

**A STUDY ON TEACHING STRATEGIES USED IN
TEACHING NARRATIVE WRITING AT SECOND
SEMESTER OF ENGLISH DEPARTMENT OF IAIN
TULUNGAGUNG**

THESIS

Presented to
State Islamic Institute of Tulungagung in partial fulfilment of the requirements for
the degree of *Sarjana Pendidikan Islam* in English Education



By

**NOVITA SARI
NIM. 3213113122**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE (IAIN)
OF TULUNGAGUNG
2015**

ADVISOR'S APPROVAL SHEET

This is to certify that the Sarjana thesis of Novita Sari has been approval by the thesis advisor for further approval by the Board of Examiners.

Tulungagung, July 14th 2015
Advisor,

MUH. BASUNI, M.Pd
NIP. 19780312 2003121001

BOARD OF THESIS EXAMINER'S APPROVAL SHEET

This is to certify that the *Sarjana* thesis of Novita Sari has been approval by the thesis advisor for further approval by the Board of Examiners as the requirement for the degree of *Sarjana Pendidikan Islam* in English Education

Board of Thesis Examiners

Chair,

Secretary,

Dr. Erna Iftanti, S.S, M.Pd

NIP. 19720307 200901 2 002

Sukarsono, M.Pd

NIP. 19710814 200510 1 002

Main Examiner

H. Nursamsu, M.Pd

NIP. 19780204 200901 1 003

Tulungagung, 04th August 2015

Approved by
The Dean of Faculty of Tarbiyah and Teacher Training

Dr. H. Abd. Aziz, M.Pd.I

NIP. 19720601 200003 1 002

MOTTO

*“Tell yourself that today should be better than
yesterday.”*

DEDICATION

I would like to dedicate for:

1. My beloved parents (Mr. Musyadi and Mrs. Sri Wahyuni) who always give me a pray and motivation for my study.
2. My sister, her husband and my brother who always support me and accompanying me in finishing my thesis and my great family who have supported me.
3. All my lecturers, especially in English Education Program, for guidance during my study.
4. This thesis is dedicated to all of my friends in TBI D. Thank you for your beautiful friendship.
5. My lovely one who always makes me smile always gives a great love and attention for me.
6. All of people who love and help me.

DECLARATION OF AUTHORSHIP

Herewith, I

Name : Novita Sari

NIM : 3213113122

Department : English Education Department

Address : RT.008/RW.005 Ketok, Margomulyo, Watulimo, Trenggalek

Declare that:

1. This paper has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work for the author and has not been written in collaboration with any other people, nor does it include without due acknowledgment or the work of any other people.
3. If in later time, it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Tulungagung, July 14th, 2015

NOVITA SARI
NIM. 3213113122

ABSTRACT

Sari, Novita. Student Registered Number. 3213113122. 2015. *A Study on Teaching Strategies Used in Teaching Narrative Writing at Second Semester of English Department of IAIN Tulungagung*. Sarjana Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. Advisor: Muh. Basuni, M. Pd.

Keywords: teaching strategy, narrative writing, students' opinion

Writing is one of the English skills that must be mastered by every English learner especially by the student of English Department. Almost every day in their academic life, they are demanded to write for many purposes. Unfortunately, some students meet difficulties in writing activity to develop their writing skill. From the phenomenon, the lecturer should be able to find and use teaching strategies that make the students' writing proficiency increased. In narrative writing class, the strategy is used by the lecturer to develop students' writing skill and to give motivation the students to write variety of genre text in narrative. Based on the description, the researcher interests find out the teaching strategies in narrative writing at second semester English department of IAIN Tulungagung.

The research problems of the research were: 1) what are strategies applied by the lecturer in teaching narrative writing at second semester of English department of IAIN Tulungagung? 2) how do the students opinion of teaching strategies in narrative writing at second semester of English department of IAIN Tulungagung?

The purposes of the research were to: 1) to investigate the strategies are applied by the lecturer in teaching narrative writing at second semester of English department of IAIN Tulungagung. 2) to investigate the students' opinion of teaching strategies in narrative writing at second semester of English department of IAIN Tulungagung.

Research method, the researcher used descriptive research with qualitative approach consisting of some data in the form of word, phrase and sentences. It is used to describe something that is known to have happened in the process of teaching activity. In conducting the research, the researcher collected data through observation by preparing observation checklist and observing the field. Other hand, the researcher conducted documentation by taking picture during observation as the evidence that the researcher did the research. The researcher also interviewed the narrative writing lecturer and some students to get more information. Before did the interview, the researcher make the interview guide. The researcher did the three techniques, because by these techniques, the research problem can be answered. The subject of this research was the narrative writing lecturer at second semester of English department of IAIN Tulungagung.

The result showed that teaching strategies in narrative writing applied by the lecturer were five strategies, they were: modeled writing, think-aloud writing, guided writing, cooperative learning, and independent writing. The strategies applied when teach fictional text, in this case is fable. Moreover, eight students had opinion toward the teaching strategies. They had opinions were the strategies can build students' writing habit, the strategies could foster students' motivation, the strategies especially guided writing useful to help students become strategic writer, and the cooperative learning strategy was effective and joyful.

ABSTRAK

Sari, Novita. Nomor Induk Mahasiswa. 3213113122. 2015. *A Study on Teaching Strategies Used in Teaching Narrative Writing at Second Semester of English Department of IAIN Tulungagung*. Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. Institut Agama Islam Negeri (IAIN) Tulungagung. Pembimbing: Muh. Basuni, M.Pd.

Kata Kunci: strategi mengajar, menulis narasi, pendapat mahasiswa

Bahasa Inggris merupakan salah satu ketrampilan yang harus dikuasai oleh setiap pelajar terutama mahasiswa jurusan bahasa Inggris. Hampir setiap hari dalam kehidupan akademik mereka, mereka dituntut untuk menulis dengan berbagai tujuan. Sayangnya, beberapa mahasiswa menemui kesulitan dalam kegiatan menulis dan mengembangkan kemampuan menulis mereka. Dari fenomena tersebut, dosen harus menemukan dan menggunakan strategi pengajaran yang membuat kemahiran menulis mahasiswa meningkat. Di kelas menulis narasi, dosen menggunakan strategi tersebut untuk mengembangkan kemampuan menulis mahasiswa dan memberi motivasi siswa untuk menulis berbagai jenis teks narasi. Berdasarkan uraian diatas, peneliti tertarik untuk mengetahui startegi mengajar yang diterapkan oleh dosen dikelas menulis narasi pada semester kedua jurusan bahasa Inggris IAIN Tulungagung.

Rumusan masalah pada penelitian ini adalah: 1) Strategi apa yang digunakan oleh dosen di kelas menulis narasi pada semester kedua jurusan bahasa Inggris IAIN Tulungagung? 2) Bagaimana pendapat mahasiswa mengenai strategi pengajaran di kelas menulis narasi pada semester kedua jurusan bahasa Inggris IAIN Tulungagung?

Tujuan penelitian ini adalah: 1) untuk mengetahui strategi yang digunakan oleh dosen di kelas menulis narasi pada semester kedua jurusan bahasa Inggris IAIN Tulungagung. 2) untuk mengetahui pendapat mahasiswa mengenai startegi pengajaran di kelas menulis narasi pada semester kedua jurusan bahasa Inggris IAIN Tulungagung

Metode penelitian, peneliti menggunakan penelitian deskriptif dengan pendekatan kualitatif yang terdiri dari beberapa data dalam bentuk kata, frase dan kalimat. Hal ini digunakan untuk menggambarkan sesuatu yang diketahui telah terjadi dalam proses kegiatan mengajar. Dalam melakukan penelitian, peneliti mengumpulkan data melalui pengamatan dengan menyiapkan daftar pengamatan dan melakukan pengamatan di lapangan. Disisi lain, peneliti melakukan dokumentasi dengan mengambil gambar selama proses pengamatan sebagai bukti peneliti telah melakukan penelitian. Peneliti juga mewawancarai dosen dan beberapa mahasiswa untuk mendapatkan informasi lebih lanjut. Sebelum melaksanakan wawancara, peneliti menyiapkan pedoman wawancara. Peneliti memiulih ketiga tekhnik tersebut, karena ketiga tekhnik tersebut dapat menjawab

rumusan masalah yang ada. Subyek penelitian ini adalah dosen di kelas menulis narasi pada semester kedua jurusan bahasa Inggris IAIN Tulungagung.

Hasil penelitian menunjukkan bahwa strategi pengajaran yang digunakan oleh dosen ada lima strategi, yaitu modeled writing, think-aloud writing, guided writing, cooperative learning, dan independent writing. strategi-strategi tersebut digunakan ketika mengajar teks fiksi, dalam hal ini cerita dongeng. Selain itu, ada delapan mahasiswa yang berpendapat mengenai strategi-strategi pengajaran tersebut. Mereka berpendapat bahwa strategi tersebut dapat menumbuhkan kebiasaan menulis mahasiswa, dapat membantu perkembangan motivasi mahasiswa, dari strategi-strategi tersebut khususnya “guided writing” berguna untuk membantu mahasiswa menjadi penulis yang berstrategi, dan strategi-strategi tersebut merupakan strategi yang efektif dan menyenangkan, khususnya “cooperative learning”.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 14th 2015

The writer

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