Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique

Rodearta Purba*

English Applied Linguistics, State University of Medan, Indonesia

Corresponding Author: Rodearta Purba, E-mail: rodearta.purba@gmail.com

ARTICLE INFO

ABSTRACT

The objective of this study is to find out whether discussion starter story significantly improves the achievement on narrative text of the first grade students of Senior High School. This study was conducted by applying Clasroom Action Research (CAR). The subject of this study is the first grade students of SMA Negeri 2 Pangururan in academic year of 2016/2017. The sample of this study is the students X-4 consisting 30 students. There were two kinds of collected data, quantitative and qualitative data. The technique for collecting the quantitative data was writing test while with qualitative data were gathered through interview, diary notes, and observation sheet. Qualitative data showed the students were interested in discussion starter story technique. Based on quantitative data it is found that students' writing achivement improved from pre-test to post-test cycle I and post-test cycle II. It can be seen from the students' mean scores and the percentage of the students who got score up to 75. The mean of the students' scores who got score up to 75 for pre-test is 51.4, for the post-test cycle I is 74 and post-test cycle II is 80.2. There was an improvement of the application of discussion starter story technique to teach writing narrative.

INTRODUCTION

Background of the Study

Language has a very important function in the process of communication. It is used to express ideas, feeling, purposes, thoughts, opinions in the written or in the spoken way. It is useful for people in the world to interact and communicate well with one another. Thousands of languages are spoken in world such as Chinese, Greek, Indonesian, and English, etc. However, as one of the international languages, English has much important influence in this world.According to Brown (2005: 18) language is a fundamental part of total human behaviour, and behaviorists have examined it as such and sought to formulate consistent theories of first language acquisition.Sabbachat states language is central to the ways of thinking, feelings, and interacting with others that (2014: 70).

Ali H (2012: 1) English is the most important language in the world. It is important thing in the human's daily life because English becomes one of languages that understood by the people from all of the word, so they who can use the language feel no worry that the other people will not know it. English is taught in many countries. Such as in Indonesia, it has been taught as a foreign language.Teaching English in Indonesia is begun from playground up to university level. The English curriculum in primary school until Senior High School using Kurikulum Tingkat Satuan Pendidikan (KTSP).There are four languages skill in teaching English, they are: reading, listening and speaking, writing.

Writing is one of the four skills of language which is very important to learn. Writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. In the first year of senior high school, the basic competence that should be achieved in the writing English subject is having to develop and produce written simple functional text in the recount, narrative, news item, procedures and descriptive text. The students at the first grade in senior high hschool have to be able to write various types of text genres, especially narrative.

Based on the writer's observation and interview during attending Teaching Training Practice (PPL) in SMP Swasta HKBP Sidorame Medan, the researcher found that the students were not able to formulate ideas from their mind into written language. It is proven that most of the students can not write simple paragraph in writing narrative text and as a result they got low score in writing. It caused that students were bad in grammar, and their vocabularies were limited. The writer also observed the way of teacher in teaching writing to the students, the teacher read the material about narrative text from the text book and asked students to do some exercises without explaining it clearly then she asked the students to write narative text with choose title freely.

There are many techniques in improving the students' writing skill. There are Simulation technique, Role Play

technique, Demonstration technique., Discussion Starter Story technique, etc. In this research, the researcher considers that Discussion Starter Story technique is appropriate to improve students' achievement in writing narrative text.

According to Sudjana (2001: 119) "Cerita pemula diskusi merupakan bahan belajar yang berhubungan dengan pemecahan masalah. Isinya memberikan gambaran tentang suatu kejadian penting yang relevan dengan latar belakang kehidupan peserta didik. (Discussion Starter Story is learning materials that related toproblem solving. The contentsprovideanoverview of theimportant eventswhich are relevant tolive background of the students)".

Based on the background above, the writer will conduct a research entitled "Improving students' achievement on writing narrative text through Discussion Starter Story of the first grade of SMA".

Research Question

In relation to the background of the study, the problem of the study is: "Does Discussion Starter Story significantly improves the achievement on narrative text of the first grade students of SMA Negeri 2 Pangururan?".

The Objective of the Research

The objective of the study is to find out whether Discussion Starter Story significantly improves the achievement on narrative text of the first grade students of SMA Negeri 2 Pangururan.

LITERATURE REVIEW

Writing

Writing is one of the languge skill that should be owned when learning a language. Furthermore, writing is a deliberate act which it has to make up ones mind to do it. It present some information that will be informed to the reader. Writing means a process of communication that conveys ideas and opinion in written form done by the student.

Moreover, Nunan (2003: 88) states that

"Writing is the physical act of committing words or ideas to some medium, whether it 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, poetry. Each of these types of writing has a different level of complex, depending on its purposes. And writing is also as a process and a product. The writer imagines, organizes, draft, edit, and rereads. This product of writing is often cyclical and sometimes disorderly".

Hyland (2002: 24) defines that good writing is that discovered combination of words which allows a person the integrity to dominate his subject with a pattern both fresh and original.When students learn how to write they can put their thoughts down in a journal, write a letter to a friend, and create a story that comes from their imagination.

Harris (1990:9) says that there areseveral components of writing that areimportant in a good writing:

1. Content : the substance of writingor the ideas expressed.
2. Form : the organization of thecontent.
3. Grammar : the placement ofgrammatical and syntactic pattern.
4. Style : the choice of structural andlexical item to give particular toneof writing.

Previous Research

The researcher conducted research about writing entitle "The effect of Discussion Starter Story technique toward students' creative thinking abilities", the research finding is to investigate whether Discussion starter story technique able to improve the ability of creative thinking, which includes four indicators in subjects with the subjects the function and role of social and cultural diversity Indonesia.

The result finding will be different with this sudy because this study is to find out whether Discussion Starter Story significantly improves the achievement on narrative text of the first grade students of SMA Negeri 2 Pangururan.

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.

Harmer (2004: 11) states that many traditional approaches failed to apply writing process in teaching 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 of text construction.

As teacher, she 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, involves and provides them with enough language and information to allow them to complete writing tasks or paragraph successfully. In giving material for teaching, teachers must recognize the instruction given. Writing instruction include real-life and interactive tasks.

Types of Genre

Learning about writing is not only about how to put a words in written but also how to packed the idea, message, and information correctly in a text, in a certain criteria. According to Pardyono (2007: 17-313), there are twelve types of genre, they are: Narrative, Recount, Description, Report, Discussion, Explanation, Analytical Exposition, Procedure, Anecdote, Hortatory Exposition, Spoof, News item.

Narrative Text

A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative, etc. A narrative is a story that is created in a constructive format (written, spoken, poetry, etc) that describes a sequence of fictional of non-fictional events.

Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse oftentimes meant to give moral lesson to the readers (Pardyono 2007: 94).

Narrative is the most common of writing because the writer just tells his/her story without any purposes. Narrative places acts in times and tells what happened according to natural time sequence. The genre of narrating or narrative is one of the most commonly read, through least understood of all genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students pick up and write naturally. Narrative does not have; for example, a singular generic purpose, as do some of the other genres. Narrative also has a powerful social role beyond that of being of medium for entertainment. Narrative is also a powerful medium for changing social opinion and attitudes.

The Generic Structure of the Narrative Text

The generic structure of narrative text involves the character with define personalities/identifies, and creates images in reader's mind and enhances the story. It also focusses a text on a series of action. According to Siahaan (2008: 73) states that generic structure of narrative text estabilishes the character, setting and time.

The steps for constructing a narrative text are:

Orientation	: sets the scene and introduces the participants
Evaluation	: a stepping back evaluate the plight
Compilation	: a crisis arises
Resolution	: the crises is revolved, for better or for worse
Re-orientation	: optional

The Linguistic Features of the Narrative Text

Siahaan, Sanggam and Shinoda Kisno (2008: 74) states that there are some typical linguistic features common to narrative, they are:
Focus on specifict and ususlly individualized participants
Use of material process, (and in this text, behavioral and verbal process)
Use of relation processes and mental processes
Use of temporal conjunction, and temporal circumstances
Use of past tense.

Discussion Starter Story Technique

Discussion starter story tecnique is one of the group learning techniques that involves students directly because it requires direct srudents' thinking that are closely related with the students' writing skills in solving the problems.

Seniawan states that discussion starter story is a method of learning which is the teacher gives or presents stories associated with the first learning materials then the students can continue in the discussion. Discussion starter story technique has many benefit for a child. These benefits include: 1) to develop a fantasy, 2) to hone emotional intelligence, 3) to construct closeness and harmony, and 4) to foster the interest in reading.

Discussion starter storyshould berelated tothe problemorissuesassociated withefffortthat affectspeople's lives. Similarlythe content ofthe storymust beattract the attentionandcanfosterthe excitementin discussing it. It includesa description of theactivities performedbya personorthe public. Descriptions ofthe storyare prepared usingordinary languageso it is moreeasily understoodby the students.

Steps in Discussion Starter Story Technique

1. The teacher, students or both of them compose story that has not done yet by looking at the content, language and the background of the student.
2. The teacher form the students into groups.
3. The teacher gives direction to the students about the activity that should be done in the group and the way to discuss the story that must be perfected.
4. The teacher constructs questions about the story in means stimulate theemergence of the discussion and to help students in connecting the story with their experiences. The questions are used to stimulate the onset of discussion so that students can understand the importance of the completion of the story in their lives.
5. The students discuss a story that they consider appropriate to enhance the discussion starter story. The story advanced is formulated based on discussion about the experiences in their lives that related to the story. The teacher directs the discussion centered on the problems limited usefulness and contain the student lives. The discussion activity and the story advanced can be complemented with pictures,props, and so on.
6. The teachers with students evaluate the process and the results of the discussion and preparation of furthe ra story.

METHODOLOGY

This study will be conducted by using classroom action research. Classroom action research was applied in this study in order to see the improvement of students' achievement in writing narrative writing.

According to Kemmis and McTaggart in Burns, A (2009: 2), who are major authors in this field, Classroom action research typically involves four broad phases in a cycle of research. They are: planning, action, observation, and reflection. In the end of cycle I, the obstacles that were faced by the students in cycle I was reflected and improved in cycle II.

The Instrument for Collecting Data

In collecting the data, the writer will conduct writing test in quantitative data. There are three essay test will used in this study. In quantitative data, the writer use diary notes, interview, and observation sheet.

Flood (2005: 7) states that qualitative data is generally used to investigate how language teaching and language learning take place in the complexity of their natural setting. They may explore the process of language teaching and learning as these occur in the classroom, the home, or the community.

In collecting qualitative data, the writer choose to use diary notes, interview, and observation sheet. Diary notes contain everything happened during the teaching-learning process including reflection and evaluation. Observation sheet is used to measure the level of students' activities during teaching-learning process. The interview is done in the first and in the end of the meeting. The interview is done in the first meeting in order to find the obstacles of the students in studying English especially in writing. In the end of the meeting, the interview is done to know the implementation of the Discussion starter story in writing narrative paragraph including their difficulties in writing.

According to Flood, J (2005: 7), quantitative methods are apt to be concerned with the discovery of broad principles of language teaching and learning that will hold across many students, classrooms, or schools. These studies are usually characterized by a testable theory, concrete data obtained by a reproducible methodology, and a methodology that allows confirmation or disconfirmation of the theory.

The instrument of collecting the quanitative data is by administering writing test based on the evaluation of components of writing test such as content, organization, vocabulary, language use, and mechanics. Writing test is used to know students' achievement in writing. They will be asked to write a narrative paragraph.

Research Finding

From the finding of the research, it can be proved that discussion starter story technique improve students' achievement in writing narrative text. The result of the quantitative data indicated that there was an improvement of students' narrative writing, which was taught by using discussion starter story technique. It can be seen from the data which showed that the mean score of the students. In the post-test in cycle II is 80.2 higher than the mean score in post-test in cycle II is 74.3 and also the mean score in the pre-test is 51.4.

The qualitative data were taken from observation sheet, interview,and diary notes indicated that the discussion starter story technique greatly affect the increase in achievement scores of students because it was helped them to share ideas and shaped them more creative and active during teaching-learning process, both personality and groups. These all qualitative data supported the research finding which based on quantitative and qualitative data, it was found that the application of discussion starter story technique significantly improves the achievement on narrative text of the first grade students of SMA Negeri 2 Pangururan.

CONCLUSSIONS

Based on the result of the study, it is concluded that:
1. Discussion starter story tecnique is one of the group learning techniques that involves students directly because it requires direct srudents' thinking that are closely related with the students' writing skills in solving the problems. The discussion starter story technique could help the students to make the advanced story of the text that not clear in the resolution and because of that the students were able to write their personal experience be better.
2. In quantitative data, the students' mean scores from the pre-test up to the test in the cycle II was improved. In the pre-test is 51.4, test of the cycle I is 74.3, and the test of cycle II is 80.2. The percentage of the students' scores in pre-test is 3.3%, the post-test cycle I is 40% and post-test cycle II is 80%.
3. Discussion starter story techniqe improves the achievement on writing narrative of the first grade students of SMA Negeri 2 Pangururan.

REFERENCES

Ali, H. (2012). *International Journal of Basic and applied Science*. Bandung. Insan Akademika Publications. 1(1).

Burns, A. (2009). *Doing Action Research in English Language Teaching: A Guide for Practitioners.*270 Madison Ave, New York.

Flood, J, et.al. (2005). *Method of Research on Teaching the English Language Arts.*New Jersey London: Mahwah.

_____. (2003). *The Practice of English Language Teaching*. New York: Longman.

Haris, Jeremy. (1990). *Communication through Writing*. New Jersy.Prentice Hall, Inc.

Harmer, J. (2004).*How to Teach Writing*. New York: Longman.

Hyland, K. (2002). *Teaching and Researching Writing*. London: Pearson Education Limited.

Johnson, E. B. (2007). *Contextual Teaching And Learning: Menjadikan Kegiatan Belajar-Mengajar Mengasyikkan Dan Bermakna*. Bandung: MLC.

Knapp, P, et.al. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sidney: University of New South Wales Press.

Nunan, D. (2003). *Practical English LanguageTeaching*. Singapore: McGrawhill

Pardyono. (2007). *Pasti Bisa Teaching Genre Based Writing*. Yogyakarta: Andi.

Sabbachat, a.,y.,s. 2014. *Material process in transivity of the English clauses: a functional grammar approach. International journal of language learning and applied linguistics world*. 5(2); 70-79.

Siahaan, S, et.al. (2008). *Generic Text Structure*. Yogyakarta: Graha Ilmu.

_____. (2008). *The English Paragraph*. Yogyakarta: Graha Ilmu

Sudjana. H. D. (2001). *Metode dan Teknik Pembelajaran Partisipatif*. Bandung: Falah Production.