

IMPROVING STUDENTS' WRITING ABILITY TO WRITE NARRATIVE TEXT THROUGH WRITE PAIR SHARE AT X GRADE OF SMAN 2 KUOK

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ABSTRACT

Write Pair Share technique is one of interesting techniques that can be used in teaching writing. Through write pair share, the students have to write any ideas about the topic given, they work in pair to combine ideas, proofreading process, and then shared to their class by submitting the production of narrative story in written form. The purpose of this research is to know the students' writing ability to write Narrative Text by using write pair share technique. The population of this research is 34 students of X-5 in SMAN 2 Kuok. By using Classroom Action Research, the writer has done two cycle process. After the learning process, the result of first cycle shows that five students who got very good criteria (15%), 19 students who got good criteria (56%), five students who got fair criteria (15%), and five students who got poor criteria (14%). In the second cycle, one student (2.94%) is poor, one student (2.94%) is fair, eight students (23.53%) are good, 18 students (52.94%) are very good and six students (17.65%) are excellent. In conclusion, there are six students get the score under the minimal standard score (≥ 75) or 82.35% students get higher score than 75. It indicates that write pair share technique is an appropriate technique that can improve students' writing ability to write narrative text.

Keyword: *Writing Ability, Narrative Text, Write Pair Share.*

Introduction

A successful and effective communication can be achieved through the use of correct and appropriate language that fits to situation, and a good command of vocabulary and grammar are essential. The mastery of these language components is partly supported through learning the four basic English skills, and one of very important basic skill of learning English is writing.

Harmer (1998:79) sees writing as a very important language skill, Writing as a skill: by far the most important reason for teaching writing, of course, is that is a basic language skill, just as important speaking, listening and

reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements – and increasingly ... From the statement above, it can be assumed that writing has a main role in developing skill. It presents how the brain works by using the students' mind to think by delivering information such as ideas, opinion and spread their creativity. It also leads them to be more competitive when they want to have a good position for job.

In fact, sometimes students of senior high school face many kinds of problems in learning writing. They are not able to write story in English because their limited background of knowledge. Then the writer always finds some mistakes when the students write a simple sentence as an example. There are three reasons why writing is difficult to do for senior high students. First, the pattern of verb for English language is quite different to *Bahasa Indonesia*. The students are still confused to choose the verb seemed appropriate relate to the story, subject and adverb of time. Second, there is a genre based for constructing a text which is included to the curriculum. The students also have difficulty to decide which one is orientation, problem, or resolution in Narrative Text. In fact, they only think how the story begins and ends. They also feel bored about the systematic in constructing text, the steps are brainstorming idea and how the paragraph is coherent each other. Because of those reasons, they seldom write a story in English itself that have some rules to do. Third, the teaching technique is not attractive. The students feel bored when they have writing class. Their teacher only asks them to write again and again by using the same technique when he enters the class.

Teaching writing may be affected by some methods of learning. One of the methods is Cooperative Learning. Cooperative Learning is a teaching method which has characteristics to work together, how the students get involved in the activity, sharing information, and make a final decision. This method is good to develop students' critical thinking, work team, responsibility, and also competition.

Some techniques used in Cooperative Learning to help students improve their writing ability: Write Pair Share, Write Pair Square, Jigsaw, etc. In conducting the research, the writer only focuses in one of the techniques; Write Pair Share, because it is a technique that works in pair to give chance for students to be cooperative when constructing a text. The students will have more time to correct their words with their pair in case of to decrease the difficulty in writing words to make a good text. In fact, if the students work alone, they cannot realize about the misspelling, grammar, punctuation, etc, all the items are really influenced in writing a text. So, the writer has perception that the technique will be affective to improve students' writing ability.

The writer wants to identify three problems. First, the pattern of verb for English language is quite different to *Bahasa Indonesia*. There are different kinds of verb which is related to the subject or adverb of time. Second, there is a genre based for constructing a text which is included to the curriculum. It means that there are several kinds of text need to be mastered by the students. Third, there is inappropriate technique to teach writing. For those problems, Write Pair Share gives a big chance for the students to proofread many elements in writing (Subject, Verb, and Compliment) of constructing the text itself. This technique also gives them to be more aware of mistakes in writing, because they are able to work together with their friends. On the other hand, they will be more comfortable to join the writing class by using this technique. So, the writer wants to know whether this technique may improve students writing ability or not.

To limit the problem, the writer only focuses to know whether Write Pair Share can improve students' writing ability or not. The writer asks the students to write any ideas about the topic given, the students work in pair to combine ideas each other, and then share to the class their final text as production. For the writing's elements of Narrative text in this study is focused on content, organization, vocabulary, language use, and mechanics.

Based on the background of study that has been described, does write pair share improve students' writing ability?

Writing also plays an important role in teaching English because it is one of productive skills in which students are able to produce written form to communicate with others in English.

However, Ndubuisi (1989) says, "learning how to write in a foreign or second language is not an easy things to do. It could be difficult for everyone, even for professional writer." It means that the ability to write in a foreign language seems to be more complicated than being able to speak that is why to master writing is not easy, it needs practice a lot.

The opinion above is supported by Philips cited in Ismayanti (2012:4) who said that writing is much more than simple mechanics of getting the words down; it also involves spelling, grammar, punctuation, choice of appropriate words, sentence link, and text construction. It shows that writing is not just putting words in a paper, to link the sentence, and to choose appropriate words, but it has also to have meaning and ideas.

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. It motivates communication and makes thought available for reflection. Also it produces encouragement of expressing many ideas. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

Writing is the integrating part in learning process, because writing is one of the language skills that have to be mastered by the students as a medium of intellectual communication. So it has very important role for writing ability determines the students' achievement in learning process.

Furthermore, Macdonald and Macdonald (1996) see writing as the main part of education, Writing is a vital part of education, because writing is basic of thinking and education is all about thinking. Writing forces to think, explore ideas, find out an argument, evaluate product.

From the statement above, it can be assumed that writing has a main role in education. It presents how the brain works by using the students' mind to think. Education needs thought to deliver information such as ideas, opinion and spread their creativity. Both of the functions are able to be evaluated by writing a letter, essay, poem as the product. It redirects to get the process of teaching, training, and learning.

According to Nunan (1991:88), "writing skill can develop rapidly when students' concerns and interests are knowledge, when they are given numerous opportunities to write, and they are encouraged to become participant in a community of writers." It means that when the students develop their writing, the teacher should give them more chances to build up their confidence to transfer their ideas in written form. So, the teacher should create a good atmosphere to his or her students to develop their writing skill and find the excellent way of bridging the gap between the theory and practice.

The writer apprehends that writing is a vital skill in basic knowledge development. It has many advantages to develop students' writing ability at school. It will provide them to be more critical about everything around them by transferring their ideas through writing.

One of the most familiar texts is Narrative text. Brewer (1980: 223) states, "narrative text describes events that occur through time that are related through a casual or thematic chain." It indicates that narrative text depicts about an event that happen sequentially one and based on the cause and effect.

Another expert also added that in general, "narrative text involves reading presented as nonfiction (e.g. biographies and memoirs) or fictions (e.g. novels and fables) stories that tell the reader *who did, what to, whom, and why*" (Dymock, 2007)

It can be assumed that narrative text also informs the readers about the participants of the story, setting of place and time, how the problems arisen and solved. So the readers will understand about the content of the story itself.

By the time students reach the secondary school level, they are generally seen as being capable of greater independence. At this age, peers become even

more important in their lives. One of teaching method seems suitable for this level is Cooperative Learning. Cooperative learning is good approach to apply for the students in the classroom; it represents a wide range of age and an experiential level makes this a unique resource for language educators. It has been long been of interest to practitioners of communicative language teaching since it offers widely tested classroom procedures for implementing group-based activities in the language classroom.

Kessler (1992:8) sees cooperative learning as the group activity contributed to achievement,

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

It can be assumed that cooperative learning is a kind of learning activity gives an opportunity for students to develop their own capability to work in group. When they share their own opinion, it helps the others to improve their learning also.

Cooperative learning provides some techniques for teaching and learning English to encourage students and promote higher – level thinking. One of the techniques is write pair share adapted from think pair share. Write pair share activities pose a question to student that they must consider alone and then discuss with a neighbor before settling the answer (Kagan: 1997)

According to Santa et al (1996), “write pair share is a discussion strategy that can be used as pre-writing activity, problem-solving strategy, or as a follow-up activity. Each student becomes an active participant.”

It can be assumed that write pair share is one of teaching strategy which is given a good time for students to brainstorm their ideas, sharing their ideas by working out the problem to their pair, at the end they are able to produce good writing that they have already made. In addition, this activity is able to involve the students to engage as a team by responding the discussion to get their purpose. It also motivates a lecture segment, and to obtain feedback about what students know or are thinking and it is easy to incorporate more than one write pair share activity in a given class period.

This activity also was developed by Frank Lyman (1981) says, “the teacher or instructor poses a question, preferably one demanding higher order thinking (analysis, synthesis, or evaluation.

Method

According to the research title, Classroom Action Research (CAR) method is used, because write pair share technique is applied to improve students' writing ability. According Marleni (2017), The loop of planning, acting, observing, and reflecting are included in this research process. CAR method is used to develop writing ability to solve problems directly applied in the classroom.

This research is conducted at SMAN 2 Kuok, the address is Sibiruang, Koto Kqampar Hulu. The writer conducted research from January 23rd to February 27th, 2015. The participants of this research are the first grade of SMAN 2 Kuok, which consists of 34 students' only one class.

The writer took all the students' from first grade of X-5 because this class faced many difficulties in writing activity especially the students did not know how to write a narrative text which consists of generic structure and language features. In fact their writing score in average is 70; under standard score stated 75.

Finding and Discussion

The instruments were used in this research are students' worksheet (pre-test and post-test) and observation note. The data of this research were collected from the result of students' worksheet in pre-test and post-test in the first cycle and for the second cycle, the result is from their post-test only. The result of pre-test score showed that the students who got poor criteria ≤ 59 is 81% and fair criteria 60-69 is 19%. It can be concluded that they have difficulties in writing a good narrative text.

It shows that the students' average score is 45.51. It was taken from the sum of students' score divided into 31 (the total number of students who submitted the test). The average score is lower than the standard score stated (75.00). The percentage of pre-test can be drawn into the figure 3.1 below:

The Result of Students' Pre-Test Score

After giving three times of treatments in the first cycle process, the students were given post-test. The post-test result shows the effectiveness of the treatment implemented because most of the students in the pre-test were able to increase their writing scores. In other words, write pair share technique could change the students' average score from the pre-test score. From 34 students (100%), there is only five students got poor quality (≤ 59) or 14.70%. It is also found that the students who get poor criteria decreased; five students (62.00%)

from 23 students (77.00%) in the pre-test. The result can be drawn into figure 3.2 below:

The Result of First Cycle Post Test

From the post-test result, it is found that by giving keywords on the treatments process, the students' average score were able to be improved. From 34 students (100%), one student (2.94%) is poor, one student (2.94%) is fair, eight students (23.53%) are good, 18 students (52.94%) are very good and six students (17.65%) are excellent. It is implied that there is an improvement on students' score in writing narrative text. See figure 3.3.

RESEARCH DISCUSSION

The standard score which is stated by school for English subject is 75.00. Therefore, the writer decided that the score would be the learning target for this research. It means that the cycle would be ended if the students' writing score has reached the standardized score.

In this research, the improvement of students' writing ability to write narrative text is showed in each cycle which have been done, the second cycle is required to be done because of their score average have not reached the average score stated (75.00).

First, the writer gave a pre-test to the students. The result of pre-test is 45.51. In the first cycle process, the students are asked to make narrative text based on the theme given. Based on the result of students' work, she assumes that they are able to make their own narrative text by using write pair share technique, even though they still had mistakes in deciding complication and resolution. In addition, they still made some errors on the use of word order, word choice, article, spelling, and punctuation. Constructing write pair share technique is quite new for most of students. Even though, they found difficulties to write narrative text at first. Because of that, the writer had to be patience to guide them to write narrative text. Then she has to give motivation to the students; to make them do not feel difficult in writing narrative text.

According to the guided note by the observer, he observed the writer when she was teaching the students using write pair share technique. The writer spoke English too fast and it made unclear direction to the students therefore many students could not understand what they have to do. Additionally, the observer suggested that the writer has to give a clear direction by speaking English slowly, in order to to make the students understand what they have to do.

The score of the first cycle post-test gave a positive result on the research process. The students' average score could improve from 45.51 to 71.92. It means

that the result of the first cycle post-test score did not reach the standard score stated (75.00). Consequently, the second cycle would be applied for research process.

In the second cycle, the students were still asked to make narrative text. This time, the treatment was added by giving keywords to stimulate them in making draft and writing narrative text. Also the writer asked them to write familiar story from Indonesia. The students' work result in the second cycle process showed that write pair share gave a good contribution on the research process. The students' average score from the pre-test until the second cycle post-test.

It can be assumed that the students could improve their writing ability in constructing a good narrative text. They also understood about the generic structure of the text (orientation, complication, and resolution) and could decrease mistakes in every aspects of writing.

CONCLUSION

Classroom action research was implemented in this research to improve students' writing ability to write narrative text through write pair share. The writer took two cycle processes which consist of three treatments of each cycle for the research. The pre-test average score (45.51) shows that students' ability to write narrative text is still low and under standard scores (75.00). After applying the technique, the improvement can be seen in the first cycle that is 71.92. However, it did not reach the goal of the standardized score. To improve students' ability to write narrative text through write pair share, the teacher gives keywords for the each treatment. In the second cycle, she used the similar keywords but the topic focused on Indonesian story. The average score of the second cycle reached 81.59. In other words, giving keywords and familiar stories improve the students' writing ability to write narrative text through write pair share.

Based on the result in the second cycle, it is perceived that the process is the most effective treatment than the others. It implies that giving keywords and familiar stories are able to improve the students' writing ability to write narrative text. In conclusion, write pair share technique can be an effective way to improve students' writing ability to write narrative text.

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