

Using Plot of the Prose as the Model of Writing Narrative Text

by Irmayani Irmayani

Submission date: 13-Jul-2023 10:54PM (UTC-0500)

Submission ID: 2130880830

File name: 3_C.2.c.2.1_Using_Plot.pdf (795.58K)

Word count: 6791

Character count: 33158

Using Plot of the Prose as the Model of Writing Narrative Text

Joni Susanto¹, Irmayani²

Article
Received 01.08.2022
Received in revised form 24.01.2023
Accepted
Available online 01.03.2023

History:

The problems of writing narrative text are mostly faced by students in the early semester. The Narrative text has a certain model to stimulate the feeling of the reader to be really absorbed in the story, that's why the plot of the narrative text must be applied similarly to the plot in the prose model. This research was done due to seeing that many novice writers in universities in Indonesia especially the College of Foreign Languages located in Malang East Java. The weaknesses of the students in learning writing narrative text were not triggered by the course itself yet by the material used in the class, the method of teaching, the student in learning, and how to reward to raise the enthusiasm, the application of action research through the planning to prepare the material, acting to apply to preserve the plot method, observing to see the students respond, enthusiasm and spirit in learning, and reflecting to see the overall action in the process of research. Also, it was found that most of the students' assignments and the tests could exceed the student score or mean score in a preliminary through the statistical computation and through the questionnaire. The students felt satisfied. It can be concluded that a prose plot can improve the student's writing capability

© IJERE. All rights reserved

Keywords: Plot, narrative text, teaching method, improvement

INTRODUCTION

Writing is considered the most difficult subject in college as it is more complex and requires components such as spelling, grammar, punctuation, genres, handwriting, and vocabulary to be put together. Writing can be defined as a process, an activity, a record, or a word on a page. According to Rebecca (2003), a narrative text is a text that narrates a series of logically and chronologically related events caused or experienced by various factors. In addition, she notes that a key to understanding a narrative is the meaning of the plot, the theme, the characters, and events, and how they relate. Anderson and Anderson (1997) backs this up, stating that the steps for constructing a narrative are orientation (exposition), complication (rising action), sequence of events (climax), resolution (falling action), and reorientation. It means the narrative text is a kind of writing that explains a story in terms of orientation, complication, climax, resolution, and reorientation. Narrative writing is used to describe something interesting, such as a joke or the events of the day, in the privacy of a diary or journal. While Hayllar (2004) argues that a narrative is to tell a story or tale that is an orderly account of events in speech or writing. In line Sadler and Hayllar (2004) argued a narrative text has four parts: orientation, complications, climax, and resolution. Based on a preliminary study done by the researcher on the third-semester students at Foreign Languages College Malang (Stiba Malang is one of the Colleges in Indonesia located in East Java Malang city and has four minor languages study and one major English department, Japan, German, Mandarin Arabic, and English) in which the course of writing is given, it is found that almost 90 % percent of students interpreted the generic structure such as orientation, complication sequence of events, resolution, and reorientation as too simple and inaccurate. For example, they incorrectly understand the first generic structure called "exposition" which is used in narrative text. They interpreted the exposition as a kind of simple explanation of the person involved in the narrative text without a detailed explanation of the place, the time, or the moment of activity. However, Anderson and Anderson (1997) states that a good narrative in applying orientation builds toward what characters look like (their experience), where the action is taking place (the setting), and how things are happening (the action). It introduces who, where, what, and when within the context of the action. The students still have difficulties applying the orientation of writing narrative text, so most of them write at the beginning of the narrative unclearly.

Complication: This second generic structure is understood as the difficulty faced by the character involved in the narrative text. This can be understood by the reader that the main characters are facing a problem, but it is unclear why it is a problem, yet a good complication must be able to determine whether or not the text "lives". If the narrative text is regarded as "alive", it will entice readers to read it. Furthermore, complications will intrude on the reader's emotions. Anderson and Anderson (1997) stated that "a set off a chain of events that affects what will occur in the story". The character(s) should then solve the later-occurring problem. Event sequence (climax) Furthermore, the third stage of the

narrative text is comprehended by the students as the problem-solving of the difficulty. Furthermore, the students did not mention the component and how the problems were solved. Nevertheless, the climax gives the reader information about how the problem affects the characters.

Resolving and reorienting, this part's requirement of writing the narrative text was mostly interpreted erroneously by the students. The solution to the character's problem is a little difficult to grasp, even this stage provides the solution to the character's problem(s), and it must be clear how the characters finally resolve the complications. It leads to a happy or unhappy ending in the story. In short, the resolution is the set of actions that bring the story to its conclusion (Anderson & Anderson, 1997).

Personality

Character is not involved in the prerequisites for writing a narrative essay, but it has been included in the orientation or exposition. Some mistakes made by the student in applying characters in a narrative essay are that the details related to the main character were not mentioned and the main characters were not named. It makes it hard for the readers to grasp the story. On the contrary, characters play an important role in orientation; therefore, narrators must be able to develop characters well. Characters are well-developed when they meet some criteria of good character (Peha, 1995). First of all, the characters have to be people. That puts the readers at ease. Understand history as they are human and surely, they will know a lot about being human. However, the characters can be animals or personified non-living things, as used in fables or fairy tales. Second, the characters must be original to avoid monotony for the readers of the characters they have identified. Thirdly, the characters ought to be sort of noted people. Making an excellent character needs an implausible quantity of details. Thus, writers have got to grasp everything regarding the characters to create their lives sure-fire in words. Fourthly, the characters ought to be realistic. This implies that the characters should make sense to the readers. For instance, a fighter jet pilot had just graduated from secondary school. This example is irrational since becoming a fighter jet requires a highly skilled man. The problems raised by the students in the second semester of writing course 1, especially in writing narrative essays, were supported by the following table score rubric given by the class lecturer.

Table 1: Students' score of narrative text given by the teacher before applying prose plot

No	Students' initial	Orientation Score	Problem/Conflict Score	Illustrations of climax Score	Solution/ Resolution Score	Total and Conversion score
1	And	2	1	2	2	7
2	Don	2	1	2	2	7
3	Al	2	2	2	2	8
4	Ton	2	1	1	2	6
5	Jon	2	2	1	2	7
6	Sre	3	2	1	2	8
7	Chin	3	3	3	3	9
8	End	3	3	2	2	10
9	Mar	4	3	2	3	12
10	This	3	2	2	2	9
11	Yan	1	2	2	2	7
12	Sas	1	2	1	2	6
13	Af	4	3	2	3	12
14	Ell	1	1	2	2	6
15	Ed	1	2	2	2	7
16	Din	1	2	2	2	7
17	En	2	2	1	2	7
18	Yan	3	3	2	2	10
19	Ar	2	1	2	2	7
20	Zan	1	1	1	2	5

The passing grade for writing narrative text, as determined by the College of Foreign Languages (Stiba Malang), is 10. The students getting a total score below 10 are categorized as failed, and they must take a remedial test. If they fail the retake test, they must take the course the next semester. From the score list given by lecturer of the writing 1, only 4 students passed from writing 1, called "narrative text writing". The scoring system for the narrative text is based on the following Table.

Table 2: Scoring Rubric of Narrative Generic Structure

CATEGORY	4	3	2	1
Solution/Resolution	The solution to the character's problem is easy to understand and is logical. There are no loose ends.	The solution to the character's problem is easy to understand and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.
Orientation	Many vivid descriptive words are used to show when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Problem/Conflict	It is very easy for the reader to understand the problem the main character(s) face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Illustrations of climax	Original climax illustrations are detailed, attractive, and creative and relate to the text on the page.	Original climax illustrations are somewhat detailed, attractive and relate to the text on the page.	Original climax illustrations relate to the text on the page.	Climax illustrations are not present OR they are not original.
Characters	The main characters are named and clearly described in the text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.

From the problems found in the preliminary study, the researchers need to research to assist the students in improving their skills in narrative text writing. The focus of improving the students' capabilities is applying the writing of narrative text through prose plot. A plot has been defined as an arrangement of events, some of which can be described as key moments in the narrative (Chatman, 1978).

Based on the explanation, writing narrative text has a close relationship with the plot of prose. By following the plot of prose, the writers of narrative text can make a perfect arrangement of the text. It can be seen in the kinds of groups in the prose plot. The group of prose plots consists of three groups. The first group comprises three elements: 1) rising action, 2) climax and 3) falling action. The second group contains five elements (Freytag, 1863): 1) exposition, 2) complications, and 3) climax. 4) Disagreement, 5) Denouement. The third group consists of seven elements: 1) *exposition*, in which the narrator tries to "lay it out" in terms of time, place, local color, and participants; 2) an *initiating moment*, where the narrator "gets something going"; 3) developing conflict, in which the narrator "knots it all up properly" or "messes it up"; 4) climax, in which he "knows it all up properly" or "messes it up" 5) *dénouement*, where he loosens it and where a crucial event makes the resolution possible. 6) *Final Suspense* where the events are kept "untangled" and 7) a *conclusion* where the narrator "wraps it up".

METHOD

The method of study applied in this research is action research. Action research involves taking a self-reflective, critical, and systematic approach to exploring your teaching contexts. In action research, a teacher becomes an investigator or an explorer of his or her teaching context, while at the same time being one of the participants in it (Burn, 2010). Furthermore, Kemmis and Mc Taggar (1988) suggested that the model of action research covers four steps: planning, acting, observing, and reflecting. The planning in this research was done after the researchers knew the problem of teaching and learning faced by the students through preliminary study. In this preliminary study, it was found some problems: 1) 90 % percent of the students could not write well the narrative text; 2) the student's mood of learning was low; 3) the way the lectures explain the writing of narrative texts is hard to understand as the lecturers cannot give an example of the generic structure of the narrative text 4) The exercise of writing the narrative text was not frequently given. In that case, the researcher took some steps in planning: 1) developing a lesson plan for teaching narrative text using plot prose 2) Choosing the appropriate method and strategy for teaching 3) preparing the teaching material to support the process of improving the students' capability in writing narrative text 4) Designing appropriate exercises to stimulate the students will of writing 5) designing a questionnaire to know the students' development in writing narrative text.

The acting in this research was run in eight meetings. Every step of teaching consisted of three stages: pre-teaching, while teaching, and post-teaching. Meeting I: pre-teaching: at this stage, the lecturer introduced the first element of plot prose called exposition by asking them some questions related to the topic they wanted to develop, such as asking the character, the place, the time, or the moment the story occurred. This step is labeled "lead-in-activity." The goal of this step is to activate the students' prior knowledge before learning and to make them ready to focus on the topic of the course. This is supported by constructivism theory, arguing that learning is not a process of absorbing knowledge that's already out there in the world, but rather a process of making knowledge from scratch (McLeod, 2019). The next step was acting or practicing teaching in a class by using a teaching narrative text with a prose plot. While teaching, the lecturer explained how to begin writing a narrative by introducing how to make correct exposition, such as by explaining that exposition is the layout of the material in the story. The components of the story must be detailed, such as the main characters, their backgrounds, their characteristics, goals, limitations, and potential. Other important factors besides the character are the setting of time, the place of the event, and everything else that is going to be important in the story. After understanding how to write exposition in a narrative text using the prose plot, the students were asked to write the exposition only without conflict. The following step after teaching was Post teaching: in this activity, the lecturer evaluated the results of the students' work of writing an exposition of narrative text and gave feedback on the mistakes made by the students if any and ended by giving the motivation to keep trying on writing narrative text with different topics. Meeting II: Pre-teaching, the meeting was begun by activating the students' prior knowledge through questions. The questions were directed to make them know how the conflict began such as what the differences between protagonist and antagonist were and questions relating to the opposite characterization of the character such as good and evil, faithful and betrayal, honest and lying, etc. The purposes of these questions triggered them to think about what had been known before to be used in the present learning. Asking students what they already know about a topic and what puzzles them allows for assessing the students' prior knowledge and the processes by which they will make sense of phenomena. While teaching, this step explained how to write the complication or how to develop conflict in writing the narrative text. The complication marks the start of the main conflict in the story. The participants remain the protagonist and the antagonist, together with the ideas or values they characterize, such as good and evil, individualism and collectivization, childhood and age, love and hate, intelligence and stupidity, knowledge and ignorance, freedom and slavery, desire and resistance, and the like. After the students got the way how to write complications in narrative text, they were asked to write the exposition without other components of narrative text generic structures. Post-teaching. At the end of the teaching complication, feedback on the writing complication was given to make the students confident about what they had done. While giving feedback, the lecturer also motivated the students to write and to read more about the complication in a story. Meeting III: Pre-teaching, the third meeting topic was the climax. Like the previous method, the first activity always activated the student's schemata by asking some questions related to climax such as what they knew about a turning point, what they felt about what has gone before and what will come after, and how the action was undertaken to resolve the conflict. By answering the questions given, the students had an image of what was supposed to do in the climax.

While teaching; in while teaching the lecturer explained what the climax was and how the climax was made. The climax is the most noteworthy point of tension in a storyline, frequently delineated by an encounter between the protagonist and antagonist. A climax settles the main conflict of the story and is the minute the most character reaches—or comes up short of reaching—their goal. The climax is the turning point of the story where the problem was resolved. After comprehending the point of the climax, the students were asked to write the climax of the story based on their previous meeting of exposition and conflict. Post-teaching: in post-teaching,

the activities were focused on evaluation and motivation. The evaluation was given to the works of students in writing the climax in the form of feedback. The feedback must be given directly to make the students know what their weaknesses are and how to make a good climax in narrative writing. After the feedback, my motivation was for ending the teaching. In The Theory Of Operant Conditioning, Skinner (1963) argued that motivation must always be given to make them enthusiastic to learn. The motivation given could be in the form of a score or praise. Meeting-IV: Pre-teaching, the first meeting, or the last meeting topic was resolution. The pre-teaching was always begun by asking questions related to the topic to activate the students' prior knowledge such as how you usually felt at the end of the story, whether you felt happy or sad and how the main character's life was at the end of the story. Some of those questions could guide the students' minds to think over their previous experiences of reading the story. While-teaching: this stage was a part used by the lecturer to give an understanding of the main topic. As the topic was the resolution, the lecturer explained that resolution (a releasing or untying) or denouement (untying) is the set of actions bringing the story to its conclusion. The major actions are completed and the final action, the walking, underscores the note of finality. This means at the end of the story, the writer must describe clearly how the end of the story or how the story was finished. It could be a happy ending, sad ending, or tragedy and an unfinished ending (the ending was submitted to the reading mind). After all the students understood how to write the resolution in the narrative text, they were asked to write the narrative text based on their previous topic; exposition, complication, and climax. Post-Teaching. This step was always used by the lecturer to give feedback and correction for the mistakes made by the students. This step was really important to do to make the students confident and aware of the weakness they made. Keeping their spirit motivated was one of the components of post-teaching. Observation: While the lecturer was teaching, he did observations to see the students' reactions, moods, and enthusiasm for joining the lecture writing narrative text through a prose plot. At the end of 5 meetings including the test of the acting or teaching, the lecturer gave the test and questionnaire to the students, and finally, the lecturer reflected on all processes of acting in the research, the process was stopped if the criteria of success were achieved, however, the process was continued and revised all the steps if the criteria of success were not achieved. The criteria of success in this research were 1) achieving a score of 10 out of 16 based on the rubric scoring system of narrative generic structure 2) the students had a good spirit of learning 3) the students understood the lecture easily 4) The students became happy and skillful to write the narrative text.

CONCLUSION and DISCUSSION

The result of observation in meeting 1 was found that most students were hard to understand the components of orientation or expositions, even they were hard answering the question of how to start writing an exposition. They often started writing exposition by beginning with the word once upon a time. When they were asked such as the character, the place, the time, or the moment of the story occurred. They did not apprehend the detail of how they were applied in the orientation or exposition of the narrative text. The lecturer tried to stimulate their cognition by giving an example of the characters, the set containing the place, the time, and the moment of the story occurred for a few seconds, finally, they comprehended how to write orientation or exposition as an important part in narrative text. While teaching the lecturer explained in detail the components of orientation or exposition and how to write the correct orientation or exposition. This stage was ended by assigning the students to write an exposition of the narrative text with various topics based on their preferences. In post-teaching, feedback on the students' work of writing exposition was given. The feedback and evaluation are based on Table 2. The results of the evaluation of the orientation of narrative text are as follows:

Table 3: Evaluation Result of orientation (exposition)

No	Students' initial	Orientation Score
1	And	3
2	Don	4
3	Al	4
4	Ton	4
5	Jon	3
6	Sre	4
7	Chin	3
8	End	3
9	Mar	4
10	This	3
11	Yan	3
12	Sas	4
13	Af	4
14	Ell	3
15	Ed	2
16	Din	4
17	En	4
18	Yan	4
19	Ar	4
20	Zan	3

Table 3 showed the score of the assignment of the students after being taught to write orientation of narrative using prose plot. Could be analyzed statically the mean score between the score given by the lecture before being taught by using a prose plot (Table 1) and after using a prose plot in the writing orientation of the narrative text. The differences in mean scores are as follows:

Table 4: Writing orientation before and after using plot of the prose

	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
VAR00001	1.00	20	2.1500	.98809	.22094
	2.00	20	3.6000	.59824	.13377

The mean score of orientation in the narrative text before being taught using prose plot was 2.1500 while the mean score of orientation in narrative text after being taught by using prose plot was 3.6000. It could be concluded that the prose plot could improve the students' capability in writing orientation. This is also supported by the enthusiasm and spirit of the student in learning to write narrative text, they looked happy at the end of the learning.

The result of observation in meeting 2 was found that most students were hard to understand how the conflict must be written in writing narrative text. After being asked about the function of the protagonist and antagonist characters and the opposite characterizations made by the

author, they began to understand how to write the conflict. In addition, they were enthusiastic to ask more questions during the lecture. The learning tone in the class began lively even though they were eager to discuss with each other how to write complications in narrative text. This stage was also used by the lecturer to give an assignment to the students to write the conflict in the narrative text. In post-teaching, feedback and evaluation were given, after all, students collected the assignment. The result of the evaluation can be seen as follows:

Table 5: Evaluation Result of complication (Conflict)

No	Students' initial	Problem/Conflict Score
1	And	4
2	Don	4
3	Al	3
4	Ton	4
5	Jon	4
6	Sre	4
7	Chin	3
8	End	3
9	Mar	3
10	This	4
11	Yan	4
12	Sas	4
13	Af	4
14	Ell	3
15	Ed	4
16	Din	3
17	En	4
18	Yan	3
19	Ar	4
20	Zan	4

Table 5 showed the result of an assignment given by the lecturer to write the conflict, it could be analyzed statistically by comparing the score being given by the lecturer before applying the prose plot and the scores after applying the prose plot on Table 4. The result of the statistical analysis is as follows:

Table 6: Writing conflict before and after using the plot of the prose

	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
VAR00001	1.00	20	1.9500	.75915	.16975
	2.00	20	3.6500	.48936	.10942

The outcome of statistical analysis compares the score of the writing of conflict in the narrative text given by the lecture and the score of the writing of conflict in narrative text after being taught by using prose plot. It was found that the mean score of writing conflict in writing narrative given by the lecturer was 1.9500 while the score after being taught by using prose plot was 3.65000. It could be

concluded that the prose plot theory could help the students improve the writing of conflict in narrative text.

The observation result of meeting 3 was described as follows: it was found the understanding of climax was interpreted wrongly by the students. They thought the climax was dealing with satisfaction only, however, the climax was how the conflict ended. it could drive the feeling of satisfaction or the way around. After the lecturer explained the theory of how the climax was written in narrative text, they felt they misunderstood writing the climax. The never thought the climax was the turning point of the story. What they knew was the climax was dealing with satisfaction feeling. In doing the assignment, it was found some students fail to write the climax yet most of them wrote the climax correctly. Here was the result of the evaluation of the students' text of climax.

Table 7: Evaluation Result of Climax

No	Students'initial	Illustrations of climax score
1	And	4
2	Don	4
3	Al	4
4	Ton	3
5	Jon	3
6	Sre	4
7	Chin	3
8	End	4
9	Mar	2
10	This	4
11	Yan	4
12	Sas	4
13	Af	4
14	Ell	3
15	Ed	4
16	Din	3
17	En	3
18	Yan	2
19	Ar	4
20	Zan	4

Table 7 indicated the score of the assignment after applying prose plot theory to writing narrative text. The statistical analysis between the score given by the lecturer before applying prose plot theory and after applying prose plot theory to the Tables are found as follows:

Table 8: Mean score before and after using the prose plot in writing climax

	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
VAR00001	1.00	20	1.7500	.55012	.12301
	2.00	20	3.5000	.68825	.15390

The statistical computation can describe that the mean score of writing climax given by the lecturer in a preliminary study before using prose plot was 1.7500, while the score of writing climax after applying prose plot theory was 3.5000. It could be concluded that the prose plot theory could improve the students' capability in writing climaxes in narrative text.

The meeting 4 results were described as follows; the resolution or solution was not so difficult to be accepted by the students. They directly understood when the lecture explained the ending of the story was the same as the denouement. This could be a happy, sad, or tragic ending. At meeting 4 the students' responses to learning to write narrative text became interested and a lot of questions were asked to the lecturer. It was quite different from the mood when the preliminary study did. When the assignment was given they responded positively and directly did without asking questions. The result of the assignment could be seen as follows;

Table 9: The result of the resolution evaluation

No	Students' initial	Illustrations of resolution or solution
1	And	4
2	Don	4
3	Al	4
4	Ton	4
5	Jon	4
6	Sre	4
7	Chin	3
8	End	4
9	Mar	4
10	This	4
11	Yan	4
12	Sas	4
13	Af	4
14	Ell	4
15	Ed	4
16	Din	3
17	En	3
18	Yan	4
19	Ar	4
20	Zan	4

Table 9 indicated the score of students' assignments after being taught to use prose plots in writing narrative text. From that result could be computed statistically to see the difference between the mean scores of students' work given by the lecturer before applying the theory of prose plot and the scores after applying the prose plot. The result of the computation is as follows:

Table 10: Before and after using plot of the prose in writing resolution

VAR00002	N	Mean	Std. Deviation	Std. Error Mean
1.00	20	2.1500	.36635	.08192
2.00	20	3.8500	.36635	.08192

The result of statistical computation indicated that the score given by the lecturer in the preliminary study was 2.1500 while the students' mean score after applying prose plot in writing resolution in the narrative text is higher than before applying prose plot. It was 3.8500. It means prose plot theory could improve the students' capability in writing narrative text. Furthermore, the students learning mood is raised constantly. They felt easy in writing narrative text and had various questions beginning from the lecturer's begun up to the end of the lecture. After the assignment was given entirely and the result analyzed completely, the test of complete narrative text containing orientation, complication, climax, and resolution was given.

The result of the test was as follows:

Table 11: Students' score on narrative text after applying prose plot

No	Students' initial	Orientation Score	Problem/Conflict Score	Illustrations of climax Score	Solution/Resolution Score	Total conversion score and
1	And	4	4	4	4	16
2	Don	4	4	4	3	15
3	Al	4	4	4	3	15
4	Ton	4	3	4	4	15
5	Jon	3	3	4	3	13
6	Sre	4	4	4	3	15
7	Chin	3	3	3	3	12
8	End	3	4	4	4	15
9	Mar	4	3	3	4	14
10	This	4	4	4	4	16
11	Yan	4	4	3	3	14
12	Sas	4	4	4	3	15
13	Af	3	4	4	4	15
14	Ell	4	4	4	3	15
15	Ed	3	4	4	4	15
16	Din	4	4	4	4	16
17	En	3	4	3	3	13
18	Yan	2	4	4	3	12
19	Ar	4	3	3	4	14
20	Zan	4	4	3	4	14

Table 11 in total conversion score indicated that all students joining the class to be the subject of the research passed the passing grade (10) determined by the English Department of the College of foreign languages. While on the preliminary study, only 4 students could exceed the passing grade 10. It showed that the prose plot could improve the students' capability in writing 1 course or narrative writing. This also could be computed through statistics to see the difference in mean scores between the students' capability in writing narrative text, before and after using prose plot.

From the result of the acting and observation steps, the researcher decided to stop the circle of the action research or one circle of action research was enough. This was due to the perfect results of the assignments and test scores as well as the response of the students learning in the class. The scores of assignments from Table 2 up to 6 and the test score in Table 7 exceeded the scores given by the lecturer before action research was done or before applying the prose plot theory to initiate the students writing narrative text. Furthermore, from the questionnaire distributed to the students and the observation done by the lecturer while teaching in the class, most of them responded positively. It could be seen from the following result of

the questionnaire; the questionnaires were given to the 20 students joining the writing 1 or narrative writing course. The goal of this questionnaire was to know whether the method of teaching narrative writing by using prose plot 1) is an interesting method 2) Easy to make them understand 3) Helpful to write narrative text 4) Make them enthusiastic to learn and do writing narrative text 5) easy for them to write narrative text. The result of the questionnaire is summarized as follows; question 1; 20 % percent of students said the prose plot method was not interesting while 60 % percent of students said it was interesting and 20 % students said it was really interesting. Question 2; 80 % percent of students said it was easy to make them understand. Question 3; 30 % percent of students said did not help them to write narrative text while 70 % percent said it was helpful for them to write narrative text. Question 4; 80 % percent of students said it made them enthusiastic to learn and do writing narrative text. While 20 % percent said it did not make them enthusiastic to learn and do writing narratives. Question 5; 80 % percent of students said the plot of the prose makes them easy to write narrative text. While 20 % percent of students said it did not make them easy to write narrative text. Teaching is the process of transferring knowledge to the students and learning is the way how to change the student's capability to be better. Teaching and learning must always be improved to adapt the development of the way the students think and the development of teaching methods. Choosing the appropriate method of teaching can really help the progression of teaching and learning. Teachers' burden will be less and students' advancement will be maximal. The changes in teaching methods, choosing appropriate material, keeping attention to the student's behavior, controlling the students' progress, and monitoring students' development must always be done by the teachers. The test results are not the only way to see the students' improvement. There are many ways of how teaching kinds of narrative text. Many researchers in previous research used media such as pictures, picture stories, clustering technic, etc. Those technics cannot really activate students' prior knowledge, as the media used are not reflected the content of how the narrative text has to be written. The narrative text is a type of text that demands to attract the reader's mind to be more suspicious toward the content of the text. A prose plot is a model of writing narrative text containing a complete component that makes the writer easy to narrate the story such as exposition, complication, climax, falling, and denouement. By understanding well prose plot, it will certainly make the students easy to understand and improve their skills in writing narrative text.

Writing is one of the productive skills such as speaking, and the ways of teaching how to make the students easy to understand must be facilitated well by the teachers. Many methods are provided completely by the pedagogy books yet the choice of the method has to be selected strictly. Prose plot Freytag model is one of the complete and easy ones to give the model of writing narrative text and improve the student's skill in writing narrative text. The Improvement of writing narrative text could be achieved by applying a certain pedagogical method preferred by the students. Researchers should not hesitate to choose across the genre to get a model of writing such as this present research. The researcher in this research used the literary genre focused on the plot of the prose to teach narrative writing skills by applying action research, the result of the research showed most of the students who applied the plot of the prose got improvement in writing narrative text. It is recommended to other researchers develop research concerning writing through the drama or poetry genre, as other literature genres have not been used as media for improving the writing genre.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Funding

No specific grant was given to this research by funding organizations in the public, commercial, or not-for-profit sectors.

Research and Publication Ethics Statement

Hereby, we as the authors consciously assure that:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the author's own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

Contribution Rates of Authors to the Article

The authors provide equal contribution to this work.

REFERENCES

- Anderson, M., & Anderson, K. (1997). *Text types in English*. Shoutyarra. Macmillan Education
- Bal, M. (1985). *Narratology- Introduction to the theory*. Toronto: University of Toronto Press Incorporated.
- Bums, A. (2010). *Doing action research in English language teaching*. New York: Routledge.
- Chatman, S. (1978). *Story and discourse: Narrative structure in fiction and film*. Ithaca and London: Cambridge University Press.
- Freytag, G. (1863). *Freytag's technique of the drama: An exposition of dramatic composition and art*. Princeton University.
- Hayllar, T. A. (2004) *Text in Action 1: An English workbook*. South Yarra: Macmillan
- Jacob, E. (1999). *Cooperative learning in context: An educational innovation in everyday classroom*. Albany: University of New York Press.
- Kemmis, S., & Mc Taggart, R. (1988). *The action research planner*. Victoria: Deakin University Press.
- Klarer, M. (1998). *An introduction to literary study*. London: Routledge.
- McLeod, S. A. (2019). *Constructivism is a theory for teaching and learning*. Simply Psychology. Retrieved from www.simplypsychology.org/constructivism.html.
- Peha, S. (1995). *Teaching that makes sense*. Retrieved from www.tms.org.
- Rebecca, J. L. (2003). *A critical handbook of children's literature*. Massachuset: Pearson Education, Inc.
- Rogers, M. (2012). Contextualizing theories and practices of bricolage research. *The Qualitative Report*, 17(48), 1-17. <https://doi.org/10.46743/2160-3715/2012.1704>
- Rose, J., & Rogers, S. (2012) *The role of the adult in early years settings*. Open University Press, Maidenhead. ISBN: 9780335242306.
- Sadler, R. K., & Hayllar, T. A. (2004). *Text in action 1: An English workbook*. South Yarra: Macmillan.
- Skinner, B. F. (1963). Operant behavior. *American Psychologist*, 18(8), 503515. <https://doi.org/10.1037/h0045185>
- Whitehead, A. (1938). *Modes of thought*. New York: Macmillan.

Using Plot of the Prose as the Model of Writing Narrative Text

ORIGINALITY REPORT

14%

SIMILARITY INDEX

13%

INTERNET SOURCES

4%

PUBLICATIONS

7%

STUDENT PAPERS

PRIMARY SOURCES

1	etd.lsu.edu Internet Source	1%
2	digilib.unila.ac.id Internet Source	1%
3	www.ckcolorado.org Internet Source	1%
4	123dok.com Internet Source	1%
5	Submitted to Universitas Warmadewa Student Paper	1%
6	Submitted to University of Nottingham Student Paper	1%
7	repositori.uin-alauddin.ac.id Internet Source	1%
8	coreknowledge.org Internet Source	1%
9	media.neliti.com Internet Source	<1%

10	journal.unilak.ac.id Internet Source	<1 %
11	eprints.whiterose.ac.uk Internet Source	<1 %
12	nurulanss.wordpress.com Internet Source	<1 %
13	Submitted to Christian Heritage College Student Paper	<1 %
14	ojs.unsulbar.ac.id Internet Source	<1 %
15	daten-quadrat.de Internet Source	<1 %
16	etheses.uinmataram.ac.id Internet Source	<1 %
17	ejournal.unesa.ac.id Internet Source	<1 %
18	repository.uin-suska.ac.id Internet Source	<1 %
19	www.scilit.net Internet Source	<1 %
20	eprints.untirta.ac.id Internet Source	<1 %
21	Submitted to IAIN Purwokerto Student Paper	<1 %

22	Submitted to RMIT University Student Paper	<1 %
23	Submitted to Aristotle University of Thessaloniki Student Paper	<1 %
24	R. E. Longacre. "An anatomy of speech notions", Walter de Gruyter GmbH, 1976 Publication	<1 %
25	Submitted to Universitas Sebelas Maret Student Paper	<1 %
26	www.coursehero.com Internet Source	<1 %
27	files.eric.ed.gov Internet Source	<1 %
28	jurnal.fkip.untad.ac.id Internet Source	<1 %
29	Kristiani Lisma Vera Br Ginting, Dinda Syafitri, Cahaya Riama Yanti Nehe, Nita Paskarina Manullang, Sri Ninta Tarigan. "Improving Students' skill in Writing Narrative Text Through Animation Movie", Linguistic, English Education and Art (LEEA) Journal, 2019 Publication	<1 %
30	repository.metrouniv.ac.id Internet Source	<1 %

31 Neda Ahmadi, Roshanak Mokaberinejad, Atefeh Saeidi, Ashkan Zandi, Matthew J Leach, Mehdi Pasalar. "The effect of chickpea broth on knee osteoarthritis—A Pilot non-randomised open-labeled clinical study", *Advances in Integrative Medicine*, 2020
Publication <1 %

32 ikee.lib.auth.gr
Internet Source <1 %

33 staff.uny.ac.id
Internet Source <1 %

34 uia.e-journal.id
Internet Source <1 %

35 Hanoi National University of Education
Publication <1 %

36 Rahmanita Zakaria, Muhammad Hasyimsyah Batubara, Kurniati Bukit. "Teaching Narrative Text Using TAI Method To Increase Students' Writing Ability", *Journal of Linguistics, Literature and Language Teaching (JLLLT)*, 2021
Publication <1 %

37 Rizky Fadilla, Dirgantara Wicaksono. "THE EFFECTIVENESS OF USING HUMOUR STORIES TO IMPROVE THE READING SKILL OF

SEVENTH GRADERS", The Social Perspective Journal, 2022

Publication

38

Sholihatul Hamidah Daulay, Utami Dewi,
Rizaldi Pulungan. "Using Digtogloss Dictation
Method to Improve Students' Skills in Writing
Narrative Text", AL-ISHLAH: Jurnal Pendidikan,
2022

Publication

<1 %

39

academic.oup.com

Internet Source

<1 %

40

hdl.handle.net

Internet Source

<1 %

41

repository.umsu.ac.id

Internet Source

<1 %

42

staff.tiame.uz

Internet Source

<1 %

43

www.researchgate.net

Internet Source

<1 %

44

Frederick Thomas. "Achievement Differences
Between Genders.docx", SAGE Publications,
2023

Publication

<1 %

Using Plot of the Prose as the Model of Writing Narrative Text

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13
