TEACHING NARRATIVE WRITING THROUGH PROBABLE PASSAGE STRATEGY TO ISLAMIC SENIOR HIGH SCHOOL STUDENTS

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Abstract

The objectives of this study were to find out whether or not (1) there is a significant improvement on the eleventh grade students' achievement in writing narrative text before and after the treatment at MA Al-Fatah Palembang, and (2) there is a significant difference on the eleventh grade students' writing achievement between those who are taught by using Probable Passage strategy and those who are not at MA Al-Fatah Palembang. There were 70 students taken as sample. Each class consisted of 35 students from class XI IPA 2 as experimental group and class XI IPA 1 as control group. The sample of this study was taken by using convenience sampling method. In this study, the writer used quasi experimental design using pretest-posttest non-equivalent groups design. The instrument used collecting the data was writing test. The test was administered twice, as the pretest and posttest for both control and experimental groups. The results of the test were analyzed by using IBM SPSS (Statistical Package for the Social Science) 20. The result showed that (1) there was a significant improvement from students' pretest to posttest scores in experimental group taught by using probable passage strategy since the p-output (0.000) was lower than (0.05) and t-obtained (25.116) is higher than t-table (2.032) and (2) there was a significant difference from students' posttest scores in control and experimental groups, since p-output (0.000) was lower than (0.05) and t-obtained (8.243) is higher than t-table (1.995). So, the Ho (the null hypothesis) was rejected and Ha (the alternative hypothesis) was accepted. It means that there was significant difference on students' writing achievement taught using Probable Passage than students who are taught by using strategy that used by teacher.

Keywords: writing achievement, narrative text, probable passage strategy

Introduction

To interact with other people in the world, commonly international languages are used. English is one of them. According to Sharifian (2009, p.2), English as an international language refers to a paradigm for thinking, research and practice. As international language, English is taught in every country all over the world, including Indonesia. According to Lauder (2008, p. 10), English is widely recognized and English is important for Indonesia and the reason most frequently put forward for this is that English is a global international language and policy in English language teaching and learning should be set appropriately (Arib, 2017; Habibi, Mukminin, Sofwan & Sulistyo, 2017; Mukminin, Rohayati, Putra, Habibi, & Aina, 2017; Prasojo, Habibi, Mukminin, Ikhsan, Taridi, & Saudagar, 2017; Luschei, 2017; Habibi, Mukminin, Riyanto, Prasojo, Sulistyo, Sofwan, & Saudagar, 2018).

In learning English there are four language skills learned by students. One of the four skills of English is writing, a system to record language meaning and word symbol (Coulmas, 2003).

According to Pasand and Haghi (2013), Mukminin, Ali, and Fadloan (2015), and Makmur, Ismiyati, Mukminin, and Verawaty (2016), writing is one the most important skills in learning a foreign language, the nature of which has become clearer nowadays which involves the development of an idea, the capture of mental representations of knowledge, and of experience with subjects. In addition, Rass (1997) states that writing is difficult for native speakers and non active speakers alike, because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics such as capitalization. It concluded that writing is not easy skill, because there are many components from the big scale till the title scale should be assessed. There are four kinds of texts in senior high school to be learned, such as narrative text, descriptive text, report text and procedure text. Narrative is a kind of genre aimed to entertain, to gain and to hold the readers' interest in a story. According to Priyana (2008), the purpose of the text is to entertain because they deal with unusual and unexpected development of event.

Practically, there were difficulties in writing narrative text. The difficulties were stated by teacher English of MA Al-Fatah Palembang. First, some of the students had difficulties to start writing because they only translated their thoughts from their native language into English. Besides, some of the students were lack of grammar and knowledge. Second, they were also lack of vocabulary and like to imitate the text given in the book or rewrite their friends' work. Third, they were lack of motivation in learning writing. These problems make the students dislike writing and get some difficulties in starting writing and making composition. And the last, they were still confused to start writing narrative text based on the generic structure of narrative text; orientation, complication and resolution. One teaching strategy that could help the students in writing subject is probable passage strategy. According to Clark (2007) the focus of probable passage is that students can use the key concept to make a prediction about the selected text. The students use key concept provided by the teacher to write story passage that could appear in the text. Based on background above, the aims of this study are to find any significant improvement on the eleventh grade students' achievement in writing narrative text before and after the treatment at MA Al-Fatah Palembang, and to find any significant difference on the eleventh grade students' writing achievement between those who are taught by using probable passage strategy and those who are not at MA Al-Fatah Palembang.

Literature Review

Concept of teaching

Teaching means to help and cause someone to know something or to do something. According to Brown (2007), Kamil, Mukminin, Idrus, Jamin, and Yusuf (2013), and Azkiyah and Mukminin (2017), teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching is also interaction between teacher and students. According to Moore (2005), teaching is the actions of someone who is trying to assist other to reach their fullest potential in all aspects of development.

Concept of writing

According to Mora-Flores (2009), writing is a process by which we transfer our thinking, our ideas, and our experiences into written form. The process of writing is complex in which these processes should follow from its first step until the final step of writing. It is because once the researcher misses to evaluate one step which could be a mistake, then another step will be followed by another mistake connected to the previous step. Hedge (2000, p. 302) states that:

> "Writing is the result of employing strategies to manage the composing
> process, which is one of gradually developing a text. It involves a

number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language researchers".

Narrative paragraph

Langan (2005) explains that narrative is storytelling, whether relating a single story or several related ones. Narrative text is a story conveyed to entertain the reader or listeners. Furthermore, Daryanto (2014) states that narrative is a piece of the text which tells a story to amuse and entertain the reader or listener. In addition, Dietsch (2006, p. 86) states that:

"Narrative paragraph tell a story or relate an event or anecdote. The researcher often sets the scene first, telling who or what when and where. Description, dialogue, or illustrations may be included to kindle interest and to clarify. Action verbs keep the story moving. Narratives often build suspense, reversing a surprise for the end".

According to Sudarwati and Grace (2007) there are generic structures of narrative text: 1) Orientation, this part introduces the characters of the story, the time and the place of the story happened. 2) Complication, in this part, tells the beginning of the problem which leads to the crisis (climax) of the main participants. 3) Resolution, this part tells the problem (the crisis) is resolved, either in a happy ending or a sad (tragic) ending. 4) Re-orientations, this is the closing remark to the story and it is optional.

Probable passage strategy

According to Balajthy and Wade (2003) emphasize probable passage strategy as follows: In doing this strategy, the teacher ask the students to make some predictions about the selected key words from the text and then asks the students to discuss or to places the keywords into the categories. The categories include characters, setting, problems, and ending. In addition, according to Collins and Gunning (2010) state that probable passage strategy that encourages students to anticipate story content by categorizing a list of keywords according to their perceived function in a story as depicted on a template using story map terminology. Using their schema for narrative story structure and background knowledge of the key words/concepts selected for categorization, students create written prediction in the form of a main idea or gist statement. Furthermore, Harvey and Zemelman (2004) state this strategy is much more effective than giving students a list of word and requiring them to use a dictionary to define them one by one.

Advantages of probable passage strategy and procedure

According to Wood (1984) there are some advantages of probable passage strategy. The advantages are the teacher secures in having emphasized vocabulary, comprehension and writing within a single lesson. And then, probable passage provides teachers with a straightforward process to guide students in producing narrative text. In addition, according to Beers (2003, p. 92) states that as assign word to individual boxes, they make the visible act of thinking visible. Likewise, Clark (2007) mentions that probable passage helps students to write using the type of language and sentence structure common to the genre and use the process of analyzing the information against a reliable source. Furthermore, Cecils and Pfefier (2011, p. 51) state that probable passage features a unique marriage of story grammar knowledge and pre-reading prediction to encourage learner's critical thinking.

According to Wood (1984) the procedures for developing probable passage strategy are: 1) Teacher analyzes the selection for the most significant concepts or for terms that may need extra

emphasis, 2) Teacher presents some words on the board, 3) Teacher presents the categories that correspond with the appropriate story frame (read: Setting, Characters, Problem, Problem-solution Ending), 4) Teacher presents the incomplete probable passage, 5) Teacher reads the list of the key terms (words) to the students and have them repeat each word, 6) Teacher tells the student to list the words (keys terms) in appropriate categories at incomplete story frame, 7) Teacher directs the student's attentions to each line of the story frame and have them use these words (key terms) to develop a logical probable passage, 8) Teacher asks the students either read or listen to the selection, 9) Teacher asks the class makes necessary changes on their categorized words, 10) Teacher asks the students modify the story frame to reflect the actual story events.

Methodology

In this study, the writer used Quasi Experimental design. Specifically, one of the quasi experimental designs used in this research was pretest-posttest non-equivalent group design. There were two groups, they were experimental and control group which both were given the pretest and posttest. The writer did the treatments by using probable passage strategy to the experimental group, but the control group was not.

The population in this research was the students of the eleventh grade students of MA Al-Fatah. Based on the data, there were 106 students, consist of three classes. Furthermore, the sample of this study was taken by using convenience sampling technique. According to Fraenkel, et al. (2012), convenience sample is a group of individual who (conveniently) are available for study. In other words, the total number of students as the sample in this study were 70 students. It would be the students in XI IPA 2 as an experimental group and XI IPA 1 as control group.

In this research, the test-question items which used for students' pre-test was the same as it is given for students' post-test activities and the result of students' work was checked and scored by three raters. Before they implemented as research instrument, it must be analyzed or checked for their validity and reliability tests. The writer had consulted the instrument with three validators to evaluate whether the components of the instrument are valid or not to be applied in research activities. The result from the validators can be assumed that the test instrument and lesson plan are appropriate to be used in this research study. After try out, to measure the test, the writer calculated the students' score from the three raters using inter-rater reliability with Spearman Rank Order in internal consistency realibility. From the result of measuring reliability test was 0.88. From the score it can be stated that the reliability of the test is reliable since the reliability was higher than 0.70.

Findings

In distribution of frequency data, score, frequency, and percentage were analyzed. The scores were got from; (1) pretest scores in control group; (2) posttest scores in control group; (3) pretest scores in experimental group; and (4) posttest scores in experimental group.

Students' pretest scores in control group
Based on the result analysis of students' pretest scores in control group, it showed that twenty four students (68.5 %) got the score between 50 or below in category very poor, eight students (22.9 %) got the score between 51-60 in category poor, and three students (8.6 %) got the score between 61-70 in category fair.

Table 1. The distribution pretest scores in control group

Score interval	Category	Posttest	
		Frequency	Percentage
91 - 100	Excellent	0	0 %
81 – 90	Very Good	0	0 %
71 – 80	Good	0	0 %
61 – 70	Fair	3	8.6 %
51 – 60	Poor	8	22.9 %
Below 50	Very Poor	24	68.5 %
	Total	35	100.0 %

Students' posttest scores in control group

Based on the result analysis of students' posttest scores in control group, it shows that seventeen students (48.3 %) got the score between 51-60 in category poor, fourteen students (40.2 %) got the score between 61-70 in the category fair, and four students (11.5 %) got the score between 71-80 in category good.

Table 2. The distribution posttest scores in control group

Score interval	Category	Posttest	
		Frequency	Percentage
91 - 100	Excellent	0	0 %
81 – 90	Very Good	0	0 %
71 – 80	Good	4	11.5 %
61 – 70	Fair	14	40.2 %
51 – 60	Poor	17	48.3 %
Below 50	Very Poor	0	0 %
	Total	35	100.0 %

Students' pretest scores in experimental group

Based on the result analysis of students' pretest scores in experimental group, it shows that twenty four students (68.5 %) got the score 50 or bellow in category very poor and eleven student (31.5 %) got the score in poor category.

Table 3. The distribution pretest scores in experimental group

Score interval	Category	Posttest	
		Frequency	Percentage
91 - 100	Excellent	0	0 %
81 – 90	Very Good	0	0 %
71 – 80	Good	0	0 %
61 – 70	Fair	0	0 %
51 – 60	Poor	11	31.5 %
Below 50	Very Poor	24	68.5 %
	Total	35	100.0 %

Students' posttest scores in experimental group

Based on the result analysis of students' posttest scores in experimental group, it shows that seven students (20.1 %) got the score between 61-70 in category fair, sixteen students (45.5

%) got the score between 71-80 in category good, eleven student (31.5 %) got the score between 81-90 in category very good, and in the excellent category, a student got score between 91-100.

Table 4. The distribution posttest scores in experimental group

Score interval	Category	Posttest	
		Frequency	Percentage
91 - 100	Excellent	1	2.9 %
81 – 90	Very Good	11	31.5 %
71 – 80	Good	16	45.5 %
61 – 70	Fair	7	20.1 %
51 – 60	Poor	0	0 %
Below 50	Very Poor	0	0 %
	Total	35	100.0 %

Furthermore, the writer analyzed the normality and homogeneity of students' pretest and posttest scores in experimental and control group. The result showed that the significance value of the students' pretest scores in control group was 0.650 and experimental group was 0.721. Moreover, the result of showed that the significance value of the students' posttest scores in control group was 0.689 and experimental group was 0. 589. From the score, it could be stated that the students' pretest score in control and experimental group were considered normal since the result of p-output were higher than 0.05.

To compute homogeneity test, *Levene statistics* in SPSS 20 was applied. In the pre-test of experimental and control group were found that the p-output is 0.893. From the result, it could be stated that the obtained score from students' pretest in experimental and control groups are homogenous, because it is higher than 0.05. Furthermore, in the posttest of experimental and control group were found that the p-output was 0.446. From the result, it could be stated that the obtained score from students' post-test in experimental and control groups are homogenous, because it was higher than 0.05

Result of hypothesis testing
In this result of hypothesis testing, paired sample t-test was measuring means significant improvement and independent sample t-test was measuring means significant difference on student's writing narrative score by using probable passage of MA Al-Fatah.

Measuring a significant improvement on students' narrative writing
Based on the table analysis, it was found that the p-output was 0.000 with *df=34* (2.032), and t-value = 25.116. It could be stated that there was a significant improvement from students' pretest to posttest scores in experimental group taught by using probable passage strategy since the p-output was lower than 0.05. It can be stated that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. The analysis result of paired sample t-test is figured out in table 5 below.

Table 5. Result analysis in measuring significant improvement on students' narrative writing by using probable passage strategy

Probable Passage Strategy	Paired Sample T-Test			Ha
	t	Df	Sig. (2-tailed)	
	25.116	34	0.000	Accepted

Measuring a significant difference on students' narrative writing

In this study, independent t-test was used to measure a significant difference on students' narrative writing score taught by using probable passage strategy and those who were not at MA Al-Fatah Palembang. The analysis result of independent sample t-test is figured out in table 6 below.

Table 6. Result analysis of independent sample t-test

Using Probable Passage Strategy and Those who are Taught Using Teacher's Method	Independent Sample T-test			Ha
	T	Df	Sig.(2-tailed)	
	8.243	68	0.000	Accepted

From the table analysis, it was found that the p-output was 0.000 and the t-value was 8.243. It could be stated that there was significant difference on students' narrative writing score taught by using probable passage strategy and those who were not at MA Al-Fatah Palembang since the p-output was lower than 0.05 and the t-value was higher than t-table (df 68 = 1.9955). So, it was concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

Discussion

Based on the findings above, some interpretation were made as follows: In doing this research, the samples of study were given the pretest by two reasons, the first was to know the mean score of their narrative writing before the treatments given and the second was to know which the group would become control and experimental groups. The researcher chose XI IPA 1 as a control group and XI IPA 2 as experimental group. It was because the students' scores in control group was higher than the students' scores in experimental group. It was also proved that the mean of pretest in XI IPA 1 was higher than XI IPA 2.

During the pretest in control and experimental groups, the researcher found students' difficulties in writing, such as the students could not write the narrative text well based on the generic structure, the tense of narrative text, sometimes the students used the other tenses such like simple present tense, and they get bored in writing because their teacher seldom asked them to write composition, especially narrative text. These factors made them less motivated in writing. Then, the researcher did treatments in experimental group by using probable passage strategy to help students in narrative writing.

First, there was significantly achievement in experimental group through probable passage strategy during the treatment in 10 meetings. In the first to third meeting, when the researcher implemented probable passage strategy in experimental group, the students' difficulty was found such like they got confused to follow the the steps of probable passage strategy. To overcome this problem, the researcher had to explain them again to stimulate their critical thinking. Nevertheless, the media like a template used by the students made them interested to learn. In the fourth to sixth meeting, the students could adapt in using this strategy. The students began to use the key concepts for create their narrative story. It is related to Clark (2007) the focus of probable passage is the students can use the key concepts to make a prediction about the selected text. In the seventh to ten meetings, they used to apply probable passage strategy as their new strategy in learning writing skill. They also felt the advantages when they used the strategy. The students got motivation to read and learn. The students also produced the narrative story easily. It is supported by Wood (1984) probable passage provides teachers with a straightforward process to guide students in producing narrative text. Those findings could be supported by the differences between the students' pretest and posttest scores in experimental group from category poor to category good. Nevertheless, there were some students could not

reach the minimum criteon. It was because they did not focus and learn seriously during the treatment.

Second, the significant difference scores in both groups could be drawn from result of the pretest scores (before treatment) and post test scores (after treatment) got better narrative writing achievement progress. Although, these two groups of students progressed, the progress of the students in control group was not as high as the progress of the students in experimental group. It was because the teacher also taught narrative writing which became the focus on the eleventh grade classes. As a result, it could be interpreted that there was a significant difference on students' writing scores between the students who were taught by probable passage strategy and those who were taught by teacher's strategy.

Third, based on the result in the research, probable passage was successfully applied to the eleventh grade students of MA Al-Fatah Palembang. It could be interpreted that the strategy for teaching narrative writing was appropriate to English Foreign Learners setting in Indonesia. It was in line to Beers (2003) who emphasizes that the struggling readers are faced whether native or students use English as a foreign language such as Vietnam, or Cambodia, Rusia or Mexico, etc and probable passage was the solution. It was also supported by two previous studies Susanti (2012) and Marulafau (2013) that had proven the strategy enabled to apply to English foreign learners in Indonesia.

Finally, the researcher would like to say that there was a significant difference on students' writing scores between the students who were taught by probable passage strategy and those who were taught by teacher's strategy. It was because the benefits from the implementation of probable passage strategy. The benefits of this strategy were; they got more interested to learn English and they felt exited to write narrative text because this strategy provided the key concepts (keywords) or vocabularies for students to help them easier in composing narrative text. In addition, the template of probable passage strategy was given for make them in writing narrative easily. These statements are supported by Gunning (2010) who mention that probable passage strategy encourages students to anticipate story content by categorizing a list of keywords according to their perceived function in story as depicted on a template using story map terminology. Therefore, the teacher of English can use probable passage strategy in teaching and learning process to improve the students' English writing achievement.

Conclusion

There are some conclusion of this research referred to the findings and interpretation presented in the previous chapter. First, based on the result of pretest to posttest, probable passage strategy significantly improved students' writing narrative score to the eleventh grade students of MA Al-Fatah Palembang. Second, there was significant difference on students' writing narrative score to the eleventh grade students who were taught by using probable passage strategy and those who were taught by using strategy that usually used by the teacher of MA Al-Fatah Palembang. Therefore, it can be inferred that the teaching writing in narrative text by using probable passage strategy can be considered as one of alternative strategy to be used.

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