



THE USE OF PROBABLE PASSAGE STRATEGY ON STUDENTS' ABILITY TO WRITE A NARRATIVE TEXT

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Abstract

Writing is one of the language skills that needs to be learned by students in English subject. It is an important part of communication. Students are expected to be able to write the narrative text into some paragraphs with the chronological sequences. However, students still have difficulties to find the idea and to write the narrative text because of their lack of understanding grammar and vocabularies. Probable passage strategy is an appropriate strategy to solve the problems. The aim of the research is to investigate the effect of using probable passage strategy on students' ability in writing a narrative text. The research was conducted to the eighth grade of *SMP PGRI 16 Bogor*. In conducting this research, the writer applied pre-experimental method and chose one group pre-test and post-test design. There were 26 students from class VIII-C taken as the sample by using random sampling as technique sampling of this research. The data were taken from two tests; pre-test and post-test. The data were analyzed by using t-test formula. Based on data calculation, she found the result of t-test value is 11.98. Meanwhile, t-table value is 2.06 at significant level 0.05 with the degree of freedom (*df*) is 25. It shows that the t-test value is higher than t-table value ($11.98 > 2.06$). It means the alternative hypothesis (*H_a*) is accepted. Therefore, it can be concluded that the use of probable passage strategy affects students' ability to write a narrative text.

INTRODUCTION

Writing is one way to express ideas, feelings and thoughts in written form that consists of words, sentences and paragraphs. According to Hyland (2003:9) mentions that writing is a way to share a personal meaning or a perspective on a topic. It means that writing is one way to transmit information or a view about the topic. Writing skill is an important part of communication. It has to be mastered by students in order to make the readers understand what they write. According to Wilbers (2007:2), there are five elements of writing such as, central idea, organization, supporting material, expression, word choice and point of view, spelling, grammar and punctuation. All of the aspects have to be understood in order to help students demonstrate their writing skill. Good writing skill produces clear informations. In writing, there are many kinds of text. One of them is narrative text. Narrative text is true or fictional story written in sequence that happened in the past. Kurniawan (2017:159) mentions that narrative text is to amuse, to teach and to give moral value to the readers. It means that narrative text is a story that can give entertainment and lesson for the readers. Therefore, to be able to write narrative text, students are required to understand some elements of narrative like a main theme of the story, characters, a plot and the setting.

Based on the interview to the teacher, the common problem faced by students in writing narrative text is that they still have difficulties to find the idea to write. It makes them confused to start writing the text. Beside that, students experience difficulties to compose the text because of their lack of understanding grammar and vocabularies. To write a good narrative text, they have to consider about grammar in order to make a good sentence.

One of appropriate strategies to overcome this obstacles is probable passage strategy. Probable passage is a strategy to develop students' writing ability. According to According to Preszler (2005:6) states, probable passage strategy is a prediction through several selected keywords before approaching the text. It means that probable passage strategy is a struggle of the readers to make a prediction before dealing the text through several selected keywords of the text. It is very useful to write a narrative text because they can solve their difficulties to find an idea through this strategy. According to Suryawati (2015) as cited by Hasanah (2016) says that probable passage strategy is an easier process for teacher to improve the students' ability to write paragraph especially in narrative text. It means that

probable passage is a strategy that can increase students' ability in writing narrative text. Besides, it can help teacher in teaching writing narrative text. Beside that, probable passage strategy can increase students' vocabularies. They can be more creative to express an idea to write a narrative text through probable passage strategy. According to Beers (2003:6), Probable passage strategy can motivate and encourage students to make prediction about what might occur in the story, access background knowledge and know relationship between ideas and the story. It means that in this strategy, the teacher asks students to predict what happened in the text, and this strategy can guide and activate the background knowledge of students to know the relationship of the ideas and the story.

RESEARCH METHODOLOGY

In conducting this research, pre-experimental method and one group pretest-posttest were applied to find out the effect of using probable passage strategy on students' ability to write a narrative text. At the beginning, the pre-test was given. After that, the treatment of Probable Passage Strategy was applied for four times. Next, the post-test was given to know the effect of Probable Passage Strategy on students' ability to write a narrative text.

The population of this study was all students of the eighth grade of *SMP PGRI 16 Bogor* year 2019/2020. The writer used random sampling to get sampling data. The sample data of this research is class VIII-C, with the total number of students in VIII-C were 26 students. To collect the data, writing test was given to measure the students' ability especially in writing narrative text either before or after giving the treatments. The writing test emphasizes on the content, organization, vocabularies, grammar, punctuation, spelling and mechanics. The result of pre-test and post-test was assessed by one English teacher and one fresh graduate of English Education. Analytical scale for writing for composition task from Brown (2004:244) was used to assess the students' writing test.

To analyze the data, some steps are used in this research. The first was calculating Mean of Gain which was used to find out the average of the result of all samples. The second was calculating the Deviation of Gain to find out the gap between gain d and the average result from the sample. The third was calculating t-test value to recognize the effect of probable passage strategy on students' ability to write a

narrative text. The last was testing the hypothesis to compare the result of t-test value with t-table value based on the degree of freedom from the samples.

RESEARCH FINDING

The research was conducted to 26 students from class VIII-C at SMP PGRI 16 Bogor starting from August 26th until September 6th, 2019. These are the data calculation of this research:

1. Calculating the Mean of Gain (M_d)

M_d is gained by dividing the total number of gain ($\sum d$) with the total number of samples (n). The value of ($\sum d$) of this research is 502.5 and the total number of samples is 26. Therefore, the result of (M_d) is 19.3.

2. Calculating Deviation of Gain (X_d)

After calculating the mean of gain (M_d), the writer calculated the deviation of gain to get the gap score from gain (d) and mean of gain (M_d). Every samples should be calculated one by one. The first student got the deviation of gain (d) is 35. Moreover, the mean of gain score (M_d) is 19.3. Therefore, the result of (X_d) for the first student is 15.7.

3. Calculating the T-test

The writer calculated the t-test in order to find out the t-test value and to recognize the effect of probable passage strategy on students' ability to write a narrative text. The result of t-test of this research is 11.98. Next, the writer compared the t-test value with the degree of freedom (df) to determine the significance level and the hypothesis whether rejected or accepted.

4. Testing Hypothesis

The t-test value has been gained, next, the writer counted the degree of freedom (df) by reducing one number of the total sample of this research. Since the total sample of this research is 26, the result of df is 25. From the t-table, the df of 25 at significant level of 0.05 is 2.06. Moreover, the t-test value is 11.98. The result showed that t-value was higher than the t-table value ($11.98 > 2.06$). It means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

DISCUSSION

This research was conducted to find out whether the use of probable passage strategy affects students' ability to write narrative text. The data of this research were gained from result of pre-test and post-test. The pre-test result showed that many students did some problems in using mechanic, spelling and punctuation, then they had grammatical error, such as inappropriate tense and they could not develop their ideas because of the lack of vocabulary. Next, the post-test result was gained after the treatments given. The result of post-test showed the enhancement of score for almost all writing components used in the scoring rubric. Some problems in the pre-test had been reduced in the post-test, such as inappropriate tense, wrong spelling, capitalization and punctuation. It was considered that there were significant differences between the students' result in pre-test and the students' result in post-test.

Based on the calculation of the data, t-test value is 11.98. It is used to know the effect of probable passage strategy on students' ability to write a narrative text. Meanwhile, t-table value is 2.06 at significant level 0.05 with the degree of freedom (*df*) is 25. In this case, the t-test value is higher than the t-table value ($11.98 > 2.06$). It can be concluded that the alternative hypothesis (*H_a*) is accepted and the null hypothesis (*H_o*) is rejected. It means, the result shows that the use of probable passage strategy affects students' ability to write narrative text.

This finding is in line with the theories. Suryawati (2015) as cited by Hasanah (2016) says that probable passage strategy is an easier process for teacher to improve the students' ability to write paragraph especially in narrative text. It means that probable passage is a strategy that can increase and develop students' ability in writing narrative text. Besides, probable passage strategy is proven to have many advantages for students' ability to write a narrative text. According to Beers (2003:6), probable passage strategy can motivate and encourage students to make prediction about what might occur in the story, access background knowledge and know relationship between ideas and the story. It means that through prediction in this strategy, students to can guide and develop their ideas to know the story. Then, Preszler (2005:6) states, probable passage strategy can give imagination to students about what it might happen on the story. It means that this strategy can activate students' imagination through the keywords or phrases that had been given by teacher. Those statements are proven on this research. Therefore, it can be

concluded that probable passage strategy can be appropriate strategy to students' ability to write a narrative text.

CONCLUSION

The research entitled "The Use of Probable Passage Strategy on Students' Ability to Write A Narrative Text" had been conducted to the eighth grade students of SMP PGRI 16 Bogor. There were 26 students in VIII-C taken as sample. Based on data analysis, it was found that the use of probable passage strategy affected on students' ability to write narrative text. It is proven from the result of the findings that showed the t-test value is higher than t-table value. The t-test value is 11.98. Meanwhile, t-table value of degree of freedom (*df*) 25 at significant level 0.05 is 2.06.

The result of this research shows that there is a good effect of using probable passage strategy on students' ability to write a narrative text. Probable passage strategy can facilitate students to increase students' vocabularies so it can develop students' writing ability, especially in writing narrative text. Through this strategy, students can guide and develop their ideas. Therefore, probable passage strategy is an appropriate strategy to students' ability to write a narrative text.

SUGGESTION

Based on the research finding, there are some suggestions for the teacher and next researcher. First, teacher is suggested to apply probable passage strategy in learning narrative text because it has been tested effectively used to be able to improve students' ability to write narrative text. The last, suggestion for the next researcher, she or he can investigate this strategy for other grades and other skill to know the differences of result in applying this strategy. In addition, she or he should make the learning process more interesting by combining with media.

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BIOGRAPHY

Ariani Yustika was born in Bogor, July 22nd, 1997. She lives in *Sinar Mulya VIII No. 32 RT 04/05 Desa Ciomas, Kecamatan Ciomas, Kabupaten Bogor*. She is the second daughter of Drs. Eri Henardi and Mia Liztica. She started her study in *SDN Panaragan 1 Bogor* (2003-2009). Next, she continued her study in *SMPN 10 Bogor* (2009-2012). Then, she became a student of *SMAS Rimba Madya Bogor* (2012-2015). After that, she started her first degree (S1) in Pakuan University, Faculty of Teacher Training and Educational Sciences and took English Language Education Study Program as her major. On October 25th, 2019 she graduated as a Bachelor of English Education.