THE EFFECT OF TEACHING TECHNIQUE AND STUDENTS’ MOTIVATION ON STUDENTS’ NARRATIVE WRITING ACHIEVEMENT

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ABSTRACT
The objectives of this study are to find out whether 1) The Differences of The Students Achievement which were taught by Story Circle Technique and Think Pair Share Technique ,(2) The Differences between the Learning Achievement of the Students who have Intrinsic Motivation and Extrinsic Motivation in Learning Writing Narrative,(3) Interaction Between Teaching Strategy and Learning Motivation in Learning Writing Narrative. An experimental research with factorial design 2x2 was used in this study. There were 80 students of grade XI of 202/2013 academic year of SMA Muhammadiyah 18 Sunggal as Sample of this study. The students were divided into two groups, an experimental group and a control group. The random sampling techniques was applied to take the sample. The first group as an experimental group consists of 40 students with intrinsic motivation was given treatment by Think Pair Share and the second groups as a control group that also consist of 40 students with extrinsic motivation was given treatment by using Story Circle. The findings shows that (1) the average of students score which were taught by Story Circle is 75.75 and Think Pair Share is 71.47 with F observed= 2.571> F table= 2.321 (2) the average of students score who have intrinsic motivation is 75.7 and extrinsic motivation is 71.5 with F observed= 0.0001< F table= 2.323 Ho accepted Ha rejected.(3) there is interaction between teaching technique and students motivation on students narrative writing achievement with F observed= 17.423> F table= 2.285. Thus, it can be concluded that (1) The students achievement in writing narrative of which were taught by using Story Circle Technique is significantly higher than of the students taught by using Story Planner Strategy,(2) The Student achievement in writing narrative who have extrinsic motivation is significantly higher than that of the students who have intrinsic motivation (3) there is significant interaction between story circle technique and think pair share technique and students’ motivation to the students’ achievement in writing narrative. It implied that teachers should apply teaching strategies which are suitable with studets’ motivation so that the students can improve students’ achievement in writing narrative.

ABSTRAK
Tujuan penelitian ini adalah untuk mengetahui apakah: 1) perbedaan kemampuan siswa yang diajarkan dengan teknik Story Circle dan teknik think pair Share , (2) perbedaan antara kemampuan belajar yang memiliki motivasi intrinsik dan ekstrinsik dalam menulis narasi,(3) interaksi antara teknik pembelajaran dan motivasi pembelajaran dalam menulis narasi. Penelitian ini adalah penelitian eksperimen dengan desain factorial 2x2 . terdapat 80 siswa kelas XI tahun ajaran 202/2013 of SMA Muhammadiyah 18 Sunggal yang menjadi sampel dalam penelitian ini. Siswa dibagi dalam dua kelompok, kelompok experimental an kelompok kontrol. Teknik random sampling diterapkan untuk mengambil sampel. Kelompok pertama sebagai kelompok experimental terdiri dari 40 siswa dengan motivasi intrinsik diberi treatment dengan teknik Think Pair Share and kelompok kedua sebagai kelompok kontrol yang terdiri dari 40 siswa dengan motivasi ekstrinsik diberikan treatment dengan menggunakan teknik Story Circle.
Penelitian ini menunjukkan bahwa (1) rata-rata nilai siswa yang diajarkan dengan teknik story circle adalah 75.75 dan Think Pair Share teknik adalah 71.47 dengan F hitung= 2.571> F table= 2.321 (2)rata-rata nilai siswa yang memiliki motivasi intrinsik adalah 75.7 dan ekstrinsik motivasi adalah 71.5 dengan F hitung= 0.001< F table= 2.323 Ho diterima Ha ditolak.(3) ada interaksi antara teknik mengajar dan motivasi siswa dalam menulis narative F hitung= 17.423> F table= 2.285. sehingga, bisa disimpulkan bahwa (1) kemampuan siswa dalam menulis narative yang diajarkan dengan menggunakan teknik story circle adalah signifikan lebih tinggi dari pada siswa yang diajarkan dengan menggunakan teknik Think Pair Share ,(2) kemampuan siswa dalam menulis narative yang memiliki motivasi ekstrinsik adalah signifikan lebih tinggi dari pada siswa yang memiliki motivasi intrinsik (3) ada interaksi signifikan antara teknik story circle dan think Pair Share technique dan motivasi siswa dalam menulis narasi. Implikasinya adalah para guruseharusnya menerapkan teknik pengajaran yang sesua dengan motivasi siswa sehingga siswa dapat meningkatkan kemampuan siswa dalam menulis narasi.

1. INTRODUCTION
The Background of the Study
Writing is one of four language skills that should be comprehended well by the student. It is very useful because it helps students to express their idea and their thought in written text. Elbow (1998) and Murray (1985) in Hyland states that many writing teachers see their classroom goals as developing L2 students’ expressive abilities, encouraging them to find their own voices to produce writing that is fresh and spontaneous. These classrooms are organizes around students’ personal experiences and opinion and writing is seen as a creative act of self-discovery. This can help generate self-awareness of the writers’ position and to facilitate “clear thinking, effective relating, and satisfying self-expression” (Moffet, 1982:235) in Hyland. It means that students should writing from their experience because it can make easier to find some ideas.

There are many different genres in writing such as narrative, recount, expository, descriptive, and argumentative. Indonesian government put writing as one of the four English language skills. Based on Syllabus The Educational Stratified Level Curriculum (Kurikulum Tingkat Satuan Pendidikan : KTSP) (2006), the students are expected to be able to write narrative composition.

However, one of the problem is that writing of senior high school students in Muhammadiyah 18 Sunggal are still poor. The reality is there are so many students who are not able to write, they get difficulties to compose a story. They confused to start writing. The fact the writer found the data from 2010/2011 and 2011/2012. Table 1.1 displays the data of the students’ achievement in writing narrative text.

Table 1.1 shows that the students’ achievement does not meet the minimum Matery Criteria (MMC) which as recommended should be 79.

Story Circle is a writing activity where students sit and work together in a circle, passing their paper after write their own sentences, and adding the next sentence on the paper they have in front of them. It is not merely adding some same sentences for each paper, but students should creatively write the next sentence by adapting the ideas that has been written by their friends before. In this study, the procedure of Story Circle applied is adapted from Harmer’s Story Circle. Generally, students still follow steps explained before. However, the writer tries to adapt the Harmer’s Story Circle by adding and omitting some steps. For example, the writer omits the steps that the teacher dictates the first line of the story, and adds a step that the teacher
read aloud a story for the students twice. Moreover, students are not going to write a new story, but they are asked to write a new version of the story they heard from the teacher before.

**Think-Pair-Share** is suitable to be applied in teaching narrative text and it is designed to provide students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with another student (Frank Lyman). In this technique, a problem is posed, students have time to think about the problem individually, and then they work in pairs to solve the problem and share their ideas with the class. In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority. Think-Pair-Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view. In conclusion, think-pair-share is a suitable technique for teaching narrative text and it can motivate the students to be more active and comfortable in developing their ideas. Therefore, it is expected that the use of think-pair-share technique in teaching and learning process will improve the students’ writing achievement in narrative text.

In teaching English, especially in teaching writing the technique of teaching are not only needed but also motivation. Motivation is the activation of goal-orientated behavior. Students are their most creative when they feel motivated primarily by interest, satisfaction and challenge of the work itself and not by external pressure or incentives.

Based on the relationships mentions above, it can be predicted that **Story Circle Technique, Think Pair Share Technique and students’ Motivation** will significantly affect the students’ achievement in writing narrative text. To find out whether or not this prediction is true, that is the researcher in this research interested in knowing the effect of Story circle technique, Think Pair Share technique and students’ motivation.

### a. The Problem of the Study

Based on the background of the study, the problems of this study are formulated as follows.

1. Are the students’ narrative writing achievement taught by using story circle technique is higher than that of the students taught by using think pair share?

2. Are the students’ achievement in writing narrative that intrinsic motivation higher than that extrinsic motivation?

3. Is there any significant interaction between Story Circle technique, think pair share technique and students’ motivation on students’ narrative writing achievement?

### b. The objectives of the Study

On the basis of the above problems, the objective of this study are:

1. to find out which of two techniques significantly affect the students’ writing narrative achievement,

2. to find out whether the students’ writing narrative achievement that intrinsic motivation higher than that extrinsic motivation,

3. to find out whether there is an interaction between Story Circle technique, Think Pair Share Technique and students’ motivation on students’ narrative writing achievement.

### 4. Theoretical Framework

In learning writing narrative text students are difficult to develop their ideas into words on paper, the teacher should find suitable technique in teaching writing. There are two suitable techniques to make easy in writing such as Story Circle and Think Pair Share. The researcher suppose those strategy able to help the students in writing narrative text. In this technique students should find their ideas and arrange the ideas in planning to become a paragraph. Through this technique, therefore the students are...
expected to be able to writing narrative text.

Motivation is concerned with the factors that stimulate or inhibit the desire to engage in behavior. Baron and Schunk (1990) state that the definition of motivation is the force that energizes and directs a behavior towards a goal. Tan O.S., Parsons, R.D., Hinson, S.L, & Brown, D.S,(2003) state that the concept of motivation as applied when a person is energized to satisfy some need or desire.

Intrinsic motivation refers to rewards provided by an activity itself. Intrinsic motivation arise from internal factors. The motivation arises from internal factors such as a child’s natural feeling of curiosity, exigent, confidence and satisfaction when performing a task.

Notes:

<table>
<thead>
<tr>
<th>Students’ Motivation</th>
<th>Strategies (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic Motivation</td>
<td>B&lt;sub&gt;1&lt;/sub&gt;</td>
</tr>
<tr>
<td>Extrinsic Motivation</td>
<td>B&lt;sub&gt;2&lt;/sub&gt;</td>
</tr>
</tbody>
</table>

A<sub>1</sub>B<sub>1</sub> = Students who have intrinsic motivation and taught by Story Circle technique.

A<sub>2</sub>B<sub>1</sub> = Students who have intrinsic motivation and taught by Think Pair Share

Morris and Maisto (2002) said that extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity.

2. RESEARCH METHOD

This research was conducted in Muhammadiyah 18 sunggal Junior High School. The population of this research was the students Grade XI in 2012/2013 academic year of Muhammadiyah 18 sunggal. There were three classes of them. The school was considered as the population because the researcher is one of English teacher there.

Population in the table below:

<table>
<thead>
<tr>
<th>Class</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>XI IPA-1</td>
<td>36</td>
</tr>
<tr>
<td>XI IPA-2</td>
<td>40</td>
</tr>
<tr>
<td>XI IPS</td>
<td>37</td>
</tr>
</tbody>
</table>

There were 80 students become the sample, which were divided into two groups, an experimental group and a control group. The random sampling strategies was applied to take the sample.

The first group as an experimental group consists of 40 students with intrinsic motivation was given treatment by Story Telling and the second groups as a control group that also consist of 40 students with extrinsic motivation. This study was conducted by applying experimental research by using Factorial design 2x2. The reasons to choose this design are: 1) to prove the hypotheses in one experiment, 2) to recognize the interaction between the dependent and independent variables. There were three variables in this study namely, independent variables, moderator variables, and and dependent variables. Independent variables are teaching techniques: story circle technique and think pair share technique, moderator variables are intrinsic and extrinsic motivation and dependent variable was students’ narrative writing achievement.

This research compared which technique was more effective between Story Circle and think pair share and intrinsic and extrinsic students’ motivation.
There were two groups of students in this research namely experimental group and control group. The group that was taught by using Story circle and the group that was taught by using think pair share technique. The research design can be seen in Table 3.2. Table 3.2 Factorial Research Design 2x2.

3. DATA ANALYSIS

The research findings and data of the two variables Story Circle Technique (A₁) Think Pair Share technique (A₂), Intrinsic Motivation (B₁), and Extrinsic Motivation (B₂) were analyzed by the help of SPSS 16 version and Microsoft Excel 2007. The tabulation of data description used SPSS program. The five descriptive data were described on the tables below.

Table 3.2 Summary Table. Summary of The Descriptive of The Statistical Analysis

<table>
<thead>
<tr>
<th></th>
<th>A₁</th>
<th>A₂</th>
<th>B₁</th>
<th>B₂</th>
<th>A₁B₁</th>
<th>A₁B₂</th>
<th>A₂B₁</th>
<th>A₂B₂</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Valid</td>
<td>40</td>
<td>40</td>
<td>42</td>
<td>38</td>
<td>20</td>
<td>20</td>
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<tr>
<td></td>
<td>Missing</td>
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<td>2</td>
<td>0</td>
<td>4</td>
<td>22</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>75.75</td>
<td>70.88</td>
<td>53.88</td>
<td>56.79</td>
<td>77.50</td>
<td>74.00</td>
<td>65.50</td>
</tr>
<tr>
<td>Std. Error of mean</td>
<td></td>
<td>1.112</td>
<td>1.631</td>
<td>1.265</td>
<td>1.116</td>
<td>1.721</td>
<td>1.338</td>
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<tr>
<td>Median</td>
<td></td>
<td>75.00</td>
<td>70.00</td>
<td>53.00</td>
<td>56.00</td>
<td>80.00</td>
<td>75.00</td>
<td>65.00</td>
</tr>
<tr>
<td>Mode</td>
<td></td>
<td>75°</td>
<td>65°</td>
<td>51</td>
<td>61</td>
<td>85</td>
<td>75</td>
<td>55°</td>
</tr>
<tr>
<td>Variance</td>
<td></td>
<td>49.423</td>
<td>106.471</td>
<td>67.229</td>
<td>47.30</td>
<td>59.21</td>
<td>35.78</td>
<td>62.64</td>
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<tr>
<td>Range</td>
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<td>35</td>
<td>35</td>
<td>41</td>
<td>25</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Minimum</td>
<td></td>
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<td>34</td>
<td>65</td>
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</tr>
<tr>
<td>Maximum</td>
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<td>90</td>
<td>69</td>
<td>75</td>
<td>90</td>
<td>85</td>
<td>80</td>
</tr>
</tbody>
</table>

thought by story Circle Technique is = 75.75 and the average of students who were taught by Think Pair Share. Technique is = 71.47. the testing score $F_{\text{observed}} > F_{\text{table}}$ is 6.089 > 4.12 thus, first hypothesis is accepted and can be concluded that the students who were taught by story Circle Technique is higher that Think Pair Share Technique, and it is verified. The average of students who taught by Story Circle score is 71.5 and the average of students’ achievement which were taught by Think Pair Share is 75.7. score of hypothesis $F_{\text{observed}} > F_{\text{table}}$ is 5.923 > 4.12. so
that, second hypothesis is rejected and it can be concluded that students’ achievements have intrinsic motivation were not different with the students who had extrinsic motivation, it was verified. The average of students group score which were taught by Story Circle who had intrinsic motivation is 77.5 and who had extrinsic motivation 74. And the students’ group who were taught by Think Pair Share Technique and had extrinsic motivation is 65.5 and had intrinsic motivation is 77.5. so that, the hypothesis test score $F_{\text{observed}} > F_{\text{table}}$ is 19.843 > 3.29 thus, the third hypothesis is accepted. And it can be concluded that there is interaction between learning strategy.

4. CONCLUSION AND SUGGESTION

1. CONCLUSION

Based on the data analysis and hypotheses testing, it can be concluded that :

a. The students’ achievement in writing narrative of the students taught by using Story Circle Technique is significantly higher than of the students taught by using Think Pair Share Technique.

b. The students’ achievement in writing narrative of the students who have extrinsic motivation is significantly higher than that of the students who have intrinsic motivation.

c. There is significant interaction between Story Circle Technique and Think Pair Share Technique and students’ motivation to the students’ achievement in writing narrative.

2. SUGGESTION

The result of the findings provide valuable suggestions for the improvement of students’ writing in narrative text. Thus, the following points are suggested:

a. English teachers Story Circle Technique in their attempts to improve students’ achievement in writing narrative essay.

b. The students with intrinsic motivation should be taught by using Think Pair Share Technique while the students with extrinsic motivation should be taught by using Think Pair Share Technique.

c. English teachers pay more attention to students’ motivation for the success of the students’ achievement in writing narrative essay. English teachers should encourage the students’ motivation.

REFERENCES


