The Ability in Writing Narrative Text by Using English Poetry at The Students of Al Asyariah Mandar

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ABSTRACT

The students' skill in writing narrative text is really needed to be improved. The implementation of English Poetry in the current research was aimed to improve the students' writing narrative text of the students in the 2nd semester of the Islamic Economic Law study program, the faculty of Islamic Religion. The study applied quantitative method in light of pre and post-test of writing narrative text to both of control and experimental groups and distributing questionnaire to the experimental group to gain their perception upon the English poetry. A total of 34 students from control and experimental group were involved. Analytical scoring profile was used to measure the students' writing narrative text.The result shows that students under the guidance of English poetry performed significantly better than students in control group with conventional way of teaching in which, the experimental group shows score of post-test was greater than control group by gaining mean score 78.25 and control group gained mean score 61.62. The analysis of questionnaire results reveals that the implementation of English poetry helped the students to be easier in writing narrative text. Most of the participants gave positive response to the use of English poetry in teaching writing narrative text.

1. Introduction

In learning English, there are four main skills that must be mastered by students,namely listening skills, speaking skills, reading, and writing. In order to be perfect in English, students cannot study these skills separately based solely on their area ofinterest. The four skills must be learned integrated because it will not be balanced if students are good at speaking but not in writing. Or vice versa, the students are good atwriting but not in speaking. So the four English skills must be studied thoroughly and integrated.

In general, writing courses are taught for five semesters in several universities. However, it is different from Al Asyariah Mandar University, West Sulawesi, where thiscourse is only studied for one semester. This condition causes students to have low writing skills. Alderson and Bachman (2012), state that writing is seen not only as a standardized communication system but also as an important tool for learning.

There are four types of writing in language class and one of them is narrative textthat must be mastered and studied by English language learners (Prihandoko, et al., 2021), especially for Al Asyariah Mandar University students who still have difficulty mastering these skills, especially in producing good works, write narrative text. Narrative texts themselves are generally taught to the intermediate level and the researchers themselves try to conduct their research at the university level with the consideration that students' writing skillsare still low.

Based on the information that the researcher obtained from the results of an interview with one of the lecturers in writing courses at Al Asyariah Mandar University, he said that English learners at Al Asyariah Mandar University were still lacking in writing narrative text techniques because the writing course was only carried out for one semester and this condition caused students are weak in writing.

To find solutions to these problems, lecturers are required to be more creative in providing materials or topics that suit the needs of students to achieve learning objectives by creating techniques that can create classes, more interesting

and fun (Nur Intan & Suherman, 2022). Larsen-Freeman (2016) states that teachers need to reflect on what they do and whythey do it, and need to be open to learning about the practices and research of others. Rea-Dickins and Germaine (2012) state that there are several ways teachers motivate students and two of them set realistic learning goals and provide interesting topics to work on.

One of the materials relevant to the teaching and learning objectives of writing narrative texts is English poetry because the language of poetry relates to students' experiences in real life and is deeply involved (Weda, et al., 2022). In addition, the use of English poetry can facilitate English teachers to provide some interesting activities in the teaching and learning process such as reading and understanding the meaning of the text, discussing in groups to determine the reflection of the poem before it is presented in front of the class and in front of the class. The activity ended by writing a narrative text where students were asked to write down their own experiences related to the English poetry story that had been discussed. From the explanation above, the purpose of this study is to find out the extent to which English poetry improves students' narrative text writingskills.

The importance problems faced by Al Asyariah Mandar University students on how to improve students' writing skills with various methods that can be done. The following are some research data that have been carried out in order to improve students'writing skills in teaching English.

Saleh (2018), in his research entitled "The Influence of the Use of Story MappingTechniques on the Development of Short Story Writing Skills for Class X Students in EFL". The purpose of this study was to determine whether the story-mapping technique was effective in developing students' short story writing skills in EFL. The method used in this research is a quasi-experimental research. The researcher believes that the use of the story mapping technique greatly contributes to familiarizing the experimental group students with story elements and helping them to increase their awareness that story elements are interrelated, a fact that positively affects their performance on the post-test. It proved that the experimental group showed much better performance on the shortstory post-writing test.

Malik (2012), in his research entitled "Teaching Narrative Writing ThroughPictures of the History of the Prophet at the Putri Yatama Islamic Boarding School in Pallangga-Gowa". The purpose of this study was to determine whether a series of prophetic pictures could improve the performance of students' written narrative texts. The research method used is classroom action research. The results of data analysis showed that student achievement was significantly different. This is evidenced by the average value of students in cycle 2 is 8,012 which is greater than the average value of students in cycle 1 with an average value of 6.741.

Sayekti (2014), in his research entitled "Using Story-Mapping to Teach NarrativeText Writing Skills for Class XI Students of SMAN 90 Academic Year 2013/2014". Thepurpose of this study was to find out empirical evidence about what story mapping techniques are effective or not to teach students the ability to write narrative texts.Based on the test criteria, it was found that there was a significant increase in student learning outcomes in the ability to write narrative texts using story mapping before and after the pre-test and post-test were carried out. This means that the story mapping technique is effective and can be applied in the eleventh grade of SMAN 90 Jakarta to teach students' narrative text writing skills.

From a brief description of previous research, it can be concluded that thedifference between previous and current research is that the previous researcher conducted his research at the high school level while the current research was at the university level. Researchers will use English poetry by applying a quasi-experimental research design and one of the previous studies applies a similar research design to researchers who want to conduct research using quasi-experiments but both have different research objectives where researchers will conduct research to find out whether English poetry can improve students' narrative text writing skills and to determine students' perceptions of the use of English poetry in improving students' narrative text writing skills, while previous studies conducted research to determine whether story mapping techniques can develop students' short story writing skills.

2. Methodology

2.1 Types of Research

This study aims to determine the existence of a casual relationship between the two research variables. This study was designed in a quasi-experimental type which included a control group and an experimental group. Gay, L.R et al. (2016), state that sometimes it is not possible to randomly assign participants to groups. In this study, English poetry as a medium in learning to write narrative texts will be treated in the experimental group, while the control group uses

conventional learning methods. In the end, the results of the pre-test and post-test of the control and experimental groups will be compared to look for significant differences.

2.2 Population and Sample

The population in this study were students of the English Department, Al Asyariah Mandar University, West Sulawesi, who were taking writing courses in the second semester. Students consist of one class and the number of students is 34 students. Cresswel (2012) states that the quasi-experimental design does not include random assignment of participants, which distinguishes it from true experiments because students randomly selected into two groups are considered to interfere with classroom learning. Therefore, two intact classes were taken as samples for this study and randomly selected. One class will act as the control group, while the other class will be the experimental group, and each class consists of 17 students.

2.3 Variables of the Research

This research applied quasi-experimental design in which its aim was to seek the casual effect between two variables, namely independent and dependent variables. Independent variable was the variable that causes a change, and in this research it refereed to the use of English poetry in teaching writing narrative text whereas, the dependent variable was the variable that changes as the effect from independent variable itself. Students' achievement in writing narrative text was the dependent variable of this research.

2.4 Data Collection Techniques

The method of data collection in this study is to use tests. There are 2 types of tests that will be carried out namely pretest and posttest. Pretest will be given to the experimental group before the application of English poetry. Similarly, the control group will also be given the same pre-test. As previously mentioned, the purpose of the pre-test is to find out the students' prior knowledge and their writing level. Whilethe posttest will be carried out after students receive treatment on how to write narrative texts using English poetry media.

2.5 Data Analysis Techniques

The test result data will be analyzed quantitatively by using the *Statistical Package for Social Sciences* (SPSS) software. The percentage of student scores, the mean difference between the control and the experiment, the standard deviation of the data, and the significant difference between the writings of the experimental and control group students will be calculated and calculated into the Statistical Package for Service Solutions (SPSS) software.

3. Result

3.1. Statistical Data Analysis on Student Narrative Text Writing

Statistical analysis of the data in this study includes several procedures, namely descriptive analysis for pre-test and post-test students both control and experimental groups, and data normality test.

a. Descriptive Analysis for Pre-test of Control and Experimental Group Students

Before being given treatment, a pre-test was carried out on both the control group and the experimental group. Students' scores were then analyzed based on the writing rubric of Jacob et.al. (1981) and classified them into seven levels of writing performance. The scores of students and their classification in the control and experimental groups are presented in the table below.

Table 1. Descriptive Statistics of Pre-test from Control Group

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Writing Score	17	34.33	78.33	1047.66	61.6271	12.23336	149.655
Valid N (list wise)	17						

Source : SPSS 2021

Table 2. Descriptive Statistics of Pre-test from Experimental Group

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Writing Score	17	35.33	85.34	1070.34	62.9612	12.76010	162.820
Valid N (list wise)	17						

Source : SPSS 2021

The table above shows that there are no students who are at the very good classification level in both the control group and the experimental group. The highest score in the control group was 78.33 with good classification and 85.34 for the experimental group with very good classification. For the lowest score, the control groupgot 34.33 and was classified as very bad while the experimental group got a bad classification by getting a score of 35.33. In addition, the data also shows that the average value of the control and experimental groups is classified as moderate where the average value of the control group is 61.62 and the experimental group is 62.96.

b. **Descriptive Analysis for Post-test of Control and Experimental Group Students**

At the end of the lesson, a post-test was also given to the control and experimentalgroups which aimed to determine the students' writing ability after treatment. The students' post-test results were also analyzed and classified the same as the pre-test conducted. Student scores and their classification in the control and experimental groupsare presented in the following table.

Table 3. Descriptive Statistics of Post-test from Control Group

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Writing Score	17	46.00	79.33	1118.00	65.7647	8.72206	76.074
Valid N (list wise)	17						

Source: SPSS 2021

Table 4. Descriptive Statistic of Post-test from Experimental Group

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Writing Score	17	67.32	90.34	1330.34	78.2553	5.25887	27.656
Valid N (list wise)	17						

Source: SPSS 2021

It can be seen from the table above about students' scores and their classification after treatment, where students writing narrative texts in the experimental group increased significantly. The data showed that the highest score for the experimental group increased from 85.34 (very good classification) in the pre-test to 90.34 (very good classification) in the post-test and the lowest score in the experimental group was 35.33 (poor classification) in the experimental group. pre-test and post-test improved by obtaining a score of 67.32 and included in the classification is quite good. The average post-test score in the experimental group also increased to 78.25 (good classification) from 62.96 (medium classification) while the control group was classified into moderate classification by obtaining an average score of 61.62 in the pre-test and increased to 65.76 in the post-test and classified as quite good. Although the average value of the control group also increased from the moderate classification to a fairlygood classification, the average value of the experimental group increased significantly from the moderate classification to the good classification.

c. **Data Normality Test**

Before performing statistical calculations, a normality test (p-value) must first be performed to determine whether the data can be analyzed using parametric tests (independent t-test and paired t-test) or nonparametric tests (Mann-Whitney and Wilcoxon). In this section, the researcher uses the Kolmogorov-Smirnov test to see whether the data is normally distributed or not. The data are normally distributed if the ELS observed significance is greater than 5% at the significance level ($p > , = 0.05$), and abnormal if the observed significance is less than 5% at the significance level ($p < , = 0.05$). The results of the normality test of the control and experimental groups are presented as follows:

Table 5. Tests of Normality

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Writing Score	Control	.288	17	.001	.825	17	.005
	Experimental	.262	17	.003	.846	17	.009

Source : SPSS 2021

Table 5 shows that the data are not normally distributed based on Kolmogorov- Smirnov obtained 0.01 (p<0.05) for the control group and 0.03 (p<0.05) for the experimental group. Thus, nonparametric tests were used which included the Mann- Whitney U test to analyze statistically significant differences between the control and experimental groups, and the Wilcoxon Signed Rank test to look for statistically significant differences in pre-test and post-test.

4. Discussion

There are two kinds of tests given to students. They are pre-test and post-test. My previous chapter explained that the pre-test was given by the researcher to determine the students' basic knowledge and was given to the control and experimental groups before being given treatment. After the treatment, a post-test was given to students to measure the effect of English poetry in improving students' writing narrative text skills. If the pre-test and post-test were given to the control and experimental groups, the treatment itself was only given to the experimental group, while the control group was taught by conventional teaching methods. For the secondinstrument, the researcher gave a questionnaire to the experimental group to investigate students' perceptions of the application of English poetry in the narrative text writing class.

4.1. Implementation of English Poetry in Improving Students' Narrative Text Writing Ability.

The application of English poetry as a teaching medium in the writing class is also explained in the previous explanation which has been applied to the experimental group in treatment activities. This treatment is applied to teachingwriting narrative texts in the second semester of Al Asyariah Mandar Mamuju University students who are taking Writing courses. Conducted once a week and eachmeeting was held for 90 minutes within 8 weeks. To answer the first research question, the researcher carried out several procedures in applying English poetry as a medium of teaching and improving students' writing of narrative texts.

There are several procedures applied in the application of English poetry in the writing class, namely:

1)   Selection of Topics

Selection of appropriate poetry for a given level and purpose of the course is the first thing an English teacher should do before giving it to students. McKay (2012) emphasizes that poetry must be consistent with the student's language level and course objectives to facilitate the contribution of this literary genre to English language learning. In addition, the selection of poetry according to their level of interest is also one of the important thingsfor English teachers to know. That is, the theme must be relevant to their age and interests. Kirkgoz (2018) states that poetry must be relevant to the age and interests of students. Themes of interest to adult learners may include issues of personal identity and concepts such as friendship and love. From thisstatement, the researchers chose several poetry themes for second semester AlAsyariah Mandar University students that were relevant to their age and interests. The poems that have been provided tell about the value of friendship, love, loneliness, sadness and happiness.

2)   Group Discussion

After selecting several English poetry themes, the students were divided into four groups. Groups are formed with four to five students in each group. These activities are carried out by students in group work, namely reading andunderstanding poetry, discussing in their groups the conclusions of the poem, main ideas and making conclusions from the poem. After that, each group representative told the class about the results of their discussion in their respective groups before moving on to individual assignments. Hughes (2007) states that students should be encouraged to express the types of connections to the feelings and senses they experience, ideally in small or large groups where they can discuss these responses among themselves. Furthermore, by involving students in these performances and discussions, as well as in reading and writing poetry, teachers can support various literacy

development goals, including making conclusions, identifying main ideas, making judgments and drawing conclusions, clarifying and developing. point of view, and make connections.

3) Individual Task

After discussing in groups, students were asked to write down their own experiences related to the meaning of the English poetry text that had been given to them. It is assumed that students get more ideas from their previous activities to write their own experiences. Kirkgoz (2018) states that the cultural background of poetry needs to be studied, and culturally relevant poems for students are chosen so that students can relate the poem to their life experiences.

In the treatment, students do this activity for 90 minutes. There are 3 kinds of activities in treatment. They are opening activities, core activities, and closing activities. Each opening and closing activity is carried out for 15 minutes and theCore Activities are carried out for 60 minutes, 30 minutes for group assignments and the rest for individual assignments. This time allocation is based on an agreement with the students.

4.2. Student Improvement in Writing Narrative Text.

With regard to the findings of this study, it is evident that there is a significant difference between students who are taught using English poetry and those who are not. This can be seen from the students' scores and their classification between the experimental and control groups in the post-test where the data shows that the students' scores and their classification in the pre-test for the experimental and controlgroups are in the moderate classification. In the post-test, the experimental group performed better than the control group. It can be seen that the experimental group performed well by obtaining an average score of 78.25 and the control group obtained 61.62 and was classified as quite good (see tables 3 and 4). This indicates thatEnglish poetry is effective in improving students' writing of narrative texts.

This finding supports the previous research conducted by (Kirkgoz, 2018), which explains how English poetry can be used effectively in English classes to strengthen students' knowledge of English. English poetry can improve students' vocabulary and also to encourage their creative writing. Furthermore, (Cabrera, 2018), explained that students showed improvement. However, the intervention did not work for all students. The students were involved during the three aspects of the poetry session, they wrote, illustrated, and shared their poems. The students found all aspects of the poetry session very helpful for learning new vocabulary, and the poetry session was an effective tool for learning science vocabulary. Considering the difference in student averages, it can be said that the application of English poetry in the writing class has improved students' writing of narrative texts.

5. Conclusion

English poetry as a teaching media can be an alternative and effective way in teaching writing class where the students can relate the topics and also the keywords of English poetries to the students' own experience real life in which the topics and the keywords of English poetry can be an inspiration of the students in writing narrative text or it can be a foundation to develop their writing narrative text. The implementation of English poetry can improve the students' writing narrative text. Furthermore, the present study supports the previous related research on English poetry and provides empirical evidence particularly in English language class as to improve students writing narrative text in foreign language context.

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