

THE EFFECTIVENESS OF PAIRED STORY TELLING TO INCREASE STUDENTS ABILITY IN NARRATIVE WRITING

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The objectives of the research are to find out whether Paired Story Telling can increase the student's ability in narrative writing text. This research employed a quasi experimental method. The population of this research was the students at cokroaminoto palopo university in the academic year 2017/2018. It used cluster random sampling, taking two classes totalling 72 students. It involved two groups, namely experimental class and control class. The instruments of this research were pre-test, treatment, and post-test. The results of this research indicated that there was significant difference between the experimental class and control class. It can be indicated from the result of t-test and t-table. In experimental class, the result of t-test was greater than t-table ($3,49 > 1,666914$). Before doing treatment the students in experimental class get mean score 51,18. Then after giving treatment, the students get mean score 67,71. But it is different in control class. Before doing treatment, the students in control class get mean score 53,33. Then after giving treatment, the mean score was only 62,02. Thus, it is concluded that the Paired Story Telling technique enhances the students' writing ability.

Key words: Narrative text, Writing Skill, Paired Story Telling.

1. Introduction

Writing is one of skills or target of communication that is important to teach in teaching and learning English. Writing is a means of both communication and self-expression. There are twelve modes of writing, they are: narrative, descriptive, analytical exposition, hortatory exposition, recount, report, new item, anecdote, procedure, explanation, discussion, and review. One of them is narrative writing.

Narrative writing is one of teaching material for the seventh semester students. The lecturer said that the common problem faced by the students in writing that is they have difficulties organizing their ideas, the use of punctuation, capitalization, and structure. Besides that, they cannot find ideas to start their writing activity. On other hand, they have great number of ideas in their mind but they do not know how to organize them in writing form. Actually, there are some factors that influence the students' ability to write. They are vocabulary, interesting topic, and techniques in learning writing such as picture, map, etc. Among those factors, technique is an important factor that should be given a special attention because by applying a good technique, the students can improve their ability to organize their ideas into good writing. Therefore, the researcher tries to decrease this problem by using cooperative learning paired story telling.

How to apply paired story telling

In the curriculum today, lecturers have to create active learning, creative, effective, and enjoyable in their teaching. Therefore, to get this aim, the lecturers must apply a new learning method that exactly can improve the quality of teaching and learning in the classroom such as cooperative learning. Cooperative in writing will give the students a chance to share their ideas and information in the group that they while take teaching and learning process then, saving time especially if we teach in large class. Then, cooperative learning is an excellent way of promoting positive interaction between member of different cultural and socio-economic group. So, the classroom atmosphere will be most enjoyable by reducing competition.

Paired story telling is an interactive approach between students, faculty, and course materials (Lie, 2002). Can be applying to teaching reading, writing, listening, and speaking. As well as on the subjects of social science, religion, and language. In this technique the lecturer must understand the capabilities and experience of their students and help them turn on the ability and experience so that learning becomes more meaningful material. In this technique the lecturer gives the narrative text is divided into two, the beginning and the end. Students are asking to pair up and then the lecturer gives the narrative text to the student's the early part and the final part on the second student. From there it can be seen students who receives the early part of the students who receive the text of the final narrative. Students work together to provide information about the reading by writing keyword. Of the activity, students can complete an essay as a whole with the help of keywords that give award by a partner in the missing pieces or parts that he knows he did not read.

2. Research Method

The method that apply in this research is a quasi-experimental research design. This design involves two classes, X-1 as experimental group and X-2 as control group. The design of the experiment can be seen in the following table:

Table 1. Research Design

O	X ₁	O
O	X ₂	O

Where:

O = test, pretest, or posttest

X₁ = experimental group

X₂ = control group

(Gay L.R., et al, 2006:255)

There are two variables involve in this research, namely independent and dependent variables. Independent variables involve cooperative learning. On the other hand, the dependent variable is the students` ability in narrative writing.

3. Finding and Discussion

a. *The result of t-Test Analysis is shown in the following table:*

Table 2. The result of t-test analysis in Pre-Test and Post-Test

<i>Test</i>	<i>T-Test</i>	<i>T-Table</i>
Pre-test	-1,27	1,666914
Post-test	3,44	1,666914

The result of data analysis above indicated that t-test value in pre-test is smaller than t-table value ($-1,27 < 1,666914$). It means that the students` ability in writing narrative text is low before doing treatment. While the t-test value in post-test is greater than t-table value ($3,44 > 1,666914$). It means that there is significantly difference in using cooperative learning paired storytelling to improve the students` ability in writing narrative text.

b. *The comparison the Mean Score between Experimental Class and Control Class*

Table 3. Mean Score

<i>Class</i>	<i>Pre-test</i>	<i>Post-test</i>
Experimental Class	51,18	67,71
Control Class	53,33	62,02

From the table above, it is found that before given treatment, the both classes have low ability in writing narrative text. It can be seen from calculate of mean score in pre-test is 51,18 for experimental class and for control class is 53,33. But, after given different treatment, the students have significantly difference for their achievement in which the students in experimental class achieved high score. While the students in the control class achieved lower score than in the students` score in experimental class. It based on the calculate of mean score in post-test is 67,71 for experimental class and in control class is 62,02.

Discussion

From the finding above, the researcher found that there was significant difference between the experimental class and control class. It can be indicated from the result of t-test and t-table. In experimental class, the result of t-test was greater than t-table ($3,49 > 1,666914$). Before doing treatment the students in experimental class get mean

score 51,18. Then after giving treatment, the students get mean score 67,71. But it is different in control class. Before doing treatment, the students in control class get mean score 53,33. Then after giving treatment, the mean score was only 62,02. Thus, it is concluded that the paired story telling technique enhances the students' writing ability.

4. Conclusion

After conducting the research about the application of cooperative learning type paired storytelling and based on the research findings in the previous chapter, the researcher puts forward the following conclusion: There is significant difference in writing achievement between the students taught by using cooperative learning type paired storytelling and the students taught by using non-cooperative (individual writing). It can be indicated from the result of t-test and t-table. In experimental class, the result of t-test was greater than t-table ($3,49 > 1,666914$). Before doing treatment the students in experimental class get mean score 51,18. Then after giving treatment, the students get mean score 67,71. But it is different in control class. Before doing treatment, the students in control class get mean score 53,33. Then after giving treatment, the mean score was only 62,02.

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