

The Effect of Storytelling Method on Students Writing Narrative Text Ability at the Eleventh Grade Students of Man Panyabungan

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Abstract — The aim of this research was to know whether there was a significant comparison of students writing narrative text after and before taught by using storytelling method. The writer uses an experimental method. The population was the eleventh grade students of MAN Panyabungan. The total amount of population was 40 students. The samples were taken by using total sampling. The data were collected by using writing test. To analyze data, the writer used descriptive analysis by using the formula of t-test. After calculating the data, it was found that the result of students writing narrative text ability after taught by using storytelling method was categorized good. And the students writing narrative text ability before taught by using storytelling method was categorized enough. The result of the analyzed data shows that $6.00 > 2.03$ or t_o was greater than t_t . So, the hypothesis was accepted. It means, The students writing narrative text ability after taught by using storytelling method gave a better result than before taught by using storytelling method at the Eleventh Grade Students of MAN Panyabungan.

Keywords— effect, storytelling method, writing ability

I. INTRODUCTION

Writing is one of the language skills that has important role in daily life. There are some kinds of texts in English, one of them is narrative. Generally, narrative text tells the story of acts or events. Narrative text has social function to amuse, entertain, and to deal with actual or various experience in different ways. This writing style is easy to remember because it has some particular criteria of the generic structure.

As far as many efforts were held continuously in fact, many students of MAN Panyabungan are low in studying English, especially in writing. It can be seen from their value of their daily scores and final semester examination. The data shows the value of examination averages under 70. Meanwhile, they are expected to get the 75 as minimum score. The students get low score in writing text because of some factors, such as the lack of students interest, the lack of understanding the grammar, the lack of vocabulary, curriculums, teachers, teaching methods, teaching approach, facilities and environment.

Meanwhile, many ways have done by the teachers to reach the competence, such as providing the suitable narrative

textbook, using good media in teaching and learning process, giving exercise, task or homework to the students like writing a draft of narrative text, and giving course of English. But the most important one to increase the students interest in learning is the way of teaching. Many teachers still use conventional method to teach that makes students bored in the classroom.

Based on the previous explanation, the writer tries to do a research about the effect of storytelling on students writing narrative text ability to see whether that method is a suitable method to teach writing narrative text. Storytelling is the strategy of teaching to help students understanding story by listening their teacher tells them stories orally. In storytelling, teacher tries to attract students' attention to material by presenting the material through performing like storyteller. The purposes of storytelling are to raise awareness of the use of storytelling as a teaching strategy, to consider the advantages and disadvantages of its use, and to highlight useful texts.

Therefore, the writer is interested to do a research about The effect of storytelling method on students ability in writing narrative text to the Eleventh Grade Students of MAN Panyabungan.”

II. WRITING NARRATIVE TEXT

Writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage [1]. It means that to be able in writing a passage it is really important to master vocabularies, spelling, and sentence pattern.

A good writing can be advantageous for many people. It can be a source of information or references to write other text. Brown says that writing ordinarily leaves a physical trace, which can later be referred to either by writer or by the readers [2]. Furthermore, in writing we bring knowledge into being, we record and preserve it. Writing is the seed, the fruit and the pickle of our understanding [3]. It is clearer that writing is really an important skill to be mastered.

From all the explanations above, it can be concluded that the writing is an important skill to be mastered by the everyone in order to express their ideas and feeling. In this

research, the writer focuses to find out the students ability in writing narrative text. A narrative text is the kinds of the text that explain or contained by some acts to entertain the readers or give the information. "Narrative text is an event in the past time that can be made as a story to entertain or to amuse the reader and also gives good lesson"[4]. It means that narrative text is a story of event that happened in the past time. Similarly, according to [5] Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. It means that there are similar characteristics of narrative text from both of the theory above. They underline that narrative text has functions to amuse and entertain its reader.

In narrative text, the writer will discuss three important things or the indicators; they are the social function of narrative text, generic structure of narrative text and lexicogrammatical of narrative text. Narrative is a text that tells about a story or event that happened in the past time, and has function to entertain the reader. As [6] says, "Narrative text is a kind of text as story purposes to entertain the reader." It means that narrative is a text about story that made to entertain it readers. In addition, the function of narrative beside to amuse and entertain the reader, it also give good lesson for ourselves and other reader [5]. It means that, narrative text not only a story that can entertain and amuse the reader but also can give good lesson, it means that the reader can take the conclusion about the event that happened in the text, and can compare with the same problem in their lives.

There are some generic structures of narrative text that must be understood by the teacher, they are: 1) understanding of content and function, orientation contain about topic of an activity or event which will be told and its function is to attract the readers interest, 2) understanding about content and function of text element: sequence of event that leads to conflict-climax [7]. Sequence of events contain the story about activity or event in the past time in which there is the steps of conflict-resolution. The function of tell the event is to amuse the readers, 3) Resolution is a text element which contain about the problem solving, and 4) coda contain about the conclusion which aim to give the massage of moral lesson to the readers.

Then, the language features of narrative text are: 1) focus on specific and usually individualized participants, 2) use of material processes land in this text, behavioral and verbal processes. example: (saying verb) asked., (action verb) arrived, ate, went, etc, 3) use of relational processes and mental processes, 4) use the temporal / time connective, conjunctions and temporal circumstances e. g : One day, a week, later, then, a long, long time ago, when, etc, 5) use of past tense, 6) pronouns, example: I, me, they, their, its, it etc, 7) nouns, example : traveler, bundles, tree, road, stepsister, housework, etc, and 8) use action verb [4].

STORYTELLING METHOD

Storytelling is a strategy of teaching where teacher will present the material orally. In storytelling, teacher tries to attract students attention to material by presenting the

material through performing like storyteller. Storytelling is an uniquely human experience that enables us to convey, through the language of words, aspects of ourselves and others, and the worlds, real or imagined that we inhabit [8]. It means storytelling is a human experience by telling the others about the world real or imagined we inhabit. In addition, Storytelling is a way of narrating or describing a past event or an imaginary people [9]. So, storytelling is a way to tell a story or narration or to tell the past experience and also can be used to describe someone who is imaginary.

From the explanation above, the writer concludes that storytelling method is a method that can make students will be interested in learning because it presents the story which pushes the students to feel the wonderful of the world. Unfortunately, it is a method that needs a lot of preparation. So, to apply it in learning process regularly is a difficult process.

Furthermore, There were some researcher who conducted the relevant research that can be supported this research. The first is Amelia (2011) in her research entitled The Comparative Study between the Result of Teaching Narrative Text by Using PQ4R and Storytelling. Based on her result of data analysis, it was known that there was improvement of students activity in the classroom. Then, Rahmayanti (2010) The Influences of Teaching Narrative Text at Eleventh Grade of Students in SMA Negeri 1 Angkola Barat. The results showed that storytelling had positive influences in teaching narrative text. Thus, it can be concluded that the storytelling method was appropriate in teaching narrative text.

III. METHODOLOGY

This research was conducted quantitatively. The data were all grades of Eleventh students of MAN Panyabungan which consist of 40 students. The Instrument of the research was writing test. Test is the method of collecting data to evaluate result process (pre-test and post-test) [10]. In this research, the instrument in collecting data is a kind of test. The writer uses written test in doing this research. The writer uses the writing test as the instrument to measure the students' writing narrative text ability after and before taught by storytelling method. Data were analyzed by using statistics formula. There were two kinds to analyze the data in research, they were: descriptive analysis and inferential analysis. Descriptive analysis is used to describe the variables, for instance: mean, median, modus, histogram and so forth. While, inferential analysis uses of analysis the hypothesis in the research by using t-test formula.

IV. RESULT AND CONCLUSION

The result of the research showed that students' writing narrative text ability before taught by using storytelling method (pretest), it was found the highest score is 90 and the lowest score is 50. From the calculation, it was known that the mean of storytelling method at the eleventh grade of MAN Panyabungan is 65. The median was 68.75, and the mode was 67.3. The distribution of frequency of students' writing narrative text ability before taught by using storytelling

method showed that the students got score from 50-56 is 9 or 22.5%, from 57-63 is 5 or 12.5%, from 64 -70 is 20 or 50%, from 71 - 77 is 2 or 5%, 78 - 84 is 3 or 7.5%, and 85 – 91 is 1 students or 2.5%.

The students' achievement in each indicator before using storytelling method in first indicator or social function, the students got 78.75 and it was categorized very good, it could be shown from the students responses they were 630 scores from total 800, in second indicator or generic structure, the students got 65.6 and it was categorized good, it could be shown from the students answer they were 1050 scores of 1600, and in third indicator or lexicogrammatical, the students got 58 and it was categorized good. It could be shown from the students answer they are 935 scores of 1600.

The students writing narrative text ability after taught by using storytelling method (posttest), it was found that the highest score was 90 and the lowest score was 50. From the calculation, it was known that the mean was 71. The median was 70 and the mode was 70. The distribution frequency of students' writing narrative text ability after taught by using storytelling method, it was known that the students got score from score 50-56 is 3 respondents or 7.5%, from 57-63 is 2 or 5%, from 64-70 was 19 or 47.5%, from 71-77 was 3 or 7.5% and 78-84 was 9 or 22.5%, and 85-91 was 4 or 10%.

The students achievement in each indicator after using storytelling method in first indicator or social function, the students got 87.5 and it was categorized very good, it could be shown from the students responses they are 700 scores from total 800, in second indicator or generic structure, the students got 72.5 and it was categorized good, it could be shown from the students answer they are 1155 scores of 1600, and in third indicator or lexicogrammatical, the students got 63 and it was categorized good. It could be shown from the students answer they were 1000 scores of 1600.

The data which was taken will answer the hypothesis that the writer has explained previously. The data was analyzed by using t-test. The result of data analysis by using t-test showed the score of t_o was 6 when it compared with the t_t (t-table) at the level of 5% significant level is 2.03 with degrees of freedom (df) = N - 2 = 40 - 2 = 38 because there was no df = 38 in the "t-test" table, the writer takes the nearer df, it is df = 40, so, the score of "t-test" table in the 5% level of significant is 2.03. From the result data anysis by using t_{test} formula showed the score of t_{test} is 6 and t_{table} was known 2.03 it means, the score of t observed or t_o is greater than the score in the t-test table, where 6 exceed from 2.03. It means the hypothesis was accepted. By doing the research, it was found that the using of suitable method was very important in teaching and learning process. Teaching method had important role in determining the success of learning process. Because teaching method helps teacher to deliver the knowledge to the students. So, the students will be able to comprehend and understand the subject, and also to develop their skill well.

So, The application of storytelling method gave better result of students' achievement in writing narrative ability. In teaching writing, teacher must be able to use suitable method that can develop their imagination so that they have a

lot of ideas to be expressed in their paper. Giving guidance when students in writing practice, it will make them enjoy writing and they also easy to understand the language they want to write, and then the teacher gives motivate to the students to do much exercises in speaking to improve their skill in helping them to write well. Finally, students' writing ability become well.

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