

## **CHAPTER V**

### **DISCUSSION**

This chapter covers discussions of the research. Discussion is a process making a decision or a conclusion about the topic of this research that are the teaching strategies in narrative writing and the students' opinion toward the teaching strategies. Here is broad explanation about teaching strategies in narrative writing and the students' opinion toward the teaching strategies.

#### **A. The teaching strategies in narrative writing**

Teaching writing is not easy for the lecturer because the lecturer has to have a variety strategy to make the students not bored. Teaching strategies become researcher's focus on this research. In this research, the teaching strategies are used by the lecturer to develop students' writing skill in narrative writing are:

##### **1. Modeled writing**

Generally, modeled writing is involved the selection of texts to show the students how writing work. According to the result of lecturer interview, modeled writing mean the students can learn the model that lecturer given, it can be model of text or writing strategies. Some students (S4 and S5) also stated that modeled writing was strategy that using model as guidelines before practices to make them easier in comprehending the explanation. Related to the result of the observation,

the lecturer applied the strategy in writing classroom. She explained the materials first using power point 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. Then, the students read the text while learn how the texts worked and the structured demonstration by the writer. Next, the lecturer helped the students to identify the text structure by posing some questions. Based on the explanation before, modeled writing was one of teaching strategies that offer the lecturer' practices in demonstrating writing to students. It could be shown the text or the lecturer as the model.

Hence, in modeled writing, the lecturer demonstrates a specific aspect of writing to the whole class. The text during the lesson is usually based on a situation or experience with which students are familiar so that they can relate to the content of the writing. In this case, the students were as the observers. They observed how the writing worked. Here, the lecturer applied the strategy in order to give the comprehension for the students about the material of narrative writing: for example, a new writing skill, text form, genre, or format. It is suitable with theory of New South Wales Department of Education and Training (1999:28), "Modeled writing helps students gain the knowledge about language, vocabulary and text structures required to write for a range of purpose."

## 2. Think-aloud writing

Think aloud writing was used when taught about text structure or language features by posing some questions so that the students identified the special features in narrative text, based on the result of lecturer interview. It also was evidenced on observation, the lecturer used think-aloud when the lecturer displayed the model of the text. Then, the lecturer posed some question to help the students in identifying how the writer generate and organize the story. It used to add students comprehension.

All that all, think-aloud strategy was a strategy that asked to say out loud what students were thinking about when reading or simply responding to questions posed by teachers or other students. Related to New South Wales Department of Education and Training (2007:27) “Think-aloud writing means the process of saying aloud what the writer is thinking while completing a writing task as self-narration.”

By the strategy, the students could know the way of the writer compose the story. According to New South Wales Department of Education and Training (2007:27) “The purpose of this strategy is to explicitly demonstrate the choices and decisions that writers make as they plan, analyze and edit their own writing.” It means that before the students do the process writing, they mastered overall the structure of the text.

### 3. Guided writing

According to researcher observation, guided writing 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 guided the students from the beginning step to a story composed by discussion and gave them some question as the guidance. 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 and S5, they said that the lecturer presented the material and guided the students in creating the text in every structure.

From the explanation above, guided writing involved lecturer works with the students on a writing task. Guided writing was the process where lecturer developed and guided the students writing through discussion and joint text construction. It suitable with theory of New South Wales Department of Education and Training (1999:28), "A common guided writing activity involves students and teacher jointly composing a text."

This strategy applied 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.

#### 4. Cooperative learning

As the lecturer said that cooperative learning means that the students worked the task in small group. She also said the strategy was influenced in teaching learning process. It made the students easier in composing the story, because there was opportunity to share their ideas and cooperative in developing the text. Besides that, S2 perceived that by the strategy, 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.

All that all, cooperative learning is a strategy which offers the students to work together in completing the task. Cooperative learning fosters the development of higher level reasoning and problem-solving to accomplish shared goals (New South Wales Department of Education and Training (2007:27). In this strategy, the students had more opportunities to actively participate in their learning, question and challenged each other, shared and discussed their ideas.

#### 5. Independent writing

In independent writing strategy, the students decided overall of the aspect of the writing process by self. It supported by the result of lecturer interview that said she ordered the students to work individually. Here, she would more comprehended how the students progress and difficulties. Besides that, the lecturer offer to the students must compose

their writing by their selves, such as developing ideas and text. It used to make the students know how to demonstrate their writing skill.

Based on the description above, Independent writing was a strategy where the students having been empowered through teaching practice, write individually with little or no lecturer support. According to New South Wales Department of Education and Training (1999:28) stated said “Independent writing involves students composing their own texts without help.” From the strategy, the students could measure how far their writing skill developed. The lecturer used the strategies to know the students progress and the difficulties during the writing process. Besides that the strategy gave opportunities the students to demonstrate their writing skill.

#### **B. Students’ opinion toward the teaching strategies**

Based on the result on the interview with the students, they had good opinion toward the teaching strategies. The strategies used by the lecturer give influence in their writing skill. Some opinion toward the teaching strategies which states by the students are:

*The strategies build students’ writing habit.* Related to the students interview, the students had opinion that the teaching strategies applied were so good. They perceived that the teaching strategies could build their writing habit, because almost every day they must practice in writing. The students also faced by the long temporal task. It means that the students has long process finished their task to get the good writing. related to Graham & Perin

in Graham said (2008:2) “A good rule is that students should spend at least one hour or more each day in the process of writing- planning, revising, authoring, or publishing.”

*The strategies could foster students' motivation.* Related to the student interviews, the students argued that the activity in teaching strategies had the influence in fostering their motivation and interest in writing. Because the teaching learning process offers the students to face many practices that connected to the daily life. So, the students is motivated to develop their writing after realize the use of the writing in their life.

*The strategies helped students become strategic writer.* Based on the interview with the students, the researcher had conclusion that the teaching strategies helped students become strategic writer. Provided the existence of the student's opinions that stated by the routine practices in writing process, they able composed the story from the beginning step until the final project by structured and using writing technique.

*The strategies were effective and joyful.* In interview result, 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. Because the strategies allowed the students to do discussion and collaboration, so that make the material was understandable. According to Graham & Perin in Graham (2008:2) said that “A writing activity is likely to be more fun when students work

together.” The second aspect was the role of the media. Using the media, the process of transferring the material was easier to be arrested by the students and the situation is not bored. So, the class situation and the media could influence the atmosphere of classroom.