

IMPROVING NARRATIVE WRITING ACHIEVEMENT OF THE TENTH GRADERS OF SMA NEGERI UNGGUL 4 PALEMBANG

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Abstract: The objectives of this study were to find out whether or not (1) there was any significant difference in narrative writing achievement between before and after the tenth graders of SMA Negeri Unggul 4 Palembang were taught by using POW+WWW W=2 H=2 strategy and (2) there was any significant difference in narrative writing achievement between the students who were taught by using POW+WWW W=2 H=2 strategy and the those who were not. The sample of this study was tenth graders of SMA Unggul Negeri 4 Palembang chosen by using convenience sampling method. There were two groups, namely experimental group and control group. To collect the data, pre-test and post-test were given. The data were analyzed using paired sample t-test and independent sample t-test in SPSS version 22. The results of paired sample t-test showed that there was a significant difference in narrative writing achievement between before and after the tenth graders of SMA Negeri Unggul 4 Palembang were taught by using POW+WWW W=2 H=2 strategy as the α -value was lower than 0.05 ($0.000 < 0.05$). The results of independent sample t-test showed that there was a significant difference in narrative writing achievement between the students who were taught by using POW+WWW W=2 H=2 strategy and those who were not as the α -value was lower than 0.05 ($0.000 < 0.05$). In conclusion, using POW+WWW W=2 H=2 Strategy is effective to improve narrative writing achievement of the tenth graders of SMA Unggul Negeri 4 Palembang.

Keywords: *narrative writing achievement, POW+WWW W=2 H=2 Strategy*

Writing is the kind of indirect communication that can be placed in books, magazines, newspapers, or journals. In modern time, writing also refers to the direct communication to others by using technology as the medium for conversation such as texting through Short Message Service, e-mail or communication through online chatting. Therefore, writing has evolved from indirect communication to direct communication. Brown (1991) defines "writing as process of transferring the word that comes from our mind effectively, we can work up to what we really want to say and write" (p.135). Moreover, writing is productive skill. The

writer considers writing as an activity to learn language that spotlights on the way toward learning and creating order of the language. Nunan (2003) contends that "written work is both physical and mental act. Writing as physical act, refers to communicate words or ideas to some medium. Mental act alludes to work of imagining thoughts, considering how to express and sorting out them into coherent articulation or section" (p.35).

Beside that, the consciousness on how writing is important can be seen from the study led by Russonelo and Steward (2007). Americans trust that written work aptitudes are fundamental to excel today.

About three quarters of Americans (74%) say that there is a more noteworthy need than there was a quarter century for a man to have the capacity to writing well with a specific end goal to succeed (Russonelo & Steward, 2007).

Education context in Indonesia, writing is based on the curriculum of 2013 is not from one learning source but from everywhere that can enlarge students' thought which is different text could have same function and meaning or vice versa. Learners are not trained to arrange texts systematically, logically, and effectively through continuous exercises like in the KTSP curriculum. Learners are introduced to the suitable rules of texts to avoid confusion in the process of arranging text (based on situation, condition: who, what and where). Learners are made used to expressing themselves and their knowledge using spontaneous good language.

In order to produce a piece of writing is a challenging task for EFL students. The study conducted by Imron (2000) showed that Indonesian students' writing ability is the lowest in Asia. Alwasilah (2005) also claims that "the senior high school students in Indonesia do not have strong basic to write academically, since the students are not provided with sufficient writing skill and critical thinking skill" (p.6). In addition, Afrilyasanti (2013) states that in Indonesia 75% of students are unable to write since they face some problems in learning EFL writing. For example ; the time given to the students to write is limited to expressing their idea freely and many EFL students do not feel confident with their sentence structures (p.1). The students commonly find the difficulties in grammar, choice of words, and coherence.

The teacher's role in the process of studying how to write is very noteworthy. According to Harmer (2007), in teaching writing, the English teacher will motivate the students, create the right conditions for the era of thoughts, influence them of

usefulness activity, and encourage them to endeavor as possible for maximum advantage. The appropriate strategy that is chosen for the students is part of the teacher's role. The teachers has to find which strategy is suitable for their students especially in writing.

Besides, the writer who had an interview with one of the English teachers in SMA Negeri Unggul 4 Palembang on November, 11th 2016, found that most of the tenth grader students have botches like; they did not put the capital letter in the sentence, and they lack of vocabulary which made them difficult to write. Moreover, they have grammatical errors which make them difficult to develop their writing. The other problem was that the students were confused in developing the structure of their writing, so they are difficult to organize the ideas into a paragraph.

In the case of improving the students' narrative writing achievement, there are a lot of things that could be done. One of the effective ways is by applying certain writing strategies which can encourage the students to learn English narrative writing. One of the strategies that can be implemented is The POW+WWW W=2 H=2, it is a part of SRSD approach for story writing which is developed by Mason, Harris, and Graham (2002). POW+WWW W=2 H=2 strategy will control the students on how to pick thought regarding what ought to be composed and what characters should be incorporated. It will also guide the students to develop their idea what narrative looks like. Lienemann and Reid (2012) said that "POW+WWW, What=2, How=2 is a strategy that helps students to write better stories. Therefore, this strategy will help the students to write a text or story using components of this strategy" (p.16). The POW + WWW is well-thought-of as influent strategy in learning writing.

Therefore, this study aimed to answer the questions as follows: (1). Was there any significant difference in narrative

writing achievement between before and after the tenth graders of SMA Negeri Unggul 4 Palembang were taught by using POW+WWW W=2 H=2 strategy ? and (2). Was there any significant difference in narrative writing achievement between the tenth graders of SMA Negeri Unggul 4 Palembang who were taught by using POW+WWW W=2 H=2 strategy and those who were not?

METHODOLOGY

A quasi-experimental research method and pre-test post-test control group design were applied in this research to know whether or not there was a significant difference in narrative writing achievement between before and after the tenth graders of SMA Negeri Unggul 4 Palembang were taught by using POW+WWW W=2 H=2 strategy and whether or not there was a significant difference in narrative writing achievement between the students who were taught by using POW+WWW W=2 H=2 strategy and those who were not.. In doing this method, this study was done in 16 meetings, including 2 meetings for pre-test and post-test.

The population of this study were the tenth graders of SMA N Unggul 4 Palembang year 2016/2017 with total number of 311 students . The samples chosen in this study were students from X MIPA 5 and X MIPA 6 classes by using convenience sampling technique. The teacher suggested that X MIPA 5 treated as control group and X MIPA 6 belonged to experimental group, because the average English score of X MIPA 5 was high and average English score of X MIPA 6 was low.

The students in experimental group were given a treatment by POW + WWW W=2 H=2 strategy for 16 meetings including pre-test and post-test. In order to

collect the data, a test of narrative writing was given. The test was given in pre-test and post-test. Pre-test was conducted before the writer started the experimental study. Meanwhile, post-test was conducted after the experimental was done.

Content validity was used to check the validity of the test. The writer asked the judgment from the advisors and the validators. To check the level of appropriateness of the test, the writer provided the validators with the syllabus, format of the test, test of specifications, and rubric of the test. The result of validity showed the test was appropriate to be used. The time allocation for the test was 60 minutes and the students should write a narrative text for not less than 250 words.

The writer asked two raters to score students' narrative writing based on the narrative writing rubric. The results of students' writing were correlated by using Pearson Product Moment Correlation Coefficient in SPSS 22. The test was reliable since the reliability coefficient of pre-test and post-test in the control group and pre-test and post-test in the experimental group respectively were 0.750, 0.785, 0.714, and 0.766. Those values were higher than 0.70. According to Wallen and Fraenkel (1991). The test is reliable if the value at least 0.70, so it can be concluded that the data were reliable.

FINDINGS AND DISCUSSION Score Distribution

Based on the grading system used by SMA Unggul Negeri 4 Palembang, the scores were categorized into four categories: ≤ 40 (failed), 41-59 (low), 60-69 (average), 70-79 (good), and 80-100 (very good). The score distribution of students' narrative writing achievement of pre-test and post-test can be seen at Table 1.

Table 1
The Score Distribution for the Experimental Group and Control Group (N=61)

Group	Category	Pre-test		Post-test	
		N	%	N	%
Experimental	Very good	0	0	5	16.66
	Good	3	10	16	53.33
	Average	12	40	9	30
	Low	15	50	0	0
	Failed	0	0	0	0
	Total	30	100	30	100
Control	Very good	0	0	2	6.45
	Good	10	32.25	7	22.58
	Average	14	45.16	14	45.16
	Low	7	22.58	8	25.80
	Failed	0	0	0	0
	Total	31	100	31	100

In the pre-test of experimental group, there were 15 (50%) students in low category, 12 (40%) students in average category, 3 (10%) students in good category and no students (0%) in both very good and failed category. After the treatment was done, there were 5 (16,66%) students in very good category, 15 (53.33%) students in good category, and the rest 9 (30%) in average category. On the other hand, in the pre-test of control

group, there were 7 (22.58%) students in low category, 14 (45.16%) students in average category, 10 (32.25%) students in good category and no students in both very good category and failed category. Next, in the post-test of control group, there were only 2 students (6.45%) in very good category, 7 students (22.58%) in good category, 14 students (45.16%) in average category, and 8 students (23.80%) in low category.

Table 2
The Result of Normality Test (N=61)

Group	Pre-test				Post-test			
	Mean	Std.Dev	Sig-p	SW	Mean	Std.Dev	Sig-p	SW
Exp. Group	11.78	1.579	.585	.972	14.52	1.228	.319	.961
Control Group	12.50	1.693	.095	.942	12.89	1.706	.348	.963

Homogeneity test was done to know whether the sample groups of the population had equal variance. To test the

homogeneity of the data, Levene's test was used.

Table 3
Results of Homogeneity

Test (Exp and Control)	Levene Statistic	df1	df2	Sig.
Pre-test & Post-test in EG	3.093	1	58	.084
Pre-test & Post-test in CG	.034	1	60	.855
Pre-test in EG & CG	.027	1	59	.871
Post-test in EG & CG	2.189	1	59	.144

From the table above, the results of homogeneity test showed that the significance value of pre-test and post-test in the experimental group was 0.084 and the significance value of pre-test and post-test in the control group was 0.855. It means that the data in pre-test and post-test in both the control group and the experimental group were homogeneous as the significance values (0.084 and 0.855) were higher than 0.05.

Next, the significance value of pre-test both in the experimental and in the control groups was 0.871. It was higher than 0.05, it means that the data set were homogeneous. Then, the significance value of post-test both in experimental and control groups was 0.144. It was also higher than 0.05, it means that the data sets were homogeneous as well.

Results of Paired Sample T-test

After testing the normality and homogeneity of the data, paired sample t-test and independent sample t-test were

applied. The results of paired sample t-test can be seen in Table.

Table 4
Results of Paired Sample T-test of Experimental and Control Groups

Group	Test	Mean	Mean Difference	Std. Dev.	Std. Error Mean	T	Df	Sig.
Exp	Post-test	14.52	2.733	1.228	.224	11.777	29	0.000
	Pre-test	11.78		1.579	.288			
Control	Post-test	12.89	.387	1.706	.306	.813	30	0.423
	Pre-test	12.50		1.693	.304			

Based on the results of paired sample t-test in the experimental group, the mean score of the post-test (14.52) was higher than the mean score of the pre-test (11.78) with the mean difference of 2.733. Since the p -value (sig. (2-tailed)) of the experimental group was lower than 0.05 ($0.000 < 0.05$), the null

hypothesis (H_0) was rejected and the research hypothesis (H_1) was accepted. Therefore, there was a significant difference in narrative writing achievement

between before and after the tenth graders of SMA Negeri Unggul 4 Palembang were taught by using POW+WWW W=2 H=2 strategy.

Meanwhile, the results of paired sample t-test in the control group showed that the mean score of the post-test (12.89) was higher than the mean score of the pre-test (12.50) with the mean difference of .387. Since the p -value (sig. (2 tailed)) of

the control group was higher than 0.05 ($0.070 > 0.05$), it can be concluded that there was no significant difference in students' scores between the pre-test and post-test of the control group.

Results of Independent Sample T-test

Independent sample t-test was used to see whether there was any significant difference between the students who were taught by using POW+WWW W=2 H=2

strategy and those who were not. The result of independent sample t-test can be seen in table.

PRE-TEST								
Group	N	Mean	Mean Diff.	Std. Deviation	Std. Error	T	df	Sig (2-tailed)
Exp. Group	30	11.78	-.717	1.579	.288	-1.708	59	.093
Cont. Group	31	12.50		1.693	.304		59	
POST-TEST								
Group	N	Mean	Mean Diff.	Std. Deviation	Std. Error	T	df	Sig (2-tailed)
Exp. Group	30	14.52	1.630	1.228	.224	4.269	59	.000
Cont. Group	31	12.89		1.706	.306		59	

In the pre-test, the result of Independent Samples t-Test showed that t-obtained was -1.708 and p -value was 0.093. At the significance of 0.05 (2-tailed), since p -value was higher than 0.05 ($0.093 > 0.05$). It means, there was no significant difference in pre-test between experimental and control group. In other words, the students in both group had the same level of English proficiency before the treatment given. While in the post-test, the result of Independent Samples t-Test

showed that t-obtained was 4.269 and p -value was 0.000. At the significance of 0.05 (2-tailed), since p -value was lower than 0.05 ($0.000 < 0.05$), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. In other words, It can be concluded that there was a significant difference in narrative writing achievement between the students who were taught by using POW+WWW W=2 H=2 strategy and those who were not.

Interpretation

In the view of statistical analyses results and findings of this study, some interpretation can be drawn. First, the students in experimental group performed better in the post-test after they were taught using POW + WWW W=2 H=2 strategy. It can be seen from the results of paired sample t-test that the students' score between pre-test and post-test increase, with mean difference 2.733. In pretest, the mean score was 11.78 whereas in the posttest was 14.52, the p -value of paired sample t-test in experimental was 0.000, it means that there was significant difference in students' narrative writing achievement since 0.000 was lower than 0.05. In short, there was a significant difference in writing achievement on narrative text after the students were taught by using POW+WWW W=2 H=2 strategy. The improvement of students' score in experimental group happened because of the use of POW + WWW W=2 H=2 strategy used during the treatment. As Mason, Haris, and Graham (2002) said that "POW + WWW W=2 H=2 is a strategy that focuses on student planning of a story. This strategy leads the students to set their ideas about what they are going to write, what should be included in writing narrative story and where, when the story should be taken place" (p.3). The strategy helped the students to build ideas about what they should write and to revise their writing. During the treatment, most of the students in Experimental Group were quite cooperate. The writer gave the students handouts that describe graphic organizer of POW + WWW W=2 H=2 and it really helped them to understand about writing narrative through the strategy.

Second interpretation that can be drawn is there was a significant difference between students' score in experimental group and control group. If both groups were compared in terms of the mean, students in experimental group outperformed those students in control group. The mean score of experimental

group in post-test was 14.52, meanwhile the mean score of control group in post-test was 12.89. Furthermore, it was statistically proved by the results of independent sample t-test which showed that there was a significant in writing achievement on narrative text between the students who were taught by using POW + WWW W=2 H=2 strategy and those who were not as the p -value was lower than 0.05 ($0.000 < 0.05$). The reason why there was a significant difference between those groups because of the strategy applied. There was difference in the students' writing between pre-test and post-test in experimental group, in the pre-test there was so many errors found, but in post-test only few students still made errors in their writing. The kind of errors that writer found was the structure part, in pre-test, the students' structure in the writing was misplace between orientation and complication while in the post-test, the students' structure in their writing was well written. It is because during the treatment the students were taught using graphic organizer which guide them to understand what they should put first in their narrative writing. According to Lienemann and Robert (2012), POW+WWW W=2 H=2 is a system that help students write a better stories. Subsequently, this procedure will help the students to write a content or story in narrative text. In consequence, it is considered that the strategy used in this study affect a significant improvement of students' narrative writing achievement.

Next, the improvement progress of experimental group could be seen through the score distribution. In pre-test, most of the students were in average and low category, no one was in very good category. While, in the post-test, there were no students in low category and most of the students were in good and very good category. On the other hand, most of the students in control group were in average and poor category in pre-test whereas in

the post-test, there were only two students in very good category and still most of the students were in average category and also the percentage of students in low category increased. It is also because the strategy applied, during the treatment the students in experimental group having a teamwork. They were discussing among their group about the narrative story based on the topic given. Consequently, the strategy affected on their enthusiasm and the significant

difference between post-test in experimental group and control group.

Lastly, it could be concluded that POW + WWW W=2 H=2 strategy could improve the students' narrative writing achievement in the experimental group. Thus, it could be interpreted that using POW + WWW W=2 H=2 strategy could improve the tenth graders of SMA Negeri Unggul 4 Palembang narrative writing achievement.

CONCLUSIONS AND SUGGESTIONS

Based on the findings and interpretations of the study, teaching narrative writing using POW+WWW W=2 H=2 was effective for the students. POW+WWW W=2 H=2 helped the students to produce the idea of what to write and elaborate the students to develop writing narrative paragraph. Subsequently, POW+WWW W=2 H=2 pushed the students to improve their punctuation and grammar. After all, it can be deduced that using POW+WWW W=2 H=2 strategy is a good way to improve narrative writing achievement of the tenth graders of SMA Negeri Unggul 4 Palembang.

Based on the conclusions above, the writer would like to give some suggestions to the teachers, students, and further researchers. Firstly, English teachers should be able to develop the technique for teaching English, especially in writing, since it is considered as the most boring and uninteresting subject to learn. POW+WWW W=2 H=2 may become

alternative strategy in teaching writing, it can help the students become more creative in developing and elaborating their writing.

Secondly, for the students, it is suggested that the students have to be active and creative while learning English and they could enrich their vocabulary so that they can make a good paragraph. The writer suggests the students not to search the text or story from the internet because it can obstruct their idea to write. They have to be more confident of their own writing.

Lastly, the writer hopes this study can be a reference for the next researchers who are interested in conducting a study about improving students' narrative achievement using POW+WWW W=2 H=2 strategy. Moreover, the writer suggests the future researchers to provide more story and apply the POW+WWW W=2 H=2 strategy not only for narrative writing but also for other kinds of text such as descriptive text.

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