



## The Effect of Teaching Strategies and Curiosity on Students' Achievement in Writing Narrative Text

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### ABSTRACT

This research aimed to find out which of two strategies significantly affect the students' writing narrative achievement and the students' writing narrative achievement that have high curiosity higher than low curiosity and there is an interaction between POW 5WH Question Strategy, Story Planner, and student's curiosity on students' narrative writing achievement. This research was conducted by applying experimental research by using factorial 2x2. This research was conducted in SMA Harapan Mekar Medan, 20 students from different classes were taken as a sample which was randomly assigned to a survey by using cluster random sampling technique. The result of the questionnaire above was from two classes, XI IAP-1 and XI IPA-2 The average of the students' curiosity was 77,8. It meant that if the students got the score below 75 categorized having a low curiosity. Average score of students' writing narrative text taught by using POW 5WH Question strategy was 92.8 while average score of students' writing narrative text taught by using SP strategy was 81.4). The students' achievement in writing narrative of students having high curiosity was significantly higher than that of the students having low curiosity. There was significant interaction between POW 5WH Questions Strategy and Story Planner in writing narrative.

**Key word:** Teaching strategy, students' curiosity, writing narrative achievement.

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### INTRODUCTION

There are many different genres in writing such as narrative, recount, expository, descriptive, and argumentative (Digeryasa, 2016: 25). 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 problems is that writing of senior high school students in SMA Budi Agung Medan is still poor. The reality is there are so many students who are not able to write, they got difficulties to compose a story. They confused to start writing. The fact, the writer found the data from 2014/2015 and 2015/2016. Table 1.1 displays the data of the students' achievement in writing narrative text.

**Table 1.** The Mean of Students' Achievement in Narrative Writing of SMA Budi Agung Medan

No.	Academic Year	MMC	Grade XI Students' Score		
			Lowest Score	Highest Score	Average
1.	2014/2015	79	50	78	65
2.	2015/2016	79	50	75	65



Table 1 shows Minimum Mastery Criteria (MMC) which as recommended should be 79 that cannot be reached as students' achievement in writing especially in narrative text. One of the most important things to consider solving this problem is by applying *POW 5WH Questions Strategy* focuses on the students' achievement in identify the steps of the rhetorical narrative such as plot, character, and setting. In this way, students are encouraged to be more thoroughly. Before writing teacher brainstorming the students to organize their ideas, after that students should follow the procedure of *POW* (Pick the topic), (Organize some ideas). (Write the text). After that the students should analyse the text by using *5WH Questions* (Who are the characters?), (When does the story take place?), (Where does the story take place?), (What do the characters do?), (What happens?), (How the story end?), (How did the character feel?). By applying this strategy students are able to write narrative text easily and analyse the story, so that, the students are not only able to write but they understand with their story.

*Story Planner* is strategy to improve students in narrative writing. This strategy brainstorm ideas before writing, and arranging the ideas in the best sequence. It is support the students to design writing narrative by using planning. The students write the topic and ideas in a paragraph. This strategy is effective way for helping students to do the writing. In teaching English, especially in teaching writing the strategies of teaching are not only needed but also curiosity of the students. Curiosity is defined as a desire for new information aroused when a person become aware of uncertainty in the environment and of novel, complex, and/or ambiguous stimuli that could lead to exploration and learning. It might be moderated by both personal and contextual/situational factors. In learning, curiosity provided the motivational fuel for learning at each step of the educational process. When students had curiosity, they learned more and more about their lesson and as a result, were closer connected to it. They would also have a deeper understanding of the interactions and the relationship between the various elements.

Based on the relationship mention above, it can be predicted that *POW 5WHQuestion strategy, Story Planner strategy, 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 *POW 5WHQuestion strategy, Story Planner strategy and students' Curiosity* in low and high level.

## MATERIAL AND METHODS

This research was conducted by applying experimental research by using factorial 2x2. There were three variables in this study namely, independent variables, moderator variables, and dependent variables. Independent variables were teaching strategies: *POW 5WHQuestion* and *Story Planner strategy*, moderator variable was curiosity, and dependent variable was students' narrative writing achievement.

This research compared which strategy was more effective between *POW 5H Question* and *Story Planner* and *Students' Curiosity*. There were two groups of students in



this research namely, experimental group and control group. The group that was taught by using Story Planner and the group was taught by using POW 5WH Question strategy.

## RESULTS AND DISCUSSION

**Findings:** The Description of Students' Score on Curiosity Questionnaire

**Table 2.**The Description of Students' Score on Curiosity Questionnaire

NO.	Students' Initial	Class	Learning Curiosity Score	Result
1.	Z	XI IPA-1	56	L
2.	NV	XI IPA-1	70	L
3.	EM	XI IPA-1	60	L
4.	YP	XI IPA-1	66	L
5.	PA	XI IPA-1	68	L
6.	NF	XI IPA-1	96	H
7.	AN	XI IPA-1	94	H
8.	IJ	XI IPA-1	91	H
9.	MH	XI IPA-1	96	H
10.	MR	XI IPA-1	95	H
11.	MD	XI IPA-2	55	L
12.	WS	XI IPA-2	70	L
13.	DW	XI IPA-2	58	L
14.	AL	XI IPA-2	60	L
15.	AM	XI IPA-2	62	L
16.	IV	XI IPA-2	97	H
17.	EL	XI IPA-2	91	H
18.	NF	XI IPA-2	95	H
19.	NI	XI IPA-2	96	H
20.	UH	XI IPA-2	80	H
	<b>Average</b>		<b>77,8</b>	

The result of the questionnaire above was from two classes, XI IAP-1 and XI IPA-2. The students were in the second grade of senior high school in SMA Budi Agung Medan. It could be said that there were 20 students. 10 students had a high curiosity and 10 students had a low curiosity in learning. The average of the students' curiosity was 77,8. It meant that if the students got the score below 75 categorized having a low curiosity.

**Table 3.**The Description of Students' Score in Writing a Descriptive Text

No.	Pre Test				Post Test			
	A1B1	A2B1	A1B2	A2B2	A1B1	A2B1	A1B2	A2B2
1.	83	79	65	61	98	90	75	89
2.	77	74	68	60	92	87	79	80
3.	65	64	70	65	90	88	79	79
4.	70	68	68	64	92	70	80	79
5.	78	69	60	60	92	71	80	80
	<b>74,6</b>	<b>70,8</b>	<b>66,2</b>	<b>62</b>	<b>92,8</b>	<b>81,2</b>	<b>78,6</b>	<b>81,4</b>



The findings indicated that the students had high curiosity got higher result if they were taught by using POW 5WH Question strategy, and students had low curiosity got higher result if they taught by using Story Planner strategy. After the writer conducted the treatment, the students' score increased in their Post Test.

**Students' achievement in writing narrative text taught by using POW 5WH Question strategy is higher than taught by using Story Planner (SP) strategy:** The result stated that both POW 5WH Question and SP strategies significantly affected students' achievement in writing narrative text. Thus, it could be concluded that strategies were effective to enhance the achievement in writing narrative text. The total average showed that students taught by using PCPhad higher achievement in writing descriptive text than students taught by using SP strategy. This was caused in POW 5WH Question strategy, motivated students to identify and research the concepts and principles they needed to know to work through those problems. Students worked by using some questions to identify all of the components that was necessary used to write narrative text. This strategy was also effective for providing information or developing step by step skill. It worked actively involving students in knowledge construction.

The process of POW 5WH Question was like a mapping that made a display of the story by combining all of the information that get into a good construction for writing a text. This strategy was a great technique to stimulate discussion and gain a deeper understanding of complex issues. The format was similar to debate but not too formal and run faster. This strategy was very well used to engage students in discussing issues in depth. This strategy could be applied if the teacher wanted to present to the topic or issues that cause a variety of different views.

Based on the explanation above, it was clear that students' achievement in writing descriptive text by using PCP strategy was higher than taught by using POW 5WH Question strategy (average score of students' writing narrative text taught by using POW 5WH Question strategy was 92.8 while average score of students' writing narrative text taught by using SP strategy was 81.4). It meant that the first hypotheses that students' writing narrative text taught by using POW 5WH Question strategy was higher than taught by using SM strategy was proven in this research.

**Students' Achievement in writing narrative text having high curiosity is higher than those having low curiosity:** Theoretically, students with high curiosity would have great desire to questions the gaps in the learning, seek exploratory information and knowledge, answer particular questions, and good attention in learning while the students with low curiosity would perform contrastingly, stressed by Dweek (2006). Empirically, students with high curiosity were more active in learning and more enthusiastic with the task given by the teacher. During the treatment, it was shown that the students having high curiosity were more addicted to write a text without getting bored. On the contrary, the students with low curiosity were reluctant to write a text comprehensively, they had plain



desire to search the information about the topic. During the treatment, the students with this condition could be easily identified. Usually, the students with low curiosity gave less attention to the learning and teaching process and could not complete the task given by the teacher considerably.

Finally, the second hypothesis that students' achievement in writing a narrative text having high curiosity was higher than those having low curiosity was proven because from the previous chapter.

**The Interaction between Teaching Strategies and Curiosity on Students' Achievement in Writing a Descriptive Text:** The students taught by using POW 5WH Question strategy with high and curiosity had higher achievement in writing a narrative text than those taught by using SP strategy with high curiosity. Meanwhile, the students taught by using SP with low curiosity had higher achievement in writing a narrative text than those taught by using POW 5WH Question strategy with low curiosity.

### CONCLUSION

Based on the data analysis and hypotheses testing, it could be concluded that: (1) The students' achievement in writing narrative of the students taught by using POW 5WH Questions strategy was significantly higher than of the students taught by using Story Planner strategy, (2) The students' achievement in writing narrative of students having high curiosity was significantly higher than that of the students having low curiosity, (3) There was significant interaction between POW 5WH Questions Strategy and Story Planner in writing narrative.

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