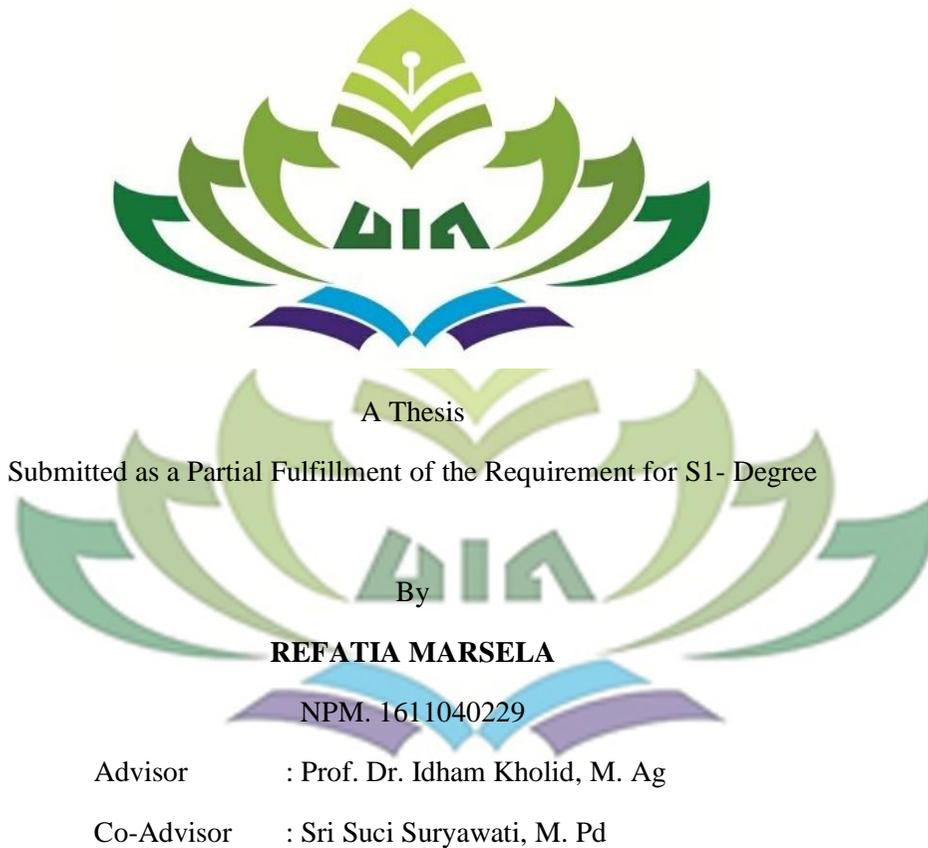


**THE INFLUENCE OF USING GUIDED IMAGERY TOWARD  
STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT  
THE ELEVENTH GRADE OF SMA KEMALA  
BHAYANGKARI 2021/2022**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF RADEN INTAN  
LAMPUNG 2021**

## ABSTRACT

### THE INFLUENCE OF USING GUIDED IMAGERY TOWARDS STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMA KEMALA BHAYANGKARI 2011/2022

By:

**Refatia Marsela**

The research was conducted to find the significant influence of using Guided Imagery technique in teaching writing narrative text at the eleventh grade of SMA Kemala Bhayangkari Kotabumi 2021/2022. Based on the preliminary research, it showed the students' score at writing at the eleventh grade of SMA Kemala Bhayangkari Kotabumi was still low.

The research used quasi experimental research. The population of this research was the students the first semester of the eleventh grade of SMA Kemala Bhayangkari 2021/2022. The researcher took two classes as sample: class 11 IPA 1 as experimental class and 11 IPA 2 as control class. In this research, the researcher took the sample by using cluster random sampling because the students were taken from classes. There were three steps in conducting quasi experimental research design: pre-test, treatment, post-test. The researcher used pre-test and post-test to know the students' ability in writing narrative text before and after the treatment. In collecting the data, the researcher used the instrument of written test. After the pre-test and post-test was finished by the students', the researcher analyzed the data by using independent sample t-test. From the data analysis, it was found that the result of this research was accepted ( $H_a$  is accepted). There was significant influence of using Guided Imagery towards students' ability in writing narrative text at the eleventh grade of SMA Kemala Bhayangkari Kotabumi 2021/2022.

**Keyword:** *Guided Imagery, Narrative Text, Quasi Experimental, Writing Ability.*

## DECLARATION

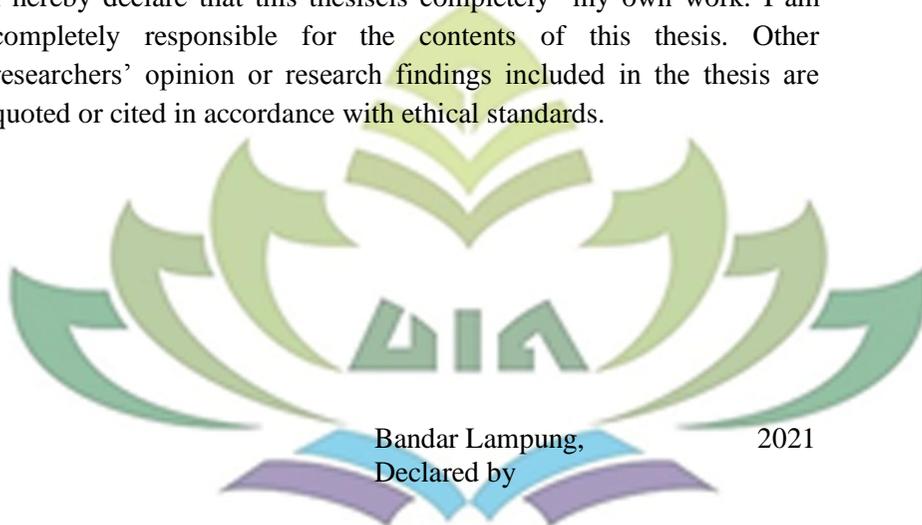
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I hereby declare that this thesis is completely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standards.



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## MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

He who taught (the use of) the pen (4), Taught man that which he knew not (5)<sup>1</sup>



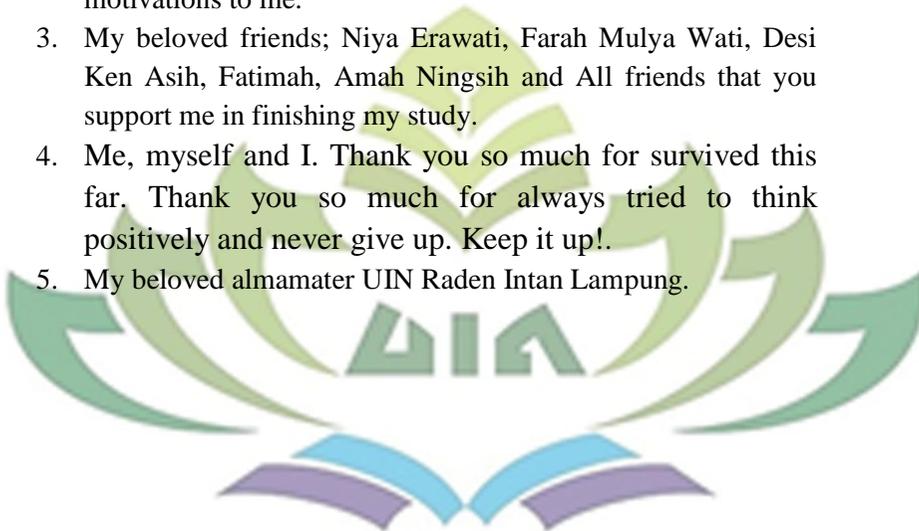
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<sup>1</sup>Abdullah Yusuf Ali, *The Holly Qur'an Text and Translation*, (New Delhi: Milla Book Centre, 2006), p.701

## DEDICATION

Price and gratitude to Allah SWT almighty for his abundant blessing to me, and then from my heart and great love, this thesis is proudly dedicated to:

1. My beloved father and my beloved mother, Mr. Subana and Mrs. Yuliarni, who always supporting me, pray for all my success, thanks for all the motivations and your support, I love you forever. I love you more and more.
2. My beloved Sister, Restika and my beloved brother, Ricky and Reza, and also all my big family for the love, support and motivations to me.
3. My beloved friends; Niya Erawati, Farah Mulya Wati, Desi Ken Asih, Fatimah, Amah Ningsih and All friends that you support me in finishing my study.
4. Me, myself and I. Thank you so much for survived this far. Thank you so much for always tried to think positively and never give up. Keep it up!.
5. My beloved almamater UIN Raden Intan Lampung.



## CURRICULUM VITAE

The writer's name is Refatia Marsela. She was born in Kotabumi on March, 11th 1997. She is the third child of Mr. Subana and Mrs. Yuliarni. She has one elder sister namely Restika Melisa, then she has one older brother namely Ricky Hagista and one younger brother namely Reza Erprimana. She lives in Kotabumi, North Lampung.

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In the name of Allah the Almighty God, the Most Merciful, and the Most Beneficent for blessing the writer with His mercy and guidance to finish this thesis. Peace and salutation always be given to our Prophet Muhammad peace be upon him, with his family and followers. This thesis entitled “The Influence of Using Guided Imagery Toward Students’ Ability in Writing Narrative Text at The Eleventh of SMA Kemala Bhayangkari” is submitted as compulsory fulfillment of the requirements for S1-degree of English Education Study Program at Tarbiyah and Teacher Training Faculty at UIN Raden Intan Lampung.

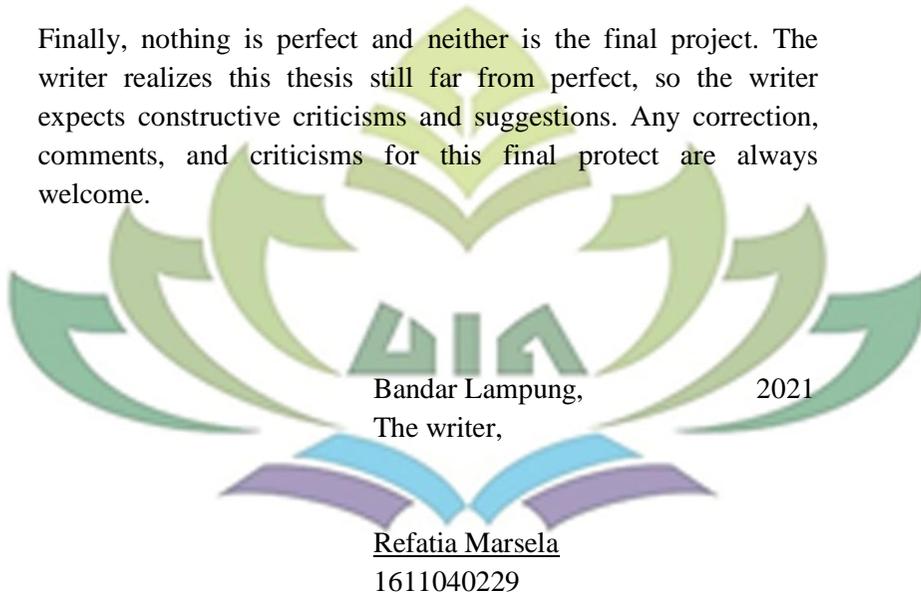
When finishing the thesis, the writer has obtained so many helps, supports, assistances, and many valuable things from various sides. Therefore, the writer would sincerely express her gratitude:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung with all staffs, who give the researcher opportunity to study until the end of this thesis composition.
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Finally, nothing is perfect and neither is the final project. The writer realizes this thesis still far from perfect, so the writer expects constructive criticisms and suggestions. Any correction, comments, and criticisms for this final protect are always welcome.



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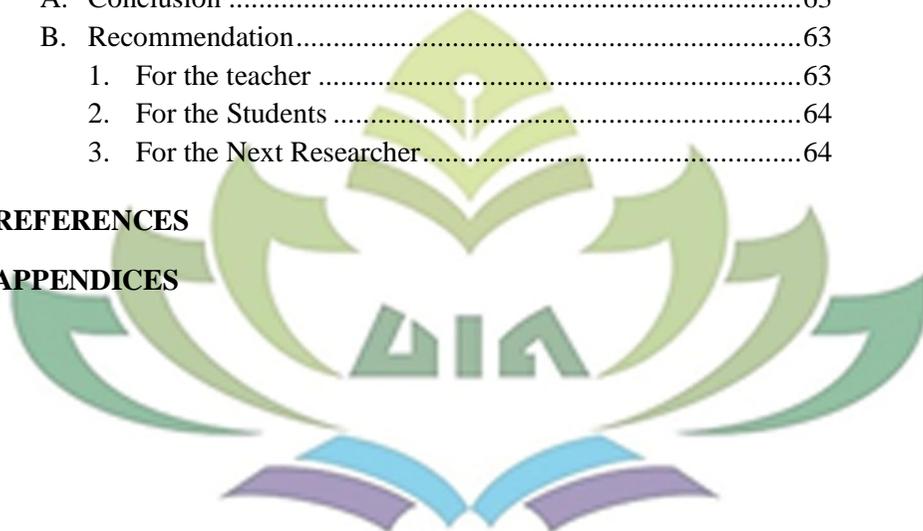
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## CHAPTER I INTRODUCTION

### A. Title Confirmation

To avoid misunderstanding and confusion and clearly state the title of this research. This research is titled “The Influence of Guided Imagery Toward Students’ Ability in Writing Narrative Text” the researcher considers it necessary to explain some of the terms used in the title of this research, namely:

1. Influence

Influence is the power that causes something to happen, something that can shape or change something else and submit or follow because of the power or power of others.<sup>1</sup> It means that the influence is a reaction that arises (can be an action or a state) of a treatment due to the urge to change or form a better state.

2. Guided Imagery

Guided imagery use of the imagination to achieve relaxation or direct attention away from uncomfortable sensations or situations. Guided imagery is using one’s imagination in a special way to achieve a specific positive effect.<sup>2</sup> Guided imagery helps students to activate background knowledge, and to preview a text in preparation writing.

3. Student’s Ability in Writing

The word ability is derived from adjective “able” which has the similar meaning as “can”. Hasan said that ability is the skill or competence in doing something. Writing is the expression of language in the forms of letter, symbols, or words. At the most basic level, writing is the physical act of committing

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<sup>1</sup>Babadu, J.S dan Zain, *Kamus Umum Bahasa Indonesia*, (Jakarta: Pustaka Sinar Harapan, 2001), hlm 131

words or ideas to some medium, whether it is hieroglyphics linked onto parchment or an email message type into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

#### 4. Narrative Text

Narrative text tells a story by representing a series of events. In many formal forms, narrative may be the main mode, such as history, biography, autobiography and journalism as well as less formal such as personal letters and entries in diaries and journals. Narrative text is also an essential part of casual conversation, and it may dominate tell tales, Speeches and shaggy dog stories, as well as news the feature stories presented on television.

Based on the description above, it can be concluded that the title is a positive reaction or a better situation arising from students because of a treatment that helps students to relax and use imagination to create ideas that will be poured in the form of paragraphs, imagination that arises usually based on the experiences or stories they have heard. Therefore, the researcher conducted this research at SMA Kemala Bhayangkari Kotabumi.

### **B. Background of the Problem**

As we have known writing is one of a tool to communicate with other. Writing nowadays becomes a fundamental right for everyone. We often use writing for communicate with other people when we are not in front of them. Many peoples said the most challenging skill to develop is writing. Writing is a way of a people to communicate his or her thoughts and feelings by visible signs, understandable not only for themselves but also for all other people. It means that writing

is a way to express feelings or idea to other people and understandable by both communicator.

White defined writing as the process of expressing the ideas, information, knowledge, and experience the writing to acquire the knowledge or some information to share and learn.<sup>3</sup> Writing is how someone forms series of ideas and knowledge that has been known to be shared. In the sense of writing is also a media for pouring ideas on what has been reviewed by the author. Writing is activities are not easy, as writing should be able to write something new in order that it does not look like copying other writings. Writing is always close with thinking, the close relationship between thinking and writing makes writing as a valuable part of any language course.<sup>4</sup> It means writing can help students to improve their skill of thinking.

Writing is categorized as a productive skill; it might be a problem for some students in learning English because there are many aspects that should be considered, such as contents, grammar, vocabulary, forms, mechanics, and styles. Besides, they should consider other important components in writing, such as coherence, cohesion, topic sentence, supporting details, etc. All of them are essential aspects that should be considered in producing good writing. Moreover, Kay observed that writing is a highly complex process involving multiple brain mechanisms and specific abilities.<sup>5</sup> The act of writing requires the writer to formulate ideas, organize and sequence points in a logical order, selecting vocabulary, checking for grammatical correctness, spelling words correctly, punctuate, and writing legibly. It requires the simultaneous and sequential integration of attention, language,

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<sup>3</sup> Fred D. White, *The Write's Art. A Practical Rhetoric and Handbook*, (New York: Wadsworth Publishing Company,1986), P.10.

<sup>4</sup> Ann Raimes, *Techniques in Teaching Writing*, (Oxford: Oxford University Press, 1983),p.3

<sup>5</sup> Kay, M.J.“*Diagnosis and Intervention Strategies for Disorders of Written Language*”. [http://www.udel.edu/bkirby/asperger/dysgraphia\\_mjkay.html](http://www.udel.edu/bkirby/asperger/dysgraphia_mjkay.html). Accessed on April 26th, 2011

long-term memory and working memory, motor skills, higher-order thinking.

Writing is a way of sharing personal meaning. Writing courses emphasize the ability of individuals to construct their own opinions on a topic. Writing is a developmental process, the teacher tries to avoid imposing their views, offering models or suggesting responses to topics beforehand. Writing also is an act of discovering meaning, a willingness to engage with students' assertions is crucial and response is a central means to initiate and guide ideas.<sup>6</sup> It means that writing is not a spontaneous process it has steps in developing the students' ideas.

Moreover, Bitchener and Basturkmen argued that students with difficulty in writing are not able to transfer their ideas when they have to put them into a concrete one. It is supported by Richard and Renandya who stated that writing is not only about developing ideas but also how to make the ideas can be understood. It means many students have problems expanding their ideas in writing because students cannot organize their writing in accordance with the correct writing style so that their writing can be understood.

In Indonesian senior high school curriculum, the students should master some various of texts in writing, which are descriptive, procedure, narrative, recount, report, expository analysis and explanation. As a matter of fact, writing narrative text has been one of important skills for senior high school students, yet they usually get some difficulties in writing those text. There are three obstacles in writing that students usually have, namely: organizing of the ideas, mastering of vocabulary and grammatical rules, and having a low motivation.

Narrative writing is tells about fiction and non fiction. Narrative non-fiction texts include information stories, biography and autobiograph, diaries and letters. Meanwhile

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<sup>6</sup> Ken Hyland, *Second Language Writing*,(New York: Cambridge University Press, 2003),p.9

narrative fiction is constructed from a number of elements: narration, narrative structure, setting, character, theme and language. One of the functions of narrative is to entertain the readers. It has several types and the structures of narrative are orientation, complication, resolution and coda. Narrative text tells something happened in past such as fable, myth, legend, fairytale and personal experience which has problem and resolution in it, but to write narrative text correctly the students have difficulties. The researcher choose narrative text because the researcher want the students can express their imagenary in written text and can build-up the creatively of students. Students can express their idea on papper because in narrative students can write about their imagenary or tells of their thinking to be fiction or non fiction story.

Based on the preliminary research, the students and teacher had some difficulties in teaching and learning the writing process. The researcher interviewed one of the English teachers named Wellania who taught three classes (XI IPA 1, XI IPA 2 and XI IPS 1). She said that some of students did not how to write in English and their ability in learning English especially in writing is still low, the students confused to express their ideas or thought in written form because their grammar mastery also low, and difficult to attract students to learn writing. The researcher also got the data of writing score of eleventh grade at SMA Kemala Bhayangkari Kotabumi. The following table is describing the result of students' score.<sup>7</sup>

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<sup>7</sup>Source : Mrs. Wellania, S.Pd as English teacher of SMA Kemala Bhayangkari Kotabumi.

**Table 1**  
**Data of the Students' Writing Score of Eleventh Grade At**  
**SMA Kemala Bhayangkari Kotabumi in Academic Year**  
**2021/2022**

NO	Class	Students' Score		Number of students
		$\geq 72$	$< 72$	
1	XI IPA 1	8	22	30
2	XI IPA 2	7	23	30
3	XI IPS 1	5	23	28
Total number of students		20	68	88
Percentage		23%	77%	100%

*Source : Data from English teacher of SMA Kemala Bhayangkari Kotabumi*

From the data above, there were 20 students who passed the minimum mastery (KKM) and there were 68 students who got score under the minimum mastery (KKM). From 88 students, only 20 students who got score more than minimum mastery (KKM) it is means that students' achievement in writing especially narrative text is relatively low and most students still have difficulty learning to write. Students got problem in discovering and organizing the idea. They did not know what they would write because they were very seldom to write.

Based on the result of researcher questionnaire to the students of eleventh grade, it showed that they got some difficulties in writing text. There were some obstacles in writing that students had; confused to combine words into the sentence even paragraph, mastering of vocabulary and grammatical rules, having a low motivation and also easily got bored in learning writing process. The students were not likely to do the task since the writing activities were not interesting. Usually, the students were asked to write sentences and paragraphs without being given some clues so that it was difficult for them to express their ideas on the

paper. Students also had struggle to write because they did not know how to write in English correctly.

The other problem that may come from teachers' technique, in interviewing to the teacher, she said that she usually use free writing in teaching writing to students, which this technique have some weaknesses when applied such as carry out by repeat thus it made monotonous and students get bored so the students do not understand and active in teaching learning process. To solve the student's problem teacher needs a technique. Teaching and learning activities need a technique to help teachers. Therefore, the technique will give more power to motivate the students to learn English. Then, students get the interesting learning and it will help them to learn English easily. A good strategy will influence the education system to explore the students' abilities. Teaching, learning activities in the classroom have used techniques to facilitate the teacher and students' knowledge. Teachers, as facilitators, must be well-prepared to teach students in front of the class. Then, teachers give interesting things to support student learning activities, especially when teachers teach writing.

One of technique is guided imagery. Guided imagery is a process through which one can envision an object, situation or event in one's mind. Michelle Kim stated that guided imagery is a pre-writing technique that will allow the students to visualize in depth before they actually put a pen to paper. It means before the students want to write something, they need to visualize it first. It will help the students to remember the situation that happened in the past or imagine something that they want to write. This technique helps students to think and imagine freely.

In addition, Schwartz stated that Guided Imagery is one of tools we have as individuals for manage stress, release our creativity, set and achieve goals, harness our inner wisdom, relax, stimulate peak performance, and activate our natural healing power. it means that guided imagery is a technique that can help students relax when start to write, manage stress,

and allow their imagination to be guided. From the explanation above, it can be concluded that guided imagery enables students to tap into their creative energy and help students individually to develop their minds. Students respond with more creativity and motivation, and more relax when guided imagery is used as a mode of teaching.

Furthermore, the previous study about guided imagery was found. Jennifer Lynn Kilpatrick with the title was "*using guided imagery as an instructional strategy for developing creativity, learning and relaxation with first grade students*". In addition, another study was done by Rudi Darusman. It is about the correlation between guided imagery and reading comprehension in narrative text of the second year students.

Considering the background above, the researcher was interested in finding what kind the problems did the students of SMA Kemala Bhayangkari have in writing narrative text, therefore, the researcher conducted the research entitled "The Influence of Guided Imagery Toward Students' Ability in Writing Narrative Text at The Eleven Grade of SMA Kemala Bhayangkari 2021/2022"

### **C. Identification and Limitation of the Problem**

Based on the background of the problem and some problem which stated above, the researcher identified the problems as follows:

1. The students confused how to write English correctly.
2. The students have difficulties to find the idea and arranging the sentences.
3. The students have low motivation and interest in writing.

Due to many problem faced by the students of the eleven grade. The researcher decided to focus on students' ability in writing narrative text and use guided imagery technique to help students improve their writing skill.

#### **D. Formulation of the Problem**

Based on the limitation of the problem, the formulation of the problem is there any influence of using guided imagery toward students' ability in writing narrative text at the eleven grade of SMA Kemala Bhayangkari.

#### **E. Objective of the Research**

In this proposal, the objective of the research is to know whether there is influence of using guided imagery toward students' ability in writing narrative text at the eleven grade of SMA Kemala Bhayangkari ?

#### **F. Significant of the Research**

The result of the study is expected to give a contribution to the teaching and learning process of writing in English as a foreign language both theoretically and practically.

1. Theoretically, the research can enrich the theories about students' ability in writing narrative text by using Guided Imagery. It also gives references to other writers who will conduct the same object with a different perspective. The researcher hopes that this research can help English teachers in finding the appropriate way to improve students' ability in writing narrative text.
2. Practically, the result of the research may become new information for English teacher about the influence of using Guided Imagery technique towards' students ability on narrative text and also give information for further research.

#### **G. Relevant Research**

Relevant research is descriptions of research studies that have been conducted around the problems studied. Thus, the research conducted a study or development of the previous research, so it could be clearly seen that the study being conducted was not a repetition or duplication.

There were several previous research which were relevant to this research as follows: Firstly, Jennifer Lynn Kilpatrick about "*Using Guided Imagery as An Instructional Strategy for Developing Creativity, Learning and Relaxation with First*

*Grade Students*". The finding of the research revealed that Guided Imagery could be effectively to enhance the learning process. It was helpful for students for developing a student's creativity. Researcher used Guided Imagery as a morning practice and it helped increasing student's concentration and relaxing.<sup>8</sup>

The second research was written by Rusdi Darusman about "*The Correlation Between Guided Imagery and Reading Comprehension in Narrative Text of The Second Year Students at State Islamic Senior High School IPekanbaru*" In conclusion, Guided Imagery had a strong correlation between reading comprehension in Narrative text, it helped students to easy find the main idea, found the explicit and implicit information in text.<sup>9</sup>

The third research was written by Leonardus Devi Heryanto about "*Pengaruh Guided Imagery Terhadap Kecemasan Menjelang Ulangan Kenaikan Kelas Siswi SMA Sint Loius Semarang*" the result of his research showed good research which means using guided imagery helped in decreasing student's anxiety ahead of final exam and using this technique also made students more relax when learning and studying.<sup>10</sup>

According to the relevant research above, there were the difference and similarity with this research. The difference was the purpose of the research, this research used writing skill while the previous research used for some other purpose such as reading skill and student's anxiety. The similarity with this research is the researcher uses the same technique that is Guided Imagery. The researcher expected that there was

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<sup>8</sup> Jennifer Lynn Kilpatrick *Using Guided Imagery as An Instructional Strategy for Developing Creativity, Learning and Relaxation with First Grade Students*, (Theses Digitization Project, 2001), p.31

<sup>9</sup> Rusdi Darusman, *The Correlation Between Guided Imagery and Reading Comprehension in Narrative Text of The Second Year Students at State Islamic Senior High School IPekanbaru*, (UIN SUSKA RIAU, 2012)p.57

<sup>10</sup> Leonardus Devi Haryanto. *Pengaruh Guided Imagery Terhadap Kecemasan Menjelang Ulangan Kenaikan Kelas Siswi SMA Sint Loius Semarang*, (Semarang: Universitas Katolik Soegijapranata, 2018), p.40

influence of Guided Imagery in students' writing ability. Hopefully by using Guided Imagery technique, it can help the students in learning Narrative Text.

#### **H. Systematics of the Research**

The researcher organized this research paper in order to make clearly of this research content. This research paper was divided into three chapters. Chapter I is introduction which is dealing with title confirmation the researcher explains some of the terms used in the title. Background of the problem, it presents about the phenomena of teaching learning in Senior School. Identification and Limitation of the Problem, all factors or variables identified as problems and limitations of problems carried out in order to make the scope of the research clear. Formulation of the problem problems that occur in research objects that need to be solved. Objective of the research is to know the influence of the research. Significance of the research, it has two major significances, there are theoretical and practical. Relevant Research, the researcher got two previous researches which analyzed guided imagery in a different subjects and the last part of this chapter is systematics of the research.

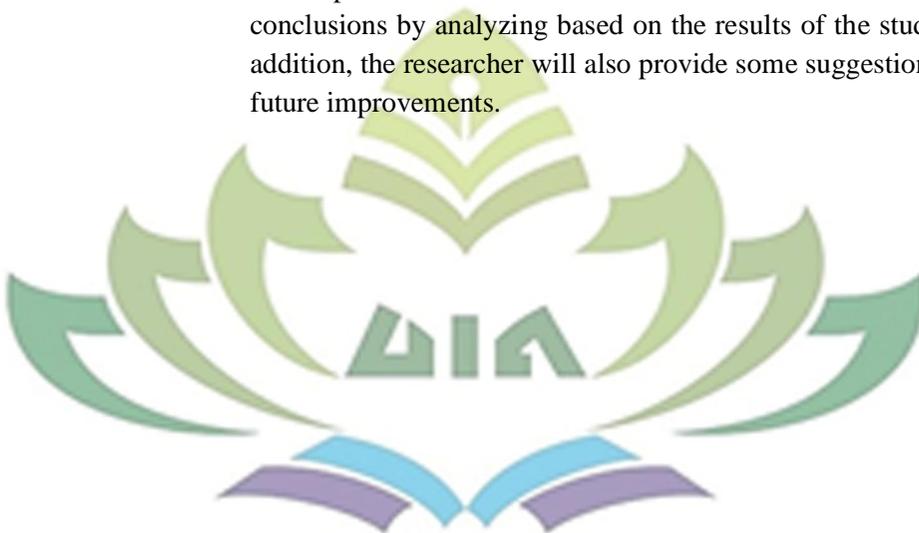
Chapter II is frame of theory and hypothesis. This chapter consists of the concept of writing, concept of text, concept of narrative text, concept of guided imagery. Hypothesis, there are  $H_a$  (Alt. Hypothesis) and  $H_o$  ( Null hypothesis).

Chapter III is research method. This chapter consists of place and time of the study, the research will conduct at XI grade of SMA Kemala Bhayangkari Kotabumi. Research design, the researcher will use is quasi experimental. Population of the research is the students of XI grade of SMA Kemala Bhayangkari Kotabumi. Sample of the research, the researcher will use XI IPA 1 and XI IPA 2 classes. Data collecting technique from two kinds of test, pre-test and post-test. Operational definition of variable, guided Imagery as independent variable and students' ability in writing narrative text as dependent variable. Research instrument are interview,

questionnaire and tests. Validity and reliability of the instrument, validity is to understand whether or not the test that will be conducted is accurate, and reliability is to show that when the instrument is good enough, it can be considered as a tool for data collection technique. Fulfillment of the assumption are normality test and homogeneity test. Hypothesis testing is to know the significance of the treatment effect.

Chapter IV describes the results of research on research variables and statistical calculations of the relationship between variables and analysis of the results of the study.

Chapter V is the conclusion where the researcher will draw conclusions by analyzing based on the results of the study. In addition, the researcher will also provide some suggestions for future improvements.



## CHAPTER II

### FRAME OF THEORY AND HYPOTHESIS

#### A. Theory Of Writing

##### 1. Definition of Writing

As we have known, English learners or English students must master some English skills. They are listening, speaking, reading and writing, but in mastering writing skill we need to mastered vocabulary and also grammar. Many theories from the experts stated that writing is one of skill that very important. Many experts also stated that writing is a skill should be learned. Raimes asserted that writing is a skill in which we express ideas which are arranged in words, sentence and paragraph by using eyes, brain and hand.<sup>11</sup> When we write, our mind get ideas and express ideas through letters that arranged to words form and words arrange to sentence form, so by use writing the researcher can give or tell the information about the idea that has been written to the readers.

Hyland stated that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.<sup>12</sup> Written language can be a force in the students' experience to convey their opinion about some topics. So students can share about anything in written language. In addition, O'Malley and Pierce said that writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.<sup>13</sup> So. It requires students to formulate goals and plans to create organized structure in their writing composition.

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<sup>11</sup>Ann Raimes, *Technique in teaching writing* (London, Oxford American English, 1983) , p.3

<sup>12</sup>Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.

<sup>13</sup>Nofrika Sari, *The Effect of Using Cooking Academy Game towards Students' Writing Ability*, Al-Ta Lim Journal, Vol. 23, No.3. (November, 2016),p.193

Based on definition above, it can be concluded that writing is an activity to express an idea or thought in written language with a good organization that requires several stages and activity to express thought and feeling in written form which is expected to be understood by the reader and used as a tool to communicate.

## 2. Purposes of Writing

Every exercise always has an aim or a purpose, also in writing. Writing has many purposes. Grenville stated that writing has some purposes as follows :

### a. Writing to entertain

A written product can make a reader entertain with writing in emotionally by something serious, sad, or funny. Writing that involves emotions can also be reflective and contemplative. Writing to entertain takes the form of imaginative writing or creative writing. Kinds of imaginative writing are novels, stories, poems, song lyrics, plays, and screenplays.

### b. Writing to inform

A written product also can be the informer to a reader. Every knowledge or incident that happens in this world could be shared by writing. We can see kinds of writing to inform are newspapers, articles, scientific or business reports, instruction or procedures, and essays for school and university.

### c. Writing to persuade

Newspaper, article, and advertisement might include an opinion, but as part of a logical case backed up with evidence. So writing can be persuaded to someone by presenting the evidence so that the readers can follow the writer's opinion and act on it.<sup>14</sup>

After knowing the purposes of writing, the researcher concluded that writing is not only producing written form

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<sup>14</sup> Kate Grenville, Writing From Start to Finish: A Six Step Guides,(Sydney: Allen and Unwin,2001),p.1

but every written form has its purpose like to entertain, to inform or to persuade. All of this purpose can be known by the type of writing.

### 3. Process of Writing

Writing process is about how the step by step of writing that applied by the writer. There are four steps in writing process. Those are planning, drafting, editing and final draft. Harmer explained the some stages of the writing process. The stages are presented as follows:

#### a. Planning

Before beginning writing, writers should make planning what they want to write. It can begin with making a detailed note of the writer's idea. When the writers do the planning, they have to consider about three main issues, that are: The Purpose of their writing, the audience of their writing, and the content structure.

#### b. Drafting

Drafting is the first version of a piece of writing. Drafting is the process in which the writers organize information and develop their idea to be a cohesive product.

#### c. Editing

After the writer has a draft, they need to read through their written to know where it works and where it does not. This process is one of the important processes because the writer should do revise if their written are not clear, ambiguous, or confusing. This process is often helped by other readers (editor) who comment and make suggestions to help the writer make appropriate revisions.

#### d. Final Version

When the writer has done with the editing process of their writing and makes a change in their writing, they produce the final version. This final version may be different from the original plan and the first draft

because it gets revised in the editing process. In this process, the writer ready to send the written text to its intended audience.<sup>15</sup>

The process of writing is not linear, but rather recursive. This happens because sometimes the writers often re-plan, re-draft, or re-edit. Even they get the final version, but sometimes the writers changing their mind and re-planning, drafting or editing.

#### 4. Aspect of Writing

Five aspect of writing and explicit description should be done in writing activities. The criteria of good writing which have to fulfill by the writer, there are:

- a. Content (The ability to think creatively and develop thoughts)
- b. Organization (The ability to write in appropriate manner)
- c. Vocabulary (The ability to use of word/idiom)
- d. Language (The ability to write in appropriate)
- e. Mechanic (The ability to use punctuation, capitalization, spelling, and layout correctly).<sup>16</sup>

Based on the explanation it can be concluded that the writer should understand about the five aspect of writing including content, organization, vocabulary, language use, and mechanics if want to produce a good writing.

#### 5. Writing Ability

Ability is a quality of people. It can be a natural or acquired skill of being able to do something. Elbow stated that writing is the ability to create words or idea of the writer.<sup>17</sup> It means that writing is an ability to create word,

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<sup>15</sup> Jeremy Harmer, *How To Teach Writing*,(England: Pearson Education Ltd, 2004), p.4-6

<sup>16</sup>C. Tribble, *Writing* (Oxford: Oxford University Press, 1996),p.130

<sup>17</sup>Peter Elbow, *Writing with Power : Technique for mastering the Writing Process Perposed* from Rafika Mutiara's Journal about Teaching Descriptive text by using Guided WHQuestions, (New York : Oxford University Press , 1980)p.53

sentences, paragraph to express ideas, thoughts, and also feeling. Writing is hard and we need practice more. Thus, the writing ability should be trained step by step by the learners.

In Addition, there are some tips from Brown that can be used to improve the writing ability. There are as follows:<sup>18</sup>

1. Use acceptable grammatical systems (e.g tenses, agreement, pluralization, patterns, and rules).
2. Express a particular meaning in different grammatical forms.
3. Use cohesive devices in written discourse.
4. Use the rhetorical forms and convention of written discourse.
5. Appropriately accomplish the communicative functions of written texts according to form and purpose.
6. Convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information. Given information, generalization, and exemplification.
7. Distinguish between literal and implied meaning when writing.
8. Correctly convey culturally specific references in the context of written text.
9. Develop and use a battery of writing strategies, such a accurately assessing the audience interpretation, using pre- writing devices, writing with fluency in the list drafts, using paraphrases and synonyms, soliciting peer and instructor feedback and using feedback for revising and editing.
10. Brush up on grammar and style.

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<sup>18</sup>H. Douglas Brown, *Teaching by principles* ( San Francisco : Longman, 2001) p.343

Based on the explanation above, it can be concluded that writing ability is one of skill in English that learners should be master to improve quality in writing. Students can improve the ability step by step by from grammatical; cohesive discourse; distinguish literal and implied meaning and develop a strategy of writing.

## **B. Concept of Text**

### **1. Definition of Text**

The text it can be spoken or written, Anderson cited in Suhaidi said that text is a meaningful linguistic unit in a context. A text is both a spoken and written text. A spoken text is any meaning spoken text. It can be a word or phrase or a sentence or a discourse. A written text is any meaningful written text. It can be a notice or a direction or an advertisement or a paragraph or an essay or an article or a book, etc.<sup>19</sup> It means that text is several words to give any information in writing. The spoken text can be a phrase while written text it can be a paragraph or essay.

They have a structure, they are orderly grammatical of words, clause, and sentences, and by following grammatical rules writers can encode a full semantic preparation of their intended meanings.<sup>20</sup> It means that the writers have to organize the structure of a written text, it is important to the writers to check the grammatical error of their writing.

### **2. Types of Text**

The types of text according to Gerot and Wignel, they divided the genre of text type into thirteen;

#### **a. Spoof**

Spoof is a text to retell an event with a humorous twist.

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<sup>19</sup> Suhaidi Pratama, *The Influence of Using Graphic Organizer Toward Students' Writing Ability in Descriptive Text* (Universitas Islam Negeri Raden Intan Lampung, 2017), p. 18

<sup>20</sup> Ken Hyland, *Teaching and Researching Writing*, Second Edition (Edinburgh Gate: Pearson Education Limited, 2009), p. 8

- b. Recount  
Recount is a text to retell events for the purpose of informing or entertaining.
- c. Report  
Report is a text to describe the way things are with reference to a range of natural, man-made and social phenomena in our environment.
- d. Analytical Exposition  
Analytical exposition is a text to persuade the reader or listener that something is the case.
- e. News Item  
News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.
- f. Anecdote  
Anecdote is a text to share with others an account of an unusual or amusing incident.
- g. Narrative  
Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.
- h. Procedure  
Procedure is a text to describe how something is accomplished through a sequence of actions or steps.
- i. Description  
Description text is a text to describe a particular person, place or thing.
- j. Hortatory Exposition  
Hortatory exposition is a text to persuade the reader or listener that something should or should not be the case.
- k. Explanation  
Explanation text is a text to explain the processes involved in the formation or workings of natural or sociocultural phenomena.
- l. Discussion  
Discussion is a text to present (at least) two points of view about an issue.
- m. Reviews

Review is a text to critique an art work or event for a public audience.<sup>21</sup>

Based on the explanatin, it can be concluded that there are many kinds of text in teaching writing for students. The students must be able to understand the generic structure and language feature of the text to increase their writing ability. In this research, the researcher only used narrative text as the form of writing to be examined.

### C. Concept Of Narrative Text

#### 1. Definition of Narrative Text

There are some text types such as narrative, descriptive, recount, procedure, exposition, and etc.<sup>22</sup> each of them has different definition and function. Anderson defined narrative as a text which tells a story and in doing so, entertains or informs the reader or listener.<sup>23</sup> It is in line with Pardiyono's statement which is narrative is kind of the text appropriate to tell activities or events in the past which has purpose to amuse and give moral lesson to reader.<sup>24</sup> In addition, narrative is kind of text that contains of story which has a problematic, climax and solution as the end of the story. It means that in narrative there is a conflict that will reach the solution in the end of story. Usually, the students like to read legend of the country, fairy tale of the world, or fable such as MalinKundang, Cinderella, and Mouse deer and Crocodile. They are known as narrative text.

#### 2. Purpose and Rhetorical Structure of Narrative Text

The purpose of narrative text is to present a view the world that entertains or informs the reader or listener. The

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<sup>21</sup> Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994), pp. 192-220

<sup>22</sup>Mark Anderson and Kathy Anderson, *Text Type in English*, (Australia: Mcmillan, 1997), p.2

<sup>23</sup> Ibid, p.6

<sup>24</sup>Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Penerbit ANDI, 2001), p. 94

rhetorical structures are the parts of the text. Each part has its own function. In other words, rhetorical structures are the elements existing in the text. The rhetorical structures of narrative text are:

- a. Orientation  
In this paragraph the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is going on
- b. Complication  
This is part of the story in which the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.
- c. Sequence of events  
This is the way how the narrator tells how the character reacts to complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.
- d. Resolution  
In this part, the complication is sorted out or the problem is solved.
- e. Coda  
The narrator includes a coda if there is to be a moral or message to be learned from the story.<sup>25</sup>

### 3. Language Features

The language features in narrative text are:

- a. Specific character
- b. Time words that connect events to tell when they occur
- c. Verb to show the actions that occur in the story

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<sup>25</sup> Th. M. Sudarwati, *Look Ahead An English Course For Senior High School Students Year XI*, (Jakarta: Erlangga, 2007), p.52

- d. Descriptive words to portray the characters and settings.<sup>26</sup>

#### 4. Kinds of Narrative Text

Narrative is kind of text that contains of story which has a problematic, climax and solution as the end of the story. It means that in narrative there is a conflict that will reach the solution in the end of story. There are many kinds of narrative text, they are:

- 1) Fable
- 2) Fairytale
- 3) Legend
- 4) Myth
- 5) Folk tales.<sup>27</sup>

#### 5. Example of Narrative text

##### KING MIDAS

Orientation Telling who and when	Long ago there lived a king who was the richest man in the world. His name was Midas; however he was not happy.
Complication that triggers a series of events	Midas longed to be even richer. He wanted to be richer than all the Kings in the world put together.
Sequence of events where the character reacts to the complication	One day, as Midas sat on his throne thinking of ways to become richer, his servants came to him with an old man. „Master.“ Said the first servant. „We have found this person wandering around in your orchard.“ „It is Silenus, the friend of the god Bacchus,“ said the second servant.
Sequence of events where the character reacts to	Midas had an idea. He welcomed the old man and said, „you shall be my guest for ten days. Please, eat and drink as much as you like.“

<sup>26</sup>Sanggam Siahaan and Kisno, S, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.73

<sup>27</sup>Emi Emilia, *Pendekatan Genre Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*, (Bandung: Rizqi Press, 2011), p.94

the complication

At the end at the ten days Midas took Silenus back to Bacchus. The god was very happy to see his lost friend. Bacchus turned to Midas and said, „I will grant you any wish you make.“

Midas could hardly believe his ears. Here was his chance to become richer. He could become richer. He could become richer than all the kings in the world put together.

„My wish is....that everything I touch will turn into gold!“

„Your wish is granted,“ laughed Bacchus, „but will that really make you happy, Midas?“

On this return to his palace Midas tried out his new power. He picked up a stone and it turned to gold. He touched his clothes and they turned to gold. He changed a whole tree into gold by rubbing his hands over the trunk. Midas was so excited.

Back at the palace, Midas sat down and called for some food and drink. His chair turned to gold and, although it was uncomfortable, Midas still was happy that all he touched turned to gold.

The servant brought Midas a bowl of water so that he could wash his hand. As soon as Midas put his hands into the bowl, the water turned to gold. Next, Midas took a piece of bread. Before he could get it to his mouth, it too had turned to gold. He could eat nothing without it turned to gold.

Miserable, Midas went for walk in his garden. His children ran up to him. Without thinking, Midas put his arms around them and instantly they turned into gold statues. Midas now cried.

Midas hurried to Bacchus and pleaded that he takes away his golden touch.

„Didn't I tell you that the golden touch would not bring you happiness?“ asked Bacchus. „Keep your gift and don't come whingeing to me.“

	<p>Then Midas went down on his knees and, with golden tears running down his cheeks, begged to Bacchus to show mercy.</p> <p>Bacchus felt sorry for Midas and told him how to cure the golden touch. He had to go to the river Pactolus and wash in its clear water. This would take away the golden touch. Midas did so.</p> <p>Midas then returned to his palace. On the way he touched a branch of the tree and it did not turn to gold. Midas was so relieved. But in this garden he saw his children, still as golden statues. He quickly grabbed a bucket, ran to the river Pactolus and scooped up some water. He took this back to the</p> <p>Sequence of events where the character reacts to the complication</p> <p>garden and poured it over his golden children. Immediately they came alive and were no longer gold.</p>
Resolution in which the problem from the complication is solved	Midas then called for a feast to celebrate. He told his servants to get rid of the gold place as he was sick of the sight of gold. Midas enjoyed being able to eat and drink again. Not longer did he want to be the richest of the rich.
Coda that gives the moral to the story	Midas had found out that all the gold in the world does not bring happiness.

Based on the explanation above, the researcher made a conclusion that narrative text is a text which tells problematic story in the past and gives solution of the problem in the end, whose purpose is to entertain and give moral lesson to readers, this text has many of kind such as fable, fairy tale, legend, and fiction non fiction

## D. Concept Of Guided Imagery

### 1. Definition of Guided Imagery

According to Karen Peter, guided imagery is a way to use our own power of creative imagination, which can be much more immediate and effective than analytical thinking.<sup>28</sup> It means that Guided Imagery is a good technique to students to make them relax and allow their minds or imagination to be guided by teacher.

Dale Sprowl said that guided imagery is a technique that enables students' to tap their creative imagination and visual thinking skills, motivates students to write fluently in the sensory, descriptive and imaginative, narrative domains.<sup>29</sup> It means that guided imagery is a technique that can motivate and guided students' imagination and also students' skill to make a good write.

In addition, Myrick said that guided imagery is a thinking process by a leader that provides stimulus words or sounds that serve as catalys for participants to create mental picture or reflect on a series or imagined events.<sup>30</sup> It that means guided imagery is a kind of teaching technique that give the students stimulus in the thinking process.

From those explanation, it can be concluded that guided imagery is a teaching technique that can help students to relax and allow their imagination or mind to be guided by the teacher, in order to be a good writer and produce a written text as expected by the teacher.

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<sup>28</sup> Karen Peters, *Guided Imagery in the Classroom*: Journal of the Virginia Writing Project Vol.30 Issue 1 April 2009,p.12.

<sup>29</sup> Dale Sprowl, *Guided Imagery for groups tifty visualization that promote relaxation, problem-solving, creativity, and well-being* (Duluth Minnesota: Whole Person Associates Ins. 1995),p.93.

<sup>30</sup> Robert D. Myrick and Linda S. Myrick, *Guided Imagery: from mystical to practical, Elementary School Guidance and Counseling* (London; Whole Person Associates Inc, 1993),p.29

## 2. Procedures of Guided Imagery

In applying technique, of course there is a procedure that must be followed. Procedure is very useful in order to make the process of doing the strategy run well. According to Dale Sprow, procedure is a model of skill learning involving progression from a controlled stage. In this paper the researcher showed the procedure of the guided imagery technique, they are:

- a. Firstly, the researchers builds a dream (Building the Dream) to the students and makes students in the most comfortable position in the class. They can get out from their seat and sit on the floor. But the researcher needs to remind them that this is a learning exercise.
- b. The researcher tells to students that they will write likewise a great writer (give a positive word).
- c. The researcher asks the students to take a deep breath, close their eyes and concentrate.
- d. The researcher plays classic music for making the students more relax.
- e. When music classic is playing, he researcher reads a text to guide the students by using both English and Indonesia language.
- f. After reading the text of guided imagery, the researcher asks the students to open their eyes and shares their imagination in the writing form.<sup>31</sup>

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<sup>31</sup> Dale Sprowl, *Guided Imagery for groups tifty visualizations that promote relaxation, problem-solving, creativity, and well-being* (Duluth Minnesota: Whole Person Associates Inc. 1995), p.93.

### 3. Advantages of Guided Imagery

The advantages of using guided imagery in teaching writing narrative are:

- a. The learning process becomes more attractive.
- b. Students can appreciate good writing works created, by themselves or by others, they know that the process make it easy.
- c. Students become more active and creative in learning, every step taken is truly student centered.
- d. Students become concentrated and focused mind, because the atmosphere of classroom not rowdy and very conducive.
- e. They feel more relaxed and comfortable, after listening to the teacher that read guided imagery.
- f. The sense of students' confidence be increased with guided imagery, they feel optimistic to be able to write better, and
- g. Make their writing result more vivid

### 4. Disadvantages of Guided Imagery

The disadvantages of using guided imagery in teaching writing narrative are:

- a. Should be long enough to complete all the stage. Time consuming, and
- b. Use of guided imagery with text in English make the students confuse, or cannot understand it. so it necessary to use two languages in reading it.

Based on the explanation above, it can be concluded that guided imagery can give some advantages and disadvantages in the teaching learning process of narrative text. The disadvantages of guided imagery are time consuming and using English text that sometime make students difficult to understand it. To solve those problem the teacher use two language both are English and Indonesia.

Therefore, it can be seen that by using guided imagery technique has more advantages than disadvantages. That is why the researcher believes that guided imagery can be used to teach narrative text.

## **E. Concept of Free Writing**

### **1. Definition of Free Writing**

According to Oshima and Hogue, free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus.<sup>32</sup> Another prewriting technique is free writing. When you free write, you write freely without stopping-on a topic for a specific amount of time. You just write down sentences as you think of them without worrying about whether your sentences are correct or not. It means that free writing is the strategy that can be used by the writer to write any things the topics without worry to grammatical rule.

Oshima and Hogue also support that, as with listing, the purpose of free writing is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization.<sup>33</sup>

Free writing is defined as writing any ideas or thought that come to mind in given time period without stopping. It means that free writing is the writing activity that the writer can write any idea or thoughts that come in mind. In conclusion, free writing is an activity in which you write freely about a topic without regard to spelling, grammar, or any of writing rules.

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<sup>32</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing: (3<sup>rd</sup> Ed)*, New York: Pearson Education, 2007), p.6

<sup>33</sup> Alice Oshima and Ann Hogue, p.34

## 2. Procedure of Free Writing

According to Alice, there are some procedures of teaching writing using free writing technique as follows:

- a. Write the topic at the top of your paper.
- b. Write as much as you can about the topic until you run out of ideas. Includesuch supporting items as facts, details, and examples that come into your mind about the subject.
- c. After you have run out of ideas, reread your paper and circle the main idea(s) that you would like to develop.
- d. Take that main idea and free writing again.<sup>34</sup>

According to Elbow Peter, there are some procedures of teaching writing using free writing technique as follows:

- a. Set Amount of time, 3 or 7 minutes but longer trends to be too long
- b. Clean piece of paper and a pen or pencil
- c. Clearly defined topic or idea around which to write
- d. Bit of peace and quiet and some focus.

From those theories of procedures of free writing, it can be constructed:

- a. Take a pen and a piece of paper
- b. Find a topic or idea which to write
- c. Write as much as you can about the topic even it is not relevant or useful
- d. Do not stop criticize, edit, or read your writing
- e. After finishing the writing read the writing form that you have written, and submit it to your teacher.

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<sup>34</sup> Alice Oshima and Ann Hogue, Loc Cit

### 3. Advantages of Free Writing

There are some advantages of using free writing as follow:

- a. Students learn not to edit their words or their thoughts
- b. Sometimes previously repressed thoughts and emotions (you may be surprised at what you write), but then again you might write total incoherent nonsense for ten minute. It is does not matter
- c. Most of us have a compulsive habit of editing as we write. Resulting in a repression of thoughts and emotions we consider unacceptable or not good enough.

Based on those explanations it can be concluded that free writing has some advantages, by using this technique the students will learn not to edit their words or thoughts, and the students will surprise at their writing.

### 4. Disadvantages of Free Writing

There are disadvantages of using free writing as follows:

- a. They can be very time consuming as you often cannot use much of what you free-write in your final essay. Indeed, you will absolutely need to resist the urge to treat your free writing as a formal draft of the essay.
- b. You need to make sure to create an outline of your free writing so that you can apply it to your formal draft.

The researcher concluded that disadvantages of the techniques are time consume, still need an outline before applying of free writing to formal draft. There are some tips to overcome disadvantages of free writing. The students must be able to write and think quickly what they to write in order not to spend a lot of time and they are need to make sure to create an outline of their free writing so that they can apply it to their formal draft.

## **F. Frame Of Thinking**

Writing is one of the important skills that has to be developed by students because it is very important for the academic context, business and the relationship with others in the world. In the academic context, student needs to develop this skill because it is one of the way communicate with the other. Besides that writing is also one of many skills that must be taught in senior high school. In the eleventh grade, students need to write narrative text as their assignment. So, to help students make a good writing the researcher found out if by using Guided Imagery technique could help students to improve their creativity and imagination. Guided Imagery also helped students to think and imagine freely. That is why the researcher believes by using guided Imagery can conduct an alternative technique to enhance the ability of writing skill for the students.

In this activity, it can help students to write step by step in order to make their writing better. By doing the steps in writing activity, it can make students write better by paying attention to the content, organization, vocabulary, language use, and mechanics uses in the text.

## **G. Hypothesis**

Based on the problem, theories, and frame of thinking which are discussed above, the hypothesis of the research were formulated as follows:

Ha : There is a significant influence of using Guided Imagery towards students' ability in writing narrative text.

Ho : There is no significant influence of using using Guided Imagery towards students' ability in writing narrative text.