

The Use of Islamic History Videos through Swell Strategy to Improve Senior High Students' Narrative Writing Achievement

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Abstract

The objectives of this study were to find out: (1) whether or not there was a significant improvement on students' narrative writing achievement between before and after the students were taught by using Islamic history videos through SWELL Strategy, and (2) whether or not there was a significant difference on students' narrative writing achievement between the students who were taught by using Islamic history videos through SWELL Strategy and those who were not. The population of this study was all the eleventh grade students of Senior High School Nurul Iman Palembang which consisted of 65 students. The sample of this study was taken by using total sampling. Thus, the total number of the sample was 65 students. The sample was XI Science class (control group) which consisted of 33 students and XI Social Science class (experimental group) which consisted of 32 students. In collecting the data, written test was used. The test was given twice to both experimental and control group, as a pretest and posttest. To verify the hypotheses, the data of students' pretest and posttest of both groups were analyzed by using paired sample t-test and independent sample t-test in SPSS. The findings showed that the p-output (sig 2-tailed) from paired sample t-test was 0.000 which was lower than 0.05, and the t-value 7.954 which was higher than t-table 2.040 (with $df=31$). Then, p-output from independent sample t-test was 0.021 which was lower than 0.05, and t-value 2.371 which was higher than t-table 1.998 (with $df=63$). Therefore, it could be inferred that narrative writing by using Islamic history videos through Social-Interactive Writing for English Language Learners (SWELL) Strategy gave significant improvement on the students' narrative writing achievement, and gave significant difference between students' who were taught by using Islamic history videos through SWELL Strategy and those who were not.

Keywords: narrative text, Islamic history videos, social-interactive writing for English language learners strategy

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Introduction

Nowadays, English is widely taught around the world as a second or foreign language, including in Indonesia (Abrar & Mukminin, 2016; Kamil & Mukminin, 2015; Yusuf, Yusuf, Yusuf, & Nadya, 2017; Hadiyanto, Mukminin, Failasofah, Arif, Fajaryani, & Habibi, 2017). According to Rini (2014), the aim of teaching of English in schools and universities in Indonesian is to make Indonesian students competitive internationally. For instance, students are expected to get ready to face the challenges of ASEAN Economic Community (AEC). In addition, Ammon, 2001; Seargeant & Erling, 2011 claim aside from being the world language for

international communication, English is used in foreign countries in major venues, like the news (as cited in Abrar, Mukminin, Habibi, Asyraf, Makmur, & Marzulina, 2018; Haryanto & Mukminin, 2012).

English is also essential to the field of education and as a foreign language that should be mastered by the students. In Indonesian academic curriculum, the aim of teaching English is to master four basic skills of English, which include listening, speaking, reading and writing skill. Writing is the process of organizing into a good composition of paragraph (Habibi, Sofwan, & Mukminin, 2016; Makmur, Mukminin, Ismiyanti, & Verawati, 2016; Mukminin, Ali, & Ashari, 2015). In addition, Xia (2011) defines “writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete” (p. 1). Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. Moreover, Eliya (2015) claims that learning how to write well is very important for the students although writing is complex, this skill is very important especially to measure the students’ literature. Students can develop their ability to put their ideas or opinions in a composition by writing.

Since writing skill is a complex process, writing is not easy to master and sometimes is difficult to teach (Makmur, Mukminin, Ismiyanti, & Verawati, 2016; Mukminin, Ali, & Ashari, 2015). As Paul (2003) states that writing is generally regarded as the most difficult of the four skills, and for most students it probably is. Writing requires mastery not only on the grammatical and rhetorical devices but also the conceptual and judgemental elements, and it is one of the problems. The writing problems affect not only native English speakers but also hundreds of students who are learning English as a second or foreign language around the world. The fact that the students do not have interest in the composition field leads them to be poor writers, to have low scores in their courses, to increase the errors in their homework, to write run-on sentences and to create incoherent paragraphs. These problems are also experienced by Indonesian students, as the English Foreign Language learners. According to Riyani (2009), writing problems faced by Indonesian students were actually resulted from the lack of vocabulary and grammar structures mastery, and from the lack of creativity skills.

Based on the syllabus of the KTSP (*Kurikulum Tingkat Satuan Pendidikan*) or School-Based Curriculum, there are some kinds of texts that are taught to the eleventh grade students. They are narrative text, recount text, and analytical exposition. Among those three types of the text, narrative text can be the most interesting for the student to study, because the social function of narrative text itself is to entertain the readers. According to Butcher (2006), narrative text is able to create a learning situation. It allows students’ minds to think the box of their own experiences and to develop creative ways to problem solve.

In relation to the teaching strategy, there are still a lot of teachers in schools that do not apply the various strategies in teaching and learning process, including Indonesia. Based on my observation during teaching practice at a school in Palembang, I found out that the teachers did not apply the various strategies in the teaching learning process. They mainly used conventional strategy and mostly used LKS or students’ worksheet which led the students get bored and uninterested in the teaching and learning process. This condition affected their English score which I also found still poor. Besides, it revealed that writing itself is a serious problem for the students, especially in writing narrative text. It was supported by the questionnaire result which was distributed to the 30 students. I identified some problems, such as many students were not interested in learning English, especially in writing and speaking skill. They still had low in vocabulary; had difficulty in developing idea, in deciding which one is orientation, problem, or resolution in narrative text, and in making coherence among paragraphs.

In order to solve these problems, the teacher should find out an interesting strategy, method or visual aid to teach writing, so he or she can make the students interested in writing

class. In this case, I used the video as a teaching medium which students are familiar with. Ikhlasia (2013) mentions that there are some benefits which students can gain by using the videos, such as learn some things that cannot be learnt through pictures and other media such as gestures and facial expression in a conversation. Since both research site and my educational background at State Islamic University of Raden Fatah Palembang are based on Islamic teaching, it is important to explore Islam more to guide the students using an appropriate way in learning Islamic history. I decided to use Islamic history as the material in the students' learning of narrative writing. In addition, in order to raise the students' confidence in doing their assignment, to promote their interest in learning, and to bridge the heterogeneous of students' level, I believed that SWELL Strategy will help them. SWELL (*Social-Interactive Writing for English Language Learners*) which was proposed by Teo (2006) is a kind of collaborative writing which is supported by theory related to collaborative writing, strategy of teaching writing and teacher as feedback provider. SWELL can increase the students' confidence in sharing ideas without any doubt. Hopefully, with higher confidence owned by the students, they can solve the problems in writing.

Based on the explanation above, I was interested in conducting a research under the objectives which were to find out: (1) whether or not there was a significant improvement on students' narrative writing achievement between before and after the students were taught by using Islamic history videos through SWELL Strategy, and (2) whether or not there was a significant difference on students' narrative writing achievement between the students who are taught by using Islamic history videos through SWELL Strategy and those who were not.

Literature Review

The concept of writing

Writing is one of the four language skills that should be mastered in learning English. According to Huy (2015), writing is one of the ways to transmit thoughts or ideas to the other people. Based on Nacira (2010), writing is a form of expression and communication which enables learners to communicate ideas, feelings, and different attitudes in a written mode. These statements suggest that writing can be a very good medium in expressing one's thought or ideas. Furthermore, Peregoy and Boyie (2008) state that writing is skill which helps students clarify their thoughts and remember what they have learned. Fasya (2015) also explains that writing deals with a language acquisition as students' experiment with words, sentences, paragraph to communicate ideas effectively. It can be inferred that in order to have a good writing, the students should maximize English skills they have learned in relation to words, sentences, and paragraph.

Narrative writing

Narrative writing is defined as relating a sequence of events which occurs over some period of time. According to Wahidi (as cited in Ariesca & Marzulina, 2016), narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Mislaini (2015) also mentions that in various sources narrative text can be found in the form: Fable, fairy stories, mysteries, science fiction, romance horror stories, legends, historical narratives, personal experience, and ballads. She also points out the generic structures of narrative text are orientation, complication, resolution, re-orientation (coda). Further, Indrasari (2010) adds that the language features used in narrative text are focus on specific participants, use of past tense, use of temporal conjunction, use of material (or action) processes, and use of mental process.

SWELL strategy

SWELL Strategy is basically a writing technique that is supported by several theories related to collaborative writing, Vygotsky's theories of learning, and teachers as feedback providers (Fitria, 2012). SWELL which stands for Social-Interactive Writing for English Language Learners was firstly introduced by Teo in 2006. Teo applied SWELL Strategy which was modified from Topping Paired Method. Considering the weakness of Topping Paired Method which was having lack structure guidelines for students to follow, he reformulated and edited Topping Paired Method. As stated by Teo (2006), *SWELL* deals with the integration of the process and product of writing from getting idea until producing the best writing after revision. In implementing this technique, the teacher will pair up the students to work collaboratively, but their levels of English proficiency are different, so that a more proficient student could tutor a less proficient student. During the writing process, students with higher writing levels are assigned the role of *Helper* and those with lower writing skills are assigned the role of *Writer*. They have to carefully follow the suggested steps given by the teacher.

The procedures of swell strategy

Teo (2006) provides some steps which should be followed. The steps are ideas, draft, step, read, edit, best copy, and teacher evaluate.

Step 1: Ideas

In this step, the students are taught to develop the ideas. The *helper* tries to help the writer to develop the idea by giving the complete sentence that consists of WH Questions. In the SWELL method, to help ELLs understand the important components, such as character, setting, problem, and solution in narrative writing, I provided the participants with complete questions that mostly begin with "WH" words to generate ideas.

Helper	Writer
<i>Who did what?</i>	<i>The writer answer the question and takes the Important notes.</i>
<i>Who did what to whom?</i>	
<i>What happened?</i>	
<i>Where did it happen?</i>	
<i>When did it happen?</i>	
<i>Who are the important people (main characters) in the story?</i>	
<i>Why did he/ she/ they do that?</i>	
<i>What was the problem?</i>	
<i>How did he/ she/ they solve the problem?</i>	
<i>What happened next?</i>	
<i>Then what?</i>	
<i>Did anyone learn anything at the end?</i>	
<i>What was it? (Ask any questions you can think of)...?</i>	

Then, both the *helper* and the *writer* read the notes and have discussion to make sure that their ideas are on the right tract. The students can consider changing their ideas or not. Besides, the students can cluster the idea to make it organize well.

Step 2: Draft

In this step, the teacher gives and explains the options that should be chosen by the students. After having an option, *the writer* begins to write. *The writer* is advised to write without worrying

too much about spelling. What important in this step is that the writer keeps on their writing and let their ideas flow.

Step 3: Read

The writer read the writing aloud. If he or she read a word incorrectly, *the helper* provides support if he or she is capable of doing so.

Step 4: Edit

In this step, *the helper* and *the writer* see the draft together, and *the writer* consider where he or she thought improvements are necessary. After finding the problems such as words, phrases, or sentences, they have to mark it with a colored pen, pencil, or highlighter. There are five editing levels in this step: *meaning, order, style, spelling, punctuation*. *The helper* needs to mark what *the writer* has missed and suggests some other changes might be needed to get the better result. Then, *the writer* revises the draft carefully. In this step, both students are allowed to use dictionary for checking the spelling.

Step 5: Best Copy

The writer then usually copy out a neat or best version of the corrected draft. *The helper* could provide help when necessary, depending on the skill of *the writer*. The best copy is a joint product of the pair and both students should have their names on it. The pair then turns in the completed copy to the teacher.

Step 6: Teacher Evaluate

This step is evaluating step. In this step, the teacher observes the students work and then provides some explicit instructions in writing a grammar or provides other corrective feedback. The pairs, the *helper* and *writer*, then review the teacher's comments together.

Methodology

Research design

This study was conducted by using experimental research method, pretest-posttest non-equivalent group design. There were two groups in this research: experimental and control group, which both of them would then be given pretest and posttest. The experimental group was given treatment by using Islamic history videos through SWELL Strategy, but the control group was not.

Research site, sampling, and participants

In this research, the population was the eleventh grade students in the academic year of 2017/2018. The total number of the students was 65 students who were divided into two classes. I used total population sampling method in choosing the sample of the study. Therefore, the total number of the sample was 65 students. The sample was class XI Science class (control group) which consisted of 33 students and XI Social science class (experimental group) which consisted of 32 students. Basically, the groups were chosen based on the average mean score of the students in pretest. The class with lower score in pretest became the experimental group and the one with higher score became the control group.

Data collection

In collecting the data, pretest and posttest were used. The instrument which was used in pretest and posttest was the same. In this study, I did the validity tests, namely construct validity

and content validity. The construct validity of this study involved items for pre-test and post-test and lesson plans for experimental group. After constructing the instruments related to some aspect measured, then they were consulted to obtain some expert judgments from three validators to evaluate whether the components of the instrument were valid or not to be applied in research activities. From the three validators, it revealed that the instrument and lesson plan were appropriate to be applied. Next, content validity was used to measure the appropriate sampling of the content domain of items in a questionnaire. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus. After that, to analyze the reliability test on students' writing, inter-rater reliability was used. All in all, the tests were reliable.

Data analysis

In this study, the students in both groups, experimental and control group, were given pretest and posttest. The test was in the form of writing composition. The same instrument test was used in pretest and posttest for experimental and control group. In analyzing the students' narrative writing, Writing Assessment and Evaluation Rubrics from Lexington High School (2012) was used. The rubrics are divided into two aspects which include content (purpose and narrative development), and clarity (structure, style, and conventions). The data were analyzed by three raters, and they were lecturers of English Education Study Program of State Islamic University of Raden Fatah Palembang. The scores which were obtained from the rubric were multiplied by 5 to get the score that is appropriate with the grading system. After that, to analyze the data from the pre-experimental study, I submitted the data by using the Statistical Package for the Social Science (SPSS) version 23.0.

Findings and Discussion

The result of normality and homogeneity test

In measuring normality test, I used *Skewness and Kurtosis* in SPSS program version 23.00. The test of the pretest and post-test results of students' narrative writing achievement in experimental and control group were categorized normal, since the Skewness and Zkurtosis values were between -1.96 and 1.96. Besides, in measuring homogeneity test, *Levene statistics* was used. The data is homogeneous since the p-output is higher than 0.05.

Table 1. Normality test of students' pretest and posttest scores in experimental group and control group

No	Group	N	Test	SEskew		SEKur		Zk	Result	
				Skewness	ness	Zs	Kurtosis			osis
1	Experimental Group	32	Pretest	0.655	0.414	1.582	-0.919	0.809	-1.136	Normal
			Post-test	0.785		1.896	0.028		0.035	Normal
2	Control Group	33	Pretest	-0.256	0.409	-0.625	-0.783	0.798	-0.981	Normal
			Post-test	0.341		0.833	-0.276		-0.346	Normal

Table 2. Homogeneity test of students' pretest scores in control and experimental group

Variable	Test	Group	N	Levene Statistics	Sig.	Result
Islamic History through SWELL Strategy	Pretest	Experimental	32	3.775	0.057	Homogenous
		Control	33			
Strategy	Posttest	Experimental	32	0.249	0.620	Homogenous
		Control	33			

The result of students' pretest and posttest

Based on the analysis of students' pretest scores in experimental group, it revealed that there was no student (0%) in excellent category, 1 student (3%) in good category, and 7 students (22%) in fair category, and 24 students (75%) in poor category. Meanwhile, the result analysis of students' posttest scores in experimental group, it also showed that there were 3 students (9.4%) in excellent category, 4 students (12.5%) in good category, 20 students (62.5%) in fair category, and 5 students (15.63%) in poor category. It could be inferred that the students got better score after the treatment. In addition, the analysis of control group's pretest showed that there was no students (0%) in excellent and good category, 12 students (36.4%) in fair category, and 21 students (63.6%) in poor category. It could be concluded that both of pretest score in experimental group and control group belonged to poor category. Meanwhile, the analysis of control group's posttest showed that there was 1 student (3.0%) in excellent, 3 students (9.1%) in good category, 15 students (45.5%) in fair category, and 12 students (36.4%) in poor category. It meant that control group also got quite better score than before.

The result of paired sample t-test

In this research, paired sample t-test was used to measure the significant improvement on students' narrative writing by using Islamic history through SWELL Strategy at the eleventh grade students. The result of paired sample t-test is as follows.

Table 3. Result of paired sample t-test from students' pretest to posttest scores in experimental groups

Using Islamic history videos through SWELL In SMA Nurul Iman Palembang	Paired		Sample t-test			
	Test	Mean	T	Df	Sig. (2 tailed)	Ha
Pretest	40.7500	-7.954	31	0.000	Accepted	Rejected
Posttest	64.6250					

Based on the table analysis, it was found out that the p-output was 0.000 and the t-value was 7.954. It could be stated that there was a significant improvement on students' descriptive writing taught by using Islamic history videos through SWELL Strategy because the p-output was lower than 0.05 and the t-value was higher than t-table (df 31 = 2.040). Therefore, it was concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

The result of independent sample t-test

Independent sample t-test was used to measure the significant difference on students' narrative writing scores taught by using Islamic history videos through SWELL Strategy and those who were not. The result of Independent sample t-test can be seen in Table 4 below.

Table 4. Result of independent sample t-test from students' posttest scores in control and experimental groups

Using <i>SWELL</i> <i>Strategy</i> and those who were taught by method	Independent Sample t-test					Ha	Ho
	Group	Mean	T	Df	Sig. (2 tailed)		
	Control	57.8485	2.37163		0.021	Accepted	Rejected
	Experimental	64.6250					

The result of paired sample t-test showed that there was significant improvement between students' pretest and posttest in experimental group. The students of experimental group were taught narrative writing by using Islamic history videos through SWELL Strategy, and the students of control group were not. Students' narrative writing achievement in control group also got improvement but it was not as significant as the experimental group. Meanwhile, the result of independent sample t-test showed that there was significant difference between the students' posttest score of experimental groups who were taught by using Islamic history videos through SWELL Strategy and the control group who were taught by using strategy used by the teacher of English. On the other hand, the result of independent sample t-test showed that the significance level was not very high. It was because the difference of mean score of students' posttest in control group and experimental group was low. It showed that control group also got the improvement. There were some reasons which caused this case. First, based on the information from their English teacher in preliminary study, both experimental group and control group have different level and style in learning. Since class was more active and interested in learning English. Second, when I gave the posttest to experimental group, the condition was less conducive. At that time, most of students had to go to the school field for the intra-school organization inauguration, so the students were in a rush to do the posttest.

However, based on the data analysis, there were significant improvement and difference on students' narrative writing achievement taught by using Islamic history videos through SWELL Strategy. Therefore, this strategy is considered effective to be used in improving students' writing achievement. It is consistent with a study conducted by Indrasari (2010) who found that there are the positive improvements in students' writing skill and students' attitude towards writing in class. This result was also consistent with the study which was conducted by Prihatini (2011) who claimed that the SWELL is acceptable and applicable for the students, and it can help the students in improving their writing ability. Finally, it can be inferred that the implementation of Islamic history videos through SWELL Strategy showed a significant improvement and significant difference on students' narrative writing achievement at SMA Nurul Iman Palembang. The use of Islamic history videos through SWELL Strategy successfully motivated the students in learning narrative writing and made the students interested and active in learning English. It could be assumed that the use of Islamic history videos through SWELL Strategy is effective to improve students' writing achievement.

Conclusions

Based on the findings and interpretation discussed above, it could be concluded as follows: first, from the result of pretest to posttest in teaching narrative writing by using Islamic history videos through SWELL strategy, significant improvement on students' narrative writing achievement of the eleventh grade students of SMA Nurul Iman Palembang was found. Second,

it was found that there was a significant difference on students' narrative writing achievement between those who were taught by using Islamic history videos through SWELL Strategy and those who were not. The result could occur because Islamic history videos through SWELL Strategy made the students feel easier in brainstorming process, became more enjoyable in writing a narrative text, and feel more confident in doing their writing. Besides, they could interact with their friends, such as during checking the mistakes and giving suggestions about their each other writing. Therefore, it can be inferred that the use of Islamic history through SWELL strategy can be considered as one of the alternative strategies in teaching English especially narrative text.

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