

**IMPROVING STUDENTS' WRITING ABILITY IN WRITING
NARRATIVE TEXT BY USING STORY CIRCLE AT SMP NEGERI 2**

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Submitted

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STATEMENT OF APPROVAL

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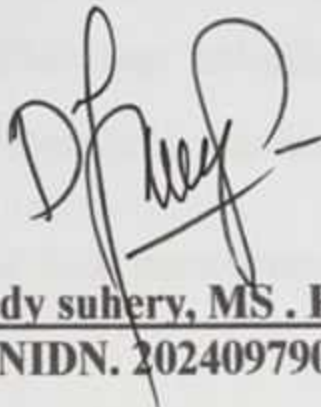


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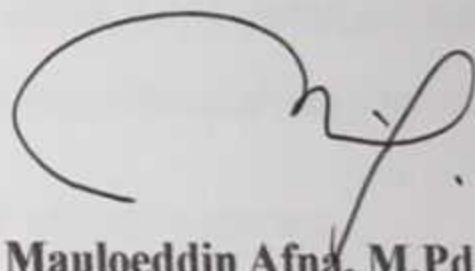
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul **“Improving Students’ Writing Ability in Writing Narrative Text by Using Story Circle at SMP Negeri 2 Langsa”** merupakan hasil karya sendiri. Apabila di kemudian hari terbukti bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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ABSTRACT

Ella Mahyuni, 2023. Improving Students' Writing Ability in Writing Narrative Text by Using Story Circle at SMP Negeri 2 Langsa

Supervisor (1). Wahidah, M. Ed **(2)** Husnul Khatimah, M.Pd.

This research investigate the efficacy of the story circle technique in enhancing ninth-grade students' narrative text writing abilities at SMP Negeri 2 Langsa. The study addresses challenges observed during teaching practice, where students faced difficulties in initiating narrative writing and expressing ideas coherently. The research employed a quasi-experimental design, involving pre-tests and post-tests also questionnaire to evaluate the impact of story circles on students' writing skills. The participants, comprising ninth-grade students, were divided into experimental and control groups. The experimental group undergoes narrative writing sessions using the story circle technique, while the control group follows traditional writing instruction. The results indicated a significant improvement in the narrative writing skills of students in the experimental group compared to the control group. The detailed analysis of written narratives, grammar usage, and overall writing proficiency provided insights into the specific areas of improvement facilitated by the story circle technique. The findings illustrated the collaborative writing within a group setting positively influenced students' ability to structure narratives, express ideas, and use language effectively. Additionally, the study outlines the step-by-step implementation of the story circle technique, offering practical insights for educators interested in adopting this approach. This research provided several contributions valuable information to English teachers, offering an alternative and effective technique for enhancing narrative writing skills. The outcome of this study encouraged further exploration and adoption of innovative strategies in language teaching. Limitations of the study, ethical considerations, and recommendations for future research are also discussed.

Keywords: *Writing Ability, Narrative Text, Story Circle*

CHAPTER I

INTRODUCTION

A. Background of Study

Writing is admitted widely as one of the most difficult skills that students ever learn, whether in foreign language or in their native language. Many adult native speakers of a language find writing a difficult skill.¹ Writing is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form.

Writing is crucial because it allows us to socialize effectively, expresses our thoughts, feelings, and opinions, and has maintain strong relationship with society. It implies that when producing writing, students should consider them; hence, They should grasp vocabulary and know how to use grammar to create great text and phrases. Accordingly, Based on the Junior High School syllabus, a number of texts must be taught in writing. They are functional texts and monolog texts. Functional texts are factual writings that are designed to provide a purpose, solve a problem, or help someone function in daily life. Functional texts are intended to be practical and useful, and they often provide step-by-step instructions or information that should be used to complete a task or solve a problem. Functional texts encompass various types of communication such as notices and cautions,

¹ Isma Andriyani, "Improving Students' English Speaking Skill Through Supplementary Material at the Second Year of SMPN 4 Baraka," 2017.

greeting cards, brief messages, invitations, announcements, and advertisements.

Monolog texts are a type of discourse that involves a single speaker addressing an audience. They are often used in speeches, lectures, and presentations and they can be either scripted or improvised. Monolog texts can be persuasive, informative, or entertaining, and they are often used to convey a message or share information with an audience. They are characterized by a single speaker who is the sole source of information, and are delivered in a variety of styles and formats. The monolog texts consist of procedure, descriptive, narrative, recount and report texts.² Each text has different social function, schematic structures, and language features, one of the types taught for the ninth grade students of Junior High School is narrative text.

Based on preliminary experience, during a teaching practice period at SMP Negeri 2 Langsa, the researcher identified that writing is the most difficult skill for students, especially writing narrative text. The students have complained that writing was a difficult subject. The problem was that they needed to be more interested in studying English and found it difficult to express their ideas in writing, Must had difficult limity and selecting appropriate words amd many were bored. The majority of students were confused about how to start writing.

² *English Subject Syllabus of Junior High School*. Unpublished

Narrative is telling story.³ The function of narrative text is to provide entertainment or amusement for readers. Its typical structure consists of three parts: orientation, complication, and resolution. The orientation section introduces the main characters, setting, and time. The complication presents a problem that arises among the characters, while the resolution depicts how the problem is resolved. These elements form the standard structure of authentic narrative texts that students often encounter in their everyday lives. Understanding this structure can be beneficial for students as they learn to write narratives.

Students may be hesitant to start writing at first. They are hesitant to start because they are concerned that they will make a mistake. According to Byrne, students are concerned with conveying their thoughts clearly while adhering to correct usage, grammar, spelling, and punctuation guidelines. However, it is critical to use an appropriate technique to encourage kids' interest in writing.

Boredom appears to be an issue in the classroom. Brown stated that monotonous learning activities may tire students, resulting in a loss in interest and participation in the learning process. To address this issue, a teacher should employ a variety of methods, adjusting the teaching media and instructional materials as needed. Adopting a variety of methods and strategies may aid in the production of effective written English while also assisting teachers in making classes more enjoyable and relevant for the students. As a result, a teacher must be inventive.

³ Abdul Aziz Rifaat, "Story Circle Technique to Help Non-English Major Students in Writing Narrative Text" 4778 (2019): 109–15.

The problems should be addressed by attempting to identify acceptable teaching strategies for writing in order to improve the learning writing process. There are several techniques that should be considered as alternative approaches for teaching writing. By employing different techniques, teachers can identify and utilize the most suitable and appropriate method for their students in the classroom. Techniques that can be applied in writing are Free writing, Mind Mapping, Journaling, Peer Reviews, and story circles. Among these techniques, the story circle technique is one of the various techniques that can be used. This technique offers an alternative to teaching writing, particularly narrative texts.

In this research, the writer provides a teaching technique which might help students in developing and increasing writing abilities. The technique is called by story circles. Principally, A story circle is a group of people sitting in a circle and telling stories about their experiences with a specific topic or theme. Harmer defines a story circle as a shared group writing exercise in which all pupils write simultaneously. Story circles are collaborative works that begin with the teacher acting as the trigger in this exercise. Students write and help each other in this activity.⁴

According to Harmer story circle story circle is a writing exercise where each student in a group receives a sheet of paper and writes the initial line of a story as dictated by the teacher. Additionally, the story circle serves as a valuable tool for fostering a sense of community within the group and allows learners to delve into the social aspect of their experiences.⁵

⁴ Harmer Jeremy. *How to Teach Writing*. New York: Longman, 2004.

⁵ Jeremy Harmer, *How to Teach English*, (Essex: Pearson Education Limited,

When you write narrative text, you have to create a sequence of events. When writing narrative text, it means you are writing events about what happened. Writing rules of narrative text are orientation, complication, and resolution. Applying story circles when writing narrative texts students get more ideas because they work in groups⁶.

Because of students' limited capacity to write narrative texts. In this study, a technique was adopted to help students grow and improve their writing abilities. The strategy involves employing story circles. Using this technique, students are required to compose a narrative text in which they contribute ideas to one another by passing written narrative texts or stories from student to student. This approach is applied in groups. This strategy requires students to be able to create exact and proper written narrative texts.

Based on the arguments above, the writer tries to do research on: looking at the **“Improving Students’ Writing Ability in Writing Narrative Text by Using Story Circle at SMP Negeri 2 Langsa”**.

B. Research Questions

Based on the background above, the writer formulate the following research question:

1. Can story circle improve students’ writing ability in writing Narrative text at the ninth grade of SMP N 2 Langsa?

2007), p. 14

⁶ Oshima, Alice and Ann Haque. 1987. *Introduction to Academic Writing*. London: Longman Group.

2. How does story circle improve students' writing ability in writing Narrative text at the ninth grade of SMP N 2 Langsa?

C. Research Objectives

Objective of the research is to find out whether story circle can improve students' writing ability in writing narrative text and to describe how to use story circles to improve students' writing ability in writing narrative text.

D. Significances of Study

The researcher expects the result of this research can be useful for researcher, knowledge, students and teacher.

1. For teacher

To provide information to English teachers on alternate techniques for improving their students' narrative text writing skills.

2. The students

The author expects that adopting a story circle will help students develop their writing narrative skills and push them to participate more actively in the teaching learning process.

3. Next researcher

By using story circle, he or she can increase their expertise teaching English.

E. Hypothesis

According to Creswell “Hypothesis is a formal statement that presents the expected relationship between an independent and dependent variable”.⁷

Ha: Story Circle can improve students’ writing ability in writing narrative text in SMP N 2 Langsa

H0: Story Circle cannot improve students’ writing ability in writing narrative text in SMP N 2 Langsa

⁷ John W. Creswell and J. David Creswell, *Mixed Methods Procedures, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2018.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Finding

1. Description of Data

In this chapter, the writer provides the results of this research through descriptive statistics. This chapter shows a general description of the students' score in the experimental class and the control class. In addition, the data representation details are as follows:

a. The Score of Pre-test and Post-test

This section presents the scores of pre-test and post-test from both experimental and controlled class. These scores are obtained from the pre-test and post-test scores of the experimental class and the control class through a written test of narrative text. The pre-test and post-test scores of the two classes are described in the form of percentages in the table, and the following data are explained as follows:

Table 4.1
Percentage of Pre-test and Post-test Scores of Experimental and
Controlled Class

Score Band	Experimental Class				Controlled Class			
	Pre-Test		Post-Test		Pre-Test		Post-Test	
	F	%	F	%	F	%	F	%
41-50	5	20%	0	0%	4	16%	0	0%
51-60	10	40%	2	8%	11	44%	3	12%
61-70	7	28%	5	20%	8	32%	7	28%
71-80	3	12%	10	40%	2	8%	13	52%
81-90	0	0%	8	32%	0	0%	2	8%
91-100	0	0%	0	0%	0	0%	0	0
Σ	25	100%	2	100%	25	100%	25	100%

F= Frequency

From table 4.1, the results showed that the minimum score of the experimental class and the control class was 41-50. In the experimental class, 5 students scored 41-50, accounting for 20%. At the same time, 4 students or 16% in the control class get a score of 41-50. Then, 10 experimental class students got 51-60 scores, accounting for 40%. In addition, in the controlled class, 11 students or 44% of the students scored 51-60 points. The students who get 61-70 points from the pre-test of the experimental class are 7 students, accounting for 28%. In contrast, 8 students (32%) in the control group scored 61-70 points. It means that most of students

from both classes get the score 51-60 in pre-test. Moreover there are only few students who get score 71-80 in the pre-test. In the experimental class there are 3 students or 12% who get the score 71-80 and there are 2 students or 8% who get the score 71-80 In the controlled class. In the pre-test there are some students who get the score under 50 and there is no student who gets the score more than 80, it indicates that students' writing ability of narrative text is extremely low.

After giving the pre-test to both experimental and controlled class, the researcher gave the treatment by using story circle technique in writing narrative text for the experimental class. Their scores were obtained as shown in the table 4.1 above. From the table 4.1. It can be seen from Table 4.1 that the test scores of the experimental class have improved. It shows that there is no student of experimental class who get the score under 50. Moreover 40% of them or 10 students get scores between 71-80. And there are only 2 students or 8% who get the score 51-60. Also, there are 5 students or 20% who get the score 61-70. Furthermore, there are 8 students or 32% who get the score more than 80. Meanwhile, the post test scores of controlled class which was not given the treatment were also improved but not significant enough. As shown in the table 4.1 above, there is no student who gets the score under 50, but there are 3 students or 12% who get scores 51-60. Most of students in the controlled class get the score between 61-70 that there are 13

students or 52%. Then, there are 7 students or 28% who get scores 71-80. However there is only 2 student who get score more than 80 in the controlled class.

From the data explanation above, the students' scores in both classes have improved from the pre-test to the post-test. However, the scores of experimental class who were treated by using story circle technique shows a significant improvement from the pre-test scores to the post test scores.

b. The Data of Experimental Class

There were 25 students in IX 1 of SMP Negeri 2 Langsa, which served as the experimental class for this study. This class was given the treatment in writing narrative text by using story circle technique. The score of pre-test and posttest from this class is presented in the table bellows:

Table 4.2

Students' Score of Experimental Class

Students' Initials	Experimental Class		Gained Score
	Pre-Test	Post-Test	
AP	51	60	9
AA	50	60	10
AN	54	62	8
ABP	56	68	12

ASM	73	86	13
BA	72	83	11
DMI	58	75	17
DR	51	76	25
FA	67	83	16
FAA	65	77	12
FFAS	60	82	22
FRM	47	68	21
GAI	58	76	18
H	53	78	25
HDR	74	85	11
MHA	70	82	12
MAA	59	79	20
MM	49	70	21
MRA	48	71	23
M	53	69	16
POF	69	85	16
RAP	46	71	25
SM	63	80	17
SMU	64	83	19
TB	63	80	17
TOTAL	1473	1889	416
MEAN	58,92	75,56	16,64

Maximum Score	74	86	25
Minimum Score	46	60	8

Table 4.2 displays the experimental class's pre-test and post-test scores. The lowest pre-test score was 46, while the highest score was 74. This class's pre-test average score is 58,92. Furthermore, no student scored higher than KKM or 75 on the pre-test, indicating that students in the experimental class do not have good narrative writing skills. Then, after using the story circle technique in teaching writing narrative text to treat the experimental class, the lowest score of this class was 60 points, and the highest score is 86 points. The class mean score was 75,56. In addition, table 4.2 shows the gained scores of each student. The lowest score was 8 and the highest score was 25. Then, the average score was 16,64. The scores presented in Table 4.2 show that there is a significant difference between the scores of students pre-test and post-test. In addition, 15 students get the score higher than KKM or 75, which shows that the students' scores pre-test to the post-test have improved.

c. The Data of Controlled Class

The controlled class of this study was IX 4 of SMP N 2 Langsa which consisted of 25 students. This class was taught by using regular teaching without any treatments in learning writing

narrative text. The score of pre-test and post-test from this class is presented as follows:

Table 4.3
Students' Scores of Controlled Class

Students' Initials	Control Class		Gained Score
	Pre-Test	Post-Test	
AP	69	76	7
ARZ	74	82	8
BJS	60	75	15
DOA	49	59	10
DA	50	61	11
DHR	56	62	6
DS	65	72	7
ER	52	65	13
FZ	50	56	6
F	50	66	16
FD	70	80	10
JMS	53	64	11
KP	51	68	17
KN	62	74	12
KQ	72	81	9
MFH	48	55	7
MNF	57	70	13

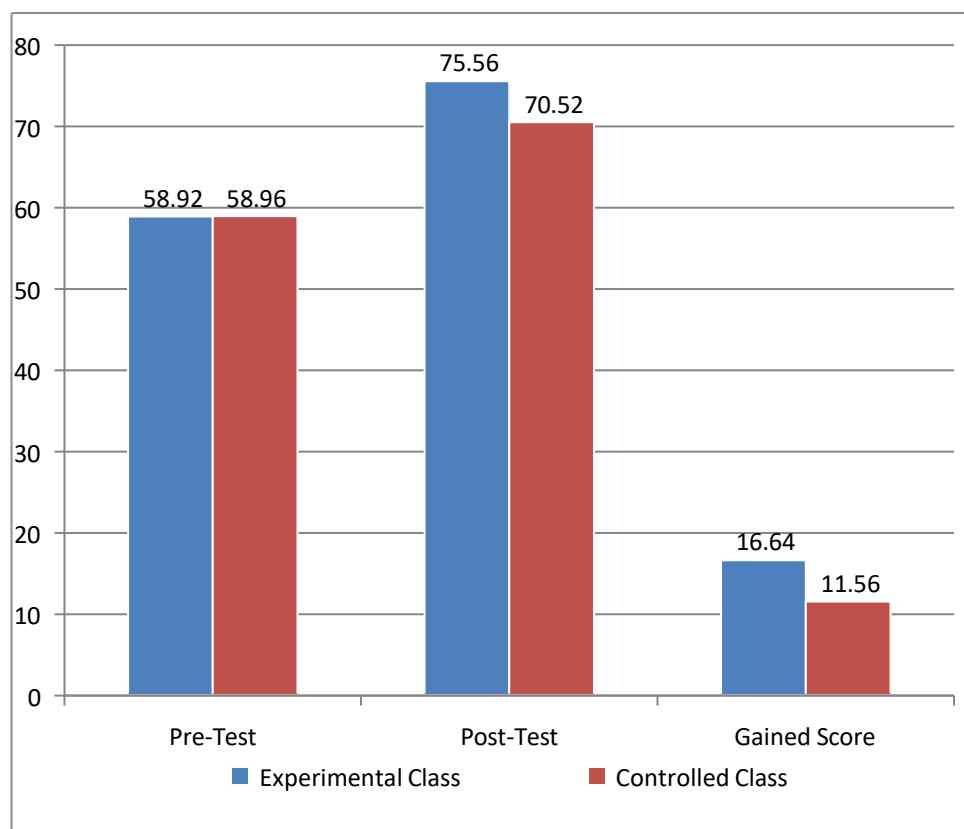
NK	60	79	19
NS	58	73	15
RA	57	71	14
RN	67	77	10
SEB	56	72	16
WPD	59	74	15
WTF	68	76	8
ZA	61	75	14
TOTAL	1469	1763	294
MEAN	58,96	70,52	11,56
Maximum Score	74	82	19
Minimum Score	48	55	6

Table 4.3 above informs students' scores in the pre-test and post-control class. In the pre-test, the lowest score was obtained at 48, and the lowest pre-test score for the control group was higher than the lowest score for the experimental class. The highest score was 74, which was similar to the pre-test highest score of the experimental class. The average pre-test score for this class is 58,96. This value is higher than the average pre-test score for the experimental class. Apart from that, in the pre-test there were no students who scored more than the KKM or 75 points, which means

that control class students did not have the ability to write narrative texts.

In this class, the teacher use traditional teaching approaches. Finally, the students take a post-test. The lowest score after taking the test was 55, and the highest score was 82. This class's average pre-test score was 70,52. This score is lower than the experimental class's post-test score. Table 4.2 also displays the results attained by each student. The lowest possible value is 6 and the highest possible number is 19. The average value is then 11,56. Table 4.3 above shows that there are discrepancies between students' pre-test and post-test scores. Aside from that, Table 4.3 shows that 7 students scored more than the KKM (75 points). Despite the fact that the score has increased, it is still not as high as the experimental class score. Both the post-test scores and the scores acquired by this class were lower than the scores obtained by the experimental class. This shows that there is a significant difference in learning results between the experimental class taught using the story circle teaching style and the control class taught using conventional teaching strategies.

The following figure aims to recapitulate and compare the pretest, post-test, and earned scores of both experimental and controlled classes:

Diagram 4.1

The Differences between the Mean Score of Pre-Test, Post-Test and Gained Score of both Experimental and Controlled Class

Diagram 4.1 shows that in the pre-test, the mean scores of the experimental class and the control class are almost equal, but the control class is slightly higher than the experimental class. Meanwhile, the post-test and gained scores of the experimental class are higher than the scores of controlled class. It shows that from pre-test to the post-test, the students' performance in the experimental class has improved

significantly. Therefore, the story circle technique effectively improves students' narrative writing ability.

2. Data Analysis

In this part, the writer applied t-test to analyze the results of pre-test and posttest of experiment and controlled class statistically. Before calculating the hypothesis test (t test), the writer should calculate the normality test and the homogeneity test to measure the normal distribution and homogeneity of the study sample variance. After that, the t-test and the effect size are calculated to quantify the strength of the effectiveness of using the story circle technique. To analyze the data, the author used SPSS.

a. Normality Test

The writer decided to select Kolmogorov-Smirnov and Shapiro Wilk in calculating the normality test. The sample of the study consists of 25 students of each class, so the total sample was 50 students. The significance (α) of the normality test is 0.05. To test the data, the author uses SPSS 25. The following table presented the results of the normality test.

Table 4.5

Table of Normality Test of Pre-Test and Post Test

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil belajar Writing	Pre-Test Eksperimen (SC)	.114	25	.200 [*]	.947	25	.218
	Post-Test Eksperimen (SC)	.122	25	.200 [*]	.923	25	.060
	Pre-Test Eksperimen	.098	25	.200 [*]	.943	25	.177

	(Konvensional)						
	Post-Test Eksperimen (Konvensional)	.136	25	.200*	.949	25	.243

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to Table 4.5, it can be seen that the pre-test significance results of the experimental class and the controlled class are 0.200. Both results are higher than the significance (α) 0.05. In short, the pre-test data from both classes are normally distributed. Meanwhile, in the experimental class and the controlled class, the significance of the results of the post-test was 0.200. The result shows that the data of the post-test are higher than the significance $(5-007) = 0.05$. It can be inferred that the post-test data of both classes are normally distributed.

b. Homogeneity Test

The writer applied Levene statistic test with the significance (α) = 0.05 to calculate the homogeneity test. The results of homogeneity test of the pre-test and post-test are presented in the table as follows:

Table 4.5

Table of Homogeneity Test of Pre-test and Post-test

Homogeneity Test					
		Levene Statistic	df1	df2	Sig.
Result Writing Score	Based on Mean	.026	1	48	.873
	Based on Median	.044	1	48	.835
	Based on Median and	.044	1	47.9	.835

	with adjusted df			74	
	Based on trimmed mean	.021	1	48	.885

According to the interpretation of the table 4.5 above, it shows that the significance (Sig.) result of the homogeneity test. Based on Mean is 0.873 ($0.873 > 0.05$), It indicates that the data of post-test result from both experimental and controlled class are homogenous.

c. Hypothesis Test

After testing the data by using normality and homogeneity test, and it shows that the results were distributed normally and homogeneous, then the writer conducted further investigation to test the research hypothesis using ttest. The purpose of hypothesis testing is to find out whether Story Circle can improve students' writing ability in writing narrative text in SMP N 2 Langsa. The writer used the mean score of the post-test and the mean score of the gained score from both experimental class and the controlled class to calculate the t-test. The significance value (α) of the t test is 5% or 0.05. The test results are shown in the following table:

Table 4.6

T-test Result of Post-test

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil_Belajar	Post_Eksperimen	25	75.56	7.890	1.578
	Post_Control	25	70.52	7.714	1.543

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post Test	Equal variances assumed	.026	.873	2.284	48	.027	5.040	2.207	.603	9.477
	Equal variances not assumed			2.284	47.976	.027	5.040	2.207	.603	9.477

From the table 4.7 it can be seen that the mean score of post-test in the experimental is 75.56, while the mean score of controlled class is 70.52. And the table of independent sample test above shows that the t_{value} is 2.284 and the p-value or significance (2-tailed) value is .027. Then, the writer compared t_{table} and t_{value} to observe whether story circle technique has a significant effect on students' writing ability of narrative text. To determine the t_{table} with the significance level of 0.05, the writer used the sample of the study minus 2. There are 50 students as the sample of the research, then $50 - 2 = 48$. Therefore, the degree of freedom (df) is 48 and the significance is

0.05. The df value is 70, and the t_{table} with a significance value of 0.05 is 1.66691, then it is compared with the t_{value} .

The comparison shows that $t_{value} 2.284 > t_{table} 1.66691$ and the p-value or the significance (2-tailed) value is lower than the significance 0.05 ($.027 < 0.05$). Hence, it can be concluded that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected, because the t_{value} is higher than the t_{table} and the p-value is lower than the significance 0.05. It means that there is a significant effect of using story circle technique on students' writing ability of narrative text.

Table 4.7

T-test Result of Gained Score

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Gained_Score	Experimental	25	16.64	5.227	1.045
	Control	25	11.56	3.765	.753

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gained_Score	Equal variances assumed	2.505	.120	3.943	48	.000	5.080	1.288	2.490	7.670
	Equal variances not assumed			3.943	43.620	.000	5.080	1.288	2.483	7.677

	not assumed									
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From the table 4.7 it can be seen that the mean score of gained score in the experimental is 16.64, while the mean score of controlled class is 11.56. And the table of independent sample test above shows that the t value is 3.943 and the p value or significance (2-tailed) value is 0.000. Then, the writer compared t_{table} and t_{value} to investigate whether story circle technique has a significant effect on students' writing ability of narrative text. To determine t_{table} with a significance level of 0.05, the writer used the sample of the study minus 2. There are 50 students as the sample of the research, then $50-2=48$. Therefore, the degree of freedom (df) is 48 and the significance is 0.05. The df value is 48, and the t_{table} with a significance value of 0.05 is 1.66691, then it is compared with the t_{value} .

The comparison shows that $t_{value} 3.943 > t_{table} 1.666691$ and the p -value or the significance (2-tails) value was lower than the significance 0.05 ($0.000 < 0.05$). Hence, it can be concluded that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected, because the t_{value} is higher than the t_{table} and the p -value is lower than the significance 0.05. on others words, there is a significant improving of using story circle technique on students writing ability of narrative text.

d. Result of Questionnaire

To investigate the response of the students towards the use of the story circle technique in improving students' writing ability in write narrative texts, each student in the experimental group was asked to fill in a questionnaire that consisted of eight questions.

Table 4.4
Result of Questionnaire

Item Number	“Yes” Answer	“No” Answer
1.	15	10
2.	13	12
3.	17	8
4.	20	5
5.	18	7
6.	23	2
7.	21	4
8.	20	5
9.	21	4
Σ	168	57
Average	18	6

Table 4.4 shows that more than half of the students (60%) are happy with English. while other students (40%) do not think so. Meanwhile, from question number two, researchers analyzed 25 students that more than half of the students (52%) preferred writing to reading, speaking and listening. Maybe by writing they can

express feelings and write down ideas in the form of words or sentences. while other students (48%) think this is not the case.

From question number three, the researchers analyzed that from 25 students, more than half of the students (68%) had written narrative texts, while the remaining 8 students (32%) did not think so. From question number four, the researcher found that almost all of the 20 students (80%) knew about Narrative texts, while the other 5 students (20%) did not think so.

From question number five, it can be seen that students (72%) agreed that when they wrote students had experienced difficulty writing English recount texts. Maybe students feel confused to write anything and students have difficulty in vocabulary. Meanwhile, students (32%) disagree with this statement.

From question number six, researchers found that 23 students (92%) almost all students agreed that using Story Circle helped them understand and develop ideas, especially writing narrative texts. Most likely, Students will learn from each other because in their discussions of content, cognitive conflicts will emerge and higher quality understanding will emerge and as students work together toward a common goal. Meanwhile, 2 other students (8%) thought that using story circles in understanding and developing ideas, especially writing recount texts, did not help them.

From question number seven, researchers found that almost all students (84%) answered that using Story Circles could improve their ability to work individually and in groups, especially in writing narrative texts. Maybe by using Story Circle students can work together in groups and solve a problem to achieve a common goal. Meanwhile (16%) of them think this is not the case.

From question number eight, researchers found that almost all students (80%) answered that using Story Circle could improve their writing skills, especially in writing narrative texts. Maybe by using Story Circle students can work together in groups and solve a problem to achieve a common goal. Meanwhile (5%) of them think this is not the case.

From the last question, the table shows that almost all 21 students (84%) felt that the use of the Story Circle technique was suitable for implementation at school, especially in the process of learning narrative texts. while the rest came from 4 students (16%). don't think so.

Based on the table above, the writer was percentage the result of questionnaire using formula below:

Calculation of answer “Yes”

$$P = \frac{f}{n} \times 100\%$$

$$= \frac{18}{25} \times 100\%$$

$$= 72\%$$

Calculation of answer “No”.

$$P = \frac{f}{n} \times 100\%$$

$$= \frac{6}{25} \times 100\%$$

$$= 24\%$$

Derived from the aforementioned questionnaire findings, the author computed the proportions of students' responses categorized in Chapter 3. The analysis revealed that a majority of students responded affirmatively, constituting 72%. In contrast, the average percentage of students responding negatively was 24%. It can be concluded that the story circle technique provides a significant contribution to students in learning narrative texts. So, the story circle technique is very suitable to be used in teaching narrative text to improve students' writing skills.

B. Discussion

The results of this quasi-experimental study show that story circle technique effectively improve students' writing ability of narrative text at the ninth grade of SMP N 2 Langsa. Therefore, the processed data provides answers of the research questions raised at the beginning of this study. Facts have proved that there is significant effect of using story circle technique on students' writing ability of narrative text on ninth grade of SMP N 2 Langsa. In addition, the research results are consistent with the previous studies,

proving that story circle technique can effectively improve students' writing ability of narrative text. The following paragraphs explain the results.

In descriptive statistics, the writer obtained the general accession of two sample classes from the pre-test and post-test data, where each class consists of 25 students. First, pre-test scores obtained from the narrative writing test of students in the experimental class and the controlled class before treatment. The mean pretest score of the experimental class was 58,92, while the mean pre-test score of the control group was 58,96. The difference between the mean score of the experimental and control classes was 0.04, and the mean score of the control class was higher than the experimental class. In addition, Table 4.1 also shows that the pre-test scores of these two classes are dominated by scores between 61 and 70, and some students have scores below 50. This means that the students in both classes did not perform well in the pre-test.

Hereafter, the writer used story circle technique to give a treatment for experimental class in the teaching narrative writing. After giving the treatment to the experimental class, the writer conducted a post-test on the experimental class and the control class to find out the differences in their development in writing narrative texts. Then, the mean post-test score of the experimental class was 75.56, and it has been significantly improved. The mean post-test score of the control group was 70.52. From the mean post-test score, it can be seen that the mean posttest scores of the two classes has improved. But, the mean score of controlled class was not significantly improved. Because the mean scores of the controlled class only increased

11.56 point from 58.96 to 70.52. Meanwhile, the mean score of the experimental class was significantly improved from 58,94 to 75.56, it indicates that the mean score of the experimental class had increased 16.62 point.

Furthermore, the data was analyzed by using independent sample t-test through IBM SPSS, and the statistical results proved the significant effect of story circle technique. This technique was applied in the treatment process of the experimental class. It can be seen from the t-test result that the p value (2-tailed significance) is lower than the significance (α) ($.027 < 0.05$). Moreover, t value is higher than the t table, that is $2.284 > 1.666691$. It clarified that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that the story circle technique has a significant effect on students' writing ability of narrative text.

Besides, story circle technique can build students' motivation and develop their knowledge about narrative text through this cooperative learning technique. And through story circle technique students can improve their exploration. The questionnaire responses provided by students also indicate that students find it easier to comprehend narrative text writing through the use of the Story Circle. Collaborative efforts among students have improved as well, as the Story Circle enables them to work together in groups and solve problems to achieve common goals. The Story Circle assists them in understanding and developing ideas, particularly in the realm of narrative text writing. It is highly likely that students will learn from each

other during their discussions about content, leading to the emergence of cognitive conflicts and a deeper, more qualitative understanding.

Based on observations during the researcher's study in this class, the Story Circle not only enhances student engagement but also fosters enthusiasm. Previously less participative students are now more eager to interact and socialize with their peers in the learning process, exchanging thoughts and ideas. Additionally, the Story Circle contributes to building students' confidence in writing narrative texts. story circle technique can build students' motivation and develop their knowledge about narrative text through this cooperative learning technique. This technique is also successful in fostering connections among students, as it encourages active cooperation among all students to achieve common objectives. In summary, the Story Circle technique positively influences the development of students' relationships and their social interactions during the learning process, establishing a harmonious balance between their academic knowledge and social skills.

This findings is in line with the previous study by Fransiska who stated that story circle technique is a useful technique for motivating students and helping them to enhance their exploration and develop their knowledge in writing narrative text through cooperative learning. Furthermore, story circle technique is also effective to build students' relationship with their peers, because this techniques involves the students to work together in the writing process from writing the first draft, revising, editing the final draft. And it also can train students to give the feedbacks

and comments for their peers. So from those activity students' can learn from their peers and make them more active in the classroom. Therefore, this findings proved the statement from Sari and Sabri, they stated that story circle technique is also effective to build students' relationship among the students, because it engages all students to work cooperatively to accomplish their tasks. In short, story circle technique has a positive impact to build students' relationship and their social interaction in the learning process, it shows the balance between students' knowledge and their social quotient. And it is consistent with the characteristics of Kurikulum 2013, which were created to foster a balance of spiritual and social attitudes, knowledge, and application in a variety of settings in school and society. Thus, it can be concluded that the story circle technique is effective in improving students' narrative text writing ability, and it is integrated with the goals of the 2013 curriculum, encouraging students to participate in the learning process, productive and cooperative learning through interaction, cooperation, and collaboration.

Based on the results of the questionnaire, the writer calculated the percentages of students' responses per category in Chapter 3. According to the data, 72% of students said "yes". Meanwhile, 24% of students answer "no".

It can be concluded that the story circle technique provides a significant contribution to students in learning narrative texts. So, the story circle technique is very suitable to be used in teaching narrative text to improve students' writing skills.

Therefore, it can be concluded that the story circle technique can improving students' writing ability of narrative text, and it is integrated with the goals of the 2013 curriculum, encouraging students to participate in learning process, productive and cooperative learning through interaction, cooperation and collaboration.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research uses a quasi-experimental design to obtain empirical evidence regarding the effect of the story circle technique on students' ability to write narrative texts at SMP N 2 Langsa. Data were analyzed using SPSS to obtain descriptive statistics, hypothesis results, and prove theories and previous research discussed in the previous chapter.

The aim of this research to find out whether or not Story Circle can improve students' writing ability in writing narrative text and to describe how story circle can improve students' writing ability. In this research, data was gathered through a test and a questionnaire. The test consists of two parts: a pretest and a posttest. It was administered to both the experimental and control groups. Before taking the post-test, the students were given the treatments.

From the experimental data, the mean score of experiment increased by 16,64 points, Therefore, there is a significant improvement from the mean score of the pre-test to the mean score of the post-test. the t-test result of the post-test showed that the p-value (significant 2 tails) was lower than the significance level ($.027 < 0.05$), and the t_{value} of the post test was higher than significance level ($2.284 > 1.666691$). This means that the null hypothesis of the study (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

The writer can conclude from the results of the questionnaire that almost all of the students enjoy writing; they agree that the use of a Story Circle can be more active, communicative, help students understand the material better, and improve their ability to work individually or in groups, particularly when writing narrative text. In conclusion, students respond positively to the usage of Story Circles in increasing their ability to write narrative texts

In a general conclusion, it can be stated that teaching writing narrative text through Story circle is effective to improve students' writing ability in writing Narrative text of SMP N 2 Langsa.

B. Suggestion

This study proves that using story circle technique is effective to improve students' writing ability of narrative text. Therefore, the writer provides several suggestions for teachers, students and further researchers. The writer Hope, these suggestions are useful for them. And the suggestions are presented as follows:

1. For Teachers

Teachers who use the narrative circle technique in their teaching and learning activities must provide clear instructions on how to apply the technique. It is beneficial for students so that they may fully engage in the activities. Furthermore, teachers are advised to monitor each group to ensure that every student participates in the writing process and to maintain the classroom friendly. In addition, during

the pre-activity, the teacher should read the story properly so that students can easily take notes.

2. For Students

Students are suggested to be more responsible in group projects and to take an active role in the writing process. In addition, students should use the time effectively in composing narrative text using the story circle technique.

3. For Further Researchers

The researchers should have a thorough understanding of the story circle technique, which they can learn from a variety of sources. And the researchers are recommended to practice what they already know and learn about teaching, in order to properly manage the class and achieve the objectives of the research..