

**STRATEGIES OF STUDENTS IN WRITING NARRATIVE TEXT WHICH IS
CONDUCTED AT THE GRADE EIGHT STUDENTS OF SMP SWASTA HKBP
SIPOHOLON IN ACADEMIC YEAR 2020/2021**

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Abstract

Panjaitan Santa.2021. Strategies of students in Writing Narrative Text Which Is Conducted at The Grade Eight Students of SMP Swasta HKBP Sipoholon in academic year 2020/2021. A Thesis. English Department. Faculty of Teachers' Training and Education, University of Sisingamangaraja XII Tapanuli (UNITA).

This thesis deals with strategies of students in writing narrative text. The objectives of this study were to find out strategies used by the students in writing narrative text. Research design in this study was a descriptive qualitative. The subjects of this research was teacher and students the grade eight students at SMP Swasta HKBP Sipoholon . The techniques for collecting data were task giving, observation, and interview. The writer got the result that most of the students had a good value in answered the questions, where the average of students' value is 80,33% and also good in created a narrative story based on the picture, where the average of students value is 78,66%. The average of observation result is good. It can achieve 95 % that doing activities of the students and teacher activities during observation, and 5 % of the activities can not doing, and from interview, the writer got that the result of the study showed that the students could write narrative text well because some of the students used strategies such as: sharing with their friends, making outline, using dictionary, using picture to help them to write narrative text.

Keywords: Strategies, Students

INTRODUCTION

Language is an instrument to convey information. English is one of main subject in the school. The students are expected to master language skills. The primary goal of learning English for this level is the expectation of the competency based on curriculum for students is to make students have knowledge and capability to use English in four language skills.

As a developing country, Indonesia really needs English because Indonesia government is trying to improve all aspects which are usually faced by all countries. One of these aspects is education, which is essential. As an English teacher to be, the writer focuses her

attention to the teaching English as the language of the world.

The students must have good communication in both oral and written form. Oral form is that speaking and listening, and written form is that writing and reading. The students have difficulties strategies in writing narrative. Some of them feel difficulties in writing narrative such as: stuck to get diction, getting idea, and ordering the words.

Based on the problem above, the writer is interested to find the solution. The students must know some strategies in writing narrative such as: sharing with friends, making outline, using picture, using dictionary, using learning's aids (handbook), and using the tools (audio, audio-visual). From the above explanation, we can

infer that each student has certain strategies that is useful to student, might not be useful to others. Since students have their own strategy characteristic, they have different learning strategies that are useful and comfortable for them. From the explanation above, the researcher discussed about "Strategies of students in writing narrative text which is conducted at the grade eight students of SMP Swasta HKBP Sipholon in academic year 2020/2021.

REVIEW OF LITERATURE

There are three definition of writing according to experts. According to White (1986:10) writing is the process of expressing the ideas, information, knowledge, or experience and understands the writing to acquire the knowledge or some information to share and learn. Besides that, Tarigan (1994: 3) stated, writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented. People will understand the graphic symbols presented if they understand the language and the graphic itself. Almost the same with Tarigan, Ramelan (1992: 14) also stated, writing is representation or symbol of language. From the definition above the writer can conclude that writing is an activity to express ideas, events, feeling or thinking in written form that can be the tool to communicate with the other people.

Language learning strategies have received a considerable amount of significance since early 1970s for the crucial role they are playing in language learning. Many scholars defined language learning strategies differently focusing on the way used by learners to deal with the information they receive and what the kind of strategies they use. Language learning strategies are delineated differently by many researchers. An early definition given by Rigeney (1978) who defines language learning strategies as the often-conscious steps or behaviours used by language learners to enhance the acquisition, storage, retention, recall, and use of new information. Oxford, Lavinc, and Crookall (1989) have the same idea as Rigeney (1978) about language learning strategies. They stated that language learning strategies are used to enhance and to facilitate language acquisition. They referred

to language learning strategies as "actions, behaviors, steps, or techniques such as seeking out target language conversation partners, or giving oneself encouragement to tackle a difficult language task-used by learners to enhance learning (1989: 29). As further noted by these authors, such strategies facilitate the acquisition, storage, retrieval, and use of information.

According to Wenden (1987a), language learning strategies can be defined from the aspect of language learning behaviours, such as leaning and regulating the meaning of a second or foreign language, cognitive theory, such as learners' strategic knowledge of language learning. and the affective view, such as learner motivation, attitude, etc. It is argued that three points of views can improve language learning. Rubin (1987) defined language learning strategies as behaviours, steps, or techniques that language learners apply to facilitate language learning. Moreover, the definition by Oxford (1990) also included cognitive, emotional, and social aspects of language learning strategies that enhance learners' language learning proficiency and self confidence (Oxford, 1990; Ehrman & Oxford, 1990). Next, Ghani (2003) defined language learning strategies as specific actions, behaviours, steps, or techniques that students frequently use to improve their progress in L2 developing skills; these can facilitate the internalization, storage, retrieval, or use of new language.

Language learners use language learning strategies as a means to facilitate the acquisition of language and the use of information they receive, store, and recall. However many researchers accomplished many studies in the field of language learning strategies as it will be discussed in the next section. From the statement above we can infer that in order to be a successful language learner student should be able to decide which learning strategies that one suitable for them. Thus, they can optimize and enjoy their learning by using learning strategies, students can facilitate their quality of learning respond to their learning needs and acquire knowledge better than those who do not know and use learning strategies.

Metacognitive Learning Strategies, these strategies are used to oversee, regulate or self-direct language learning. They involve various

processes as planning, prioritizing, setting goals, and self-management. Communication Strategies are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intend. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker. Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language (Rubin and Wenden 1987:23-27).

Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. Cognitive strategies are the strategies that enable the learners to understand and produce a new language, by many different means. Four sets of cognitive strategies exist. They are practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Cognitive strategies can be general or specific, Pressley & Woloshyn, (1995). General cognitive strategies are strategies that can be applied across many different disciplines and situations (such as summarization or setting goals for what to accomplish), whereas specific cognitive strategies tend to be more narrow strategies that are specified toward a particular kind of task (such as drawing a picture to be more powerful but have a more restricted range of use. Effective learners use both general and specific strategies. Strategies have been distinguished from skills. Although skills are similar to strategies, they are different in that they are carried out automatically, whereas strategies usually require individuals to think about what strategy they are using, Alexander, Graham & Harris, (1998).

Socioaffective strategies have to do with social mediating activity and interacting with others. Based on these strategies, language Learners can get control their feelings. The strategies, which are the second group of indirect strategies are those for regulating

emotions. Lowering anxiety encouraging oneself, and taking emotional temperature are three main sets of these strategies. The fact that too much anxiety may block language learning. In these regards, anxiety reducing strategies like laughter and deep breathing are therefore necessary. Self encouragement through positive statements can change one's feeling and attitude and indirectly reduce anxiety, including the tension that surrounds test taking. Therefore, socio-affective strategies decrease student's anxiety. Despite the fact anxiety is significant to attain success, too much anxiety harmful to learn language. This can influence students negatively. In order to handle this problem, students can do breathing exercises to calm down themselves. Furthermore, students encourage themselves in these strategies. For instance, if a student has a high grade from a task, he/she should reward you. In this manner he/she must urge you to do much better.

According to Collin (2008) state that writing strategies are deliberate, focused ways of thinking about writing. A writing strategy can take many forms.

From the definition above, writing strategies are some technique it can be a formal plan a teacher wants students to follow to write a book report, or it can be something as simple as track to remember how a word is spell.

RESEARCH METHODOLOGY

In this research, the researcher used Descriptive qualitative. Qualitative research is descriptive research. Brogan and Taylor (1990:3) in (2003:50) defined that qualitative research is "the research procedure which produces descriptive data such as word written or speed from the population people and attitude which can analyze". In line with that, Bogdan and Biklen in Sugiyono (2010:21) states that Qualitative research is descriptive, the data collected is in the form of words of pictures rather than number: Qualitative research is concerned with process rather than simply with outcomes or products; qualitative research tend to analyze their data inductively. The writer used this method to examine the events or phenomena of students, specially strategies writing narrative. Sukmadianata in Sugiono (2010:60) states that qualitative research is a research that is use to describe and analyzed phenomena, event, social

activity, attitude, belief perception and people thinking either in individual or in a group.

This research was conducted in the grade eight of SMP Swasta HKBP Sipoholon in academic year of 2020-2021. The subjects of this research would be observed by research was teacher and students. The researcher observed one class of the grade eight there, that consist of 30 students with one English teacher who teaching in the eight grade. According to Arikunto (1999:44) if the subject or population less 100, it is better for researcher to take all of the population as sample, namely 30 students.

Arikunto (1997:136) stated that Research instrument is the tools or facilities used by researcher in collecting the data, hope the result of research is more accurate, complete, and systematic, so the process is easier. Based on that explanation, the writer used research instrument in collecting data to support the research. As human instrument, the writer make a focus of the research, choose the informant as source of the data, analyze the data and make conclusion. Moreover Lincoln and Guba in Sugiyono (2010:306) state that the instrument of choice in naturalistic inquiry is the human. we shall see that other forms of instrumentation maybe use a tear phrases of the inquiry, but human instrument has been used extensively in earlier stages of inquiry, So hat an instrument can be constructed that grounded in the data that the human instrument has product.

From the statement above, the writer conclude that in qualitative research there is no choice than to use the researcher as the main instrument.

In this research, the writer will give a task giving to the students at the grade eight of SMP Swasta HKBP Sipoholon. The writer was given 15 questions to the students to do based on the narrative story, and asked the students made a story based on the picture given, because the writer want to know more deeply how do the students strategies in writing narrative text.

In the instrument, the writer observed about strategies in writing narrative at the grade eight students of SMP swasta HKBP Sipoholon. In this observation the writer as an observer, not only observed but also involved in the teaching proces. Furthernmore, the writer only used checklist as the instrument in

the observation. Besides observing student s activities, the writer also observed teacher's roles, teaching aids and students achievement in order to know how the process of students strategies in Writing narrative is and how is the result of strategies in writing narrative. Observation use as data collecting technique have specific type if compared by another type such as questionnaire. (Sugiyono, 2010:65)

This instrumen is the way on the method of data collection in which the writer asks the information directly. The writer interviewed the English teacher and students to know some information from her/him how the teacher give a material narrative writing and how the students using strategies in writing narrative at the grade eight students of SMP Swasta HKBP Sipoholon.

Muhajir(1996:104), data analysis is a process to find out and set result data from observes, questionnaire, and other to increase the researcher about the study and make easy to understand our self and other. In this research the writer conducted her research at grade eight students of SMP Swasta HKBP Sipoholon dividing into one class consists of 30 students. Then, to find out the data, the writer used the method by L.R. Giay and Arikunto.

The writer used the following technique to measure the data:

$$\frac{\text{Agreement}}{\Sigma \text{Items}} \times 100 \%$$

(Taken from L.R. Gay, 1992:248)

The following are the standard in measuring the data:

Good	: 76-100%
Enough	: 51-75
Unsatisfactory	: 40%-55%
Worst	: <40%

(Taken from Arikunto 2010:244).

To determine the validity of the data, it is need a checking technique of the data. According to Moleong (1993:173), there are four terms use:

Credibility

The validity concept mentions that generalization of a finding Can be valid or applied on all contexts in the same population based on the finding obtained in the Sample which present the population it self.

Transferability

Transferability as empiric matter depends on the equity between sender and receiver contexts. To do the transferability, a researcher shall find and collect empiric event of the context equality. Therefore, the researcher is responsibility for providing efficient descriptive data if she wants to make decision about the transferability. To do this thing, a researcher need to conduct a researcher to ensure an attempt of verifying it.

Dependability

Dependability term is reliability substitution term in qualitative research. The reliability is achieved if the result is equal when two or several times conducted repetition of a study in the same condition and essentially.

Conformability

A conformability term derives from "objectives" concept according to non qualitative research. Non qualitative states the objectivity of agreement side between subjects. To make sure that something is objective or doesn't depend on several people' agreement toward view, opinion, and someone's finding. So, in this case, the objectivity of something depends on the people opinion.

Beside that, As Seriven (in Moleong, 1999:174), there is another "qualitative" element which sticks on the objectivity, it should be trustable, factual, and can be guaranteed, In other word, subjectivity means vague.

From the above explanation, if qualitative research emphasizes on "people". whereas, non qualitative emphasize on the data. In this case, to determine the validity and reliability, with a consideration that qualitative research with its naturalistic paradigm is completely unable to use validity and reliability terms. Based on that descriptions, the naturalistic paradigm qualitative used the term in which certainly adjusted to inquiry force, so that the redefine term is a demand that unavoidable.

Based of the techniques mention above, the writer will use conformability of the data.

Research Procedures

The following are the procedures that use in this research:

- a. Determining the subject of the research.
- b. Providing the instruments of data collecting such as task giving, observation and interview guide.
- c. Gave a task giving to the students
- d. Did an observation in the class.
- e. Did an interview to the teacher and students.
- f. Analyzed the result of task giving, observation, and interview by using data display.
- g. Identifying the credibility of the result of the task giving by using cross-check, observation by using checklist, and interview.

DATA ANALYSIS AND RESEARCH FINDING

The applied qualitative data . The qualitaive data were taken from task giving, observation sheet, and interview . This research was conducted in one class with 30 samples.

Task Giving had been applied in 2 meeting. First meeting applied by giving a question based on narrtive story given by the writer And te second meeting applied by giving one picture and ask the students made a story by the picture given.

Observation applied only 1 meeting. The writer had been observed the students' learning process of writing narrative text in order to know what is strategies of students in writing narrative text.

Interview had taken in 1 meting too. The first, the writer interviewed the English teacher, and the second, the writer interviewed the students to know the information from how the teacher give a material of narrative text and how the students using strategies in writing narrative.

After analyzing the data, the writer was given the task giving to the students to know their learning strategies in writing narrative at the grade eight students of SMP Swasta HKBP Sipoholon. The writer got the result that most of the students had a good value in answered the questions, where the average of students' value is 80,33% and also good in created a narrative story based on the picture, where the average of students value is 78,66%.

The Value Of Task Giving 1 (Answering The Question)

No	Name of Students	Value (%)
1	Aldo SanjayaSitumeang	80
2	Astirevanasimanungkalit	80
3	Ave grecciasitumeang	90
4	Chelsya T. Barasa	80
5	Chintya Bella Simanungkalit	80
6	DasvinSitumeang	90
7	Denis M. Simanungkalit	70
8	Elsa Nainggolan	70
9	FedricoSitumeang	90
10	Gery Lasso Situmeang	80
11	Giraldowaruwu	80
12	Heldyora E. Situmeang	90
13	HifsonSitumeang	80
14	HotmaidaSimanungkalit	90
15	Joan Reno Aritonang	70
16	JosuaSaputraSimanungkalit	80
17	Junedi PrihenSimanungkalit	60
18	Juni F Siregar	70
19	Karen RogateSimanungkalit	80
20	PutrianiSipahutar	90
21	RadjaSinungkalit	80
22	RakinaSimanungkalit	80
23	Reynaldy I.S Lumbantobing	80
24	Risky RolanSimanungkalit	90
25	Rut Nauli S	90
26	Sarah DevianaSimanungkalit	80
27	SelmiLarasatiSitumeang	70
28	SwanriSaputraManalu	80
29	Try MarsyahA.Loi	80
30	WulanNofliWidianaSiregar	80
	Sum	2.410
	Mean	80,33

The Value of Task Giving 2
(Created A Narrative Story Based On The Picture Given)

No	Name of Students	Value (%)
1	Aldo Sanjaya Situmeang	80
2	Astirevana Simanungkalit	80
3	Ave greccia Situmeang	90
4	Chelsya T. Barasa	80
5	Chintya B ella Simanungkalit	80
6	DasvinSit umeang	70
7	Denis MangapulSimanungkalit	80
8	Elsa N ainggolan	70
9	Fed ricoSitumeang	80
10	Gery Lasso Situmeang	80
11	Giraldo waruwu	90

12	Heldyora E. Situmeang	90
13	HifsonSitumeang	80
14	HotmaidaSimanungkalit	80
15	Joan Reno Aritonang	70
16	JosuaSaputraSimanungkalit	70
17	Junedi PrihenSimanungkalit	70
18	Juni F Siregar	80
19	Karen RogateSimanungkalit	70
20	PutrianiSipahutar	90
21	RadjaSinungkalit	80
22	RakinaSimanungkalit	90
23	ReynaldyIlhamSyahLumbantobing	80
24	Risky Rolan Simanungkalit	70
25	Rut Nauli S	80
26	Sarah DevianaSimanungkalit	90
27	SelmiLarasatiSitumeang	70
28	SwanriSaputraManalu	80
29	Try MarsyahA.Loi	70
30	WulanNofliWidianaSiregar	70
	Sum	2.360
	Mean	78,66

After observing students' strategies in the process of writing narrative text in the classroom, the writer measured the data, which had been collected, so that the writer gets the result that was observed. In this research, the writer observed four components in the teaching process, such as, students learning activity, teacher's participant, teaching's aids and students' learning achievement.

The result of students' strategies in writing narrative in the first component is one hundred percent, the second is eighty percent, the third component is one hundred percent and fourth component is one hundred percent. So the average of observation result is good. It can achieve ninety five percent that doing activities of the students and teacher activities during observation, and five percent of the activities can not doing.

After analyzing the data, the writer interview was given to the students to know their learning strategies especially in writing narrative text at the grade eight students of SMP Swasta HKBP Sipoholon. The writer interviewed the students at the grade eight students of SMP Swasta HKBP Sipoholon. The writer got the result hat most of the students always use strategies such as:

- Sharing with their friends, because some of students do not believe themselves.
- Making outline, because their stuck idea and the result do not coherence.

c. Using dictionary, because the students lack of vocabulary.

d. Using picture, they said that it is easy to write narrative text and help them in writing, because the picture can remind their experience.

The writer saw the students could write narrative text well because some of the students used strategies such as: sharing with friends, making outline, using picture, using dictionary, to help them to write narrative text.

Based on the description above, the writer can discuss: Strategies are specific method to help the students in learning narrative writing. Strategies can be used by the students to make them easier in writing narrative text, because strategy is one of technique to helping the students in learning narrative writing and also express their idea.

From all the data result that had analyze, it was found that the students' value is good. The writer got the result that most students had a good value in answered the questions, where the average of Students' value is 78, 33% and also good in created a narrative story based on the picture, where the average of Students value is 77, 66%. The average or observation result is good. It can achieve 95% doing activities of the students and teacher activities during observation and 5% of the activities can not doing, and from interview, the writer got that the result of the study showed that the students could write narrative text well because some of the students used strategies such as: sharing with their friends, making outline, using dictionary, using picture to help them to write narrative text.

Some of the students got difficulties in writing narrative text only in ordering the words. They still confused to combine the words into good sentences. In this case there were two causes in writing narrative text. The students were seldom writing narrative text and practiced their English at home. They only practiced to write narrative text in the class, when teacher asked them to practice. So, they must know some strategies in writing narrative text. Another cause is lack of facilities which support them, such as there is no a guide, therefore, they only wait for the teacher's explanation about the material.

The qualitative data taken from task giving, observation sheet and interview showed that students used strategies in writing

narrative text in this study. They were serious did the task giving and they were more active in answer the question. The information of interviewed was found that most of the students could write narrative text well because they always used strategies such as: making outline, using picture, using dictionary, and sharing with their friends.

From the observation, it was found that the students and teacher activities during observation was good. They felt comfortable to learn by sharing with their friends, and if the students found difficulties in writing narrative text, they used a dictionary to help them to translate the difficult words in learning process, and their teacher also help them to solved their own problems with pleasure. The students were enjoyable too if they found a picture in writing narrative text.

CONCLUSION AND SUGGESTIONS

After doing the research and analyzing the research data, the writer proposes the conclusion, that writing is expressing ideas, facts, feeling, experience, and thought in written form, and narrative is a story that should have the element that can make the story more interesting to the reader such as a conflict and conclusion of the story. Strategies are any tools or tactics that learners employ to learn more effectively and more autonomously there were some strategies that used by the students' in writing narrative text, those strategies choosed by the students to facilitate them in writing narrative text. The strategies that used by the students in writing narrative text are: sharing with friends, making outline, using picture, using dictionary.

During the observation the writer saw that the average of observation is good. It can achieve ninety five percent that doing activities of the students and teacher activities during the observation. It was found that the students did not find it hard to write narrative text and they got easier to write a narrative story because they always use some strategies such as: sharing with their friends in writing narrative text and the teacher helped them if they couldn't solve their problem, make an outline before writing narrative text, looked up their dictionary if they found any difficult words.

Using picture to make them easy reminded about the story. By the result of students'

interview, the writer also got that they determined the outline before writing narrative, they used the picture to help them in writing narrative and sharing with their friends too. Some of them only got difficulties in ordering the words.

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