

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Some Pertinent Ideas**

In this part, there are some pertinent ideas that explain, they are the concept of writing, the concept of narrative text, the concept of blended method, teaching writing narrative paragraph used the blended method, previous research findings, conceptual framework, hypothesis, variables and operational definition.

##### **2.1.1 The Concept of Writing**

###### **2.1.1.1 Definition of Writing**

English as International language is spoken almost all over the world. In the global era, English takes an important role as communication language used in many sectors of life, such as trading, bilateral relationship, politic, science, technology and many others. In fact, people use the language to express their feelings, ideas, and desires. English has become the language used by many people over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information and technology.

In English, there are four components of language skills covering listening; speaking, reading and writing that should be learned by the learners deeply and appropriately. Those four skills cannot be separated since they are integrated. These steps are based on the process of language acquisition which human is stimulated by listening, and language is imitated by speaking. Reading is the third process after human recognizes the written form and understands the information, meaning that

they have the reading ability. The ability of reading will attract the human to produce a written form of the language. It is called writing activity, the ultimate step of acquiring language. Writing is the most complex process than other skills: listening, speaking, and writing. Therefore, Heaton said that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.<sup>1</sup>

Writing is one of the activities that regularly do in our life since we had learnt to write early in school. There are a lot of definitions of many experts about writing. Mayers said that writing is one of the ways to produce language; the concept is merely the same as speaking.<sup>2</sup> It can be said it is possible to add or correct after we said something but the difference is when we write something we have more time to think about the intended object and to revise the unfinished work. Written language is distinguished from the spoken language with its feature of formality. It is completed with several rules to follow to make the reader understand the author's message. The rules are in the form of grammar, mechanics such as the use of punctuations and capital letter. Academic writing is also completed with writing difficult for most of the ESL and EFL students, even writing in their native language.<sup>3</sup>

Langan explained in his book *English Skills*, writing is a skill that can be learnt through practice, many people believed that writing is more likely a natural gift

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<sup>1</sup>J. B. Heaton, *Writing English Language Test: Longman Handbooks for language Teacher*(New York: Longman,1989), p. 14.

<sup>2</sup>Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (New York: Pearson Education, Inc., 2005), p. 1.

<sup>3</sup>Magdahalena Tjalla, "The Use of Pre-Writing Methods to Develop EFL Students Competence in Writing", *English, Teaching, Learning, and Research Journal (ETERNAL)*, Vol. 2 No.1 (June 2016),p.14. (accessed on 21 september 2019).

rather than skill.<sup>4</sup>So, it can be said that writing is a skill that cannot be master constantly, it needs to practice continuously, even great writers with an amazing writing skill had spent their time through practice because practice makes perfect. The writer has gone through a long way to produce a good writing, and sometimes it involves a series of steps. In other words, to have a flawless writing we have to organize our idea, put it on a paper, and then revise it. They are all the processes of writing which writer has to follow.

### **2.1.1.2 Components of Writing**

There are five components of the writing, they are content, organization, vocabulary, language use, and mechanics<sup>5</sup>. The researcher will explain the main components of writing below.

#### **2.1.1.2.1 Content**

Content in writing means what the writer want to say, or the message that they want to share with the reader. Content in writing refers to the subject of writing. To selecting the subject of content writing there are formulates guidelines. They are: first, knowledgeable of the subject or content (concern with the source of students knowledge). Second, the focus of the subject or content (concern with how the writer can develop the general subject into a specific one). Third, the interest of the subject or content (concern with whether the students interest to the subject or content, or whether they can attract their interest in the subject or content). Fourth, the manageability of the subject or content (concern with how they can make the subject

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<sup>4</sup>John Langan, *English Skills*, (New York: McGraw-Hill, 2001), p. 10.

<sup>5</sup>Jacob L Holly, *Testing ESL Composition A Practical Approach*, Rowley, Massachuest, (London: Newbury House Published, Inc: 1981), p.29.

more manageable, so they are not confusing and in organized it in a certain of pages and in particular form).

#### 2.1.1.2.2 Organizations

Writing is a thinking process. It needs organizing thought, argument and logic. A written text is usually organized and carefully formulated since its composer has time and opportunity to edit it before making it available for reading. If one's writing is clear, concise, and accurate, but the other cannot follow their train of thought because of the text rambles, they have not communicated effectively. Writing must be organized well so that the opinion and idea's writer can deliver effectively to the reader. According to Brown, there are four terms of the organization that is the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.<sup>6</sup>

#### 2.1.1.2.3 Grammars

Writing using strict, standard grammar encourages one to become careful, discipline, and responsible writers. Essentially everything that is rule-based is included here: question transformations, negation, tenses, and sentence combining. These three qualities will lead one to make further progress. Grammar controls what one writes; it judges whether one follows or breaks the language rules. Consequently, writers who keep on breaking the basic grammar, one must first understand the basic components of the sentence.

A correctly constructed sentence consists of a subject and predicate (some sentences also include a phrase or phrases). In a structural description, the grammar of the language is described in term of systematic structures that carry the fundamental

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<sup>6</sup>H. Douglas Brown, *Teaching by Pprinciples: An Interactive Approach to Language Pedagogy 2<sup>nd</sup> edition*(New York: Longman Group), p.357.

propositions (statement, interrogative, negative, imperative) and notions (time, number, gender, etc), by varying the words within these structural frameworks sentences with different meanings can be generated.

#### 2.1.1.2.4 Words Choice

Another aspect which can show the writers' skill is the choice of the words. Word choice is an essential ingredient of style. The writer must use words that the reader can understand easily. The word has to be right, not nearly right but absolutely right. Because good writing depends on good choice and proper ordering of those words. The uses of words which have obscure meaning, jargons, or abbreviations have to avoided or used with great considerations. In word choice, there are six principles they are, choose understandable words, use specific or precise words, choose strong words, emphasize positive words, avoid overused words, and avoid obsolete words.

#### 2.1.1.2.5 Mechanics

Mechanics including spelling and punctuation also play an important role in writing. This section assesses the value of these features as a part of the resources of the written form of the language and their relative importance in writing programs. In mechanics, the more accurate the punctuation and spelling is better. If all the aspects of writing are obeyed by a writer, it can be stated that they are good at writing skill.

#### 2.1.1.3 The Process of Writing

In classroom activity there are four basic of writing that planning (pre-writing), drafting (writing), revising editing, prewriting means the preparation before writing. It includes making a plan for what to write, getting ideas, and selecting

similar ideas and supporting ideas. There are some activities to provide the learning experiences for the students, such as:

1. Group brainstorming

The members of the group express ideas about the topic. Spontaneity is important here. Students' may cover familiar ground first and then move off to more abstract or wild territories.

2. Clustering

Students from words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernible cluster. Clustering is a simple yet powerful strategy.

3. Rapid free writing

Individual students freely and quickly write down single words and phrase about the topic. The time limit keeps the writes' mind ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

4. Wh-questions

Students generate who, why, what, where, when and how questions about the topic. More such question can be asked of answers to the first string of wh-questions, and so on. This can go on indefinitely.

Drafting includes arranging the ideas into hierarchical order. At the drafting stage, the writes are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writers' ability to visualize an audience. Although writing in the classroom is almost always for the teacher, the student may also be encouraged to write for a

different audience, among who are peers, other classmate, friends and family members. A conscious sense of audience can dictate a certain style to be used. Students should also have in mind a central idea that they want to communicate to the audience in order to give direction to their writing.

Revising, when the students revise, they review their text based on the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

Editing, at this stage, students are engaged in tidying up their own work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as questions, example and so on. Formal editing is deferred till this phase in order that is application not disrupt the free flow of ideas during the drafting and revising stages.<sup>7</sup>

#### **2.1.1.4 Good Writing**

Good writing in language involves knowledge the convention of written discourse in culture as well as the capability to choose the appropriated words that convey one's meaning. There is some characteristic of good writing. A text or paragraph my these to be understood as a visible division of the subject method. The deviation is initially a convenience to the reader, it prepares him to turn attention to something new. In writing a good text or paragraph should have four qualities, such as:

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<sup>7</sup>Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), p. 31.

#### 2.1.1.4.1 Completeness

A complete text or paragraph contains details as fact such as name are specifics individual, data, figures, cost, location, signal or statistical detail. Completeness means the controlling idea thoroughly develop by the use of particular information. Also, in good writing, everything makes sense and readers don't get lost or have to reread passages to figure out what is going on.

#### 2.1.1.4.2 Unity

Order in text or paragraph is like organization easy but is smaller in space so it may be simpler to consider the order as directed. Thus order chronological steps to express the ideas the written form.

#### 2.1.1.4.3 Coherences

The last characteristic of the text or paragraph is coherence means to stick together, coherence is basically a matter of having the part of a piece of writing in the right with the clear process. Whenever we think about object systematically we are compiled to realism, that certain things, come coherence is the clear and orderly presentation of ideas. It means that in a good writer has to contain clearly identifiable ideas and an acceptable piece of writing.<sup>8</sup>

In good writing, there are some general components in writing that must be pay attention, such as:

1. Content: Content should be clear so that the readers can understand the message conveyed and get information from it. Good content should be well unified and completed.

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<sup>8</sup>Dwi Nur Indah, "Improving Writing Recount Text by Using Photographs of the Eleventh Year Students of SMA 1 Batangan Pati" (Published Thesis; Faculty of Language and Arts Education, IKIP PGRI: Semarang, 2010), p. 13-14.



2. Organization: organization is the ability to develop ideas and topic which relevant in a united form. Organization writing involves coherence, the order of importance, general to specific, specific to general, chronological order and spatial pattern.
3. Vocabulary: vocabularies are a collection of words that are arranged into sentences, paragraph, or essay. Good writing consists of appropriated words in order that there is no misunderstanding from the audiences when they read his writing. Sometimes, the students will get difficult to express their feeling and ideas without vocabulary.
4. Grammar: Grammar is an important thing in the English language in order to connect with other people in the world so that the writer should master grammar in order that she can result in good writing. Good writing is writing that has the correct sentence, using appropriated tenses, words, and others.
5. Mechanics: mechanics refers to the appearance of words, to how they are spelt or arranged on paper. Mechanics consist of capitalization, spelling, and punctuation and also mechanics is the use of the graphic convention of the language.<sup>9</sup>

### **2.1.2 The Concept of Narrative Paragraph**

#### **2.1.2.1 Definition of Narrative**

Anderson and Anderson define narrative as a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Narratives can be presented or told in the first person if the narrator is one of the characters in the story,

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<sup>9</sup>M. V Rodriques, *Perspective of Communication and Communicative Competence* (New Delhi: Concept Publishing Company, 2000), p. 188.

and in the third person if the narrator is outside the story.<sup>10</sup> According to an oxford dictionary narrative is “a spoken or written account of connected events; a story.”<sup>11</sup>Inline Keraf said states that a narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened at a certain time. Form these opinions, it can be said that a narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past.<sup>12</sup>

From the explanation above, it can be concluded that narrative text is a text telling a past story or event, either actual or fictional, by using time sequence or chronological order, through narration, the students make statements clear by relating in detail something that has happened. Moreover, the story in narrative text sets up one or more problems, which must find a way to be resolved. Narrative, as kind of story genre that can be imaginary or factual, has many types. They are fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myth, legends, historical narratives, ballads, etc.

#### 2.1.2.2 Purpose of Narrative

According to Clouse, narrative text can fulfil any of the purposes for writing: to entertain, to express feelings, to relate the experience, to inform, and to

<sup>10</sup>Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra:Macmillan,2003),p.3.

<sup>11</sup>A. S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press, 1995, p.772.

<sup>12</sup>Devigantari Agusta, “Improving students’ Ability In Narrative Texts Using Short Animated Stories At Class VIII C Of SMPN 2 Sanden, Bantul In The Academic Year Of 2013/2014”, (Thesis; Faculty of Languages and Arts. 2015, Yogyakarta),p.22.

persuade.<sup>13</sup> However, using stories or narrative text is a better way to convey teachers' point or the meaning of what they are trying to teach. They stated that stories afford a more interesting way of getting students information and stories allow the teacher to have something to talk about with the student.

Based on the explanation above the researcher concludes that each text written surely has a purpose or purposes, including narrative text. Writers write narrative text with purposes. However, people write narrative text might be basically for pleasure, to gain and hold the reader's interest in a story. It means that they like to write any kinds of stories to entertain or even to teach the writer's reflection on experience.

#### 2.1.2.3 Generic Structure of Narrative

All language in the world passes their own rules to meaning. Full regular, more precious and nice to be heard and pronounced with the rules, the language's usage usually with also be controlled in communication. Like another language, both English and Indonesian have their rules. The generic structure has structured a text which usually used by learners in the target language. Generic structure is divided into five elements, they are:<sup>14</sup>

##### 2.1.2.3.1 Orientation (introduction)

It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved in the story. In this level also used to produce an atmosphere so that makes the student are persuaded to

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<sup>13</sup>Barbara Fine Clouse, *The Student Writer : Editor and Critic*, (New York: McGraw-Hill Companies, Inc., 2008), p.186

<sup>14</sup>Irwan Sulisty, "An Analysis of Generic Structure of Narrative Text Written by the Tenth Year Students of SMA Yasiha Gubug", *English Teaching Journal(ETERNAL)* Vol.4 No.2 (August 2013), p.171-172. <http://journal.upgris.ac.id/index.php/eternal/article/view/1956> (Accesed on 13 July 2019)

follow the story. In other words, the orientation of narrative text tells who the character was / where, where it happened, when it happened.

#### 2.1.2.3.2 Sequence of Events (complication)

This part tells the sequence of the story. The problem faced by the character. The complication makes their story more interesting because the Character is prevented to reach his or her wants. It is in the middle of the story.

#### 2.1.2.3.3 Resolution

It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we will give the resolution of the problem.

#### 2.1.2.3.4 Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation to make the story clear and understandable.

#### 2.1.2.3.5 Evaluation

This part can be joined in the orientation part. It contains the narrative to begin. Evaluation tells about the time and place of the event being storied. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students (readers) find more than one complication and resolution. It can happen when the problem (complication) was still arisen or unsolved in the scheme.

#### 2.1.2.4 Language Features of Narrative

Siahaan and Shinoda stated that the linguistic features of narrative are the focus on specific and usually individualized participants, use of material Processes (behavioural and verbal process), use of the mental process, use of temporal

conjunction and temporal circumstance, and use of past tense.<sup>15</sup> The researcher sums up the linguistic features of narrative text are:

2.1.2.4.1 Focus on specific characters and places in the story

2.1.2.4.2 Use of past tense

2.1.2.4.3 Use of temporal conjunction, such as firstly, then, next, after that, etc.

2.1.2.4.4 Use of temporal circumstance, such as once, once upon a time, etc.

2.1.2.5 Example of Narrative Text

### **“Praying mantis”**

One day in a vineyard lived an ant family with a large number of members. This ant made a nest of leaves and they attached it using liquid like glue that they released from its mouth. Winter comes long enough. When winter food will be very difficult to obtain, then your face is immediately looking for a variety of foods to collect as supplies for them when winter has arrived.

It's different with just a praying mantis Sumba has big eyes and long hands. They often live in trees like only ants, when winter comes the praying mantis only practices dancing. But the grasshopper forgets that he must gather food to prepare for winter. One day the praying mantis dances near the anthill he dances very gracefully. His hands and body movements are slow and gentle made the dance look amazing. The ants saw the grasshopper praying, but they ignored that beautiful dance because they had a very important task.

The grasshopper who was dancing saw the ants walking with food to be brought to his nest. the praying mantis was astonished by what the ants did he always

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<sup>15</sup>Sanggam Siahaan and Kisno Shinoda, *Generic Structure Text*, (Yogyakarta: Graha Ilmu, 2008), p.74.

asked one of the army ants who were guarding near the working ants, "Why do you bring so much food a lot of it goes into your nest? " the ant replied "we did it so we wouldn't starve when winter came." then the grasshopper was shocked "winter?" said the grasshopper praying with surprise, "it's still a long time, we better just have fun first," said the grasshopper. The ants ignored the grasshopper. The ant remained diligent in gathering food.

Winter is coming. Grasshoppers haven't had time to collect food because they're busy dancing. The grasshopper starved and ran to the ant house. He asks ant for food. The ants initially didn't want to give their food for fear of running out. However, seeing the locusts starve limp, the ant could not bear to give their food to the grasshopper. The grasshopper was back in shape and he promised to be able to manage his time well so that it would not be bad.<sup>16</sup>

### **2.1.3 The Concept of Blended Method**

#### **2.1.3.1 The Definition of Blended Method**

There are some definitions of so-called blended learning. One of them argues that blended learning is applied using various multi-media applied in an ideal way to solve problems. Inline Grgurovic stated that blended learning combines face-to-face method and the use of computer in the teaching-learning process. The researcher points out that blended learning approaches that integrate face-to-face teaching and computer-assisted instructional activities (computer-mediated instruction) in a pedagogic environment are all combined with traditional forms of training in one-on-one classes and training. Blended learning is the most appropriate solution for the learning process that is appropriate not only with learning needs but also the learning

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<sup>16</sup> Titik Harsiati, Agus Trianto, and E.kosasih, Bahasa Indonesia, (Jakarta : Kementerian Pendidikan dan Kebudayaan, 2016), p. 195.

styles of students, learning aims at providing effective and efficient learning experience by combining learning environment which suits the students. In this research, the researcher will blend the demonstration method and collaborative writing method. Blended learning effectiveness and flexibility in learning process.<sup>17</sup>

According to Gravan and O'Donnel in the literature, the term blended learning is used to describe for example the integrated combination of traditional off-line methods of learning with internet, extranet web-based or internet-based online approaches, so with this blended learning we can use both off-line and on-line methods, so we can choose which one we want to use, whether on-line or off-line. Mc Sporrán and King said stated that to accentuate the fact that the concept is learner centered, blended learning can be described as a combination of delivery methods that have been selected and fashioned to accommodate the various learning needs of a diverse audience in a variety of subjects. According to Reynolds and Greiner, probably the most succinct definition of blended learning is who describe blended learning simply as the use of more than one instructional methodology, so the purpose of this explanation is that we can use several methods not only in the learning process. According to Kudrik et al focuses on the learning environment and defined blended learning as a combination of physical class room learning and online learning to enhance the learning outcomes, and according to Harona et al provided a broader definition and state that blended learning is a process of incorporating many different ways in which people learn (learning style) through the use of “blended” virtual and physical resources that include a variety of learning activities and the use

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<sup>17</sup> Gunawan Setiadi, Soetarno Joyoatmojo, Sajidan, & Soeharto “The Development of Blended Learning-Based Self-Learning on Classroom Action Research Training Material to Improve Teachers Professionalism”, (Journal of Teacher Training and Education) Vol 2, No 1 (2016), P. 22. Accessed 14 March 2021.



of technology. The American Society for Training and Development identifies blended learning as one of the top ten trends emerging in the knowledge delivery industry.<sup>18</sup>

### 2.1.3.2 Demonstration Method

According to Syah demonstration method is a method of providing lessons by exhibiting and demonstrating. The demonstration method is a method of teaching by demonstrating things, events, rules, and sequences of activities, either directly or through using instructional media which is relevant to the subject matter or material that will be presented. The steps in using the demonstration method are as follows:

#### 2.1.3.2.1 Preparation stages

In this preparation stage there are several things that must be done by a teacher, namely:

1. The researcher formulates objectives to be achieved. This goal includes several aspects such as knowledge, attitudes and skills
2. The researcher prepares an outline of the steps of the demonstration to be carried out. An outline of the demonstration steps is needed as a guide for demonstrating.
3. The researcher carries out demonstration trials using the tools needed. This trial was conducted to avoid failure in demonstrations.

#### 2.1.3.2.2 Implementation Phase

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<sup>18</sup>Sudarman, "Pengaruh Strategi Pembelajaran Blended Learning Terhadap Perolehan Belajar Konsep Dan Prosedur Pada Mahasiswa Yang Memiliki Self-Regulated Learning Berbeda" *Journal of Education and Learning*, V. 21, No 1 (April 2014) P.109. accessed 14 March 2021



### 1. Opening Steps

In the opening stages of this demonstration method there are several things that need to be considered:

1. The researcher arranges seating that allows all students to pay attention clearly to what is demonstrated.
2. The researcher expresses the goals to be achieved by students.
3. The researcher express tasks that must be done by students.

### 2. Steps for the Implementation of Demonstrations

1. The researcher starts a demonstration with activities that can stimulate students to think.
2. The researcher creates a soothing atmosphere and avoids a tense atmosphere
3. The researcher convinces students to follow the demonstration by paying attention to student reactions.
4. The researcher allows students to actively think further by what is seen from the demonstration process

### 3. Closing Steps

In ending the teaching and learning process that uses a demonstration method the teacher should give certain tasks that are related to the demonstrations that have been carried out by the teacher or not can be understood by the students. In addition to the teacher giving the assignment, the teacher usually evaluates the students to demonstrate what the teacher has demonstrated.

#### 2.1.3.3 Collaborative writing

Collaborative writing is a processes, behaviors, and conversations that relate to the collaboration between individuals. These methods specifically aim to increase

the success of teams as they engage in collaborative problem solving. Forms, rubrics, charts and graphs are useful in these situations to objectively document personal traits with the goal of improving performance in current and future projects.<sup>19</sup>

#### 2.1.3.3.1 The procedure of Collaborative writing

1. For the first the teacher makes 5 groups in the class in every group there are 5 students in every group.
2. The distribution of group based on the attendance lists of student such as absent 1 until 5, 6 until 10 and etc.
3. After the teacher makes some groups in the class, the students sit with their groups.
4. The researcher requested to the student pay attention
5. The researcher shows the video
6. The researcher asks students to discuss about the video and write narrative paragraph and then present results of their groups in front of the class.

#### 2.1.3.4 Teaching Writing of Narrative Paragraph by Using Blended Method

For the first the teacher and explain clearly to the students about blended method, that is demonstrative video, where the first meeting the teacher will show the short story of “Sangkuriang” the teacher ask to the student to pay attention to the video. For the second meeting the teacher show short movie of the “Monkey and Crocodile”, but before that the teacher divides into some groups and each consist of five students in one groups. The teacher should selection of students into group equally and considerately agrees with each student skills. After that the teacher asks to the students to sit with their groups. The teacher ask the students to discuss with

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<sup>19</sup>Wikipedia, collaborative method (<https://en.m.wikipedia.org/wiki/collaborative-method>) (accessed on 16 august 2019).

their friends (in their group) about the demonstrative video and then doing together narrative paragraph, before the students write narrative paragraph the teacher explain clearly about the narrative paragraph. The teacher used demonstrative video and collaborative method to make the class effectively in teaching narrative paragraph.

## 2.2 Previous Research Findings

The blended method is not a new method in teaching English learning. There are some people who have implemented the blended method in teaching English writing and other skills as their research. Here the researcher will consider some previous finding to support the research:

Ilham Ferdias, conducted a research entitled “Using Demonstration Technique and Collaborative Writing Strategy to teach writing a procedure text to vocational high school students”. Based on the analysis of data, the researcher found that the techniques can help teachers during the learning activities and assist the students in understanding the given lesson. Meanwhile, collaborative writing strategy can help students understand the procedure text, its social function, the structure and language features of the text as well provide students assistance in composing and writing the text as they work in groups.<sup>20</sup>

Adas and Bakir, conducted a research entitled “Writing Difficulties and New Solutions: Blended Learning as an Approach to Improve Writing Abilities”. Based on the result in this study, the research comparing in the result of the experimental group to those of the control group, the researcher found significant differences in students’ achievement scores in favor of the experimental group. They improve significantly

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<sup>20</sup>Ilham Ferdias, “Using Demonstration Technique and Collaborative Writing Strategy to teach writing a procedure text to vocational high school students” *Journal of English Language Teaching*, vol. 6 issue. 1 (March, 2017), p. 5.

their writings using topic sentence, improved their spelling and grammar, used the punctuation marks and capitalization better than in the pre-test, and developed better coherent paragraphs.<sup>21</sup>

Soliman and Ibrahim, conducted a research entitled “The Effectiveness of a blended learning program on developing palestian tenth graders’ English writing skills”. The study findings revealed that there were significant differences at ( $\alpha \leq 0,05$ ) . In the main scores of the test in favor of the experimental group. The findings also pointed out that were statistically significant differences at ( $\alpha \leq 0.05$ ) in the participants’ achievement level before and after implementing the blended program in favor of the post-application.<sup>22</sup>

From some previous research findings we can see that the title of my previous research has been researched by several people, and even the method I use also been used by Iham Ferdias, in which he conducted his research with the title “Using Demonstration Technique and Collaborative Writing Strategies for Teaching Writing Procedural Text to Vocational High School Students” where Ilham Ferdis inspiration conducted research using demonstration and collaboration techniques for learning to write, there was only a difference because the method was used to write procedural texts for vocational high school students, while I as a researcher used this method to writing narrative paragraph.

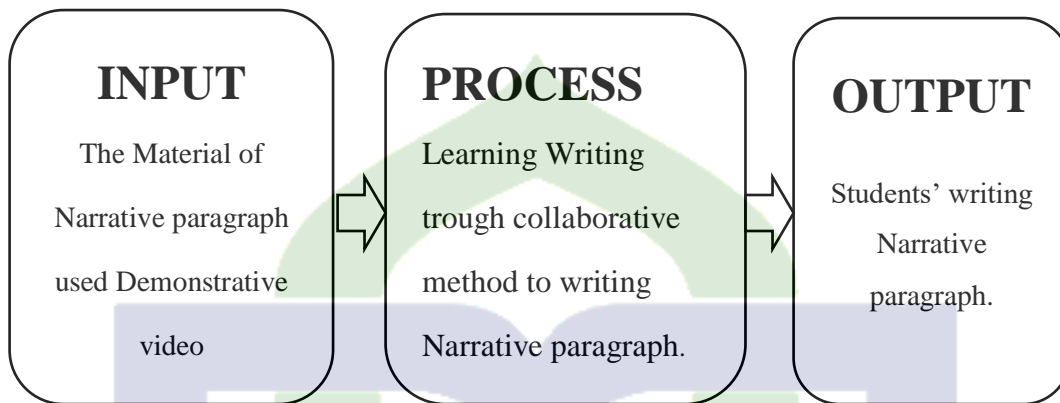
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<sup>21</sup> Dana Adas and Ayda Bakir “Writing Difficulties and New Solutions: Blended Learning as an Approach to Improve Writing Abilities” International Journal of Humanities and Social Science (May 2013), p.263.[https://www.researchgate.net/publication/327537357\\_Writing\\_difficulties\\_and\\_new\\_solution\\_Blended\\_learning\\_as\\_an\\_approach\\_to\\_improve\\_writing\\_abilities](https://www.researchgate.net/publication/327537357_Writing_difficulties_and_new_solution_Blended_learning_as_an_approach_to_improve_writing_abilities)(accessed on 21 September 2019).

<sup>22</sup>Awad Soliman Kestha and Ismail Ibrahim Harb, “The Effectiveness of a blended learning program on developing palestian tenth graders’ English writing skills” Education Journal, vol 2, No. 6. p.288. (accessed on 20 November 2019).

### 2.3 Conceptual Framework

The conceptual framework of this research is presented the following diagram below:



From the chart above, it can be seen that there are three stages involved in this research; they are input, process, and output stage, where in the input the researcher will teach students to write narrative paragraph using demonstrative method, that is in this method the researcher will first show a video about narrative, then in the process the researcher will teach writing learning through collaborative methods to write narrative paragraph, then the output students start writing narrative paragraph. The researcher will use pre-test, treatment, and post-test to know how is the English competence of students' on writing narrative paragraph at the second year of MTS DARUL ULUM ATH-THAHIRIYAH Paladang Pinrang.

### 2.4 Hypotheses

In this research, the research put forward the hypothesis as follow:

- 2.4.1 Null Hypothesis ( $H_0$ ): the using of blended method can improve the students in writing narrative paragraph at the second year of MTS DARUL ULUM ATH-THAHIRIYAH Paladang Pinrang
- 2.4.2 Alternatif Hypothesis ( $H_a$ ): the using of blended method can not improve students in writing narrative paragraph at the second year of MTS DARUL ULUM ATH-THAHIRIYAH Paladang Pinrang.

## **2.5 Variable and Operational Definition**

### **2.5.1 Variable**

In this research, there are two variable involved dependent variable and independent variables, which are dependent variable is students writing on narrative paragraph, and independent variable is blended method.

### **2.5.2 Operational Definition of Variables**

2.5.2.1. Blended method is the way used in language teaching in the class room that the teacher shows a video to the students and teacher make small group in the class, there are 5 students in one groups, and then the students work together. The students will ask to discuss about the story that have been demonstrate on the video with their friends, then they will ask to write a narrative paragraph based on their own ability.

2.5.2.2 Students writing on narrative paragraph is the students ability to writ narrative paragraph after treatment as the result of using blended method.