

THE INFLUENCE OF USING PAIR WORK TOWARDS STUDENTS' ABILITY IN WRITING NARRATIVE TEXT

A Thesis

**Submitted in a Partial Fulfilment of
the Requirements for the Bachelor Degree**

By:

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ABSTRACT

Writing is one of the most crucial abilities that students must learn. Based on preliminary research, the researcher discovered various issues with students' writing abilities. The first issue is that students find it difficult to choose words. The second issue is that students have a great difficulty in determining grammar. Students also struggle to organize their ideas into paragraphs. Because of this issue, the researcher conducts a study entitled "The Influence of Using Pair Work Towards Students' Ability in Writing Narrative Text." The purpose of this study is to determine whether or not employing pair work has an effect on students' ability to write narrative text.

The researcher used quantitative approach with quasi experimental design. One of the research designs that allows the researcher to do study in two classes is the quasi-experimental design. The sample for this study was chosen via cluster random sampling. This study's sample consists of XII IPA 1 as the experiment class and XII IPA 3 as the control class. This study took place from March 7, 2022 to March 15, 2022. The researcher has already asked an expert about the readability of the exam before conducting this research. It is used to determine whether the research instrument is sufficient. The researcher employs three formulations in this study: the normality test, the homogeneity test, and the independent sample t-test. There are also pre- and post-tests for both classes.

The data analysis calculations show that the value of t count is greater than the value of t table. T count is 2,43, and t table is 2,00. It implies that H_a was accepted, and that employing pair work had an effect on students' capacity to write narrative text. It was also shown by the average score. The average score of students taught through pair work (74,4) is higher than the average score of students taught using translation technique (68,85). It also implies that the pair work technique has a good influence on students' writing skills. The researcher suggests that teachers utilize this technique while teaching writing since it has a positive impact. The appearance of partner's attractiveness can assist them in producing, writing, and correcting their work.

Keywords: Ability, Narrative text, Pair Work, Readability, Writing



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ADMISSION

A research thesis entitled **"THE INFLUENCE OF USING PAIR WORK TOWARDS STUDENTS' ABILITY IN WRITING NARRATIVE TEXT"**, by **PATRIO WIBOWO, NPM: 1811040117**, Department: English Education, has been successfully defended at Thesis Defense of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on: Wednesday, June 29th 2022

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I hereby declare that this thesis, entitled "The Influence of Using Pair Work Towards Students' Ability in Writing Narrative Text" is entirely my own work and is based on my own research. I also declare that all materials and sources consulted in the preparation of this thesis, be they books, articles, and any other kinds of document, are properly acknowledged in the footnotes and bibliography.

Bandar Lampung, April 2022

Declared by



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FREE PLAGIARISM LETTER

I hereby declare that this thesis, entitled “The Influence of Using Pair Work Towards Students’ Ability in Writing Narrative Text” is entirely my own work and is based on my own research. I also declare that all materials and sources consulted in the preparation of this thesis, be they books, articles, and any other kinds of document, are properly acknowledged in the footnotes and bibliography.

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MOTTO

“When you've made your decision, put your faith in Allah. Allah truly likes those who place their confidence in Him.”

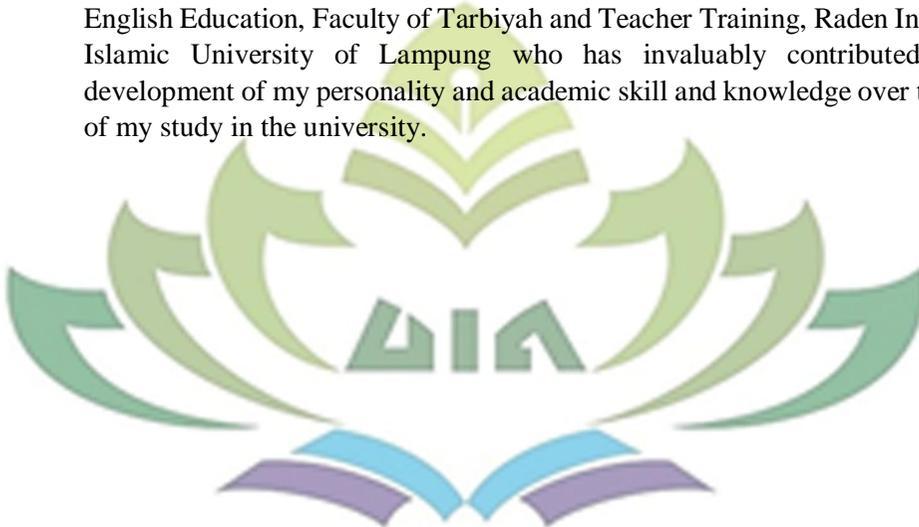
(Q.S Al Imran; 159)



DEDICATION

I dedicate this thesis to the followings:

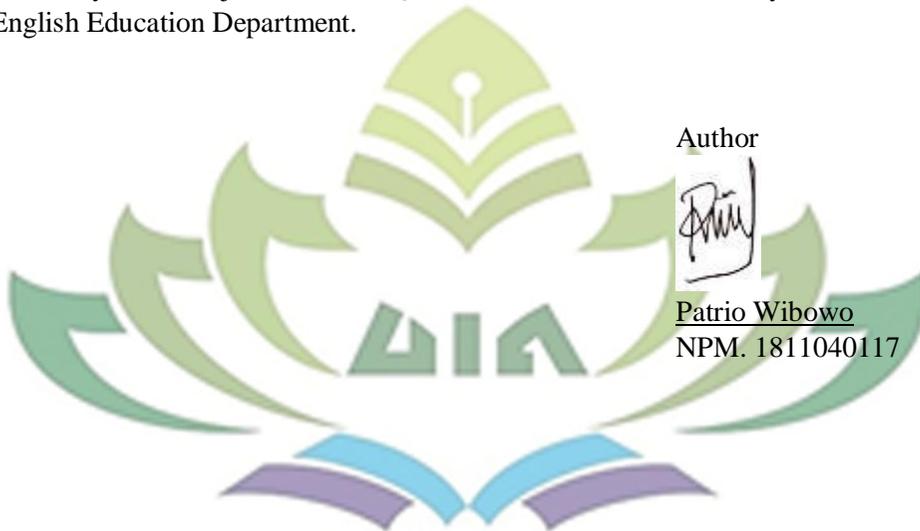
1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis
2. My beloved parents, Mr. Triyono and Mrs. Fatimah who have provided me with unconditional loves and never-ending supports, not only for the completion of my study but also for the success of my life. I am thankful for having you by my side, and this thesis is absolutely also yours.
3. My beloved brother, Nauval Alfauzi who have been very supportive, caring, and generous during many difficult stages of my study in the university.
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CURRICULUM VITAE

The author of this thesis is Patrio Wibowo, or famously called by his friends, Rio. He was born on December 19th, 2000 in the city of Bandar Lampung. Rio is the son of Mr. Triyono and Mrs. Fatimah. He has one brother, he is Nauval Alfauzi.

He went to the elementary school in SDN 1 Durian Payung, Bandar Lampung (graduated in 2012). Then, he continues his study to junior high school at SMPN 18 Bandar Lampung (graduated in 2015). After that, he continues his study to senior high school at SMAN3 Bandar Lampung (graduated in 2018). In between 2018 and 2022, he went to Raden Intan State Islamic University of Lampung in Sukarame, for pursuing his bachelor's degree in the Department of English Education. During his study in the university, he was joined the HIQMA, an extracurricular activity for students of the English Education Department.



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Firstly, I would like to express my sincerest praises to the God Allah Ta'ala who has lent me his blessing and mercy for the completion of my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Prophet Muhammad (peace be upon him), the best lover of the God Allah, who has sent to us to enlighten the path of humanity and divine salvation.

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Bandar Lampung, April 2022

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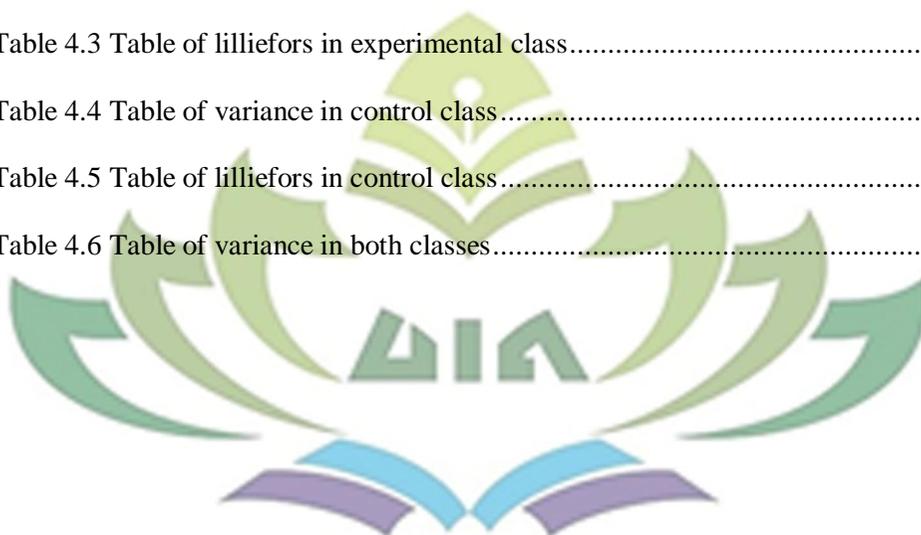
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CHAPTER I INTRODUCTION

A. Title Affirmation

The first point is to avoid misunderstanding and misperception, the researcher examines about the keyword to the title of this proposal. The title is the influence of using pair work towards students' ability in writing narrative text. As the title mentioned about, the meaning for several items will be explained below.

The impact that someone or something has on how a person thinks or acts, or how something functions or develops, is defined as influence.¹ Mariam defines impact as "having an effect on the state or development of".² Influence in this context refers to the factor that determines whether or not the approach that will be employed is effective.

Pair work is one of the techniques used in teaching learning process. Pair work is a sort of classroom engagement in which students collaborate with one another. This could be to talk about something, check answers, or undertake a communicative action.³ By using this technique, the students were expected to be more easily to write a text because they got some help from their partner.

Ability is the fact that somebody can do something. Ability is a measure of whether someone can do a job and how well they can do it. Ability also explained as a strength of each person in doing some of job and control the things that he / she wanted to master. Ability can be measure from the actions in doing something from everyone. In this study, ability is defined as the capacity to write narrative prose.

Writing is a component of English proficiency. Writing is an activity that involves creating and conveying an idea in the form of a phrase or text.⁴ Writing may provide any information through the text in addition to transmitting a concept. In this study, writing is defined as converting an idea into a text, which is a narrative text.

A type of text is narrative text. According to Pardiyono, narrative is a story that describes previous acts or occurrences in order to be troublesome and to teach readers.⁵ Typically, in narrative literature, the story is linked to the current day to convey a message to the readers. There are several sorts of narrative text.

¹ Oxford Learner's Online Dictionary. 2021. Access at: https://www.oxfordlearnersdictionaries.com/definition/english/influence_1?q=influence

² Meriam Webster Online Dictionary. 2021. Access at: <https://www.merriam-webster.com/dictionary/influence>

³ James Scrivener, *Teacher's Role in Pair Work*, (Masaryk University Brno, Brno, 2007), p. 12

⁴ David Nunan, *Practical English Language Teaching*, (America: The MC. Grow. Hill Companies, 2003), p. 88.

⁵ Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Andi Offset, 2007), p. 94

Fable, myth, legend, folklore, fairy tales, love story, personal experience, slice of life, horror stories, and science fiction are all represented.

According to some of the explanations above, what the researcher intends by the title of this proposal "**The Influence of Using Pair Work Towards Students' Ability in Writing Narrative Text**" is to determine if there is any influence after using the pair work approach in writing narrative text.

B. Background of the Problem

Writing as one of the English skills that is important to learn. Writing is not easy like the other English skills because it is not only transferring a language into a written text, but also express the meaning clearly. Writing need to put the focus on several aspects, there are vocabulary, grammar, contents, punctuations, etc. As a writer, we need to put our focus on those aspects so that we can be a great writer. That is why several people state that writing is very difficult to learn apart from the other language skills.

Based on preliminary research at SMA Negeri 3 Bandar Lampung, the researcher found several problems in students' writing skill. The first problem is about the students feel so difficult in choosing a vocabulary. There are several possibilities about this problem. The first that the students do not know too much vocabulary. The second, the students have known the vocabulary. But they feel so hard in choosing the correct vocabulary to be used. The other problem is that the students find difficulties in choosing the grammar. This is because the students do not know what kind of grammar that have to be used in writing a text. Not only those problem, but the students also find so hard in organizing their idea into paragraph. This is because they have no idea about what are they going to write. In the other word, this is also called as less inspiration.

The researcher also previously asks their teacher about the students' difficulties in writing and the teacher state the same problem related to this one. Their teacher also state that they always thought writing is not that important as speaking, listening, and reading. They still think that they do not have to write that much because they do not want to be a writer. It is proved from their score in writing activity. The researcher has asked their teacher about this. The researcher finds out that the average score of their writing assessment is lower than the assessment from the other skills. Because of those problems, the researcher assume that the problem is not only from students, but also from the teacher. The teacher might give them a conventional technique in teaching writing. That is why the students also felt uninterested in learning writing.

To solve those problem, however; the teacher should provide numerous techniques to make the teaching learning process more exciting and the students' sentences easier to write. The educator might employ a variety of techniques

while teaching writing. Pair work is one of the ways that the instructor might employ. According to Scrivener as cited in Bercikova, Pair work is a sort of classroom engagement in which students collaborate with one another. This could be to talk about something, double-check answers, engage in a communicative activity, and so on.⁶ This strategy allows students to work in pairs and assist one another in finishing their sentences. Students can use this strategy to assist their companion in arranging the phrase or to provide correction. Not only that, but pair work will be needed to assist students in developing their ideas. Students in this study were instructed to write on narrative text.

Previously, there are some researchers that discuss about pair work. The first is conducted by Novi Murnia Pertiwi with the title “The Influence of Using Pair Work Strategy Towards Students’ Speaking Ability at The First Semester of SMA N 2 Tulang Bawang Tengah in the Academic Year of 2019 / 2020”. Her study is to determine the significance of applying the pair work strategy on students' speaking abilities.

The second is conducted by Anastasya Inayah Pratiwi with the title “Group Work and Pair Work to Teach Speaking Skill for a Large Class.” Her research is aimed to know the differences of technique and determine which technique is more successful to be applied in learning speaking.

The third is conducted by Jatmiko with the title “The Implementation of Pair Work to Improve Students’ English Speaking to the Second Semester at Pharmacist Program of Health Sciences Faculty of Kadiri University.” His research aims to determine the efficacy of speaking utilizing pair work and whether or not this strategy may improve students' speaking skills.

Beginning with the problem and distinguishing itself from prior study, the researcher wishes to do research utilizing the pair work technique because the previous researcher conducts this research on speaking skills. The researcher wants to find out whether this technique can be used on writing skills or not. This strategy will be used to help pupils enhance their narrative writing skills. As a result, the researcher undertakes this study named "The Influence of Using Pair Work Towards Students’ Ability in Writing Narrative Text”.

C. Identification and Limitation of the Problem

1. Identification of the Problem

Based on the problem's background, the researcher concludes the following issues:

- a. The students find difficulties in choosing vocabulary and determining grammar.

⁶ Pavlina Bercikova, *Teacher’s Role in Pair Work*, (Masaryk University in Brno, 2007) p. 12

- b. The students have a less inspiration and it is hard to organizing their idea into paragraph.

2. Limitation of the Problem

To be more explicit, the researcher focused solely on the impact of pair work on students' ability to write narrative text.

D. Formulation of the Problem

Based on the problems above, the researcher formulates the research question; “is there any influence of using pair work towards students’ ability in writing narrative text?”

E. Objectives of the Research

The objectives of this research are to investigate the impact of pair work on students' capacity to write narrative text.

F. Significance of the Research

This research is expected to give advantages to the others. The advantages are:

1. Theoretically

This research will be useful for English Education Department and all the readers to provide an information about pair work and narrative text.

2. Practically

a. English learners

This research will be useful for them to know their ability, so they can increase their ability to be better. This study will also be beneficial in increasing students' enthusiasm to learn English, particularly writing abilities.

b. English teachers

The finding of this research can give an option for the teacher to use pair work as a technique in teaching writing. This research also can measure about the understanding from the students about narrative text.

c. Next researchers

This research can be a reference and a gap for the next research. So, the next research can discuss about these things more deeply and specific.

G. Relevance Research

Previously, there are some of researchers that have been discuss about pair work. Most of them use this technique in speaking skills. one of the researchers that take research about pair work is Jatmiko. His research entitled “The

Implementation of Pair Work to Improve Students' English Speaking to The Second Semester at Pharmacist Program of Health Sciences Faculty of Kadiri University." In this research, He used classroom action research as the approach. For the first cycle of teaching learning process, the result shows that students' speaking skills is good enough. But, for some students, they are not brave to speak louder. So, their pronunciation, intonation, and fluency didn't improve better. For the second cycle of teaching learning process, the result shows that the students' ability in speaking were increase amazingly. The students become more active because they are interested in the topic. The cycle 2 really shows that the students really improve their fluency, pronunciation, and intonation.

The second research that discuss about pair work is written by Novi Murnia Pertiwi. Her research entitled "The Influence of Using Pair Work Strategy Towards Students' Speaking Ability at The First Semester of The Eleventh Grade of SMA N 2 Tulang Bawang Tengah in The Academic Year Of 2019/2020." She used quasi experimental design as the method. The result shows that after using pair work in classroom, there was a significance influence. It seems from the improvement of the students' score.

The third research is from Anastasya Inayah Pratiwi. Her research entitled "Group Work and Pair Work to Teach Speaking Skill for a Large Class." She used comparative study as the method. In this research, she compared between work pair model and pair work model. The result of this research shows that the use of both models is giving a good effect and appropriate for students. She also found that the students whom with group work become more active and enjoyable because they can freely talk with many people about their idea, opinion, and interest.

H. Systematics of the Research

Chapter 1. Introduction

This chapter includes the following sections: title affirmation, background of the problem, identification and limitation of the problem, formulation of the problem, purpose of the study, importance of the research, relevant research, and research systematics. The researcher will discuss the framework for this research as well as why it was produced in this chapter.

Chapter 2. Frame of theory and hypothesis

This chapter contains the theoretical frame, frame of thinking and hypothesis. In this chapter, the researcher will discuss the theory associated to this research that the readers may find valuable in providing information.

Chapter 3. Research method

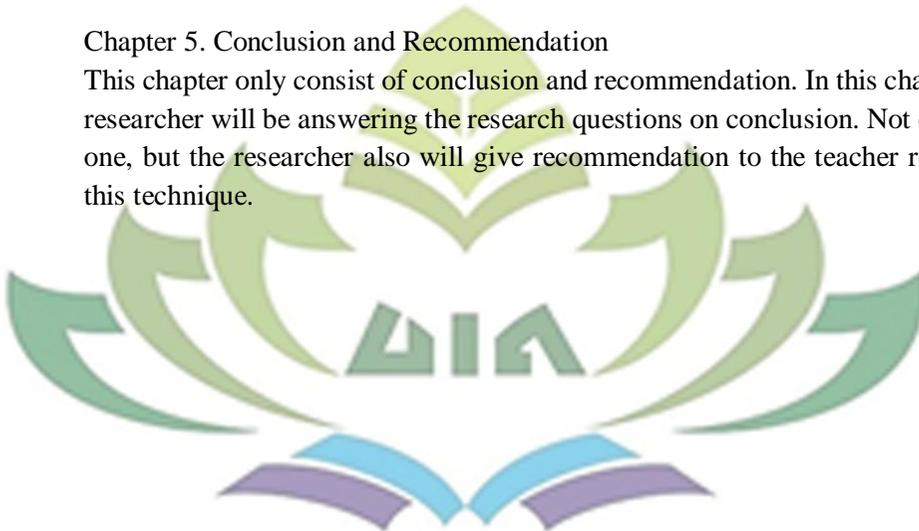
This chapter covers the following topics: research location and time, research design, population, sample, and data collection technique, operational definition of variables, research instrument, readability of the instrument, and formulation for data analysis. In this chapter, the researcher will discuss the methods that employs.

Chapter 4. Findings and discussions

This chapter consists of data description, discussion and research novelty. The researcher will discuss the data and its computations in this chapter. In addition, the researcher will examine whether employing pair work has any effect on students' capacity to write narrative text.

Chapter 5. Conclusion and Recommendation

This chapter only consist of conclusion and recommendation. In this chapter, the researcher will be answering the research questions on conclusion. Not only that one, but the researcher also will give recommendation to the teacher related to this technique.



CHAPTER II

FRAME OF THEORIES AND HYPOTHESIS

A. Frame of Theories

1. The Concept of Language

The importance of language in our lives cannot be overstated. Human beings use it to communicate with one another. We can also convey our emotions, ideas, and thoughts, as well as impart knowledge and provide information to others. Language is a means for expressing meanings, interacting with others, and communicating the meaning of sounds. According to Lewis, language is a social phenomenon that is a natural component of human beings; a realm of human action in which people emit strings of vocal sounds or inscribe strings of markings, and where people respond to the sounds with some reasons through cognition or action.⁷

In that sentence, He states that human must create a language with some reasons. It means that language is one of the communication tools which is important and cannot be separated. Because the only reasons why language was created is because humans need to communicate with the others. Brown concluded definition of language into some of definitions below.

1. Language follows a set of rules.
2. Language is a collection of random symbols.
3. The signals are mostly spoken, but they can also be visual.
4. The symbols have established meanings that they allude to.
5. Communication is accomplished through the use of language.
6. Language is used to communicate within a speech community or culture.
7. Language is fundamentally human; however, it is possible that it is not unique to humans.
8. Language is acquired in a similar manner by all persons; language and language acquisition have common properties.⁸

Based on the theory above, the researcher conclude that language is a set of symbols that can be spoken or written visually with a purpose to communicate with the others to deliver a meaning. Language and human beings cannot be separated from society's culture because language is a part of it. All interaction and activities were able to run well with the language because language is utilized to transfer message, aspiration, and concept from

⁷ David Lewis, *Languages and Language*, (conservancy.umn.edu, 1975) p. 3-4

⁸ Douglass Brown, *Principles of Language Learning and Teaching*, (San Francisco state university, 1994) p. 17

the speaker to the listener and the writer to the reader in interaction with their surroundings.

2. The Concept of Teaching English as Foreign Language

As one of the international language, English should be learnt in a purpose to communicate with the people around the world. In some of country, English have become one of the subjects in teaching and learning at school. In Indonesia itself, the ministry of education has been proposed that English is one of the subjects that should be learnt since elementary school. This is with a purpose to face the globalization era. Even though English is just a foreign language, but for some people, it becomes one of the necessities.

According to Brown, Teaching is the process of guiding and facilitating learning, as well as enabling and facilitating the learner's learning.⁹ His opinion shows that as a teacher, we cannot just deliver the material. But we must make sure that our students have comprehend the material. The teacher, as a facilitator, must use the suitable or proper technique in teaching English. It is hoped that the students would gain desire and interest in studying English, as well as a thorough understanding of the word list, so that they will have no difficulty with any language skills. The objective of teaching English as a foreign language is for students to be able to communicate effectively in both oral and written English in a variety of situations. Furthermore, the teacher must be judicious in selecting acceptable techniques in order to create a positive classroom environment.

Brown also defined the goal of language teaching. He states that the language teaching profession has mirrored these theoretical trends with approaches and techniques that emphasize the importance of self-esteem, intrinsic motivation, cooperative learning, developing individual strategies for constructing meaning, and, most importantly, focusing on the communicative process in language learning.¹⁰ His idea was talking about the role of English teacher is to build students motivation in learning, developing their ability to construct the meaning and creating environment become more communicative. The first is about build a motivation. The student's motivation become more important to talk about because without that motivation, the students does not have their interest in learning. The second one is about developing ability. They need to be guided to arrange their word so that they can easily construct a meaning from a language. Start from choosing vocabulary, arranging sentence until using the correct grammar. The last is about creating environment. This is one of the crucial parts in teaching

⁹ Douglass Brown, *ibid* p. 8

¹⁰ Douglass Brown, *ibid* p. 28

English. Without a good environment, their English skills is nothing. Because of that, the teacher needs to do this start from doing some communication in English.

3. The Concept of Writing

a. Definition of Writing

Writing is one of the English skills (listening, speaking, reading, and writing) that cannot be separated from the process of learning a language. Writing necessitates a completely different set of skills than speaking. Written goods are frequently the outcome of procedures that involve specialized abilities that not every speaker develops naturally, such as thinking, drafting, and revising. That is why writing needs more attention rather than the other skills in English because its composition is harder. Brown defines writing as a graphic depiction of spoken language, and its written performance is similar to oral performance.¹¹

Writing is one of the most difficult English talents to learn since it demands knowledge of not only grammatical and rhetorical aspects, but also intellectual and judgemental elements.¹² Punctuation and spelling are mainly mental aspects. It plays a crucial function in writing since incorrect punctuation can lead to ambiguity. The similar effect will be produced if a misspelled word is used. Conceptual, on the other hand, refers to the written text's structure. It could be a story, a description, a survey, a document, a report, or an argument.

Harmer state that writing is an English skill that encourages students to concentrate on correct language usage, and it can lead to language development and solve their ideas into written text. His statement strengthens the previous theory. The previous theory state that writing is just put the ideas into a written text.¹³

From the theory of Harmer and Brown, we can conclude that writing is a symbol that written as an implementation of spoken language with a function to put the idea into paragraph. Writing itself can develop a language for someone because writing needs higher thinking levels. Writing is not only put our idea but also take a focus on the components of writing such as punctuation, language style, spelling, and the organization of its text.

¹¹ Douglass Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy second edition*, (San Francisco, 2000) p. 335

¹² JB. Heaton, *Writing English Language Tests*, (London, 1975) p. 135-136

¹³ Jeremy Harmer, *How to Teach Writing*, (England, 2004) p. 31

b. Micro and Macro Skills of Writing

1. Micro skills

- a) Create English graphemes and orthographic patterns.
- b) Write at a fast enough pace to meet the needs of the task.
- c) Create a good core of words and employ proper word order patterns.
- d) Follow appropriate grammatical systems, patterns, and norms (e.g., tense, agreement, pluralization).
- e) Use several grammatical forms to express a certain concept.
- f) In written discourse, use cohesive techniques.

2. Macro skills

- a) Employ written discourse's rhetorical structures and conventions.
- b) Complete the communicative functions of written texts in a way that is appropriate for the form and purpose.
- c) Communicate core idea, supporting notion, fresh information, supplied information, generalization, and exemplification, as well as ties and connections between occurrences.
- d) When writing, distinguish between explicit and inferred meanings.
- e) Appropriately transmit culturally relevant references in the written content.
- f) Develop and employ a range of writing strategies, such as analysing the audience's interpretation, using prewriting devices, writing fluently in first drafts, using paraphrases and synonyms, asking peer and teacher comments, and revising and editing based on feedback.¹⁴

From that theory, we can conclude that the elements like micro and macro skills become very crucial things. Writing is the complex skills rather than listening, speaking, and reading. Complex here means as the unity of some elements. The elements like steps in writing starts from research, drafting, writing, and revising. Research has a function to looking up the object of our written text. Drafting is a step to choosing the right vocabulary and grammar. Writing is to develop the contents that we have got after research and drafting. And the last is revising, this step is to check whether our text is good enough or not. We can also use paraphrasing to avoid from plagiarism. Because a good writer is not taking from other people's text. Paraphrasing is looking up for the similar word, but the meaning is still the same. This concept is the same with

¹⁴ Douglass Brown, *Language assessment principle and classroom practices*, (London, 2004) p. 221

synonyms of words. The researcher consider that these things are very important. If we avoid these items, then our text is not complex enough.

4. The Concept of Teaching Writing

Writing is become more important lately and it should be mastered by the students. However, in Indonesia, students in senior high school frequently lack excitement for their writing assignments. Every time they are given a writing assignment, they struggle to complete it. Usually, they felt hard in expressing idea and choosing correct vocabulary. Not only that problem, but the students also have a lacks motivation in learning because they thought that English is difficult. This problem also will be affected in the teaching learning process. We as a teacher should reconsider how to build students motivation and solve their problem in learning English.

As we know that writing have some of components or aspects that needed to be focused. Heaton have been proposed that there are 5 components in writing. The components are.

1. Language proficiency: the capacity to write correct and suitable sentences.
2. Mechanical abilities: the capacity to accurately apply written language standards. For example, punctuation and spelling.
3. Content treatment: the ability to think creatively and create ideas while eliminating all extraneous information.
4. Stylistic abilities: the ability to alter phrases and paragraphs and effectively use language.
5. Decision-making abilities: the capacity to write in an appropriate manner for a certain goal with a specific audience in mind, as well as the ability to select, organize, and order important material.¹⁵

Harmer states that writing motivates kids to focus on precise language use, and because they think as they write, it may well prompt language development as they tackle problems that the writing has brought to their attention. The students, on the other hand, are writing to assist them in becoming better learners, not to become better writers.¹⁶ His theory shows that writing helps the students to improve their ability in using language. Mostly of the students also write just to easily in understanding a material, not to become a good writer. In the writing process, the students usually will open their dictionary or looking up for some references to searching for the correct grammar. As the facilitator, the teacher also needs to help them.

¹⁵ JB Heaton, *op. cit.*, p. 135

¹⁶ Jeremy Harmer, *op. cit.*, p. 31

When helping the students, teachers have several tasks to do. In agreement with Harmer, the teacher can do these steps below to help the students in before, during, and after writing.

- a. Demonstrating: Because students must be aware of writing norms and genre limits in particular sorts of writing, the teacher must be able to call their attention to these elements.
- b. Motivating and provoking: pupils frequently struggle to find words to express themselves. This is where the teacher may assist the pupils in stimulating them to think of new ideas.
- c. Supporting: when students require extensive assistance with both ideas and the tools to carry them out, the instructor must provide support and be ready to assist students in overcoming obstacles.
- d. Responding: When a teacher responds to content, he or she reacts to it and typically makes suggestions for improvement.
- e. Evaluating: the teacher can point out where they wrote effectively and where they made faults when evaluating. We have the ability to assign grades as well. Apart from responding, we can utilize it not just to grade students, but also to provide opportunities for learning.¹⁷

These tasks become more important to apply in the classroom because it can really help the students in finishing their text. Start from demonstrating, the function of demonstrating itself is to build students awareness about the importance of topic that are going to be written. So, the teacher must put students' attention to its topic. The second is about motivating and provoking. This is to help the students in finding an idea of their text. Sometimes, we found that the students felt so hard in generating their idea. So, this step will be helpful for them.

The third is about supporting. This is to help students facing their obstacles for their text. The obstacles itself can be an idea, vocabulary, or grammar. The fourth is about responding. This step is to give a reaction to their text. The teacher also can give a suggestion for their improvement in their text. The fifth is about evaluating. In this step, the teacher can give some advice for them. Actually, the advice already given in the previous step. But the teachers should recheck to make sure that their text is already good enough. In this step, the teacher also must give a grade for their text. Beside of recheck and grading, this step can give several information to the teacher.

¹⁷ Jeremy Harmer, *ibid*, p. 41-42

5. The Concept of Narrative Text

a. Definition of Narrative Text

According to Rebecca as cited in Susilawati, A narrative text is one that tells the story of a series of logical and chronologically connected events that are caused or experienced by various circumstances.¹⁸ Her theory indicates that narrative is one of text that talks about the past event which is related to the other. The other theory was explained by Djatmika and Wulandari in the same sources. They defined narrative text as a sort of writing that can amuse the reader or listener while still having a moral element inside the plot.¹⁹ "A Narrative is a text form that narrates a tale in which characters meet a problem or crisis that they must resolve," Joyce and Feez explained in Sundari.²⁰

From those theories, we can conclude that narrative text is a text that talks about past events, and it is experienced by several circumstances that relate to the other with the purpose to entertain the readers. Narrative text usually has a problem that must be solved by the characters inside. In Indonesia, types of narrative text that popular is legends. A well-known legend from Indonesia is the legend of Toba Lake.

b. The Language Features of Narrative Text

Emilia in the Sundari explains the following language features in narrative genres. Below are the features of narrative genres.

- 1) Make use of the past tense.
- 2) Chronological and signified by a range of temporal connectives like once upon a time, first, then, etc.
- 3) Use action verbs to explain material processes that describe what occurs, such as blew, wrapped, and fatigued.
- 4) There are dialogues and a lot of "saying verbs" like "said," "asked," and "replied."
- 5) Use thinking verbs like "wondered," "remembered," "thought," "felt," and "disliked" to tell us what participants are thinking or experiencing.

¹⁸ Fenti Susilawati, *Teaching Writing of Narrative Text Through Digital Comic*, (Journal of English and Education vol. 5 no. 2, 2017) p. 103

¹⁹ Fenti Susilawati, *Loc. Cit*

²⁰ Astrina Nur Sundari, *Teacher's Strategies in Building the Students' Knowledge of The Field (Bkof) In Teaching Writing Narrative Text*, (Journal of English and Education vol. 5 no. 2, 2017) p. 157

- 6) To describe people and things, use descriptive language: describe how activities occur: soft breeze, thin, thick warmly, more forcefully, effortlessly.²¹

From Those features we can conclude that the using of simple past tense become very important because the event is already happened in the past and this narrative text is to retell the stories to everyone. Before learning narrative text, it is a good option to teach simple past to the students so they can easily understand about the pattern of simple past tense. We can also teach them about regular and irregular verb. Not only about the tenses, but also, we need to guide them so they can write the stories with the chronological order.

c. Generic Structures of Narrative Text

Derewianka as cited in Aulia states that there is 3 parts of narrative text. Those parts are;

1. Orientation, in which the writer informs the audience about the main characters in the story, the setting, and when the action takes place.
2. Complication, in which the plot is propelled forward by a succession of events, all of which we expect to result in some form of complication or trouble. It wouldn't be nearly as exciting if something unexpected didn't occur. This complication will affect the main character(s) and will frequently help to (temporarily) push them toward their objective. The difficulties we confront in life are mirrored in narratives, and they tend to comfort us that they are resolvable.
3. Resolution, in which the story tells about the end. The complication may be resolved for better or worse, but it is often left altogether unresolved (though this is acceptable in some sorts of narratives that leave us wondering how is the finish).²²

Meanwhile, in the same source, Anderson describes about the generic structure of a narrative text. (1) Orientation is the first narrative in a series that introduces the characters, the setting of time, and the setting of location. (2) A complication is a set of events in a novel that encourages the reader to speculate what will happen next. (3) The characters' reactions to the problem in order of occurrence. (4) The conclusion, in which the protagonists eventually overcome the

²¹ Astrina Nur Sundari, *Loc. Cit*

²² Feni Aulia, *An Analysis of Students' Ability and Difficulty in Writing Narrative Text*, (Muhammadiyah University of Makassar, 2019) p. 15

complication's difficulty. (5) A coda, which may include a statement or moral lessons learnt from the narrative, however this is an optional step.²³

From both theories, we can conclude that the generic structures of narrative text must consist of orientation or opening of the text. It is usually describing the characters, settings and the time of the text. The next is complication, it is when the characters met a conflict in that story. After they found the conflict, then it will be resolved in resolution. In this part, the conflict might be resolved or not. If the conflict is not resolved, it means that it is sad endings. The last part of narrative text is coda. It is when the story has ended and it usually talks about what happened to the characters next.

d. Example of Narrative Text

The legend of Toba Lake

There was once upon a time a guy who lived in north Sumatra. In a rural field, he resided in a tiny cabin. For a living, he did some gardening and fishing.

One day, while fishing, the man caught a large golden fish in his trap. It was the largest fish he'd ever caught in his whole life. Surprisingly, the fish transformed into a lovely princess. He proposed to her as his wife after falling in love with her. "Yes, but you must agree not to tell anyone about the secret that I was once a fish, otherwise there will be a major problem," she warned. The man sealed the deal, and they married, lived happily ever after, and had a daughter.

A few years later, same girl would assist her father in taking lunch to the fields. His kid was so hungry that she ate his father's lunch one day. Unfortunately, he discovered this and became enraged, shouting, "You blasted daughter of a fish!" The girl dashed back to her house and inquired of her mother. The mother began to cry, saddened by her husband's failure to keep his commitment.

Then she instructed her daughter to run up the hills because there was going to be a tremendous calamity. She prayed as her daughter went. There was a large earthquake soon after, followed by nonstop rain. Toba Lake was formed when the entire region was inundated. She reverted to a fish, and the guy transformed into the island of Samosir.²⁴

²³ Feni Aulia, *ibid*, p. 15 - 16

²⁴ Get English Now. 2022. Access at: <https://www.getenglishnow.org/2020/08/10-examples-of-narrative-text-in-legend.html>

6. The Concept of Pair Work

a. Definition of Pair Work

According to Scrivener as cited in Bercikova, Pair work is a sort of classroom engagement in which students collaborate with one another. This could be to talk about something, double-check answers, engage in a communicative activity, and so on. In the classroom, he also describes five sorts of student grouping:

1. the entire class working together with the teacher;
2. the entire class mingling together as individuals;
3. small groups (three to eight people);
4. pairs;
5. solo work.²⁵

Byrne in the same sources explained that there are two types of pair work. They are fixed and flexible. Fixed pairs are formed when students finish a task with the same partner (typically the student on the left or right). Students in flexible pairings switch companions frequently. The teacher must determine whether or not to allow the kids to stand up and move around freely in the classroom. This will make the activity more engaging for them because they will be able to select the individual with whom they wish to converse. Students will be able to interact with individuals around them without getting up if the classroom is too tiny.²⁶ According to Harmer, Students can learn from each other when they write together. It offers each collaborator access to the brains and information of the others, and it imbues the activity with a feeling of shared aims that may be inspiring.²⁷

From that theory, we can conclude that pair work is a technique in language teaching that allow the students to working in pairs with their partner. There are two types of pair work, it is fixed and flexible. In the fixed pair, the students only work with their partner in their right or their left. This is one reasons why it is called fixed because they usually working together. It is different than flexible pair. The students are working with the partner but it chosen randomly. It could be the teacher that divide them through absent number or randomly choose from counting.

²⁵ Pavlina Bercikova, *Op. Cit*, p. 12

²⁶ Pavlina Bercikova, *Ibid*, p. 13

²⁷ Jeremy Harmer, *Op. Cit*, p. 73

b. Procedures of Teaching Writing Through Pair Work

In teaching writing through pair work, there are some steps that have to be done by the teacher and also the students. Widodo explained that there are 3 steps in teaching using pair work.

1. The first step is about pre-writing. In this step, the teacher needs to assist the students forming a group and helping them in order to generating the idea.
2. The second step is writing. In this step, the students have to drafting, giving feedback collaboratively, revising and editing drafts. The teacher needs to help them in case that they find any difficulties.
3. The third step is post-writing. In this step, the teacher needs to give assessment to the students' worksheet.²⁸

The other theory about steps in teaching writing through pair work determine by Harmer. He states that the steps in using pair work divided into 3 steps.

1. Before we applied a pair work, we need to give them an instruction. Previously, we could simply offer them instructions to practice the language in pairs. The most critical aspect of instructions is that the students comprehend and agree on the assignment. We may ask them to repeat the instructions or, in monolingual classrooms, to translate them into their first language to ensure that they understand it.
2. During the students do their work, we provide a variety of choices for students working in pairs or groups. For example, we could observe what is going on from the front or side of the classroom and note who looks to be stuck, disengaged, or about to finish. From this vantage point, we may tune in to a specific partner or group from afar. We may then determine whether or not we want to go over and assist them.
3. After the pair work is over, we need to organize feedback when pairs and groups. We want to give them time to talk about what happened during the groupwork session and, if required, offer our own observations and adjustments.²⁹

From both theories, the researcher determines the steps in teaching using pair work as follows;

1. Opening activity, this is the step where the researcher greets the students and giving a brainstorming about what will we do in this meeting. Not only those things, the researcher will also be giving an

²⁸ Handoyo Puji Widodo, *Implementing Collaborative Process Based Writing in the EFL College Classroom*, (research papers in language teaching and learning, Vol. 4, No. 1) p. 201 - 204

²⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (England, 1995) p. 171 – 172

instruction to the students to make a pair. If necessary, the researcher will help them in choosing the partner.

2. The next is main activity where the researcher will explain about narrative text. The students previously have been asked to looking up any information related to narrative text. They will be finding any information by getting a help from their partner. If they got any information, and then the researcher will ask them related to narrative text. If they already comprehending the materials, then the researcher will ask them to make a narrative text by providing some of topics. The next is they have to do their work with their partner. In this opportunity, the researcher will turn around from one group to another in case that they need any help.
3. The last step is closing activity. After the students have finish their work, then the researcher will give feedback of their work. Not only that thing, the researcher also will ask the students about the technique to looking up whether it is really helpful or not. After all of the steps have been done, then the researcher will close the class.

c. Advantages and Disadvantages of Using Pair Work

Based on the procedures of teaching writing by using pair work, this technique might have some advantages and disadvantages. Harmer explained about the advantages and disadvantages of pair work. His statement will be explained below.

1. Advantages of pair work
 - a) It significantly increases the amount of speaking time allotted to each student in class.
 - b) It promotes learner independence by allowing students to work and interact autonomously without the need for teacher assistance.
 - c) It gives teachers time to work with one or two pairs of students while the rest of the pupils finish their task.
 - d) It acknowledges the old adage that "two heads are better than one," and by encouraging cooperation, it serves to make the classroom a calmer and more welcoming environment. When students make judgments in pairs (for example, deciding on the correct answers to questions about a reading book), they share responsibility rather than shouldering the entire burden alone.
 - e) It is quite simple and quick to put together.
2. Disadvantages of pair work
 - a) Some teachers and students dislike pair work because it is sometimes very noisy. Teachers, in particular, are concerned about losing control of their students.

- b) Students in pairs are prone to straying from the goal of an exercise and talking about something completely unrelated, typically in their own tongue. When students work in pairs, the risks of misbehaviour are higher than when they work in a whole-class context.
- c) It is not often popular with pupils, who believe they would prefer to communicate with the teacher as an individual rather than with another learner who may be just as linguistically challenged as they are.
- d) The selection of a matched partner might be difficult, especially if students are repeatedly assigned to work with someone they dislike.³⁰

Based on Harmer's theory, we can conclude that pair work is bring some of advantages and disadvantages. The advantages like the students become more active in the classroom because they getting a help from their partner. For the teacher, the using of pair work can give an advantage like it is become very helpful because the teacher does not need to fully guide them especially when the amount of the students is too much. Beside of its advantages, there is also a disadvantage like the students might speaking out of topic with their partner, or the students also can speak in their own language. As a teacher, we can solve this kind of problem by guiding them back into the topic.

7. The Concept of Translation Technique

a. Definition of Translation Technique

According to Shiyab, translation is the process of transferring a text's meaning from one language to another, taking into consideration the text's textual, grammatical, and pragmatic meanings, as well as the fact that meaning needs reference to linguistic and non-linguistic aspects contained within the text. Thought, circumstance, (cultural) knowledge, intention, and usage are all non-linguistic characteristics of the text.³¹

From that theory, we can conclude that translation technique is a technique in teaching learning process that allows the students to transfer their meaning from their source language to their target language. Not only about the meaning, but we also have to pay attention to some of the non-linguistics aspects like culture of target language.

³⁰ Jeremy Harmer, *Ibid*, p. 165

³¹ Said Shiyab, *Translation and Foreign Language Teaching*, (Journal of Language and Translation Vol. 13) p. 1

b. Procedures of Teaching Writing Through Translation Technique

Kaharuddin states that there are several steps in teaching using translation technique. The steps are:

- 1) The teacher starts the class with grammar. The grammar is taught deductively, with each rule followed by an exercise (Present).
- 2) A text written in the students' native language is given to be translated in the target language in order to practice the use of the learned rule and frequently used vocabulary in a topic.
- 3) To ensure the students' comprehension of the given lesson, the teachers provide the correct forms of the translation and re-explain all of the students' difficulties in the lesson.
- 4) Following the correction, the students prepare to engage in communicative activities. Students will be able to explain everything they understand about the class thanks to the communicative exercises (communication).
- 5) Get ready for written and oral exams.³²

Based on that theory, the researcher formulates the steps in teaching writing by using translation technique in some of steps below.

1) Pre-teaching

This stage is also known as the introduction. The teacher should greet the students as the initial step in this process. The teacher must then check the attendance list to see who is absent on that particular day. The teacher should next inquire about the prior subject and engage in some brainstorming to engage the students in the material that will be covered that day.

2) Teaching

In this step, the teacher should deliver the material. In this study, the teacher took narrative text as the material. The teacher will then present the information on narrative text. It includes a definition, generic structure, language characteristics, and a narrative text example. Not only about that material, but the teacher also can teach about vocabulary and grammar because translation technique is more focus on this component. If they have mastered the material, then the teacher will give a test.

3) Post-teaching

In this step, the teacher needs to give the students feedback about the using of translation technique. The teacher can ask the students about how they feel after using this technique. Not only for that, the

³² Kaharuddin, *The Communicative Grammar Translation Method: A Practical Method to Teach Communication Skills of English*, (English, Teaching, Learning and Research Journal Vol. 4 No. 2. 2018) p. 251 - 252

feedback also must consist of their difficulties in writing a text. It could be from the idea, grammar, vocabulary or the other obstacles. The teacher also needs to give a solution for their problem. The last is the teacher needs to close the class

c. Advantages and Disadvantages of Using Translation Technique

1) Advantages of Translation Technique

Shiyab state the advantage of translation technique is it enables cognitive acquisition and control of the foreign language, reducing native language interference as a result. It is important to highlight that conscious learning does not rule out the development of automatic habits. Because the student is an active participant in the process, translation may make learning more meaningful. Learning a foreign language is not the same as learning one's mother tongue.³³ The advantages of translation technique is allowing the students to learn a new language. So, they can master the foreign language especially the international language. This technique also was expected to make teaching learning process become more interesting.

2) Disadvantages of Translation Technique

According to Andrzej as cited in Shiyab, translation technique might cause linguistic disturbance. Translation can restrict foreign language thought, resulting in compound bilingualism rather than coordinated bilingualism. Furthermore, utilizing translation in foreign language instruction might obstruct the development of automatic habits. It also leads the learner to believe that native and foreign languages have a one-to-one correlation of meaning.³⁴ From that theory, we can conclude that translation technique might be causing some of problems like the appearance of compound bilingualism. Compound bilingualism is one of bilingualism that allows the person to speak in 2 languages at the same time. So, its person can switch from one language to other language easily and it cannot be separated between their native language and their foreign language.

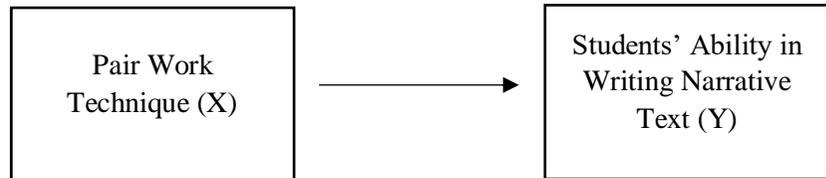
B. Frame of Thinking

Students in these schools are still not doing optimally in terms of acquiring English, particularly in the capacity to produce narrative texts. Teachers' use of learning techniques is still insufficient to help the learning process. Because of a variety of issues, the learners still found it difficult to write a text. These obstacles

³³ Said Shiyab, *ibid*, p. 4

³⁴ Said Shiyab, *Loc. Cit*

can be helped by employing proper techniques. In order to assist those challenges, the pair work technique is used in classroom learning. On this research, the researcher used narrative text as the material in teaching writing. This is the study framework:

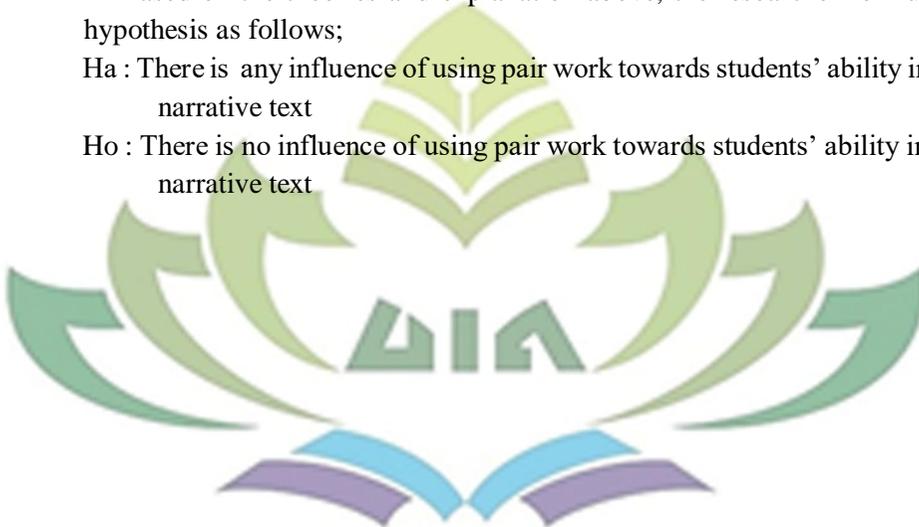


C. Hypothesis

Based on the theories and explanation above, the researcher formulates the hypothesis as follows;

Ha : There is any influence of using pair work towards students' ability in writing narrative text

Ho : There is no influence of using pair work towards students' ability in writing narrative text



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