THE STUDENTS' STRATEGIES IN COMPOSING NARRATIVE TEXT

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ABSTRACT

The objectives of the research were to find out the strategies used by the students in composing narrative text and the strategies are most dominantly used by the students in composing narrative text. This research applied a qualitative research. The subject of this research was the English teacher and the students at the fifth semester of English Education Department of IAIM Sinjai in 2019/2020 academic year. The total number of sample was 10 students. The researcher used purposive sampling technique to taking sample in this research. The data were collected through observation checklist and interview. The result of observation checklist had percentage 82,5%. It showed that the majority of the students joined the class enthusiastically. Most of the students actively answered the teacher's questions, paying attention to the teacher and there were no students noisy, it also happened when the students did writing by using the strategies in composing narrative text And based on interview showed that the students' response about the strategies in composing narrative writing narrative text was good. There are three strategies used by the students in composing narrative text; webbing strategy, picture sequence strategy and model strategy. The strategy that the students dominantly used was picture sequence strategy. It was found that using the strategies in writing narrative text could improve the students' writing narrative text.

Keywords: Narrative text, Writing Strategy

INTRODUCTION

Writing is one of the English skills that must be mastered by every English learner especially by the students of English Department. By writing, we could convey our message to many people without using oral communication. According to Baker (1987) writing is one of the most important things to do. Writing help students in mastering the English completely.

By writing, the students can deliver their messages to their readers. To deliver the message, the students have to produce a text by using English. They have to write about what they think in their mind and state it on a piece of paper by using correct procedure. However, students find difficulties relating to their writing. Students could not develop their ideas, they did not master the use of grammatical sentence well, and they were lack of vocabulary. As stated by Richard (2002) that writing is the most difficult skills for the second language learner to master of putting together strings of grammatically correct sentences. Generally, the students' ability to write is not better than their ability to speak. Writing cannot be acquired naturally, it needs a lot of practice to be mastered.

Based on the observation that researcher did in IAIM Sinjai on 22th March 2019 on Friday at 09.35 am. the researcher found that the students at the fifth semester are expected to be able to write well, especially in writing narrative text. But, the students also get difficulties in writing. Some of students assume that writing is the most difficult

subject among the other language skills because the process of writing not only writes what they feel but also convey a message to the readers. Therefore, the students have problems to make good writing such as: stuck to get diction, getting idea and ordering the words. So, the students spend too much time to think about it and also the students cannot manage their time and also find it hard to organize their ideas and paragraph unity. So, it is needed for students to apply the strategies in order to improve students' narrative text.

There are so many techniques and strategies that can be applied in teaching writing narrative text in order to make students easier in creating it. Some of those strategies that can be used relating to teach narrative text are scaffolding strategy, outlining strategy, picture series strategy, collaborative writing strategy, webbing strategy, shared writing strategy and model strategy.

Based on the illustration above, the objectives of this study were to explore:
1. To analize the strategies used by the students in composing narrative text.
2. To identify which strategies are most dominantly used by the students in composing narrative text.

RESEARCH METHOD

This research observed the strategy used by the students at the fifth semester in writing narrative texts. This methodology of this research is qualitative. . The participants of this research was the students of the fifth semester of English Department in the academic year of 2019-2020 at IAIM Sinjai. This research took PBI A and PBI B because they have studied about the technique and strategy in writing and only the class that has higher achievement than the other class. The total number of samples were 10 students.[SFP]

To obtain the data, the researcher used observation checklist and interview. Observation checklist allowed the researcher to record information quickly about the strategies in narrative that students used. And also, the researcher used semi-structured interview. Given (2008) recommend this type of interview to enable getting all information required while the same time allowing the participants to freely response and describe the concept. Furthermore, audiotaping is attached simultaneously to the interview activity. The data were analyzed using interactive model of data analysis (Miles and Huberman, 2013).

FINDINGS

The findings of this research deal with the strategies used by the students and the strategies are most dominantly used in composing narrative text by the students at the fifth semester of English Education Department of IAIM Sinjai in the academic year 2019/2020. There are two parts that are displayed based on the focus of the research; (1) the strategies used by the students in composing narrative text and (2) the strategies are most dominantly used by the students in composing narrative text.

THE STRATEGIES USED BY THE STUDENTS IN COMPOSING NARRATIVE TEXT
a.   To know the strategies used by the students in composing narrative text.
Students 1: *Story Map Strategy, Picture Sequence Strategy and Model Strategy*

A: *Begini. Kan saya mau tanyaki tentang strategi dalam menulis writing.* ***Berapa banyak strategi dalam menulis teks narrative yang kita tau?***
         Well. I want to ask you about strategy in writing. ***How many strategies in writing narrative text that you know?***
B: ***Kalo saya kak, ada 3. Yang selama ini saya tau, yang pernah juga kupelajari. Yang pertama yaitu story map.***

Terus yang kedua, ada model strategi. Terus yang ketiga ee.. ada picture sequence strategi. Yang kalo picture sequence strategy itu kalo kayak gambar-gambar.

I think, there are 3 strategies that I have learned. The first is story map. The second is model strategy. And then, the third is ee.. picture sequence strategy. The picture sequence strategy consists of some pictures.

A: *oh ya-- ya. Kalo story map itu kayak webbing dek?*

Well -- yeah. Is the story map like webbing?

B: *Iye kak yang kayak begitu. Kayak samaji begitu kak.*

Yes, like that.

The extract 1 above shows that there are 3 strategies that the students has learned. The question from the researcher **"Berapa banyak strategi dalam menulis teks narrative yang kita tau (How many strategies in writing narrative text that you know)"** and the first student answered "**Kalo saya kak, ada 3. Yang selama ini saya tau, yang pernah juga kupelajari. Yang pertama yaitu story map. Terus yang kedua, ada model strategi. Terus yang ketiga ee.. ada picture sequence strategi (I think, there are 3 strategies that I have learned. The first is story map. The second is model strategy. And then, the third is ee.. picture sequence strategy. The picture sequence strategy consists of some pictures)".** It means that there are 3 strategies that the first student already knows and have learned. The 3 strategies are story map strategy or webbing strategy, model strategy and picture sequence strategy. She was very sure that she used the strategies in writing narrative text. However, the last strategy, she answered by saying "ee.. ada picture sequence strategi" which means "ee.." indicating that she was thinking about the answer. In this case, S1 forget about the strategy that have been taught by her lecturer.

Students 2: *Webbing Strategy, Picture Sequence Strategy and Model Strategy*

A: *Oke. Ada berapa strategi yang kita tau dalam menulis teks naratif?*

Oke. How many strategies that you know in writing narrative text?

B: *oh. Dalam menulis teks naratif kak? Strateginya?*

Oh. In writing narrative text? The strategy?

A: *Iye yang itu.*

Yeah, that's right.

B: *Ada 3 itu kak. Webbing. Picture sequence sama yang terakhir itu model strategy kak.*

There are 3 strategies. Webbing. Picture sequence and the last is model strategy.

It can be seen from the extract 2 above that there are 3 strategies in writing narrative text that the student has learned. "**Ada 3 itu kak. Webbing. Picture sequence sama yang terakhir itu model strategy kak (There are 3 strategies. Webbing. Picture sequence and the last is model strategy.)"** It means that webbing strategy, picture sequence and model strategy already know by the student because she has learned before. When she answered like that, it can be seen that S2 answered the question clearly without hesitation. She was very sure that she used the three strategies; webbing strategy, picture sequence strategy and model strategy in composing narrative text. She also usually used the strategies in writing narrative text.

Student 3: *Brainstorming Strategy, Outlining Strategy and Story Map Strategy*

A: *Oh iye. Mau tanya, selama ini berapa banyak strategi yang kita pernah pelajari sama kita pernah gunakan dalam menulis teks narrative?*

Well. I want to ask you, how many strategies that you have learned and you have used in writing narrative text?

B: *kalo strategi kak yang kutau kak di narrative itu ada beberapa ji kayak anu itu kak brainstorming, outlining, mapping.*
Based on what I know, there are some strategies in writing narrative text such as brainstorming, outlining, mapping.

The extract 3 shows that the student know some strategies in composing writing narrative text. "*kalo strategi kak yang kutau kak di narrative itu ada beberapa ji kayak anu itu kak --brainstorming, outlining, mapping (Based on what I know, there are some strategies in writing narrative text such as brainstorming, outlining, mapping)*". The third student said that there are 3 strategy that he knows; brainstorming strategy, outlining strategy, and mapping strategy in composing narrative text. In this extract indicates that its different with others. The other students in the extracts before said that they have learned the strategies in are webbing or mapping, picture sequence and model strategy. But, S3 usually used the strategies; brainstorming strategy, outlining strategy, and mapping strategy. Mapping strategy like webbing strategy that the student represents about the students' thinking to see the relationships among ideas, distinguish between the main ideas and supporting details. S3 also used brainstorming strategy and outlining strategy in composing narrative text. As we know that the strategies above is strategy that the students usually used in composing descriptive text. In brainstorming strategy, the students can find new ideas about the text. But in this strategy, some students make a group that in their group, the students have to analysis, discussion or critism to find a solution, ideas before composing narrative text. In outlining strategy, the students make a list devided into headings and subheadings that distinguish main points from supporting points, and then developing into paragraph.

THE STRATEGIES ARE MOST DOMINANTLY USED BY THE STUDENTS IN COMPOSING NARRATIVE TEXT

The result of the interview shows that there are 3 strategies used by the students in composing narrative text. But, the strategies were dominantly used by the students in composing narrative text is picture sequence strategy. As the beginning of the interview, the researcher asked which strategies that the students most dominantly used in writing narrative text and also asked how about the other strategies, is that make the students difficult to accomplish their writing narrative text. It can be seen on the following extract.

Student 1: *Using Picture Sequence Strategy*
A: *Oh iye. Em.. terus menurutta em.. strategi yang mana yang biasa tapake dalam menulis teks narrative dek terus, em… yang biasa ta pake em.. kalo menulis ki teks naratif?*
Well. Em..And then, em..which strategies are dominantly used by you em..in writing narrative text?
B: *Oh, em.. kalo saya menurutku yang paling apa, e.. efisien baru biasa kupake untuk menyusun story narasi itu em.. picture sequence strategy. Karena em.. dari picture sequence strategy itu, em.. setelah menyusun gambar, kita bisa em.. apa, em.. mengambil langkah-langkah em.. untuk menyusun ide eee supaya lebih eee terstruktur ceritanya.*
B: *Oh hmm.. I think that the most efficient strategy e.. that I usually used in composing narrative writing is em.. picture sequence strategy. Because em.. picture sequence strategy, em.. after we arranged the pictures, we can em.. follow the steps to composed our ideas so, the story becomes more structured.*
A: *Oh terus menurutta em.. yang strategi yang lain eee bagaimana. Eee menurutta.*

So, em.. how about the other strategies. Based on your opinion.

B: *e.. kalo yang webbing strategy itu, saya kira terlalu ini, em.. apa.e.. terlalu rumitki untuk difahami kak. Terus kalo model strategy itu, apa kayak lebih, em.. apa, kayak, mahasiswa lebih sulit untuk e.. apa Namanya itu sulit mengutarakan ide, karena harus ki beruntun dari orientasi, story of event, komplikasi sampe resolusi.*

e..in webbing strategy, em.. I think that is too complicated to understand. And then, in model strategy, em.. students more difficult e.. to express their ideas because we have in a row from the orientation, story of event, complication until resolution.

The extract above shows that the strategy is dominantly used by the first student in writing narrative text is picture sequence strategy. As we know that picture sequence provides the subject matter for writing narrative and speculating about the story beyond the pictures in the strip. She argued that picture sequence strategy more efficient in composing narrative text. Because when she used the strategy, she can follow the steps; arranged the pictures, to composed her ideas in order to make the story more structured. By using the picture sequence strategy, it can help S1 to brainstorm and to gather her idea. Because the strategy is simple, does not costly and relatively easy to get. The other strategies; webbing strategy and model strategy, S1 argued that webbing strategy is the strategy that is too complicated to understand. When S1 using the webbing strategy, she cannot manage her time because she felt difficult to organize her ideas to developing it into paragraph. And then, model strategy makes her more difficult to express their ideas because in model strategy, S1 has to make the orientation of the story firstly. And then, the second step that S1 has to make after write the orientation is story of event, complication until resolution. Automatically, it takes a lof time in composing narrative text by using the model strategy.

Student 2: *Using Model Strategy*

A: *e.. terus yang mana yang lebih dominan kita pake dalam menulis ki teks naratif dek?*

e.. and then, which strategies are dominantly used by you in composing narrative text?

B: *Yang model strategy kak saya paling suka gunakan. ee.. karena di model strategy itu kak, ditentukan memangmi dulu yang mana, orientation, yang mana complication, terus yang mana resulution nya dari cerita itu kak.*

Model strategy is the strategy that I dominantly used. Because in model strategy, we determine about where is the orientation firtstly, where is the complication, and then the resolution of the text.

A: *e.. terus bagaimana menurut ta sama strategi yang lain itu? kenapaki nda pernah pakai kalo menulis ki teks naratif?*

e.. and then, how about the other strategies? why you never use the strategies in writing narrative text?

B: *Yang lain sih kak menurutku cukup bagus, tapi saya memang sukaki kak pake kalo model strategi. Cepatka e.. kembangkan kalimatku jadi paragraph. Beda ki memang kalo pake ka strategi yang lain. Karena tidak terlalu mudah saya rasa kak kalo di teks narrative.*

The other strategies in my opinion are also good, but I always use the model strategy. I am more responsive to developing a sentence into a paragraph. It's different when I used the other strategy, because it's not easy if I used the other strategies in writing narrative text.

The extract above shows that the strategy is dominantly used by the student in composing narrative text is model starategy. She argued that in model strategy, firstly she can determine the orientation of the story before determine the complication and resolution. In orientation, S2 sets the scene and introduces the characters to explain the reader what the story is going to be about. In complication and resolution, S2 sets off a sequence of interesting events such as the problem of the story. When the problem is resolved that is the resolution of the story, include a description of the final outcome or ending. By using the model strategy in composing narrative text, S2 felt easy to developing the sentences. The student also can analyze the language features and the generic structure of the text. S2 felt enjoyable with the model strategy in composing narrative text than using the other strategies that she has learned before such as webbing strategy and picture sequenve strategy. About the other strategies, S2 argued that webbing strategy and picture sequence strategy also good strategy in writing narrative text. But, it's different when she used the model strategy. She indicates that model strategy makes her easy to find out the main ideas of the text and also easy to developing a sentence into parapraphs.

Student 3: *Using Webbing Strategy*

A: *Oh iye. Terus kalo menulis ki teks narrative yang mana yang paling sering kita pake. Yang gampang memang menurutta untuk kembangkan ki ide ta biar jadi teks narrative.*

A: *Well. And then, if you write a narrative text, which strategy do you think is easy to develop your idea so, that it can become a narrative text.*

B: *emm… kalo saya lebih mudah menulis narrative text kalo itu webbing strategy.*

B: *emm…I think it easier to write a narrative text if I use the webbing strategy.*

A: *Kenapa dek?*

A: *Why?*

B: *emm… karena saya bisa menguraikan ide-ide saya ketika saya membuat circles. story map juga mudah ji sebenarnya dipake kalo mau menulis teks narrative. Karena di story map, kita bisa meletakkan keywords di main idea nya terus sub idea nya di cabang-cabangnya. Jadi nda gampang ki lupa bilang apa tadi itu yang saya pikir. Karena sudah eee…ada memang tertuang disini di bagan di mind mapping.*

B: *emm…because I can decipher my ideas when I make some circles. story map actually easy to use if we want to write a narrative text. because in story map, we can put the keywords in min idea, then the sub ideas in the branches. So, we are easy to see about what we have written before, because our ideas have been contained in mind mapping.*

The extract above shows that the strategy is dominantly used by the third student is webbing strategy. S3 argued that by using the webbing strategy, help her to generate ideas about what she is going to write because she sometimes confused about what she will write firstly. Webbing provide information of which one comes first and which comes next so S3 can gather the idea that she needs for writing narrative text. In webbing, the student writes their subject in the middle of the page and then circle it. S3 write related ideas around the circle and connect them to her subject circle. These related ideas are like branches. About the other stratgeies, picture sequence strategy and model strategy, S3 argued that by using the picture sequence strategy and model strategy in composing narrative also make her easy to gather the ideas. Besides that, picture sequence also makes her interested in composing narrative text, because in picture sequence, the S3 arranged the pictures in the strip and developing it become narrative

text. And the model strategy can be very useful in helping students understand about what the students expect. S3 can determine about the orientation of the story firstly. After that, she determines the story of event, complication and the last is resolution of the story. So, the S3 is not convoluted in composing narrative text. S3 also can make simple draft narrative text individually with the orientation, story of event, complication and resolution of the story before developing it into paragraphs. But, based on the result of interview, the strategy that she dominantly used in composing narrative text is webbing strategy.

b.   **Percentage of Strategies**

No	Strategy	Frequency	Percent (%)
1	Webbing	1	10%
2	Picture Sequence	6	60%
3	Model	3	30%

Table 4.1 Percentage of Strategies

Based on table 4.1 the researcher got the data about which strategy is more dominant than the other strategies used by the students in writing. The table shows about 10% of the student used webbing strategy, because by using webbing strategies, they can develop ideas that had been written in the webbing chart. By using webbing strategy, the student writes their subject in the middle of the page and then circle it. The student writes related ideas around the circle and connect them to her subject circle. These related ideas are like branches. So, the student is easier to write stories that have a plot accordingly. Those who use picture sequence strategy is about 60% of the students. This strategy most preferred by the students because using picture sequence strategy can make the act of writing a story to be more fun and not boring. The students also can set up the flow of a story based on the picture. Pictures can motivate the students, make them want to pay attention to the story and can stimulates them to be referred to in discussion or storytelling. The third strategy is model strategy; those who use this strategy in composing narrative text were about 30% of the students, because by reading articles or text can improve the students' vocabulary and they can follow the example of the story of the text or article by using their own words. In model strategy, firstly the students can determine the orientation of the story before determine the complication and resolution. In orientation, they sets the scene and introduces the characters to explain the reader what the story is going to be about. In complication and resolution, they sets off a sequence of interesting events such as the problem of the story. When the problem is resolved that is the resolution of the story, include a description of the final outcome or ending. From the percentage above, shows that the picture sequence strategy is dominantly used by the students in composing narrative text. It most useful and can help them to write a good text.

OBSERVATION CHECKLIST

No	Indicators	Score
1	The students pay attention to teacher's explanation of narrative text.	5
2	The students are enthusiastic in responding	4

	teacher's question.	
3	The students ask question to the teacher to clarify understanding.	4
4	The students work independently in making a narrative text by using the strategies in writing.	4
5	The students concentrate in making narrative text when they are doing the test.	4
6	The students discuss and share in process of making the narrative text individually.	4
7	The students actively express their ideas in discussion.	4
8	Every student gives contribution to express their opinion in the class.	4
	Total	33
	Percentage	82.5%
	Category	Good

Based on the result of observation checklist above had percentage 82,5%. It showed that the majority of the students joined the class enthusiastically. Most of the students actively answered the teacher's questions. When the teacher was presenting the material, majority of the students were paying attention to the teacher and there were no students noisy, it also happened when they did writing about using the strategies in narrative text. the teacher explained the strategies that the students can used in composing narrative text. Based on the Vygotsky's theory, there are some strategies that the students can used in writing such as scaffolding strategy, outlining strategy, pictures sequences strategy, collaborative writing strategy, pyramid strategy, shared writing strategy, model strategy and webbing strategy. The teacher of IAIM Sinjai has explained that there are 3 strategies that the students can use in writing narrative text; webbing strategy or story map strategy, picture sequence strategy and model strategy. The teacher explained about the 3 strategies; webbing strategy or story map strategy, picture sequence strategy and model strategy clearly and give the examples related to narrative text by using the 3 strategies. It can be concluded that in this activity showed active. The condition could be seen during the teaching-learning process take place. From the condition, it means that most of the students understand about the material by using the strategies in composing narrative text, because the students felt enjoyable to write narrative text by using one of the strategies. the students were brave to ask if they did not understand, respond the teacher's question and explanation, whereas the students asked to the teacher and did not talked to much to other friends. So, the class looked still quiet. The students give the maximum response in teaching-learning process. Finally, when they were asked to do task; writing narrative text by using one of the strategies, the students were not confused and understand about the task.

DISCUSSION

THE STRATEGIES USED BY THE STUDENTS IN COMPOSING NARRATIVE TEXT

To find out the strategies used by the students in writing narrative text, the researcher did the observation checklist and interview. According to Vygotsky (1978) 'the child is actively involved in the learning and development process because they provide feedback to the adult or teacher about their level of understanding'. It means that teacher as a facilitator in learning process. Facilitator helps a students to get an

independent understanding about the material. Using the technique and strategy in writing can give a freedom to the students to think and solve their problem to find the main ideas of the text. It also gives students the opportunity to reorganize ideas, identify relationships and determine possible directions and forms for their writing. To improve a student's writing ability, much attention has to be needed by a teacher as approaches to teaching writing through providing guide and feedback (Leki & Carson, 1994). The teacher must help and encourage his/her students to master writing. It needs varied activities to implement at the classroom so that the students can develop their ideas into better. Using the strategy in writing is a good way because it facilitates the students to work individually, in pair or group in creating the text. Students are required to find the main ideas, topic, plan an outline, and contribute elements of the text (paragraphs, sentences, phrases, words) in writing specially in writing narrative text.

Based on the result of analysis about strategies that the students used in composing narrative text, it was found that there were some strategies that the students used in writing narrative text such as; webbing strategy story map strategy, picture sequence strategy, model strategy, listing strategy, brainstorming strategy, clustering strategy and outlining strategy. Whereas other strategies such as; scaffolding strategy, collaborative writing strategy, pyramid strategy and shared writing strategy did not used by the students.

In composing narrative text, the researcher found that the students mostly used picture sequence strategy, webbing strategy and model strategy in writing. The strategies above are suitable for the students in composing narrative text. Besides that, the students at the fourth semester of English Education Department of IAIM Sinjai have learned the strategies above because their teacher has given before.

THE STRATEGIES ARE MOST DOMINANTLY USED BY THE STUDENTS IN COMPOSING NARRATIVE TEXT

There are 3 strategies used by the students in composing narrative text; webbing strategy, picture sequence strategy and model strategy. Strategy in common can be defined as various important parameters of the language teaching process or general approaches to instruction that apply in a variety of content areas and are used to meet a range of learning objectives (Eggen & Kauchak, 2012). Strategy also opens a priority to a student-centered teaching process and an engagement for both teacher and students as well. Therefore, strategy in teaching writing process considers important components to attain meaningful and effective teaching especially in writing narrative text.

The strategies were dominantly used by the students in composing narrative text is picture sequence strategy.

Using the strategy in writing is a good way because it facilitates the students to work individually, in pair or group in creating the text. Students are required to find the main ideas, topic, plan an outline, and contribute elements of the text (paragraphs, sentences, phrases, words) in writing specially in writing narrative text.

According to Schwandt (1997), strategy in teaching should evolve as the study proceeds with the flexible option of allowing for and anticipating changes in procedures. In relation, English teaching calls for distinctive strategy to focus on students' learning process.

CONCLUSION

Based on the research findings and discussion, several conclusions can be drawn.

There are some strategies used by the students in composing narrative text such as; webbing strategy story map strategy, picture sequence strategy, model strategy, listing strategy, brainstorming strategy, clustering strategy and outlining strategy. Whereas other strategies such as; scaffolding strategy, collaborative writing strategy, pyramid strategy and shared writing strategy did not used by the students.

In composing narrative text, the researcher found that the students mostly used picture sequence strategy, webbing strategy and model strategy in writing. But, the strategy was dominantly used by the students in composing narrative text is picture sequence strategy. Picture sequence provides the subject matter for writing narrative and speculating about the story beyond the pictures in the strip. By using the picture sequence strategy in composing narrative text, the students can follow the steps; arranged the pictures, to composed their ideas in order to make the story more structured and also can help the students to brainstorm and to gather her idea. Because the strategy is simple, does not costly and relatively easy to get

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