

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result of research finding and discussion. The writer would like to present research finding as the answer for the problems which have been stated in the chapter.

4.1 Finding

Based on the theoretical review presented in chapter II, the writer describes in detail terms of the techniques in teaching narrative writing. The writer focuses on three components of teaching, including: (1) the techniques used by the teachers in teaching narrative writing, (2) the implementation of the techniques in narrative writing, (3) the strength and weakness of the techniques implementation in teaching narrative writing by the teachers and students.

4.1.1 The Techniques used by the Teacher in Teaching Narrative Writing

The observation was started on April 08, 2014 and run every Monday and Wednesday because of those day English was taught to the students first grade at SMP Institut Indonesia. On the first meeting on April 14, 2014 when the writer did

the observation, the lesson was on the chapter 1, the topic was “Snow White” using picture with time allocation of 2 x 45 minutes. The second meeting of observation was held on April 16, 2014. The topic was “Snow white” using the question about then Snow white with time allocation of 2 x 45 minutes.

The section describes the techniques used by the teachers in teaching narrative writing. It deals with the techniques ranging from the opening until the closures of the class that have implemented by the teacher in teaching reading at the SMP Institut Indonesia. It is very important to know all the skills of the students to achieve optimal result of teaching and learning process. The complete description of the techniques used in every action that the teacher took in the classroom when the teacher used the techniques in teaching narrative writing.

In this point the techniques used writer to collect the data is observation and interview. And the first techniques is observation, purpose to get the information is concerning the teaching process in the classroom especially techniques used by teacher in teaching narrative writing. The writer used and observation sheet observing the process of teaching in the classroom. By doing so, the writer can see the real condition in the classes and observe the teacher in delivering the material related to narrative writing.

From description above, it can be concluded that the observation is the method target, to get data by coming to the classroom to see the real class situation directly

using the sense of perception to arrive at writer target. The second techniques used by the writer to collect data is interview. The interview is only done with the teacher when teaches the class used as the sample of this study. Interview is used to explore the data from the teacher. By using this the technique, the writer tried to figure out the techniques used by the teacher in teaching narrative writing, and the students responses about the English lesson in the class.

4.1.1.1 To find the topic sentence

In this activity the teacher wanted to motivate the students to gets idea for the topic. The teacher help to raise questions to simulate the writer's ideas. If the students had ideas, they would be motivated to find the topic sentence about the narrative story. After the students having the topic sentence, the teacher asked the helper to discuss or review the key words to develop and organize the ideas in order. The teacher helped the students to write down everything that came in their mind about the story narrative used the teacher to teach narrative writing.

4.1.1.2 To develop the paragraph

In this activity, the teacher always give the steps to describe the conflict in every paragraph about the story. The students write three sentences that develop of central topic, to develop the opening supportive sentence and the other supporting information

4.1.1.3 The summary

In this activity the student writes the summary about the narrative story which taught by the teacher and the student will describes how the reader is intended to feel About the topic and the teacher asked to student also give the moral of the story which taught by the teacher in learning activity especially in narrative writing.

4.1.2 The Implementation of the Techniques in Narrative Writing

The writer describe about the implementation in teaching narrative writing based on the observation. The teacher use procedures of teaching narrative writing to explain about the steps the material. Moreover, the description is a stated as follows:

4.1.2.1 The Procedure of Teaching Narrative Writing

The English teacher at SMP Institut Indonesia applied various procedures in teaching narrative writing, they had something in common. All of them do the three stages of narrative writing activity; that are pre- writing, the whilst- writing, and the post writing stages.

The qualitative description of the findings on the procedures of teaching narrative writing are grouped into three stages of writing activities; (1) pre- writing, (2) whilst- writing, (3) post writing.

In this point the techniques used writer to collect the data is observation and questionnaire. The writer used an observation sheet observing the process of teaching in the classroom. By doing so, the writer can see the real condition in the class and observed the teacher in delivering the material related to reading. From description above, it can be concluded to see the real class situation directly using the sense of perception to arrive at writer target.

Questionnaire used by the writer to collect data. Questionnaire is the method or instrument of getting data by giving a list of written question. Questionnaire means that the questions and the answer between the writer and respond are written. This instrument is given both the teacher and the students at SMP Institut Indonesia.

4.1.2.1.1 Pre- Writing Activity

In pre- writing activity the teacher greetings to students and the role attendance list and the teacher gives motivation for the students before they begin their lesson and gives them material with the title “Snow White, the teacher asked the students some questions about the material in new topic, the teacher gave oral questions to relate the students’ background knowledge to the topic of the text, to deal with new vocabulary, and to ask the students about previous knowledge.

4.1.2.1.2 Whilst- Writing Activity

In whilst- writing activity the teacher asked the students about “Snow White” one by one before the begins writing the material with the title “Snow White” and the teacher asked the students to answer the questions for the example what is the story about what, with whom did Snow White live and then the teacher gives the questions for the students to survey about understanding in narrative text.

The teacher asked the students to write the text after that they read every sentence and asked the students explains about the meaning of the

text and the teacher gives the another example about “Snow White” above helps the students to translate difficult word in Indonesian language and the teacher gives them information how to find main idea of each paragraph.

4.1.2.1.3 Post- Writing activity

In post- writing activity the teacher gives the students exercise to answer the questions based on the text and the students write down the difficult meaning and attend the teacher explanation and then the teacher asked the student one by one in front of the class to write down the answer of the question based on the text, the students corrected his friends answer, the teacher close the lesson and gives assignment to answer the questions and give the students home work and the last the teacher gives the motivation for the students not to make them afraid to learn English especially in writing ability.

4.1.3 The strengths and Weakness of the Techniques to Implemented in Teaching Narrative Writing at SMP Institut Indonesia

In finding, the implementation in teaching reading lesson, the writer gets the strength and weakness of the teacher and the students during implemented the technique in teaching narrative writing. The strength of the technique implemented in teaching narrative writing used by the teacher such as: The teacher used the simple

words to explain the material and the teacher using Indonesian and English language. The teacher gives another new vocabulary based on the topic and the teacher gives example how to read in good pronunciation and the students feel easier to understand about the material and the students are easy to answer the question based on the story.

The weakness of technique writing by using four square method, sometimes the writer have different opinions or arguments in developing paragraph and not all the students got the chance to consult and performed their writing to the teacher because the time is limited in the class room. Based on the data presented above, it can be concluded that the four square method of technique narrative writing is able to improve the student's ability especially in narrative writing, to improvement of the student's behaviour, to improvement the student's motivation in learning, and also to improvement of the class learning situation.

4.1.3.1 The strengths

The strengths of the four square technique implemented in teaching narrative writing used by the teacher such as: The teacher used the simple words to explain the material and the teacher using Indonesian and English language. The teacher gives another new vocabulary based on the topic and the teacher gives example how to read in good pronunciation and the students feel easier to understand about the material and the students are easy to answer the question based on the story.

4.1.3.2 The Weakness

The weakness of technique writing by using four square method, sometimes the writer have different opinions or arguments in developing paragraph and not all the students got the chance to consult and performed their writing to the teacher because the time is limited in the class room.

4.2 Discussions

Based on the study above the writer would like to make discussions as follows:

4.2.1 The Techniques Used By The Teacher in Teaching Narrative Writing

The implementation of four square techniques in narrative writing could improve the student's writing ability. Four square narrative writing techniques deals with writing process in writing activity and also can create a narrative text. After doing the research, it can be seen that four square narrative writing techniques which was applied in the writing class successfully improves the student's narrative writing ability. In writing activity that working together can help students to learn and perform the stages of writing more effectively. Additionally, students typically write better and the students take more pride in their writing when they are writing for audience.

4.2.2 The Implementation of The Techniques in Teaching Narrative Writing

In implementation of the four square writing technique, the students work in pair as a helper and writer in which helper started by generating ideas. Harmer (2002: 261) states that generation of ideas is lively with two or more students involved than it is when the writers work on their own. After that, they had a chance to edit all aspect of writing. And they also checked and evaluated their writing by sharing with the other pairs and the teacher as it is stated by Tompkins (1994: 26) through this sharing, the students can communicate with all audience who respond to their writing in meaningful ways. Finally, the students could write and create good writings especially in narrative writing.

Moreover the implementation of the four square writing technique can improve the student's motivation. Before the technique was applied, most of the students had low motivation in learning writing. The teacher explained clearly about the technique, finally they started becoming more motivated in learning writing, following the activities, involving in discussions, and doing the provided exercise. The students gave attention to the lessons and they were active and creative to develop and do the activities in the writing process. And also the students not bored anymore in writing as the teaching technique in general is not monotonous anymore.

4.2.3 The Strength and Weakness of The Technique Implementation in Teaching Narrative Writing by The Teacher and Students at SMP Institut Indonesia

The implementation in teaching writing lesson, the writer gets the strength and weakness of the teacher and the students during implemented the technique in teaching narrative writing. The strength of the technique implemented in teaching narrative writing used by the teacher such as: The teacher used the simple words to explain the material and the teacher using Indonesian and English language. The teacher gives another new vocabulary based on the topic and the teacher gives example how to read in good pronunciation and the students feel easier to understand about the material and the students are easy to answer the question based on the story.

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