
**THE USE OF MODELED WRITING STRATEGY ON STUDENTS' NARRATIVE
TEXT ABILITY AT GRADE VIII SMP SWASTA PTPN IV BAH JAMBI IN
ACADEMIC YEAR 2019/2020**

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ABSTRACT

This study aims to find out whether the writing modeling strategy improves the ability to write narrative texts for seventh grade students of PTPN IV Bah Jambi T.P. Private Junior High School. 2019/2020. There are several reference sources used in writing this research journal as well as conducting direct research on seventh grade students of PTPN IV Bah Jambi Private Junior High School T.P. 2019/2020. Based on the results of data analysis, it was found that the writing modeling strategy significantly improved the ability to write narrative texts for the seventh grade students of PTPN IV Bah Jambi T.P. Private Junior High School. 2019/2020.

Key Words: Reading Comprehension Ability, Modeled Writing Strategy, and Narrative Text.

INTRODUCTION

The Background of the Research

Learning language is learning the four language skills, namely listening, speaking, reading, and writing. From those skills, writing is one of the important language skills that should be learnt by students in school. As stated by Hyland (2003:xiii), the ability to communicate ideas and information effectively through the global digital network is crucially dependent on good writing skills. Writing has been identified as one of the essential process skills in a world that is more than ever driven by text and numerical data. Writing is among the most important skills that second language students need to develop. Besides that, Patel and Jain (2008:125) argued that Writing is a kind of linguistic behavior. It presents the sounds of language through visual symbols. Writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage.

But, to do writing is not an easy work because it needs some process and various skills. As stated by Reinking and Osten (2017:37) defined that Writing is a process that takes time and work. It is also a messy process. Writing is a flexible process. No approach works for every writer. Some writers establish their purpose and draft a plan for carrying it out at the start of every project. Others begin with a tentative purpose or plan and discover their final direction as they write. In addition, Graham and Harris, quoted in Reid and Lienemann (2006:125) also stated that, writing is a difficult and demanding task requiring attention to multiple processes. Not only do students need to learn to attend to the mechanics of writing, they also need to develop effective and efficient composition skills. Writing involves three fundamental processes of planning what to write and how to organize the composition, translating that into written language, and revising what is written to make improvements. Moreover, Dean (2004:104) added that many commentators on literacy stress how difficult writing can be. It is one of the most demanding activities that humans undertake.

Due to writing is a difficult and demanding task requiring attention to multiple processes, many students find difficult to express their ideas on paper. From the writer's experience when having teacher-training at SMP Swasta PTPN IV Bah Jambi, the writer found that almost students find difficult to write Narrative text. Most students do not know what to write and how to start writing. They do not have any ideas to choose any topics. Many students can not elaborate the main ideas. They have no enough vocabulary and they feel confuse to change infinitive verb into preterit verb as used in Narrative text. Commonly, students write ungrammatical sentence. Sometimes, the spelling is wrong. Some students have no enthusiasm in learning English. So, teacher should find out appropriate writing strategies to help students improving their writing competence. And, of course, it can be done by modeling writing with the students in the classroom.

Referring on the backgrounds of the research, the writer intends to do an experiment of teaching writing Narrative text by using Modeled Writing Strategy and the writer uses this strategy because the writer believes that it could improve students' writing Narrative text. Moreover, Reid and Lienemann (2006:37) argued that modeling plays a critical role in strategy instruction because modeling is the means to provide students with the metacognitive knowledge of strategy performance. Besides that, Herrell and Jordan (2012:165) stated that Modeled Writing Strategy is a writing strategy which provides the beginning English student with a demonstration that shows how English sounds are represented by symbols. So, the writer formulates this research title as: The Use of Modeled Writing Strategy on Students' Narrative text Ability at Grade VIII SMP Swasta PTPN IV Bah Jambi in Academic Year 2019/2020.

The Problem of the Research

The problem of this research is: "What is the use of Modeled Writing Strategy on the students' Narrative text ability at grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2019/2020?"

The Purpose of the Research

The purpose of this research is to find out whether the use of Modeled Writing Strategy improves the students' Narrative text ability at grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2019/2020.

The Scope of the Research

The scope of this research deals with the use of Modeled Writing Strategy on the students' Narrative text at grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2019/2020.

The Significance of the Research

This research has two significances, namely theoretically significance and practically significance as described below:

1. Theoretically, the writer hopes that the result of this research could give deep descriptions of writing, difficulties in writing, and description of Modeled Writing Strategy to all readers.
2. Practically, the writer hopes that the result of this research could be beneficial to students, teachers and candidate of teachers on how to apply Modeled Writing Strategy.

Hypothesis of the Research

Ha : The use of Modeled Writing strategy significantly improves students' writing Narrative text ability at grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2019/2020.

Ho : The use of Modeled Writing strategy does not significantly improve students' writing Narrative text ability at grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2019/2020.

REVIEW OF RELATED LITERATURE

Writing

Writing is the ability of putting words on paper in complete thoughts. As stated by Hyland (2003:9), Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic. Moreover, Dean (2004:104) argued that Writing is often undertaken solitarily; difficult ideas have to be captured accurately in words that are often capable of other interpretations on the page, without the writer able to make the precise meanings clear; tone and attitude have to be carefully minded; punctuation is usually vital for precision; meanings, whether intended or not, become fixed by the reader without possibility of flexibility. Besides that, Myhill, in Dean (2004:105) argued that Writing is routinely used as the medium for learning and for assessment at all stages of the educational system and, as such, it ceases to be the immediate focus of attention. Whilst the writing may well be corrected for superficial accuracy in spelling or punctuation, the principal assessment focus is concerned with the extent to which the writing indicates, for example, understanding of a literary text or historical period. Then, Patel and Jain (2008:125) argued that Writing is a kind of linguistic behavior. It presents the sounds of language through visual symbols. Based on the quotations, it concluded that writing is the process of expressing ideas on paper grammatically and in a complete thoughts. Based on the quotations, it concluded that writing is the process of expressing ideas on paper grammatically and in a complete thoughts.

Teaching Writing

Writing skill is one of skills that should be learnt by students in school. But, teaching writing in Indonesia is still dilemma because many of Indonesia students find difficult to write English compositions. Besides that, almost students of Indonesian avoid writing because the activities of writing need much process. As stated by Hyland (2003:9) Teachers see their role as simply to provide students with the space to make their own meanings within 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.

Fortunately, Patel and Jain (2008:125) proposed that in teaching writing, in the beginning the teacher must teach everything by demonstration. It is very necessary that the teacher gives students necessary practice in pattern drawing. The teacher must give practice in writing script because it is simple and easy. It helps the students to write correct spelling because they have to reproduce the visual image that they get while reading. The teaching of print script is profitable also because it gives less strain to the muscles because effort is not to be made to join letters. But teacher must make it a point to group the letter according to their shape and size if he teaches the alphabet. He must also decide to teach the small letters afterwards.

Teaching writing should be done by using good model because model is worth on demonstrating the ways of writing. As stated by Hyland (2003:87), Models are used to illustrate particular features of the text under study. Representative samples of the target discourse can be analyzed, compared, and manipulated in order to sensitize students to the fact that writing differs across genres and that they may need to draw on the particular structures and language features under study to achieve their writing goals. So, teacher should be able being a model of writer in front of the students so that students may follow how to write composition well.

Advantages of Writing

Reinking and Osten (2017:2) argued that writing offers very real advantages to both writers and readers, as following: (1) Writing gives writers time to reflect on and research what they want to communicate and then lets them shape and reshape the material to their

satisfaction; (2) Writing makes communication more precise and effective; (3) Writing provides a permanent record of thoughts, actions, and decisions; (4) Writing saves the reader's time; we absorb information more swiftly when we read it than when we hear it. So, it is concluded that writing has advantages for human beings and writing is a space of people to express their thoughts to other people.

The Purposes of Writing

Reinking and Osten (2017:3) stated that whenever we write, some clear purpose should guide our efforts. If we do not know why we are writing, neither will our reader. So, they identified four common general writing purposes, as following: (1) To inform; (2) To persuade; (3) To express one's self; and (4) To entertain.

Reinking and Osten (2014:144) identified some principles of ethical writing, as following: (1) Truthful; (2) Complete; (3) Clear; and (4) No harm.

The Qualities of Good Writing

Reinking and Osten (2014:9) stated that good writing is essential if we want our ideas to be taken seriously. Most readers dismiss out of hand writing that is disorganized, poorly worded, or marred by errors in grammar and spelling. So, there are three qualities of good writing, namely fresh thinking, a sense of style including the use of correct grammar and punctuations, and effective organization that help to ensure that a piece of prose will meet our reader's expectations. So, it is concluded that freshness, style, and effective organization are weighted differently in different kinds of writing and they are needed to measure whether the composition is qualified.

Writing Assessment

According to Heaton (1990:135), writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. To evaluate the competence in writing, the following are the assessments of writing: content, organization, vocabulary, language use, and mechanic.

Narrative text

Teaching writing should also focus on teaching the genre. As stated by Hyland (2003:18), writing instruction begins with the purposes for communicating, and then moves to the stages of a text which can express these purposes. Teachers can help students to distinguish between different genres and to write them more effectively by a careful study of their structures. So, in this research, the writer chooses genre of writing Narrative text. According to Gerot and Wignell (1994:204), Narrative text is a text which is used to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning of some kind, which in turn finds a resolution. Cited in English K-6 Modules (2001:37), narratives construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or listener. Narratives entertain because they deal with the unusual and unexpected development of events. Narratives instruct because they teach readers and listeners that problems should be confronted, and attempts made to resolve them. Narratives incorporate patterns of behavior that are generally highly valued. So, it is concluded that Narrative text is a text to tell story in chronological events.

According to Reinking and Osten (2017:318), Narrative text has some element, namely plot, setting, character, point of view, symbol, and theme.

According to Gerot and Wignell (1994:204), Narrative text has four generic structures. Those generic structures are: (1) Orientation: sets the scene and introduces the participants; (2) Complication: a crisis arises; (3) Resolution: the crisis is resolved, for better or for worse; and (4) Re-orientation: optional.

Modeled Writing Strategy

Modeled Writing Strategy is a worth writing strategy which can help students improve their writing competence. As stated by Hyland (2003:87), Models are used to illustrate particular features of the text under study. Representative samples of the target discourse can be analyzed, compared, and manipulated in order to sensitize students to the fact that writing differs across genres and that they may need to draw on the particular structures and language features under study to achieve their writing goals. Besides that Reid and Lienemann (2006:37) expressed that Modeling is one of the most crucial components of strategy instruction. Modeling plays a critical role in strategy instruction because modeling is the means to provide students with the metacognitive knowledge of strategy performance. Good modeling allows the student to see an expert learner employing the strategy. Modeling increases students' knowledge of the steps of the strategy and improves their cognitive and metacognitive knowledge of the strategy through exposure to the way a skilled learner implements and regulates strategy use.

Herrell and Jordan (2012:165) defined that Modeled Writing Strategy is a writing strategy which provides the beginning English student with a demonstration that shows how English sounds are represented by symbols. The teacher simply says the words as she or he writes them slowly. This can be done on a chalkboard, whiteboard, or on paper. The writing should be simple at first. Knowing how much English students comprehend is important to this process because you want to write words that learners readily understand. So, it is concluded that Modeled Writing Strategy is one of strategies of writing that demonstrates the ways of writing to the students.

There are some advantages of using Modeled Writing Strategy, as following: (1) Modeled Writing Strategy shows students how to write because it is done by demonstrating (Herrell and Jordan, 2012:165); (2) Modeled Writing Strategy helps students how English sounds are presented by symbols (Herrell and Jordan, 2012:165); (3) Modeled Writing Strategy allows students to write slowly to express their ideas (Herrell and Jordan, 2012:165); and (4) Modeled Writing Strategy can be done on a chalkboard, whiteboard, or on paper (Herrell and Jordan, 2012:165).

Herrell and Jordan (2012:166) identified steps in using Modeled Writing Strategy in teaching students writing, as following:

1. Choose what to write
 - Teacher and students choose a simple sentence and write the words slowly.
 - Students sounding out each word as they write it to demonstrate the sound-to-symbol correspondence.
2. Read and point to the words
 - Students read the sentence they have written, pointing to each word as they read it.
 - Students read the sentence slowly but fluently.
3. Reread the sentence with the students
 - Teacher asks the students to reread the sentence with the teacher again, pointing to each word as they read it.

The steps in conducting a language experience writing lesson are the following (Herrell and Jordan, 2012:169):

1. Select a topic. Here, teacher selects a topic based on the students' experiences. If needed, provide an experience such as an art or science lesson to make sure the students have an experience to write about.
2. Ask the students to talk. Here, teacher asks students to tell the teacher about the experience.

3. Model standard English: here, if the students' responses are not stated in Standard English, teacher asks them if it's OK to restate the sentence, making sure that each student's idea is kept intact.
4. Write the sentence. Here, teacher asks students to write the sentence and to read the words as they write them.
5. Have the students read with you. Here, teacher encourages the students to read the sentence with the teacher and students pointing to each word as they read it.
6. Have the students illustrate their stories. Here, teacher encourages the students to illustrate the story on the story chart.
7. Reread the story repeatedly. Here, teacher asks students to reread the story with the students several times during the day

METHOD OF RESEARCH

The Design of the Research

This research follows quantitative method by means of pre-experimental of one group pre-test and post-test design.

The Population and Sample of the Research

According to Arikunto (2006:130-131), Population is a set or collection of all elements possessing one or more attributes of interest. And sample is partly or representative of population that will be searched. Then, in this research the population of the research is taken from grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2019/2020 that consists of two classes with 48 students and the writer uses purposive sampling technique because the writer is only permitted to use one class as the sample of the research because of the Corona Virus Disease 2019 (Covid-19). So, in determining which class is used as the sample of this research, the writer used a lottery. The lottery consisted of two pieces of rolling paper where each paper contained number one and number two. Each chairman of the class took one lottery and those who got number 1 will be the sample of this research and the result shows that class VIII² is the sample of this research with 20 students.

The Instrument of the Research

This research deals with writing Narrative text so that the writer determines the instrument of this research is essay test, and the title of the Narrative text is 'My Neighbor got ill' which is based on their handbook.

The Data and Source of the Data

In this research, the data is the students' Narrative text. The Narrative text at least consists of three paragraphs that include orientation, complication, and resolution. The writer takes the data of this research from students at grade VIII SMP Swasta PTPN IV in academic year 2019/2020. The Narrative text is taken from the students handbook based on Kurikulum 2013 Revised 2017 entitled Bahasa Inggris When English Rings a Bell. The title of the composition is 'My Neighbor got ill'.

The Procedure of Collecting Data

To collect the needed data, the writer follows some procedures, as following: (1) Distributing pre-test; (2) Giving Treatment; and (3) Distributing post-test.

The Technique of Analyzing the Data

The data analysis is starting from scoring the students' composition of Narrative text by using Heaton's theory (1990:135), tabulating pre-test and post-test scores, finding the mean of pre-test and post-test scores, finding the standard deviation of the test, finding the standard deviation difference of the test, finding mean difference, finding standard error mean difference, and testing hypothesis of the research.

DATA AND DATA ANALYSIS

Data Analysis

The data of this research is the students' Narrative text. Narrative text is a text which is used to amuse, entertain and to deal with actual or vicarious experience in different ways. The Narrative text at least consists of three paragraphs that include orientation, complication, and resolution. The data consists of pre-test data and post-test data. The pre-test data is taken at the beginning of the class. It is done for the sake of knowing the prior knowledge of the students in writing Narrative text. The post-test data is taken after treating them writing Narrative text by using Modeled Writing Strategy. Distributing post-test is done for the sake of knowing the students' improvement in writing Narrative text after the treatment.

Research Findings

1. Before the treatment of Modeled Writing strategy, the students' writing Narrative text ability at grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2019/2020 is low since the total score of pre-test data is 665 and the mean of pre-test data is 33,25.
2. After the treatment of Modeled Writing strategy, the students' writing Narrative text ability at grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2019/2020 is improved since the total score of post-test data is 1515 and the mean of post-test data is 75,75.
3. The standard deviation of pre-test data and post-test data are 10,986 and 16,529.
4. The value of standard deviation difference between pre-test data and post-test data is 16,181.
5. The value of standard error difference between pre-test data and post-test data is 3,62.
6. The mean difference before and after the treatment of Modeled Writing strategy on the students' writing Narrative text ability is 42,50.
7. The value of standard error mean difference between pre-test data and post-test data is 0,83.
8. Based on the testing hypothesis, it is found that $t_{table5\%} < t_{observation} > t_{table1\%}$ ($2,093 < 46,196 > 2,861$) so that $\mu_1 \neq \mu_2$ and that Hypothesis alternative (H_a) is accepted and Hypothesis null (H_o) is rejected; it means that the use of Modeled Writing strategy significantly improves students' writing Narrative text ability at grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2019/2020.

CONCLUSION AND SUGGESTION

Conclusion

1. The use of Modeled Writing strategy significantly improves students' writing Narrative text ability at grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2019/2020
2. Before the treatment of Modeled Writing Strategy the students' writing Narrative text ability at grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2019/2020 is low since the total score of pre-test data is 665 and the mean of pre-test data is 33,25.
3. After the treatment, the students' writing Narrative text ability at grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2019/2020 is improved since the total score of post-test data is 1515 and the mean of post-test data is 75,75.
4. The mean difference between pre-test and post-test data is 42,50; it means that Modeled Writing Strategy gives significant improvement on the students' writing Narrative text ability about 42,50.
5. Based on the testing hypothesis, it is found that $t_{table5\%} < t_{observation} > t_{table1\%}$ ($2,093 < 46,196 > 2,861$) so that Hypothesis alternative (H_a) is accepted and Hypothesis null (H_o) is rejected; it means that the use of Modeled Writing strategy significantly improves students' writing Narrative text ability at grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2019/2020..

Suggestion

1. For students:
 - a. Students ought to exercise writing Narrative text by using Modeled Writing Strategy because that strategy can help them improving their writing Narrative text ability.
 - b. Students ought to exercise writing any types of writing for better understanding of writing ability.
2. For Teachers:
 - a. Teachers may use Modeled Writing Strategy to teach students Narrative text because it has been proved that Modeled Writing strategy significantly improves students' writing Narrative text ability at grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2019/2020.
 - b. Teachers should choose suitable writing strategies so that students may get the objectives learning and teachers should arrange lesson plan before teaching students in the classroom.
3. For other Researchers:
 - a. Other researchers may use this research as reference to do a research of teaching writing to the students.
 - b. This research can be continued by other researchers in a different research problem to find effect of Modeled Writing Strategy.

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