analysis.

3.1 Research Design

This is a descriptive qualitative study (Miles and Huberman, 1994). In a classroom setting, a piece of descriptive research is carried out by a teacher with or without the involvement of other investigator in the classroom aimed at ‘increasing the understanding rather than changing the phenomenon under investigation’ (Nunan, 1992: 18). This means that this study wants to describe the process of teaching and learning process of writing narrative text to the year eighth students of SMP *Roudlotus Saidiyah Semarang* Academic Year 2010/2011. More specifically, the description part would be central in the data analysis phase.

3.2 The Subject of the Study

3.2.1 Population

Sugiyono (2007: 61) stated that population is generalization area that consists of: object/subject that has certain quality and characteristic that researcher chooses to be learned and then the researcher could arrive at conclusion. In

addition, Sugiyono (2008: 215) mentions that in qualitative research the population named social situation that consists of place, actors, and activity. And the population of this study is the year eighth students of SMP *Roudlotus Saidiyah* Semarang the Academic Year of 2010/2011.

3.2.2 Sample

Sample is part of the sum and characteristic that population has (Sugiyono, 2007). The conclusion of the sample that has been learned will be applied to the population. So, the sample which are taken, must be representative. In this study the sample is the year eighth students of SMP *Roudlotus Saidiyah* Semarang. They are central to this study as they are the ones who will be observed and investigated.

3.2.3 Sampling Technique

Sugiyono (2008: 64-69) mentioned that there are 2 sampling techniques; probability sampling and nonprobability sampling. Probability sampling consists of simple random sampling, proportionate stratified random, disproportionate stratifies random, and area random. The nonprobability sampling consists of systematic sampling, quota, incidental, purposive, census, and snowball. In this case, the writer uses the combination of simple random sampling and purposive sampling that is purposive random sampling. This means that the writer only took one level with a purpose of the feasibility for this project. And it is made random to add credibility to sample (Miles & Huberman, 1994). The writer considers that the year eighth of SMP *Roudlotus Saidiyah* Semarang are uniques in characters. Many students come from another city. So, it will make the culture and abilities

different in its distribution. Unlike public schools, *SMP Roudlotus Saidiyah* is a private school which offers national curriculum plus Islamic related subjects.

3.3 Role of the Researcher

In this study, the writer observes, collects, classifies, analyses, organizes, and interprets the data by collaborating with the English teacher in charge. This does not mean, however, that the investigator would be involved in the teaching and learning process with the provision of treatment or teaching. Rather, her role is like an observer who audits the class.

3.4 Procedure of Collecting Data

In doing this research, some of the data are needed to achieve the objective of this research. In order to obtain a valid data and information, the writer will do field activities. It refers to the activity of collecting the data from the class data collection. There are several techniques to be used in collecting the data. Those are:

a. Observation

The purpose of this activity is to investigate the process of writing and the teaching of writing.

b. Interview

Interviewing the teacher is important to cross-check the class observation and the findings of this study.

3.5 Procedure of Collecting Data

The data obtained, that are class observation and interview, would be analysed by employing descriptive model offered by Miles and Huberman (1994). Miles and Huberman suggest that once the data are collected, researcher should decide whether data need to be reduced or directly displayed. Either way, the data display could only be concluded. The description cycle is projected as follows.

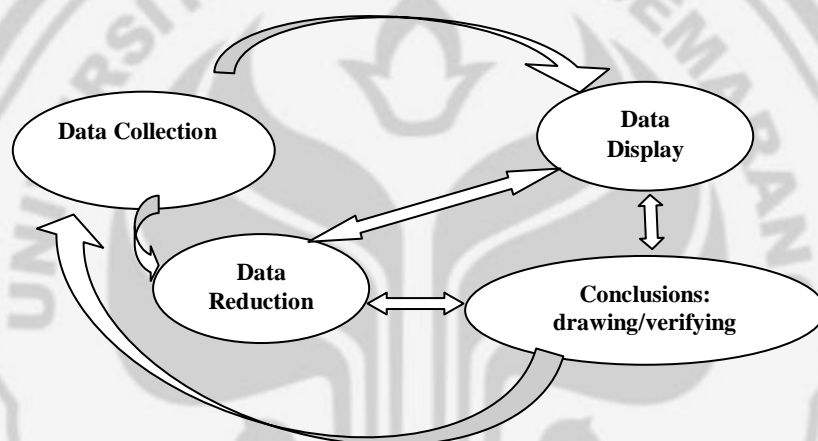


Figure 1. Descriptive Technique Model

CHAPTER IV

THE RESULT OF ANALYSIS

In this chapter, the writer presents the result of the observation from a perspective of an observer. The observer describes about the general observation in teaching and learning process that covers time allotment, teacher's approach in teaching writing, students' participation, and students writing result. This chapter also describes the challenges and solutions in teaching and learning process that covers time allotment, school activities, and teacher's way to compensate the problem.

4.1 General Observation in Teaching and Learning Process

4.1.1 Time Allotment

It is said that writing is a complex activity. Because of this complexity, many students dislike it. Teachers find it difficult too, to apply the writing skill to the students. Therefore many teachers also avoid the writing learning in class.

For the English teacher of SMP *Roudloutus Saidiyah*, to teach writing skill needs hard work. Different interest of the students made the teacher find the different ways to apply.

The teacher has to manage the time. In academic year 2010/2011, especially in the 2nd semester, effectively the teacher used 18 weeks. And per week the teacher only had 4 hours to teach English. The teacher has to take the

advantages of the effective weeks, because there was not only writing, but also other competencies that must be taught: listening, speaking, and reading.

For writing narrative itself, the teacher only had for about 2-3 meetings, and per meeting the time allocation was 40 minutes. It would be so difficult for teacher because the teacher had to teach not only the theory, but also the writing of narrative itself because writing is not a receptive skill, but it is the productive skill.

4.1.2 Teacher's Approach in Teaching Writing

It is good for teachers to know about the students' interest and culture. So, teachers can choose the best way in term of method and approach in teaching and learning process in the class because every class has its own characteristics.

Anthony (1963: 63) said that an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. It is axiomatic. It describes the nature of the subject. So, it is the level at which assumptions and beliefs about language and language learning are specified and every teacher should have such kind an approach in teaching the students.

In this study, SMP *Roudlotus Saidiyah* Semarang has two classes for the year eighth students. They are male and female class. Male class consists of 18 boys and female class consists of 19 girls. The different abilities in distribution makes teacher thinking hard what kind of approach to apply in both class.

Therefore, the teacher's approach in teaching writing in the male and female class can be distinguished as follows.

4.1.2.1 Observation in the Male Class

In this class, the English teacher gave a special attention to them because some of them, sometimes, did not really understand with the teacher's explanation. Teacher had to explain the lesson step by step slowly. But some of them accepted the lesson quickly.

It was difficult, but the teacher worked harder than the other. When observer came for the first time in writing narrative class, the teacher gave an explanation about narrative text: the definition, the purpose, the generic structure, the language features and how to make the narrative text (steps). Brief explanation had given to the students, but there were some students, who looked confused with it. The teacher re-explained about it and it seemed almost the students understood. Good attempt of the teacher and the students showed the teacher expectation result. This was the evident from the fact that students could respond the teacher's questions. The teacher continued the teaching and learning process by giving them example of narrative text. The students presented the narrative story from the student's exercise book, Cakrawala. They asked by the teacher to find the meaning of that text. Word per word students tried to say in general the meaning of the presented text. The teacher only helped them when they did not know the meaning at all. Patiently, after the teacher felt her students knew the meaning of the text, she tried to ask the students in general about the intention of the text, the generic structure and the language features. Some of them answered it fluently without read their note and half of class needed to read their note. Then the teacher asked them to see their note in minutes and close it, to answer the

same questions from the teacher. Nice effort from the students, made the teacher kept her smiling.

Then, the teacher wanted them to analyze the presented text. She asked the generic structure and language features of the text. Step by step the teacher helped them to analyze it. She also gave the students questions related to the text and they had to fill the blanks and arrange the jumbled words.

The next step in teaching narrative text was the teacher stimulated the students to make their own narrative text. The teacher asked them what kind of narrative text that they loved much. In general they answered: Cinderella, Snow White, Tangkuban Perahu, and etc. The teacher, then, wanted them to create the narrative text with their own words.

After 10 minutes, the teacher walked around the class. She found most of students wrote nothing on their papers. She asked the class, whether the class understood her instruction or not. Almost the students said nothing, and the other said that they understood in low voice. The teacher smiled and explained about the task again. She gave them explanation again and again. She also refreshed the students' mind with the step of writing a good narrative text.

For the first time, the students made their narrative text with their own words. It seemed that they tried so hard in making it. Although the students still made mistakes, they continued their writing. Teacher walked around the class while corrected the students' writing. For students who were still confused or making mistakes, she assisted them. She stopped in every student's desk and saw their incomplete writing. She asked them what their difficulties were. Almost of

their mistakes were about the steps of making narrative text, grammatical use and vocabulary.

Then, the teacher asked the students' attention. The teacher stood in front of the class and wanted the students to re-thinking about their title. What would they write about? They asked to write it in general points. Then, they had to develop their general points to make it easy to write. While doing writing, the teacher said that they had to discover what they wanted to say in writing. When they had difficulties to explore their mind, teacher gave them feedback. The teacher elicited them to think what they want to write.

After finishing their writing, the teacher commanded the students to give their writing to their friends. The teacher then asked the students to correct their friends' writing. They had to give note to their friends' writing and brought it back to the owner.

The next one was the teacher asked them to consider their friends' note. They learned and rewrite by improving the first writing. After that, they submitted their writing to the teacher. Automatically, the teacher would give their writing command, and gave it back to the students.

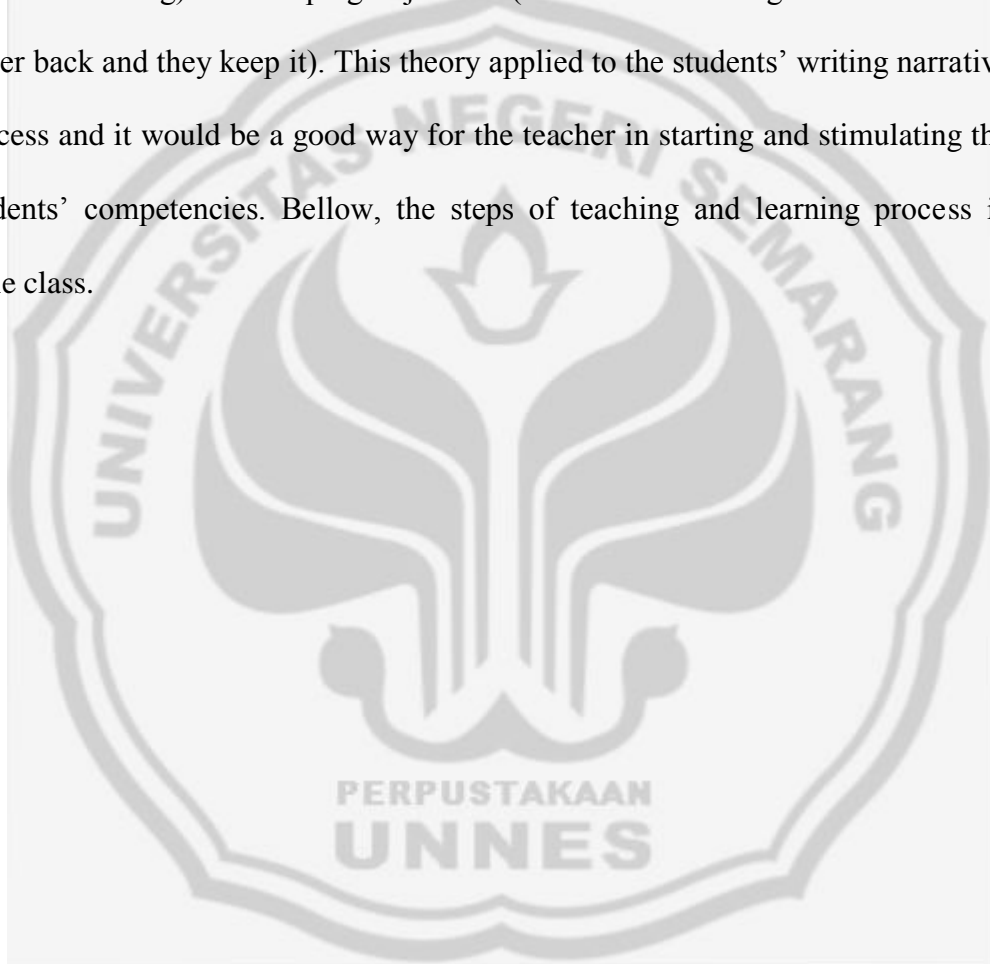
When it was on the students' hand, the writing must be revised. The teacher gave the students time to think and think again. The students had to compare a friend's note to the teacher' comment. Then the students had to know the differences between teacher's command and their friends' note. The detailed activities can be seen in the following table.

NO	Name of Activities	Meeting		
		1 st Meeting	2 nd Meeting	3 rd Meeting
1.	Introduction of Narrative <ul style="list-style-type: none"> • Definition • Purpose • Generic structure • Language features • Steps of making narrative 	3 May 2011		
			4 May 2011	
2.	Analyzing the narrative reading <ul style="list-style-type: none"> • Generic structure • Language features 	3 May 2011	4 May 2011	
3.	Process of making narrative text writing <ul style="list-style-type: none"> • Choosing a topic • Generating the ideas • Writing the first draft • Peer editing • Revising • Writing the second draft & Proofreading • Using teacher's feedback • Keepig a journal 		4 May 2011	

Table 4.1. Activities of teaching narrative text in male class

From the activities in writing class above, the writer saw that the teacher knew how to treat the students in male class. They were not easy to understand what teacher said. But, patiently, the teacher re-explained the concept and steps in writing class. The teacher also knew about a good writing must be done. She applied the points that must be fulfilled in making a good writing. Brown, Cohen & Oday in Brown (2000: 351) said that the good writing must included: choosing the topic (when teacher gave the students question about their lovely narrative story), generating the ideas (when the students asked by the teacher to think and think again what they want to write), writing the first draft (when the students asked the teacher to write the general points of their topic), peer-editing (when the

students shared or gave their writing to their friends), revising (when the students considered their friends' note and revised it), writing the second draft and proofreading (when the students re-wrote their writing by considering their friend's note), using teacher's feedback (when teacher gave comment to her students' writing) and keeping a journal (when the teacher gave the students' paper back and they keep it). This theory applied to the students' writing narrative process and it would be a good way for the teacher in starting and stimulating the students' competencies. Bellow, the steps of teaching and learning process in male class.



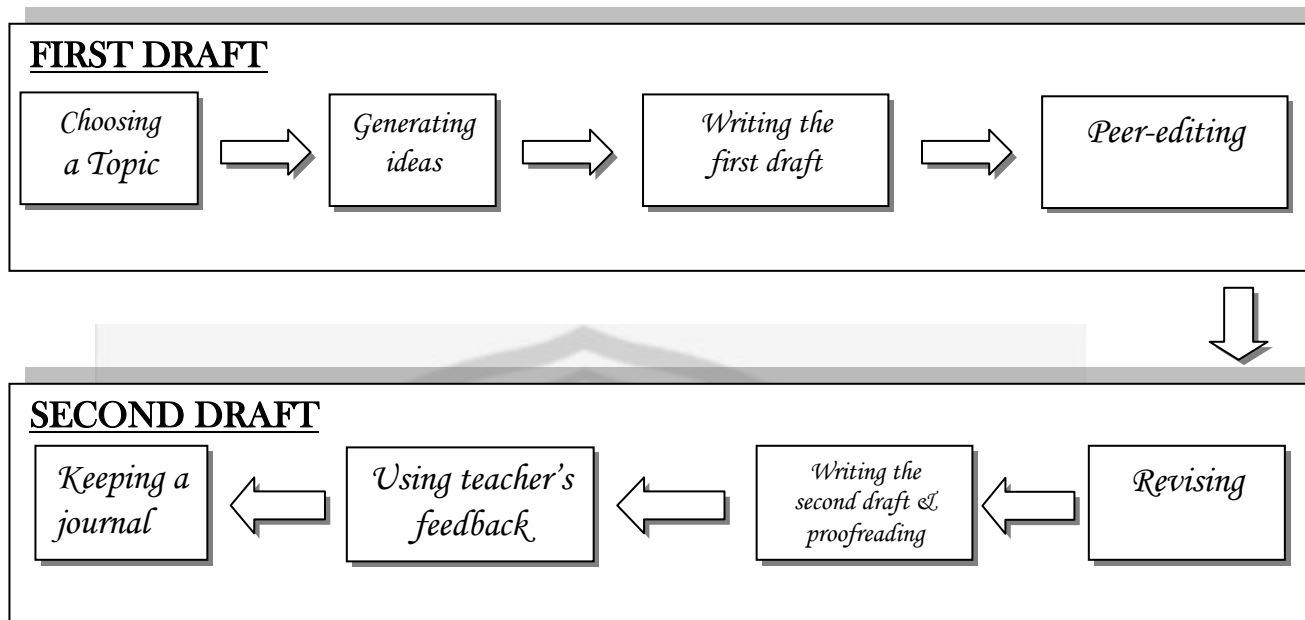


Figure 4.1. Steps of teaching and learning process in male class according to Brown (2005: 351)

From the above figure, it is evident that the teacher adopted process-oriented writing. This is because the approach, which is good steps to make the students love writing. First, she saw that the students of that class would be so difficult if she attempted to apply the other way, because the students still needed assist from the teacher, to help them explore their mind. She also thought that it will be useful for the students writing skill for the future.

4.1.2.1 Observation in the Female class

In female class, there were 19 girls. They were nice students. When the observer came to this class, she found the beautiful smiles from the class. They were very friendly.

In this class, English teacher did not really give a special treatment to the students. Before the observer came to this class, the teacher gave her general description of the class. She said that the class was very easy to be handled. They paid attention to the teacher's explanation, easy to understand what the teacher said and actively asked the teacher when they still did not understand.

There were no essential difficulties to teach this class. The teacher only gave them brief explanation about narrative writing. The teacher gave the same explanation as in male class for the first meeting. It was about narrative text: the definition, the purpose, the generic structure, the language features and how to make narrative text (steps). Brief explanation had given to the students. It seemed that the students understand the teacher's explanation. Then, the teacher continued the teaching and learning process by giving them example of narrative text. The students presented the same narrative story in the student's exercise book, Cakrawala. She asked one of the students read that narrative text. Then, the teacher asked them whether they understood or not. They said that not too understand about the text. Together, the students and the teacher tried to translate the meaning of that text. After that she tried to ask the students in general about the intention of the text, the generic structure and the language features. Almost students answered it fluently. Good job from the students made the teacher continue her step of teaching learning in class.

The next step in teaching narrative text was the teacher asked the students to make their own narrative text. The teacher gave them question, what kind of narrative text that they like. In general they answered: Rawa Pening, Cinderela,

peterpan, etc. The teacher, then, wanted them to create the narrative text they chose with their own words.

While writing, the teacher reminded the students to use the past tense as the characteristic of the narrative text. She also reminded the students about steps of writing and steps in making narrative text. But, the teacher did not help much in their process of writing.

After finishing their writing, the students submitted their paper to the teacher and she gave their paper comments. Then, it was given back to the students. There were still many mistakes from their first narrative text. She found the grammatical and vocabulary points were not used properly. The teacher only asked the students to revise their writing based on the teacher's comment. Then, the students revised the papers by improving the teacher's comments in a new narrative writing and submitted the papers to the teacher.

Teacher examined the students' writing based on: accurate grammar content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. The narrative writing product also had to be conventional.

Bellow, the activities in the female class.

NO	Name of Activities	Meeting		
		1 st Meeting	2 nd Meeting	3 rd Meeting
1.	Introduction of Narrative <ul style="list-style-type: none"> • Definition • Purpose • Generic structure • Language features • Steps of making narrative 	4 May 2011		
2.	Analyzing the narrative reading <ul style="list-style-type: none"> • Generic structure • Language features 		10 May 2011	
3.	Process of making narrative text writing <ul style="list-style-type: none"> • Choosing a topic • Generating the ideas • Writing the first draft • Peer editing • Revising • Writing the second draft & Proofreading • Using teacher's feedback • Keepig a journal 		10 May 2011	
				11 May 2011

Table 4.2. Activities of teaching narrative text in female class

The teacher, in this case applied most of the points in the product-oriented writing. Teacher applied some of the steps writing. It was abandoned by the teacher. Teacher did not really assist them in its process. There were only few assisted from the teacher. The teacher did not give the full-time to help the students' process in writing narrative. It is because the teacher thought that the students of this class easy to understand what teacher explained about. Consequently, the teacher enriched students' ability in writing narrative by asking them to search it on internet.

Bellow, the steps of teaching and learning process in female class:

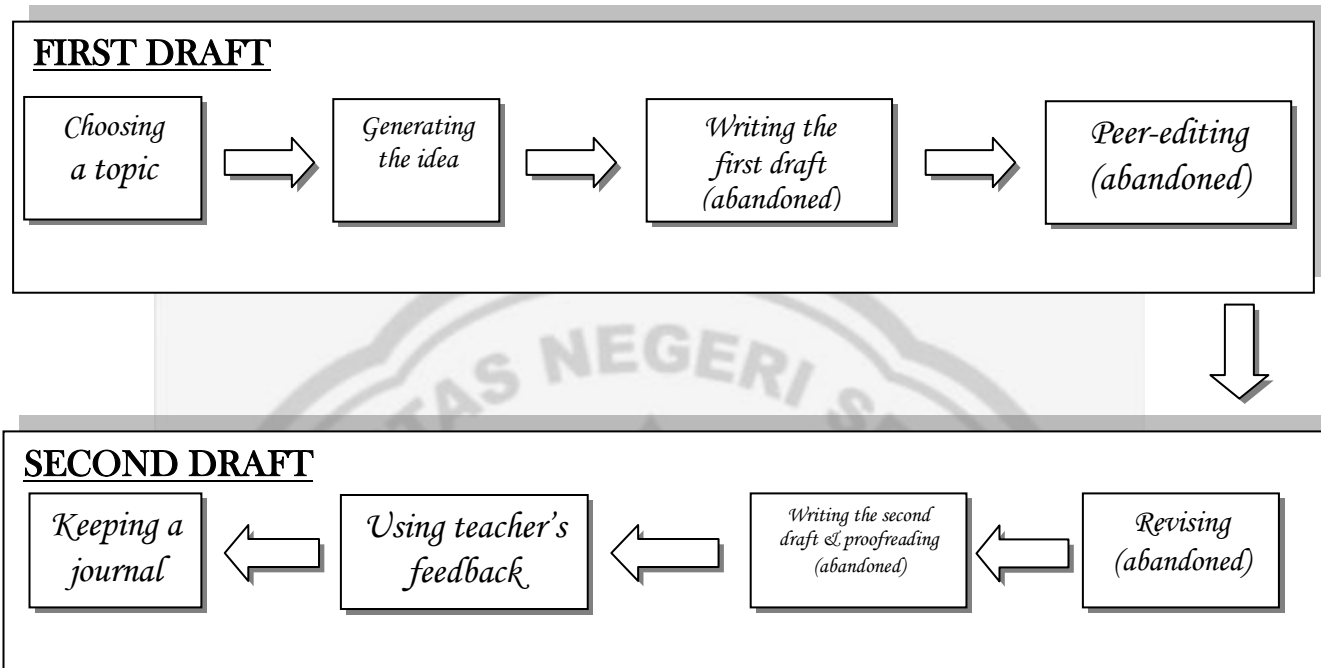


Figure 4.2. Steps of teaching and learning process in female class according to Brown (2005: 351)

4.1.3 Students Participation

4.1.3.1 Male Class

Students' participation in male class was not too good. When teaching and learning process happened, many students did not pay attention to the teacher's explanation. They did not make noise, but their behavior in class, made the teacher had to be patient. They were silent. It seemed that they paid attention to the teacher's explanation. But some of them drew pictures on their papers, read unrelated books, chatting with others. And few of them listened to the teacher's explanation. So, it goes without saying that there were students still did not

understand with the material. There were no hopeless on teacher's face. The teacher explained it again and again. It made the teaching and learning process not fast and wasted the time. Some ways, included gave them feedbacks by giving them prize and good mark for their writing were done by the teacher. But, there were not significant result from the students.

They did not want to ask the teacher about difficult thing related to the teaching and learning process. And if the teacher asked questions, they kept silent. The teacher, sometimes, wondered what she should do. But, patiently, she behaved the students very well. She was even not angry to her students.

The observer saw that it was not a conducive class. Actually they were nice students, but it seemed that there were factors that made them could not participate in writing narrative class. Because of this, they could not easy understand about the materials from the teacher.

4.1.3.2 Female Class

Different class has different characteristic. For the second class, female class, the observer did not find the essential difficulties in teaching and learning narrative writing. Most of them were the active girls. Whatever the teacher said, the students paid attention to her. If there were difficult understanding, they braved to ask the teacher about the difficulties. And teacher, happily, answer the question from the students. But some students kept silent. When teacher questioning their silence, they only said that they still confuse with the material. Then teacher gave them brief re-explanation.

They were cooperative students. Paying attention was the good response from teacher explanation. In this class, the teacher did not need much time to explain and explain the material. Most of them were clever students, so the teacher only needs few times to explain, the rest was the students' responsibilities in making narrative writing text. Although the teaching learning narrative was centered to the students, the teacher still participated in the teaching and learning process. She opened questions for the students who still did not understand about the material. When teaching and learning happened, she still assisted them in its process.

They were very nice students. Many questions came from almost the students. They asked about vocabulary use, the steps of writing narrative and grammatical use. Teacher tried to answer their questions. If they still confused, the teacher tried to close to the students and explained it persuasively. So it would be no significant difficulties when the students doing writing narrative text.

4.1.4 Students Writing Result

4.1.4.1 Male class

In this class, the teacher chose to use the process-oriented writing. So, there were some steps that had to be fulfilled by the teacher in its process. And there were some results of it. The first result came from the original narrative text, the second one was the revised narrative text from the friends' note, and the third one was the final product which was the revised narrative text from the teacher's comment.

The first result noticed that there were many mistakes and errors from the students. They had no many vocabularies in mind. So they had difficulties in translate what they wanted to write. Absolutely, English was not their mother tongue. That was why they need much time, thought hard and made mistakes. It was natural mistake from the second language learner.

The language features in narrative text is the use of past tense. But, in fact, students still used the present tense in making the narrative text. Here, the example of the student' error of using the past tense.

- * *Once upon a time, there is a beautiful princess, named Kadita.*

The correct sentence should be:

Once upon a time, there was a beautiful princess, named Kadita.

The other example was:

- * *They plan the seed*

The correct sentence should be:

They planted the seed

There was another error, too, made by the students. Bellow the examples of the students' errors in writing narrative. Specifically, this is the error in subject –verb agreement

- * *Sura and baya was looking for some food.*

The correct sentence should be:

Sura and baya were looking for some food.

Another example was:

- * *They say nothing to kiai Gede*

The correct sentence should be:

They said nothing to kiai Gede

There was mistake that almost students do in writing narrative from the first class. Most of the students of male class did not really know the steps of making narrative text (orientation, complication, resolution, and coda). Sometimes, they missed one step and they did not focus on the point of what they wanted to write.

The second writing was the revised narrative writing which came from friend's note. When a classmate gave the narrative text to the owner, he/she found some notes that a friend gave. Most of students underlined their friends' narrative writing in grammatical use. They saw that their friends lack of structure knowledge. Each student would revised their first writing by improving it and consider about their friends note. And every student would take the advantages from correcting their friends' writing. They also could correct and improve their own writing by correcting the classmates' note.

From the second result, the students could submit their writing to the teacher. Actually, there were no significant changes that students made. The correction from the friends only on grammatical use. All the errors and mistakes could not covered by the students. And it would be the teacher' turn to correct all aspects. Generally, teacher found that students still had difficulties on their vocabulary, grammatical use and the steps of making the narrative text.

The teacher noticed that in making their narrative texts, sometimes, they made misinformation. It was using grammatical form in place of another

grammatical form. The students also made transfer error, too. The students used their first language knowledge. It seemed that they actively involved in shaping their grammar they are learning, but they created their own rules. Some overgeneralization also made by the students. They did over generalized form that they found easy to learn and process.

Teacher realized that a good writing would not just happen. Exercise and practice would make the students fluent on their writing. Especially for this class, the teacher behaved them specially. Every student had different abilities in writing narrative text. There were student who wrote good narrative text, middle, and not good. The teacher thought that there were not dull students, but they only needed assisting from the teacher.

4.1.4.2 Female Class

In the second class, the teacher applied the product-oriented writing approach. The teacher uses this approach because she thought that this class different with the male class. She did not need much time to explain the lesson, especially the narrative text. And there were two results of it. The first result came from the original narrative text, the second one was the revised narrative text from the revised narrative text from the teacher's comment.

The first result was the original narrative text. The teacher saw that there were many mistakes and errors from the students. That errors and mistakes almost the same with the male class. It was about vocabularies, language feature, and subject-verb agreement, although their mistakes and errors were not as many as in the first class.

The language features in narrative text is the use of past tense. But, in fact, students still used the present tense in making the narrative text. Here, the example of the student' error of using the past tense in the female class.

- * *The King decides to marry Dewi Mutiara*

The correct sentence should be:

The King decided to marry Dewi mutiara

The other example was:

- * *The next day, the Prince sends his guard to find the girl whose foot fits to the slipper.*

The correct sentence should be:

- * *The next day, the Prince sent his guard to find the girl whose foot fitted to the slipper.*

Another error made by the students was about error in subject–verb agreement.

- * *However, Sidopekso says that he will kill her*

The correct sentence should be:

However, Sidopekso said that he would kill her

Another example was:

- * *The poor Princess does not know where to go*

The correct sentence should be:

The poor Princess did not know where to go

The second class had made mistake, too, in their steps of making narrative text (orientation, complication, resolution, and coda). Sometimes, they missed one

or two steps and they did not focus on the point of what they wanted to write. The second writing was the revised narrative writing which came from teacher's note. It was the final product. The teacher noticed from the students' narrative text, sometimes, they made misinformation. It was using grammatical form in place of another grammatical form. The students also made transfer error, too. The students used their first language knowledge. It seemed that they actively involved in shaping their grammar they are learning, but they created their own rules. Some overgeneralization also made by the students. They did over generalized form that they found easy to learn and process.

Generally, the result of the female class was same with the male class. But their writing was better than the male class. Their errors and mistakes were not too much and it was natural errors and mistakes.

In this class, the teacher tried to make the students do their narrative writing by them selves. The teacher only assisted them when they asked her questions. The teacher believed that they could make it by them selves. The teacher only gave them general concept of writing narrative and stimulated them in their writing. The teacher wanted them to do everything by them selves, included asked them to search on internet, everything about narrative text.

4.2 Challenges and Solution in Teaching and Learning Process

4.2.1 Time Allotment

The English teacher of SMP *Rodlotus Saidiyah*, especially the year eighth has to work hard in her time management. She also teaches the year tenth students in the same institution, who are prepared to sit in the national examination. It is not an easy thing to do. But the teacher tries to do the best for all her students' abilities.

The teacher only has 18 effective weeks. Per week the teacher teaches 4 hours to teach English. That is not only writing, but also other competencies that must be taught: listening, speaking, and reading.

For writing narrative itself, the teacher only had for about 2-3 meetings, and per meeting, the time allocation was 40 minutes. It would be so difficult for teacher to implant the writing narrative skill to the students, because it is not easy to teach productive skill than receptive skill.

The teacher's difficulty, related to the time allotment, is the teacher has to teach slowly, especially for the male class. They are not easy to understand about the teacher's explanation. The teacher has to wait the students to understand about the lesson, first. Then she can continue the lesson after the students know the teacher's intention.

Teacher realizes that she has no much time to teach writing narrative skill. She also thought that the examination needs the other skill. The teacher points that there are many reading item in final examination. So, she prefers to teach them vocabulary and reading skill that writing narrative skill.

4.2.2 School Activities

SMP *Rodlotus Saidiyah* is one of the unique senior high school in Semarang. It is an Islamic School, but it follows national curriculum and English is the main subject that must be taught by the teacher.

Activities in school start at 7 a.m. *Dhuha* prayer, *Al'Ouran* recitation and lecture from *Kiai* about morality are included in school activities. Lecturing from *Kiai* is at 08.20-09.00 continued by praying *Dhuha* until 09.15. Reading *Al'Quran* will be at 11.15-11.55 everyday. Then at 11.55-12.40 for praying *Dhuhur*, and other activities. After that lesson will start again and finish at 14.00.

For the students who stay in boarding school, there are some rules that they have to do. They must obey it. After school time, at least 3 p.m. they have to read *Al'Quran* and sleep at 10 p.m in the night. They will get up on 3 a.m to pray *Shubuh*, reading *Al'Quran* and other boarding school activities.

It is a full schedule for the students. Actually, they almost do not have the time to them selves. Sometimes, they do not have the time to refresh the last lesson that they have learned.

They have motivation on the activities that are held by pondok or boarding school, but they have no motivation in school activities as much as in pondok or boarding school. It is one of the difficulties faced by the teacher.

4.2.3 Teacher's Way to Compensate the Problem

There are difficulties in teaching and learning process. Teacher realizes that she asked to fulfill the standard of teaching and learning by some competencies. She also knows that she have no much time to teach it with the

students' culture. Many activities that must do by the students make the teacher can not pressure the students to understand what she wants.

Facing this condition, teacher decides to get closer to the students in teaching and learning process. The teacher prefers to do the persuasive approach to the students. She asked one by one what their difficulties are. They helped them in the process of writing narrative text.

The teacher also knows that their abilities are not same. There were distribution abilities in both classes. For that, the teacher prefers to assist them one by one. Students who need help will be helped, and there were also the students that believed by the teacher to do their narrative writing by them selves.

Teacher realized that she only has the responsibility in teaching and learning process in class. But, she gives the students motivation not only in teaching and learning process, but also for their lives. That they also have to consider that all things will be useful for their lives, not only reading Al'Quran and life skills, but also learn English, especially writing narrative text because it will make them survive in the global era.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents the important points from the whole observation in teaching and learning narrative text in SMP *Roudlotus Saidiyah* Semarang. Besides, it also suggests some recommendations for the readers and for academic teaching as well as for further research.

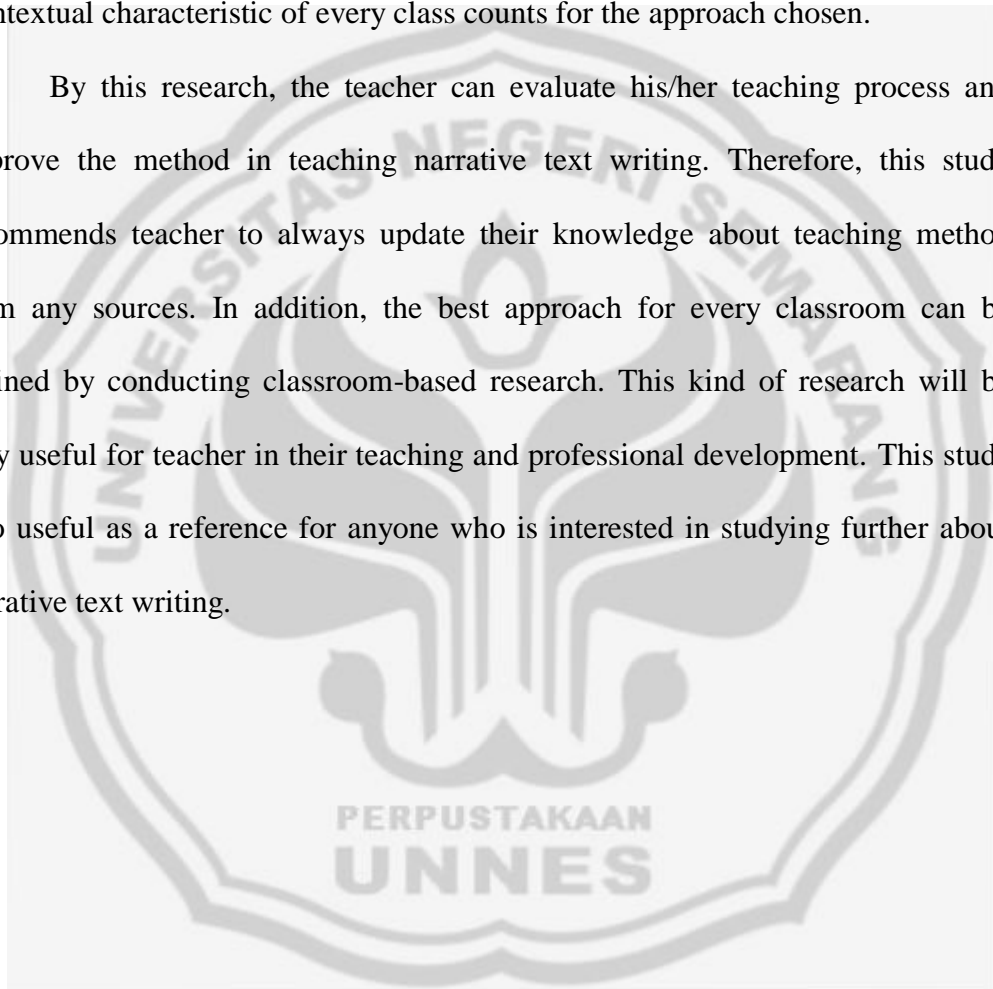
5.1 Conclusion

There are so many approaches that can be used by the teacher to teach the students in a class. The observer finds that the teacher affords to analyze the students' culture and how to behave them. Every class has its own characteristic. And the English teacher applies different approach for different class. For the first class, the male class, the teacher applied the process-oriented writing approach. This is because the teacher implemented the full steps of teaching writing in the process oriented approach. For the second class, the female class, the teacher applied the product-oriented writing approach. Because the teacher reckoned that the second class is able to do the narrative writing by them, teacher considers only several important steps in writing and the end of the product.

5.2. Suggestion

Some recommendations in this section are addressed to the readers but especially to the English teacher in order that they can choose to apply the best approach for the class they teach. There is no one best approach in itself. Contextual characteristic of every class counts for the approach chosen.

By this research, the teacher can evaluate his/her teaching process and improve the method in teaching narrative text writing. Therefore, this study recommends teacher to always update their knowledge about teaching method from any sources. In addition, the best approach for every classroom can be defined by conducting classroom-based research. This kind of research will be very useful for teacher in their teaching and professional development. This study also useful as a reference for anyone who is interested in studying further about narrative text writing.



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RENCANA PELAKSANAAN PEMBELAJARAN

SMP : SMP Roudlotus Saidiyah
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII (Delapan) / 2
 Aspek / Skill : Menulis
 Alokasi Waktu : 2 X 40 menit

- A. Standard Kompetensi :
 12. Memahami makna dalam teks lisan fungsional dan esei pendek sederhana berbentuk *recount* dan *naratif* untuk berinteraksi dengan lingkungan sekitar.
- B. Kompetensi Dasar :
 12.1 Mengungkapkan makna dalam teks tulis fungsional pendek dan sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.
- C. Indikator : Menulis teks fungsional pendek berbentuk undangan
- D. Tujuan Pembelajaran
 Pada akhir pembelajaran siswa dapat: Menulis teks fungsional pendek berbentuk undangan
- E. Materi Pembelajaran
 Teks fungsional pendek berupa undangan
 Student Organization
 SMP Negeri 2 jl. Pemuda no. 2 Palembang
 30137 Telp. 071410934

To Ratih

We invite you to attend the meeting

It will be held :

- On Sunday , August 27th 2010

- at 11 am

- In the school hall

Agenda : Final preparation for Wall Magazine Competition 2010

Please come on time

See you there !

Diana
 Secretary

Burhan
 Chair Person

- F. Langkah-langkah Pembelajaran
 1. Kegiatan Pendahuluan

- a. Greeting
- b. Asking and questioning:
 - Have you ever sent a letter ?
 - What do you say in your letter?

2. Kegiatan Inti

- a. Eksplorasi :
 - Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional.
 - b. Elaborasi :
 - Siswa membaca sebuah undangan kemudian diberikan pertanyaan - pertanyaan.
Contoh pertanyaan :
 1. Who wrote the letter?
 2. Whom the letter for ?
 3. Where does the writer live ?
 4. Is the text an announcement or an invitation ?
 5. Which parts is the opening of the text ?
 - Siswa secara berkelompok membuat undangan dengan lebih dari satu topic undangan.
 - c. Konfirmasi :
 - Menulis teks fungsional pendek berdasarkan konteks.
 - Guru membenarkan spelling maupun punctuation yang masih salah.
3. Kegiatan Penutup
- a. Menanyakan kesulitan siswa selama PBM.
 - b. Menyimpulkan materi pembelajaran.
 - c. Menugaskan siswa untuk mengidentifikasi teks fungsional pendek berbentuk undangan.

G. Sumber Belajar

- Buku yang relevan: Let's Express it in English for the Second-Year SMP, Nur Zaida, Pemerintah Kota Semarang, 2005, Hal 48.
- Gambar-gambar yang terkait tema.

H. Penilaian

No	Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh
1	Melengkapi rumpang teks fungsional pendek	Tes Tulis	Cloze text	Complete the blanks
2	Menyusun kata menjadi teks fungsional yang bermakna	Tes Lisan	Unjuk kerja	Rearrange these words
3	Menulis Teks Fungsional pendek	Tes Tulis	Essay	Write simple messages based on the situation

I. Instrumen:

a. fill in the blanks

Dear Anton,

Tomorrow is holiday . My father has bought two tickets for watching “Zathura” . Will you go with me for watching it? If you can, please call me. I will pick U up at 2 pm, I need your answer.

Yours truly,
Derry

b. Write simple messages based on the situation given.

- You cannot go fishing with your friend tommorow morning.
- You cannot join the music class this week.
- You will be late come to your friend birthday party on Sunday.

c. Write an announcement based on the situation given.

- The football competition will be held on Sunday.
- The piano class will begin on Tuesday, November 19,2006.
- The Registration of swimming club will be closed on Monday, November 20,2006.

J. Rubrik Penilaian

a. Rubrik Penilaian (a)

NO	Uraian	Skor
I	Isi benar, ejaan benar	5
	Isi benar, ejaan kurang tepat	4
	Isi dan ejaan tepat	2
	Tidak menjawab	0

a. Rubrik Penilaian (b dan c)

NO	Uraian	Skor
	Tata bahasa, ejaan, tanda baca benar	5
	Tata bahasa benar ejaan kurang tepat, tanda baca benar	4
	Tata bahasa kurang tepat, ejaan benar, tanda baca benar	2
	Tidak menjawab	0

K. Pedoman Penilaian

- a. Untuk nomor 1, tiap jawaban benar skor 5.
- b. Untuk nomor 2, tiap jawaban benar skor 5.

Jumlah skor maksimal 30

Nilai maksimal 10

Nilai siswa = Skor perolehan : skor maksimal x 10

Mengetahui
Kepala Sekolah

Semarang, Juli 2010
Guru Mata Pelajaran

S. A. Hidayatullah, M.Pd

Resty Anggraeni, S.Pd



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP : SMP Roudlotus Saidiyyah
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII (Delapan) / 2
 Aspek/ Skill : Menulis
 Alokasi Waktu : 5 X 40 menit

- A. Standard Kompetensi :
 12. Mengungkapkan makna dalam teks tulis fungsional dan essay pendek sederhana berbentuk narrative dan Recount untuk berinteraksi dengan lingkungan sekitarnya.
- B. Kompetensi Dasar :
 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek dan sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam bentuk *narrative* dan *recount*.
- C. Indikator : menulis essay sederhana pendek berbentuk narrative
- D. Tujuan Pembelajaran
 Pada akhir pembelajaran siswa dapat menulis text pendek sederhana dalam bentuk narrative dengan langkah retorika yang benar.
- E. Materi Pembelajaran
- Text narrative :
 - social function
 - Generic structure
 - Lexico grammatical features
 - Vocabulary yang berhubungan dengan text narrative
 - Mental processes
 - Material Processes
 - Temporal conjunctions
 - Past tense
- F. Langkah-langkah Pembelajaran
1. Kegiatan Pendahuluan
 - a. Greeting
 - b. review vocabularies yang berhubungan dengan text narrative
 - c. review past tense
 2. Kegiatan Inti
 - a. Eksplorasi :
 - Tanya jawab berbagai hal yang terkait dengan tema / topic jenis teks berbentuk narrative text
 - Guru memberikan contoh text narrative berjudul A greedy dog

- Guru menjelaskan tentang mental processes, material processes dan temporal conjunctions
 - Siswa membahas dalam text apa yang sudah dijelaskan dalam point c.
 - Guru menjelaskan generic structure dalam text narrative.
 - Siswa mendiskusikan generic structure dalam text tsb.
- b. Elaborasi
- Siswa mencari text narrative lain.
 - Siswa mendiskusikan vocabulary tentang mental, material processes dan temporal conjunctions dalam text tsb.
 - Siswa menjawab pertanyaan sesuai informasi dalam text.
 - Membuat Narrative text
 - Melengkapi generic Structure dari Narrative Teks tadi
 - Membuat daftar kata kerja beserta perubahan bentuknya.
- c. Konfirmasi :
- Mengisi kata kerja dengan bentuk yang benar pada Narrative teks
 - Menjawab secara tepat pertanyaan terkait informasi dalam Narrative teks.
3. Kegiatan Penutup
- a. Menanyakan kesulitan siswa selama PBM.
 - b. Menyimpulkan materi pembelajaran.
 - c. Menugaskan siswa untuk mengidentifikasi teks

G. Sumber Belajar

- Buku yang relevan: Let's Express it in English for the Second-Year SMP, Nur Zaida, Pemerintah Kota Semarang, 2005, Hal 48.
- Text – text yang berkaitan dengan tema.

H. Penilaian

No	Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh
1.	Meengkapi rumpang teks esei pendek berbentuk Narrative text	Test Tulis	Isian	Fill in the blanks with the words provided
2.	Menyusun Kalimat menjadi paragraf yang benar dalam bentuk Narrative	Test Tulis	Menyusun Kalimat	Arrange these sentence into a good paragraph
3.	Menulis Teks Esei dalam bentuk Narrative	Test lisan	Menyusun cerita	Tell your own story

I. Instrumen Penilaian

- a. Fill in the blanks with the words from the box

a.proud	d.ran off	g. saw
b.found	e. came	h. grab
c.carried	f. Eat	

A GREEDY DOG

A dog was feeling very(1) of himself. He had(2) a big, juicy bone at the market. He quickly(3) it in his mouth and(4) to find a place to eat it.

He(5) to a stream which had very clear water. He started to walk across it, taking his own sweet time. He was thinking what a wonderful time he would have when he could(6)the whole juicy bone, all by himself.

Suddenly he stopped and looked down into the water. He(7) a dog there looking back at him, also with a bone in his mouth.He did not know he was looking at himself.

He said to himself,"That dog's bone looks bigger than mine. I'll(8) his bone and run away as fast as I can.

- b. Arrange these sentences into a good paragraph.
1. His short bill could not reach the water.
 2. He looked everywhere to find some water, but there was not any
 3. Then, he found a tall jar with a very low water in it.
 4. At last, he drank the water as much as he liked.
 5. One day a crow was very tired and thirsty.
 6. He put some stones inside the jar
- c. Tell your own story about narrative text at least 10 sentences

J. Rubrik Penilaian

a. Rubrik Penilaian (a dan b)

NO	Uraian	Skor
I	Isi benar, ejaan benar	5
	Isi benar, ejaan kurang tepat	4
	Isi dan ejaan tepat	2
	Tidak menjawab	0

b. Rubrik Penilaian (c)

Kriteria	Menggunakan kata – kata yang tepat, tata bahasa tepat, ejaan tepat	Menggunakan kata – kata yang tepat, tata bahasa tepat, ejaan kurang tepat	Menggunakan kata – kata yang tepat, tata bahasa kurang tepat, ejaan kurang tepat	Menggunakan kata – kata yang kurang tepat, tata bahasa kurang tepat, ejaan kurang tepat
Nilai	100 - 91	90 - 81	80 - 61	60 - 41

Mengetahui
Kepala Sekolah

Semarang, Juli 2011
Guru Mata Pelajaran

S. A. Hidayatullah, M.Pd

Resty Anggraeni, S.Pd

