


ACENDA: B.19. UIN.13/TK/PP.00.9/08.12018	
TGL. TERIMA: 13/8-18	PARAF: 

**TEACHING AND LEARNING PROCESS OF NARRATIVE TEXT
AT SENIOR HIGH SCHOOL 2 SOLOK**

THESIS

*Submitted in partial fulfillment as one of the requirements for
Te strata one (S.1) degree*



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2018 M/1439 H**

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SENIOR HIGH SCHOOL 2 SOLOK**

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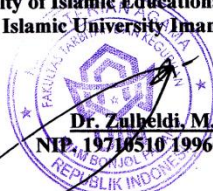
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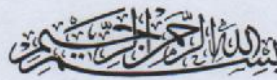
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DECLARATION



"In the Name of Allah, the Most Gracious, the Most Merciful"

I hereby state the thesis entitled "Teaching and Learning Process of Narrative Text at Senior High School 2 Solok" masterpiece of myself.

I fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in my thesis. I do not copy or quote with the way that is against from the scientific ethic that occur in the scientific society. From that statement above, I am ready accept any judgment if it found there is scientific ethic contrary in this thesis or there is claim from another side toward the original word.

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Abstract

Rahmah Yunita, 1414050769: Teaching and Learning Process of Narrative Text at Senior High School 2 Solok.

The target of teaching English at Senior High School (SMA) is that the students can reach the functional level, can communicate orally and written. Especially in writing, it is focused on developing the students' competence in writing two or more interconnected sentences. However, most of Senior High School students could not master it. It was caused by some factors such as the teacher's way (technique) and students' motivation in teaching and learning process in classroom. The purpose of this research was to describe the learning process of writing at Senior High School 2 Solok related to the teacher's ways on learning process, and students' motivation on learning process of writing.

This is descriptive qualitative research. The data concern with the fact, condition, variable and phenomena that happened during the teaching and learning process of writing at Senior High School 2 Solok naturally. The data resources of this study were one English teacher who teaches at Senior High School 2 Solok and one student class X. Data were collected through observation, interview, document analysis and questionnaire and they were analyzed by using descriptive analysis.

The finding of the research showed that the teacher used various techniques in teaching English in writing Narrative text, namely; using picture and guided writing technique. This technique in teaching writing used by teacher had not an effect on students writing skill, this condition impacted to student's motivation, the majority of students tended to have average motivation on learning writing.

Based on this research, it was suggested that teacher should increase their teaching technique to improve the student's writing and teacher must effort to more creative in creating learning atmosphere is comfortable. So that, students will be motivated on learning.

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ABSTRAK

Rahmah Yunita, 1414050769: Teaching and Learning Process of Narrative Text at Senior High School 2 Solok

Target pembelajaran bahasa Inggris di Sekolah Menengah Atas (SMA) ialah agar siswa dapat mencapai tingkat fungsional yaitu berkomunikasi secara lisan dan tulisan. Khususnya menulis, difokuskan kepada kemampuan menulis paragraph sederhana. Namun, kebanyakan dari siswa SMA tidak bisa menguasainya. Hal ini disebabkan beberapa factor seperti, teknik guru mengajar, evaluasi dan motivasi siswa dalam pembelajaran menulis di kelas. Tujuan dari penelitian ini ialah untuk mendeskripsikan proses belajar menulis di SMA 2 Solok. Dalam hal ini yang dilihat dari unsur-unsur yang berkaitan dengan proses belajar mengajar dalam kelas yaitu cara guru mengajarkan menulis di kelas, evaluasi dan motivasi siswa dalam pembelajaran menulis.

Penelitian ini berbentuk deskriptif kualitatif. yang menggambarkan apa adanya keadaan, fakta, variable, dan phenomena yang terjadi saat penelitian berlangsung yaitu menggambarkan proses belajar mengajar menulis di SMA 2 Solok. Sumber data adalah satu guru Bahasa Inggris yang mengajar dikelas X dan satu kelas siswa kelas X. Untuk memperoleh data yang diinginkan dari sumber data, penelitian menggunakan teknik pengumpulan data dengan menggunakan observasi, interview, dokumentasi dan angket. Data yang terkumpul dianalisis melalui analisis deskriptif.

Hasil penelitian yang penulis dapatkan adalah cara guru menggunakan berbagai teknik dalam mengajar menulis Narrative yaitu; Using Picture teknik dan Guided teknik. Teknik yang digunakan guru dalam mengajar menulis tidak berpengaruh pada keterampilan menulis siswa, kondisi ini berdampak terhadap motivasi siswa dalam pembelajaran, kebanyakan siswa cenderung memiliki motivasi dibawah rata-rata.

Berdasarkan penelitian ini, disarankan kepada guru untuk meningkatkan teknik pengajaran mereka khususnya dalam meningkatkan kemampuan menulis siswa dan guru harus berusaha untuk lebih kreatif lagi dalam menciptakan suasana belajar yang nyaman, sehingga siswa lebih termotivasi dalam mengikuti proses pembelajaran.



ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT, the Most Merciful and the Most Gracious, who never-ending *rahmat* and *hidayah* have been shattered upon so that I was able to finish this thesis. And special regard to the Prophet Muhammad SAW, *Shalawat* and *Salam* may be upon him, the beloved *Rasul* that lead human being from the bad life to the good one. This thesis is aimed at fulfilling one of the requirements in order to complete S1 program at the English Department in Tarbiyah Faculty UIN Imam Bonjol Padang. The title of this thesis is “Teaching and Learning Process of Narrative Text at Senior High School 2 Solok”.

Upon completing this thesis, I had unmeasured assistances from friends, lectures. And above all, I thank deeply to the followings:

1. Dr. Besral, M.Pd and Hidayat Al-Azmi, M. Pd as my advisors, thanks for their professional helps, valuable suggestions, command.
2. Dr. Arwemi, M. Pd and Haryudi Nizar, M. Pd who as examiners also gave valuable contribution and suggestion.
3. The Dean of Tarbiyah Faculty and Teacher Training of UIN Imam Bonjol Padang.

4. Mrs. Hiyang Putri, S. Pd (English teacher of SMA 2 Solok) for her permission and opportunity to carry out the research, and to the students at class X₂ of SMA 2 Solok)
5. All lectures and staff of Tarbiyah Faculty and UIN Imam Bonjol Padang, for their helps.

Finally, I would like to dedicate this thesis for my beloved father (Efendi, *alm*) who has given changing in my life and my great mother (Elmawati) who supports me fully, my sister Novi Sri Ningsih, for their pray, love and support. Moreover, I express special thanks to all of friends and anyone who assisted me in finishing this thesis.

I realized that this thesis might be has several weaknesses. Therefore, any comment and suggestion, and criticism are expected to come up, in order to make a great one.

Padang, August 2018

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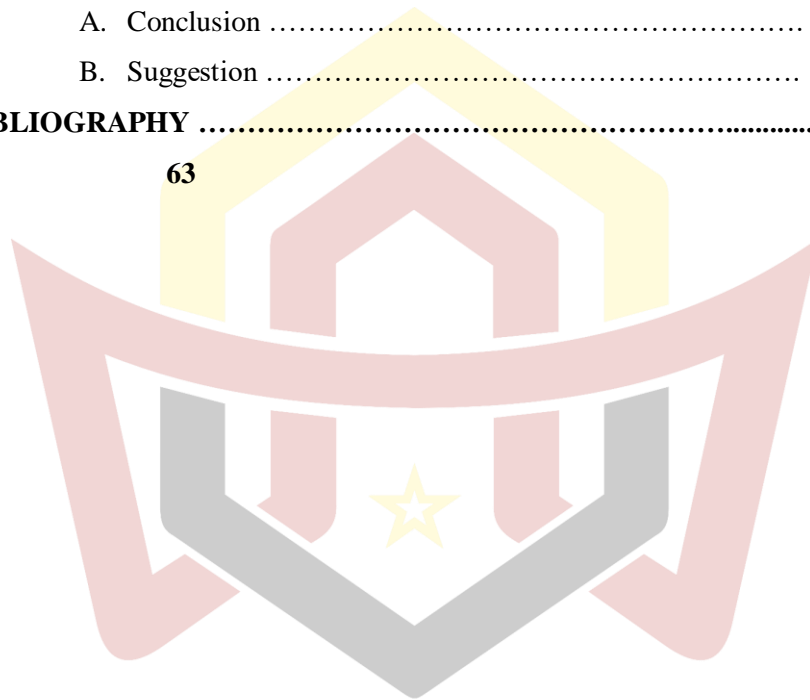
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is very important for students because it has many roles in their daily life. Writing can help them to learn language to reinforce the grammatical structures, idioms, and vocabulary that they have learned. They also can write essays, reports, and research papers for their lesson tasks. (Brown, 2001:336). The importance of writing can be seen from the fact that scientific books, novels, reports, letter, commercial advertisement are product of writing.

The application of teaching writing in the classroom should be creative by various teaching technique and strategies in the classroom. In order to create communicative learning process, appropriate teaching technique can give the students' opportunity to write, so that, the teaching learning process should be able to create students centered. It means that the students are not only as the participants of the activities but more than that, the students become subject in learning process. So the teachers' task is to be facilitator and monitor in learning process.

However, based on researcher's observation in Senior High School 2 Solok, it was found that the teacher have lack of attention in improving students' writing. It could be seen in the teacher's technique when she was teaching

writing. Teacher explained the meaning of narrative text while wrote it on the whiteboard. After that, teacher asked students to read the example of narrative text in the text book. Then, the teacher ask the students to write the other text, if the students could not finish their work, the teacher asked them to do their work at home and collected it in the next meeting. It can be concluded that teacher has not directed the students to write, teacher has not developed students knowledge and skills required to do the process of writing.

Whereas based on curriculum 2013 learning process must use scientific approach. A scientific approach in learning all subjects involves digging information through observing, asking, reasoning, trying, and communicating. And more effectively, teachers are able to inspire learners to improve and develop the sphere of attitude, skills, and knowledge. At the time the teacher asked, at that time also a teacher guide or guide the students.

For subsequent, the teacher confessed that teaching writing is the most difficult lesson to be taught for, because it did not support by students' mastery of vocabulary and grammar, they were lack knowledge about that. They think writing is difficult and they also feel reluctant to write in English because they get difficulty to transfer the meaning from Indonesia into English and they have limited vocabulary and they also get problems in writing, especially in writing paragraphs and sentences, e.g. arranging their writing into cohesive and coherent paragraphs, constructing the sentences, using appropriate grammar, punctuation, spelling, word order, etc. In addition, the students have low motivation to

learning English; the students said that English lesson is not interesting subject. They were easy boring as long the learning process. Students less confidence to perform material in front the class and fear raised hand to propose questions to the teacher, this phenomenon was identified that the students has problem of their motivation in learning process.

That was found the students got low score in writing English, and the table is below show that the students got low score in writing:

Table 1
Students' Writing Score in Narrative Text

Number of Students	Indicators					Total score
	Content	Organization	Vocabulary	Language use	Mechanics	
34	570	465	375	387	88	1885
Mean score	16,8	13,8	11,2	11,4	5,6	58,8
Total	30	20	20	25	5	100

The table show students' writing skill was low. It was found that most of students insufficient competent. They made some grammatical errors, wrong choice of words, had limited vocabularies, frequently made spelling errors, etc. In writing text, the students could not write the correct order of generic structure, reach purpose of the social function, and use certain language features. It can be

concluded that students could not master and understand how to write, the serious problem was students low in mechanic.

The teachers need effective organizing in teaching and learning process, as it is known that the teaching and learning process is the process from meeting to closing, main opening, main activities, and closing. Harmer (2010:50) stated that effective trick to success in learning of second language is emphasizing of three aspects: *Engage, Activities, and Study (ESA)*. These three elements must be conducted in every kinds of language learning activity in the class.

To get a good achieving of teaching and learning process, the teacher must carry out the strategy, method, and technique in the process of teaching and learning of writing. So do another factor, such as: students' enthusiasm in learning process, supporting of facility and environment, material etc. when all the element is running effective, the learning objective will be achieved and vice versa, when the process of teaching learning have some imbalance such as ineffective teacher strategy, the low of student's enthusiasm, trouble of environment and soon, it would become a problem in achieving learning goals, so that the learning objective will not reached maximally, and the teacher must use good and interesting technique and it can make the students was challenged and was not bored in learning English. The teacher can use different technique and more creative than usual such us by using mind mapping technique, dyadic essay, peer editing etc.

Students' motivation is one element which arouses students to be active and enthusiasm in learning. Motivation is greatly affect to the success of student writing, can know that motivation's sources came from intrinsic and extrinsic. According Brown (2000:76) intrinsic motivation is arousing of students' selves, it coverage into some domain element that is: students' efficacy, students' mastery orientation, students' attribution and students' regulation. Then, extrinsic motivation came from external influenced such as: affiliation needed, reward and punishment etc.

Regarding the explanations above, the main problem of this research is why do the students tend to have low skill in writing narrative text? Related the background above, it is important to do a research entitled to **“Teaching and Learning Process of Narrative Text at Senior High School 2 Solok”**.

B. Identification of the Problem

Based on the background above, this problem has significant correlation with the style of teaching learning process of writing. Based on my preliminary study, there are some problematic happened in the teaching and learning writing, that is: 1). The teacher's technique in conducting teaching learning writing is less effective and does not attract student's attention. 2). The students' motivation in learning English is low; there wasn't students' maximal preparation on learning process and no enthusiasm in learning. So that I can stretch the problematic

happened, that is: 1) Problematic of the teacher's technique, 2) Problematic of student's motivation.

The factors above that have a very real function for success of English writing. Teacher's strategies will determine how the learning style takes place effectively; a good strategy encourages students to be active learning. Subsequently, the role of the teacher in the learning process greatly influences to the success of learning writing. Teacher's ability to maximize the roles will give the success effect of the teaching learning objectives. So do the students' motivation, motivation is greatly affect to the success of student writing, because motivation is one element which arouses students' to be active and enthusiasm in learning process.

C. Formulation of the Research

The problem of this research is formulated as follows:

1. How does the teachers' technique in teaching and learning process of narrative text at Senior High School 2 Solok?
2. How does the students' motivation in learning writing narrative text?

D. Limitation of the Study

The focus of the research on study the problematic happening in teaching and learning writing concern on; 1.The Problematic of the teacher's technique in

conducting teaching and learning writing 2.The Problematic of Students' motivation in learning writing.

E. Purpose of the Research

Considering formulation of this research the purpose of the study are:

1. To analyze the teachers' technique in teaching and learning process of narrative text at Senior High School 2 Solok.
2. To analyze students' motivation in learning writing of narrative text at Senior High School 2 Solok.

F. Significance of the Research

The result of the research hopefully will give contribution for:

1. Students' learning motivation become important affect to the result of students' learning. It will drive students to arouse their spirit to achieve subject study. But students' low motivation give greatly affect to their writing result. This research was important to do, to find out the basic problem related to the students' motivation problems. The result of this study are expect to be an awareness for the students' to build their motivation to learn, furthermore for the teacher to should gives serious attention to build students' motivation.
2. English teacher of Senior High School 2 Solok can develop the technique in teaching narrative text. This study is expected to describe students' low skill

in writing narrative text. So those, teacher can pay attention to their way in teaching narrative text.

3. Research can improve the knowledge about teaching and learning process. In addition, this research also conducts as one of requirements to pass my study at UIN IB Padang.

G. Definition of Key Terms

1. Writing

Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic (Hyland, 2003:9).

2. Teaching Technique

A teaching technique can be taught of san an activity which affects the learner's decoding process, that is how the learner will learn the desired information, concept, generalization and/or skill (Dhand, 2008:XIV)

3. Learning

The activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing

4. Narrative text

Narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time (Keraf, 1989:136)

5. Motivation

Motivation is the extent to which you make choices about goal to pursue and the effort you will devote to that pursuit (Brown, 2000:72)



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CHAPTER II

RIVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Concept of Teaching and Learning Writing

Talking about the process of teaching and learning, it is a discussion about the process of learning from the opening of class until the closing, where inside involves the interaction between teachers, students, learning resources, methods and environment support in achieving the learning objectives. Teaching is the process of transferring information and knowledge from the teacher to the learner, and a teaching technique can be taught of as an activity which affects the learner's decoding process, that is how the learner will learn the desired information, concept, generalization and/or skill (Dhand, 2008:XIV) then, learning is the process of interaction between teacher, students and environment to conduct studying activity in reach learning objective. Then, to get maximal result in achieve of learning objective, It cannot separated from the teacher efforts in designing learning strategies to achieve the learning objectives maximally.

Then, if we connected with the learning writing English as a second language, Harmer (2010:50) stated that effective trick to success in learning of second language is emphasizing of three aspects: *Engage, Activities, and Study (ESA)*. These three elements must be conducted in every kinds of language learning activity in the class. *Engage* means teacher's efforts to foster students'

desire and enthusiasm in introduce the topic to be taught, how to make them interesting to begin the topic lesson. *Study* is introduction of the language, how language is used and how to construct the language; here the students introduced the form and formulation the language. *Activate* means an activity that will make students work independently or in group to actively use the language freely as they can with rules that have just learned. From that explanation, it was obvious that this strategy is very effective to bring the student's progress in mastering the second language.

2. Indicator of Learning Process

According Permendikbud No 22 year 2016 the indicator of learning process in Curriculum 2013 are: Opening, Main activity, Closing.

a. Opening.

In opening, the teacher should do:

- 1) Participants are conducted for the learning process;
- 2) Motivate students to learn contextually according to the benefits and application of materials in daily life, by providing examples and examples of local, national and international, and tailored to the characteristics and ladder of learners;
- 3) Asking questions that relate prior knowledge to the material to be learned;
- 4) Explain the basic objectives or basic perfection to be achieved; and

5) Provide material and describe activities according to the syllabus.

b. Main Activity

The core activities use learning models, learning methods, instructional media, and learning resources tailored to the characteristics of learners and subjects. Selection of integrated and/or scientific and/or inquiry and discovery and/or learning approaches that produce project based learning work is tailored to the characteristics of competence and level of education.

According Permendikbud 81A year 2013, the learning process consists of five basic learning experiences that is:

Table 2
Learning Activities

STEP LEARNING	LEARNING ACTIVITIES	COMPETENCE DEVELOPED
Observe	Read , hear , listen , see (without or with tool)	Train sincerity , thoroughness ,searching information
Ask	Submitting question about information that is not understood from what was observed or question for get information additional about what is observed (begins from question factual to questions of a nature hypothetical)	Developing creativity, curiosity, the ability to formulate questions to form the critical thinking necessary for intelligent life and lifelong learning
Gather information /	- Do experiment - Read sources other than	Develop a meticulous, honest,

experiment	<p>book text</p> <ul style="list-style-type: none"> - Observe object / event / - Activity - Interview with resource persons 	<p>courteous, respectful attitude, communication skills, apply information gathering skills through various ways learned, develop lifelong learning and learning habits.</p>
Associate / process information	<ul style="list-style-type: none"> - Process the information already collected both limited outcomes collecting/experimenting activities as well as results from observing activities and gathering information activities - Processing information collected from the nature increase the breadth and depth to the information processing that is looking for solutions from different sources that have different opinions up to the contrary 	<p>Developing an honest, meticulous, disciplined, obedient, hard-working, procedural and inductive and deductive thinking ability in concluding</p>
Communicate	<p>Delivering observations, conclusions based on the results of oral, written, or other media analysis</p>	<p>Developing honest, meticulous, tolerant, systematic thinking, expressing opinions briefly and clearly, and developing good and correct language skills.</p>

c. Closing Activity

In closing activities, teachers with learners both individually and in groups do reflections to evaluate:

- 1) The whole set of learning activities and the results obtained to further jointly discover the direct and indirect benefits of the learning outcomes that have taken place;
- 2) Provide feedback on the learning process and outcomes;
- 3) Conduct follow-up activities in the form of assignment, both individual and group tasks; and
- 4) Inform the lesson plan plan for the next meeting.

3. Concept of Teachers' Teaching Techniques

a. Definition of Teaching Techniques

There are some concept of teaching technique proposed by experts. Richard (1999) notes that a common teaching technique is to have the students write information to reinforce the material. Wiseman (2007:90) define that teaching technique is a system designed to achieve efficiency and effectiveness in the teaching process. It may be considered as a kind of bridge that joins theory with practice, it contains methodological and applied aspects of the teaching process along with applied aspects of planning and achievement. Then, Catahan (2015) found that teaching technique is an effective way or manner of teaching under a particular method (Traditional Method or Progressive Method) in

order to accomplish the desired goals. It requires combination of teacher's personality and acquired expertise in aspects of the course, pedagogical theory and technology.

Moreover, Dhand (2008:XIV) suggest that a teaching technique can be taught of as an activity which affects the learner's decoding process, that is, how the learner will learn the desired information, concept, generalization and/or skills. The technique can be either students-centered such as student made reports or teachers-centered such as the lecture. They can be active depending on how they are used. He also adds that teaching techniques are put together with the intention of providing practising teachers, teacher to-be, curriculum developers, and college instructors with opportunities to select, adapt, develop, experiment and improve any of the techniques further.

In sum, teaching technique is the way in teaching language make use of different kinds of classroom activity, it justified to the extend that they achieve learning goal. This even applies to techniques that are used for fun to give the learners a break, because there are many language teaching techniques that are great fun and achieve very useful learning goals. However, to be effective, the teacher must engage learners mentally to find out what they are thinking. Perhaps, the teachers are expected to be able to create an interesting way to teach, especially, in writing.

b. Teaching Writing Technique

Teaching writing means to develop students' competence in constructing sentences and paragraphs. It is also to train students compose short texts or essay grammatically. The responsibility lies on the teacher's shoulders to enhance their students' abilities to express themselves effectively. Perhaps, teacher is hoped to guide the students to organize their ideas during the process of writing Harmer (2007: 112) states that teaching writing is used as a practice tool to help students practice and work with language they have been studying. Teacher does not only prepare the techniques and the material to teach but also involve in the activity as well.

Nunan (2003:88) adds that an idea that teaching writing is the process of delivering ideas and thoughts into sentences and paragraphs. It means that teacher is hoped to enable students to organize the ideas, sentences and paragraphs correctly. A writer selects the topic to write, organize the ideas, write a draft, read, and revise it. So, the process of writing needs long time. In other words, a teacher should let the students to use the time longer in writing a task. However, the goal of teaching is to derive teaching principles from studies of practice of effective teachers. The teaching process will need the teachers to manage their classrooms, it is not easy as other people think. Of course, it needs the teachers teaching techniques to do that. There are many experts suggest

number of different teaching techniques used in teaching writing. Many of these teaching techniques are not actually new however. Outlined below are some popular teaching techniques that have been used in teaching writing, they are;

1. Guided Writing Technique

There are some theories related to Guided Writing. Brown (1994: 328), explain that guided writing loosens the teacher's control but still offers a series of stimulators, for example, by asking students a series of questions. Moreover, Reid (1993: 25-27) states that guided writing is free writing limited to structuring sentences, often in direct answers to questions, the result of which looked like a short piece of discourse, usually a paragraph. Based on definitions above, it could be conclude that guided writing is a writing process guided by the teacher limited to structuring sentences, direct answers to questions and language-based exercises which concentrated on vocabulary building, reading comprehension, grammar, and even oral skills that culminates in a piece of writing to build students' writing skill.

To progress beyond very controlled writing exercises to free paragraph writing, Reid (1993: 25) said that typical guided writing exercises in widely used include the following: (a) teacher provides a short text as a model paragraph and briefly

explains how a text can be used as a model for writing, (b) teacher ask a series of questions based on the model paragraph given which include the basic information about the content of the paragraph, (c) teacher give a series of exercises which focus on vocabulary building and sentence structure knowledge related to text, (d) students make suggestions about what to write and the teacher builds up an outline as a basis for students' writing, and (e) students follow the model paragraph which is similar but involves some changes.

2. Using Pictures Technique

Raimes (1983: 27) says that all ESL writing teachers can find a valuable resource in pictures: drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts, and maps. It is because pictures provide a shared experience for students in the class, a common base that leads to a variety of language activities. With a picture, however, all students, after close observation of the material, will immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see.

Raimes also cite that there are some ways in teaching using picture, tehy are: (1) a teacher can use a single picture or picture series as a media for the students in explaining something, (2) ask

students some new words about the picture, (3) give students opportunity to make inference, prediction, and supposition about the world beyond the frame of the picture, (4) then ask the students to describe the picture or ask the students to make a simple composition based on the picture, and (5) after that the teacher discusses the result of all the students' works. Here, the teacher makes some corrections to the students' mistakes, if any.

3. Listing Technique

Listing is one of the techniques in writing. Listing technique is very helpful for students in writing activity, the purpose can help them to generate the ideas as possible in a short time, and the goal is to find a specific focus for the topic was given. There were some procedures that have been applied to teach writing by using listing technique, they are: (1) ask students to write down the general topic at the top of paper by using list, (2) ask students to make a list of every idea that comes into their mind about that topic, (3) students start to make a list of every idea about their topic and let them make it as many as possible they want because they cross some ideas if it is not appropriate with their topic, (4) use words, phrase, or sentences, and don't worry about spelling or grammar, and (5) students write a paragraph by using certain ideas that appropriate to their topic, Raimes (1983:89-90).

4. Journal Writing Technique

Journal writing helps learners write better and better day by day since it provides learners with more opportunities to freely write about what they wish to whenever they feel like writing (Hamp and Heasley, 2006:5). The benefits of journal writing are highlighted in White and Arndt's (1991: 67), they discuss that this technique has been found to be an effective and productive means of arousing interest in writing, which, at the same time, develops fluency of expression. In conclusion, journal writing helps students to become aware of why they wish to communicate their ideas and to regard writing not only as a means of personal expression, but also a dialogue in written language with the reader.

Furthermore, Lagan, (2000:14) said that journal writing is deemed to be one type of creative writing that can help students brainstorm ideas and write more competently and accurately by follow these steps: 1) each student need to possess a notebook with her or his name on journal writing, 2) encourage students to write journal entries as much and as regularly as they could in they notebooks, 3) teacher checks students journal, and 4) teacher gives feedback if any.

5. Group Investigation Technique

Group Investigation is an organizational medium for encouraging and guiding students' involvement in learning. According to Slavin (1995:112), group investigation is appropriate for integrated study projects that deal with the acquisition, analysis, and synthesis of information in order to solve a multifaceted problem. In this technique teachers could: (1) divided class into several groups that study in a different phases of a general issue, (2) ask students to investigate the general issue, (3) each students are encourage to explain the general issue, (4) ask students to pair up the information, arrangement, analysis, planning, and integrate the data with the students in other groups, and (5) teacher must be the leader of the class and ensure that students comprehend the explanation.

6. Four-Phase Technique

A Four-Phase Technique is a teaching technique that divides learning activities into four phases: Need phase, Attention phase, Visualization phase, and Action phase (Monroe in Ross, 1974: 185). They are put in a sequence, as follows: (1) writing ideas that they pay attention more, (2) knowing their needs in writing, (3) visualizing their ideas clearly based on their own imagination and experiences of life, and (4) acting the writing confidently without any burden of making mistakes.

7. Mind Mapping Technique

Hedge (2005: 56) states that making a mind map is a strategy for note-making before writing; in other words, scribbling down ideas about a topic and developing those ideas as the mind makes associations. So, it can be said that mind mapping can give students a way to begin writing assignments. Hayes (1992: 203) adds that through mind mapping students turns random thoughts into patterns that can be written down and developed. Students become increasingly motivated to complete a writing task as their ideas emerge in organized forms.

The following is procedure of employing mind mapping in the classroom as described by Hedge (2005: 57), they are: (a) ask students to think individually about the topic, (b) students jot down all the things associated with the topic that come into their minds, (c) students share with each other about what they have jotted down and teacher gives any necessary explanations and suggestions, (d) ideas are elicited from the students as they suggest things, and a mind map is made collectively on the board as the ideas suggested so that students can see how to draw out aspects of the topic and subgroup items, (e) branches are then drawn and added as the students suggest new ideas or add ideas to already established aspects, and (f) when the map is reasonably

full, teacher leads a class discussion on the best order in which points could be presented in a composition.

8. Dictation Technique

Dictation is an amazing technique which involves all of English skill from listening, speaking, reading and writing. Dictation is the one of technique besides dictogloss and both of them are including dictation method. Dictation can be done in various ways. But, in general, it can be done by the following steps: (1) prepare some copies of text based on the groups in the class, (2) put the copies of the text on the wall, (3) give a role to students as a writer and the others are runners in every group, (4) first runner has to run to the wall and read some sentences on the text. He has to remember what they have read before comes back to his group and tell to the writer about what they have read, (5) after the first runner tells about some sentences he has read to the writer, then the second runner takes turn. Third runner and next runners also do same activity, (6) in the end of doing this technique, every group must do correction between their writing and the original text, and (7) students are asked to create their own text based on their version (Raimes,1983:76-77).

4. Writing

a. The Nature of Writing

Writing is one of aspect in language learning that must be learnt in a school especially in junior and senior high school. According to Harmer (2004:31) writing is a basic language skill besides speaking, listening, and reading. Writing is the way to express thought, ideas, and information into written text. It is not only how to put word by word into text, organize them well, but also makes it understandable. That is why writing is important and should be mastered by the students. They need to know how to state their idea, how to organize them well and make it readable.

According to Hyland (2003:9) writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic. It means that writing as a media of sharing personal meaning of the writer. In the process of teaching, the aim of writing is to get learners to acquire the abilities and skills they need to produce different kinds of written text similar to the text will be taught by the teacher that is expected to be able to produce in their own language. So, the students are expected to be able to create other kinds of written text.

Based on explanation above it can be concluded writing is the way of someone expresses the feelings, ideas on their mind to the reader in written text. It is an activity where the writer has to read first, thinking

deeply, and then put it into written text, organize them well and makes it understandable. By writing, someone can share knowledge, idea, and feeling to the reader.

b. Component of Writing

Jacob (1981:90) says that there are 5 components of writing:

Table 3
Indicator of writing based on Jacob

o	Items	Criteria of Each Item	core
	Content	<ul style="list-style-type: none"> a. Excellent to very good: Knowledgeable; substantive; thorough development of thesis; relevant to assigned topic. b. Good to average: Some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail. c. Fair to poor: limited knowledge of subject; little substance; inadequate development of topic. d. Very poor: does not show knowledge of subject; non substantive; not pertinent; or not enough to evaluate. 	<p>0-27</p> <p>6-22</p> <p>1-17</p> <p>6-13</p>

	<p>Organi zation</p>	<p>a. Excellent to very good: Fluent expression; ideas clearly stated/supported; succinct; well organized; logical sequencing; cohesive.</p> <p>b. Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.</p> <p>c. Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.</p> <p>d. Very poor: does not communicate; no organization; or not enough to evaluate.</p>	<p>0-18</p> <p>7-14</p> <p>3-10</p> <p>-7</p>
	<p>Vocab ulary</p>	<p>a. Excellent to very good: sophisticated range; effective word / idiom choice and usage; word form mastery; appropriate register.</p> <p>b. Good to average: adequate range; occasional errors of word / idiom form, choice, usage but meaning not obscured.</p> <p>c. Fair to poor: limited range; frequent errors of word / form choice, usage; meaning confused or obscured.</p> <p>d. Very poor: essentially translation; title knowledge of English vocabulary, idioms, word form, or not enough to evaluate.</p>	<p>0-18</p> <p>7-14</p>

			3-10
			-7
	Language Use	<p>a. Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.</p> <p>b. Good to average: effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</p> <p>c. Fair to poor: major problems in simple / complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured.</p> <p>d. Very poor: virtually no mastery of sentence constructions rules; dominated by errors; does not communicate; or not enough to evaluate.</p>	<p>5-22</p> <p>1-18</p> <p>7-11</p>

			0-5
	Mechanics	<p>a. Excellent to very good: demonstrates mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing.</p> <p>b. Good to average: occasional errors of spelling, punctuation, and capitalization, paragraphing, but meaning not obscured.</p> <p>c. Fair to Poor: Frequent errors of spelling, punctuations, capitalizations, paragraphing; poor handwriting, meaning confused or obscured.</p> <p>d. Very poor: no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate.</p>	

c. The Writing Process

The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a paper. Harmer (2004: 11) explains the some stages of the writing process. The stages are presented as follows:

- 1) Planning

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

2) Drafting

After the students have a list of ideas related to the topic, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

3) Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, but also encourages students to find and correct their mistakes in writing.

4) Final Version

In this last stage, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

In addition, Williams (2003: 106) determined that there are general way how successful writing develops.

Table 4 Stages of Writing

Writing Process	Definition	Description
Prewriting	Generating ideas, strategies, and information for a given writing task	Prewriting activities take place before starting on the first draft of a paper. They include <i>discussion, outlining, freewriting, journals, talk-write, and metaphor.</i>
Planning	Reflecting on the material produced during prewriting to develop a plan to achieve the aim of the paper.	Planning involves considering your rhetorical stance, rhetorical purpose, the principal aim of the text, how these factors are interrelated, and how they are connected to the information generated during prewriting. Planning also involves selecting support for your claim and blocking out at least a rough organizational structure.
Drafting	Producing words	Drafting occurs over

aftering	on a computer or on paper that match (more or less) the initial plan for the work.	time. Successful writers seldom try to produce an entire text in one sitting or even in one day.
Pausing	Moments when you aren't writing but instead are reflecting on what you have produced and how well it matches your plan. Usually includes reading.	Pausing occurs among successful and unsuccessful writers, but they use it in different ways. Successful writers consider "global" factors: how well the text matches the plan, how well it is meeting audience needs, and overall organization.
Reading	Moments during pausing when you read what you've written and compare it to your plan.	Reading and writing are interrelated activities. Good readers are good writers and vice versa. The reading that takes place during writing is crucial to the reflection process during pausing.
Revising	Literally "re-seeing" the text with the goal of making large-scale changes so that text and plan match.	Revising occurs after you've finished your first draft. It involves making changes that enhance the match between plan and text. Factors to consider usually are the same as those you considered during planning: rhetorical stance, rhetorical purpose, and so on. <i>Serious</i>

So, whether the product of writing that the students produce is good or not, it should be assessed and refers to all components of writing itself. These are content, organization, language use, vocabulary and mechanic. It means that all components of writing are one of the main focuses in the process of writing.

5. Motivation on Learning Process

Every individual have motivation to do the activity, however, students who have high motivation to study will get success and easy to be directed to reach the goal of learning. On the other hand, there are also some students who are lack of motivation.

One of the essential aspects in learning process is motivation, having high motivation in learning activity will give positive effect upon the students learning outcome. Brown (2000:72) states that motivation is the extent to which you make choices about goal to pursue and the effort you will devote to that pursuit.

According to Salvin (cited in Rahman et al;2014;259) motivation has the important role in teaching learning process, it can activate, guide, and maintain behavior over time. Brown also stated that there are two kinds of motivation (2000:75) namely intrinsic and extrinsic motivation.

1. Intrinsic motivation is the condition that comes from student's self that can push him to learn, it concludes feeling happy and necessity

toward learning. There are four aspects influence the intrinsic motivation. They are challenge, curiosity, engagement and control.

2. Extrinsic motivation is motivation that is derived from external incentive. Brown (2000:76) said that extrinsically motivated behaviours on the other hand are carried out in anticipation of reward from outside and beyond the self. It depend, instead, on needs that must be satisfied by external reinforces. It means that extrinsic motivation is the condition that comes outside of the student that also can push him to learn, it includes praises and prizes, rules, and reward.

So there are two kinds of motivation, the first one comes from student's self and the other comes from outside. Consequently, the characteristic of motivation is abstract, so it does only be predicted through behavior or action by someone.

6. The Concept of Narrative Text

a. Definition of Narrative Text

According to Ayres (2008), narrative texts are a form of discourse that has been fixed by writing. Meanwhile, Parera (1993:5) states that a narrative is one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time. In addition, Keraf

(1989:136) states that narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time. From these opinions, it can be said that a narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past.

b. Generic Structure

According Derewianka (1990: 32) states that the steps for constructing a narrative are:

- a. Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
- b. Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

- c. Resolution In a “satisfying “narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).

c. Grammatical Features

While, the grammatical features of narrative text are:

- a. Nouns that identify the specific characters and places in the story.
- b. Adjectives that provide accurate descriptions of the characters and settings.
- c. Verbs that show the actions that occur in the story.
- d. Time words that connect events, telling when they occurred.

d. Kinds of Narrative Text

There are many kinds of narrative text as follows:

- a. Legend : The story about formed a place.

Example : Roro Jonggrang, Toba Lake

- b. Fable : Story about animal activities like human.

Example : Mouse Deer and Crocodile, Hungry Wolf

- c. Fairytale : Story about fairy story.

Example : Snow White, Cinderella

d. Myth : Story about urband legend.

Example : Nyi Roro Kidul, Dewi Sri

B. Relevant Studies

In transferring the idea, the write should be able transfer what ideas which will be written. Besides that, the written should be able to arrange the idea and language use. There are relevant studies that have been conducted.

The previous research is the research by Sari (2013) found that student's result of the test found that the average score of student in writing is 66.4. The score indicate that most students not yet can reach Minimum Achievement Criteria (MAC) specified by school that is 75. While to each component, got an average score that is 20.94 for content, 14.29 for organization, 13.1 for vocabulary, 15.2 for the language use, and 2.98 for mechanics. Based on the result of students writing analysis and supported with result of interview by the researcher, hence difficulty of student are in find the equal vocabulary and language use mastery in English. From the writing test and interview can be concluded that the component of writing that haven't mastered by students are content, organization, and language use.

The second previous research is the thesis by Putri (2010) this study revealed that problems in teaching writing description text in the classroom. The problems came from many aspects, from the students, the English teacher and the writer. From the students, the students have less motivation in learning English.

Determining the first sentence to describe something is difficult for the students. The students also have limited vocabulary and grammar and they are getting bored easily during the lesson. The problems faced by the teacher, they have to control the noisy students, teaching in limited time and material, the number of students and the student's ability in English. Based on the result of students writing analysis and supported with result of interview can be concluded that the solutions for the problems above are: The students need to get more motivation in learning English. For the teacher, the teacher must treat the students resolutely. They must enforce the students to be discipline. The teacher should be creative in making teaching strategy to create the student's interest.

Next by Rahmawati (2012), her research was about writing instruction. She found the several missing component of the instructional design, teaching technique or strategy, and the students' writing ability were not satisfied, and they have significantly affected to the quality of the writing instruction. From interview and questionnaire can be concluded that instructional design, technique and strategy in teaching English can improve students writing ability.

The similarity with my research is; we have the same focuses on analysis the problematic on teaching writing process. But the differential with my research is, the researcher will be focused on the problem the following that will be examined by me; (1) teacher's strategy in teaching writing, (2) student's motivation to write.

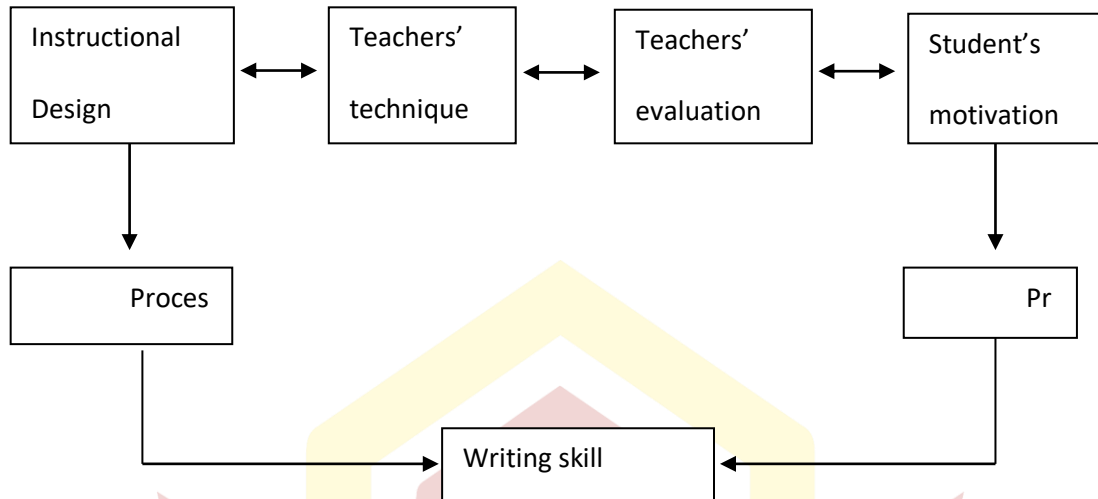
C. Conceptual Framework

Based on conceptual framework below, writing skill of the students is influenced by four factors, they are teacher's plan, technique, evaluation and the student's motivation itself. The problem of this research came from the teacher side and students'. In teaching writing, between process and product should be balance. Therefore, it is essential that an English teacher should prepare a good instructional design before teaching in classroom, and pays great attention in teaching writing with applying appropriate technique. It means that teacher technique should provide knowledge and rhetoric of writing itself that emphasise of process of teaching writing not only product.

Related to this aim, student's motivation in writing in one of important factors that influence toward teaching learning process, if the teacher has good planning and applying it in teaching writing, otomatically the student's motivation will high. This research investigates English teacher's plan, teacher evaluation and student's motivation is write English at Senior High School 2 Solok.

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Figure 1 Conceptual Framework



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CHAPTER III

RESEARCH METHOD

A. Research Design

This research used descriptive design. Descriptive studies wish to narrow the scope of their study to a particular set of variable, a particular system of language, or explore a particular issue. According to Van Dalen (in Zulfikar 2012) Descriptive studies may classify, order and correlate data seeking to describe relationships that are discoverable in phenomena themselves. Focused on descriptive studies which are correlative in nature seek to determine if two phenomena are related, and if so, the degree to which they are.

B. Place and time

This research would be carried out at Senior High School 2 Solok; the treatment would be conducted on academic year 2017/2018 at second semester. The research would carry out based on the teaching schedule of SMAN 2 Solok.

C. Population and Sample

1. Population

According Sugiyono (2013:119) states that population is generalization region consisting of objects/subjects that have certain qualities and characteristics defined by the researchers to learn and then drawn the

conclusions. So population is not just for person, but also everything included in research.

The population of this research is teacher and students in class ten of State Senior High School 2 Solok. The population of this research is 179 students; they were divided into five classes.

Table 5
Total of Students Class X IPA of SMAN 2 Solok

No	Class	Total of students
1	X.1	36
2	X.2	36
3	X.3	36
4	X.4	35
5	X.5	36
Total		179

2. Sample

Sample is part of population that can be manipulated; Gay (2000:121) assert that sampling is the process of selecting a number of participations for a study in such a way that they represent the larger group from which they were selected. A sample comprises the individuals, items, or events selected from a large group referred to as population. The purpose of sampling is to gain information about the population by using the sample. According Gay

(2000:123) simple random sampling means that the sample of the population selected by letting random. Research had taken one class and one teacher as the sample.

D. Instrumentation

Instrument is tool collect the data. In this research, researcher used interview, observation, and questionnaire as instrument.

1. Observation

Classroom observation (field notes) was used to identify teaching writing techniques used by teachers at class X of Senior High School 2 Solok. Field notes are not necessarily written as you are observing; sometimes you will complete them after the observation period (Schreiber and Asner-Self, 2011: 196). In this research, the researcher used blank field notes in his research and write extensively during the observation period. Moreover, the researcher was also used complete observer types which is the researcher observes without participating. It is useful in exploring topics that may be uncomfortable for informants to discuss (Creswell,1994: 150). The observation will be done at least twice of meetings in the class and the blank field note can be seen as follow:

Table 6 The Field Notes Form of the Research

Meeting	State	Activities	Comments
	Opening	1..... 2..... 3..... 4.....	
	Main Activities	1..... 2..... 3..... 4..... 5.....	
	Closing	1..... 2..... 3.....	

2. Interview

Interview is the technique of data collection by asking some question to the respondent. In this study, the researcher asked the English teachers directly to get valid data about the teacher's technique used by the teaching and learning process of writing.

3. Questionnaire

Questionnaire was written ratings of items or answers to question. It was used to measure the students' motivation in writing, it consist of twenty items that was representative the statement of students' motivation. The questionnaire consist of five points continuum, namely: always (4), often (3), seldom (2), and never (1). The format of questionnaire, it can be seen from the table below:

Table 7 Questionnaire of Motivation

No	Items	The alternative of answer			
		(4)	(3)	(2)	(1)
1s/d 20	-				
	-				
	-				
	-				

Table 8

The Score of Students Responds on Their Motivation

Responds	Point
Always	4
Frequent	3
Seldom	2
Never	1

The questionnaire is not in the form of test, but they are only some statements, which describe students' motivation in English. All of the items were written in Indonesia language to avoid misunderstanding in completing the questionnaire and to get the data more clearly. The reason of the researcher use questionnaire is that she can get information from the respondents, which depend on the frankness of the subject responses.

E. Technique of Data Collecting

Based on the purpose of this research, the writer used four techniques of data collection, observation, interview, and questionnaire.

1. Observation

Teaching and learning process of writing in the classroom was focused of observation. Researcher observed the teaching process of writing. Every meeting was noted in the observation sheet. By observing directly and writing classroom behavior of the teacher, so it described how the teaching writing English technique.

2. Interview

Research used interview to know the teacher point of view about the teacher's technique in teaching writing. It made the data from observation and documentation stronger.

3. Questionnaire

Questionnaire is written ratings of items or answers to questions. To determine the students' motivation in writing, it can be seen from their score in questionnaire. This technique was conducted to collect the data about the students' motivation in writing. These questionnaires consisted of some questions for the respondents. It is twenty items that was representative the statement of students' motivation. Then, researcher distributed the questionnaire for the students; ask them to answer the question.

Table 9

Grading Quality for Interpreting of Students' Motivation

Score	Grading Quality
81-100	Very high
61-80	High
41-60	Medium
21-40	Low
0-20	Very low

The data was gained from questionnaire analyzed to get percentage of the response the formula used for getting the percentage of student motivation, according Sudjana (1986:40).

$$P = \frac{f}{n} \times 100\%$$

Where

p = percentage of the students

f = frequency

n = total number of the students

F. Technique of Data Analysis

Based on the data collection that mentioned above, the researcher had analyzed the teaching technique in teaching and learning process. After obtaining interview data, it was transcribed the conversation recording into the paper. And then, remark the important issues founded in conversations and unnecessary conversation. To analyze the students' motivation was categorized into five levels; very low motivation, if students got 0-20, low motivation, if the gain

score between 21-40, medium motivation if they get 41-60, high motivation if the gain 61-80 and very high motivation if they get 81-100.



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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter means to present the result of the research that were gained from the observation and questioner that was done for two meetings. The analysis of collected data was carried out to describe the teaching and learning process of writing narrative text at Senior High School 2 Solok. The point of this chapter is finding and discussion.

A. RESEARCH FINDING

1. Teachers' Technique in Teaching Writing of Narrative Text

Based on the data from classroom observation in the form of field notes, the researcher found that the teachers used some techniques in teaching English writing. The description of those data can be seen in the following table:

Table 10

Teaching Writing Techniques Used by Teachers

Meeting	Activities	Comment
1	<ol style="list-style-type: none">1. Explaining to students about Narrative text2. Encouraging students to ask the generic structures of narrative text.3. Showing students series of pictures about the story of <i>Beauty and the Beast</i>.4. Encouraging students to ask some	<p>Students show low interest in the class.</p> <p>They did not want to answer the</p>

	<p>questions about the pictures.</p> <p>5. Asking students to find the main idea of the story of <i>Beauty and the Beast</i> based on the pictures.</p> <p>6. Asking students to rewrite story again</p>	<p>teacher's questions, only few students participated actively.</p>
2	<p>1. Encouraging students to ask some question related to the text before.</p> <p>2. Explaining again the students about narrative text</p> <p>3. Explaining the purpose, generic structure, and language features of the text</p> <p>4. Asking students to read the example of narrative text that she had given.</p> <p>5. Asking students to find the main ideas and certain information related to the text.</p> <p>6. Dividing students into groups.</p> <p>7. In groups, students asked to write a narrative text with their own language.</p> <p>8. Guiding students to collaborate in group</p>	<p>Most of the students were confused. The teacher had to explain again the material and the instruction.</p>

Based on the table above, it was concluded that; In the first meeting, the teacher was used using picture technique in teaching English writing skills. The teacher using picture technique used to teach narrative text. In relation to the learning objectives, teacher has incorporated all the elements of knowledge related to the topic that the students would be learned in the techniques that teacher used in order to make students be able to produce good writing product referred to the topic that the students being studied. In addition, students show low interest in the class at the first observation.

They did not want to answer the teacher's questions, only few students participated actively in teaching-learning process.

More specifically, teacher did these following activities: The teacher greets the students in the classroom, and asked about their ready for study or not, and take the attendance list directly by calling the students name one by one. Then teacher asked about the last material to warm up the students mind. Teacher asked them to explore what they know to explore what they know about the last material by asking the students what they remember about the lesson.

Next, in main activities, teacher explained them about narrative text. Teacher told to the students about purpose of the narrative text. Then, teacher explained about the generic structure of the narrative text. After that, teacher modeled the text by giving them the picture and text about beauty and the beast. After read the text, teacher asked to the students about the story of beauty and the beast especially about character and generic structure of the text. Teacher tried to make students involve in the activities by giving them question about the material. Then, teacher taught the generic structure of the text. She informed the students about the grammar that was used in the narrative text.

Next, teacher gave students task to rewrite the story about beauty and the beast. Since the time was very limited, she had no opportunities to

guide students in make the task, and she asked the students to finish at home.

In second meeting, teachers use guided and group investigation techniques in teaching English writing skills. With regard to learning objectives, the teacher has included all the elements of knowledge related to the topic that students will learn in the techniques used by the teacher to make students able to produce good writing products referring to the topics students are studying. In addition, many students have not understood the previous welding, thus making the teacher explained again about the material.

More specifically, teacher did these following activities: In opening teacher participants are conducted for the learning process, teacher encouraged students to study English by teaching them to speak English when she checked their students list asked the students about their readiness to study. Teacher asked the students to continue the task to rewrite the narrative text. But the students still confused about the narrative text.

In main activities, teacher remained them about narrative text more. Teacher explained them from the purpose of the text, generic structure of the text and language features of the text. Teacher emphasized to explain language feature of the text. Teacher asked them to find the past tense in the text beauty and the beast. After of all, she asked the students to writing about narrative text. She made the students info a groups. The teacher played her

role in teaching and learning activities. While the students wrote the narrative text, teacher guided them by answering students' question. The teacher helped the students when they got difficulties in writing. As the resource, teacher answered every question that students asked to her. Teacher gave feedback for the students' question.

Furthermore, the target language is used primarily for modeling, giving instructions, praising students, and explaining the topic. Although the first teachers explained the activities in English, they immediately translated everything they said into Indonesian. It is common practice in the class that researchers observe.

Although the teacher uses a scientific approach in applying it techniques for teaching English writing, the fact shows that the teachers still adjusting the genre-based approach (GBA) in implementing it techniques because GBA deals with providing students explicitly knowledge of language.

In conclusion, the teacher applied two types of technique on teaching English writing in the class, which were using picture and guided writing. But in the teaching English the teacher did not apply scientific approach based on curriculum 2013.

Based on the result of interview, in teaching narrative text the teacher used Guided technique and Group Investigation technique. It was related to review the researcher with the English teacher, she said:

“I explained to the students about generic structure until their understand with generic structure, and if the student’s had understood with the generic structure, I would make the students’ into the groups”

It means that teacher used guided and group investigation technique in teaching narrative text, and the teacher used the same technique in teaching writing at other class. The teacher said:

“I used same technique, because had not difference one class with another class”

From the explanation above, it can be concluded that generally the English teacher used Guided technique and group investigation technique in teaching writing about narrative text.

2. Students’ Motivation in Learning Writing

To know how high the students’ motivation, the writer used questionnaire as instrument to collect data. The instrument was twenty questions. The questionnaires were distributed to thirty one students. The respondents required to choose one among four categories, those categories are: always, frequent, seldom, and never, then the score divide to four categories are High, Middle, Low, and Very Low.

The following table presents point given to each response.

Table 11

The Score of Students Responds on Their Motivation

Responses	Point
Always	4
Frequent	3
Seldom	2
Never	1

Table 12

Blue Print of Questionnaire on Students' Motivation in Writing

Indicator	Sub item	Item	%
Intrinsic motivation	Come from inside	1,2,5,6,8,12,1	12(60 %)
	1. Desire to make themselves better	3,15,16,17,19,20	
	2. Because the goal		
	3. To get information without ask by the teacher		
Extrinsic motivation	Come from outside	3,4,7,9,10,11,14,18	8 (40 %)
	1. Need to pass exam		
	2. Hope the financial reward		
	3. The possibility of future travel		
	4. Punishment give by teacher		
Total			20(100 %)

Table 13

Score of students' Motivation in Learning Process of Writing

Students	Total Grade	Grading Quality
1.	55	Medium
2.	61	High
3.	59	Medium
4.	56	Medium
5.	76	High
6.	40	Low
7.	59	Medium
8.	52	Medium
9.	54	Medium
10.	51	Medium
11.	51	Medium
12.	39	Low
13.	51	Medium
14.	56	Medium
15.	51	Medium
16.	52	Medium
17.	77	High
18.	50	Medium
19.	50	Medium
20.	51	Medium
21.	61	High
22.	48	Medium
23.	61	High
24.	48	Medium
25.	47	Medium
26.	50	Medium
27.	61	High
28.	56	Medium
29.	51	Medium
30.	40	Low
31.	39	Low
Total		1653

Average		53.3
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$$\begin{aligned} \text{Mean} &= \frac{\sum fx}{n} \\ &= \frac{1653}{31} = 53.3 \end{aligned}$$

Based on the table above, the highest score motivation in this class is 76 and the lowest score of motivation is 39. Most of respondents tend to have average motivation. Generally, the result of student's motivation in learning writing can be seen based in the following table

Table 14
Percentage of Student's Motivation in Learning Writing

No	Category	Frequency	Total Respondent	Percentage
1	Very low	0-20	0	0 %
2	Low	21-40	4	13 %
3	Medium	41-60	21	68 %
4	High	61-80	6	19 %
5	Very high	81-100	0	100 %

The data above showed, that the score with class interval 81-100 there were 0 students, it was also found the total number who got score 61-80 were 6 students or 13 % students with the grading quality was high.

After that, the table shows that the total number who got score 41-60, there were 11 students or 68 % with the grading quality was medium, and it is also found that the total number of students who got score 21-40, were 4 students or 19 % students with grading quality was low. So the

average score of the students' motivation at the first grade students of Senior High School 2 Solok were 53.3 with the grading quality was low.

B. DISCUSSION

1. Teachers' Technique in Teaching Writing of Narrative Text

Teachers' technique is very important in teaching and learning process, good or poor the process is depend on teacher technique and the way that teacher used in solving the problem in teaching. Teacher used this technique as the way to help her in teach the students, to make easy the process of learning and make students active in classroom.

Actually, by making students work together the students will be motivated to learn and pay attention to their lesson. The students can sharing with the other friends and correct their mistakes in their writing together.

Based on the description about teacher technique above, objectives was to find out what techniques do the teachers used in teaching English writing skills, which was important to know the English teaching-learning process at this school. Since 2013 curriculum (K-13) was used in teaching-learning process, scientific approach -on the other hand- was used by teachers in applying different techniques in teaching English writing. The implementation of scientific approach in teaching English writing aimed to

conduct the real teaching learning. As Chickering and Gamson (1987: 4) wrote,

“Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves”.

Thus, it could be concluded that the variety of teaching techniques in English writing used by teachers should contribute to make learning process more deeper, more engaging, meaningful, active and effective in the class. In the study of the implementation of scientific approach in teaching English at the ten grade of Senior High School 2 Solok found that the teachers used some techniques on the teaching-learning process but did not based on the five procedures of scientific approach, the teacher applies learning based on GBA, while the procedures in curriculum 2013 consist of observing, questioning, experimenting, associating and communicating. Those procedures in teaching English must suitable with the orientation of the Regulation of the Ministry of National Education about Standard Process in implementation general orientation of teaching learning process year 2013. The evidence seems to indicate that scientific approach which is proposed by the government becomes a tools to assess techniques which is used in teaching-learning process, because it offers more systematic and reliable way of knowing whether our teaching techniques work or not.

In summary, this research concluded that the teachers applied different techniques in teaching English writing. Furthermore, the technique used by teachers in teaching English writing has effects on students' English writing achievement. It means that there are a positive relationship between teachers' teaching techniques and students' English writing skills.

2. Student's Motivation in Learning Process

Motivation is one of internal factor that important enough in teaching learning process for getting students engaged in school and to help them acquire important educational goals. Having high motivation in learning activity will give positive effect upon the students learning outcome. It not only important in getting students to engage in academic activities but also in determining how much students will learn the activity they perform and the information to which they are.

According to the Salvin (cited in Rehman et al; 2014:259) motivation has the important role in teaching learning process, it can activate, guide, and maintain behavior over time. Motivation is a factor or high or low of the goal (Brown, 2001: 75). It is the key of success in learning process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in teaching learning process so they will be pushed to study English well.

Motivation can come from the inside of self and beyond of self. Based on the result of questionnaire, the majority of the students got average motivation. The score was 53.3. It could be know that most of students unenthusiastic in learning writing. It was caused; students did not understand about the goal of the lesson. Students feel bored and did not have spirit in learning, students will bored if in teaching and learning process they only sit on the chair and listen the teacher's explanation about the material. Furthermore, teacher should apply the various techniques to create pleasant atmosphere such as giving challenge through the game, discussing the material in the group work.

Students' motivation in learning writing was gotten from questionnaire. Write designed twenty questions to measure their motivation. From the table shown us that the mostly answer is "sometimes". It means that the students have average motivation in learning writing.

Students' motivation was influenced factors, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is the condition that becomes from student's self that can push them to learn. Extrinsic motivation is needed to support student's willingness to learn, it is the condition that comes outside of students that also can push them to learn, and it includes the teacher's way in deliver the lesson.

Based on the table of the researcher of questionnaire, it is showed that the means score of the students motivation in writing was medium category, they considered that the teacher technique in teaching not give contribution yet for their writing. The students just received the material without knew what had they learned. The students did not understand what they got before; just came to the class and follow the learning without good motivation. It means that, when the students have high motivation in learning writing, students will get good competence in writing.

The logo of UIN Imam Bonjol Padang is a stylized emblem. It features a central yellow five-pointed star. Below the star is a grey inverted V-shape. Above the star are two red vertical bars. The entire emblem is framed by a red, curved border that resembles a banner or a stylized 'U' shape.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts. The first one is conclusion and second one concerns the suggestion in relation to the results of the results of the research.

A. CONCLUSION

The purpose of this research was to describe the teaching and learning process of writing generally. Based on the finding and discussion of this research, the writer concludes that teaching and learning process of writing at Senior High School 2 Solok:

First, The English teachers taught writing by using various techniques in teaching-learning process and preferred to promote students work in group. But, they only used two stages in writing process namely prewriting and writing without considering the revising, editing and publishing stages which is very important to improve students' writing skills.

Second, as the matter of fact, inappropriate teacher's planning supported by inappropriate teacher's technique impacted to student's motivation in learning writing. The majority of students have average motivation.

B. SUGGESTION

In order to fulfill the perfect goals of study at last and in improving the quality of English, especially in teaching writing, the researcher would like to purpose some attention of suggestion, with the hope they may be useful especially for Senior High School 2 Solok.

First, The teachers's teaching techniques in English writing skill should be developed and improve. The teacher should teach their students and make their students interesting in teaching learning process, as far as possible, apply appropriate techniques for teaching writing to make students writing skill become better.

Second, to improve the student's motivation teacher should select the topic that interesting and relevant to the students' writing ability, provide the students with sufficient time for writing, should really delegate their teaching process to the students in order that the teaching and learning process become really students-centered and teacher as facilitator. So that, students can enjoy on learning English especially in learning writing.

Finally, the finding of this research hopefully can be beneficial reference for the next investigator in conducting the better research in future

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Appendix 1

**CLASSROOM OBSERVATION OF TEACHING TECHNIQUE IN
TEACHING WRITING**

Meeting	Stages	Activities	Comments
	Opening		
	Main activities		
	Closing		

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Appendix 2

Observational Field for Checking the Teachers' Teaching Technique In Teaching English Writing Skills

Observer : Rahmah Yunita

Day / Date : Wednesday, 11 July 2018

Topic : Narrative Text

Meeting	Stages	Activities	Comments
1	Opening	<ol style="list-style-type: none">1. Greets the students in the classroom2. Take the attendance list3. Asked about the last material to warm up the students mind.	
	Main activities	<ol style="list-style-type: none">7. Explaining to students about Narrative text8. Encouraging students to ask the generic structures of narrative text.9. Showing students series of pictures about the story of <i>Beauty and the Beast</i>.10. Encouraging students to ask some questions about the pictures.11. Asking students to find the main idea of the story of <i>Beauty and the Beast</i> based on the pictures.12. Asking students to rewrite story again	Students show low interest in the class. They did not want to answer the teacher's questions, only few students participated actively.
	Closing	Concluding and closing the class	Students were very happy

**Observational Field for Checking the Teachers' Teaching Technique In
Teaching English Writing Skills**

Observer : Rahmah Yunita

Day / Date : Saturday, 14 July 2018

Topic : Narrative Text

Meeting	Stages	Activities	Comments
2	Opening	<ol style="list-style-type: none"> 1. Greets the students in the classroom 2. Take the attendance list 3. Asked about the last material to warm up the students mind. 4. Introducing the purpose of learning 	
	Main activities	<ol style="list-style-type: none"> 9. Encouraging students to ask some question related to the text before. 10. Explaining again the students about narrative text 11. Explaining the purpose, generic structure, and language features of the text 12. Asking students to read the example of narrative text that she had given. 13. Asking students to find the main ides and certain information related to the text. 14. Dividing students into groups. 15. In groups, students asked to write a narrative text with their own language. 16. Guiding students to collaborate in group 	Most of the students were confused. The teacher had to explain again the material and the instruction
	Closing	Concluding and closing the class	Students were very happy

Appendix 3

OBSERVATION TRANSCRIPT OF WRITING LEARNING PROCESS

First Meeting

Teacher : Assalamualaikum

Students : Waalaikumsalam

Teacher : Tidak ada yang meribut lagi
Siapkan lah lagi

Student : Before we star the study say Basmallah

Students : Bismillahirrahmaanirrahiim

Teacher : How are you today?

Students : I am fine miss. How about you miss?

Teacher : I am fine.

Okey, sebelum kita masuk pelajaran hari ini, miss mau nanya apa pelajaran kita minggu kemaren?

Student : hmmmmm carito miss.. Hahahaha

Teacher : Yo carito apo?

Students : Tentang recount text miss.

Student : hahaha yo itu maksud wak miss.

Teacher : Jadi apa itu recount text?

Student : Menceritakan kembali pengalaman kita miss.

Teacher : ok good. Dan hari ini kita belaar tentang Narrative text.

You know aa what is narrative text?

Student : aaaaaaaa

Teacher : ada yang tau what is narrative text?

Students : hmmmmm cerita dongeng miss. Cerita lucu miss.

Teacher : ok good. Narrative text is dongen atau cerita khayalan yang bertujuan untuk menghibus pembaca. Jadi apo itu narrative text?

Students : cerita khayalan yang bertuuan untuk menghibus pembaca miss.

Teacher : contohnyo apa?

Students : hmmm Malin Kundang miss, si kancil miss, hmmm

Teacher : ado yang tau generig structure dari narrative text?

Student : apo generic structure tu miss?

Students : hahahahah

Teacher : generic structure tususunan kalimat nyo nak, patang recount lah ado lo ibuk tarangan ma. Aaaa jadi ada yang tau generic structure dari narrative text ko?

Students :

Teacher : generic structure dari narrative itu ada orientation, complication, resolution, dan coda. Jadi apa saja generic structure dari narrative text itu?

Students : aaaa orientation, complication, resolution dan coda.

Teacher : aaaa what is orientation?

Students : pengenalan ndak miss.

Ndak tau doh miss

Teacher : iyoo, jadi in orientation berisi pengenalan tokoh, tempat dan waktu terjadinya cerita siapa atau apa, kapan dan dimana. Kalau complication tu ada yang tau? Aaaa? Ada yang tau what is complication? Complication itu permasalahan yang muncul atau mulai terjadi dan berkembang dalam cerita itu. Resolution adalah pemecahan masalah dan coda adalah bagaimana masalah itu selesai. Catat lah ini dulu.

Students : catat miss? Jadih miss. Catatan wak ndak tabaok doh miss.

Teacher : kenapa tidak dibawa? Iya dicatat ya.

Student : hmmm aaaa lupu wak miss.

Teacher : besok tidak ada yang tidak bawa buku catatn lagi ya

Students : iya miss.

(Menunggu murid selesai mencatat, guru berkelilig melihat siswa)

Teacher : ibuk ada sebuah gambar, ini untuk dibagikan, tapi jangan dicoret ya.

Students : iya miss.

Haaaa gambar apo ko miss?

Teacher : hmmm ada yang tau tentang gambar ini?

Students : aaaaaa si cantik dan si buruk rupa miss.

Hahahaha

Teacher : oke good. This picture is the beauty and the beast. Aaaa dari gambar ini, ada yang tau tentang ceritanya?

Student : aaaaaa carita tentang si cantik dan siburuk rupa kan miss?

Teacher : itu artinya tu nak.

Students : hahahaha

Teacher : I give you text to this book, aaaa you read the story, I give you thirty minutes to read this text.

Students : ya miss.

(menunggu siswa membaca text, guru beralan mengelilingi kelas)

Teacher : finish?

Students : aaaaaaa sudah miss

Teacher : ok, beauty and the beast hmmm ayo, come on! Apa? Beauty siapa?

Students : bell

Teacher : the beast itu siapa?

Students : aaaa the prince

Teacher : siapa dia yang menjadikan the beast itu?

Students : bertemu karena dia mengusir seorang perempuan jelek

Teacher : perempuan jelek itu siapa?

Students : aaaaaa bee..

Teacher : hmmm apalagi?

Students : hmmm prince menjadi beast

Teacher : hmmm.. trus

Students : si bella bertemu the beast

Teacher : aa ayah si bela, siapa nama ayah si bela?

Students : Mourice

Teacher : aaaa adi siapa saja tokoh nya?

Students : Beast, ell dan mourice

Teacher : apalagi setelah itu?

Students : aaaaaa hmmm

Teacher : aaaa happy ending atau sad ending?

Students : happy ending miss

Teacher : siapa yang happy eding?

Students : si bell and the price

Teacher : okee. Adi narrative text itu we use past tense. Iyakan! Ia menggunakan past tense. Yaitu untuk yang telah berlalu. Adi setiap moment itu harus menggunakan kata kata past tense. Kalau past tense itu kita menggunakan kata kera keberapa?

Students : aaaa kedua miss.

Teacher : kedua aa.... Kata kera kedua yang digunakan didalam past tense. Time expressnya apa? Expresi waktunya apa kata yang menunjukkan?

Students : once upon the time, long time ago, long years.

Teacher : kalau miss suruh menceritakan kembali

Students : no

Teacher : kenapa no? coba tulis lah dulu.

Students : jadih miss

Students : pada zaman dahulu

Teacher : once upon the time

Students : sudah....?

Teacher : tidak apa salah... ! Ndak mau mencoba! Buatlah! Ada orientationnya, complicationnya, and ada resolution nya. Kapan lagi mencoba untuk menulis? udah...udah...!

Students : hmmm

Teacher : pada dahulu kala ada seorang pangeran... aaa ini ... dia tampan, apa lagi?

Student : kaya

Teacher : haa.. dia kaya, apalagi?

Students : pada zaman dahulu kala ada seorang pangeran, dia hidup dengan steffnya dan pembantunya.

Teacher : haa.. bertemu dengan siapa? Ha.. dia cantik

Student : kreek.... Hmm....

Teacher : pada zaman dahulu kala ada seorang laki-laki yang tampan, he was rich. And what?

Students : hmmm, miss

Teacher : and then, suatu hari, prince tersebut.. datang....

Students : ibuk, iyo mode ko caronyo buk?

Teacher : ok.. are you finish?

Students : alun miss

Teacher : continuenext week

Student : ya miss

Appendix 4

OBSERVATION TRANSCRIPT OF WRITING LEARNING PROCESS

Second Meeting

Teacher : Assalamualaikum

Students : Waalaikumsalam

Teacher : Tidak ada yang meribut lagi
Siapkan lah lagi

Student : Before we star the study say Basmallah

Students : Bismillahirrahmaanirrahiim

Teacher : siapa yang tidak hadir hari ini?

Students : tidak ada miss

Teacher : are you ready to study?

Apa pelajaran kita minggu lalu?

Narrative text. Do you remember our... ooo do you remember about narrative text?

Siapa yang bisa mengulanginya kembali?

Apa itu narrative text?

Students : ooooo... hmhhh

Teacher : tugas minggu kemaren siap?

Students : ndak manggarati doh miss.

Teacher : narrative text to entertain reader or listener about our story. Kita memberikan oooo.... Menghibur seorang dengan cerita kita yaitu berbentuk imainasi

Narrative text.. in narrative tell we about?

Ada tiga bagian dalam narrative text itu

Yang pertama apa?

Orientation, orientation tell about setting, place and character

Complication tell about problem

Resolution apa itu nak?

resolution, from complication give an ending... memberikan ending

Do you remember the story beauty and the beast?

Apa ceritanya?

Students : si cantik dan si buruk rupa

Teacher : bagaimana caritanya?

Kan ada gambarnya

(teacher explains the language feature of the text)

Teacher : apa itu ask?

Then, let grandmather got but he refused

Apa itu refused?

Students : hmhhh

Teacher : then, ugly

Apalagi setelah ugly?

Coba perhatikan! Bella began to like him

Mana dia verb 2 nya?

Studengs : began...!

Teacher : began itu apa artinya?

Verb pertamanya "begin-began-begun"

Apalagi? Bella began to like him and finally felt in love each other

Apa itu felt?

Students : felt itu mengutarakan cintanya miss. Hahaha

Teacher : selanjutnya apalagi?

Students : they got merrid miss

Teacher : apa? Got merrid ini bukan verb kedua, verb pertamanya apa?

Students : get-got-gotten

Teacher : ok, sudah mengerti tentang ini semua?

If you understand, miss akan bagi kalian menjadi berkelompok jadi buat cerita tentang paraghrap dengan bahasa sendiri ya.

Students : ya miss.

Teacher : hitung dari satu sampai enam. Nanti kelompok nya menurut no hitungannya ya

Students :

(saat murid membuat text, guru berjalan keliling kelas untuk membantu murid, menguided murid membuat text)

.....

Teacher : bell sudah beebunyi, have you finish?

Students : alah miss. Ko kelompok wak miss. Ko punyo wak miss

Teacher : iya.

Assalamualaikum

Students : Waalaikumsalam

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Appendix 5

INTERVIEW LIST

1. Apakah ibuk menggunakan teknik beberapa teknik dalam mengajar?
2. Dalam mengajar menulis, apa-apa saja teknik yang biasa ibuk berikan?
3. Kalau dalam mengaar narrative teks, teknik apa yang biasanya ibuk berikan?
4. Apakah dalam satu materi, ibuk memberikan teknik yang sama pada setiap kelas?
5. Apakah teknik yang ibuk berikan itu bisa membuat motivasi anak dalam belajar lebih semangat?



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Appendix 6

INTERVIEW TRANSCRIPT OF THE TEACHER

- Peneliti : Assalamualaikum buk. Gimana kabar ibuk, sehat?
- Teacher : Waalaikumsalam, Alhamdulillah sehat.
- Peneliti : Boleh minta waktu ibuk sebentar buk?
- Teacher : Boleh, untuk apa?
- Peneliti : Untuk interview buk.
- Apakah ibuk menggunakan teknik dalam mengajar?
- Teacher : Iya, sudah pasti, tergantung kepada materinya dan jenis dan topic yang diajarkan, jadi bervariasi.
- Peneliti : Biasanya kalau dalam mengajar menulis apa-apa saja teknik yang ibuk berikan?
- Teacher : Secara umum, ibuk menggiring anak ke generic structure dari sebuah teks. Jadi dijelaskan generic structurenya, karena itu merupakan bantuan atau langkah-langkah untuk siswa bisa menulis, misalnya dalam contoh yang sederhana saja, dalam recount text misalkan bagian yang pertama tentang orientation, apa isi orientation? Kemudian apa lagi, apa lagi. Jadi seperti itu kan, digiring anak kegeneric structure dulu, baru nanti disuruh anak menulis setahap demi setahap sesuai dengan generic structurenya, itu yang secara umumnya.
- Peneliti : Bagaimana kalau dalam mengajar narrative teks? Apa saja teknik yang biasa ibuk berikan?
- Teacher : Narrative juga seperti itu. Dibawa anak ke generic structure dulu, kan setiap teks itu bagian pertamanya apa, bagian tengahnya apa, bagian terakhirnya apa. Nah kalau dalam narrative teks, setelah anak faham tentang generic structure, biasanya ibuk menyuruh mereka berkolaborasi dalam group, karna nati mereka agak sulit mencari inspirasi dalam mengembangkan ide mereka, tapi kalau mereka bekerja dalam group, mereka akan saling membantu, saling sharing,

saling member ide. Dan setiap kelompok mereka memilih tentang apa yang akan mereka tulis, apakah tentang film, tentang novel, apakah tentang legenda dan lain-lain. Jadi kalau mereka mempunyai kesamaan, kesukaan yang sama, mereka duduk bersama, jadi mereka akan lebih mudah dalam menulis itu, karna mereka sama-sama tau tentang cerita tersebut.

Peneliti : Apakah dalam satu materi, ibuk memberikan teknik yang sama pada setiap kelas?

Teacher : Iya, biasanya begitu, kalau materinya sama, ibuk memberikan teknik yang sama, supaya tidak ada beda dari satu kelas dengan kelas yang lain.

Peneliti : Dan dari teknik yang ibuk berikan itu, apakah dapat membuat motivasi anak dalam belajar lebih semangat?

Teacher : Alhamdulillah, apalagi kalau narrative itu siswa lebih semangat lebih tertarik mereka, karna sesuai dengan kesukaan mereka. Jadi kayaknya mereka senang, ada perubahan minat mereka.

Peneliti : Mah rasa cukup buk, terima kasih banyak ibuk telah memberikan waktunya buk.

Teacher : Iya, sama-sama.

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Appendix 7

ANGKET

MOTIVASI SISWA TERHADAP PENERAPAN TEKNIK GURU PADA PEMBELAJARAN WRITING

Introduction:

1. Angket ini bertujuan untuk menggambarkan motivasi siswa terhadap penerapan teknik guru pada pembelajaran writing
2. Peneliti berharap agar saudara/i dapat memberikan informasi yang sebenarnya tentang proses pembelajaran ini.
3. Angket ini tidak ada hubungannya dengan nilai, khususnya nilai bahasa inggris saudara/i.
4. Semua informasi yang diberikan akan dijamin kerahasiaannya.

Instruction:

1. Pilihlah salah satu alternative jawaban yang diberikan dengan memberikan tanda check-list (✓) untuk semua pertanyaan sesuai dengan keadaan yang sesungguhnya.
2. Terima kasih banyak atas partisipasi yang telah saudara/i berikan.

Keterangan pilihan jawaban:

- 4 = Selalu 2 = Jarang
3 = Sering 1 = Tidak pernah

No	Pertanyaan	Pilihan jawaban			
		4	3	2	1
1	Saya antusias terhadap materi pelajaran yang diberikan guru				
2	Saya berperan aktif didalam pembelajaran				
3	Teknik yang diberikan guru kurang menarik bagi saya				
4	Guru membuat suasana menjadi tegang apabila membangun suatu pengertian kepada siswa				
5	Saya sering melamun didalam kelas, bahkan keluar masuk ketika guru menerangkan pelajaran				
6	Saya mudah memahami materi pembelajaran yang diberikan guru, karena materinya tidak jauh dari kehidupan sehari-hari				
7	Guru memperkenalkan topik pembelajaran yang sesuai dengan materi yang akan dipelajari				
8	Saya tertarik dengan media yang ditampilkan guru karena sesuai dengan materi yang diajarkan				

9	Teknik yang digunakan guru dapat menambah perbendaharaan kosa kata saya				
10	Guru menilai tulisan siswa berdasarkan komponen-komponen dalam menulis (content, organization, vocabulary, language use, mechanics)				
11	Teknik yang digunakan guru sangat membantu dalam meningkatkan keterampilan menulis				
12	Dengan penggunaan teknik yang digunakan guru saya bisa mengorganisasikan ide-ide dalam paragraph dengan baik dan mudah				
13	Saya memperoleh peningkatan dalam keterampilan menulis dengan bantuan teknik guru				
14	Melalui penggunaan teknik ini saya bisa mengembangkan isi paragraph dengan mudah				
15	Setelah mengikuti pembelajaran ini saya percaya saya akan berhasil dalam test				
16	Saya dapat memahami dengan baik struktur kalimat yang digunakan guru				
17	Saya merasa bahwa teknik ini memberikan banyak kepuasan kepada saya				
18	Melalui penggunaan teknik yang digunakan guru ini bisa mendorong semangat saya dalam menulis				
19	Saya senang dengan cara guru mengevaluasi pelajaran menulis				
20	Saya memperoleh masukan yang cukup untuk mengetahui tingkat keterampilan menulis saya				

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Appendix 8

Blue Print of Questionnaire on Students' Motivation in Writing

Indicator	Sub item	Item	%
Intrinsic motivation	Come from inside 4. Desire to make themselves better 5. Because the goal 6. To get information without ask by the teacher	1,2,5,6,8,12,1 3,15,16,17,19 ,20	12(60 %)
Extrinsic motivation	Come from outside 5. Need to pass exam 6. Hope the financial reward 7. The possibility of future travel 8. Punishment give by teacher	3,4,7,9,10, 11,14,18	8 (40 %)
Total			20(100 %)

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI (UIN) IMAM BONJOL PADANG
FAKULTAS TARBİYAH DAN KEGURUAN
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Nomor : B. 6764 /Un.13/FTK/TL.00.9/5/2018 16 Mei 2018
Lamp. : 1 rangkap proposal
Hal : Mohon Izin Penelitian

Kepada Yth;
Kepala Dinas Pendidikan Provinsi Sumatera Barat
di
Padang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka pengumpulan data untuk penyusunan skripsi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Imam Bonjol Padang, kami mohon kiranya Bapak berkenan memberi izin melakukan penelitian kepada Saudara:

Nama : Rahmah Yunita
NIM : 1414050769
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : *Teaching and Learning Process of Narrative Text at Senior High School 2 Solok*
Lokasi Penelitian : SMAN 2 Solok
Waktu Penelitian : Mei s.d. Juli 2018

Demikianlah disampaikan, atas bantuan dan kerja samanya terlebih dahulu diarturkan terima kasih.



- Tembusan:
1. Rektor UIN Imam Bonjol di Padang
 2. Kepala SMAN 2 Solok
 3. Mahasiswa yang bersangkutan



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 2. Kepala SMAN 2 Solok
 3. Mahasiswa yang bersangkutan



PEMERINTAH PROVINSI SUMATERA BARAT
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Jl. Jenderal Sudirman No. 52 Padang Telp.0751-21955 Fax : 0751-27510

Nomor : 070/1237/PSMA-2018
Lampiran : -
Hal : Izin Penelitian

Padang, 28 Mei 2018

Kepada Yth : Wakil Dekan I
UIN Imam Bonjol Padang
di

Tempat

Dengan Hormat,
Sehubungan dengan surat nomor B.6764/Un.13/FTK/TL.00.9/5/2018 tertanggal 16 Mei 2018 perihal izin penelitian mahasiswa S1 Fakultas Tarbiyah dan Keguruan UIN Imam Bonjol Padang yang berjudul "Teaching And Learning Process of Narative Text at Senior High School 2 Solok", atas nama:

Nama : Rahma Yunita
NIM : 1414050769
Tempat : SMA Negeri 2 Solok
Waktu : Mei 2018 s/d Juli 2018

Berkaitan dengan hal tersebut Dinas Pendidikan Provinsi Sumatera Barat pada prinsipnya tidak keberatan memberi izin kepada mahasiswa yang namanya tersebut diatas untuk melaksanakan penelitian, namun diharapkan selama kegiatan penelitian dapat memperhatikan hal-hal sebagai berikut:

1. Berkoordinasi dengan Kepala SMA Negeri 2 Solok;
2. Diharapkan tidak mengganggu kegiatan proses belajar dan mengajar;
3. Tidak memberatkan pembiayaan kepada orang tua dan siswa di sekolah;
4. Penelitian yang dilakukan sepenuhnya untuk kepentingan pendidikan dan tidak dipublikasikan secara umum;
5. Data yang diambil sesuai dengan peraturan perundang-undangan yang berlaku;
6. Setelah selesai melaksanakan penelitian agar menyampaikan laporan ke Dinas Pendidikan Provinsi Sumatera Barat.

Demikian surat izin penelitian ini kami berikan, agar dapat dipergunakan sebagaimana mestinya.

Sekretaris,



Drs. Bustavidia, MM
NIP. 19640501 199303 1 006

Tembusan disampaikan kepada Yth:
1. Gubernur Sumatera Barat (Sebagai Laporan);
2. Kepala SMA terkait.



PEMERINTAH PROVINSI SUMATERA BARAT
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SMA NEGERI 2 SOLOK



Jl. Telaga Biruhun Solok 27316

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☎(0755) 21319

SURAT KETERANGAN

No: 421.4/348/SMAN-02/VIII-2018

Berdasarkan surat dari UIN Imam Bonjol Padang nomor :
B.6764/Un.13/FTK/TL.00.9/5/2018 tanggal 16 Mei 2018 perihal : Mohon Izin
Penelitian. Yang bertanda tangan di bawah ini, Kepala SMA N 2 Solok, dengan ini
menerangkan bahwa Mahasiswa tersebut di bawah ini:

Nama : **Rahmah Yunita**
Tempat/ Tanggal Lahir : Jakarta, 22 Juni 1995
No. Identitas : 1414050769
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Telah melakukan Penelitian dalam rangka penyusunan skripsi dengan judul "**Teaching and Learning Process of Narrative Text at Senior High School 2 Solok**" selama 1 (satu) minggu dari tanggal 10 s/d 14 Juli 2018.

Demikianlah Surat Keterangan ini kami berikan untuk dapat dipergunakan dengan
sebaik-baiknya.

Solok, 21 Agustus 2018

Kepala,



Dra. Nurbaiti, I

Np. 19660120 199203 2 003