USING NARRATIVE TEXT IN TEACHING WRITING

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Abstract: The design of the study was an experimental design that examines the difference between two groups. The experimental group was given treatment of teaching writing by using narrative texts and the controlled group by using textbook. Data were identified in term of scores gained from the test on writing ability. The sample of the study was 30 students in the first semester of English Department of University of Kutai Kartanegara Tenggarong in academic year 2016/2017. The data were analyzed using t-test formula. The study obtained t-value = 3.2028 at p = 0.05 and df = 28 where t-table was 2.048. It meant that Ho was rejected and the study was significant. The mean score of the experimental group was higher (77.07) than the controlled group (66.20). This evidence proved that using narrative text helped the students better on writing ability than using the textbook. In other words, teaching writing by using narrative texts significantly affects writing ability of the students. The students who received teaching writing by using narrative texts got better ability than those who received teaching writing by using textbook.

Keywords: experimental design, narrative text, writing, textbook.

TEACHING English involves four skills, they are: listening, speaking, reading, and writing, which are considered as an integrated system because they are interrelated each other. Therefore, the students do not just concern in speaking, they also want to be able to read and to write English as well as to speak it. Even in audio-lingual programs which stress on listening and speaking, the students also need to know how to read and to write English.

In teaching-learning process, method or strategy teaching is an important sub-component. Teaching method takes a part in determining successful level the teaching. If we require an effective and efficient teaching-learning process, so we must be able to choose appropriate teaching method. Indeed method is important not only in teaching-learning process but also in almost all activity. Thus, there is a great expectation that the technique can improve the students’ ability in English. By doing so, a new in the same time appropriate teaching technique can be found. One of teaching technique in writing is by providing different texts from the texts that are available from handbooks. These texts can be narrative texts. They are stories that are created in a constructive format (written, spoken, poetry, prose, images, song, theater or dance) that describes a sequence of fictional or non-fictional events. These texts basically have the primary function to entertain, to gain and hold a reader’s interest.

Narrative, usually, is used to tell a story. Inman and Gardner in Budiharso (2006:47) state that the details of narration are details of actions, and tell about what happened. Narration is telling a story either fictions or real, whose subject is an incident
or a series of related incidents. In addition every action or series of action happen in a specific setting to specific people. Therefore, narration includes description of place, people and actions. The emphasis of narration is one the actions, on telling the true story of what happened or perceived. For every series of event happens also over a specific time, beginning at a specific time, ending at another time, and moving between them. The purpose of narration is to suggest an attitude or idea. For this purpose, diction in narration should be as specific and image producing. The diction requires a different set of traditional expression to make clear relationship of action in time. The simple way to arrange details in time is chronological order, to list the order in which they occur from beginning to the end, from action one, to action two, action three, four, and five. Other way to arrange the events is through most striking scene. Flash back to happening, and then go on to the end.

Narrative can be expressed in a single paragraph or as an entire essay. Oftentimes, in the basic writing or composition course, students are asked to develop a personal narrative, comprising an entire essay. However narratives can be integrated as a single paragraph within a larger essay or message. Kies (2007:1) states that a narrative paragraph can be an effective, interesting way to integrate significant background information into a variety of different essay types. Even if the essay as a whole primarily uses another method of development, the narrative paragraph can be incorporated into an essay to support a topic sentence in a particular paragraph and to establish a bit of ethical appeal at the same time.

In general there are two types of narrative texts including fiction and non-fiction (Anderson & Anderson, 1997:90). The fiction narrative texts consist of adventure mystery, science fiction, fantasy, historical fiction, contemporary fiction, dilemma stories, dialogue myths, legends, fairy tales, fables, traditional tales guidance, and poetry, and the non-fiction narrative texts include biography, autobiography, and recount. The cultural purposes of both types are to entertain, to inform, to teach, to extend the readers’ imagination, to involve readers’ inflection, to organize sequence of action, and to focus on specific participants, Danning (2000:102). There are basically many types of fictional narrative texts. One of them is fictional story in type of legend that is defined a story handed down for generations among a people and popularly believed to have a historical basis, although not verifiable. The main type of non-fiction narrative texts is recount. It explores the series events which happened to participants. These events are the main element in recount texts. However, it just focuses on the events themselves. The recounts include personal stories, biography, and autobiography.

**WRITING**

Writing is a communicating what and how the writer think, so that writing and thinking can not be spared. Let's defines clearly what the concepts of writing is. Firstly, Webster (2000:212) states that writing is a act of person who write as something written such as; written form, hand writing a book poem and art, practice, style or form of literary composition. In general, there is a traditional division of writing into forms of discourse or writing. They are descriptive, narrative, argumentative, and expository.

Descriptive requires describing places, object, building, scenes, person, and animals in detail. To write such writing successfully, one must be able to describe everything that can be seen, heard, felt, tasted or smelt accurately (Indriani, 2004:8).
Furthermore, Talmage, Hamon, and Bornhouser in Hansen (1991:23) tell that descriptive writing attempts to state in words the sensory experience of particular things in the phenomenal world—what the writer has actually seen, tasted, heard, smelled, or touched, or what he has vividly imagined.

Narrative writing tells short story can be real or imagined. The story may be a personal experience, in which case it is related in the first person. It may be too. A series of events related in the related in the third person). Talmage, Hamon, and Bornhouser in Hansen (1991:23) describe that narration is concerned with a series of part cultural action, presented with a central problem or purpose in mid. While, Weaver (1961:27) states that narration is a form of discourse that presents events in a related series.

An argumentative requires presenting strong and effective arguments prove the stand on a particular subject. Meanwhile, Weaver (1961:27) says that an argumentation is distinguished from the other three from of discourse in that their function is to prove the offered by argumentation. However, differs from these definite respects. On the other sense by Tamage, Hamon, and Born Houser in Hansen (1991:24), that if the writer’s primary purpose is to asserts his opinion about subject, the writing he produces will be called argumentation.

Munthulingam in Indriani (2004:8) says that expository writing is one of type of writing, which cannot rely solely on your imagination to write. Such writings need fact. If one has a wide general knowledge and good memory of things, one has learnt from geography, history or science book, one is will equipped to write them. Talmage, Hamon, and Born Houser in Hansen (1991:24) state that exposition is the form that explain or inform and is the presentation and clarification of facts. Moreover, Weaver (1961:26) states that exposition is the form that explains a subject or to tell what a thing. It has little purpose beyond clarifying such matters.

In further, Yunhadi (2016:35) states that a paragraph consists of some sentences that related each other and organized logically so that the readers can know the idea of the paragraph easily. There is only one main idea that be discussed in a paragraph. Good organization of the idea in a paragraph help the readers to know the message that the researcher wants to convey. The definitions above leads to a conclusion that a paragraph is a group of related sentences that organized logically to express one main idea. In other word, the sentences in a good paragraph should have qualities of unity and coherence. Those sentences consist of a topic sentence, some supporting sentences as the development of the topic, and a concluding sentence.

**Topic Sentence**

A topic sentence serves to introduce the topic and the controlling idea. Smalley and Ruetten (1990:123) explain that it is a good idea to place it near the beginning of paragraph. However, depending on the kinds of paragraph it is in, the topic sentence may be placed near the middle or even at the end of the paragraph. Sometimes neither the topic nor the controlling idea is explicitly stated in one sentence; this does not mean, however, that a topic and controlling idea are not present.

Oshima and Hogue (1991:17) state that a topic sentence states the main idea of the paragraph. It states a topic of the paragraph and limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The topic sentence functions to introduce the topic and the controlling idea of paragraph.
(1989:233) states that a topic sentence is a statement that summarizes the idea being developed in a paragraph. It is often a single sentence, though sometimes two sentences to state the topic.

Thus, it can be stated that topic sentence is a sentence to introduce the ideas. Besides it will help the writer to explain the topic, it also helps the readers to follow the main idea developed. The readers can then follow the movement of the paragraph easily, for the readers will expect that all remaining sentences help to explain and expand the idea.

**Supporting Sentences**

Budiharso (2005:17) states that developing sentences explain the topic sentences by giving reasons, examples, facts, statistic, details, and quotation. In addition, Oshima and Hogue (1991:66) state that the supporting sentences are arranged in a logical and cohesive manner. Therefore, it can be concluded that developing sentences support the topic sentence.

Smalley and Ruetten (1990:26) suggest writing support out as sentences and listing them under the topic sentence in outline form, grouping related to details together. By doing so, two important usefulness can be grasped, including a means for quickly checking the sentences to see if they deal with the topic, and it serves as a guide for checking whether the sentences are logically arranged.

In further, Warriner (1979:472) explains that a paragraph usually developed by means of additional detailed information that supports the idea stated in the topic sentence. Topic sentence usually general statements, however these general statements should be backed up by specific details. Thus, the supported sentences are functioned to back up the topic sentence. To do so, some ways to support the topic sentence, are including facts, examples, incident, comparisons or contrasts, reasons, and definitions. However, making outline before doing wrong the supported sentences are a must to be done for the writer in accordance with its usefulness, particularly to check whether the supported sentences truly support the topic or not.

**Concluding Sentence**

According to Budiharso (2005:17), the concluding sentence signals the end of the paragraph and gives information of the important points. In this study, the writer states that the concluding contains strong evidence that is defined as the way of giving some reason or important thing to the reader related to the text, the sentence should be clear and the reader will understand what the writer means.

Furthermore, Oshima and Hogue (1991:25) state that a concluding paragraph is not absolutely necessary; in fact, a concluding sentence is not customary for every paragraph in a multi-paragraph essay. However, for a single paragraphs, especially long ones, a concluding sentence is helpful to the reader because it signals the end of the paragraph and because it is a reminder of important points. Meanwhile, the technique to conclude of paragraph is restating the main points discussed earlier, restating the thesis, and summarizing.
RESEARCH METHODOLOGY

The design of the study was an experimental design that examines the difference between two sets of data. Marshall and Rossman’s (1989:42) state that “Researchers should design the study according to the research questions they seek to answer.” (Mc Donough & Mc Donough, 1997).

This design required two groups of students, namely experimental group and controlled group. The experimental group was given treatment of teaching writing by using narrative texts and the controlled group by using textbook. Data were identified in term of scores gained from the test on writing ability. The sample of the study was 30 students in the first semester of English Department of University of Kutai Kartanegara Tenggarong in academic year 2016/2017. The data gathered were analyzed using t-test formula. Koenker (1981:91) notes that in the independent group, each individual in the experimental group was compared to a comparable individual in the controlled group. One group was subjected to one type of treatment and the other groups to a different treatment. At the end of the experiment, the two groups were tested and the means scores were compared by using t-test formula.

The sample of the research, then, was divided into two groups using simple random sampling technique. The researcher wrote names of each student on a piece of paper and rolled them. Then he put the papers into a tin. After stirring, he took the papers one by one till 15 pieces of papers and wrote their names on a list. The first 15 students were taken as an experimental group on group A whom received treatments of teaching writing using narrative text. The rest (also 15 students) were taken by using the same technique with group A was a controlled group on group B who received treatments of teaching writing using textbook.

The instrument of this research was a test on writing composition both in types of narrative, descriptive, expository, or argumentative writing. The test of writing used in this research was essay test. Constructed essay item was a useful mean of testing a student’s ability to produce acceptable and appropriate forms of language. It is frequently to multiple-choice item since they measure production rather than recognition, testing the ability to insert the most appropriate words in constructing or arranging some sentences into a good paragraph. The main reason is this kind of test is able to test all kinds of students’ ability to reason using information they have learned.

After giving the treatments for every group, the researcher gave a test on writing ability to 30 samples of this study. Group A and group B were joined together in one room on the same occasion. The test was given within one week after all treatments for two groups finished. The researcher gave instruction to the students to write down their names on the answer sheets in order that the researcher could identify which group the students belong to, based on their names on attendance list. The test was given for one meeting with duration 90 minutes.

The data were taken from the students conducted by paragraph writing about places of tourism in Kutai Kartanegara. In this case, the students should made two paragraphs and ten sentences in each paragraph minimally. Then, the researcher scored the student’s answer of writing ability test. After getting the scores, the researcher listed the score to a table. Score of experimental group (group A) was named score X and score of controlled group (group B) was named score Y. In the end, the writing ability results
of both group A and group B were compared using t-test to find whether there was a different ability of writing made by two groups of sample.

Finally, the researcher used t-test formula as it gives a more exact estimation of the standard error of the difference between means mainly when the groups are small, i.e. less than 30 (Koenker;1981). The researcher provided the result of the t-test in a t-value. The t-value was entered in table of t-values included in most statistics books and indicated whether, given the size of the sample in the research, the t-value was statistically significant.

FINDINGS OF THE STUDY

In this study, findings of the study presented the result and analysis of the study. Finding of the study was presented to answer the research problem of this study that was read: “Does narrative text increase writing ability of the first semester students of English Department of University of Kutai Kartanegara Tenggarong in academic year 2016/2017?”

Data Analysis Using t-test Formula

The analysis was aimed to see the results of experimental group and the controlled group on writing ability by using narrative text technique. The experimental group received teaching writing ability by using narrative text, and the controlled group was not taught writing ability by using narrative text. Then both groups were given the test on writing ability in which the scores of the experimental group were tabulated as Xa, and scores of the controlled group were tabulated as Xb.

Table 1. Data Analysis of Writing Ability

<table>
<thead>
<tr>
<th>NO</th>
<th>Xa</th>
<th>Xb</th>
<th>xa</th>
<th>xb</th>
<th>xa²</th>
<th>xb²</th>
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<tbody>
<tr>
<td>1</td>
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<td>8.8</td>
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<tr>
<td>2</td>
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<td>58</td>
<td>7.93</td>
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<td>-5.2</td>
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<td>-3.2</td>
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<td>0.8</td>
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<td>0.64</td>
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<td>3.8</td>
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<tr>
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<tr>
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<tr>
<td>14</td>
<td>69</td>
<td>69</td>
<td>-8.07</td>
<td>2.8</td>
<td>65.12</td>
<td>7.84</td>
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<tr>
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<td>46</td>
<td>8.93</td>
<td>-20.2</td>
<td>79.74</td>
<td>408.04</td>
</tr>
<tr>
<td>Total</td>
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<td>993</td>
<td>0</td>
<td>0</td>
<td>911</td>
<td>1498</td>
</tr>
</tbody>
</table>
The experimental group as shown on table 4.1 received total score 1156 and the control group received total score 993. With 15 samples on each group, the experimental group received the mean score 77.07 and the control group received the mean score 66.20. Referring the mean scores obtained by both groups, it was clear that the mean score of the experimental group was higher than the mean score of the control group with the different score was 10.87. In addition, the experimental group received total deviation squared \( (x_a^2) = 911 \) and the control group received total deviation squared \( (x_b^2) = 1498 \). To prove whether the difference was significant or not, the researcher needed to process the scores using t-test and to test the hypothesis. The procedures to process of the statistics data on the t-test formula appeared in the following section.

\[
t = \frac{Ma - Mb}{\sqrt{\left(\frac{\sum xa^2 + \sum xb^2}{Na + Nb - 2}\right) \left(\frac{1}{Na} + \frac{1}{Nb}\right)}}
\]

\[
t = \frac{77.07 - 66.20}{\sqrt{\frac{911 + 1498}{15 + 15 - 2} \left(\frac{1}{15} + \frac{1}{15}\right)}}
\]

\[
t = \frac{10.87}{\sqrt{\frac{2409}{28} \left(\frac{2}{15}\right)}}
\]

\[
t = \frac{10.87}{\sqrt{86.0476(0.1333)}}
\]

\[
t = \frac{10.87}{\sqrt{11.4730}}
\]

\[
t = \frac{10.87}{3.3872}
\]

\[
t = 3.2082
\]

**Hypothesis Testing**

The hypothesis had to be examined after the operation of the t-test formula was found as subsequent step. This procedure used the result of t-test computation as the basis of interpretation of the hypothesis testing.

The results of t-test calculation by using t-test formula, then, were obtained to test the hypothesis of the study. In this case, this procedure means that the result of t-test calculation as the basis of interpretation of the result of the hypothesis testing. The hypothesis of the study was read as: “Narrative text increases writing ability of the first semester students of English Department of University of Kutai Kartanegara Tenggarong in academic year 2016/2017.” To test the hypothesis, the hypothesis of the study was formulated first into the null hypothesis (Ho). The formulated Ho was needed because the
researcher should be in neutral opinion (Arikunto, 1996:71). This means that before testing the hypothesis of the study, the researcher had to put her neutral position and did not show any prediction on the result of the hypothesis testing. Therefore, the hypothesis was stated in the negative form or null hypothesis (Ho). The Ho of this study then was read as: “Narrative text does not increase writing ability of the first semester students of English Department of University of Kutai Kartanegara Tenggarong in academic year 2016/2017.”

By doing t-test calculation, the researcher found $t$-value = 3.2082. Then, this result was compared to $t$-table with degrees of freedom (d.f) = $N_a + N_b - 2$ and $p = 0.05$ or $\alpha = 5\%$. To do this, the researcher used $t$-table on d.f = 15 + 15 – 2 = 28 and the researcher found the $t$-table was 2.048 (Koenker, 1981:151). Then, the result of $t$-value was compared to the $t$-table.

The comparison between $t$-table and $t$-value indicated that $t$-value was higher than $t$-table. This meant that Ho was rejected and Ha was received. The result implied Ho that read: “Narrative text does not increase writing ability of the first semester students of English Department of University of Kutai Kartanegara Tenggarong in academic year 2016/2017” was considered not true.

From the result of data analysis under study, the answer to the research problem could be stated as: “Narrative text significantly increases writing ability of the first semester students of English Department of University of Kutai Kartanegara Tenggarong in academic year 2016/2017.” In other words, if the narrative text was used well in teaching English, the writing ability of the students also increases.

DISCUSSIONS

Based on the findings of the study, a discussion was focused on the area of concern. The discussion was provided to comment on the controlled group that received lower ability on paragraph writing subject than the experimental group. In another aspect, the discussion was focused on the writing ability of the first semester students of English Department of University of Kutai Kartanegara Tenggarong in academic year 2016/2017 that was generally in fair level.

The result of writing ability test showed that the controlled group received lower score ($M = 66.20$) than the experimental group ($M = 77.07$). The mean score of writing ability of the first semester students of English Department of University of Kutai Kartanegara Tenggarong in academic year 2016/2017 showed that the students in controlled group were fair in their writing ability subject. However, by narrative text as a teaching technique could increase the writing ability of the students of university level under study. In this case, using narrative text technique in teaching paragraph writing helps the students to recognize and understand the meaning of each sentence and also construct them in a good paragraph including the topic sentence, supporting sentences, and concluding sentence more easily. Besides, they could recognize and remember the words they learned, the meaning of the context, and the changing of verbs according the tense in grammar, and the grammar aspects for instance regular and irregular verbs in sentences or passages more easily.

By analyzing the data using t-test formula, the researcher found that teaching using narrative text significantly increases writing ability of the first semester students of English Department of University of Kutai Kartanegara Tenggarong in academic year
2016/2017. On the t-table at p = 0.05 and d.f = 28 the researcher found t-table was 2.048. Furthermore, the t-value 3.2082 was compared to t-table 2.048 that showed t-value was higher than t-table. It means that null hypothesis (Ho) was rejected and working hypothesis (Ha) was accepted. In this case, the result of data analysis using t-table formula showed that narrative text significantly increases writing ability of the students. In other words, if narrative text was used well in teaching writing, so the writing ability of the students increases, too.

Based on the result of the hypothesis testing above, an interpretation could be made that the students who were taught by using narrative text, got better ability on writing subject than the students who were not taught by using narrative text. This means that narrative text as a technique for teaching writing under study was superior from the students who did not receive narrative text. The result of hypothesis testing was also supported by the mean scores obtained by group A as an experimental group and group B as a controlled group. The experimental group received mean score 77.07 and the controlled group received mean score 66.20.

CONCLUSION

A conclusion of the study was made by the researcher based upon the findings and the purpose of the study. Based on the findings of the study and the purpose of the study, the researcher comes to the conclusion that: From the result of t-test calculation, the researcher found that narrative text significantly increases writing ability of the first semester students of English Department of University of Kutai Kartanegara Tenggarong in academic year 2016/2017. It was proven by the comparison between t-value and t-table used in this study that indicated t-value 3.2082 was higher than t-table 2.048. This means that Ho was rejected and Ha was received. In other words, if narrative text technique was used well in teaching writing, so the writing ability of the students increases, too.

In addition, the result of the study can be interpreted that the students who were taught by narrative text in writing ability got better result than the students who were taught not using narrative text technique. This means that narrative text as a technique for teaching writing under study was superior from the students who did not receive narrative text technique. The result of hypothesis testing was also supported by the mean scores obtained by group A as an experimental group and group B as a controlled group. The experimental group received mean score 77.07 and the controlled group received mean score 66.20.

Thus, it was found that narrative text technique significantly increases to writing ability of the students. It is suggested to the lecturer of this college to adopt and apply the narrative text technique in their teaching process especially in teaching writing subject. In this case, the English lecturer should be more creative and innovative to create and demonstrate the various techniques of narrative text in progress.

REFERENCES


