THE PROBLEMS OF WRITING ENGLISH NARRATIVE TEXTS
(A Case Study of Second Year Students at SMAN I Nglames Kabupaten Madiun)

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ABSTRACT

This study aims to study the students' competence in English writing skill, especially in strategies of writing English narrative texts. In this study, the researcher used qualitative descriptive research. There are three problems of the research: what problems are faced by the second year students of SMAN 1 Nglames Kabupaten Madiun in writing English narrative texts; what strategies are applied in writing English narrative texts by the second grade students of SMAN I Nglames Kabupaten Madiun; what the students do to solve the problems in writing English narrative texts.

In this research, the researcher did preliminary research before doing the study. It is about learning and teaching activity of writing English narrative texts in which most of the students found it difficult to write in English. To collect data for this research, the researcher did observation about ten times in the classroom to get accurate data in form of field transcriptions. Teacher and student interviews and student survey through questionnaire were used to get the data about the learning and teaching process. To analyze the data the researcher selected and identified the data based on certain classification of the data. The data were then analyzed, interpreted and described in form of narration.

From the analysis of the data finding it can be concluded that the students were getting difficulties to practice writing English narrative texts especially in exploring their ideas. They were also still confused about how to organize their ideas. In addition the students had difficulties in diction and were afraid in making some mistakes. To solve these students' problems, the teacher applied "modeling the way" as a strategy in teaching and learning activity of writing English narrative texts. To solve their problems in learning to write English narrative writing, the students did several ways including asking the teacher, opening dictionary, using some media in writing English narrative texts, memorizing vocabulary, making an outline, practicing writing English narrative texts in free writing, learning more about Verb II and language' aspect of writing English narrative texts. This finding may show that these ways applied by the teachers and students were appropriate and effective for students of SMAN I Nglames Kabupaten Madiun.

Exactly, the researcher believes that in this research about writing English narrative texts a case study of SMAN I Nglames Kabupaten Madiun do not give detail description on the effectiveness of "modeling the way" as strategy in learning and teaching of writing English narrative texts. Therefore, the researcher hopes next time there will be other researcher who will conduct a similar study in other perspective in order to being perfect for this study. If there is another researcher who wants to do research there next time, it is expected that these findings will be useful for the readers, especially English teacher as counselor of learning and teaching English.

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CHAPTER I

INTRODUCTION

A. Background of The Problem

English is the first foreign language in our country which is taught in formal education from elementary to university level. English is also intensively used in international communication in written as well as in spoken communication. In addition, many books of science, technology, art and other disciplines are written in English. Therefore, Indonesian students should have good communication in both oral and written form. Oral form is that speaking and listening, and written form is that writing in reading.

In this globalization era, English is necessarily used by most people in the world. It is because the status of English as an international language. Technology uses English as its language. Other published issues are also written in English.

In English language, there are integrated skills to be mastered such as: speaking, listening, reading, and writing. From those skills two are receptive and two other are productive. Receptive skills are listening (understanding the spoken language), reading (understanding the written language), and productive skills are speaking and writing.

In mastering those four skills, writing is the most difficult skill for Indonesian students. In writing, students have to integrate many aspects of

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English writing such as: grammar, vocabulary and developing ideas. It is not easy for students to get ideas to write and to develop ideas in English.

There are many genres of English writing in taught senior high school. They are descriptive, expository and narrative. Among those genres, narrative is the most creative writing. It is because English narrative writing integrates some generic aspects of other genres such as describing something, giving exploration and talk about sequence.

In this study, the writer did a case study about writing English narrative texts using a descriptive qualitative research. The researcher chose narrative texts as the material for writing because writing English narrative texts skill is mandated in National curriculum. Based on writer's own experience and preliminary observation in SMAN I Nglames Kabupaten Madiun conducted prior to the research, students have difficulties in writing English narrative texts. Some difficulties the students reflected were being stuck to get diction, difficult to get idea and to order the words. Knowing these students' problem, there was a need to conduct a study related to students' problem in writing English narrative texts.

Based on the problem above, the students must know some strategies in writing English narrative texts. Brown stated that "strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information."[1]

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[1]H, Douglas, Brown, *Teaching by Principles of language learning and teaching*, (San Francisco State University , 2001).p.113

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Because of that the students should choose a good strategy to writing narrative. As Charnot in Masdari says "learning strategies are techniques approaches, or deliberate the learning and recall of both linguistic and contains information."[2] "Such strategies could be techniques in making outline, using picture, using dictionary, sharing with friends, using the tools (audio, audio-visual) or learning's aids (a guide)."[3]

Sofyan states that "Narrative is a story which is connected with events based on the plot."[4] It means that in English narrative writing need sequence of the time and uses some tenses to arrange it. Besides that, narrative as a story, it is should have the element that can make story more interesting to the reader such as by presenting a conflict and conclusion of the story.[5] Students might be able to start their English narrative writing by making an outline. Next, the teachers use narrative text, it is because in narrative there are material about verb two that relevant with past time. Therefore narrative is a story that describes an action in the past time clearly. This Statement above in line with statement bellow:

> Keraf states that Narrative as a story tells or describes an action in the past time clearly, so narrative is tried to answer the question: what had happened?[6]

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[2] Masdari, *The Correlation of using Memory Strategy on Improving students Reading Skill.* Skripsi. Serang: 2005)

[3] Masdari, *The Correlation of using Memory Strategy on Improving students Reading Skill.* Skripsi. Serang: 2005). p. 125

[4] Sofyan, Akhmad dkk. *Mari Mengangkat Martabat Bahasa kita Bahasa Indonesia* (Buku Pelajaran untuk SMU kelas III). (Jakarta: Grafindo Media Pratama, 1999)

[5] Gorys, Keraf,,*Argumentasi dan Narasi,*(Jakarta: PT. Gramedia,1997).p.51

[6] Gorys, Keraf,,*Argumentasi dan Narasi,*(Jakarta: PT. Gramedia,1997).p.27

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From the explanation above, we can infer that each student has certain tendency and capability in using certain learning strategies. Therefore the use of various learning strategies may be influenced by their family background, experience, and character. In order words, strategy that is useful to student might not be useful to others. Each student has their own learning strategies that are useful and comfortable for them.

Considering the explanation above, the writer was interested to discuss about "the problems of writing English narrative texts a case study to the second year students of SMAN 1 Nglames Kabupaten Madiun

B. Problem of the Research

The problems being studied in this research is formulated as follows:

1. What problems are faced by the second year students of SMAN 1 Nglames Kabupaten Madiun in writing English narrative texts?
2. What strategies are applied in writing English narrative texts by the second grade students of SMAN I Nglames Kabupaten Madiun?
3. What do the students do to solve the problems in writing English narrative texts?

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C. Objectives of the Research

The objectives of the research could be formulated as follow:

1. To describe the problems are faced by the second year students of SMAN I Nglames Kabupaten Madiun in writing English narrative text in the learning and teaching process.
2. To describe the strategies of writing English narrative texts that is applied by the second year students of SMAN 1 Nglames Kabupaten Madiun.
3. To explore solution the students have to solve the problems they face during process of writing English narrative texts..

D. Significance of the Research

It is hoped that this research could be beneficial for the researcher and all the people who are concerned with strategies in writing English narrative texts; such as:

1. To English teacher : as the references to improve the teaching method of writing English narrative texts.
2. To students : as a reflection and reference to improve students' competence in writing English narrative texts.
3. To researcher : as a reference and experience for the researcher for future teaching career.
4. To school : as a material consideration to develop learning and

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teaching strategies in writing English narrative texts next time and as reference to arrange material design for learning and teaching process.

E. Scope and Limitation

This research has some scope and limitation, they are:

1. The research was conducted to the second year students from I science XI, II science XI, and I social XI of SMAN I Nglames Kabupaten Madiun to know the problems and strategies used in writing English narrative text.
2. This research is only limited to know the problems in writing English narrative texts and students' achievement (It is about student's problems result in the form of scope for some exercise, questioner data and interview data).

F. Definition of key Term

The key terms used in this research are defined as follows:

1. **Writing**: it is a complex sociocognitive process involving the construction of recorded message on paper or on some other material, and more recently on computer screen.[7]
2. **Narrative:** it is a type of spoken or written text that tells a story of one character or more who face certain situation. It is as a story that tells or describes an action in the past time clearly. Therefore narrative is trying to

[7] John M. Swales and Cristine B. Feak.*Academic Writing for Graduate Studentsesential tasks and skills*(United State of America: The University of Michigan Press.2004).p.34

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answer the question: "what had happened?" Narrative is a story, so it should have the element that makes the story more interesting to the reader such as a conflict and conclusion of the story.[8]

3. **Strategies:** they are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.[9]

Based on definition above the researcher concluded that writing narrative texts is a type of spoken or written text that tells a story of one character or more who face certain situation where it is a complex sociocognitive process involving the construction of recorded message on paper or on some other material, and more recently on computer screen. In writing English narrative text, it is possible to use strategies construct the narrative easily. This might include: using dictionary, making out line, using picture, teacher explanation, discuss with friend and using mediator such as: books, short story, source data or informant. It can be a formal plan to write a book report or it can be something as simple as a trick to remember how a word is spelled.

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[8] Keraf, Gorys. *Argumentasi dan Narasi*. (Jakarta: PT. Gramedia: 2001)p.136

[9] Brown, H, Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy y* (San Francisco State University : 2001)

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G. The Structure of the Report

Chapter I : Introduction

This chapter provides the background of the study, the scope and limitation, problem of the study, the definition of the key terms, and the systematization of discussion

Chapter II : Review and Related Literature

This chapter reviews the underlying theories used in the study concerning with the writing. To be more specific, this review discussed: problem, strategy, writing strategic, narrative, and CTL approach.

Chapter III : Research Methodology

This chapter focuses on a description of the research design, data collection technique, the research instrument, previous study, and data analysis

Chapter IV : Result and Discussion

This chapter presents the data finding and discussion of the data finding concerning with the teachers' activity, students' problems and strategies in writing English narrative texts and problems solving of the English narrative writing by second year students of SMAN I Nglames Kabupaten Madiun.

Chapter V : Conclusion and Suggestion

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This last chapter mainly presents the conclusion of the result of the research especially about strategies in writing English narrative texts. This chapter also gives the suggestion of this thesis.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some literature related to the following crucial areas of the research: (1) teaching-learning English, (2) narrative, (3) writing, (4) strategy, (5) contextual teaching and learning.

A. Teaching-Learning English

Learning a second language is not as simple as learning the first language. It is necessary for the learners to have some knowledge about language aspects in English narrative writing and strategies of English narrative writing to practice writing seriously, diligently and with high motivation. Abbort in Rosyidah, states that self-esteem, motivation and proactive attitudes help language acquisition to take a place.[10]

Abort in Rosyidah also states that successful learning involves at least three things:[11]

1. Be able to understanding something
2. Be able to remember it, and
3. Be able to make use of it

[10] Laila Ainur, Rosyidah,"Using Picture Series to Enhance The Narrative Writing Ability of the Tenth Grades of SMA Muhammadiyah I Jombang."cited from(Surabaya: State University Language and Art Faculty. 2009),p.10

[11] Laila Ainur, Rosyidah,"Using Picture Series to Enhance the Narrative Writing Ability of the Tenth Grades of SMA Muhammadiyah I Jombang."cited from(Surabaya: State University Language and Art Faculty. 2009),p.10

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Moreover, teaching English may need some methods. It is because English it is a foreign language for Indonesians. There are many effective ways to connect teaching and learning with the context of student's daily circumstances. The most effective methods of bringing together content and context of student's personal experience are as follows.[12]

1. Traditional stand alone classrooms that connect material with the student's context.
2. The infusion into a stand alone class of material from another field
3. Linked courses that remain separate but cover related topics
4. The integrated course bringing together two or more disciplines into a single class
5. Combining school and work
6. Service learning.

It might be powerful for students to connect with the material teaching and learning and to be independent students in response, choose, and produce result in education project.

B. Strategy of English Narrative Writing

1. Definition of strategy

Strategy is a specific method of approaching a problem or task modes of operation for achieving a particular end, planned designs for controlling

[12] Elaine B. Johnson, *Contextual teaching and learning*,(California: Corwin Press.INC,2002),p.49

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and manipulating certain information.[13] Trianto states that a strategy is a common system of teacher activity and student in reality action of teaching and learning in order to get a decided object.[14]

As the statement above we can conclude that strategies are contextualized and might vary from time to time for each and every person. It is varying intra individually; each person has some possible ways to solve particular problems.

2. Writing Strategy

Writing can be difficult and time consuming for many students, but like any complex job, writing is easier if someone has the right tools. Writing strategies are the tools writers use to do their work.

Writing strategies are deliberate, focused ways of thinking about writing. A writing strategy can take many forms. 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 a trick to remember how a word is spelled. The researcher used strategies all the time to keep their writing going and to make it come out the way they intend.[15]

There are three variety of learning strategies in acquisition process, such as: metacognitive strategies, cognitive strategies, and socioavective

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[13] H, Douglas, Brown, *Teaching by Principles of language learning and teaching*, (San Francisco State University , 2001).p.113

[14]Trianto. *"Model-model Pembelajaran Inovatif berorientasi konstructivistik"*. (Jakarta:Prestasi Pustaka.2007) p.85

[15]Brown, H, Douglas, *Teaching by Principles of language learning and teaching*, (San Francisco State University , 2001).p.113

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strategies. In this case, to practice writing English narrative texts includes in the cognitive strategies because in writing activities there are many cognitive aspects, such as: Modeling strategy is one kind of strategy used in learning and teaching activity. In this strategy the students can perform themselves in English lesson independently especially in writing English narrative texts. They can show their competence with their own way. Zaini, Hisyam, Bermay Munthe, Ayu, Ayani Sekar states:

> This strategy gives chance to students to practice specific skill that learned in classroom through demonstration. The students give time to create scenario themselves and decide how to illustrate that skill and explained technique. That is appropriate to teach lesson in specific skill.[16]

This strategy has been used by the teacher in learning and teaching activity of writing English narrative texts since 1999 until now. This is because this strategy gives a good impact for the students achievement especially in writing English narrative texts.

3. The Importance of Strategies

Learning strategies are an activity or methods to make easier and help students to get instructional aid in education. It means that students are good learners and have the competence in term of oral moreover in written communication. When the students face some problems and want to improve their education, they should choose a suitable strategy which can help them. It means the strategy is success. Look at the statement bellow:

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> Strategi pembelajaran adalah setiap kegiatan baik prosedur, langkah, maupun metode dan teknik yang dipakai agar dapat memberikan kemudahan, fasilitas dan atau bantuan lain kepada siswa untuk mencapai tujuan instruksional.[17]

The maximum implementation of strategy might be effective to increase the students' competence and also students exercise independently. Strategy can exercise the students' brain to think about possible thing which happens in world education to get instructional aid. The students have used strategy to solve some educational problems that they face. They would be able work independently and get more creative ideas that are better than before. Beside, strategy also helps the teacher to know the students competence through the strategy used by the students themselves. The result of students in using the strategy can describe or measure how far their understanding about teacher explanation in each subject or students behavior. It can also help the students to find their self-esteems.

C. Writing

1. The Definition of Writing

Writing is a complex sociocognitive process involving the construction of recorded message on paper or on some other material, and more recently on computer screen.[18]

2. The Nature of Writing

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17. Jean Marie, 2002. *Double Your Brain Power* http://sweetyhome.wordpress.com/2008/06/20/strategi-pembelajaran-yang-mencerdaskan/Stine,. Jakarta : Ikrar Mandiri abadi acces on, Juli,20th 2009

18 John M. Swales and Cristine B. Feak.*Academic Writing for Graduate Studentsesential tasks and skills*(United State of America: The University of Michigan Press.2004).p.34

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Weigle states the nature of writing ability from several perspectives: first in comparison with the other so-called productive skill of speaking, next as a socio and cultural phenomenon, then as a cognitive activity. Finally, the relationship between writing and second language proficiency is discussed.[19] It means that in writing skill is the product of corporation with speaking skill.

3. The Importance of Writing

Writing is more complex than other skills in English. It might be because writing as the application of speaking skill, reading skill, and also listening skill. It needs critical thinking and focused language in context and content.

4. The Writing Ability

a. Writing as a Skill

Writing might not be a difficult job for someone but many people feel writing is very time consuming and needs thinking deeply. It means that writing can be done by each person but not all of people could create a good writing. Langan John states a sure way to wreck your chances of learning how to competently be believed that writing is a "natural gift" rather than a learned skill.[20] People might think that they are the only ones for whom writing is unbearably difficult. They feel that everyone else can

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[19] Sara cushing, Weigle, *"Assessing Writing"* (Cambridge: Cambridge University Press.2002).p.14

[20] John, Langan , *"Collage writing skill with reading."* Fifth edition. (New York: Mc. Graw-Hill.2000). p12

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do writing easy or least tolerable, but they think the writing is not good subject for them. It means that they simply do not have a talent for writing while others do then they try to avoid writing.

Writing is a skill; meaning that, it can be learned by each person. When someone wants to create a good writing they must do exercise continuously. Langan John states that writing is a skill likes driving, cooking, typing and like any skill, it can be learned.[21]

b. Writing as a Process of Discovery

Many people are falsely being believed that writing is "natural gift" and then they thinks that writing is should be simple, straight line from the writer's head onto the written page. In reality writing is seldom an easy, one-step of journey that finished only a paper comes out of draft. Langan, John states "the truth is that the writing is a process of discovery involving a series of steps and those steps are very often a zigzag journey. The following illustrates of the writing process:"[22]

Seldom the Case

Starting point ⟶ Finished paper

This case shows that writing is easier for someone who is expert in writing like a writer. It is for high level. They could explore their thinking

[21] Ibid.p.12
[22] Ibid.p.13

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in written form or another form. They know the suitable strategies to write something.

Usually the Case

Starting Point Finished paper

In this case, writing needs some process and practice every time especially for beginner level such as students or common people. They can do writing when they learn how to make a good writing. They should know the process of writing in details and have some knowledge of English narrative writing such as: generic structure of English narrative writing, lexica grammatical of writing English narrative, grammar, developing ideas, making outline. This knowledge of generic structure and generic features are very important to make good English narrative text. It serves as guidance to practice strategies in writing English narrative texts.

c. Keeping a Journal as a Process of Applying Strategies in English Narrative Writing Activity

Writing is a skill, it makes sense that some people practice to write better than you will write. Keep a daily or daily journal is the excellent way to help in developing the habit of thinking on paper and will showed competency in writing. Beside, it will show the ideas can be discovered in the writing process.

To practice writing journal, it may be better to do in students' free time or perhaps during a study period after class finishes. If someone does

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not have some plans, write what the writing about, is in the mood to write or worry to make a mistake; try to write down whatever words come out in the paper. At least it should write one page in each session.

Based on the statement above, it means that writing should be practiced as doing something in our daily. It is because the writing is a skill and is also a process of discovery. In practicing to write daily or keeping a journal, conscious or not someone can compose a better writing than before.

D. Narrative Text

1. Definition of Narrative

Narrative is a story that consists of complication and resolution based on the development of time and describes an action in the past time clearly about one or more character.[23]

A narrative is a story that is created in a constructive format (written, spoken, poetry, prose, images, song, theater or dance) that describes a sequence of fictional or non-fictional events.[24]

Based on the definition above the researcher concludes that narrative is a type of spoken or written text that tells a story of one character or more who face certain situation. Furthermore, narrative text is as text which has

[23]Http://en.wikipedia.org/wiki/Narrative Access on July 25 2009
[24]Ibid

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social functions for narrating problematic past events that consists of complication and resolution based on the development of time in order to amuse or entertain and event think.

2. The Importance of Narrative

Pardiyono in Rosyidah, states that English narrative text is as a text which has social function for narrating problematic past event in order to amuse or entertain and even thinks.[25] It means that narrative is closer with society, because the story of narrative tells about some event in our environment.

There are various kinds of narrative. They are fairy stories, mysteries, science fiction, romance, horror, fables, history, myths, and legend. We can find narrative text in short story books, magazines, novels, and movies, etc. Actually writing English narrative texts is very popular because the plot of this story was consist of complications, and resolution. Most of people are might be excited with the plot in narrative text. When someone has a free time or in a long vacation, they can explore their experience in writing English narrative texts. It will be a good medicine for someone who reads their creation in another time.

[25] Laila Ainur Rosyidah, *Using Picture Series to Enhance the Narrative Writing Ability of the Tenth Grades of SMA Muhammadiyah I Jombang.*" cited from(Surabaya: State University Language and Art Faculty. 2009).p.13

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3. The Generics Structure of a Narrative

The generic structure of narrative is very important in writing English narrative story. It is because the generic structure of narrative is part of narrative steps. There are four components such as:[26]orientation which sets the scene and introduces the participants (character); complication which is a crises arise, consisting of problematic events which are arranged chronologic from the introduction, conflict to climax; resolution, happens when the crisis is resulted, for better or worse; re-orientation (optional), which is the closure of the story. It tells about moral lesson of the story.

4. -The Generic (Lexica Grammatical) Feature of Narrative.

The generic (lexica grammatical) mentions the features of narrative. They are many features of narrative text, they are: narrative focuses on specific participants; there are many action verbs, verbal and mental processes. Narrative usually uses past tense, direct and indirect speeches are often used; linking word and it is usually related with time. There are sometimes some dialogs and the tense can change. Descriptive language is used to create listener's or reader's imagination. Narrative uses temporal conjunctions.

[26] D. Cahyono, Kurniawan and Purnomo, Eka. *Communicative competence 2A*.(Jombang: CV. Karunia Agung.2006).p.59

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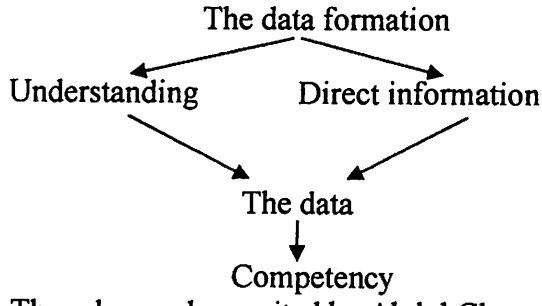
E. Thinking Construction

1. Schema of Language Behavior[27]



The scheme above cited by Abdul Chaer

- An explanation of the scheme

The first scheme is about steps in getting comprehension. It means the comprehension of someone does not come directly but through some steps such as, understanding of the data that they get and direct information of someone as informant or source of the data by speaking directly. Then after someone gives information, we can conclude, the information as data input of the data. After the mind get the data input of we can comprehend the information that we get.

2. The Development Scheme of Language Behavior Related to the Case Study

Writing is skill in English language competence. Besides, the writing activity is kinds of cognitive competence because needs creatively think to make English narrative writing. To construct English narrative writing, it

[27] Chaer, Abdul. "*Psikolinuistik Kajian Teoritik.*"(Jakarta: PT. Rineka Cipta.2003)

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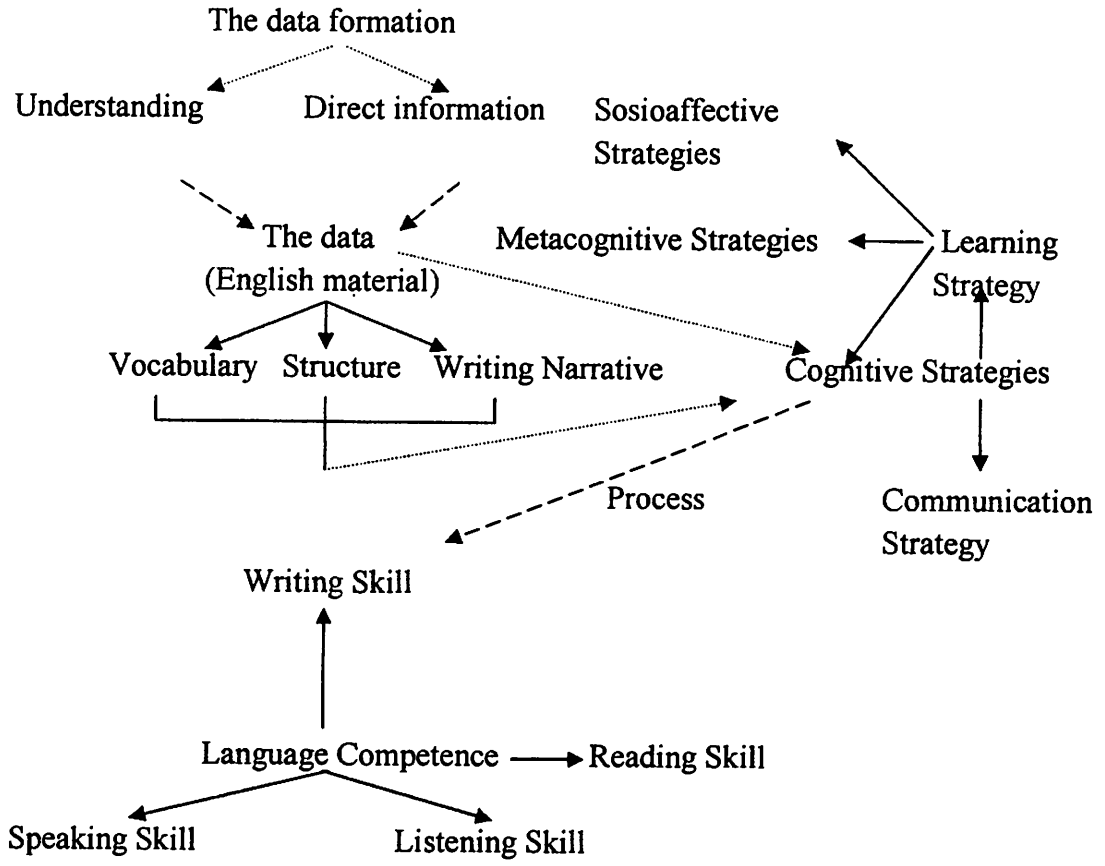
needs some strategies and some process. To more details information's as figures follow.



This scheme is describing about the developing of the first scheme. It is the comprehension steps in writing English narrative texts.

Students need some data information to understand "how to makes a good writing", especially in narrative writing. Here the students get some information from the understanding of the writing of English narrative texts themselves by reading material book or textbook. They might also get some information about writing English narrative texts by listening to teacher

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explanation. When the students get some information so the information, they get an input which than is cultivated by cognitive strategies. Finally, the students will have comprehension about the writing of English narrative texts and have the competence to make a good writing as aims of the learning and teaching writing English narrative texts.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the approach and method of the research. This research aims to find out the problems the second grade students of SMA Nglames I Madiun have in writing English narrative texts. This is a descriptive qualitative research using observation, questionnaire and interviews as the instrument to collect the data with the researcher acting as the data collection instrument. The techniques of analyzing the data finding are also presented.

A. Research Design

A research is a set of knowledge about systematic steps and logic data searching according to certain problem or case, to cultivate, analyze, makes a conclusion and try to give problem solving.[28] Research methodology serves as a direction to do research process by researcher to conduct the research and analyze the findings which have been programmed.

This research used a descriptive qualitative research which consists of some data in form of words, sentences, phrases and not certain with any number. Sukmadinata in Sugiono, states that qualitative research is a research used to describe and analyze phenomena, event, social activity, attitude, belief, perception and either thinking of people in individual or group.[29]

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[28] Hartanto, *Karangan Narasi*, Http://en.wikipedia.org/wiki/Narrative, acces on July 20 2009

[29] Sugiono."*Memahami Penelitian Kualitatif*."(Bandug: Penerbit Alfabeta.2005).p. 75

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Using this design the researcher tried to describe what goes in the learning and teaching process in the classroom, especially in writing English narrative texts.

This study is classified as descriptive research because this study describe some events or phenomena in writing English narrative texts applied by second year students at SMAN I Nglames Kabupaten Madiun and about the problems that arose during the learning and teaching process in the classroom. In descriptive research, to analyze the data is not out from the scope and the sample.

B. Subject of The Research

In this qualitative research, the subjects of the research were the second year student of SMAN I Nglames Kabupaten Madiun consisting of 128 students from I science XI, II science XI, and I social XI, and the English teacher. The students as the main subjects of this research, and the teachers as the subject to give some supporting information.

C. Setting of The Research

This research was conducted at SMAN I Nglames Kabupaten Madiun starting from May 15th until June 10th 2009.

The students were very active and attractive in learning English. Most of them are very fluent especially in English speaking skills.

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The researcher did the observation in the classroom about the learning and teaching process of English narrative writing applied by the second year students in order to know the problems that arose. Afterwards, the researcher distributed the questionnaire to get some information about students" opinion about the activities of learning and teaching writing English narrative texts in the classroom. Finally, the researcher interviewed some students and English teachers to get information clearly.

D. Data Collection Technique

Data collection technique is strategic steps in research because it was the first aim of the study in getting data. Without knowing the data collection technique, it is impossible to get accurate data that are appropriate with the standardization of data.[30]

In this study, there are three steps to collect the data; namely observation, interview, and questionnaire. In this research, the researcher as the key instrument used observation to find out data directly in the field being researched. Besides, the researcher used questionnaire and interviews to collect data about the students' opinion about their interest in learning writing English narrative texts. It was in the form of question check list, i.e. there were four alternative answers (always, sometimes, seldom and never) and the students ticked the responses according to their opinion. Second, to collect the data about

[30] Trianto, Mendesain Pembelajaran Kontekstual di Kelas, (Surabaya: Cerdas Pustaka, 28),p.30

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the problem of writing English narrative texts, the researcher conducted the direct observation in the classroom when the teacher teaches writing skill. Interviewed with some second year students were conducted in order to get data about students' problem during process and procedure to write English narrative texts. Interviewed with two English teachers were conducted to get information about the teachers' way of teaching writing English narrative texts and the students' problems writing English narrative texts as perceived and recognized by these teachers. For the detail of the interview see appendix VI.

1. Observation

In this step, the researcher conducted direct observation about the learning and teaching process in writing English narrative text to students and teacher in the classroom. This observation used to describe the phenomenon of the learning and teaching process of English narrative writing. In this study, the researcher used non participant observation where the researcher only as an observer and was not direct involved in the situation of learning and teaching process to be observed.

There were three aspects observed, namely:

a. The problems that are faced by the second year students of SMAN 1 Nglames Kabupaten Madiun in applying strategies in English narrative writing
b. The strategies that are applied in writing English narrative text by the second grade students of SMAN I Nglames Kabupaten Madiun

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c. The solution the students have to solve the problem they face during applying the strategies of English narrative writing

2. Interview

Interview is the second technique to collect the data. It is used to get formation from respondents. In this way, the researcher did conversation with the second year students and the English teachers of SMAN I Nglames Madiun. In this study, the researcher used structured interview and semi structured interview. It means that the interviewer made research instrument in the form of written questions before conducting an interview, but also it was possible to develop other question during the interview when deeper information was needed.

The researcher interviewed fifteen (15) second year students in order to get some information about their problems of learning English narrative writing, their strategies and their solution to the problems. Besides, the researcher interviewed two English teachers about their experience in teaching writing English narrative texts to the students.

3. Questionnaire

For the purpose of this study the researcher distributed the questionnaire for the students in the classroom consisting of 3 classes; I science XI, II science XI, and I social XI in order to get data about students' opinion about an activity of learning and teaching writing English narrative texts.

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E. The Research Instrument

Research instruments are an important factor that influences the result quality of the research. In this research where it is qualitative research the researcher herself became the key instrument of the research. Nevertheless, this research is a descriptive qualitative research that used observation, questionnaire and interviews as addition instruments to collect the data. In qualitative research, the objectives and problems of the research are searched during the research process because source of data and all the expected results were still unclear. Research design is real but still temporary. Qualitative research is assumed that the real research object is holistic and dynamic. It cannot be separated in the assumed variable of the research. Lincoln and Guba in Sugiono states:

> The instruments of choices in naturalistic inquiry are the human. We shall see that other form of instrumentation may use in later phases of inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that instruments can be constructed that is grounded in the data that the human instrument has product"[31]

Based on the statement above we know that the researched problems in the qualitative research were still unclear and uncertain. The researcher was the instrument of the research. As human instrument, the researcher must decide the research focus, choose an informant as a source of the data, collect the data, and

[31] Sugiono. "*Metode penelitian kualitalif kuanitatif dab R&D.*"(Bandung: Penerbit Alfabeta,2007).p.223

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evaluate the quality of the data, analyze the data, interpret the data and conclude the research.[32]

If the research problems being studied are clear, the instrument could probably be developed.

F. Review to the Preliminary Research

To take the problems writing English narrative texts applied by second year students at SMAN I Nglames Kabupaten Madiun, the researcher related this study with the preliminary research in the SMAN I Nglames Kabupaten Madiun. The researcher conducted unstructured observation. It is because the researcher expected to know the phenomenon of learning and teaching process of Writing English narrative texts before she did the research at SMAN I Nglames Kabupaten Madiun.

I, as the researcher in this study also have an experience in learning to write English narrative texts when I was a student in SMA I Nglames Kabupaten Madiun. The researcher also found that most students got difficulty to practice writing English narrative texts and got unsatisfying scores. In this research, the researcher has a great question as to "Why the students are getting difficulty in writing English narrative text?" This question needs problem solving by the students there.

[32] Ibid.p.125

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The researcher expected to know, what the problems of those activities are and tried to find problem solving. She observed and interviewed some students and English teacher in order to get some information as the preliminary research especially about writing English narrative texts data for her thesis.

Related to that study, the researcher expected to conduct another aspect of study, it was a case study of the problems of writing English narrative texts. However this study emphasizes on reflection of students' strategies in writing English narrative texts. This research focused on what the problems and find out the good strategies in writing English narrative texts by considered the generic structure and the language features to students of senior high school in SMAN I Nglames Kabupaten Madiun.

G. Data Analysis

The researcher analyzed the data in the form of descriptive analysis. The results analysis in the qualitative approach was in form of words, sentences, and conclusion according to results of the data. Bogdan in Sugiono states:

> Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and enable you to present what you have discovered to others.[33]

Following the statements above, the researcher analyzed the data as follows.

[33] Ibid.p.244

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1. Selecting and identifying the data in form of an observation, questionnaire and interview, which are relevant or not with the statement of the problem.

   The researcher selected and identified the data collected from observation, questionnaire and also interview. She chose an appropriate data that support her study and eliminated the data that were not important for the research.

2. Classifying the data in order to make the writer easier in analyzing data.

   In this step the researcher classified the data according to kinds of data collecting technique and the problems of the study. This way might be time consuming because it needs careful, punctual, and accurate information of the data to be presented in the data finding in chapter four.

3. Interpreting and analyzing the data

   In interpreting the data, the researcher used percentage formula by Trianto, and then the number described as conclusions in form of word and phrases. In analyzing questionnaires data, the researcher used statistic analysis to get the percentage of questionnaire data. The formula is as follows:[34]

$$P = \frac{F}{N} x100\%$$

Explanation:

P : Number of percentage

F : Obtained Value

[34] Trianto, Mendesain Pembelajaran Kontekstual di Kelas, (Surabaya: Cerdas Pustaka, 28),p.77

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N : Total number of respondent

4. Describing the interpretation in the form of the sentences and phrases.

The researcher wrote down the finding in the form of written text to describe and interpret the data. Beside the researcher also gives description and interpretation in form of number from the questionnaire data to changes in sentences or phrases.

5. Giving comment about the data that has been described

In this step, the researcher gives some comment critically about the data finding. It is in the form of comparing the data with the theory reviewed in chapter two. Beside, the researcher also will give conclusion of the result of study.

The data from the observation covered the teacher's activities, students' activities and the material given in the classroom during the teaching and learning process of writing English narrative text. The second data were from the students' writing assignment which is used to know whether the strategies could be more easier applied by students in English narrative writing.

Although this research is qualitative descriptive, it used number in measuring the data. This made it easier to draw some conclusion according to the value of the numbers and to describe the results.

In order to get accurate data, the researcher drew all the result of data from observation, interviews and questionnaire. It was conducted for selecting

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the appropriate data and to answer problems of the research. The topic of the study contains the problems of writing English narrative texts, the strategies applied in writing English narrative texts, and the solution of the problems in writing English narrative texts.

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CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the data findings of the research collected through interviews with the students of applying strategies in writing English narrative texts and the teacher and questionnaire to the students of SMAN I Nglames Kabupaten Madiun.

The key findings presented in this chapter covers the areas of the process of teaching and learning writing narrative strategies in the classroom (the teachers' activity in teaching English writing and the students' activity in learning writing). The problem that may arise during the process of strategies in teaching and learning English narrative writing activity and problem solving of SMAN I Nglames Kabupaten Madiun.

A. Finding

The findings of the study are discussed in accordance with the problems of the study stated previously in Chapter I, i.e., what strategies are applied in narrative writing at SMAN I Nglames Kabupaten Madiun, what problems are faced by the second year students in writing English narrative texts at SMAN 1 Nglames Kabupaten Madiun, what solutions the students have to solve the problems in writing English narrative texts. The data findings from the questionnaire, interviews, and observation are presented below.

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The findings from the observation show that the teaching material is usually used in teaching and learning process of writing English narrative texts. This school used textbook and audio material which was presented using tape recorder to give material to their students. The teacher also used material such as picture, short story and cassette in form of text and task.

The data from observation show that there are many language aspects (LA) in the material of writing English narrative texts. The aspects of language in narrative text they were:

a. Grammar focus: Past Tense

The pattern of the Past Tense:

Subject +	V_2 +	**Adverb of time**
I, We, You They, She, He, It		(Yesterday, ... Ago, Last...)

b. Generic structure of narrative texts

1) Orientation : Sets the scene and introduces the participants (character)

2) Complication : A crises arises, consisting of problematic events which are arranged chronologically from the introduction, conflict to climax

3) Resolution : The crisis is resulted, for better or worse. The solution of the problems when the crisis is resolved

4) Re orientation : Closure of the story. It tells about moral lesson of the story

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c. The Generic (Lexica grammatical) Feature of Narrative texts.

1) Narrative focuses on specific participants
2) There are many action verbs, verbal and mental processes
3) It usually uses past tense
4) Direct and indirect speeches are often used
5) Linking word are used, related with time
6) There are sometimes some dialogs and the tense can change
7) Descriptive language is used to create listener's or reader's imagination
8) Temporal conjunctions are also used.

Moreover, the material taught by the teacher in SMAN I Nglames Kabupaten Madiun was divided into two, in form of text and task (see appendix I). The material in form of text included pictures and short story. The tasks were in form of independence construction of the text and join construction of the text.

d. The Writing English Narrative Texts of SMAN I Nglames Kabupaten Madiun

The data from observation show teaching and learning process of writing to the second year students of SMAN I Nglames Kabupaten Madiun is based on the objective of teaching English writing. This school applies competency-based curriculum. It is focused on the competency

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achievement to help the students to face their problem especially in writing English narrative texts independently, creatively, and critically.

In this subject the teacher taught past tense and how to make good writing English narrative texts. Past tense is necessarily used because it is one of the generic features of writing English narrative texts. Therefore it is used in learning and teaching process of writing English narrative texts.

The activity of teaching and learning engaged two parties. The parties were the students and the teacher. Both were subjects in the process of learning and teaching English in writing English narrative texts of SMAN I Nglames Kabupaten Madiun.

The activities in the teaching and learning process of writing English narrative texts in SMAN I Nglames Kabupaten Madiun were as follows.

1. The teacher activities in teaching writing English narrative texts.

   The results of the observation and interview were as follows.

   In this study the researcher showed the activities that were done by the teacher of second year students at SMAN I Nglames Kabupaten Madiun in the process of teaching writing English narrative texts. The names of English teachers are Mrs. Sri Hariyani, S.Pd. and Mrs. Diah Widiastuti,.S.Pd.

   The teacher used CTL approach in learning and teaching English especially in writing English narrative texts. The CTL

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approach is an approach which sets students in the teaching and learning process of writing. Bambang says the CTL is an approach to help teachers formulate teaching materials and put them into the students' real world.[35] Through the CTL approach, the students can study by connecting academic with daily live, social, and cultural circumstance. In other word, the CTL approach is an educational process that aims to help students see meaning in the academic material they are studying by connecting context of their personal, social, and cultural circumstances.[36]

That is, it conforms with the brain function, basic human psychology and permeating the world. Students can be independent learners and optimally develop their competence in writing in order to be able to solve the problem that they face.

There are many principles of the CTL, such as: constructivism, enquiry, questioning, learning community, modeling, authentic assessment, and reflection.[37] Through one of that principle or combination of it, the teacher can achieve the aim of learning and teaching in the classroom.

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[35] Bambang Yudi cahyono,*Techniques in teaching EFL Writing*.(Malang: State University of Malang Press,2009).p.71

[36] John, Elaine B. *Contextual Teaching and learning*.(California: Corwin Press,2002).p.56

37 Bambang Yudi cahyono,*Techniques in teaching EFL Writing*.(Malang: State University of Malang Press,2009).p.34

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In learning and teaching English the teacher taught "modeling of the way" strategy especially in writing English narrative texts. Zaini, Hisyam, Bermay Munthe, Ayu, Ayani Sekar states:

> "This strategy gives chance to students to practice specific skill that learned in classroom through demonstration. The students give time to create scenario themselves and decide how to illustrate that skill and explained technique. That is appropriate to teach lesson in specific skill.[38]

This strategy sets the teacher as consultant and facilitator for the students when the students were getting difficulties in writing English narrative texts. The teacher asked the students to write English narrative texts such in independence construction of the text or join construction of the text. While the students applied that strategy to draw English narrative texts, the teacher went around the classroom to check students work one by one. If there were some mistakes, the teacher tried to give correction to students work.

The teachers were consultant and facilitator in learning and teaching in writing English narrative texts of SMAN I Nglames Kabupaten Madiun. During the process of learning and teaching activity, the teacher did activities as follows.

a. Selecting Material

The material of the school selected from the textbook before the teaching of writing English narrative texts (check the

[38] Zaini, Hisyam, Bermay Munthe, ayu, Ayani sekar, *Strategi pembelajaran Aktif*,(Yogyakarta: Insan Madani, 2008) p.76

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order) before the classroom begin. The teachers read and learned the content of the material. They selected the difficult material, easy material and also adapted the materials that are suitable for their students. Then, the teacher taught about how to make all of the materials interesting for their students. The teachers tried to combine all the materials and used "modeling the way strategy" in teaching English narrative writing in order to make students easier to understand the material taught in learning and teaching process.

b. Giving Motivation

The teachers gave motivation to the students in the opening and closing lesson. Motivation given was in form of attention, suggestion, and some reward and punishment (when the students got the best and the worst score). It is the way to increase the inside motivation, of their students. According to Maslow in Brown states:

> Intrinsically motivation is clearly superior to extrinsic. According to His hierarchy of needs, we are ultimately motivated to achieve 'self-actualization' once extrinsic reward are or absent, we will strive for self esteem and fulfillment.[39]

The statement above means that intrinsically motivation has an important action. With this way students had strong intention and attraction in learning English than before. Besides,

[39] Hamzah B Uno. *Orientasi Baru Dalam Psikologi Pembelajaran.*"(Jakarta: PT Bumi Aksara,2006).p.107

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motivation from the teacher as extrinsic motivation that it is hoped the student will study hard themselves to understand and master the English material.

c. Task

Task is an activity given by the teachers in achieving a goal stated to the students. The tasks given in the learning and teaching process of writing narrative activity to second year students of SMAN I Nglames Kabupaten Madiun in each stage of the teaching and learning process is described as follows.

1) Opening the class

The teachers here gave some explanation and stimulation for students in order to build students' thinking about writing narrative strategies. It is a kind of building material from the previous lesson, example:

- "Ok, Class. What is this?"[40] *(Teacher brought text and showed the example of narrative writing).*
- "Anybody knows what kinds of text and can you mention the generic structure of this text?"[41]
- "Yes. That is right. This text is kinds of narratives writing and it has fours generic structure such as, orientation, complication, resolution and reorientation. How about generic (lexica grammatical) feature of it? Any question? (She tried to share to the students understanding)."[42]

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[40] The result of observation field transcription of Sri Hariyani explanation in English narrative writing. Madiun, at may, 22th 2009

[41] The result of observation field transcription of Sri Hariyani explanation in English narrative writing. Madiun, at may, 22th 2009

[42] The result of observation field transcription of Sri Hariyani explanation in English narrative writing. Madiun, at may, 22th 2009

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- "To more understanding this narrative writing, please read and pay attention the material on page 58. If you finds some difficult word you can open your dictionary or, ask to your friend ask to me. Now, try to make writing narrative like example above. About the topic is up to you. You can make free writing narrative but still following the pattern of narrative itself."[43]

2) Closing the Group

The teacher instructed the students to work in pairs (group), or individually. When the students got difficulties, they discussed them in pair work (group) or the teacher. The teacher divided students in groups. Each group consists of four to five students. An example of the instruction given is bellow.

> Ok students. Let's make in a group. Each of group consists of four until five students. When you find difficulties, please discuss with your group or ask to me. Good Luck![44]

3) Controlling the students activity

As the facilitator for their students' learning, the teachers controlled students' activity and gave some problem solving in each problem faced by their students. Klaus Semir and Thomas in Rochman, Leny M. States:

> Instruction dealing with closely related sets of objective often carried out for short periods.[45]

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[43]The result of observation field transcription of Sri Hariyani explanation in English narrative writing. Madiun, at may, 22th 2009

[44] The result of observation field transcription by Sri Hariyani explanation in English narrative writing. Madiun, at may, 22th 2009

[45] Hamzah B. Uno, *Orientasi Baru Dalam Psikologi Pembelajaran.*"(Jakarta: PT Bumi Aksara,2006).p.107

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It means that the teacher should be a good facilitator in learning and teaching process to make English narrative writing. The teacher explained some materials about English narrative writing. Teacher gave an opportunity for the student to ask question when they did not understand. Teacher asked the students to make narrative writing in free writing when students got difficulties. The teacher suggested students to share with their friends, read books, and ask to the teacher. After they wrote an English narrative text, the teacher gave an opportunity to the students to come forward to present and discuss their writing.

The process of learning and teaching might be very interactive because teacher and the students used English language to communicate and interact. The teacher created classroom as a discussion class; i.e. to give any comments or correction in order to get a good English narrative writing. Finally, the teacher always gives assessment by asking the students to present their English narrative texts in front of class. The teachers also gave some suggestion when there were mistakes in students' writing.

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2. The Students' Activity in Learning to Write English Narrative Texts

The findings from the observation and interviews with seventeen (17) students of SMAN I Nglames Kabupaten Madiun showed that students use "modeling" as a way in writing English narrative texts. Most of students like the writing activities. For the detailed explanation, see table II below.

Table II

Table of Students Likes in English Narrative Writing Activities
This table is data findings about students likes in English narrative writing activities. The results are as table follow.

No	Kinds of data	Percentage
1	Observation	42,2%
2	Interview	9,4%
3	Questionnaire	67,18%

They thought that by writing something, they can explore their idea as much as they can. Stine states:

> Strategi pembelajaran adalah setiap kegiatan baik prosedur, langkah, maupun metode dan teknik yang dipakai agar dapat memberikan kemudahan, fasilitas dan atau bantuan lain kepada siswa untuk mencapai tujuan instruksional.[46]

The students were very active and attractive in learning English Most of them are very fluent especially in English speaking skills. A student states:

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[46]. Jean Marie, Stine, *Double Your Brain Power*, http://sweetyhome.wordpress.com/2008/06/20/strategi-pembelajaran-yang-mencerdaskan/. (2002). Jakarta : Ikrar Mandiriabadi

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English is interesting language to study because by English we will know the world and to be survive in the advancement of knowledge and technology (globalization) era. Lagian biar jadi kayak bule.[47]

In the process of writing English narrative texts might be attractive and communicative. First, most of students wrote English narrative texts individually (in independence construction of the text) about (100%) and worked in pair (in join construction of the text) is (97, 65%). Second, the students presented their English narrative texts in front of the class. They were presenting their work by reading directly and using some media to explain their writing English narrative texts. The last is the students gave some comments each other about their classmates' project.

Exactly, in the process of writing activities stage might be necessary to arrange good writing for students as beginner. It is as direction in writing activities. These are stages in writing applied by students of SMAN I Nglames Kabupaten Madiun as follows:

a. Prewriting (coming up with ideas and finding a good order for them
b. Drafting (writing up ideas in a preliminary form)
c. Revising (improving the contents and expression of ideas in draft)
d. Editing (finding and correcting grammar and usage mistakes)

[47] The result of observation field transcription of students in English narrative writing. Madiun, at may, 22th 2009

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The student is the subject of learning teaching process in education program. It means students' attendance might be influential in achieving material about English narrative writing. Actually, the goal of education is when the students can master some material that they have learned.

The data findings according to problems of the research are described as follows.

1. **The description about problems faced by students in writing English narrative texts**

The data findings from questionnaire showed that there are many problems faced by the students in applying strategies in English narrative writing. The following are the problems the students reflected.

a. The students' difficulty to explore idea

From the data findings in A III.4 showed that there are twenty three students (16,40%) always difficult to explore their idea, seventy six students (59,37%) sometime fill difficult to explore idea, nineteen students (14,84%) seldom fill difficult to explore it and ten students (7,81%) fill did not difficult to explore it.

b. Limitation of the time

During the process of writing English narrative texts there are ten students (7,81) felt time is quite to make English narrative writing, ninety

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eight students (76,56%) felt sometime quiet, and twenty students felt seldom quite to make it.

c. The teacher explanation about writing English narrative texts

According to students' opinion at A III.6 about ninety three students (72, 65%) answered that teacher explanation is easy to understand, thirty five students (27, 34%) answered that sometime quiet understood for the students. For other question the students did not give response.

d. The students' difficulties in grammar to make writing English narrative texts

In responses to question in A III.7 (see appendix IV) about eighty six students (67, 18%) felt difficult in grammar, twenty two students (17, 18%) sometime felt difficult to use it, and twenty students (15, 62%) seldom felt difficult.

e. The students difficulties to decide the topic in writing English narrative texts

In constructing English narrative writing as question in A III.8 (see appendix IV) about one hundreds and two students (79,68%) answered difficult to decide the topic in English narrative writing, twenty six students (20,31%) sometime felt difficult to decide it.

f. Students have quiet sets of vocabulary in writing English narrative texts

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The responses for question A III.11 (see appendix IV) are as follows. Thirty six students (28, 12%) have many vocabulary in English narrative writing, seventy six students (59,37%) quiet vocabulary of it, and sixteen students (12,5%) have limited vocabulary.

g. The students' difficulties to organize English narrative writing

The data finding of A III.12 (see appendix IV) show that about eighty six students (67,18%) got difficulty to organize English narrative writing, thirty five students (27,34%) sometime got difficulty to organize English narrative writing , and about 7 students (5,46%) seldom got difficulty to organize it.

2. **The description of process of writing English narrative texts at SMAN I Nglames Kabupaten Madiun**

1.1 1 The finding from observation

a) Teachers' strategy in applying English narrative writing.

English teachers as consultant for the students, has a strategy to make the students understand the material. The teachers used "modeling the way" as a strategy to teach English narrative writing. In modeling the way the teacher was using building knowledge of field and also modeling of the text. It is used to build students' understanding about material. In the building knowledge of field the

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teacher used some questions such as warming up or stimulated students' brain for material teaching.

In building knowledge of field the teacher gave some stimulus before the lesson begins. She opened the attendance list and called the students' name one by one. After that, she continued task about the previous material and what did the students do last night. She tried to make a conversation as warming up to the students before they learnt English; like the example below.

T : "By the way, what did you do last night my dear students? Are you dreaming?"[48]
S : "No, Ma'am..."[49]

In modeling of the text, the teacher only presented three stories in narrative texts because of the limitation of the time. She did not introduce any kinds of functional text such as letters, invitation card or announcement that is suggested in curriculum. The students analyzed the generic structure of text being discussed. These texts are commonly encountered in their daily live which is in line with the curriculum suggestion. There are three example modeling of the texts, as follows (see appendix II for the complete texts):

- Malin Kundang
- A Tiger and a Monkey
- Cinderella

[48] The result of observation field transcription of Sri Hariyani stated at July ,15th 2009
[49] Ibid.

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The material used by the teachers in English narrative was workbook and authentic materials, such as the title above. Although the authentic material is more suggested, the use of text book or workbook is allowed as long as it is relevant with the curriculum. Workbook material used by the teachers is considered to be relevant since it is arranged based on the Endeavor's syllabus of teaching of English especially in writing narrative skill. Moreover, the texts presented in this book are created in English way.

During the teaching learning process, the teacher played important roles as defined in literacy based education. It is in line with Kern's idea that the teacher's roles are signed with three characteristics: responding, revising and reflecting. It can be seen that the teacher always gave responses on the students' errors and asked them to correct the mistakes.

b) Students' strategy in writing English narrative texts.

In modeling the texts, the teacher did three things. They were initial activity, core activity, and last activity. For initial activity, the teacher did the same things as in the previous meeting. She greeted all students by using some expressions such as 'Good morning class, how are you today?', than she checked attendance list by calling the students' name one by one. After that, the teacher asked them about their homework in the previous meeting.

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Next, the teacher continued to their activity. There were many things done by them. The first thing was to understand the picture and narrative texts that would be discussed.

T : "Let's read by you and try to finds the generic structure there!"[50]
S : "Yes, Ma'am!"

Moreover, the teacher discussed about the generic structure of the text. The teacher did not explain directly about the generic structure of the text, they were discussing it. However, she asked the students to go and discussed what the generic structure of English narrative text was.

This means that the kinds of technique, strategies, material and media above was relevant with the students' competence to apply strategies in writing English narrative texts at second year students in SMAN I Nglames Kabupaten Madiun.

1.2. The findings from questionnaire as follows.

a) The students' opinion about in writing activity

The students were asked if they liked the English writing activities. The responses showed "yes" answer for about eighty six students (67, 18%). Twenty students (15, 62%) answered sometime, and twenty two students (17, 18%) answered seldom. No students ticked "no" option.

[50] The result of observation field transcription of Sri Hariyani stated at July ,15th 2009

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b) The students' frequently make English journal or English writing

Actually, the students frequently made journal or daily English writing by themselves. From the data of questionnaire showed that about eighty six students (67, 18%) answered "yes", twelve students (9, 37%) answered "sometime", and thirty students (23, 43%) answered "seldom" when they were asked if they frequently made English journal or English writing.

c) The students' habit to make outline before writing English narrative text

In writing English narrative texts ninety eight students (76,56%) gave answer "always make an outline", twenty one (16,40%) 'sometime', and about nine students (7,03%) "seldom" to make an outline in the beginning.

3. **The description of solutions by the students themselves in writing English narrative texts.**

The last finding of this research is about students' effort to solve their problem especially in writing English narrative texts. The following are data collected from student questionnaire.

a. Remembering vocabulary

There are fifty six students (43,75%) always memorize vocabulary to enlarge their vocabulary, about thirty six students (28,12%) sometime

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do the memorization, and thirty six students (28,12%) seldom memorize vocabulary.

b. Using media to present their English narrative writing

Question at A IV.3 (see appendix IV) asked about action of the students in using media to present their English narrative writing. The responses shows that ninety eight students (76,56%) always used media in writing English narrative texts, about twenty one students (16,40%) answered sometime to use media, and nine students (7,03%) seldom use media.

c. Asking the teacher or the classmates

The data collected for question A IV.4 (see appendix IV) illustrate that about seventy students (57,03%) always asked to the teacher and classmate, ten students (7,81%) sometime asked to the teacher and classmate, nine students (7,03) seldom asked to the teacher and classmate, and thirty six students (28,12%) never asked to the teacher or their classmates.

d. Practicing the "modeling the way" strategy in writing English narrative texts

The finding of A IV.5 (see appendix IV) showe that all the students (100%) practice modeling the way as a strategy to write English narrative texts.

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e. Using picture as a strategies to write English narrative texts

In responses to the question of A IV.6 (see appendix IV) "Apakah menggunakan gambar dapat memudahkan anda dalam membuat karangan narasi bahasa inggris?" about seventy nine students (61, 71%) answered 'yes' and 7,81% students answered 'no'. There are sixty seven students (52, 34%) have assumed that picture sometime make them easier.

f. Making free writing before constructing English narrative texts

Sixty seven students (52,34%) ticked the option that they used free writing to make their writing English narrative texts easier. There are thirteen students (10,15) answered 'sometime' to make free writing, about twenty three students (17,96) seldom do it, and twenty five students (19,53%) never practice it.

g. Studying more grammar

The responses to questions A IV.8 show that about ninety seven students (75,78%) studied grammar to solve problems in grammar. About twenty four students (18,75%) were seldom to study. Only seven students answered 'sometime practice it'.

h. Using textbook or short story in writing English narrative texts.

From the data finding, there are eighty nine students (69,52%) used textbook and short story to write English narrative texts, twenty four students (26,56%) seldom and only five students (3,90%) never use it.

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The data finding from interviews with 15 students and the second year English teachers (Mrs. Sri Hariyani S.Pd. and Mrs. Diah S.Pd) of SMAN I Nglames Kabupaten Madiun show that writing English narrative texts are taught in first and second year. From the interviews with students, it was shown that the students the materials they got from textbook were in form of pictures (11,71%), short story (7,81), cassette , independence construction of the text (11,71%), and join construction of the text (9,37%). The data finding interview with the teachers has got same percentage such in all material are (1, 56%). It means that from interviews data the material in writing English narrative texts in SMAN I Nglames Kabupaten Madiun have got from picture has great number than other.

B. Discussion

That English education is aimed at providing school graduates with life skills in the sense that they are expected to achieve the competence required obtaining communication skills is stated clearly in the 2006 curriculum. The process of teaching and learning English is hoped to facilitate the students in a sense of creating a good classroom circumstances in learning English. The design of classroom activities that involve guidance and practice are expected to be able to enhance the students' proficiency in English, especially being skilled in written form.

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Observing the teaching and learning process and analyzing the students' work of a given test were the important parts of the study to conclude the results of the study.

Based on the finding result about media and audio material in the findings of the data, the researcher concluded that media might be important to use by second years students in applying strategies in writing English narrative text. The media such as: white board (9, 37%), dictionary (78, 12%), OHP (76, 56%), tape recorder (76,56%) and cassette (76,56%). For the materials are short story (69, 53%), picture (69, 53%), independence of the text, join construction of the text, and cassette in form of text or task in cassette. The findings show that the students can finish the material taught by teacher using media. In this school the teachers presented textbook and audio material using tape recorder to give material to their students. It means that audio material is usually used in this school during the process of learning and teaching writing English narrative texts. Some narrative texts such as Malin Kundang, A Tiger and A Monkey, Cinderella were also used in the teaching of English narrative writing. That is because these texts discuss social activity and past time which is relevant with the social aspect of writing. Hayes in Sara, states:

> Writing is also social because it is a social artifact and is carried out in a social setting. What we write, how we write, and who we write to is shaped by social convention and by our history of social interaction...The genres in which we write

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were invented by other writers and the phrases we write often reflect phrases earlier writer have written.[51]

1. The problems faced by students in writing English narrative texts

Based on the data finding about the problems of the students in writing English narrative texts; the researcher can conclude the following.

a. The students are getting less vocabulary

In this case, there are sixteen students (12,5%) the students do not have or have limited vocabulary. It is because they did want to memorize vocabulary by themselves. They did not practice as in question of A IV.1. It is because the students did not want to remember some words or vocabulary continuously. Gestalt theory states:

> Hasil belajar banyak ditentukan oleh proses peniruan, pengulangan, dan penguatan (reinforcement).[52]

The process of imitation, repetition and reinforcement means that process of students in remembering and learning vocabulary. When someone does repetition and remembering vocabulary continuously they will have many vocabularies.

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[51] Sara Cushing Weigle, *Asesing Writing*, (Cambridge: Cambridge University Press.2002), p.19

[52] Iskandar Wassid and Dadang Sunendar, *Strategi pembelajaran Bahasa*, (Jakarta: PT. Remaja Rosda Karya.2008),p. 47

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The researcher has view with theory above that is in line with behavior theory that learning process is not out of mechanism of stimulate and response. When the students practice remembering vocabulary continuously they will not get difficult in diction

b. That the students still did not understand the generic structure of narrative.

It is because the students did not give attention to teachers' explanation. This phenomenon in line with behaviorism theory that states:

> Segala tingkah laku kegiatan seseorang merupakan respon terhadap adanya stimulus. Proses belajar tidak lain dari pada mekanisme stimulus-respon itu.[53]

It means that the response of students in the process of learning and teaching will give implication of their understanding stimulus (material taught by the teacher.

The researcher agree with this theory because the theory told about fact that happened in the real activity. Students can understand material maximize when they did not good responses to the lesson. The lesson is especially about generic structure of writing English narrative texts.

c. As the data finding for question A III.4 most of students' answer that sometime they feel difficult to explore idea.

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[53] Iskandar Wassid and Dadang Sunendar, *Strategi pembelajaran Bahasa*, (Jakarta: PT. Remaja Rosda Karya.2008),p. 47

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It means that to explore their idea is not serious problems as far as they want to practice daily English writing. That is in line with statement from Langan:

> The truth is that writing is a process of discovery involving a series of steps, and those steps are very often a zigzag journey.[54]

In this case, process means that practice in writing English narrative texts activities.

The researcher agree with statement above that idea in writing English narrative texts an idea can be explored by everyone if they practice writing continuously.

d. That the limitation of the time ninety eight students (76, 56%) felt sometime time is quiet to make writing English narrative and twenty students felt time is seldom quite to make writing English narrative. Only ten students (7, 81) felt time is not as problems to make writing English narrative texts. This means that the time has influence for students' English writing. It is need to addition time in order to make a good English writing.

e. The next is the teachers' explanation in English narrative writing about students' opinion at A III.6 about ninety three students (72, 65%) answered that teacher explanation is understandable for students. It means that teacher explanation about writing English

[54] ,John, Langan, "*Collage writing skill with reading.*" Fifth edition. (New York: Mc. Graw-Hill.2000). p12

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narrative texts is clear and easy to understand by the students. It is in line with behavior theory:

f. The students' difficulties in grammar to make writing English narrative texts.

In responses question in A III.7 about eighty six students (67, 18%) felt difficult in grammar. It is because they did want to study more about grammar.

g. The students find it difficult to decide the topic in writing English narrative texts.

In writing English narrative texts as question in A III.8 about one hundreds and two students (79, 68%) answered difficult to decide the topic in English narrative writing. It means that students did not practice an activity such in A IV.3-4. Rusyana states:

> Bahwa kebiasaan merupakan cara berbuat yang seragam, sepertihalnya sikap adalah cara merasa atau berfikir yang seragam atau tetap. Sebagai suatu aktifitas spontan, kebiasaan umumnya berlangsung secra otomatis dan dengan hanya sedikit atau tanpa kesadaran.[55]

It means that thinking spontaneously is not easy without habitual action of students. Beside, the researcher has opinion that when students practice to write continuously and writing becomes their daily activity they will not get difficulty to decide topic discuss in writing English narrative texts.

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[55] Iskandar Wassid and Dadang Sunendar, *Strategi pembelajaran Bahasa*, (Jakarta: PT. Remaja Rosda Karya.2008),p.47

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h. According to the findings of A III.11 the students get confused in diction because the students have not quiet vocabulary.

The researcher can conclude that the students should practice problem solving in A VI.1. It is because the students did not want to remember some words or vocabulary continuously._Gestalt theory states:

> Hasil belajar banyak ditentukan oleh proses peniruan, pengulangan, dan penguatan (reinforcement).[56]

The researcher has the same perceptions with theory above because when students want to practice remembering words they will not get confuse in diction.

i. About the students' difficulties to organize writing English narrative texts the data finding of A III.12 showed about eighty six students (67,18%) got difficult to organize writing English narrative texts, it is because that the students did not want to practice the offered strategies (discuss with fiend or group, open the dictionary, open textbook as reference, using stages in writing process and ask to the teacher). This problem because the students were still confused to arrange spoken language in written language. Sperling states:

> To talk of written and spoken language differences is to consider the range of communicative purpose to which either writing or speaking is put. In this sense, broader characteristics-such as what gets said and what remain

[56] Iskandar Wassid and Dadang Sunendar, *Strategi pembelajaran Bahasa*, (Jakarta: PT. Remaja Rosda Karya.2008),p.47

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> implicit, what is fore grounded and what is back grounded, and what is stated by whom and under what circumstances-implicate the norm and expectation of the range of contexts in with both writing and speaking are produced.[57]

That statement above means that to organize writing English narrative texts are not easier job. It needs critical thinking and grammatical aspect.

The researcher has opinion that students should consider about spoken language in term of written language. Besides, students must creatively think and organize idea in each paragraph in order to get clearly massage of their writing English narrative texts.

2. The application of writing English narrative texts

Based on the data about writing English narrative texts of the students, the researcher can conclude the following.

a. Students' answers where there are yes answer about eighty six (67, 18%) 'yes' responses when they were asked if they like writing illustrate that most of the students likes writing activity. They felt that writing is their habitual action.

b. The students have frequently to make journal or daily English writing by themselves. The data of questionnaire show that about eighty six students (67, 18%) is the high range than other. It means that students enjoy writing activities because writing is part of their activity.

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[57] Sara Cushing Weigle, *Asesing Writing*, (Cambridge: Cambridge University Press.2002), p.17

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c. That the students makes outline before draw writing English narrative texts has a great score about ninety eight students (76,56%) gave answer 'always make an outline'. That data show the students responses the teacher explanation about the stage to make writing English narrative texts. And the low score is (0%) who did not follow teacher explanation. This means that all the students understood about stage in English writing.

3. The solutions of writing English narrative texts.

Problem is a question raised for consideration or solution.[58]It means that each of problems needs solutions. There are many ways in which the students take in order to solve their problems in writing English narrative texts. These are presented as follows.

In the connection with the problem faced above, the students tried to find out the solutions for their problems. According to the data finding of the questionnaire did by researcher show that there are many solutions by the students to solve the problems that their faced such as:

1. The students using some media in writing English narrative texts.
2. Students tried to memorizing vocabulary
3. Students making outline before draw writing English narrative texts.
4. Students practice writing English narrative texts in free writing

[58] Jeans Early, *The Problems solving*, WordNet 3.0, Farlex clipart collection. © 2003-2008 Princeton University, Farlex Inc. Access on July,26th 2009

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5. Students learning more about verb II and language' aspect of writing English narrative texts.

Writing activities might be consumed many times for the students as beginner but it will be different with someone who knows the steps in English writing activity. Therefore students must know stages in writing such as:[59]

The stage above is might helps students to draw writing English narrative texts.

English lesson at SMAN I Nglames Kabupaten Madiun, is very interactive. Students always prepare themselves to wait their teacher come to the classroom. Some of students reviewed the notes they had from the previous meeting for the learning in the classroom. They also discussed about previous material, and used English language in communication with their classmates. Nevertheless, students are silent when their teacher comes.

Students used modeling as a strategy in writing English narrative texts. This strategy might be appropriate to improve students' achievement in writing skill especially in genre narrative. Therefore this strategy helped students to practice not only writing skill but also in other skill in English lesson such as reading, listening, and speaking of the writing text. It made

[59] Clouse, Barbara Fine. "*265 Troubleshooting Strategies for writing non fiction*"(.New York: Mc-Graw-hill).p.3-7

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conditions of the classroom very interactive. The students gave time to create and illustrate writing English narrative texts.

After finishing the assignment, students presented their writing English narrative texts in front of the class by speak directly, and the other can give suggestion about possible mistake of their friend. This way the students were confident to be active learners. They can improve their competences especially in speaking and writing. This also helps them in doing a debate especially in English lesson. Finally, learning and teaching process are very attractive and communicative. The meaning of very attractive is the teachers go around the class to check students' writing English narrative texts. Beside, the teachers used various visual media to teach English especially in explain about strategies, stages, lexica grammatical, generic features of writing English narrative texts. In other word, learning and teaching is communicative because the teacher and students using English to communicate each other. Moreover, all party in the classroom is an active participant in discussed about writing English narrative texts that presented by the students.

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CHAPTER V

CONCLUSION

This chapter concludes and presents the implication of the answer of the research questions based on the result of the analysis.

A. Conclusions

Based on the result of research about the "Problems of writing English narrative texts 'a case study of second year students at SMAN I Nglames Kabupaten Madiun" which was conducted at six meeting, it could be concluded that there are some strategies used in the teaching and learning of writing English narrative texts. That is supported by the data obtained during the research, i.e.:

1) According to the data finding and discussion in the previous chapter, the problems arose during the process of learning and teaching in writing English narrative texts are because some of the students did not use modeling the way strategy as offered by the teacher or guide there. They might not follow the three steps in writing English narrative texts. They only made free writing based on last time (simple past) without considering and paying attention to its part of generic (lexica grammatical) features of narrative. Some students did not have enough confident because they did not want to showed their weakness to other students.

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2) The teaching and learning process included teachers' activity, students' activity, material, media and the strategy used by the students in writing English narrative texts. During the process of learning and teaching of English lesson, the teacher used CTL approach in teaching their students. Some principles were used, one of which is "Modeling the way" in writing English narrative texts. The material and media used in writing English narrative texts are from the textbook, schools' facilities or recommended by the teacher. The material is in form of task is given through audio (cassette, tape recorder and OHP) with the high range number (76, 56%) choices of data from questionnaire. The next is the other material paper, tape recorder and cassette. The last is recommended from the teacher such as independence construction of the text, and join construction of the text.

Moreover, the students applied modeling the way as a way to construct writing English narrative texts of SMAN I Nglames Kabupaten Madiun. This strategy is applied continuously to increase students' competence in writing skill especially in writing English narrative texts. By applying modeling the way strategy the students feel easier to construct English narrative writing. It means that modeling strategy is appropriate to be implemented at SMAN I Nglames Kabupaten Madiun especially to teach writing English narrative texts.

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3) Based on students' experience in writing English narrative texts, they have some solutions of the problem they faced. The solutions are using some media to apply strategies in writing English narrative texts, trying to memorizing vocabulary, making outline before draw writing English narrative text, practicing writing English narrative text in free writing students learning more about verb II and language' aspect of writing English narrative texts. The solutions got great responses from the students.

B. Recommendations

School:

The school headmaster and the teacher should apply the student approach process in learning and teaching process especially in writing English narrative texts, because this approach was very helpful for the students in composing a good writing. Besides, both (school headmaster and the teacher should develop curriculum of the material teaching and learning especially for English subject, in order to get a good result next time.

Readers:

It is hoped that the readers, especially teacher in school researched could read the published result of this research and disseminate to other teachers that have not had the knowledge about writing English narrative texts.

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Since the data finding that are discussed in this study is about describing the problems of writing English narrative texts, the strategies applied in writing English narrative texts and finding the solutions of writing in English narrative texts. All findings found by the researcher and supported by several references that appropriate for the real research description.

However, this study might be important as references to English teacher to improve system in learning and teaching writing English narrative texts especially to increase students creatively in construct writing English narrative texts of SMAN I Nglames Kabupaten Madiun.

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