

**THE EFFECT OF USING GROUP STORYTELLING IN THE  
PREWRITING ACTIVITY TOWARD STUDENTS' ABILITY IN  
WRITING A RECOUNT TEXT: AN EXPERIMENTAL RESEARCH AT  
SMP N 31 PADANG**

**Thesis**

*Submitted as a Partial Fulfillment of the Requirements to Obtain the Strata One  
(S1) Degree*



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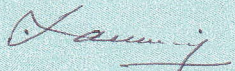
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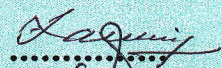

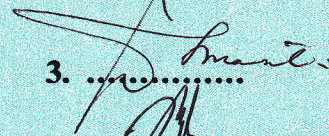


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## ABSTRAK

Yunahar, Witra Yunita. 2011. *The Effect of Using Group Storytelling in the Prewriting Activity toward Students' Ability in Writing a Recount Text: An Experimental Research at SMP N 31 Padang*. Skripsi. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universits Negeri Padang

Siswa SMP, pada umumnya, mengalami kesulitan dalam menulis (*writing*) terutama dalam menulis teks *recount* (*recount text*). Hal ini disebabkan karena mereka kesulitan dalam menghasilkan ide untuk dikembangkan. Untuk mengetahui pengaruh penggunaan *group storytelling* terhadap kemampuan siswa dalam menulis (*writing*) sebuah teks berbentuk *recount* (*recount text*), perlu dilakukan sebuah penelitian. Tujuan dari penelitian ini adalah untuk melihat sejauh mana pengaruh penggunaan *group storytelling* terhadap kemampuan siswa SMP 31 Padang dalam menuliskan sebuah teks berbentuk *recount* (*recount text*).. Penelitian ini dilakukan dengan metode eksperimen di mana kemampuan siswa dalam menulis teks berbentuk *recount* (*recount text*) sebagai variabel terkontrolnya dan *group storytelling* sebagai variabel pengontrolnya. Hasil penelitian menunjukkan tidak terdapat perbedaan yang signifikan antara kedua kelas, kelas kontrol dan kelas eksperimen. Hal ini bisa dilihat dari hasil tes menulis berbentuk esai yang diberikan kepada kedua kelas itu pada awal dan akhir penelitian. Hasil tes menulis kedua kelas itu tidak terlalu jauh berbeda. Oleh karena itu, dapat disimpulkan bahwa *group storytelling* pada kegiatan *prewriting* tidak banyak berpengaruh terhadap kemampaun siswa dalam menulis teks berbentuk *recount* (*recount text*).

**Kata kunci:** writing, kegiatan prewriting, group storytelling, recount text



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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background of the Problem**

Writing is a skill of language learning besides listening, speaking, and reading. All of the skills (listening, speaking, reading, and writing) and the aspects (grammar and vocabulary) in language are combined and used in writing to produce a product in writing such as an essay. For example, an essay can be produced after listening to information. Then, the information is delivered orally through speaking. After that, by reading some extra information about the related topic, an essay about the topic can be produced. Besides, to produce a good essay, grammar and vocabulary should have been mastered, too.

In addition, writing is a process. So, to produce a good essay in writing, it is not only needed the knowledge about the skills and the aspect of the language, but also the process to produce the essay itself. As a process, writing is an act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the readers. It is emphasized that writing is the process which consists of some steps in order to produce the product of writing itself.

It is stated before that the writing is a process. It is in line with Hyland (2002:91) who proposes five steps in the writing process: prewriting, writing,



editing, rewriting, and publication. According to the steps of writing that is asserted by Hyland above, it can be seen that to produce a good writing the writing process should be obeyed. One step that has the important role in producing an essay is the first step that is prewriting. In prewriting, the ideas that have the function as the basis of the writing are produced. Logically, if there is no idea produced, there will not be any writing. Unfortunately, prewriting is often ignored in the writing process. It also happens in the teaching writing. As the consequence, the students get difficulties in producing an essay.

Properly, the students should be given a guidance to write a text. Before starting to write, the students are led to do prewriting activities such as doing brainstorming, clustering or other activity. Those activities actually will help the students to write a text. Basically, prewriting activities such as brainstorming, clustering, etc help the students to generate the ideas to write and express it in the target language that is in English.

After the prewriting activity is done, the students do the next step in the writing process as proposed by Hyland. The processes are: writing step, editing step, rewriting step and the publication. Teaching writing using this approach is called process approach. The process approach emphasizes the quality of the product in writing through certain processes.

However, teaching writing that emphasizes on the process approach cannot be applied maximally. In the teaching writing, most of teachers teach writing using monotonous activity. The teachers provide one or two topics and

then the students are asked to write it into a text within certain time. After that, the teachers collect and correct it. Students' writing using this activity in teaching writing is often disappointed because the writing process is not done based on the theory. The students can only produce two or three sentences. Even the students can produce a long paragraph; there are still many mistakes in grammar.

It can be seen that, the purpose of learning English to Junior High School students has not achieved yet. However, one of the main purposes for Junior High School students to learn English is to enable them to write in English. In accordance with curriculum 2004 (*KTSP*, 2006), the objective of teaching English to students of Junior High School is to enable them to have the ability in developing communicative competence in both spoken and written form for achieving the functional literacy level. In this level, the students are expected to be able to use English for their daily needs of life in a simple form of both spoken and written (*Depdiknas*, 2004). Moreover in *KTSP*, there are some kinds of monolog texts which have to be learned by Junior High School students. Monolog texts are chosen because the text is one of basic competencies that have to be mastered by the students in writing skill. One of the monolog texts is recount text. The function of recount text is to retell the events that happen in the past. The purpose of learning this text is to make the students able to produce written recount text.

Actually, the curriculum that is applied in Indonesia has explained the guidance of using the process approach in the teaching writing. However, the detail procedure to do it has not stated clearly. As a result, the teachers do not



have clear guidance how to teach writing using the process approach as explained in the curriculum. Sometimes, they often skip one of the steps in the writing process. This is also affect students' ability in writing that is difficulty in producing an essay.

This phenomenon also happens at SMP N 31 Padang. The teachers still taught writing by using monotonous activity as stated previously. As the result, the students got difficulties in producing an essay. Students' difficulties in writing an essay are not only caused by the way that is used by the teachers in the teaching writing but also the students' ability in writing itself. The students' ability in writing is low. Data of students writing score showed that 40 % students get score under the *SKM ( Standar Kriteria Minimal )* which determines whether the students pass that subject or not.

In addition, students' low ability in writing includes the difficulties in generating the ideas and lack of knowledge about the language itself such as the vocabulary and the grammar. Most of the students at SMP N 31 Padang are poor in vocabulary and lack of grammar competence. They cannot produce the text with the complete generic structure and appropriate grammar. As a result, they get difficulties in producing a text even they already have had the ideas in their mind.

Based on the phenomenon above it is suggested to conduct group storytelling to help students to write an essay. Group storytelling is one type of brainstorming activity which involves some students to share their ideas

simultaneously in a small group that may consist of 4-5 students. Each group will get a topic and then create a story. This activity will be done in prewriting.

By using this technique, it will help the students to generate the ideas to write. Then, the students will get motivation to write because they already have had the ideas. Besides, group storytelling will help the students to increase their vocabulary. In group storytelling, students have to express their ideas in English. The way to express the ideas in English language in written is by having lots of vocabulary. They can gain it in group storytelling.

Based on the facts above, this research wants to see the effect of using group storytelling in prewriting activity toward students' ability in writing a recount text.

## **1.2 Identification of the Problem**

Based on the background stated previously, there are several problems that can be identified. First, the teachers teach writing using monotonous activity whose effect students' ability in generating the ideas. Teaching writing using this activity cannot help the students to generate their ideas. As a result, students get difficulties in producing a text. Second, the students have poor vocabulary. It causes the students get trouble in expressing their ideas in the target language. As a result, the purpose why they write text is not fully delivered. The last, students' ability in grammar is low. Therefore, the product of their writing is hard to be understood.



### **1.3 Limitation of the Problem**

The discussion of the problem will be limited to the effect of using group storytelling toward students' ability in writing a recount text. There are three aspects in recount text: social function, generic structure and language feature. Language feature also consists several aspects: focus on specific participant, use of material processes, circumstances of time and place, use simple past tense and focus on temporal sequence.

Because the aspect of recount text is too large, this research is limited to see the effect of group storytelling in prewriting activity toward students' ability in writing a recount text in the completeness of the generic structure and the language features of text as group storytelling is usually used in the prewriting activity. Recount text is chosen because the students usually find this text around their environment. In addition, recount text is developed using chronological order which can be fulfilled by using group storytelling.

### **1.4 Formulation of the Problem**

The problem of this research is formulated in the following question: "To what extend does using group storytelling in the prewriting activity affect students' ability in writing a recount text?"

### **1.5 Hypothesis**

To answer the formulation of the problem, two hypotheses are formulated as follow:

$H_0$  : There is no significant effect on the students' ability in writing a recount text between the students who are taught using the group storytelling in the prewriting activity than those who do not use group storytelling.

$H_1$  : There is a significance effect on students' ability in writing a recount text between the students who are taught using group storytelling in the prewriting activity and those who do not use group storytelling.

### **1.6 Purpose of the Research**

The purpose of this research is to know the effect of using group storytelling in prewriting activity toward student's ability in writing a recount text.

### **1.7 Significance of the Research**

As stated before that the students still face some difficulties in writing an essay: getting difficulties in generating the ideas, poor in vocabulary and lack of grammar competence. Practically, this research finding will give contribution to the students. It is hoped that this research will give effect to the students' ability in writing especially writing a recount text. Theoretically, it will emphasize the important of prewriting activity where it was often neglected in the writing process.



### **1.8 Definition of Key Terms**

1. Group storytelling : Types of brainstorming activity where the students work in groups and take turns adding the story, either spoken or written.
2. Prewriting activity : The first stage in the writing process where the purpose of the activity that is done is to collect as many ideas as possible.
3. Recount text : The text which retells the events for the purpose of informing and entertaining.
4. Writing skill : One of the productive skills which deliver the ideas through written form.