

TEACHING WRITING A NARRATIVE PARAGRAPH BY USING NOTE-TAKING TECHNIQUE

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Abstract: The main problem of this research was “is it effective to teach narrative paragraph in writing by using Note-taking technique to the eighth grade students of the state junior high School 33 of Palembang?”. Therefore, the objective of this research was to find out whether or not it was effective to teach writing narrative paragraph by using Note-taking technique to the eighth grade students of the state Junior High school 33 of Palembang. The method used in this research was pre-experimental method that is one group pre-test post-test method. The population of this research was all of the eighth grade students of the state Junior High school 33 of Palembang. The sample of this research consisted of 37 students. In this research there were two variables, they were independent variable and dependent variable. The independent variable of this research was note-taking and dependent variable was the students’ writing achievement. In collecting the data, the written test was giving twice; pre-test and post-test. The data were analyzed by using matched t-test. Based on the result of the data analysis, the result of the research showed that the students’ average score in the pretest was 63.58 in which the lowest score was 50 attained by two students and the highest score was 70 reached by two students. Then the students’ average score in the posttest was 72.08 where the lowest score 60 achieved by one student and the highest score was 80 achieved by five students. By using the students’ score it was found that the result of the calculation of the matched t-test was 8.854, this score was higher than t-table that was 1.684 and the critical value at 5% of the significant level in one-tailed testing with $df= 36$. It means that null hyporesearch (H_0) was rejected and alternative hyporesearch (H_a) was accepted since the result of t-obtained was higher that t-table. In other words, the teaching writing narrative paragraph by using note-taking technique to the eighth grade students of the state Junior high School 33 of Palembang was effective.

Keywords: Writing, Narrative, Note Taking

INTRODUCTION

English has become one of the important subjects in Indonesia. English as a foreign language that must be taught to the Indonesian students. It started from elementary school until university grade. The objective of teaching English as a foreign language at school is that the students are able to communicate in English at the end of the research and ready to compete in global era (Department of education and Culture, 1994 : 132 cited Saleh). To make the students master English there were four skills that were important to develop the students' knowledge. The four skills were ; reading, listening, speaking, and writing. These skills were interrelated, one skill develops another skill. Writing is one of the

four skills to be taught to the students in learning English.

Among the four skills, writing is the most difficult one for the students to learn. Because, writing may truly be considered the most sophisticated. It involves many aspects of language such as grammar, spelling, vocabulary, and culture.

Based interview and observation at Junior High School 33 of Palembang especially for the eighth grade students, there were many students had some problems in writing such as the students got difficulties in using grammar, vocabulary, form, content and punctuation in writing narrative paragraph. It was happened because the method which the teacher used in learning and teaching process were not effective and not interesting, it

made the students be bored and not interested to learn. So, in this research the researcher was trying to find the good method in teaching writing especially in narrative paragraph. The method would be used was Note-taking , hopefully, the students would not to be bored and it can help the students easy to write.

According to competence based curriculum published by the Department of National Education (2004:17) there are three kinds of texts which must be taught to the eighth grade students, namely descriptive, recount and narrative. In this research, the researcher would like to focus in narrative paragraph because narrative paragraph can be effective, interesting way to integrate significant background information into essay types.

Jaya et al (2018) Writing is one of the most often used skills by the teachers in teaching English at all levels of education. Teachers should be able to apply methods that can motivate students to learn English writing and make them actively involved during the instructional activity. In addition, the methods used are hoped to evolve the students' self-confidence and behavior that are creative and innovative. Jaya (2016) A good method will have a great influence in teaching learning process. Conversely, if the teacher uses inappropriate method, it will make the students bored in joining the lesson.

Based on the explanation above, it was interest to conduct a research concerning teaching writing a narrative paragraph to the eighth

grade students by using note-taking technique. Hopefully, the students would not to be bored and confused in writing. In addition, it can develop to assist student's exercise in writing individually

Formulation of the Problem

The problem of the research was formulated in the following question: "Is it effective or not Teaching Writing Narrative Paragraph by Using Note Taking Technique to the eighth grade students of the state junior high school 33 of Palembang?"

Objective of the Research

Based on the problem mentioned above, the objective of this research was to find out whether or not it was effective to Teaching Writing Narrative Paragraph by Using Note-Taking Technique.

LITERATURE REVIEW

The Concept of Teaching

According to Saleh, (1997:19), that teaching is an interactive process between the teacher and the students and among students themselves. The students need to comprehend the new language. But, can best do this when allowed to ask about what it is that they do not rather than rely on their teachers or text book to anticipate area of comprehension difficulty and simply a priority. In relation to the definition of teaching, (Best and Khan, 2007 : 107) stated that teaching is the process of transfer knowledge from the teacher to the students ". According to Brown, 1980 : 8 cited Saleh stated that teaching is "guiding and facilitating learning, enabling the students to learn, setting conditions for learning".

In other words, teaching is not explaining everything by all-knowing teachers but asking, probing question, giving the students' time to think and respond, so that classroom interaction may become enlightening for all concerned.

The Concept of Writing

Jaya (2017) Writing ability is the ability to express the idea, opinions, thought and a way of communicating information, ideas, and feeling to other people. Writing is a creative process, an intellectual exercise that results in a product symbolic, for example a story, an essay, a book, or a paragraph. It is a found out that writing is a complex skill that is learned rather than acquired both in the first language and the foreign language.

According to Chin (1990:118) defines writing as a way

of communicating, information, idea and feelings to other people by producing the thoughts, ideas and feeling in written symbols. It means when we write, we also compare and create meanings with words. The reader of the words then receives the meanings.

Writing is a process or way of thinking to express the idea in written form. Writing is culturally specific, learned behaviors (Brown, 1994 : 319). We learn to write if we are members of a literate society, and usually only if someone teacher us. Writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language (Brown, 2004:218). Writing is indeed a thinking process (Brown, 1994 : 322).

Based on My Idea that writing is a form of communication in which expresses the ideas, feelings and thoughts in written form so that people can read, perform or use it, put information, etc and to give the message to the reader via a text.

According to Jack C. Richards and Schmidt (2002 : 348), Writing is classified into four types : descriptive, narrative, expository, and argumentative paragraph.

1. Descriptive paragraph

Descriptive paragraph is a paragraph, which is often used to describe something (people, things, rooms, etc). This kind of paragraph also describes the structure or the characteristic of something.

2. Narrative paragraph

Narrative paragraph describe an event, feeling, or

experience in story form or in the order the details of the event happened. Besides, it tends to give background information of past events.

3. Expository paragraph

The purposes of expository paragraph is to present information, opinions, or ideas, it exposes something about the topic. There are two kinds of expository paragraph. They are: (1) to explain facts or convey information, and (2) to persuade or argue an opinion.

4. Argumentative paragraph

An argumentative paragraph is a paragraph written in support of an opinion or in an effort to persuade someone or argue something to follow a certain course of action.

Population and Sample

According to Fraenkel, Wallen and Hyun (2012 : 92) stated that The population, in other words, is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the research. While, Arikunto (2010:173), states population is all investigation subjects. The population of this research was all the eighth grade students of the state junior high school 33 of Palembang in the academic year of 2017 with a total number of 257 students..

Sources: Junior High School 33 of Palembang in the academic year 2017

Sample

According to Freankel and Wallen (1998:576). Sample is parts of population has investigated, it is a

smaller member of people that select for the research. The sample of this research was the students of VIII.5 consisting of 37 students. The sample was taken through convenience because the school provided this class as a sample in this research. A convenience sample is a group of individuals who (conveniently) are available for research. Fraenkel, Wallen and Hyun (2012 : 99).

The Technique for Collecting the Data

In collecting the data, the researcher used a writing test. The researcher distributed a writing test which is administered twice. The first test was Pre-test and the second test was post-test. In the pre-test, the students tested before the treatment. The researcher gave the students topic and asked the students to write narrative paragraph based on the

topic given, and the second one was post-test where the researcher gave the treatment for the students in teaching English narrative paragraph by using note-taking technique. In the post-test the researcher used the same way with the pre-test, but in the post-test the researcher gave the test after the teaching and learning activities.

The Technique for Analyzing the Data

There were three technique applied in analyzing the data obtained, they were (1) the rubric of scoring, (2) the criteria of writing scoring and (3) the match t-test from the test.

There were two judges in scoring the students' writing there were the English teacher from that school and the researcher researcher. The English teacher and the

researcher used the rubric of Scoring and the criteria of writing scoring in scoring the students' writing. The both of that score accumulated and that the result were the students' writing score. And the match t-test were the techniques that applied in analyzing the data obtained.

FINDINGS AND INTERPRETATION

Findings

Based on the research, after analyzing the data from the test it was found that teaching writing narrative paragraph by using note-taking technique to the eighth grade students of the state Junior High School 33 of Palembang was effective. This happened because by using Note-taking technique in learning English especially to teach narrative paragraph made the

students be easier to understand about narrative paragraph which was given to them so that they could write narrative paragraph. After being analyzed, It was found that the average scores students achieved in pre-test was 63.58 and in the post-test was 72.08 and the score of the matched t-test was 8.854.

The Students' Scores in the Pre-Test

The pre-test was the primary stage the students were given. It was done before the treatment to know if the students were able to write narrative paragraph. In the pre-test, the students were asked to write one narrative paragraph with the theme "Cinderella" the data obtained from the pre-test in terms for the grammar, vocabulary, form, content, and punctuation of the students' writing were calculated. After being

analyzed, it was found the highest score in the pre-test was 70 achieved by 2 students and the lowest score in the pre-test was 50 achieved by 2 students. The average of the students score was 63.58. Table 7 shows the result of the pre-test.

The Students Score of the Post-Test

After taking the pre-test, the students were given a treatment in teaching writing narrative paragraph by using note-taking technique. After doing this treatment, the researcher gave them the post-test to the students which intended to know how far the progress of students scores in writing narrative paragraph.

Based on the post-test, it was found that the highest score was 80 achieved by 5 students and the

lowest score was 60 achieved by 1 student. The average of the students score was 72.08. Table 8 shows the result of the post-test. It indicated that it was effective to use note-taking technique in teaching writing narrative paragraph to the eighth grade students of the state Junior High School 33 of Palembang. Based on the result of t-test calculation 't-obtained'. It was found that the value of 't' was 8.854 where the value of the t-table was 1.684 at significance level of 5% With df 36. Therefore t-obtained was higher than t-table. It means that H_0 (null hypotheses) was rejected and H_a (alternative hypotheses) was accepted. So, it was effective to use note-taking technique in teaching writing narrative paragraph to the eighth grade students of the state Junior High School 33 of Palembang.

Interpretation

Based on the finding this research, the researcher interprets that the use of note-taking technique was effective in teaching writing narrative paragraph to the eighth grade students of the state Junior High School 33 of Palembang. It was assumed that the students' ability in writing narrative paragraph before being taught using note-taking technique was in fair level and after being taught by using note-taking technique was in the good level. This condition means that teaching writing narrative paragraph could improve their knowledge writing.

Furthermore, the result of the teaching showed that there was a difference in achievement on pre-test and post-test. From the data distribution score in the pre-test, it

was found the highest score in the pre-test was 70 achieved by 2 students and the lowest score in the pre-test was 50 achieved by 2 students with average score 63.58. From the data distribution in the post-test the highest score was 80 achieved by 5 students and the lowest score in the post-test was 60 achieved by 1 student with average score 72.08. The result of the calculation of the matched t-test formula was 8.854, this score was higher than t-table that was 1.684. It means that H_0 (null hypotheses was rejected and H_a (alternative hypotheses) was accepted.

CONCLUSION

Based on the previous finding, the researcher concludes that

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teaching writing narrative paragraph by using note-taking technique, in the pre-test average was 63.58 and the post-test was 72.08. The significant level 5% (0.05) and degree of freedom (df) was 36 ($37-1=36$), the critical value of t-table for one tail test was 1.684 and the result of t-obtained was 8.854, the result t-obtained of 8.854 exceed 1.684. It means that H_0 (null hyporesearch) was rejected and H_a (alternative hyporesearch) was accepted. It indicates that teaching writing narrative paragraph by using note-taking technique to the eighth grade students of the state Junior High School 33 Of Palembang was effective.

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