

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is very important for human life as a tool of communication. It is used for communication between two or more people and has main role to make people understand. Language as a means of communication conveys ideas, opinions, and feeling among or between two participants in oral or written form. There are many languages in the world, one of them is English.

English is an international language which used by most of people in the world. It can be use in many aspects of human life such as in business , media, education, etc. According to Wierzbicka (2006: 3) English is the language of international air traffic control and the chief language of world publishing, science, and technology. If we search of work, we must know English language such as active or passive English. In Indonesia English is not as a second language but English is a foreign language.

In Indonesia, English has become the first foreign language. That's way many people in Indonesia still can't speak in English. They do not use English in daily life, whereas English is very important language that has to be known because English is an international language where people from one country use English to communicate to other people with other countries. Nowadays, English as a global language. English as a global language is used in many countries to create competitive generation. It can be used in all aspect of human life such as science, education commerce, sport, art, and technology. In teaching English, There are four skills, that learners have to know, namely: Listening, Speaking, Reading and Writing. Teaching Writing is one process learning English. Writing process is a process when the writer begins to transfer or write

down their feelings and ideas on the paper. It means the writer have to be able to write correct sentences and arrange them into a good paragraph. Byme (2002: 1) says writing is a process of communication that introduces graphic symbols as words, phrases, and sentences. Letter form became a good paragraph that convey a message to the readers. In modern area as right now, writing plays an important role in real life. Many kinds of written words that people face everyday. It can be from book, magazine, newspaper, e-book and so on. All of them is are kinds of writing product that contain ideas, in which the reader can get the new information. There are some genres found in a written text. They are descriptive, narrative, recount, procedure, report, explanation, spoof, hortatory, analytical exposition, anecdote, discussion, news item. One of the texts learn in vocational high school especially for students of second year is Narrative.

Narrative text or narration is kind of writing that tells a reader a story of acts or events. Narration place, occurrences in time tells what happened according to natural time sciences or chronological order. Usually narration tells experiences or his life both in fiction and nonfiction, which has gone by in time or in the past time. There are some techniques can be use in teaching writing such as a four-phrase technique, illustration technique, consultancy prewriting protocol technique, Lotus Blossom Technique, etc. In this case the writer focus on Lotus Blossom Technique,

Based on the writer's experience when Teaching practice program (PPL) in SMK Teladan Medan Tembung. The writer found that the students were not able to write some of writing types. They did not give much attention and enthusiasm on writing task. They spent much time to get the ideas or topics to write something or they might have some ideas in their mind, but they were not able to express them in writing form. Most of the students got low scores and not interested in learning writing because they did not know how to start the writing.

Besides, their vocabularies also were limited. During the writers observation, the writer found that the teacher always explained the text without giving opportunity to the students to give opinions. She ask the students to write things in their exercise books freely, read the text by hearts and opened dictionary anytime they stuck on using words that they did not know. Here the students' score in writing narrative text.

1.1 Table Preliminary Data of Students' Score in Writing Narrative Text.

No	Student's Name	Components of Writing Narrative					Total Score
		OR	EV	CO	RE	RO	
1	Albert E Sinaga	15	0	0	0	15	30
2	Calvin S Simanjuntak	15	0	0	0	15	30
3	Carly F Siahaan	15	0	0	0	15	30
4	Daniel H Tampubolon	15	0	0	0	15	30
5	Daulat P Hutajulu	15	0	0	0	0	15
6	David P Oppusunggu	15	0	0	0	15	30
7	Vebby V Napitupulu	15	0	0	0	0	15
8	Gabriel C Nadeak	15	0	0	10	15	40
9	Gebi K Hasibuan	15	0	0	10	15	40
10	Grace T tambunan	15	0	0	0	15	30
11	Hebert T Tambun	15	0	0	0	15	30
12	Indah L Siagian	15	0	0	0	15	30
13	Indah S Lumban Gaol	15	0	0	0	15	30
14	Ismeralda I Manalu	15	0	0	0	0	15
15	Jeremi M Sinaga	15	10	10	10	15	50
16	Jesica R Purba	15	10	0	0	15	40
17	Jessikanta Z Tarigan	15	0	0	0	15	30

18	Joy Daniel Turnip	15	0	0	0	15	30
19	Jonathan A Simanjuntak	15	0	0	0	15	30
20	Kelvin P Silitonga	15	0	0	0	15	30
21	Lidia M Hutasoit	15	0	0	0	15	30
22	Lidiawati Gohae	15	0	0	0	15	30
23	Marselin Turnip	15	0	0	0	0	15
24	Marsya Silalahi	15	10	10	10	15	50
25	Meda R Simbolon	15	10	0	0	15	40
26	Menti E Sitohang	15	10	10	10	15	60
27	Michael H Silaban	15	0	0	0	15	30
28	Monika J Pangribuan	15	0	0	10	15	40
29	Ruth Monica Sinaga	15	0	0	0	15	30
30	Ray Sembiring	15	10	10	10	15	60
31	Stefanus Naibaho	15	10	10	10	15	50
32	Tuti naibaho	15	10	10	10	15	50
33	Peter sagala	15	10	0	0	15	40
34	Yusro Sitohang	15	0	0	10	15	40
35	Yenli Purba	15	0	0	0	0	15
	Score						1185
	Mean						33.8571429

1.2 The Problem of the Study

Based on the explanation above, the problem of this study is formulated as follows “Does the Lotus Blossom Technique significantly affect the second grade students at SMA Katolik Budi Murni 3 Medan?”

1.3 The Objective of the Study

The objective of the study is to find out whether or not the Lotus Blossom Technique significantly affect the second grade students at SMA Katolik Budi Murni 3 Medan?"

1.4 The Scope of the Study

There are many techniques in mastering writing, they are: a four-phrase technique, illustration technique, consultancy prewriting protocol technique and lotus blossom technique. In this study the writer focuses on lotus blossom technique in writing narrative text. The writer focuses on narrative text that would be learned by the students. Narrative text contains social function, generic structure and language/lexico grammatical features.

1.5 The Significances of the Study

The result of the study will be helpful and useful for :

1. English teacher in increasing the quality of narrative text.
2. The students can improve their ability in writing narrative text.
3. The other researcher of the study can get the new way to improve students' ability in writing Narrative text.
4. The students of Nommensen HKBP university can use this way to improve their ability in writing narrative text.

1.6 Hypothesis

The hypothesis is formulated as follows:

Ha : There is a significant effect of using Lotus Blossom Technique on students' Ability in writing narrative text

Ho : There is no significant effect of using Lotus Blossom Technique on students' Ability in writing narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

In conducting this research, the writer will explain the related material to this study in order to strengthen this study. The theories used in this context are aimed to give clear concepts how to reach the goals of the research. It is very important to discuss and clarify the concepts and theories, so that the readers can get the point clearly.

2.2 Language

Language is important for human's social development. As a language which is used by more than a half of the population in the world, English holds the key as an international language. According to Hawker (2006: 570) language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. Good communication in society is one of the purposes for every person. It helps people far from miscommunication. Language as a communication has a form, rules, politeness, and full meaning.

Sharma and Tuteja (2007: 7) state that language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings. Language is a set of arbitrary symbols, those symbols are primarily vocal but may also be visual. Based on the definitions above, they can conclude that language is used for communication and operates in a speech community or culture, either spoken or written.

2.3. Writing

Writing is one of the basic language skills. It is one of the basic language skills that is important to be learned in learning a language. It is a process to get a product influenced by some

elements such as vocabularies, grammar, organization, spelling and punctuation. In writing, some ideas are formed in sentences which are arranged in a good way and related to each other so that the information can be received. According to Hyland (2002: 1) states that writing is central to our personal experience and social identities. It means that writing is basic to thinking about and learning knowledge in all fields as well communicating that knowledge. According to Harmer (2004: 33) writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities.

Moreover, Nunan (2003: 8) states that writing is the physical of committing words or ideas to some medium, whether is hieroglyphics linked onto parchment or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. Writer must choose the best form for their writing-shopping list, notes, a scholar article a novel or poetry are only a few of the choices. Each of these types of writing has different level of complex, depending on it is purpose. And writing is also a process and a product. The writer imagines, organizes, draft, edit, and rereads.

This process of writing is often cyclical and sometimes disorderly. Based on the explanation above, the writer concludes that writing is a valuable learning tool which creatively used by students in learning process. It means that writing is an activity which takes time to explore the ideas or thoughts into words and compose them into a good writing and students should master grammar, vocabulary and have to follow the whole of writing process in order to create the meaningful writing.

2.3.1 The Process of Writing

Since the reason for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right to help the students produce something in its final written form. According to Harmer (2004: 4), the process of writing has four main elements, such as :

1. Planning

Planning is first step in writing. The writers try and decide what they are going to say in their writing. The writers have to think about three main issues, they are : the first the writers have to consider the purpose of their writing since this will influence (among other things) not only the type of text produced but also the language used and the information choose to include. Secondly the writers also think of audience they are writing for, since this will influence not only the shape of writing (how it is laid out, how the paragraphs are structured). But also the choice of language whether, for example. It is formal or informal in language. Thirdly, writers have to consider the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which writers decided to include.

2. Drafting

Drafting involves getting ideas down on paper in taught the format that intend for the finishing work.

3. Editing

Editing involves correcting errors in grammar, spelling and mechanics. Reflecting and revising are often help by other readers (or editors) who comment and make suggestion. It will help the author to make appropriate revision.

4. Final Version

After editing their draft, the writer make the changes that consider being necessary

for their final version. in final version is ready to sent the written text to its intended audience.

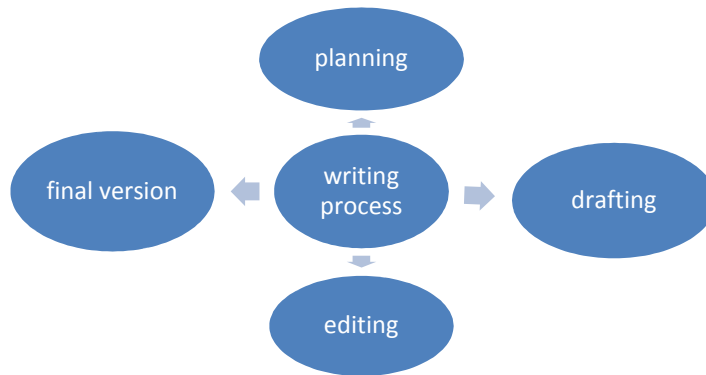


Figure of writing process

2.3.2 The Concept of Writing

Writing ability is someone's capacity or power use or to apply those four general components of writing skill in writing representation. The skill of writing includes four general components or main areas. Heaton (1975: 38) stated that writing skill is complex and difficult to teach, requiring mastery not only the grammatical and theoretical but also conceptual and judgment's elements. According to him, there are four main areas of writing skill that the students must mastery, they are:

1. Grammatical skills : the ability to write correct sentences
2. Stylistic skills : the ability to manipulate sentence and language effectively
3. Mechanical skill : the ability to use correctly those conventions peculiar to the written language, example, punctuation and spelling.
4. Judgment skill : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

2.3.3 Teaching Writing

Teaching writing is a big challenge for teachers. they must be creative in choosing good approaches. Considering the writing process, it seems difficult to teach writing. For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students' attention was directed to the what rather than how the text construction. As the teacher's he should encourage and guide the students to explore and develop their creativity in writing. A teacher also gives freedom to students to express their ideas, involved and provides them with enough language and information to allow them to complete writing task or paragraph successfully, in giving material for teaching, teachers must recognize the instruction given. Writing instruction include real-life and interactive tasks.

2.3.4 Genre of Writing

Genre is attractive because the idea of genre can help someone to understand the way individuals use language to engage in particular communicative effective text.

Pardiyono (2007: 31) describes that there are some importance of learning genre in writing, they are:

1. Genres serves as the frame of reference in which particular task to be oriental.
2. It is closely tied with the discussion of communicative purpose (intention) and conventionalized format (rhetorical structure) of the text and linguistic realization
3. Thus, it provides a references for a particular communicative purpose to achieve stages of the rhetorical structure to cover and linguistic features to stick, by which by reader's expectation can be met effectively.

2.3.5 Types of Genre

Genre differ in terms of their social purpose for which members of a culture interact. They also differ with respect to the stages or schematic structure through which the social processes are achieved. According to Pardiyono (2007: 33-313), there are eleven type of genre, they are:

1. Description

Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic. Description is a text containing two components such as, identification and description by which a writer describes a person, or animal, or a tree, or a house, or camping as his topic.

2. Recount

Recount text is also a narrative text. Basically, it is written out to make a report about an experience of a series of related event. Structurally, recount is a text which contains some events. The last component of a recount is a reorientation.

3. Narrative

Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Narration is a text containing five components such as, orientation, evaluation, complication, resolution, and re-orientation by which a writer amuses, entertains people, and to deal with actual or vicarious experience.

4. Procedure

Process or procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step. Process is a text containing four components; they are, goal, material, method, and reorientation by which a writer how something is accomplish through a sequences of action or step.

5. Explanation

Explanation is a written English text in which the writer explains the process involved in the workings of natural or socio cultural phenomena. Explanation is a text containing two components; they are, the general statement element and sequenced explanation by which a writer explains the processes involved in the formations or workings for natural or socio cultural phenomena.

6. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue. Discussion is a text containing three components, they are: the issue, arguments, and conclusion and recommendation.

7. Exposition

Exposition is a written English text in which the writer for exposing arguments or opinion.

There are 2 kinds of exposition namely:

- a. Analytical exposition is an expository text. It is about the truth of a fact of a certain object and exposes it to the reader. Analytical exposition is a text containing three components; they are the thesis of the text, the arguments, and the last is reiteration.
- b. Hortatory exposition is a written English text in which the writer persuades the people that something should or should not be case. Persuasion is a text containing three components such as, the thesis, argument of issue of recommendation by which a writer persuades people that something should or should not be the case.

8. News Item

New item is neither a paragraph nor as essay. Instead this conforms to any written English text containing one or more than one paragraph in which the writer to inform people about

events of the day which are considered news worthy or important. News item is a text containing three components such as, worthy events, background events and sources.

9. Report

A report is describes an object to the readers. A report is a text containing two components. the first is general classification of the object being described. It can also about the species or the origin or the type, or the function or the age, or the size, etc of the object. The second components is the descriptions is to tell a phenomenon under the discussion.

10. Anecdote

Anecdote is any written English text in which the writer shares with the other hand account of an unusual or amusing incident. Anecdote is a text containing five components such as, abstract, orientation, crisis, reaction, and coda.

11. Review

Review is a written English text for evaluating the quality of books and other works or arts. Review is a text containing three components such as, the title identification, summary, evaluation, author and publisher.

2.3.6 Narrative Text

A narrative or narration is the form of writing used to related the events, stories are accidents. it is pattern of tough consist of following a sequence of action in time. Reinking and Hart (1986: 41) Narrative is relates a series of events. The events may be real as in histories, biographies, travel accounts, and news paper stories or imaginary, as in short stories, novels, and plays. A narrative text also like any other kind of writing, makes a point and has a purpose and

can be summed up in one or two sentences of left unstated but it always shapes the writing of an effective narrative.

Then according Pardiyo (2007: 94) state that narrative tells about a story, a sequence of events in a way which will amuse, entertain or instruct the reader and to deal with actual or vicarious experience in different ways, it deals with problematic events which lead to a crisis of turning point of some kinds, which in turn find a resolution. in other words, Siahaan (2008: 25) narration is a containing five components such as; orientation evaluation, complication, resolution, and re-orientation by which a writer amuses, entertains people, and deals with actual experience.

Based on the statement above it conclude that narrative or narration simply tell a story or relay a sequence of events. Generally, these events are told in chronological order, which is the order in which they happened. Functions to entertain and amuse.

2.3.7 The Generic Structure of Writing

Garot and Wigned (1994 : 7) describes that the narration consists of five elements. They are:

1. Orientation : to sets the scene and introduces the participants
2. Evaluation : as a stepping back evaluate the plight.
3. Complication : a crisis arises.
4. Resolution/cod :the crises is resolved, for better or for worse.
5. Re-orientation : optional

2.3.8 Typical Linguistic Features

Siahaan and Shinoda (2008: 34) also state that there are some typical linguistics features common to narrative writing. they are:

1. They are sequenced in time, and this is often signaled by the conjunction or connectives that are used. For example : once upon a time, one day, when, the next day, etc.
2. They usually use the past tense.
3. They use many action verbs that describe what people do. For example : took, met, climbed, stood, etc.

2.3.9 The Types of Narrative

There are types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

Example of Narrative text:

Cinderella

Once upon a time, there was a young girl name Cinderella. She lived with her step mother and two step sisters.

The step mother and step sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for family. The two step sisters, on the other hand did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going on give at the palace. They were excited about this and spent too much time choosing the dresses they would wear. At last, the day of the ball came and away went the sisters to it. Cinderella could not help crying after they had left.

"why are you cry, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella "well" said godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball"

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footman. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. then she gave her a pair of pretty glass slippers. "now Cinderella" she said; "you must leave before midnight". Then away she drove in her beautiful coach. Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how

hard they squeeze their toes into it. In the end, the king's page let Cinderella try on the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her gain. They were married and live happily ever after.

Orientation

Once upon a time, there was a young girl name Cinderella. She lived with her step mother and two step sisters.

Evaluation

The step mother and step sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for family. The two step sisters, on the other hand did not work about the house. Their mother gave them many handsome dresses to wear.

Complication

One day, the two step sister received an invitation to the ball that the king's son was going on give at the palace. They were exited about this and spent too much time choosing the dresses they would wear. At last, the day of the ball came and away went the sisters to it. Cinderella could not help crying after they had left.

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Resolution/coda

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footman. Her godmother tapped Cinderella's raged dress with her wand, and

it became a beautiful ball gown . then she gave her a pair of pretty glass slippers. “now Cinderella” she said; “you must leave before midnight”. Then away she drove in her beautiful coach. Cinderella was having a wonderfully good time. She danced again and again with the king’s son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

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Re-orientation

Finally, she was driven to the palace. The king’s son was overjoyed to see her gain. They were married and live happily ever after.

2.4 Approach, Method and Technique

In teaching process the teacher must prepare what will they teach and make concept before doing teaching. In 1963, Anthony formulated a framework to describe various language teaching method, which consisted three levels: approach. Method and technique.

2.4.1 Approach

According to Anthony was of a set of principles or ideas about the nature of language learning which would be consistent over time : “an approach is axiomatic”. According to Hammer (2001: 78) Approach is the theories about the nature language and language learning that serve as the source of practices and principles in language teaching. Approach is very important element in managing students in the classroom.

2.4.2 Method

A method is a plan for presenting the language material to be learned and should be based upon a selected approach. According to Brown (2001: 16) defines method as “a generalized set of classroom specifications for accomplishing linguistic objectives”. It means that method is in overall plan for learning a second language based on theoretical approaches selected

2.4.3 Technique

Technique is a way of doing an activity which needs skill. Technique of writing is the way to do the process of writing or simply we can say that writing technique is the way how to transfer idea in our mind into writing. According to Brown (2001: 14), where the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. Technique must be consistent with a method approach. The teacher must be able to create technique how to manage class in teaching learning process. According to Anthony (1963: 63) technique is implementation that actually takes place in a classroom. It is particular trick, strategy or contrivance used to accomplish an immediate objects.

2.5 Lotus Blossom Technique

Lotus blossom technique is a creative technique to solve the problem in students writing. There are some experts who give the definition of lotus blossom technique. Jay (2000: 10) says that lotus blossom is a popular technique of generating ideas, where the one idea related to another idea. The lotus blossom technique is helpful at the beginning of a process to generate lots of ideas. Michalko in Lenski (2008: 334) explain that lotus blossom is a technique where the students freely to connect their ideas to another new idea on one theme or problem to generate ideas. Griffin (2010: 373) states that lotus blossom technique is a technique of generating ideas. This technique like that lotus flower.

The Lotus Blossom Technique or the My technique was originally developed in Japan by Yasuo Matsumura, director of the Clover Management Research. The aim of this method is to find the root causes of the problem/issue in resemblance of peeling of the petals of the lotus blossom. This technique allows you to track whole systems of interacting elements and can also be used in scenario planning and forecasting strategic scenarios. Michallo (1994 : 384) says that lotus blossom technique is creativity exercise.

It is a framework for idea generation, starting from one central theme. In the Lotus Blossom, ideas evolve into other ideas and applications. Because the components of the technique are dynamic, the ideas seem to flow outward with a conceptual momentum all their own. Ideas and thoughts are not merely isolated acts and parts floating around in your mind. Unless you look at a whole system and all of its components, you may miss the key relationships and how they interact.

The process starts by defining a central subject and expanding it into themes and sub-themes, each with separate entry points. In Lotus Blossom, the petals around the core of the blossom are figuratively "peeled back" one at a time, revealing a key component or theme. This approach is pursued in ever-widening circles until the subject or opportunity is comprehensively explored. The cluster of themes and surrounding ideas and applications, which are developed in one way or another, provide several different alternative possibilities.

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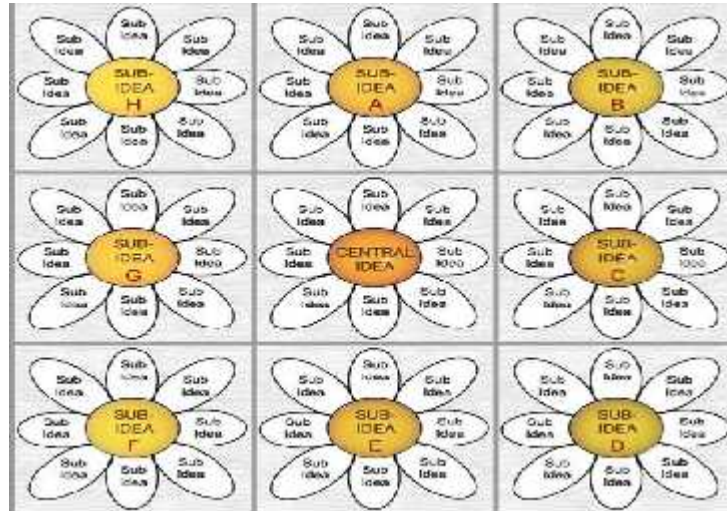
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2.5.1 The Procedures of Lotus Blossom Technique

There are some steps in applying lotus blossom technique. According to Proctor (2006 : 203) adds there are seven procedures of lotus blossom technique. They are:

1. The teacher gives the lotus blossom diagram with the topic
2. The students begin to write the topic in the circle of the center diagram
3. The students to find the many ideas as a significant component from the problem to solve, and write the ideas around the topic.
4. The students write each component on the box.
5. The students generate many ideas from the significant component
6. The students choose the best idea to make a paragraph
7. The students develop the ideas to paragraph.

Picture 2.5.1 Lotus Blossom illustration.



According to D, Lillicrap. (2011) there are six Execution to apply Lotus Blossom Technique.

They are:

1. The facilitator works with the group to articulate and document the central idea or concept to be explored. This is written, usually on a large flip-chart paper for the entire group to see.
2. The group 'brainstorms' up to eight significant characteristics or attributes of the topic under discussion. These are 'sub-ideas' which are to be explored later. This original diagram becomes the original 'Lotus Blossom' diagram. Each of the sub-ideas are 'seeds' for more Lotus Blossoms.
3. Each sub-idea seed becomes the central idea for a new Lotus Blossom diagram. This process is repeated for each of the original sub-ideas.
4. Once all the Lotus Blossom diagrams have been created, they can be used as an agenda and topics for further discussions or analysis.

5. Create a template on a computer or draw a Lotus Blossom diagram on a wall

chart.

6. If Ideas have been collected in a previous step, they can be collected on Post It's and stuck onto the template to be further developed.

According to Vangundy (2008: 101) the lotus blossom has five instructions. They are:

1. Draw a square in the middle of your paper and write down the central theme in it.
2. Think of eight related ideas and write them around the square of each.
3. Take each of the eight previous themes and create eight new themes around it. Write theme in new squares.
4. Blossom as far as you think is relevant.

According to Jsalvis (2015: 22). The process of lotus blossom technique has five steps. They are:

1. Enter a problem to be solved, an item to be improved, or a theme to be examined in the center box.
2. Brainstorm related components, solutions or themes and put these in the boxes immediately surrounding the center box.
3. The values from those boxes should now be used as the center of the eight lotus blossoms on the outer edges of the sheet.
4. Brainstorm related components, solutions or themes and enter these in the eight boxes surrounding each of the new center seeds for each outer lotus blossom. Try your best to complete all of the blossoms to maximize ideas.

5. Upon completion you will have at least 64 new ideas related to the original problem or theme.

Note: Occasionally you'll find concepts introduced in an outer blossom that needs to be further broken down. In that instance seed a new sheet with that idea and continue the process.

2.5.2 The Principle of Lotus Blossom Technique

According to Ooisain (2011) lotus blossom is a powerful technique for brainstorming and organizing your ideas. The principle is very elegant. You start with an idea and expand it into various topics by placing them surrounding the original idea. This organization will give you a balanced view of your ideas and their relationships. Each of the sub-topics can be expanded further by considering it as a new topic and the process continues.

The best way to use the lotus blossom technique is by placing all your ideas inside a three-by-three matrix, with the core idea residing in the middle box. You can then expand the idea into various themes and placing them in the surrounding boxes. For each core idea, six to eight sub-topics would be optimal. Each sub-topic would be expanded to another eight ideas. For example, you need to find ways to reduce cost for your company. you would write 'reduce costs' in the center box. furthermore write down any special requirements you need to consider when making your decision. Next, find eight most significant areas in your organization where you can decrease costs.

Lotus blossom is a simple powerful brainstorming technique. it allows you to focus on an idea at a time, yet it also provides a global view of your problem and the relationships and connections between its components. This allows you to combine several solutions together into one action plan.

2.5.3 The Advantages of Lotus Blossom Technique

The advantages of Lotus blossom technique based on James (2016: 12) as follows:

1. Help you write the significant themes, components, or dimension of your subject in a concise manner, using the surrounding circles (Labeled A to H) surrounding a central and visible theme.
2. List of the optimal number themes for a manageable diagram (between six and eight), and gets it on page. If you have more than eight you will need to make additional diagrams.
3. Help you to ask question like, what are my specific innovation objectives? What are the constants in my innovation problem?

From the advantage above using lotus blossom technique is suitable in learning writing. It can improve the ability of the students in writing text or paragraph especially in writing Narrative text.

2.6 Previous Research

In this research, the writer takes the previous of literature from thesis as principle or comparison with this research. The first was taken from Nisfa (2017) with entitle *the effect of lotus blossom technique on the students' achievement in writing Descriptive text of eight Grade students at SMP Negeri 37 Medan*. This is experimental qualitative research. In this case the researcher found that by using lotus blossom technique significantly effected student's writing ability. The second researcher is Fitriani (2008) *the effect of Brainstorming Technique on first year students achievement on SMA Negeri 4 Medanin writing Narrative text*. This is experimental qualitative research. The researcher found that by using brainstorming technique

significantly effected students' writing ability. The third researcher is Meliani (2006) *the differences Male and Female Achievement at eight grade SMP Methodist 7 Medan in writing narrative text*. This is experimental quantitative research. in this case, the researcher found that male and female significantly different In writing narrative text.

The contribution of the first preview research to the writer research is the first research focus in writing Descriptive text and the writer focus in writing narrative text with the same technique namely using lotus blossom technique then the contribution of the second preview research to the writer research is the second research using brainstorming technique in writing narrative text but the writer focus on lotus blossom technique in writing narrative text. and the last the differences of the third preview research to the writer research is the third research focus to male and female in writing narrative without using technique and the writer focus on the effect of lotus blossom technique in writing narrative text.

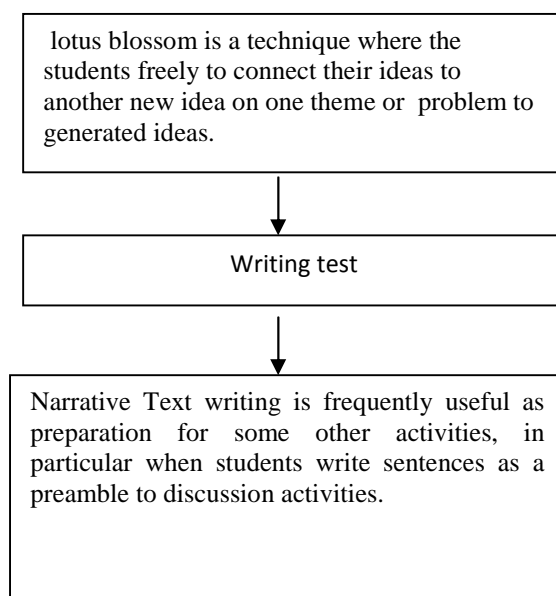
2.7 Conceptual Framework

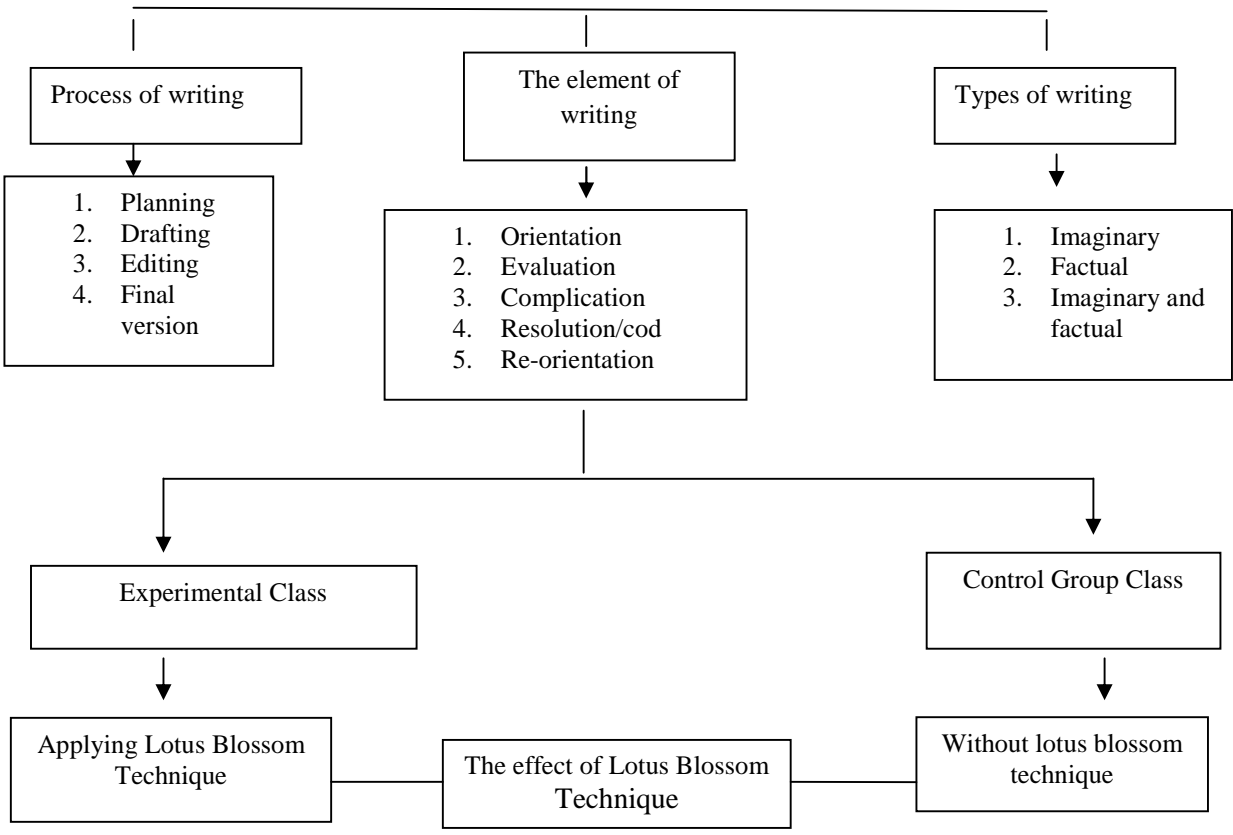
Writing has become an essential skill in learning English since it determines students' academic success. In school, writing is a way of life. Without some ability to express yourself in writing, you don't pass the course. Students write in order to succeed in mastering the subject matter.

This study deals with writing ability by applying lotus blossom technique. Writing is seen as the most difficult skill among the four skills since students have to master grammar and vocabulary. To increase the students' ability in writing is to increase their enthusiasm and to make them feel comfortable in learning situation in order to make them enjoy leaning writing. The Lotus Blossom Technique or the My technique was originally developed in Japan by Yasuo Matsumura, director of the Clover Management Research. The aim of this method is to find the root causes of the problem/issue in resemblance of peeling of the petals of the lotus blossom. This technique allows you to track whole systems of interacting elements and can also be used in scenario planning and forecasting strategic scenarios. The best way to use the lotus blossom technique is by placing all your ideas inside a three-by-three matrix, with the core idea resides in the middle box. You can then expand the idea into various theme and placing them in the surrounding boxes.

In accordance with this, teacher can use several technique in teaching. one of them is through lotus blossom technique. Lotus blossom technique is a creative technique to solve the problem in students writing. This technique allows you to track whole system of interacting elements and also be used in scenario planning and forecasting strategic scenario.

Figure 2.10 The Conceptual Framework of Lotus Blossom Technique on Students' Achievement in Writing Narrative text.





CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design

This research would be conducted by using an experimental quantitative design. In the research there were some way to involve the collecting and analyzing of data, such as: library Research, Classroom Action Research and Experimental Research. According to Arikunto (2010: 9) research is a way to research for causality or causal relationship between the two factors were intentionality inflicted by researcher to reduce the factors that disturb other factors. This study was conducted by using experimental research.

Experimental research is an observation in order to know the effect of Lotus Blossom Technique on students' achievement in writing narrative text, where the sample two groups were used, namely experimental and control. Both groups would be given pre-test and post-test. The experimental group was the group that receives a different treatment or was treated as usual, without Lotus Blossom Technique. The research of this study consist of two variables. They were dependent and independent variable. The dependent variable of this study was Lotus Blossom Technique, while the dependent variable was writing ability.

Table 3.1 Technique of Collecting Data

Group	Pre-test	Treatment	Post-test
Control		Without treatment (using conventional strategy)	
Experimental		Giving treatment by lotus blossom technique	

3.2 Population and Sample

In this session, the writer would explain all about the population and sample.

3.2.1 Population

Population is any group of people that the research would analyze According to Arikunto (2010: 173) population is the total subject of research. In this research the population was the second grade students at SMA Katolik Budi Murni 3 Medan. There were two classes. They were XI-IPA. And XI-IPS and XI-IPA class consists of 28 then XI-IPS consist of 25 students. The total of the students were 53 students.

3.2.2 Sample

Sample is a small proportion of a population selected for observation and analysis. Arikunto (2010: 174) mengatakan bahwa sample adalah sebagian atau wakil populasi yang diteliti (sample is some or the representative of population which is going to be observed). There are some ways to obtain the sampling they are cluster sampling, purposive sampling and random sampling. According to Arikunto (2010: 185), cluster sampling is a particularly appropriate when the population of interest is infinite, when a list of the members of the population does not exist. The writer used cluster sampling to obtain the sample.

3.3 The Instrument of Collecting the Data

In this research, the instrument for collecting the data was writing test. the students would be tested by asking them to write a Narrative text through Lotus Blossom Technique. In this case, the same test in pre-test and post-test would be given to both sample classes; experimental and control group. The writer would be conducted the test to know the students achievement in writing Narrative text.

3.4 The Procedure of the Collecting the Data

The data were the students' writing ability. To obtain the data, some procedure

were done as follow:

3.4.1 Pre- Test

Pre-test is administrate to the sample before doing the treatment. The pre test would be given to both groups (the experimental and control group). It was use to measure the students' ability in writing ability before applying the treatment.

3.4.2 The Treatment

The experimental group and control group would be think by using the same but different instruments. In the experimental group, the writer used Lotus Blossom Technique on the students achievement in narrative writing and control group was taught by using conventional method.

3.4.2.1 Teaching Representation in Experimental Group

The treatment was conducted after the administration of pre- test. The teacher taught the representation to the experimental group by the following procedures:

Table 3.4.2.1 Teaching Procedure in Experimental Group

Steps	Meeting	Teacher's Activities
1	Introduction	<ul style="list-style-type: none"> (a) The teacher greets the students. (b) The teacher gives motivation to the students. (c) The teacher takes the students' attendance list. (d) The teacher give an opinion about the relate topic. (e) The teacher ask students to wrote a narrative paragraph based on theirs.
2	Main Activity	<ul style="list-style-type: none"> (a) The teacher explain about the narrative writing by giving treatment/using lotus blossom technique. (a) The teacher give the lotus blossom diagram with the topic (b) The teacher ask the students to find out a problem to solve (c) The teacher ask the students to choose the best idea and fill the best idea in a box's component. (d) Gave chance to the students to ask some questions to the relate topic. (e) Discuss the format of narrative writing with the students

		and ask some students to analysis. (f) The teacher ask the students to develop the ideas to paragraph (g) Then Review again about the narrative text.
3	Closing	(a) Ask the students to write a narrative text based on the topic provided before. (b) After the time is out, collect the papers. (c) Check the student's work to make correction.

3.4.2.2
Teaching
Presenta
tion in
Control

Group

The teaching learning process that would be applied in the control group by using conventional technique can be describes as follows:

Table 3.4.2.2 Teaching Procedure is Control Group

Steps	Teacher activities	Students activities
1	Introduction	(a) The teacher greet the students. (b) The teacher give an opinion about the relate topic. (c) The teacher ask students to give opinion about a narrative paragraph
2	Main Activity	(a) The teacher explain the topic using conventional technique (b) The teacher ask the students to write down what the part of narrative text (c) the teacher ask the students giving the ideas based on the problem around the topic (d) The teacher ask the students to develop the ideas to paragraph
3	Closing	(a) The teacher Ask the students to write a narrative text (b) After the time is out, the teacher collect the papers. (c) The teacher Check the student's work to make correction.

3.4.3 Post- Test

After the teaching presentation, both experimental group and control group, two groups were given a post tested by giving a post test. The post test was the same as the pre- test. given a post were tested by giving a post test. The post test was the same as the pre- test.

3.4.4 Assessment on the Test.

In scoring the written text, the cumulative score was ranging from 0-100. in order to know students achievement in writing , there were some criteria that is considered. According to Reid (1993: 236) formulates that there were five scoring components scale, namely : content, organization, vocabulary, language use, and mechanics.

3.4.4.1 Content

Content refers to the students' ability to write the ideas and information in the form of logical sentences.

Table 3.4.4.1 Criteria of Scoring Test

Level	Criteria
30-27	Excellent to very good: knowledge able, substantive development of thesis. Relevant to assignment topic.
26-22	Good to average: sure knowledge of subject, adequate range, mostly relevant to the topic but lack details.
21-17	Fair to poor: limited knowledge of subject, little substance inadequate development of topic.
16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.

3.4.4.2 Organization

Organization refers to the students' ability to write ideas and information in a good logical order

Level	Criteria
20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, and cohesive.

17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support logical but incomplete sequencing.
13-10	Fair to poor: non fluent, ideas confuse or disconnect, lack logical sequencing and development.
9-7	Very poor: is not communicative, on organized or not enough to evaluate.

3.4.4.3 Vocabulary

Vocabulary refers to the students' ability in using words or idioms to express ideas logically and to the ability to use the synonym, antonym, pre-fix and suffix correctly.

Level	Criteria
20-18	Excellent to very good: sophisticate range, effective word/idiom choice and usage, word from mastery, appropriate register.
17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage but meaning not obscured.
9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

3.4.4.4 Language Use

Language use refers to the students' ability to write the sentences either simple, complete or compound sentences correctly and logically. It refers to the ability to use the agreements and some other words such as nouns, adjective, verbs and the time signal in the sentences.

Level	Criteria
20-18	Excellent to very good: effective, complex construction, few errors of agreement, tense, number, word order/functional articles, pronouns and preposition.
17-14	Good to average: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, words order/functional, articles, pronouns, preposition but meaning seldom obscured.
13-10	Fair to poor: major problem in simple/complex construction, frequent errors of negation agreement, tense, number, word order/ functional, articles, pronouns, preposition or fragments, runs on, deletion, meaning confuse or obscured.

9-7	Very poor: virtually no mastery of sentence contraction rules dominated by errors, does not communicate or not enough to evaluate.
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3.4.4. 5 Mechanics

Mechanics refers to the students ability in using words appropriately, using function word in a paragraph and the text correctly.

Level	Criteria
10	Excellent to very good: demonstrated mastery of conventions-few error of spelling, punctuation, capitalization and writing sentence.
8	Good to average: occasional errors of spelling punctuation, capitalization, writing sentence, but meaning not obscured.
5	Fair to poor: frequent errors of spelling punctuation, capitalization, writing sentences-poor and hand writing meaning confuse or obscured.
3	Very poor: no mastery convention-dominated by errors of spelling, punctuation, capitalization, paragraphing-hand writing illegible or not enough to evaluate.

3.4.5 The Validity of the Text

The validity determines how well a test is try out of the test is done to know that the test is valid and can be used to test the sample of the research. This factors has been fulfilled by a test before it was used to derived valid data of the research. The establishment and procedure of each aspect was discussed in the following.

3.4.5.1 Validity of the Text

Arikunto (2014: 168) states that validity is a measurement which shows the levels of the instrument's validity. It means that the test which is valid give the appropriate information that is needed by the tester.

For the establishment of the test validity in this study, the items of the text are constructed in such a way that the items are representative to both curriculum and cognitive aspect. This is means that the validity use in this study is content validity. It concerns with how

well the test measure the subject matter, learning matter and learning outcomes covered during the instruction period.

Table 3.4.5.1 Content Validity of Specification in Writing Narrative Text

Content	Kind of Test	Component	Criteria	Score
Narrative Text	Writing Test	Generic structure	Orientation	15
			Evaluation	25
			Complication	20
			Resolution/coda	25
			Re-orientation	15
Total				100

3.4.6
Techniq
ue of
Analyzin
g the

data

After collecting the data, the next step is to analyze the data again. In this study the data are obtained from the experimental and control groups.

The writer doing the data analysis follows the procedure:

1. Scoring the students writing test of experimental group and control groups in pre-test and post-test. In this step the writer gives score by using assessment test and formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = Score

R = Correct Answer

N = Number of test

100= cumulative range 0-100

2. Tabulating the student's score

The writer tabulates the score of the test in pre-test and post-test.

3. Comparing the score in the pre-test and post-test by using the formula.

The formula of test presented as the following:

$$t = \frac{Mx - My}{\sqrt{\frac{Dx^2 + Dy^2}{Nx + Ny - 2} \left(\frac{1}{Nx} + \frac{1}{Ny} \right)}}$$

Where:

Mx : the main of experimental group

My : the mean of control group

Dx : the standard deviation of experimental group

Dy : the standard deviation of control group

Nx : the total number sample of experimental group

Ny : the total number sample of control group

4. The writer makes conclusion about student's score, after the writer do the first step until the third step.