
TEACHING WRITING NARRATIVE TEXT TO THE 12th GRADE STUDENTS IN INDONESIA

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Abstract

Teaching pupils to write narrative texts is an intriguing topic to explore because the type of text is a long functional text that also has moral lessons for the reader. Narrative text is taught at SMAIT Ukhuwah Banjarmasin which has Islamic basics in carrying out the teaching process. This research propose to describe the utilization of teaching writing narrative text at the twelfth grade of SMAIT Ukhuwah Banjarmasin, focuses on technique, material and media. XII IIS 2 class with 10 pupils and XII MIA 1 class with 7 pupils were taken as the samples. This examination utilized graphic investigation with a subjective methodology. The information were gathered from the perception, meeting and field notes zeroing in on the utilization of showing material, showing strategies, and instructing media during the time spent showing account text. The consequence of this exploration showed that the strategy utilized by the instructor was interpretation of abstract entry to make the students increment their jargon in learning English. The media used were PPT, LCD, laptop, speaker and whiteboard. Meanwhile, the material used was from the internet (www.ruangguru.com, www.kampunginggris.com, www.belajarbahasainggris.com) and from the English text book. Based on the result, it is suggested that the teachers more organized to divide the work group of the pupils to make them easier, use more variety in some techniques in teaching writing narrative text and use newer media.

Keywords: Teaching writing, Narrative text

INTRODUCTION

Study Background

Teaching is any activity performed by a teacher to transfer knowledge or information in order to achieve a learning goal. (Brown, 2000:7) stated that the teaching may be determine as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. According to Harmer (2007:23), teaching is not an easy job, but it is required and can be very rewarding when we see out pupils' progress and know that we have helped to make it happen. It is true that some pupils can be crucial and trustfully at times, but it also worth remembering that its best can also be extremely enjoyable. According to Chamber (2006:40) teacher achieve to stimulate the pupils become better at expressing their ideas and feeling verbally, in writing creatively. Since instructing is the way toward moving information to the pupils, so it ought to be done cautiously with the goal that they can get the information.

In teaching English, there are four language skills that pupils must learn namely (1)listening, (2)speaking, (3)reading and (4)writing. According to Harmer (1998:79), compared to listening, speaking and reading, writing is considered as the most complex skill to be taught. It is true that some teachers say among the four skills above, writing is often said to be a rather difficult skill to learn and teach. That is why the practice of writing needs a greater effort and time allotment in terms of brainstorming and elaborating ideas, revising and editing the draft until it is ready to publish. Troyka (1987) in Muth'im (2007:2) says that writing is understood as a way of communicating a message to a reader for a purpose. Based on MLPP Second Edition (2000:78), writing is the process of conveying ideas to an audience through printed language. It establish with learning to utilize language badge to communicate messages that accomplish a specific purpose and have the desired effect upon one's audience, the writer must pursue several steps in a process (planning, drafting, revising, editing and

publishing). Writing also has become a benchmark in terms of graduation in various fields in higher education. This means writing skills cannot be regarded as skills that can be ignored, instead writing skills become one of the most important skills to be comprehend especially at the high school level, which is not among the recent learners of this foreign language. In the Curriculum 2013, the point of composing is to impart the composed importance as straightforward interactional and conditional talk casual or officially as relate, story, technique, report and distinct in day by day life setting.

The idea that learning writing is a need for pupils is agreeable. According to Barras (2000), there are some reasons that make the ability of writing important as : (1)**Writing helps to remember** : Writing is an aid to remembering. By taking notes, people can make information safe and semi-permanent. So, that they can access the information anytime without being afraid of being lost; (2)**Writing helps to think** : Writing could be aid to thinking. People can make a note of useful thoughts as they come to mind, for example, when they are planning or in the middle of writing a composition because thoughts could be anytime; (3)**Writing helps to communicate** : In the past, writing was the only possible way to communicate with anyone out of earshot. Although, now there have been devices (telephones, radio, internet, etc) that make it possible to communicate orally with people in distance, the importance of writing is still here. There is a limit in which the use of such devices is impossible, particularly when two people communicating are removed, not only, by distance, but also by time. Writing has also importance in term of its product that is has its specific purposes. Written language, the product of writing, is used for action (public signs, product labels, television and radio guides, bills, menus, telephone directions, ballot papers, computer manuals), for information (newspaper, current affairs magazines, advertisement, political pamphlets) and for entertainment (comic strips, fiction books, poetry and drama, newspaper features, film subtitles). These mentioned above are examples of written languages, starting from the simplest (public sign) until the more complex (newspaper), which are not separable from human life nowadays and for sure all are done with writing skill. In addition, the importance of writing skill can also be seen from the point of view of pupils future, especially in their world of work. They have to keep their living in the society and inevitably need to apply in particular job. In this case, they need to be able to write and application letter. Moreover, they need also to create other kinds of written text in doing their job. The need for citizens to be able to read and write became vital in order for bureaucratic organization to be successful. This means that the ability of writing is vital for people who are involved in an organization. Each individual who wants to build their career in company needs to be able to write complete with others not only when applying for particular position but also when they are doing a job. On top of that, put a further emphasis on the importance of writing ability, In relation to future jobs. He propose the need of, not only the ability of writing, but also the ability of creating a good writing. This is based on the consideration that in the world of work, their writing, in occasions, is the only way people are judge, for example when writing business letters to people who have ever been met.

In the 2013 educational program/curriculum, secondary school students are relied upon to beneficiary with adequate English language abilities to hear both oral and composed plan. There is a distinction in the language framework among Indonesian and English which makes it significant for students to learn and to compose. Many teacher guidance and conventions have been held to elevate the teacher's ability to teach writing skills (OECD : 2009). Because the exhibition of the teacher is very considerable. Writing requires assistance and accuracy like Geoffrey's (1998:40) opinion "The important thing is that writing teacher should be sympathetic and enthusiastic in teaching writing to make the writing class is more delightful". Teaching writing in Senior High School is utilized to make the student understand the substance of simple short functional text to interact with around. The pupils should pay attention to the eloquence utilized and should be able to arrange their ideas or felling in a good adjustment. It is stated that competency the pupils should have in learning writing in Senior

High School's is that are enable to create genres like descriptive, recount, procedure, report and narrative. One of them that will be explained in this research is about narrative text.

Narrative text is a story with confusion or dangerous occasions and it attempts to discover the goal to tackle the issue. There are some components that must be mastered such as content, organization, vocabulary, grammar and mechanic. Narrative text basically aims to attract readers and suggest readers to be able to take moral values in each story. According to Aulia (2013:2), writing narrative text is harder than the other text since narrative text is a sort of fiction story or the unbelievable story, so we ought to be inventive. Subsequently, this examination is doable and should be never really out how educators instruct their pupils to be able to write or create narrative text stories with the correct structure and coherence and also to be imaginative. The purpose of the narrative text is to both entertain and at the same time provide moral values for the reader or listener. Narrative texts are often in the form of fairy tales or cartoons with the introduction of characters and various background settings, followed by the emergence of conflicts or problems in the story. Then proceed with the problem solving process and then the end of the story. At the end it will usually add moral values and lessons that we can learn from the story. The generic structure of narrative text are (1) Orientation : It set the scene and introduce the participants (it answers the question : who, when, what and where), (2) Complication : Tells the problems of the story and how the main characters solve them, (3) Resolution : The crisis is rotate, for better or worse, (4) Re-orientation : the ending of the story. May be happy ending or sand ending, (5) Evaluation : The stepping back to evaluate the store or the moral value of the story. According the handbook of "Bridge English Competence (2017)", the language features of narrative text are : use active verbs (try, cry, request, grill, arrive, etc), use past tense (When the phone rang, he *was getting* ready for bed), use conjunction (and, then, after that, next, etc), the first person (I or We) or the third person (He, She or They), use specific nouns, use adjective and adverbs (adj : attractive, brave, angry, fat, etc; adv : beautifully, carefully, eagerly, gracefully, etc)

In Ukhuwah High School, one of the school's missions is to form *dakwah*-based graduates. This school also has different study time compared to other school because it is related to the required at the school. Therefore, the researcher wants to know how the teaching and learning process in the school particularly in teaching narrative text. The researcher wants to scrutinize the techniques and media that are utilized by the teachers there. The twelfth grade is chosen because according to the school syllabus, the pupilsof grade 12 learn about writing narrative more intensively than the other grades. The schools' facilities is also crucial in the selection of strategies, techniques, media and materials. for example, it is not possible for us to provide material in a power point if at school there is no LCD available to display our material, we also may not provide material that is incompatible with the syllabus at school. Based on the pre research, the facilities of each class is quite complete especially to support English teaching-learning process.

Related to the explanation above, the scientist needs to portray how educators show composing account messages. The portrayal will incorporate the interaction, media, strategy and material in the class will be depicted in this exploration.

Study Problem

The investigation accentuation on the showing cycle of composing narrative writings to the twelfth grade understudies directed at SMAIT Ukhuwah Banjarmasin in scholastic year 2020/2021.

Study Objective

In light of the investigation issue over, this specific examination means to discover the execution of encouraging composing account messages interaction to the twelfth grade students at SMAIT Ukhuwah Banjarmasin in scholarly year 2020/2021.

STUDY METHODOLOGY

Study Design

This examination utilized engaging strategy and subjective methodology for deciphering and portraying the accumulated information from the picked educator in regards to her showing interaction in instructing narrative text at 12th grade pupils SMAIT Ukhuwah Banjarmasin.

Study Subject and Setting

The chosen subject was an English teacher who was teaching at 12th grade pupils in SMAIT Ukhuwah Academic year 2020/2021 and held at SMAIT Ukhuwah Banjarmasin which is located on Jl. Bumi Mas Raya Komp. Bumi Handayani 12A km. 4,5 Banjarmasin, South Kalimantan.

Instrumentation

In this study, the analyst utilized the observation sheet, interview and field notes.

Observation Sheet

The analyst utilized observation sheet in this study for acquiring data regarding teaching writing narrative process at the 12th grade pupils in SMAIT Ukhuwah Banjarmasin. Observation was a preliminary method used to collect data on which studies based. The observation was carried out to observed both student and teacher activities. The researcher was an observer in which she observed all about related things during the teaching and learning writing narrative text. The researcher filled the observation sheets that had been prepared. Then the researcher arranged the observation sheets based on the research problems. It consists of three parts which are : pre-activities, while activities and post-activities related to the implementation of teaching and learning writing narrative text. The data collected from observation were expected to be better in terms of quality as through observation the researcher can explore and describe the process more objectively. This was a technique where the researcher directly came to observe the teaching writing narrative text process at the twelfth grade of SMAIT Ukhuwah Banjarmasin.

Interview

The interview which was conducted to the teacher, was purposed to determine the information about the teachers' preparation, the instructional activities and the assessment was conducted by the teacher. Interviewing is necessary in checking the accuracy and authenticating the impressions one achieved for supporting the observation sheet as well as exploring additional information. In this interview the researcher utilized the interview sheets that had been prepared before interviewing the English teacher.

Field Notes

Field notes which was purposed to record what researcher heard, seen and thought about classroom experiences as well as data collection and reflection activities in qualitative studies. During the observation, field notes were made by the researcher, in order to describe all activities that occurred in classroom.

Data Collection

As antecedently stated, observation sheet, interview and field notes were utilized for data collection. First, the analyst distributed questionnaire for the subjects, then conducted interview for acquiring in-depth data. Questionnaire is utilized to discover the undergraduates' difficulties in constructing

recount text while interview was carried out for supporting the data acquired from questionnaire as well as acquiring the data could not be gained from questionnaires only.

Data Analysis

Information examination is the way toward discovering reliably and satisfy crude information into refined information. Meeting records, field notes, and different materials gathered to expand comprehension and plausibility, to introduce what others have found (Sugiyono, 2013 ; 332). The data in this research were in the form of verbal data. Therefore, they were analysed qualitatively. Miles and Huberman in Sugiyono (2013) described that qualitative and analysis consists of three concurrent flows of activity : data reduction, data display and conclusion drawing/verification which also become the flow of this research data analysis.

In the process of data analysis, the researcher began with collected all the data gathered from the observation, interview and field notes. If the data had met the need of the research, then it was the time to firstly transcribe the interview recorded into a transcript. Besides, the data from the field notes were also re-written to supply additional information for the observation sheet. Then, the researcher selected, simplified, organized and reduced them into relevant data. Based on the reduced data, the researcher displays the findings and finally draws the conclusion. Furthermore, the three stages of data analysis were explained in the following sections :

1) Data Reduction

The researcher read the observation data include from the observation sheet, video and the field notes. Then, the data were categorized into the material, technique and media that the teacher used during the observation in teaching narrative text. There were three major themes : pre-activities, while activities and post-activities with specific elements in each time. The researcher selected which data were relevant to the research questions. After that, the irrelevant data were omitted. The second step, the researcher interviewed direct to the teacher by using audio recorder to get the supported data. The researcher also began by play the recorder and the data from the interview were categorized into the source material to teaching writing narrative text, the technique that always the teacher used in teaching writing narrative text and the media that teacher used in teaching writing narrative text. There were 11 interview's questions made to dig up the information related to the research from the teacher. Therefore, the information which is relevant to the questions was used as the relevant data while the irrelevant information was also omitted.

2) Data Display

After getting the relevant data from the process of data reduction, the research displays all the data in a detailed description by comparing all the data gathered related to the teachers' practices and the teachers' beliefs. In this step, the data was identified if there was any points needed to be confirmed, any certain action needed more explanations or any incapability found between the actual practices and beliefs. To dig up more information related to the prior findings and the retrospective interview was done. Afterwards, the recording from the interview and the data was analysed once again. Then, the data were described on the basis of the research question.

3) Drawing Conclusion

The conclusions were drawn on the basis of the research question, namely teaching writing narrative text at twelfth grade of SMAIT Ukhuwah Banjarmasin.

STUDY FINDING AND DISCUSSION

Data Description

This study was conducted at 12th grade in SMAIT Ukhuwah Banjarmasin academic year 2020/2021 in taught writing narrative text which gathered through the observation sheet, interview, and wrote the field notes for additional information. The subject of this research was the English teacher of twelfth grade SMAIT Ukhuwah Banjarmasin. The samples of this research were twelfth grade of SMAIT Ukhuwah Banjarmasin. The research used observation, interview and field notes as the instruments to collect the data.

The research was conducted in two class namely XII IIS 1 (boys pupils) and XII MIA 2 (girls pupils). The teaching process had been watched, the teacher had been interviewed to obtain supporting data, and all of the teaching and learning activities in the classroom had been reported in the field notes. The observation were conducted in March, 10th 2021 and March, 18th 2021. The interview was conducted in March, 18th 2021 with the interviewee was the English teacher in twelfth grade of SMAIT Ukhuwah Banjarmasin.

Study Findings

The Observation sheet and Field Notes Result Description

The observation sheets made with yes/no form with a column explanation in each point of the observation. There were three stages of learning point in observation sheets, those were pre-activity, while activity and post activity.

The pre-activity described the English teacher did before the teacher started the lesson such as greetings, checking the attendance, check the completeness of text book and stationary needed by pupils and teacher in the learning process.

While-activities was described the process of teaching and learning of writing narrative text in the twelfth grade of SMAIT Ukhuwah Banjarmasin. The researcher divided into four points in while-activities there were material of learning, learning resources/media of learning, approaches/strategies of learning, and learning that trigger and maintain order pupils.

The first point was the learning material. The result of the first observation were used to analysed to the material of writing narrative text that was given by the teacher of the twelfth grade of SMAIT Ukhuwah Banjarmasin at each meeting.

The second point was about the resource of study and the media of teaching. If focused on media that the teacher used in teaching writing narrative text, the effectiveness of using media, the involvement of the pupils in using media on teaching writing narrative text and the problem that the teacher faced in teaching writing narrative text. The result of second points used by the researcher to know and analysed everything about media that the teacher used in teaching writing narrative text at the twelfth grade pupils of SMAIT Ukhuwah Banjarmasin.

The third points were about the technique of teaching. This point was learning to carried out the writing narrative text, implementing teaching narrative text, mastering class, implementing teaching of writing narrative in accordance with the planned allocation of time, the teaching technique in teaching narrative text, the problems in the use of teaching techniques in writing narrative text and the utilized of language of written text clearly in teaching process. The result of third points were used by researcher to know and analysed the technique used by the teacher in teaching writing narrative text in the twelfth grade.

The fourth points were about teaching writing of narrative text that trigger and maintain student involvement. This point focused on growing the pupils participation in the teaching narrative text, the teachers' attitude to pupils' responses in teaching writing narrative text, the enthusiasm and cheerfulness of the pupils in learning writing narrative text. The result of the fourth points were used

by researcher to know and analysed the responses of pupils in the used of teaching techniques used by teacher in teaching writing narrative text.

The last stage was the post activities. Post activities were the activity that the teacher did after the process of knowledge transfer in teaching or activities that the teacher did to closed the teaching in each meeting. There were two things that be focused by the researcher in observation sheet, they were the reflection of make conclusion of the teacher in the teaching narrative text and the followed up of the teacher gave some direction, homework or task as a remedial.

To answered the research question about the teaching and learning process which included the teaching technique, the materials, and teaching media used by the English teacher of twelfth grade pupils of SMAIT Ukhuwah Banjarmasin, the researcher described the findings into three parts, there were : the used of material, the used of technique and the used of media. The description of the material, the technique and the media of the teacher used was explained in the following section.

The Use of Material

The teacher used the materials from the internet by downloading from some websites such as www.ruangguru.com, www.kampunginggris.com, www.belajarbahasainggris.com and also from the English textbook as the sources of material. The teacher made the material in power point's slide show and showed to the pupils by using LCD projector. To accomplish pupils ability and understanding about narrative text and writing a narrative text, the teacher play the video entitled "The Peacock and The Crane". Teacher interpreted the meaning and translated the story with the pupils orally.

The teacher also had the slide show that was made by the teacher. The slide show was about the definition of narrative text, the generic structure, the character, the language features, the purpose, and the other example of narrative text. To more engage pupils in the learning activities, the teacher asked some pupils to read aloud the story and ask the meaning. Teacher helped the pupils to analysed the example based on the generic structure and got the moral value of the story. The teacher asked pupils to make the narrative text based on the picture series on the screen. Before that, teacher explained what the pictures about so the pupils easier to make it.

The Use of Technique

The second aspect of observation was the teachers' technique in teaching writing narrative text. Technique encompasses teaches style of the teacher in carrying out specific step of teaching process. Though technique, teacher enable to develop, using their distinctive way, create and implements the procedure (method) of teaching. An example, of a common technique when using video material in the classroom is called "silent viewing". In this activity, the teacher plays the video with no sound. The data demonstrated that the teachers started the lesson by explained the material, gave example and reviewed the last lesson. The teacher used about 80% Indonesian language and 20% English to explain the material. The teacher did that from the beginning until finished the lesson. The technique that the teacher used was a translation of literary passage because the pupils got confused when the teacher tried to explain in full English. Teacher gave pupils freedom to choose how the way to work, they can work individually or in groups by obeying the health protocol standards. In the first class (XII IIS 1), some pupils did the task individually and some other did the task in a group. The other class (XII MIA 2) all the pupils did the task in a group. Before pupils start to writing, teacher inviting pupils to take their phone to utilized the online dictionary. The pupils were excited to make the narrative text. The teacher didn't go around to controlled pupils' task. Teacher just control from the teachers' table. After the pupils finished the task, in the first class (XII IIS 1), they collected the paper and gave it to the teacher. But in the second class (XII MIA 2), they cannot

finished it because the time limitation, so teacher asked pupils to send their task to Whatsapp or email.

The Use of Media

In the beginning, teacher used the LCD to show the video to the pupils. After that, still used the LCD teacher opened the power point to show the material and sometimes used the whiteboard to write down the additional information. Teacher gave pupils time to take a note the material on the whiteboard and on the slide show. From the explanation above, it was concluded that the teacher used the white board, LCD, power point slide show, and video as the media to teach writing narrative text. The picture series was used only as the pupils' task in the exercise. In the last session, all groups must read aloud their task in front of the class one by one each members of the group.

The Interview Result Description

The interview was conducted directly to the teacher. It was about the source of material, the techniques to teaching writing narrative text and the media used by the teacher to teaching narrative text at the twelfth class pupils of SMAIT Ukhuwah Banjarmasin as supporting the data on answering the research problem. Interview was held on March, 18th 2021. From the interview, it was found that the teacher made and got the material from the English book and from the internet. The teacher had so many sources especially on the internet such as www.ruangguru.com , www.kampunginggris.com , www.belajarbahasainggris.com. The English book that teacher used was book from the school. She used the video to support the material and sometimes the task for the pupils was made by the teacher. According to interview result, the teacher said that the pupils understood about her explanation because the teacher explained the material clearly and gave the interesting example by using video and pictures. The teacher also mentioned that because at the eleventh grade the pupils had learned about narrative text in reading skills so that they understood it easily now. However, the pupils understood a little bit if the teacher taught the material in English because there were some vocabulary that were not familiar. Consequently, the teacher must translate the material into Indonesian language after the English. The teacher said that each class had quite complete facilities. Each class had an LCD and a set of speaker. Although sometimes there was some trouble with the sound system, they have the backup sound system in the teachers' room. Each class also had the screen projector to facilitate media in teaching and learning process. She preferred the techniques because she wanted to solve unavailability of material which happened at the twelfth grade pupils of SMAIT Ukhuwah Banjarmasin. The teacher also said that narrative text was the material that was always taught in each grade in that school although in different language skills. So, the pupils were more familiar with the kind of the text. For the writing skills, the pupils had been trained to develop ideas for writing an essay, because in SMAIT Ukhuwah Banjarmasin they had a project to make the mini scientific essay which start from the eleventh grade. This project was as one of the requirements to be able to graduate from this school. This activity aims to trained pupils in writing and processing scientific data into written form. It was also to trained pupils to elaborate their ideas considering that writing skills were very important for determination in various institutions.

Study Discussion

Based on the observation which had been done, it was found that the teacher used a technique and some media in teaching writing narrative text at twelfth grade of SMAIT Ukhuwah Banjarmasin. The technique that was used by teacher was a translation of literary passage. The teacher used this technique during the lesson because if the teacher taught the material in full English, the pupils cannot understand the material. The same was the case with the research that conducted by Saidah Latifah who had problems due to the lack of pupils' vocabulary. Therefore, the teacher had to translate the explanation into Indonesian language after telling the material in English. Translation of literary

passage is one of the techniques that is closely associated with grammar translation method in teaching English of foreign language that had characteristic with translating target language to native language or native language into target language (Diane in Larsen 2000:19).

By means of the observation result, the translation of literary passage technique made the pupils easier to understand the material. However, this technique made the pupils did not use English and thus did not add their vocabulary. According to Richard and Rodgers (1986:4) in Brown (1994), It does virtually nothing to enhance a pupils communicative ability in the language. In the first class (XII IIS 1) teacher gave the pupils freedom to choose how they want to do the task, they can do it individually and in a group. In the second class (XII MIA 2) teacher divided the pupils into 3 groups and 2-3 people in each group which make it more organized. In this class, they not completed the task on time so the teacher asked the pupils to continue their task at home and sent into Whatsapp and gave them limit until the midnight in the same day. But in the first class before, they collected the task on time and directly but this way was less organized. Teacher must organize their pupils to did various activities in a classroom; teacher had to give their pupils some information, tell them how they were going to do activity, put the pupils into groups or pairs and close things down when the times up Brown (2001:116). Each members of the group had a turn to do their parts in the task. Pupils looks enthusiastic when the teacher played the video about narrative text, but when the teacher started to explain the material and when they did the task, some pupils in the second class looks bored and put their head on the table.

Based on the observation result, the way to do the learning was not pure the writing skills. The activity in the while activities did not related into the writing skills. Teacher asked some pupils to read aloud the example of narrative text. It was the reading skills although in the exercise pupils must made the paragraph about narrative text. According to Brown (2001:16), stated that the teacher must have several variations of techniques as the exercise, activities and pupils' assignments that are used in language classes to achieve lesson objectives. So, the teacher should use more variety technique that appropriate to teaching writing narrative text. The teacher needs more effort to guides the pupils in writing. Harmer (2007:23), state that teaching is not an easy job. Therefore, the teacher needs more variety in teaching writing technique to made pupils more organized and effectiveness for making the text.

The used of media in teaching learning process was important because it can make the pupils more focus and interesting to learn English and also an effective way to increase the understanding of the material . The used of media in teaching-learning process is needed to attract pupils' attention to make teaching-learning more interesting and effective (Heinich et al., 2002:9). The teacher said that she used the media that were available in the classroom. In contrast to the research conducted by Rizky Aulia who still had difficulties in preparing the media, in this research location the facilities were quite complete. In the first class, the teacher used power points slide show from the beginning until finished the lesson. She also used the speaker and video to engage the pupils' interesting.

In the second class, she used power points slide show and also whiteboard to explain the material and like in the first class, she also used the speaker and video to engage pupils' interesting. The picture series was used for the pupils' assignment. The picture series titled that teacher used was "Little Red Riding Hood" that was attached by the teacher. The teacher used the whiteboard to write the additional material about writing narrative text.

The picture series was used by the teacher as the task for pupils. According to the teacher, the used of picture series in teaching writing narrative text was an effective way to create the classroom to be more alive and made the pupils easier to guess and string events with events before or after. The teacher used oral and written quite clearly, the teacher mastered the class in learning writing narrative text. The teacher used 2 language in teaching there were English and Indonesian to made pupils easier

to understand the explanation of material but it less help pupils to be creative and competent in learning.

From the observation result, the teacher did a good job as the controller and she was controlled the class fully although the teacher not as a good organizer. The teacher told about the topic of learning, the teacher taught the narrative text, explain clearly, asked the pupils to read and translate some words in model of narrative text. Similar to the previous study that conducted by Rumiri Aruan Eliwarti in Riau Province emphasize writing materials on the linguistic forms such as sentence structures, vocabulary and punctuation. They skill was Product-oriented-approach in the writing skill instruction. So, senior high schools pupils' attitude towards writing skill was low.

In those rules, teacher can made the pupils to get used to listening the explanation or command in English so that the pupils can more active in learning activities. So that it adds to the pupils' vocabulary and make it easier for pupils to make an essay especially for made the narrative essay.

The used of material was important because it can support the pupils in learning. According to Tomlison (2003:1) material refers to anything which used by the teacher or learners to facilitate the learning of the language. The materials that are used in the teaching/learning process it must allow the autonomous the pupils and the facilitating the teachers to make choices, plan for specific needs and consider alternatives (Tomlison 2003:2). The teacher said, almost all of teaching process in the classroom she taught the pupils based on the objectives were stated on the material. Sometimes the teacher did not make any lesson plan. Teacher said that she only followed the objectives or the material in the pupils' and teachers' English book and used the internet to support the material. The teacher said sometimes she made the pupils' task by herself. Therefore, the teacher would made a lesson plan if the task made by her and the material used was from internet. According to Right (2008), teaching material can support pupils' learning. Therefore, the sources from other relevant books were important to increase more knowledge to the pupils.

The teacher used the material of teaching narrative text at the twelfth grade of SMAIT Ukhuwah Banjarmasin from internet (ruangguru.com, kampunginggris .com and belajarbahasainggris.com) and from English book. The teacher explained about the definition, the generic structure and the characterized of narrative text were complete from both sources. The pupils' task that the teacher used was from the internet too. The teacher made a lesson plan to teaching writing narrative text. The material and task provided for the pupils in every meeting were quite interesting and appropriate with the pupils' level.

CONCLUSION AND SUGGESTION

Conclusion

In light of the discoveries, the investigator finishes up the strategy that the educator utilized in instructing writing narrative text at the twelfth grade of SMAIT Ukhuwah Banjarmasin was a translation of literary passage technique. The teacher used the technique in all meetings of teaching writing narrative text. The teacher used this technique to make the pupils easier to understand the material, given the fairly limited time for the learning process, which is only 30 minutes per lesson. The media that the teacher used in the first class (XII IIS 1) and the second class (XII MIA2) were whiteboard, Power Point slide show, LCD, and speaker. In the last session, teacher used the picture series as the pupils' task and a media that make the pupils easier to make the narrative text. The material that teacher used in teaching narrative text were from the internet, syllabus and English text book.

Suggestions

After the study was carried out, the researcher would like to give some suggestions, which are:

1. It is recommended that the instructors more getting sorted out to separate the work gathering of the pupils to make them simpler. The educator ought to have the option to decide how and who they are functioning with to work with the way toward making the account text and evaluation.
2. It is proposed that the instructors utilize more assortment in some new method in showing composing story text to consent what the understudies' need in learning account text.
3. It is recommended that the educators track down the other media in showing composing account text for the varieties in light of the fact that the image arrangement was very normal and was frequently used to show composing story text. It is recommended that the educators utilize a short animation film and request pupils to make their own adaptation from the film in the story text.

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