The Effectiveness of Using Novel to Teach Writing Narrative Texts

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Abstract - The objective of this research is, to find out whether there is a significant difference in the writing Narrative text between the students taught by Novel and those who are taught without using Novel. It includes the study of the benefit and the weakness of using this media. The pre-test and the post-test were used to collect the data. The participant of this research divided into the experimental group and the control group. The result showed that the mean score of the experimental group is higher than the mean score of the control group. Moreover the result of ANCOVA showed the level of significance is lower than 0.05. i.e. 0.0000 < 0.05, Thus, H₀ was accepted and H₁ was rejected. It showed clearly that the use some Paragraphs of Novel given good effects on the improvement student's Writing Narrative text.

Keywords: Research, Student, Experimental, Control, Result, Effect, Narrative text, Novel.

I. INTRODUCTION

Writing is one of the language skills. Writing is a kind of process where the students need to do some steps before their writing become product. Murcia (2001: 142) states that writing is the production of the written word from which a text is formed but the text must be read and comprehend in order for communication to take place. Nunan (2003: 88) defines writing as the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. The aim of writing is to produce a good writing through a series of process.

Brown (2001: 218) states one of the productive skills which is very important to be mastered by English learners is the writing skills. In this global area, it has been known that business transaction, records, legal documents, political and military agreements are written by a writing specialist. Writing is one the four basic language skills. Writing is one of the importance skills which must be mastered by the students for their output from what they have learned. Students have to master writing skill to kick their competence of their knowledge. Byrne (1993: 98) states that writing needs to be learnt because it is related to the student’s future needs for occupational purpose, for academic studies or personal communications. It means that Writing is a part of activity that needs attention from the writer. Writing activity deals with the writer mind and idea in cast the idea of to a writing format. Based on the standard competence states in permen diknas no 23/2006 in writing skills, the graduates of senior high schools must be able to comprehend and write down short functional texts, monolog and essay, like procedure, descriptive, recount, narrative, report, news items, analytical, exposition, hortatory, expositions, spoofs, explanation, discussion, review and public speaking. Writing narrative text, as one of the competences that should be mastered by the students may have some kinds of difficulties in the process. Students usually find the difficulties in writing their idea; they are difficult to apply their writing idea in writing form. Sometimes the students confuse what they should do in every step.

Most of the students regard the writing is a difficult task. Not all students ready to write their ideas when they are asked to write even if the native language (Rivers, 1997: 253) furthermore Arnoudet and Ellen (1990: 23) say that to write a good topic sentence, writer needs to develop the ideas, so that the reader understands what they means. However, the fact shows that the students are not able to develop their ideas. In other words they sometimes make a text the length of which is not like what is expected. There are many aspect that influence the students make confuse, but the difficult aspect are the students will be able to produce idea and applied the idea in the right construction in writing form. Therefore teacher as the facilitator in teaching and learning process should be able to create a media that will bring out students motivations and students interest.

Media as one of the important components in successful teaching and learning process are used by many teachers to deliver their learning materials to the students. If the media that the learners use is fun and appropriate with their condition. The teacher also has key position in the student process mastering writing skill. Students’ ability can be developed in the right way if the media and the materials of what they want to learn are fun and easy to understand. The students’ background of knowledge plays important aspects in this process. According to Sara (2002: 7), one important implication of the variety of background, experience and needs of second language writers is that the types of writing produce by this different group vary considerably as well.
In recent years, the use of literature as a technique and media for teaching both basic language skill: reading, writing, listening, and speaking. And language areas: vocabulary, grammar and pronunciation are very popular within the field of foreign language learning and teaching nowadays. Students will be fun in learning something if the things that they want to learn provide something interesting. In writing process, the students are interested with something that they can express. In this case, the student’s interested in writing narrative texts. It can be build by providing something that can be useful have funny activities. The study of literature is indispensible because it exposes students to meaningful contexts that are full with narrative language and interesting characters. Sometimes students are often instructed to write about various topics but never know how good their writing is. The usage some paragraph of novel especially Meg Cabot novel entitle Princess Diary can help the students ability in writing narrative text, which is quick understanding, reflective and interesting as well. Because they can write their mind, experience and their imagination free.

The problem in the research can be formulated as follows: is there any significant difference in the students’ writing skill between those who are taught by using some paragraph of novel and those who are not taught by using some paragraph of novel? Based on formulation of the problem, the objectives of the research were:

1. To know the differences of writing ability of the students taught using some paragraph of romance novel of the eleventh grade students.
2. To know the result of application writing ability of the students taught without using some paragraph of romance novel of the eleventh grade students.
3. To find out whether there are a significance difference in writing ability between the student taught using some paragraph of romance novel and those without using it.

The study will be useful for the following parties for the teacher the result of the research can be input of the teachers in teaching writing and it can offer an alternative technique in teaching writing in order that the students can enjoy learning English. For the students, It can be useful for the students to know their weakness in writing narrative text and to improve their strategy in learning writing using romance novel as a media. for the other researcher Hopefully, this study may give information to other researchers who are interested in similar or related topic.

Based on the explanation above, the purpose of the research was to find if there was any significant difference in the students’ writing ability between those taught by using some paragraph of romance novel and those taught without using it. The research was conducted at the eleventh grade students of SMA Muhammadiyah Prambanan in 2016/2017. The time of research was at the first semester on October until December 2016/2017. Two classes were taught to investigate the result of the research. The first class was used as the experimental class by using some paragraph of romance novel as media and the second class was used as the control class by using conventional technique. The sample was taken from the students at SMA Muhammadiyah Prambanan. In this research, two classes were taken at the eleventh grade of SMA Muhammadiyah Prambanan in the academic year 2016/2017 as the sample. Purposive sampling was used to take the sample. By using purposive sampling A class was chosen as the experimental class and B class was chosen as the control class. There are 26 students in experimental class and 26 students in control class.

The data of this research were analyzed by using descriptive analysis and inferential analysis. In Analyzing the data used SPSS 22 computer program to calculate the data. Descriptive analysis indicates general tendencies in the data of mean, standard deviation, minimum and maximum score of both experimental and control class. Inferential Analysis is used to analyze the normality test, homogeneity test and hypothesis test ANCOVA was used as technique analyzing data.

III. DISCUSSION

A. The Concept of Writing

Writing is one of the language skills. Writing is a kind of process where the students need to do some steps before their writing become product. Murcia (2001: 142) states that writing is the production of the written word from which a text is formed but the text must be read and comprehend in order for communication to take place. Nunan (2003: 88) defines writing as the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. The aim of writing is to produce a good writing through a series of process.

Based on the theories of writing, it can be concluded that writing is a series of process to express the ideas,
construct some words into sentence, some sentences into a paragraph, and paragraphs into a text. The series of processes consist of thinking, drafting and revising. Writing is about how to generate ideas, organize the paragraph coherently, check the grammar used in order it will be a good product. Writing is an ability to use imagination and generate the ideas in a written form. Grammar rule, vocabulary used, punctuation, organization of the text, they are important to be considered if students want to be successful in writing.

B. The Concept of Narrative Text

Wagner (2002: 72) states narrative writing is telling a story in order to establish an idea or assert an opinion. It follows all the conventions of good storytelling such as characterization, plot, and theme, and it is often used as a means to get you to write about yourself. Evans (2000: 38) states that, “a narrative presents a connected series of events, either imaginary or based on own experience, in vivid descriptive style. It may be in the first person (I/we) or third person (he/she/etc) and often includes the thoughts, reactions, etc of the main character, and describes the action. Narratives are normally set in the past, and therefore use a variety of past tense. The use of time words such as before, after, then, in the beginning, later, in the end, until, while, during, finally, etc; the use of direct speech and variety of adjectives, adverbs, etc are included in composing narrative”.

Anderson and Anderson (2002: 3) also state that narrative is a text that tells a story and entertains the audience; the story can be told in the first and the third person and the examples of narrative texts include myths, fairytales, aboriginal dreaming stories, science fiction, historical fiction, and romance novels; the sequences of event in narrative are orientation (telling the audience about who is in the story, when and where the action is taking place), complication (events that will be happening), a sequence of events (the characters react to the complication), a resolution (the characters solve the problem), and a coda (a comment or moral value within the story – optional step).

Based on the theories above, it can be concluded that narrative is a kind of text which tells a story. The purpose of narrative writing is to entertain the readers. There are many kinds of narrative writing such as fable, fairytales, folktales, legend, myth and fiction. It consists series of event. The generic structure of narrative is orientation (telling about who, when and where), complication and resolution. Narrative can be based on imagination or experiences.

C. Definition of Novel

The word comes from the Italian, Novella, which means the new staff that small. The novel developed in England and America. The novel was originally developed in the region from other forms of narrative nonfiction, such as letters, biographies, and history. But with a shift in society and development time, the novel is not only based on data nonfiction, author of novel can change according to the desired imagination.

Sumardjo (1998: 29) says that “novel is a story with the prose form in long shape, this long shape means the story including the complex plot, many character and various setting.

A novel is a totality, a comprehensiveness that is artistic. As a totality, thenovel has passages elements, most related to one another in close and mutually dependent. The elements of a novel-builder who then collectively form a totality that-in addition to the formal elements of language, there are many more kinds. The division of the element in question is the intrinsic and extrinsic elements.

D. Literature in Writing Classroom

Writing is one of language skills that can be taught by using literary works like novel. It is believed that by engaging students’ interest through reading materials in form of novel, their linguistic performance can be developed as well as their fluency and ability to comprehend what the literary work is about (Ayo, 2003 as cited in Ihejirika, 2014). Moreover, this is important to increase students’ confidence in producing sentences and organizing those sentences into paragraphs that related to each other and turn it into coherent and meaningful written. Literature in writing classroom acts as model and subject matter (Hişmanoğlu, 2005). Literature as a model happens when students’ writing becomes closely similar to the original work or clearly imitates its content, theme, organization or style. Meanwhile, literature is regarded as subject matter if students’ writing presents original thinking like interpretation or analysis.

There are three main kinds of writing based on literature as a model namely controlled writing, guided writing, and reproducing model. Controlled writing is a model based on exercises which typically require rewriting passages in arbitrary ways to practice specific grammatical structures. Then, guided writing is an activity that requires students’ respond to a series of questions or complete sentences. The last one is reproducing the model which included activity that comprises techniques like paraphrase, summary, and adaptation. These techniques are very beneficial for writing exercises. In paraphrasing, students are required to use their own words to rephrase the things that they see in print or hear aloud.

There are mainly two kinds of writing based on literature as subject matter namely writing “on or about” literature, and writing “out of” literature. Writing “on or about literature” contains the traditional assignments where student response to questions, paragraph writing,
in-class essays, and take-home compositions. It occurs before students begin to read a work where teacher usually discusses its theme or an issue it raises, and the students write about it with reference to their own life experience. This helps interest them in the work and makes them ready for reading and writing about it. Meanwhile, writing “out of” literature refers to the use of a literary work as a facilitator for composition as well as creative assignments to develop plot, characters, setting, theme, and figurative language. It consists of adding to the work, changing the work, drama-inspired writing and a letter addressed to another character, etc.

E. Descriptive Analysis of Pre-test and Post-test

The pre-test was conducted to identify students’ writing ability before treatment. The pre-test of both experimental and control groups was conducted on October 27th and 28th 2016.

After descriptive analysis of both classes, the result of them is compared. The comparison of the descriptive analysis of pre-test and post-test of both experimental and control group can be seen at table 1.

<table>
<thead>
<tr>
<th>Description</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Pre-test</td>
<td>57.96</td>
<td>77.65</td>
</tr>
<tr>
<td>Median Pre-test</td>
<td>58.00</td>
<td>75.50</td>
</tr>
<tr>
<td>Mode Pre-test</td>
<td>58.00</td>
<td>82.00</td>
</tr>
<tr>
<td>Standard Deviation Pre-test</td>
<td>7.64</td>
<td>6.62</td>
</tr>
<tr>
<td>Minimum Pre-test</td>
<td>44.00</td>
<td>64.00</td>
</tr>
<tr>
<td>Maximum Pre-test</td>
<td>70.00</td>
<td>89.00</td>
</tr>
<tr>
<td>Mean Difference Pre-test</td>
<td>19.69</td>
<td>12.16</td>
</tr>
</tbody>
</table>

From table 1, it is found that there is difference of mean improvement between experimental class and control class. The mean of experimental class increases 19.69 points, while the mean of control class increases only 12.16 points. The difference also found in standard deviation between experimental class and control class where the standard deviation of experimental group decreases -1.02 point, while the standard deviation of control group decreases -1.44 point. There is also difference of minimum score improvement between both groups, the minimum score of experimental group increases 20 points, while the minimum score of control group increases 18 points. There is also different improvement of maximum score. The maximum score of experimental class increases 19 point and control class increases 15 points.

Then, based on the mean difference, it can be concluded that the students of experimental class has better improvement than the students of control class because the mean difference of experimental class (19.69) is higher than the mean difference of control group (12.16). Thus, based on the descriptive analysis, there is significant difference between experimental and control class. It means that using some paragraph of novel as a media is more effective than conventional technique to teach narrative writing skill.

F. Inferential Analysis

I. Normality Test

Normality test is conducted to make sure that the test in normal distribution or not. The method of normality test used in this research is Kolmogorov Smirnov method that is analyzed using SPSS 22. The data can be decided normally distributed if the probability (sig.) is higher than significance level (α). The significance level used in this research is 0.05, thus, the test were normally distributed if sig > 0.05. The result of normality test is shown on table 2.

<table>
<thead>
<tr>
<th>Group</th>
<th>Kolmogorov-Smirnov *</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test of Experiment</td>
<td>0.645</td>
<td>26</td>
</tr>
<tr>
<td>Post-test of Experiment</td>
<td>0.800</td>
<td>Normal</td>
</tr>
</tbody>
</table>

From the table above, it is found that the probability (sig.) of data of pre-test of experimental class is distributed normally because the probability (sig.) is higher than α (0.800 > 0.05). The probability (sig.) of post-test of experimental class is 0.461 which is higher than α (0.461 > 0.05). So it can be concluded that the data of pre-test and post-test in experimental class are normally distributed.

<table>
<thead>
<tr>
<th>Group</th>
<th>Kolmogorov-Smirnov *</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test of Control</td>
<td>0.913</td>
<td>25</td>
</tr>
<tr>
<td>Post-test of Control</td>
<td>0.375</td>
<td>Normal</td>
</tr>
</tbody>
</table>

From the table above, it is found that the probability (sig.) of data of pre-test of control class is distributed normally because the probability (sig.) is higher than α (0.682 > 0.05). The probability (sig.) of post-test of control class is 0.741 which is higher than α (0.741 > 0.05). So it can be concluded that the data of pre-test and post-test in control class are normally distributed.

2. Homogeneity Test

The homogeneity test is used to find out whether or not the scores of one group have homogeneous variance with the other group’s score. In this research, Levene
statistic is used to find the homogeneity and the data were analyzed by using SPSS 22.

Data score from the experimental group and the control group were homogenous if the probability (sig.) is higher than probability obtained (0.05), on the other hand, if the probability (sig.) is lower than the probability obtained (0.05), data were not homogenous. The result of homogeneity test of this research is shown on Table 4.

**Table 4** The Result of Homogeneity Test

<table>
<thead>
<tr>
<th>Test</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>0.286</td>
<td>1</td>
<td>78</td>
<td>0.594</td>
<td>Homogenous</td>
</tr>
<tr>
<td>Post-Test</td>
<td>3.472</td>
<td>1</td>
<td>78</td>
<td>0.066</td>
<td>Homogenous</td>
</tr>
</tbody>
</table>

From Table 4, it is found that the probability (sig.) of the pre-test (0.594) > 0.05, so the data variance of the pre-test is homogenous, and the probability (sig.) of the post-test (0.066) > 0.05, so the data variance of the post-test is also homogenous.

I. Hypothesis Testing

Hypothesis testing is held to identify whether or not there is significance difference between the experimental class and control class after treatment so the research hypothesis will be answered. In this research, hypothesis testing is held using ANCOVA (Analysis of Covariate) test. If probability (sig.) is lower than 0.05, there is significance difference between the experimental class and control class after treatment based on the pre-test of the covariate, so H1 is accepted and H0 is rejected. If the probability (sig.) is higher than 0.05, there is no significance difference between experimental class and control class after treatment, so H0 is accepted and H1 is rejected. The result of ANCOVA test is shown on table 5.

**Table 5** The Result of ANCOVA Test

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>Df</th>
<th>Mean Squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>31877.516</td>
<td>1</td>
<td>1826.030</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>524.460</td>
<td>1</td>
<td>524.460</td>
<td>6.130</td>
<td>0.000</td>
</tr>
<tr>
<td>Pre-test</td>
<td>17.503</td>
<td>14</td>
<td></td>
<td>4.554</td>
<td>0.000</td>
</tr>
<tr>
<td>Error</td>
<td>17.457</td>
<td>1</td>
<td></td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1826.030</td>
<td></td>
<td></td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>Corrected</td>
<td>31877.516</td>
<td>78</td>
<td>19568.4325</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| a.R Squared = .724 (Adjusted R Squared = .606) (SPSS 22.0)

From the table above, it is found that probability (sig.) 0.000 which is lower than 0.05 (0.000 < 0.05), so there is significant difference between the experimental group and control class after treatment based on the pre-test as the covariate. Thus, H1 is accepted and H0 is rejected. It means that using some paragraph of novel as a media is more effective than conventional technique to teach narrative writing skill at the eleventh grade of SMA Muhammadiyah Prambanan.

G. Discussion

This research was conducted at SMA Muhammadiyah Prambanan, Yogyakarta. After conducting this research, it was found that using some paragraph of novel as a media is one of the effective techniques to teach writing. Using paragraph of novel encouraged the students' creativity to write. The students could help each other during the process of writing.

Based on the research which had been conducted, the students shared their ideas towards the topics with using paragraph of novel. The students could write everything which relates to the topics. It could be a phrase, words or sentences. So after they had finished, they could write easier because the ideas are on the paper. It could force them to think creatively. Students also could help their friends who have limited English. Based on the data, it was found that using some paragraph of novel as media is effective to teach writing skill. In experimental class, the writing's score increased on post-test. The mean of post-test score (77.65) is bigger than the mean of pre-test score (57.96), it means that using some paragraph of novel is effective to teach the students' narrative writing skill. There is significant effectiveness of using some paragraph of novel as media because the mean score of experimental class and control class are different. In control class, the mean score only increased 12.16 points but in experimental class, the mean score increased 19.69 points.

It was also proven from the result of the ANCOVA test, it was found F ratio was significant at both levels which means the difference in group means was significant. It was found that the significant of value was 0.000 < 0.05, then the null hypothesis (H0) is rejected. It means that alternative hypothesis (H1) was accepted. So, there is a significant effectiveness of round table technique to teach narrative writing skill. It means that there is significant difference between using some paragraph of novelist conventional technique on pre-test and post-test.

Furthermore, the mean score of the students' writing skill after taught by using some paragraph of novelas a media was 77.65. It was significantly higher than the mean score of the students' writing skill before taught by using some paragraph of novel as a mediathat was 57.96. While the mean score of the students' writing skill after taught by using conventional technique as a technique was 71.44. It was slightly higher than that of writing skill of the students before taught by using conventional technique, which were 59.28.
IV. CONCLUSION

Based on the result of the data analysis and computation which is used SPSS 22.0, it was found that the students’ narrative writing skill which was taught through using some paragraph of novel is better than through conventional technique. So, the conclusion and suggestion are given as follows:

a. Using some paragraph of novel is one of the media which can be used to teach English, especially writing skill. It can help the students to gain many ideas in onetime. Based on the data, it was found that using some paragraph of novel is effective to teach narrative writing skill. In experimental class, the writing’s score is increased on post-test. The mean of post-test score (77.65) is bigger than the mean of pre-test score (57.96). There are 19.69 points increased in experimental class. While in control class, the mean score of pre-test is 59.28 and the mean score of post-test in control class is 71.44 It increased 12.16 points. It means that there is significant effectiveness of using round table technique towards the students’ narrative writing skill at the eleventh grade of SMA MuhammadiyahPrambanan. It also can be concluded that using some paragraph of novel as media is more effective than conventional technique to teach narrative writing skill.

b. There is significant difference between using some paragraph of novel and conventional technique towards the students’ narrative writing skill at the eleventh grade of SMA MuhammadiyahPrambanan. It can be seen from the hypothesis testing which used ANCOVA. It was found that F ratio was significant at both levels which Means the difference in group Means was significant. It was found that the significant of value was 0.000 < 0.05, then the null hypothesis (Ho) is rejected. It means that alternative hypothesis (H1) was accepted. Based on the computation, it means that using some paragraph of novel as media is more effective than conventional technique to teach narrative writing skill. The average score of students who learned writing through using some paragraph of novel was higher than those who learned writing through conventional technique. It was gotten 77.65 for the experimental class and the average score of control class is 71.44 so, using some paragraph of novel can be applied as one of the media in teaching English especially in teaching writing.

REFERENCES