

**IMPROVING THE STUDENTS' WRITING ABILITY IN NARRATIVE TEXT BY USING
FLOWCHART TECHNIQUE AT SMA N 2 GADINGREJO**

(A Script)

By :

FASSA BELA PUTRI



**ENGLISH EDUCATION STUDY PROGRAM
ARTS AND LANGUAGE EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY**

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ABSTRACT

IMPROVING THE STUDENTS' WRITING ABILITY IN NARRATIVE TEXT BY USING FLOWCHART TECHNIQUE AT SMA N 2 GADINGREJO

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Fassa Bela Putri

The objectives of this research are to find out whether there is a significant improvement of students' ability in narrative text after the implementation of Flowchart technique and to find out what is aspect improved the most in writing narrative text after the implementation of Flowchart technique. This research was conducted at the first grade of SMA N 2 Gadingrejo in the academic year 2020/2021 using one group pretest-posttest design. The sample of this research was X.3 class which consisted of 30 students. The instrument of this study was narrative text test in essay form. The tests were given to see how far the students improve their narrative writing ability after the treatment. The test was considered valid because the test was covered by content validity since the material was relevant for the curriculum and syllabus for the first grade of SMA N 2 Gadingrejo. The students' work was measured based on the scoring criteria of writing proposed by Heaton (1975) that consists of five aspects of writing; they are content, organization, language use, vocabulary, and mechanics. Those aspects are things that the test had covered with construct validity. This research was considered reliable because *inter-rater reliability* had been evaluated in this research to ensure the reliability of the pretest and posttest scores. The data were analyzed by using SPSS 25. The result of the research showed that t-value (38.216) was higher than t-table (2.0452) and the value of a significant level was $0.00 < 0.05$. It means that there is an improvement of students' scores in writing narrative text after the implementation of Flowchart Technique. The mean score of pretest was (62.79) and the mean score of posttest was (68.48). It means the students improved about 5.53. On the other hand, the aspects of writing improved. The highest aspect that improves the most is content. It is proved by the mean score which improves from 18.44 (pretest) to 20.78 (posttest) with the gain was 2.34. Briefly, referring to the result above, it can be said that Flowchart Technique can be applied to improve students' ability in writing narrative text.

Keywords: writing, narrative text, Flowchart Technique

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FLOWCHART TECHNIQUE AT SMA N 2 GADINGREJO**

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Fassa Bela Putri

(A Script)

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department of
The Faculty of Teacher and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY**

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Research Title : **Improving the Students' Writing Ability in Narrative Text by using Flowchart Technique at SMA N 2 Gadingrejo in the academic year 2020/2021**

Student's Name : **Fassa Bela Putri**

Student's Number : **1613042061**

Study Program : **English Education**

Department : **Language and Art Education**

Faculty : **Teacher Training and Education**



Advisor,

Prof. Dr. Cucu Sutarsyah, M.A
NIP 195704061986031001

Co-Advisor,

Drs. Ramlan Ginting Suka, M.Pd
NIP 195707211986031003

The Chairperson of
The Department of Language and Arts Education

Dr. Nurlaksana Eko Rusminto, M.Pd.
NIP 19640106 198803 1 001

Admitted By

1. Examination Committee

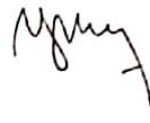
Chairperson : **Prof. Dr. Cucu Sutarsyah, M.A.**



Secretary : **Drs. Ramlan Ginting Suka, M.Pd.**



Examiner : **Herry Yufrizal, M.A. Ph.D.**



2. The Dean of Teacher Training and Education Faculty



Prof. Dr. Fatuan Raja, M.Pd.
NIP. 19620804 198905 1 001

Graduated on : June 17th, 2022

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya :

Nama : Fassa Bela Putri
NPM : 1613042061
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : Improving The Students' Writing Ability In Narrative
Text By Using Flowchart Technique At SMA N 2
Gadingrejo

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang sepengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 17 Juni 2022



Fassa Bela Putri

CURRICULUM VITAE

The researcher's name is Fassa Bela Putri. She was born on October 6th, 1998 in Wonodadi. She is the only one daughter of Nani and Suratmi. She has three oldest brothers namely Fani Desmawan, Febi Setiawan, and Fandi Kurniawan. She also has one youngest brother namely Fattan Hermawan.

She began her education at TK Patria, Wonodadi in 2004. She then continued her study at SDN 2 Gadingrejo and graduated in 2010. After that, she registered in SMPN 1 Gadingrejo in 2010 and graduated in 2013. Then, she pursued her study at SMA N 2 Gadingrejo and graduated in 2016.

In the same year, she was accepted as a student of English Education Study Program in Lampung University. In 2019, she did PPL and KKN in Giham Sukamaju, West Lampung, she was given opportunity to have pre- service teaching experience in SMA N 1 Sekincau. She did her research in SMA N 2 Gadingrejo in March 2021.

DEDICATIONS

This script is fully dedicated to:

My beloved parents

My beloved siblings

My beloved lecturers at the English Department

My beloved comrades of English Department batch 2016

My beloved almamater, University of Lampung

MOTTO

Be kind to yourself today the way
you're so kind to everyone around
you. You deserve it.

-Najwa Zebian

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Alhamdulillahirabbil'alamiin, all praises are addressed to Allah Subhanahu Wa Ta'ala for the strengths and incredible blessings granted to the writer in finishing the paper entitled "Improving The Students Writing Ability in Narrative Text by using Flowchart Technique" at The First Grade of SMA N 2 Gadingrejo" as partial fulfillment of the requirements for S-1 Degree in English Education Study Program, Teacher Training and Education Faculty, University of Lampung.

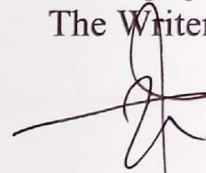
Having done this work, the author realized that there are many individuals who gave a generous suggestion for finishing this script; therefore, the author would like to express her sincere gratitude and respect to:

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Gadingrejo, June 2022

The Writer

A handwritten signature in black ink, consisting of a vertical line with a horizontal stroke across it, and a loop on the right side.

Fassa Bela Putri

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1. INTRODUCTION

This chapter discusses about background of the problem research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of The Problem

Language is the way for human to communicate each other. It is used by people to express their feeling, intention, and meaning. There are many languages that used by people around the world such as Indonesia, French, Japanese, Korean, Mandarin, and English. Now days, English is very popular. It is taught at school in many countries in the world. Hence, English become the international language.

English is one of the subjects that taught in Senior High School. It is considered by students as one of the difficult subjects to learn. There are many reasons why they consider English as a difficult subject. The fourth skills in English are listening, speaking, reading, and writing. In School-based Curriculum of 2013, the objective of English subject in Senior High School covers the ability to understand and produce spoken or written texts which are realized in four skills. Raimes (1983:3) mentions that when a second or foreign language is learned, it is learned to communicate with other people: to understand them, talk to them, read what they have written and write to them. Therefore, the students can be said to have mastered English if they are able to use it either receptively through reading and listening or productively through speaking and writing.

Writing is one of the important skills that should be mastered by students because if they have a good skill in writing they will be able to express their ideas in the written form. There are several reasons as the bases of why writing should be mastered by the students. First, the effective communication can take place through the medium of writing. It means that writing can be a means of communication. Second, the academic writing is emphasized on much greater accuracy and formal language that can be used by the students to reach their informational level (Riddel, 2003:130). The first aspect of writing skill is its micro and macro components. Brown (2001: 342-343) mentions a list of micro and macro skills for written communication which focuses on both the form of language and the function of language. Firstly, the micro skills of writing mentioned by Brown cover several important aspects. They are producing graphemes and orthographic pattern of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical systems such as tense, subject verb agreement and etc. Expressing a particular meaning in different grammatical form, using cohesive devices in written discourse and using the rhetorical forms and conventions of written discourse. Meanwhile, the macro skills of writing cover some other aspects. They are accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification, and finally developing a battery of writing strategies that include such as accurately in using prewriting

devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Writing skill is one of the language skills that taught to students. It is based on the standard of graduate competency, stated in Kepmendiknas No.23/2006, in the writing skill, the graduate of Senior High School must be able to write short written functional texts and simple essays in the forms of recount, narrative, procedure, descriptive, news item, report, analytical exposition, spoof, explanation, discussion, and review in the daily life context. In line with this policy, the teacher should try hard to encourage the students reach the purpose of English learning, especially in writing. Many kinds of writing are applied as a subject matter at schools in Indonesia. Such as writing about narration or story on the last time called as narrative text, writing about opinion or argument called as argumentative text, writing about past event called as recount text, writing about discussion between two sides of people called as discussion text, and writing about description called as descriptive text. Surely, narrative text is a text taught in Senior High School and still has to be improved because students still have problems in their writing text.

Based on the pre-observation at SMAN 2 Gading Rejo, it is found out that many students have problems in writing texts. It can be seen from the pre-observation that I have been done. The students in this school still have problems in their writing, the problems are as follows: (1) Students still have any difficulties in writing text. It is because of their English vocabulary mastery are still poor. (2) Students have lack English vocabulary and they do not want to master it. It is because students are less motivation to enrich their English vocabulary; meanwhile they can learn it from lyrics of English songs, textbook, story books, and films by listening to the

conversation in it. (3) Students are low learners, less motivation, and do not interest in learning English subject. They just follow learning by their teacher's motivation when they do not get motivation from teachers, they are not able to motivate themselves. (4) Grammar is not taught deductively in the classroom, such as tenses, subject-verb agreement, and the usage of parts of speech in a sentence arrangement. Sentences written by the students on their writing are not coherence in paragraphs arrangement. Those problems affect the students to be passive in teaching learning process. They could not explore their ideas as well to write although the theme has been already determined clearly. Therefore, to overcome these problems, the teacher needs to teach writing using a good technique which is suitable for the students of Senior High School and it can improve their writing skills. The researcher considers that the problems in the students' writingskills are important to be solved. The researcher tries to improve English writing skills using Flowchart technique. According to Ishimura and Bartlett (2008) Flowchart also is a part of writing process that can help the students to write. There are some points that the students can get. First, the students have to maintain ideas concerning with their writing task. Second, making a paragraph by using flowchart provides not only new way in writing the sentence or paragraph but also making the students interested and enjoy in English teaching and learning process. The last, giving feedback for the writer to revise their writing to get better writing. The researcher assumes that Flowchart technique is appropriate to apply in teaching learning of writing narrative texts as the solution to answer the problems which occur in the school. By doing this research, the researcher determine that significance of Flowchart technique can

improve the students' writing skills in writing narrative text, especially to the students in Class X of SMA N 2 Gadingrejo.

1.2. Research Questions

Based on the background, the researcher formulated the research problem as followed:

1. Is there any significant improvement of students' ability in writing narrative text after the implementation of Flowchart technique?
2. What is aspect improved the most after the implementation of Flowchart technique?

1.3. Objectives of The Research

In relation to the formulation of the problems, the objectives of the research are:

1. To find out whether there is a significant improvement of students' ability in narrative text after the implementation of Flowchart technique.
2. To find out what is aspect improved the most after the implementation Flowchart technique.

1.4. Uses of The Research

1. Theoretically, it can support the theory that flowchart technique can be applied to improve students' ability in writing skills.
2. Practically, it can become an input in empowering the teachers of English to improve the students' writing ability in teaching and learning processes through flowchart technique.

1.5. Scope of The Research

This research was quantitative research. In order to know how far the students' writing achievement, the researcher gave a writing test as quantitative research which focused on finding out the result of students' writing ability through flowchart technique. There are some techniques to improve students' writing skill such as Mind Mapping, Peer Reviewing, Guessing Game, Sequences of Picture, Flowchart, Cooperative Learning Method, etc. This research focused on Flowchart Technique to improve students' writing ability. The population of the research was the first-grade students of SMAN 2 Gadingrejo. The learners based on the curriculum have already studied: Vocabulary, Grammar, Tenses, and Structure. This research focuses on narrative text.

1.6. Definition of Terms

There are terms needed to be defined in order to avoid misunderstanding and ambiguity, they are:

1. Writing is a tool for communicating to other people which has purpose to present information whether it is useful or not for the reader.

2. Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message. In this research, it refers to ability in writing narrative text at the second-year students of SMA N 2 Gadingrejo, particularly in the form of narrative text by giving full consideration toward the types of the text, the purpose of the text, the text organization, the language features used and the mechanics of the text.

3. Text is a piece of spoken or written language. A text may be considered from the point of view of its structure and/or its function. In this research, the text is narrative text, which is written by the students.

4. Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers about the story. The generic structure of narrative text are Orientation, Complication, Resolution, Re-Oriented, and Evaluation.

5. Flowchart can be defined as a diagrammatic representation of an algorithm, a step-by-step approach to solving a task. The Flowchart shows the steps as boxes of various kinds, and their order by connecting the boxes with arrows.

6. Technique is a manner or mode of procedure especially an orderly, logical, or systematic way of instruction in doing anything.

II. LITERATURE REVIEW

This chapter reviews theory that supports this research. It consists of definition of writing, the aim of writing, the importance of writing, the steps of writing, aspects of writing, purpose of writing, criteria of good writing, problem of learning writing, the task of teacher in writing, types of text, narrative text, definition of flowcharts, the advantages of using flowcharts, teaching by using flowcharts, the chunking of flowcharts, the relevant research, and the assumption and hypotheses.

2.1. Definition of Writing

Writing is one of the four language skills besides listening, speaking and reading in language teaching. Writing can be defined as a process of transforming thought into written language (Tiwari, 2005:120). In other words, writing is the process of expressing ideas, thinking or feeling in words on the piece of paper. In the process of writing, the students need to have enough ideas, organize them well and express them in appropriate style. Nunan (2003: 88) states that writing is the mental work of inventing ideas, thinking how about to express them, and organizing them into statements and paragraphs that will be clear to a reader. Gaith (2002) states that writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete on the piece of paper. Writing gives a unique opportunity to explore ideas and acquire information. By writing, someone can express his thoughts more communicable to other.

From the explanation above, it can be concluded that writing is complex process of transforming thought and ideas, thinking how to express them and organizing them

into statement and paragraph to make them visible and concrete on the piece of paper.

2.2.The Aims of Writing

According to Grenville, there are three basic aims of writing

1) Writing to entertain “It does require making the readers laugh, but it at least engages their feelings in some way. Writing to entertain generally takes the form that is called imaginative writing such as novels, stories. For imaginative writing, the writer can make things up.

2) Writing to inform “it tells the reader about something. These kinds of writing can also be entertaining in the sense that they are a good read. But entertaining the reader is not their main purpose, that just a bonus. The example of writing to inform are newspaper articles, scientific reports, and essays for school.

3) Writing to persuade “It tries convince the reader of something. This includes advertisements, some newspaper and magazine, articles, etc. this type of writing might include the writer’s opinion, but as part of a case backed up with evidence, rather than just as an expression of your feelings.

2.3 The Importance of Writing

Writing is a complex process; it means that in writing the students have to consider many things to build a good writing. Harmer (2004: 31-33) states that there is many importance of learning writing:

1. Writing is not often time-bound in the way conversation. In writing activities, the students have more time to think than they do in speaking activities. They can express what they know in their mind, and even the students use dictionaries,

grammar books or other reference material to help them.

2. Writing encourages students to focus on accurate language use. It is a good way for the students to develop their language when they write down what they think or express their ideas with the accurate language.

3. Writing is often used as a means of reinforcing language that has been thought. In teaching writing, the teacher often asks the student to write sentence or paragraph using recently learnt grammar. The students should make a note about what they have learnt while learning process happens. It makes the students able to understand about the language that has been thought.

4. Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking. When the students write a short dialogue, the students can also practice and act out their dialogue in oral activities.

5. Writing is also use in question and answer activities. In teaching writing, the teacher often gives questions to the students. For example, about their knowledge or about the previous material. The students prepare first to find the answer and they also write down the answer then report the answer in front of the class. In the examination also the students are asked their answer in the form of written.

From the explanation above the writer can conclude that writing skill is very important to be learnt. Writing helps someone to explore their ideas, feelings and thoughts in a written form. Besides that, writing helps someone in solving and improving other skill in learning language.

2.4 The Steps of Writing

Harmer (2004: 4-5) states that there are four steps in writing process. They are:

1. Planning

Planning is an important step in the writing process. In planning process, the writer has to think about three main issues. First, the writers have to consider about:

a. The purpose of writing. It is important to know the purpose of writing since this will influence to a good writing result. By knowing the purpose of writing, someone can decide the most appropriate style of the language, therefore, the result will be effective to reach the purpose.

b. The audiences they are writing for. The audience here is the readers of writing. The audience will influence language style, diction, paragraph structure, etc.

c. The content structure of the writing, how best the sequence facts, ideas, or arguments which they have decide to include.

2. Drafting

Drafting means getting ideas on the paper in sentences and paragraph. In the writing process, drafting is necessary for helping the writer to write ideas and decide what should come first, second, third and so on, until the last.

3. Editing

In editing process, the writer read again what they have written as a draft. Another reader's comment will help the author to make appropriate revision. Here, the writer may change what the writer havewritten if they find something bad. For example, the information is not clear, the grammar is wrong, the diction is not appropriate, etc. The writers are able to change or correct it if they find those conditions.

4. Final Versions

Final versions is the last step of writing. This may look different from the first draft that has been made before due to there are many changes in editing processes. However, the writer is ready to send the written text to the readers.

From the explanation above it can be concluded that there are four steps in writing. They are: planning, drafting, editing and final versions.

2.5. Aspects of Writing

To make a good writing the student needs a lot of vocabulary, correct grammar and good comprehension. Adapted from Nurgiantoro (2001: 306-308), there are some aspects of writing:

1. Content

Content refers to a set of information that support the specific topic talked about. In the content aspect, the writer can develop the details idea to describe the main topic.

2. Organization

Organization means how the students arrange their ideas. The organization of the text is clear ideas, good organization, logic sequence and cohesive.

3. Vocabulary

Vocabulary appropriateness in choosing and using vocabulary in each sentence is an important thing in writing.

4. Grammar

Grammar is the rule of language in combining the words. The use of grammar can be applied in all the kinds of sentence structure so that it makes writing more meaningful.

5. Mechanic

Mechanic means how the students write. Paragraph is a combination of some

sentences which need good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable.

All of the aspects above for instance organization, content, vocabulary and mechanic are the components of writing. These are very important aspect in writing.

2.6. Purposes of Writing

Tarigan (1994: 24) summarize the purpose of writing as follows:

a. Assignment Purpose

The writer writes since he is asked by someone. The idea to write does not come from the writer himself.

b. Altruistic Purpose

The writer writes to entertain the readers, to reduce the reader's sadness and make their lives much easier by using his writing.

c. Persuasive Purpose

It has purpose to ensure the readers about the truth of the idea given by teacher.

d. Informational Purpose

The purpose of this writing is to give information to the readers.

e. Self-expressive Purpose

The purpose is to introduce the writer to the reader.

f. Creative Purpose

It tends to get the artistic values.

g. Problem Solving Purpose

This writing is used to solve problem faced by the writer.

From the explanation above, focusing on writing purpose will give the writer a rhetorical sense to her writing. This will also help the writer be aware of the audience for which she is writing.

2.7. Criteria of Good Writing

Tarigan (1994: 6) explain some criteria of good writing:

1. A good writing result shows the abilities of the writer in arranging the materials to

be a good structure.

2. A good writing result shows the abilities of the writer to write clearly (unambiguous), to use the sentence structure well, language, and examples, therefore, it makes the readers easy to understanding the explicit and implicit meaning.
3. A good writing result shows the ability of the writer to write surely: it can take the readers' interest to the main idea of the writing; it can describe the main idea clearly and logically.
4. A good writing shows the ability of the writer to criticize his draft of writing and then revise it to get the better one. The key of the successfulness in writing is the willingness and the abilities of the writer in revising his draft.
5. A good writing result shows the proud of the writer to his writing.

From the explanation above, a good writing reveals a structure or organization that is logical and effective. The order of ideas and the way the writer moves from one idea to the next is felt natural. The sentence fluency of good writing feels natural, smooth and expressive. The sentences are easy to understand and fun to read.

2.8.Problem of Learning Writing

Learning to write English in foreign language is not easy for the students of junior high school, especially at seventh grade students. There are some problems faced by the students in learning writing according to Nurgiantoro (2001: 298-299), those are organizing idea, lack of vocabulary, and grammar accuracy.

1. Organizing Ideas

Generally, the student's problem in writing process is how to organize the idea into

sentences. Nation (2009: 119) states that some learners are able to say what they want to write but have difficulty in putting it into written form. It is because the students get difficulties in developing idea and sometimes, they do not know what they will write. When writing, the students usually write contents that are not suitable with the theme.

2. Lack of Vocabulary

Vocabulary also becomes an important part in writing composition. Lack of vocabulary makes the students write uncommunicative sentences. They will get difficulties in expressing their ideas, especially in writing if the students do not master the vocabularies well. They also usually choose incorrect words.

3. Grammar Accuracy

When the students are trying to writing, they are usually confused in whether their sentence or grammatical correct or not.

Based on the explanation above, it is important for the students and the teacher to know about problems in learning writing so they can find the best way to anticipate it and students can learn writing easier.

2.9 The Task of Teacher in Writing

Harmer (2004: 41-42) declares that there are some teacher tasks in writing process:

1. Demonstrating

The teacher has to be able to make the students aware of the language used or others to know writing function by using whatever the ways.

2. Motivating and Provoking

Teacher has to motivate and provoke their students to start writing and help them to find out their motivation. The students sometimes lost their idea, motivate and

confidence. The teacher as the presenter of material has to help them to find their motivate back.

3. Supporting

The teacher has to support the students when they get problem and need teacher's help to solve the problem.

4. Responding

The teacher has to give reaction or suggestion to the student's writing draft.

5. Evaluating

The teacher has to evaluate the student's task in order to know the student's understanding.

From the explanation above, the task of teacher is important because it can help the students easy to write when they do not know something. However the teacher should mastered all of the task in writing.

2.10. Types of Text

Based on the School Based Curriculum that used in senior high school, here are types of text which is taught at tenth grade students in SMA N 2 Gadingrejo:

a. Descriptive Text

Wardiman (2008: 122) states that descriptive text is a kind of text which describe particular thing, animal, person, or others, for instance: our pets or a person that is known well.

b. Procedure Text

Anderson (1997:50) says that procedure is a piece of text that gives us instruction for doing something. The purpose of procedure text is to explain how something can be done.

c. Narrative Text

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 factors. She, furthermore, 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, she 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.

In this research, the writer only focused on narrative text material because of the basic competence that the researcher take based on the curriculum.

2.11. Narrative Text

2.11.1. Definition of Narrative Text

According to Jhon Barwick (1998), narrative text is written to entertain, amuse, and interest the reader but simultaneously teaches, explain or inform. Narrative always deals with some problems which lead to climax and them turn into solution to the problem. From the explanation above , the writer concludes that there are many purpose of narrative text , those are :

- a. To entertain
 - b. To amuse
 - c. To make audience think about an issue
 - d. To teach audience a lesson or moral value
 - e. To gain and hold the readers' interest
- Jhon Barwick et.al stated that narrative structure has been analyzed and describe in different ways.

2.11.2. The Generic Structure of Narrative Text

A simple description identifies five elements, such as:

1. Orientation (who, where, when)

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2. Complication (need for action)

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

4. Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, or advice from the writer.

2.11.3. Types of Narrative Text

There are several kinds of narrative form. These kinds are based on the story types. The types of narratives are:

a. Fable

Simple fable is a story about animal which behave like human. It can be defined as a concise and brief story intended to provide a moral lesson at the end.

b. Myths

Stories that are believed by some people but the stories cannot be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence.

c. Legend

It simple a story which relates to on how a place is formed.

d. Fairy Tales

Story which relates much which magic things

e. Parables

Story that illustrates one or more instructive lessons or principles. Parable differs from a fable.

On the explanation above, this research is focus on Legend story based on the basic competence in curriculum.

2.11.4. Language Features of Narrative Text:

There are some language features in writing narrative text, those are:

- a. Past tense (killed, drunk, etc)
- b. Adverb of time (once upon a time, one day, etc)
- c. Time conjunction (when, then, suddenly, etc)
- d. Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- e. Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- f. Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White"). The direct speech uses present tense.

Language features is important to the writer, because they have to attention to the language features when they want to write a story.

2.11.5. Example of Narrative Text – The Legend of Malin Kundang

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strongboy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with

his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was his mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Moral: Respect your parents, especially your mother because she's the one who has given birth to you and raised you.

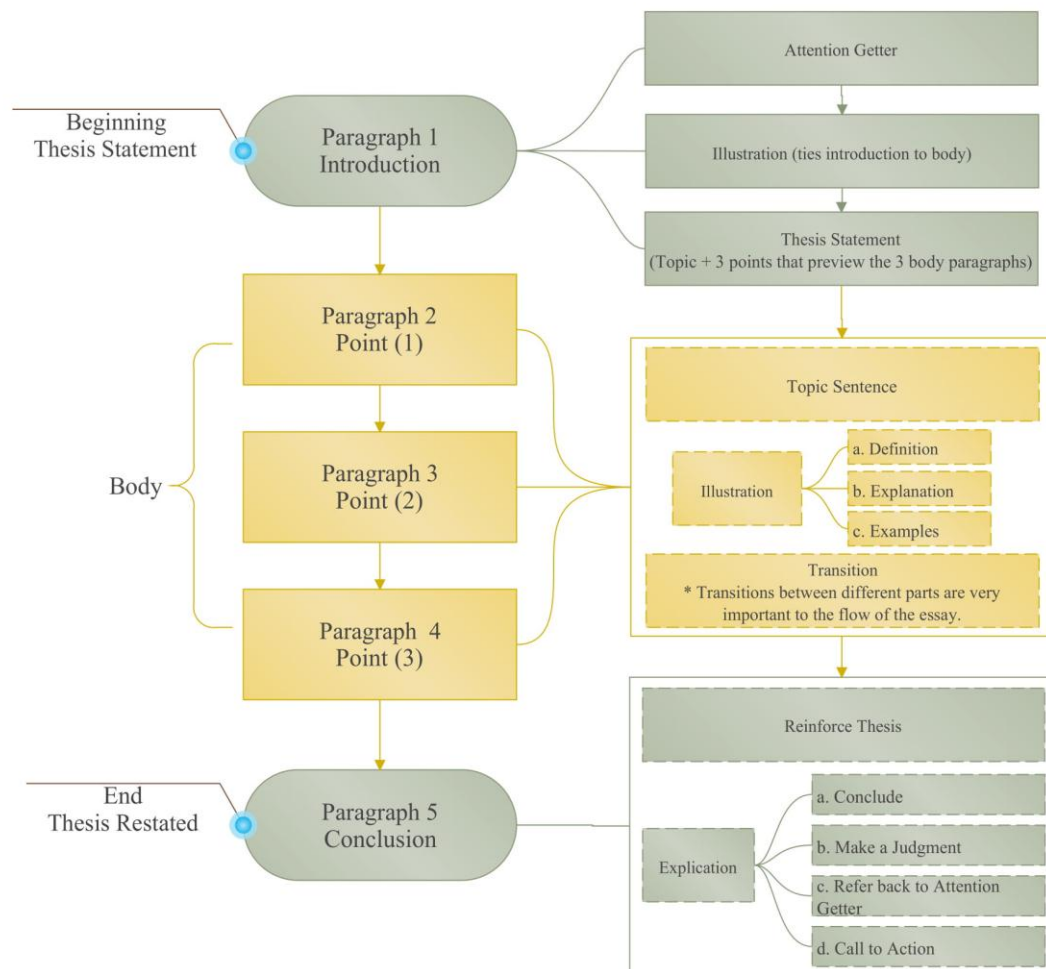
2.12. Definition of Flowcharts

According to James N. Mahon (2010). Flowcharts is a medium that uses symbols interconnected with lines to represent the flow of information. It is kind of a graphic organizers (some of which are also called concept maps, entity relationship charts, and mind maps). They are a pictorial way of constructing knowledge and organizing information. They help the students convert and compress a lot of seemingly disjointed information into a structured, simple to read. In this research, flowcharts are a media. Sadiman (2007) said that media are some of the components that are used to stimulate students in learning. Teachers need media to help them present information to students easily. By using media, they can give motivation to students in learning and make them not bored in learning. Teaching and learning by using the media are affective and make the students more interest in the class. As Oemar Malik (2004) stated that: “Teaching media is (instruments, methods and techniques) Used to make the communication an interaction between Teachers and students in teaching learning process are affective”. Based on the statement, it is clear that media is important in teaching and learning process. Furthermore, it is primarily

needed very much in teaching and learning activities. It is an integral part in getting success of teaching and learning process.

In this research, flowcharts were a good media to practice in write narrative text. In the other words, a flowchart can clearly indicate the key stages in the sequence. It can also be tricky explaining how to do something if you have not done it yourself first. It is clearly that using flowcharts gives the students increased understanding and insight into the topic at hand. It means that flowcharts can facilitate students in writing by using symbols to get a information. Flowcharts can be used to structure writing project; flowcharts can help the students to create their ideas and keep their thoughts visually. The possibilities associated with a topic become clearer as the students' idea are classified visually. It is clear that flowcharts can help and develop students' ability in writing. Flowcharts also attracts the students' imagination and attention quickly in writing. In short, writing through flowcharts can be used to help students in writing.

Picture 2.1. The Process of Flowcharts in Writing



2.13. The Advantages of Using Flowcharts

There are some advantages and benefit of using flowcharts:

1. Flowcharts make it easier to write narrative text.
2. The problems can be analyzed in more effective way with the help of flowcharts.
3. Flowcharts will generate ideas to write
4. Flowcharts make ideas logically in write
5. Flowcharts can increase students' writing narrative text.
6. Flowcharts can motivate the students in writing

7. Flowcharts gives information to students about the object, event, and relations to events
8. Flowcharts can make easy to inflate the story.
9. Flowcharts train students to arrange the story.

Briefly, flowchart is a graphical representation that explains the sequence of operations to be performed in order to solve a problem under consideration.

2.14. Teaching by Using Flowcharts

Teaching by using flowcharts is one of the strategies of teaching that can invite the students' interest in class; even will feel not bored. According to Mayer and Diane (1995), flowcharts can help students keep to the topic by having their ideas in front of them as they are writing. To begin producing a narrative text, teacher should provide students with some texts related to the topic. For instance, Snow White, Malin Kundang, Cinderella, Tangkuban Perahu, etc. Vera Rita (2010). In teaching flowcharts there are some steps that can be followed by the teacher during teaching and learning process as follows:

- a. The teacher shows the flowcharts that can be written by the students
- b. The teacher asks the students to guess the topic of the flowcharts
- c. The students search the topic individually
- d. The teacher asks the students to write narrative text based on the topic in the flowcharts.

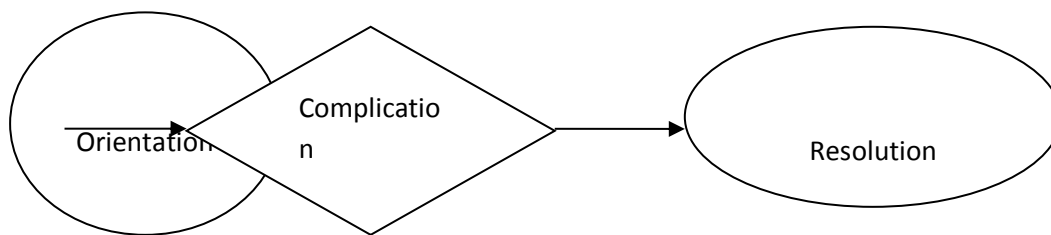
In short, teaching narrative text by using flowchart is possible to make the teacher easier in teaching learning process. The teacher have some steps so she knows what should she do to teaching writing for the students.

2.15. The Chunking of Flowcharts

The chunking is a strategy used to improve memory performance it helps present information in a way that make it easy to understand and remember. The chunking

is a term referring to the process of taking individual units of information and grouping them into large units. Chunking is often a useful tool when memorizing large amounts of information. There are many kinds of the chunking. One kind has different ways to use it with other. In this research, the writer used flowcharts media as a strategy in teaching narrative text. To write narrative text based on flowcharts media, the students must concentrate on the relationship between the items. According to Jeanada, flowcharts have a beginning and multiple possible outcomes. The students must determine which part of the material that is the most important and should be focused upon. She uses these symbols as a rule for this flowchart:

Picture 2.2. The Process of Flowcharts in Write Narrative Text



Notes:

- a. ↓ Arrow represent the direction of flow
- b. ○ Circle is starting point
- c. ○ Ovals are stopping points
- d. ◇ Diamonds are decision points

2.16. The Relevant Research

Relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. There is previous

study conducted by researcher dealing with this research. The research done by Vera Rita (2010) is about using Flowcharts to Increase students' ability in writing descriptive text at the second year of SLTPN 2 Bungaraya. She focused her research on flowcharts to increase students writing descriptive text. The result of teaching writing descriptive by using flowcharts is effective to improve students writing descriptive text. Then, because of that improvement the researcher used flowcharts on the students' writing ability of narrative text at the second year of SMA N 2 Gadingrejo.

2.17. The Assumption and Hypotheses

2.17.1. The Assumption

In accordance with the explanation of theoretical framework and the operational concept, the researcher made an assumption that learning writing narrative text by using flowcharts at the second year of SMA N 2 Gadingrejo can increase the students' ability in writing narrative text.

2.17.2. The Hypothesis

- a. Ha: There is significant difference of using flowcharts on the students' ability in writing narrative text at the first-year students of SMA N 2 Gadingrejo.
- b. Ho: There is no significant difference of using flowcharts on the students' ability in writing narrative text at the first-year students of SMA N 2 Gadingrejo.

III. METHODS

This chapter discusses research design, population and sample, data collecting technique, research procedures, research instrument, validity and reliability, scoring rubric, data analysis, and hypothesis testing.

3.1 Research Design

This research deals with improving students' writing skill by using flowchart in narrative text since it is often considered as one of the difficult skills to be mastered by the students. In conducting the research, the researcher applied quantitative research design as the research methodology. Quantitative method is a method deals with statistical analysis data in the form of scores and numbers (Creswell, 2009). This research mainly deals with a score which the aim is to investigate the aspects of students' speaking skill improved the most or not and after that to find out the obstacles toward of students after using this technique in writing class. The researcher will compare the result of the test. *The One Group Pretest-Posttest design* was used in this research since this research tends to investigate the aspects of students' writing skill improved the most by comparing the results between pretest and posttest.

The research design presents as follows:

T1 X T2

Where:

T1 : Pre-test (Pre-test is given before the researcher teaches through flowchart technique in writing narrative text in order to measure the students' competencies before they are given the treatment).

X : Treatment (Treatment is given for three times through flowchart technique in writing narrative text to improve students' writing skills).

T2 : Post-test (Post-test is given after implementing flowchart in writing narrative text and to measure how far the aspects of students' writing skill improved the most after they get the treatment) (Setiyadi, 2018: 113).

3.2 Population and Sample

Research population, in Setiyadi (2018), means an individual who becomes the target of the research. On the other hand, research sample is all individual who will be given the material. The population of this research will be chosen at the first-grade students of SMAN 2 Gadingrejo. In conducting this research, the researcher took one class as the experimental class. The sample of this research was chosen by using purposive sampling which have purpose to find out the improvement of students' writing ability.

3.3. Data collecting technique

The data of this research got from the form of students' writing ability score in performing components in terms of content, organization, vocabulary, grammar, and mechanic. To answer the first research question, the researcher investigated the aspects of students' writing skill improved the most after using the technique. In collecting the data, the researcher used the following steps:

3.3.1 Pretest

The researcher administered the pretest before giving treatment which the purpose to know the students' writing skill before giving the treatment by using flowchart technique. The researcher administered the pretest for whole students in the class. Meanwhile, before conducting the pretest, the researcher explained the topics that were tested. Then, the teacher gave the students and asked them to write a narrative text related to the topic given.

3.3.2 Treatments

Treatments applied after the pretest and the teacher taught the students through flowchart technique. There were three times of treatments. The researcher taught the students with the target to reach the objectives in those three meetings which were stated in lesson plans. The researcher implemented one lesson plans for three meetings.

3.3.3 Post-test

The post-test was administered after the treatment which aimed to see the significant differences between students' writing skill before and after they were taught flowchart technique. The posttest was similar with the pretest. The teacher gave the students and asked them to write a narrative text related to the topic given.

3.4. Research procedures

The procedures of the research are as follows:

1. Determining Problem

This research come from some problems which happen in a learning process. Students still have any difficulties in writing text. It was because of their English vocabulary mastery were still poor. Students have lack English vocabulary and they

do not want to master it. It was because students are less motivation to enrich their English vocabulary; meanwhile they can learn it from lyrics of English songs, textbook, story books, and films by listening to the conversation in it. They were low learners, less motivation, and do not interest in learning English subject. They just follow learning by their teacher's motivation when they do not get motivation from teachers, they are not able to motivate themselves. Grammar was not taught deductively in the classroom, such as tenses, subject-verb agreement, and the usage of parts of speech in a sentence arrangement. Sentences written by the students on their writing are not coherence in paragraphs arrangement.

2. Selecting and Determining the Population and Sample

The populations of this research observed at the first grade of SMAN 2 Gadingrejo in 2020/2021 academic year. The sample was the first-grade students of class social who are classified by their interest. The reason why the researcher observed the first grade SMA N 2 Gadingrejo in 2020/2021 academic year was based on the process when I did pre observation the students in assessment task, the researcher found out the students' difficulties in some aspects of writing skill like grammar, vocabulary and organizing writing.

3. Selecting the Materials

The researcher chose narrative text as the material which took from the students' book based on the syllabus. The researcher used any types of narrative text for example Legend, Myth, Fable or Fairy Tales to make more enjoyable in teaching and learning process.

4. Administering the Pretest

The pretest administered before treatment which aim at knowing the students' writing skill before being given the treatment through flowchart technique. The researcher administered the pretest to students. Meanwhile, before conducting the pretest, the researcher explained the topic that would be tested. The test administered once. The researcher gave the direction in each test to all students and ask the students to write.

5. Conducting the Treatments

In this research, the treatments administered in three meetings. The researcher had about 90 minutes for each meeting with two different stories.

6. Administering the Post-test

The post-test conducted after the treatment. The post-test has aim for knowing the progress of writing skill through flowchart technique. The test administered once time, after two meetings or treatments.

7. Scoring

Since the researcher used three raters to score writing test, the researcher filled the scoring test of first rater (R1) and the second rater (R2) filled by the English teacher.

9. Transcribing

All the student's utterances of pretest and posttest were transcribed.

10. Analyzing the test result (Pretest and Posttest)

After scoring the students' performance, the researcher compared the result between pretest and posttest, to see whether the score of post-test was higher than pretest in each aspect of writing.

3.5. Research Instruments

The instrument of this research used writing test. The researcher administered the writing test. Then, the data would be analyzed from the result, which can be described as follows:

1. Writing Test

Writing test would be used as a research instrument consists of (1) Content (2) Organization (3) Vocabulary (4) Grammar (5) Mechanic. In the beginning, the researcher gave the pretest to measure their initial ability in writing. Then, the researcher applied the treatment through flowchart technique to increase the student's writing ability. The last one, the researcher gave the posttest to know their ability increase or not after getting the treatment. In addition, the data of this research was in form of score writing task, the researcher gave the score in each aspect of writing skill by scoring rubric according to Heaton (1975).

3.6. Validity and Reliability of The Instruments

In fulfilling the criteria of a good test, validity and reliability of the test should be considered. They are as follows:

3.6.1 Validity of The Instruments

The test can be said valid if the test measures the objective to be measured and suitable with the criteria, to measure whether the test in this research has a good quality or not. There were several types of validity but in this research, the researcher used two types of validity, they are content validity and construct validity.

1. Content Validity

Content validity means that the test is a good reflection of what has been taught and the knowledge which the teacher wants the students to know that the researcher wants her students to know (Shohamy, 1985: 74). Here, the researcher correlated the test with syllabus and curriculum for Senior High School. It means, the material should be based on the basic competence in the syllabus for the first grade of Senior High School. Based on the syllabus, the researcher used the basic competence of *Analyzing the social function, generic structure, and language features of narrative text and written a simple narrative text about experiences or events by considering the social function, generic structure, and language feature that are true and appropriate with the contextual* to investigate in this research. It means, if the table represents the material that the researcher wants to test, it could be said that it has content validity.

2. Construct Validity

Construct validity concerned on whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985: 74). If the test has construct validity, it is capable of measuring the students' ability in writing. It means the test can be measured in the certain aspect based on the indicators. Here, the researcher examined it by referring the aspect that would be measured with the theories of those aspects of writing from Nurgiantoro (2001: 306-308) Content, Organization, Vocabulary, Grammar and Mechanic. In addition, construct validity as a test of knowledge and linguistic ability (Setiyadi, 2018:22). If the test just measures one of the aspects, such a vocabulary, construct validity can be measured by using the evaluation of the test and if the test is measuring the vocabulary, it could be said that it has construct validity. It means, if the test represented the five aspects of

writing that the researcher wanted to test, it could be said that it has construct validity.

3.6.2 Reliability of The Instruments

Reliability is the consistency measures of a test or it can be measured of the same subject at different time, but the result can be shown the same (Setiyadi, 2008:13).

In other words that is the reliability relates to the consistency of a measures. Here, the researcher used inter-rater reliability. Then, the data would be analyzed as follows:

1. Writing Test

To measure the consistency of the writing test, the researcher used inter-rater reliability to find out the reliability of the writing test. It means, there were three raters to judge students' writing performance. The first rater (R1) was the researcher herself and the second rater (R2) was the English teacher of the sample. They discussed the writing criteria in order to obtain the reliable result of the test. Inter-rater reliability of the tests examined by using statistical measurement using the following formula:

$$R = \frac{1 - 6 (\sum d^2)}{N \cdot (n^2 - 1)}$$

Notes:

- R : Reliability of the test
- N : Number of students
- D : The difference of rank correlation (mean score from Pretest and Posttest)
- 1 – 6 : Constant number (Shohamy, 1985: 213)

The standard of reliability:

A. a very low reliability ranges from 0.00 to 0.19

B. a low reliability ranges from 0.20 to 0.39

C. an average reliability ranges from 0.40 to 0.59

D. a high reliability ranges from 0.60 to 0.79

E. a very high reliability ranges from 0.80 to 0.100 (Slameto, 1998 in Susan, 2001)

1. Formulation of Reliability in Pre-test

$$p = 1 - \frac{6 \cdot \Sigma d^2}{N(N^2 - 1)}$$

$$p = 1 - \frac{6.348,25}{30(30^2 - 1)}$$

$$p = 1 - \frac{2089,5}{30(900 - 1)}$$

$$p = 1 - \frac{2089,5}{30(899)}$$

$$p = 1 - \frac{2089,5}{26970}$$

$$p = 1 - 0.0774$$

$$p = 0.92 \text{ (The reliability is very high)}$$

2. Formulation of Reliability in Post-test

$$p = 1 - \frac{6 \cdot \Sigma d^2}{N(N^2 - 1)}$$

$$p = 1 - \frac{6.276,25}{30(30^2 - 1)}$$

$$p = 1 - \frac{1657,5}{30(900 - 1)}$$

$$p = 1 - \frac{1657,5}{30(899)}$$

$$p = 1 - \frac{1657,5}{26970}$$

$$p = 1 - 0.0614$$

$$p = 0.93 \text{ (The reliability is very high)}$$

3.7. Rubric of Scoring System

In evaluating the students' speaking scores, the researcher used writing task. Based on the writing task, there are five components, namely: Content, Organization, Vocabulary, Grammar, and Mechanic. To measure the students' writing ability, the researcher used scoring rubrics by Heaton (1975).

3.8. Data Analysis

In managing and analyzing the data collected, the researcher used quantitative data analysis by using statistical technique. The analysis is used to find the significant difference of the students' writing achievement before and after using Flowchart. Analyzing data is a process of analyzing the acquired from the result of the research. The data which is needed in this research is students' achievement about narrative text of the first-grade students of SMAN 2 Gadingrejo in the academic year 2020/2021 before and after using Flowchart Technique. The researcher computed the students' scores in teaching writing by using flowchart technique as follows:

1. Scoring the pretest and posttest.
2. Tabulating the result of the test and calculating the score of pretest and posttest.

The researcher used SPSS 25 to calculate the scores then analyzed whether there were the aspects of students' writing skill improved the most after the treatment by using flowchart technique in writing narrative text.

3. Drawing the conclusion. The conclusion was developed from the result of statistical computerization that was Repeated Measured T-Test design in SPSS25.

3.9. Hypothesis Testing

After collecting the data, the researcher analyzed them to find out whether there was significant difference of students' ability in writing narrative text after the implementation of Flowchart technique and what are the students' grammatical problem in writing narrative text by using Flowchart technique. The researcher used Repeated Measured T-Test to know the level of significance and the score from the treatment effect.

The hypothesis was analyzed at the significant level of 0.05 in which the hypothesis is approved if $\text{Sig} < \alpha$. It means that the probability of error in the hypothesis is only about 5%. The hypotheses of this research are as follows:

H₀ There is no significant difference after being taught by using flowchart technique in narrative text.

H₁ There is significant difference after being taught by using flowchart technique in narrative text.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings, suggestions for English teachers, and for those who want to conduct similar research.

5.1. Conclusion

There is a significant improvement in students' writing ability in narrative text from pre-test to post-test after being taught by using flowchart technique. at SMA Negeri 2 Gading Rejo. It can be seen from the result of the computation of the value of two-tailed significance is 0.000 which is lower than 0.005. It means that H1 is accepted and H0 is rejected. Thus, if the t-value (38.216) compared with t-table (2.0452), it can be seen that the students' writing ability is improved since t-value > t-table. It can also be proven from the means score of the pre-test was 62.79 and increased to 68.48 in the post-test; the gain was 5.69. Besides, by applying flowchart technique, the students were capable to get involved actively in the process of writing covering each aspect of writing. The content aspect got the highest score than the other aspects. It is because the students already have the ideas before writing which makes the students only need to elaborate their ideas into sentences then compose the sentences into paragraphs.

Moreover, during and after the treatments, the students did not make some mistakes in expressing moral value, in expressing content, in using organization, grammar, and vocabulary. The students understand about the tenses that should be used in narrative writing gradually. This is due to the researcher guided them on how to

identify narrative text well through the flowchart technique. Flowchart technique can motivate them in learning English well, it is proved by looking at their participation and enthusiastic during the treatment conducted. It helps the students to get many ideas and it also attracts the students' imagination and attention quickly in writing.

5.2. Suggestions

After doing the research, some suggestions are directed to the English teacher and other researchers as follows: it is suggested for the English teacher to provide an interesting learning process especially in writing, so that the students can feel more enjoyable during the teaching and learning process. Moreover, the English teacher can use flowchart as one of the alternative techniques in getting many ideas before the students starting to write. And for the other researchers, initially they are suggested to the students' difficulties in learning English before doing the research in the school. It will help them to find out the appropriate technique to help the students in solving their problem. Therefore, the other researchers who conduct similar research need to be well-prepared, so the research can run well.

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