

**TEACHING WRITING NARRATIVE PARAGRAPH THROUGH SELF
REGULATED STRATEGY TO THE EIGHTH GRADE STUDENTS OF THE
STATE JUNIOR HIGH SCHOOL 1 OF MUARA SUGIHAN**

THESIS

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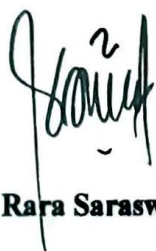
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ABSTRACT

Mersita, Indah.2019 teaching writing narrative paragraph through self regulated strategy to the eighth grade students of the state Junior High school 1 of Muara Sugihan. Thesis, English Education Study Program Sarjana Degree (S.1). Faculty of Teacher Training and Education Muhammadiyah University. Advisors : (I) Sri Yuliani, S.Pd., M.Pd. (II) Dwi Rara Saraswaty, S.Pd., M.Pd.

Key word : teaching, writing narrative paragraph, and self regulated strategy

This thesis is entitled “Teaching Writing Narrative Paragraph through Self Regulated Strategy to the Eighth Grade Students of the state Junior High school 1 of Muara Sugihan.” The problem of this study was formulated in this question: It is effective to teach writing narrative paragraph through self regulated strategy. Therefore, the objective of this study is to find out whether or not it is effective to teach writing narrative paragraph through self regulated strategy. The population of this study was 90 students from all the eight grade student of SMPN 1 Muara Sugihan. The sample of this study was 54 students from two classes (VIII a and VIII b). In collecting the data, where calculated by using independent sample t-test. In this study, the calculation used SPSS 22.0 for windows. The result of the calculation showed that there was no difference between the pretest result of experimental group and control group. It means that the level of the study’ ability among the two groups were same. For the posttest result, there was significant difference between experimental group and control group where the value of t-table was 0.08. It was greater than the value of t-table 0.01. Hence, the alternative hypothesis was accepted, and consequently. The null hypothesis was rejected. In the other hand the control group. It was proved by mean difference and t-test calculation result. The mean difference in experimental group was $p < 0.05$, while in the control group was just 67.75, and so did the t-test calculations result. It also indicated that was effective to teach writing narrative paragraph through self regulated strategy to the eight grade students of the state junior high school 1 of muara sugihan.

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Palembang, 28 august 2019

The writer

IM

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CHAPTER I

INTRODUCTION

This chapter discusses about, (1) background of the study, (2) problem of the study, (3) objective of the study, (4) significances of the study, (5) hypotheses of the study

1.1 Background of the study

According to Lubis (2014), writing is an activity for producing and expressing, it is producing the words and sentences then it is expressing with the meaning of ideas, this writing is the activity to transfer the ideas through words and sentences the idea will change to scientific (p61).

In addition, Wibowo (2013) states that writing is the mean of communication that enable someone to communicate to each other. Writing is effective because in writing the readers are able to know and understand more about the information because they are able to read it repeatedly it until they get the point. Writing is different from speaking where the listener only listens to the speaker once (p2).

Moreover, Hyland (2003) states that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic. Teachers see their role as simply to provide student's with the space to make their own meanings with in a positive and cooperative environment. Because writing is a developmental process, they try to avoid imposing their views, offering models, or suggesting responses to topics beforehand (p9)

According to Finegan cited in (Mustika2015), writing is the single most important invention in human history. Writing is a skill which requires organization of ideas to be communicated in a text (p1). According to Syahri & Sulaiman (2017), In teaching writing to the students, the teacher should give a clear writing framework that covers easy procedures or steps that enable them to write and it is suggested that beginners can write free writing with free topic or theme (p103).

There are 13 types of narrative paragraph. They can be imaginary, factual or a combination or both. They may include fairy stories, mystenes, sciences fiction, romantic, horror stories, adventure stories, fable, myths and legends, historical narratives, ballads, slice of life, personal experience. Narrative paragraph are used in fiction as a writer describes the unfolding of events, but they are also found when describing any actual sequence of activity.

Based on the researcher observation during doing interview to the Eighth grade students of state junior high school 1 of Muara Sugihan, it found that many students have the problem to express their ideas because their have lack of vocabularies, grammar, and so they did not know what they should write, and are lazy to write narrative paragraph. As the teacher, we must have high responsibility to develop the students ability in mastering language skill especially in writing. The teacher must create interesting activities in the class in order to the students can develop their opinions, feeling and ideas in writing.

There are some strategies to teach writing that can be used by the teachers to teach narrative text One of the strategies is Self Regulated Strategy. Self Regulated

Strategy is one of the strategies that can be used to facilitate the student's to write a narrative paragraph.

According to Teal (2011) self regulated strategy is an instructional approach designed to help students learn, use, and adopt the strategies used by skilled writers. It is an approach that adds the element of self regulation to strategy instruction for writing. It encourages students to monitor, evaluate, and revise their writing, which in turn reinforces self regulation skills and independent learning (p1).

In addition, Teal (2011) state that self regulated strategy is one of the greatest challenges for instructors in adult education programs is to help students acquire the basic cognitive skills and habits needed to be self directed learners (p1). This strategy is one of the development of the techniques of T-chart. In this case, researcher use second chart, because second chart more specific and it makes the student's are easier to arrange the sentences in the show side by seeing the list of word in the visualize and list side. The second chart of tell show strategy begins by making two columns resembling the letter T. One column tell and the other one as column visualize and list. In column tell student's take any simple sentences in current piece that mention something that can be describe and write it down. Then, imagine what story that the writer would like to choose that appropriate to the previous sentences. Next, write down all the things you see in the story on the visualize and list side before writing the sentences on the show side for the empty part.

Based on the explanation above, researcher motivated to conduct this research entitle, "Teaching Writing Narrative Paragraph Through Self Regulated Strategy to

The Eight Grade Student's of The State Junior High School 1 of Muara Sugihan”.

1.2 Problem of the study

The problem of this study was focused on teaching writing narrative paragraph through self regulated strategy to the eighth grade students of the state Junior High school 1 of Muara Sugihan

1.2.1 Limitation of the problem

The problem of this study was focused on teaching writing narrative paragraph through self regulated strategy.

1.2.2 Formulation of the problem

Based on the limitation of the problem above, the researcher formulated the problem as follow “is it effective to teach narrative paragraph through self regulated strategy to the eighth grade students of the state junior high school 1 of Muara Sugihan?”

1.3 Objective of The Study

The objective of the study was to find out whether or not it is effective to teach narrative paragraph through self regulated strategy to the eighth grade students of the state Junior High school 1 of Muara Sugihan.

1.4 Significances of the study

By conducting this research, the researcher can enlarge her knowledge and get experiences in doing research. The writer expected that this study would be useful for the teacher of English, the students, other researcher, and to the writer herself.

1. For the teachers of English

This study would be a useful information to the teacher of English to have on alternative way in teaching narrative paragraph to their students, and an additional strategy in teaching narrative paragraph

2. For the students

By presenting self regulated strategy in teaching writing narrative paragraph they can have many vocabularies

3. For other researcher

This study is a useful information for another researcher to do further study, and It would be the source of material in conducting the similar studies and future studies

4. For the writer herself

This study would give her a set of experience how to measure the student's achievement in writing paragraph, troubleshooting in same cases, especially in writing skills, and to know that self regulated strategy is effective for teaching writing narrative paragraph

1.5 Hypotheses of the study

According Sugiyono (2011), hypotesis is a temporay answer, where the formulation of research problem have been expressed in the from question sentence. The hypotesis of this study were in form null hypotesis (Ho) and the alternative hypotesis (Ha) as follow :

1. Null Hypothesis (H_0) : it was not effective to teach writing narrative paragraph through self regulated strategy to the eighth grade students of the state junior high school 1 of Muara Sugihan
2. Alternative Hypothesis (H_a) : it was affective to teach writing narrative paragraph through self regulated strategy to the eighth grade students of the state junior high school 1 of Muara Sugihan

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