

**Teaching Narrative Texts through Discussion Board in Improving Writing  
Achievement of the Eight Grade Students of SMP Negeri 40 Palembang**

**A Thesis by**

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This thesis is dedicated to :

- ❖ My parents, my Father Supardi Djamin and my Mother Rosadah who never stopped and got bored to give me financial support, care, pray, and love. Also My beloved Om Dody Julianto, SH . You're all my mood, my everything in my life. Thank you so much and I love you.
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**Motto :**

**Life is Adventure,**

**not the best but the best for yourself.**

**Secret is yours**

**And Happiness is yours, the best thing**

**In the world is person who believe you.**

## **Teaching Narrative Texts through Discussion Board in Improving Writing Achievement of the Eight Grade Students of SMP Negeri 40 Palembang**

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### **ABSTRACT**

The aim of this study was to find out whether or not there was any significant difference of student's writing between those who were taught through discussion board and those who were not. The writer used quasi experimental design in this study. The population of the study was all the eighth grade students of SMPN 40 Palembang in academic year 2013/2014 with total number of 320 students and the sample involved in this study was divided into two groups. The first group was experimental group which consisted of 40 students and the other was the control group which consisted 40 students. In collecting the data, the writer administered writing tests (pre-test and pos-test) to the students. The results of the test were analyzed by using independent sample t-test SPSS (Statistical Package for the Social Sciences) version 20.0 programs. The result of the analysis indicated that the t-obtained was 2.653 higher than the t-table 1.326 at the significant level of  $p < 0,05$ . Since the value of t-obtained was higher than t-table. it means that there was a significant difference between the students who were taught by using discussion board and who were taught without using discussion board. Based on the result of the calculation, the writer concludes that using narrative writing through discussion board can increase writing achievement of the eight graders at SMP N 40 Palembang.

***Keywords: Narrative writing, Discussion, writing achievement, narrative text***

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The Writer,

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) background, (2) the problem of study, (3) the objective of the study, and (4) the significant of the study.

#### **1.1 Background**

English is a global language used by all people over the world. Language is the source of human life and force. English is language for humans to create good communication among them. English is important to learn for students and help them to use English as means of communication both in spoken and written form. In addition, English is widely used as a lingua franca (lingue franche) for purposes of commerce and science because English has virtually achieved the status of a world language.

In Indonesia, English as foreign language is taught in kindergarten, elementary school, junior high school and university . The goal of English teaching is help students improve the four language skills, reading, listening, speaking and writing. Saleh (1992:27) mentions that students should master the four language skills, i.e. listening, speaking, reading and writing. Writing is one of the English skills that must be mastered by students. Writing task to learn content offers students opportunities to expand their knowledge of vocabulary, to strengthen the planning , evaluating, and revising process and to practice grammar, spelling, punctuation, modes of argumentation and technical writing. Additionally, learning writing can not be separated from the aspects of learning language and the other skills such as listening, reading, speaking and writing.

One of the skills to teach English is writing. To teach writing, the teacher should integrate the whole language skills : Listening, Reading, Speaking and Writing. In the curriculum 2006 it is stated that all literary knowledge (grammar and vocabulary) is studied so that students are able to monolog and write according to the genre that would be pronounced. In writing, students have to be able to express ideas, feelings, insights, and personal views through sustained writing. Students also examine models of the genre and form, and identify and analyse characteristics on narrative texts.

The purpose of teaching writing is that the students are expected to be able to communicate through written form. They can understand about text on narrative, for example fables, stories, and legends. Narrative is one of genres taught for junior and senior high school. According to Rebecca (2003), a narrative text is a text which relates a series of logically and chronologically related events that are caused or experienced by factor. Furthermore, she states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate.

In addition, Anderson (2003) explains that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. Writing narrative is really just putting what happens to somebody on paper (Widayati ,2003). In narrative, the incidents that make up the story are usually told in the order in which they would really happen. A narrative can tell what happens in a matter of minutes or years. A narrative text usually contains with features of characters, main characters, setting, time, problems, solution, and a plot (structure). Some authors use plot, structure, or rhetorical step interchangeably. According to Diana (2003), a narrative text usually has description of features and rhetorical steps. In writing, the students can write narrative text and the students are easy to

understand essentially the generic structures of a narrative that comprises three points: orientation, complication, and resolution.

At SMPN 40 Palembang there are many students who are less interested in learning the English language especially writing. The students always find some problems. For examples, the students be aware to express complex ideas. The students didn't know how their write well, why they write and for who, and what makes it difficult. In writing, the students feel hard to start with oral and group activities before moving on to personal writing assignments. The teacher will use the group writing activities because I think that students learn more and without pressure from each-other than from the teacher.

Like all learning problems, writing constitutes a serious problem to students. As students progress in their study, they are expected to write about what they learned in their classes. However, if the students did not develop and improve their writing techniques, they will be unable to keep up with their level. As we all know, the difficulties which students face in writing are rooted in a lot of things that they should have done. As a teacher, to develop the students, writing skill, the guiding technique is needed. The teacher has the responsibility for helping students get their ideas together.

One of the techniques that can be used is discussion for improving their writing. The students have problem when doing discussion. The students always feel shy to discuss and share the opinion and the ideas in writing. The other reason is the students do not know how to discuss well and participate with other students to write the opinions in discussion. so the writer use discussion board to know how well students writing. This also happened to students of SMPN 40 Palembang.

Based on the explanation above the writer is interested in finding out “ The eight grade students’ perceptions towards the teaching of writing through discussion at SMPNegeri 40 Palembang and any problem that they find in learning writing.

### **1.2 The Problems of the Study**

The problems of the study are:

- 1) Is there any significant difference of the eighth grade students in narrative writing achievement between those who are taught by discussion and those who are not?
- 2) What are the eighth grade students' problems in learning the writing skill through discussion board at SMPNegeri 40 Palembang?

### **1.3 The Objectives of the Study**

The objectives of the study are:

- 1) To find out whether or not there is any significant difference of students' narrative writing achievement between those who are taught through discussion and those who are taught without discussion.
- 2) To find out the eight grade students' problems in learning the writing skill through discussion board.

### **1.4 The Significance of the Study**

After doing this study, the writer hopes that it will be beneficial to improve the teaching and learning writing process at SMP Negeri 40 Palembang. She also hopes that this study will enrich her knowledge to face the real teaching and learning process in the future. Furthermore she hopes that this study will be beneficial to encourage other schools and never teachingwriting in their teaching and learning English process, so that they will be interested to put writing in their teaching activities.

writing skill. The students may learn writing easily if their teachers used discussion of treatments in teaching writing.

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