

CHAPTER IV

DATA PRESENTATION AND FINDING

This chapter presents the data presentation and finding related to the proposed question. The first sub-heading presents the data presentation related to teaching strategies applied by the lecturer and students' opinion and the second one presents the findings related the research question.

A. Data Presentation

The data presented in this research were collected by using observation and interview. The researcher investigated the lecturer strategies in teaching narrative writing and the students' opinion of the teaching strategies. The subjects of the research was the narrative writing lecturer and eight students of English 2C class at IAIN Tulungagung who were selected by using some reason as informant.

This part explained the subjects related to teaching strategies in narrative writing. The subjects had the strategies to develop students' writing skill, especially in narrative writing. To know kinds of teaching writing strategies applied by the lecturer, the researcher had conducted an observation, in-depth interview, and documents as evidence that the researcher had been did the research.

In this presentation, the student one will be coded as S1, student two as S2, student three as S3, student four as S4, student five as S5, students six as S6, student seven as S7, and student eight as S8.

1. The following were presented data related to teaching strategies in narrative writing applied by the subject and her students' opinion. The strategies as follow:

1. Teaching strategies applied by the lecturer in narrative writing

Table 4.1: Teaching Strategies Applied by the Lecturer

No.	Teaching Strategies	Descriptions
1.	Modeled writing	Modeled writing was teacher' practice in demonstrating writing to students that is involved the selection of texts to show the students how writing work. It used to give the comprehension for the students about the material of narrative writing.
2.	Think-aloud writing	Think-aloud strategy asked to say out loud what students were thinking about when reading or simply responding to the questions posed by teachers or other students.
3.	Guided writing	Guided writings are required students to draw on the knowledge, skills and understanding developed during modeled writing sessions, with varying degrees of support from the teacher. The lecturer used this strategy to make the students practiced into make simply short story first step by step.
4.	Cooperative writing	Cooperative learning was a strategy in which small group of students work together on a common task. Students had more opportunities to actively participate in their learning, question and challenged each other, shared and discussed their ideas.
5.	Independent writing	Independent writing provided students with the opportunity to demonstrate their skill in composing a fiction story individually based on their own words. The lecturer used the strategies to know the students progress and the difficulties during the process of narrative writing learning.

2. The students' opinions toward teaching strategies

Table 4.2: Students' Opinions toward Teaching Strategies

No.	Students' Opinion	Description
1.	The strategies build students' writing habit	The students had opinion that the teaching strategies applied were so good. They perceived that the teaching strategies could build writing habit, because almost every day they must practice in writing.
2.	The strategies foster the students interest and motivation	The students argued that the activity in teaching strategies had the influence in foster their motivation and interest in writing. Because the students faced by many activity that connected to the daily life.
3.	The strategies became strategic writer	The researcher had conclusion that the teaching strategies helped students become strategic writer. Provided the existence of the student's opinions that stated they able composed the story from the beginning step until the final project.
4.	The strategies were effective and joyful	The students argued that the teaching strategies were effective and joyful in some aspect. The first aspect was the situation of class that offered by joyful situation and the second was the role of the media. The lecturer used the media that supported the teaching strategies.

B. Finding

The finding was information found from fields. It discussed the result of the research based on the data from field. It showed some information got from lecturer strategies in 2C of IAIN Tulungagung. Its cover of teaching strategies that was used in the classroom and the students' opinion toward the teaching strategies in narrative writing were applied. In this case, the lecturer taught one of types of narrative text, it is fictional text, especially fable. The findings were explained as follow:

a. Modeled writing

According to the data 0906.IT.13.S derived from Mrs. X as the writing lecturer of 2C IAIN Tulungagung in interview on 9th May 2015, she said that “modeled writing mean the students can learn the model that lecturer given, it can be model of text or writing strategies.” The lecturer also said “... *Jadi strateginya itu lebih ke memberi mereka pemahaman tentang narrative text, seperti memberi definisi, terus tujuan menulis dan strukturnya.*” In English: “... So the strategy is preferred to give the explanation for the students about narrative text, such as the definition, the purposes of writing, and the structure.” Besides used text as the model, the lecturer also modeled the writing strategies such as brainstorming or WH question technique.

Supported by S4 interview in data 1906.IT.5.14, “Modeled writing was strategy that using model as guidelines before practices. The strategy made her easier in comprehending the explanation.” The same argumentation, S5 stated in data 1906.IT.5.15 that “The strategy usually used by showing the model of text to make the material conveyed.”

The similar thing looked on the observation on 21st May 2015; “In beginning of the class, the lecturer explained the materials first using Power Point in teaching fictional text (short story such as fable) and the explanation were supported by the model of narrative

text. The lecturer asked the students to read the model of the text. The model of the text was familiar story with interesting content. The students read the text while learn how the texts worked and the structured demonstration by the writer. Then, the lecturer helped the students to identify the text structure by posing some question.”

From the description above, modeled writing was teacher’ practice in demonstrating writing to students that is involved the selection of texts to show the students how writing work. Here, the lecturer applied the strategy in order to give the comprehension for the students about the material of narrative writing. Hence, by the strategy, the students knew what should write next.

b. Think-aloud writing

Based on data 0906.IT.16.S, the strategy was used when taught about text structure or language features. This strategy used been equal to modeled writing. When the lecturer shows the model of the text, the lecturer also gave opportunity the students to think and know what the strategies that the text writer did. *“Disini saya menggunakan strategi tersebut ketika saya mengajarkan tentang text structure or language feature. Biasanya saya menggunakan pertanyaan-pertanyaan agar mereka mengidentifikasi sendiri ciri-ciri khusus dari narrative text itu seperti apa.”* In English: “Here, I used the strategy when I taught about text structure or language feature.

Usually, I pose some questions so that they identified the special features in narrative text by themselves.”

On the researcher observation on 21st May 2015, “The lecturer used think-aloud when the lecturer displayed the model of the text. The lecturer used some question to help the students in identifying how the writer generate and organize the story. It used to add the students comprehension. The lecture builds the relaxed situation in the activity. Hence, the students were more active in responding the lecturer questions.”

Based on the explanation, think-aloud strategy asked to say out loud what students were thinking about when reading or simply responding to questions posed by teachers or other students. By the strategy, the students could know the way of the writer compose the story. It means that before the students do the process writing, they mastered overall the structure of the text.

c. Guided writing

According to data 0906.IT.16.S, guide writing activity involves teacher and students jointly in composing text. Based on the researcher observation, “This strategy is used by collaboration learning between the lecturer and the students. The lecturer asked the students to decide the topic which will be developed into a fiction story. Then, the lecturer modeled the technique how to generate the ideas using WH question until arranged became the outline. After the

outline was ready, the lecturer and the students began to develop related to the structure and the language features. The lecturer guided the students by discussion and gave them some question as the guidance. In every lecturer questions, the students were active in responding the guidance questions. Meanwhile, the lecturer scribed all of student words on the board, and together revised the words until become a short story collaboratively.”

Supported by S4 interview in data 1906.IT.4.I4, she said that the lecturer presented the material and guided the students in creating the text in every structure. Besides that S5 according to data 1906.IT.7.15 stated that in guided writing, the lecturer always displayed the example in making interesting story after presented the material. The lecturer and the students collaborated in creating the example. It made the material easier to understand. “... *kita dijelaskan tentang struktur dari fictional narrative text, kan ada karakternya, settingnya, plotnya. Disitu setiap njelasin dosennya selalu menampilkan contoh ngebuatnya yang menarik itu gimana, kalo karakter kayak pakai nama yang unik dan kepribadian yang menarik. Itu kita kolaborasi ama dosennya mbak pas buat.*” In English: “... we were explained about structure of fictional narrative text, the character, the setting, and the plot. There, every explanation, the lecturer always guide by how to make the interesting example, such as made character by unique name and interesting personality.

Here, we made it with the lecture collaboratively.” Additionally, S7 said that the lecturer guided them in process narrative writing step by step. Based on the data 1906.IT.11.17 “*Sejauh ini ya membantu saya dalam membimbing proses narrative writing mbak. Dari mulai menentukan topik, mengembangkan ide, membuat outline, sampai tersusun menjadi sebuah cerita.*” In English: “So far, the lecturer helped me in guiding narrative writing process. Started from decided the topic, developed the ideas, made outline, until arranged a story.”

The conclusion, in guided writings students are required to draw on the knowledge, skills and understanding developed during modeled writing sessions, with varying degrees of support from the teacher. The lecturer used this strategy to make the students practiced into make simply short story first step by step. By collaborative learning and discussion, the students will be easier in comprehending and practicing to compose the story before the students work individually.

d. Cooperative learning

As Mrs. X said that cooperative learning means that the students worked the task in small group. The data 0906IT.18.S showed she said “*Saya menyuruh mereka untuk membentuk kelompok kecil dan meminta mereka untuk membuat short story dari langkah awal yaitu prewriting.*” In English: “I instructed them to

make small groups and asked them to create a short story from the begin step, that is prewriting.”

It was very influenced the writing teaching learning process. The lecturer said that “...*Disini cooperative learning strategy sangat berpengaruh. Karena anak-anak akan lebih mudah menyusun cerita karena ada kesempatan untuk bertukar ide dan bekerjasama dalam pengembangan teks.*” In English: ”Here, cooperative learning strategy is influenced. The students will be easier in composing the story, because there are opportunity to share their ideas and cooperative in developing the text. Besides that, “S2 had similar perceiving that their tasks easier to do when they generate their ideas together with their friends, made outline, and together in making content of the story based on the criteria.”

On the researcher’s observation on 21st May 2015, “The lecturer asked the students to make small group consists of four students in every group. The lecturer informed the task of every group. The lecturer said that the tasks were created a fictional story. Every group has different topic. The lecturer instructed every group to make outline first. After that, they could continue to develop the text. When the group did the tasks, the lecturer come close to one by one group to observe and correct the outline, she also gave the suggestion and motivation to create the original story.”

Hence, cooperative learning was a strategy in which small group of students work together on a common task. Students had more opportunities to actively participate in their learning, question and challenged each other, shared and discussed their ideas.

e. Using independent writing

In this strategy, the students decided overall of the aspect of the writing process by self. Supported by lecturer interview on 9th May 2015 in data 0906.IT.20.S, she said *“Distrategi ini intinya saya menyuruh anak-anak bekerja secara individu. Disini saya akan lebih memahami bagaimana progress dan kesulitan dari masing-masing mahasiswa. Soalnya disini mereka harus menentukan sendiri dalam penyusunan tulisan mereka. Seperti pengembangan ide dan teks.”* In English: “In this strategy I ordered the students to work individually. Here, I would more comprehended how students progress and difficulties. They must compose their writing by their selves, such as developing ideas and texts.”

Related to the observation on 28th May 2015, “The lecturer asked the students to create a story individually. She informed that the story will be a final project in next meeting. In beginning activity, the lecturer asked about the title which student prepared in the home. When the students had chosen their title, the lecturer instructed them to make outline first and divided them a narrative rubric. After the students created the outline, they must consult the

outline to the lecturer. The lecture came close to the students to observe and give the suggestion their outline. The lecturer also asked the students difficulties and helps them to solve the problem. When the time was up, the lecture instructed to continue the tasks in the home. She also informed that the students should prepare the draft that students made in their home to make easier in composing the story when the final project run in the next meeting. Before the lecturer closed the class, she reminded the students to write based on the rubric as the criteria of their writing.”

Those, independent writing provided students with the opportunity to demonstrate their skill in composing a fiction story individually based on their own words. The students also could measure how far their writing skill developed. The lecturer used the strategies to know the students progress and the difficulties during the process of narrative writing learning.

2. The students’ opinion about teaching strategies

Based on the result of students interviews, the students’ opinion toward the teaching strategies used by the lecturer were so good opinions. The students’ opinion toward teaching strategies in narrative writing, as follow:

a. The strategies build students’ writing habit.

Teaching strategies that the lecturer applied involves many practices was inside or outside classroom. According to data

1906.IT.7.I1, “*Strategi mengajar lebih sering disuruh mengerjakan tugas, diskusi dan take home, jadi menurut saya strategi seperti itu cocok untuk kelas narrative writng. Soalnya kan dalam kelas writing banyak latihan dirumah maupun dikelas.*” In English: “The teaching strategies more often did the task, discussion, and take home. So, those teaching strategies were suitable for narrative writing class. Because, in writing class involves many practices either home or class.” The similar opinion looked in S6 interview; find in data 1906.IT.4.I6, he said that “The teaching learning process in narrative writing had many practices. The practices make them accustomed with writing activity.” So, they had opinion that the teaching strategies applied were so good. They perceived that the teaching strategies could build writing habit, because almost every day they must practice in writing.

b. The strategies could foster students’ motivation.

Here, narrative writing class offered the students to write genre of the narrative text. By the teaching strategies, the students were easier to create their ideas in composing variety genre of text. Another hand, the strategies also gave opportunity to foster students’ interest without doing copy paste in writing process. Supported by S1 opinion in data 1906.IT.13.11 and S2 opinion in

1906.IT.11.I2 that “They were motivated to write more, because they easier to create their ideas now.” In addition, S3 in data 1906.IT.9.I3 said “*Saya lumayan termotivasi mbak. Karena saya lebih terbiasa menulis. Soalnya saya tidak suka menulis mbak. Kalo ada tugas saya lebih banyak copaste. Tapi berhubung proses pembelajarannya yang bertahap, jadi kesempatan saya untuk copaste tidak ada. Jadi real tulisan saya sendiri.*” In English: “I was motivated passable. I was more accustomed to write. Because I did not like writing, if there are task, I preferred to do copy paste. But seeing a gradual learning process, my opportunity was less to copy and paste. So, the writing was real my own.” Besides that data 1906.IT.10.I5 showed S5 perceived that “The teaching strategies foster her interest in writing.”

The teaching strategies involved the student practices in composing story in variety genre. By the practices were also motivated the students able to write all of genre text. It was useful when they looked for the job future. Accordin to data 1906.IT.9.I4, S4 stated “*Disitu saya termotivasi untuk bisa menulis pengalaman pribadi dan cerita yang menarik. Soalnya ketika nanti saya kerja kan kadang disuruh menulis cerita tentang dirinya sendiri mbak. Jadi saya mulai belajar bagaimana membuat narrative text yang menarik.*” In English: “There, I was motivated able write personal experience and interesting story.

When we looked for job, sometimes we instructed to write by myself. Hence, I started to learn how to make interesting narrative text.” So, from the opinion before, the students argued that the activity in teaching strategies had the influence in foster their motivation and interest in writing. Because the students faced by many activity that connected to the daily life.

c. The strategies helped students become strategic writer.

In some activity, the students were shown some story that had good structure. The lecturer taught them how to compose the story well based on the author perception. Besides that, the lecturer also guided the students to use writing strategies. The students learned to create interesting story stage by stage. Caused all, make the students increase their writing skill. From the description, in data 1906.IT.8.I5, S5 had opinion that “*Dengan strategi yang digunakan dosen yang bervariasi, saya sedikit demi sedikit mulai memahami teknik menulis dan bahkan bagaimana cara memunculkan ide-ide untuk bahan tulisan saya.*” In English: “By the variation strategies used the lecturer, I comprehended the writing technique and how to create ideas for my writing.” Additionally, the teaching strategies in teaching process were very suitable with students needs, because the practices offered the students to write from beginning stage until final project. It made them become a strategic writer. As S7 argumentation in data

1906.IT.11.17 toward the explanation before, “*Sejauh ini yaa membantu saya dalam membimbing proses narrative writing mbak. Dari mulai menentukan topic, mengembangkan ide, membuat outline, sampai tersusun menjadi sebuah cerita.*” In English: “So far, helped me in guiding narrative writing process. Begin from decided topic, developed ideas, made outline, until created a story.”

From the description above, the researcher had conclusion that the guided writing as the teaching strategies helped students become strategic writer. Provided the existence of the student’s opinions that stated they able composed the story from the beginning step until the final project.

d. The strategies was effective and joyful

In the classroom, the lecturer decided some activities in every teaching strategy to reach the learning goal. The situation of the narrative writing class was very joyful but still effective. It caused, the students often did discussion and collaborated activity. According to S1 opinion in data 1906.IT.6.I1, she said that “The learning process was effective and conducive, it means that when the learning process were run on, the situation of the class was joyful and relax but the material still can be understandable. Actually, the class was crowded but it caused they did discussion.” Similar statement posed by S4 in data

1906.IT.4.14 that *“Menurut saya pembelajaran writing dikelas saya efektif, menyenangkan dan mudah dipahami penjelasannya. Soalnya dosennya menggunakan media ketika menjelaskan dan memberi contoh cerita yang familiar tapi dengan content yang lebih menarik.”* In English: “According to me, learning writing in my class was effective, joyful and easier understandable. Because the lecturer used the media when explained and gave the familiar example with interesting content.” Hence, the students argued that the teaching strategies, especially cooperative learning were effective and joyful in some aspect. The first aspect was the situation of class that offered by joyful situation. Because the strategies allowed the students to do discussion and collaboration, so that make the material was understandable. The second aspect was the role of the media. The lecturer used the media that supported the teaching strategies. Using the media, the process of transferring the material was easier to be arrested by the students. Another hand, the media also made the teaching learning process was not monotone condition.