

The Effectiveness of Thematic Progression Patterns with Jingle Button Technique in Teaching Writing of Narrative Texts

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Abstract

The purposes of this research are to examine the effectiveness of Thematic Progression Patterns with Jingle Button Technique (TP-JB) on the improvement of the students' writing skill of narrative text and the students' learning motivation. Thematic Progression Patterns with Jingle Button Technique (TP-JB) is a combination of thematic progression patterns and cooperative learning theories. It becomes a model of teaching writing. This mixed method research was conducted in the English Department of Tidar University (Untidar) in 2014/2015 academic year. The subjects were the third semester students of English Department of Untidar who took writing 2 (paragraph writing) subject. In order to assess the the students' writing skill, the writing test was used as a pre and post-test while the observation and interview were used to assess the students' learning motivation. To analyze the results of writing test of narrative text, Brown' and Bailey's theory in Brown (2004) was used. The writer also used constant comparative method developed by Glasser and Straus (1999) for qualitative data. The results show that implementing TP-JB technique can improve the students' writing skill of narrative text. The pre-test score of writing is 53.64 and the post-test score is 73.10. In other words, the implementation of TP-JB can improve the students' writing skill of narrative texts. Besides, the implementation of this technique also improves the students' learning motivation in joining teaching-learning activities of writing class. Based on the data, 98.50% of the students have good motivation after the implementation of TP-JB.

Keywords: jingle button technique, narrative text, thematic progression patterns, writing

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1. Introduction

In Tidar university (Untidar), writing is a compulsory subject. It belongs to MKK (Matakuliah Keilmuan dan Keterampilan) subject. This subject provides the students with basic knowledge and skill. As MKK subject, writing is a compulsory subject for the students of English Department of Untidar (Tidar University).

In fact the students' writing skill, especially the third semester students of English Department of Tidar University in the academic year of 2014/2015 is low. It can be proven by their low average score in writing of narrative text which is only 62; it is under the mastery learning (KKM) which is 70.

The above fact encouraged the writer to find the factors which influence the students' low writing skill. Based on her observation to the teaching-learning process, she observed that there were some factors which influenced the students' low writing skill of narrative text; they were internal and external factors. The internal factors came from the students themselves, during the teaching learning process. She observed that the students only had low attentions, motivations and interests in writing. In addition based on the interview, the students stated that they only have limited understanding of vocabulary, grammar, schematic structure, language features of narrative text, besides that they often found difficulties in organizing thoughts, afraid of making mistakes and rarely practice of writing, while the external factors came from the lecturer. Based on the observation on the teaching-learning process, it was proved that the teaching learning process was monotonous because the lecturer dominated the teaching learning process and did not encourage the students to be active. In addition to that, the lecturer did not implement various teaching techniques or use appropriate media.

From all the factors above it could be concluded that both the internal and the external factors influence to the students' low writing skill. To overcome the above problems especially to improve narrative text writing skill of the third semester students of English Department, Faculty of Tidar University in the academic year of 2014/2015, the writer implemented a specific teaching technique namely Thematic Progression Patterns with Jingle Button Technique (TP-JB). It is a technique for teaching writing. Thematic progressions patterns refer to the way in which the theme of the clause may pick up, or repeat, a meaning from a preceding theme or rheme (Paltridge, 2000: 40). Millis and Cottell (2011: 1) state that Jingle Button is kind of cooperative learning activity in which students are given chips that have function to allow the holder to exchange information, and contribute to the discussion. Thematic Progression with Jingle Button Technique (TP-JB) is a combination between thematic progression patterns and jingle button technique.

2. Review of Related Literature

2.1 Writing

So far there are some definitions of writing made by different linguists. Some are summarized as follows. Writing is trying to produce or reproduce written messages (Bram, 1995:7). Before writing, the writer needs to determine what to write, and should have something meaningful to convey and put forward his/her messages successfully. In conclusion, based on the above opinion, it can be stated that writing is producing written messages. It is a method of representing language in visual form.

In line with Bram, Oshima and Hogue (1997: 2) state that writing is progressive activity. This means that when we first write something down, we have already been thinking about what we are going to say and how we are going to say it. Then after we have finished

writing, we read over what we have written and make changes and corrections. Therefore, writing is never a one-step action. It is a process that has several steps. As Rumisek and Zemach state (2003: 3) that the writing process consists of some steps. The steps are pre-writing, drafting, reviewing and revising and rewriting. Teachers can help students write more effectively by getting them to examine their own creative process. Although the process of writing is essentially idiosyncratic, a writer usually works through a few basic phases. Students can be shown the different stages in the production of a piece of writing and be encouraged to discover what works best for them. Students can be shown the basic phases of the writing process: pre-writing, drafting, revising (editing and proofreading), and presenting. In other words, it can be stated that writing is as progressive activity.

2.2 Narrative Text

As we can see that the goal of English teaching and learning process in competency-based curriculum (CBC) is that the students are expected to be able to communicate in English. The ability to communicate in English here is the ability to create and understand a discourse. According to competency models developed by Murcia, Dornyei and Thurrell (1995), basically the competency or the ability to communicate is the ability to create and understand a discourse. A discourse can be defined as texts, either spoken or written texts in a certain context (context of situation and context of culture).

According to Feez and Joyce's opinion (2002: 4), text is any stretch of language which is held together cohesively through meaning. In line with Feez and Joyce, Derewianka (1990: 17) states that a text is any meaningful stretch of language—oral or written. But of course not all texts are the same, and a functional model of language tries to describe the ways in which they differ. It is interested in what language choices are available within any particular situation, and in which choices are more likely to result in an effective text which achieves its purpose. One factor which accounts for differences in texts is the purpose for which the text is being used. Texts are structured in different ways to achieve their purposes. The purpose of instructions, for example, is to tell someone how to do or make something. The structure of such a text would typically move through the following stages:

- a. stating the goal (i.e. what's to be made or done)
- b. outlining any materials or equipment needed
- c. detailing the steps to be taken.

In addition to that, Johns (1997: 38) states that texts are examples of genres that encourage the study not only of the structure and content of written discourse, but how these internal textual elements interact with other texts and social cultural forces in particular context.

Narrative is one of the text types. Narrative is a kind of text which used to amuse, and to deal with various experience in different ways. Narrative deals with the action of the characters or problematic events which lead to the crisis or turning point of some kids, which in turn finds a resolution. The purpose of narrative is to entertain and make the audience think about an issue, the moral value, or excite their emotions (Gerrot & Wignel, 1994: 204).

In line with Gerot and Wignel, Anderson and Anderson (2003) define that a narrative is a piece of text which tells a story to inform and entertain the reader and listener. In additions, Feez and Joyce (2002) state that narrative is aimed to tell stories which are about a person or a group

of people overcoming problems, on people react and experience, explore social and cultural value, and entertain an audience.

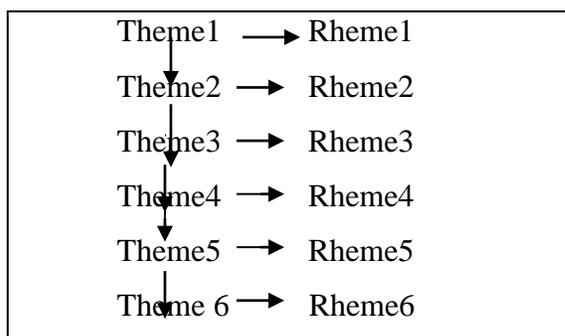
In conclusion, the narrative is fiction stories that consist of any characters to solve problems in the story in order the readers and the listeners can be entertained and can take moral values of the story. As one of the text types, narrative is characterized by three rethorical structures. They are the social function, the generic structure and the language features of the text.

2.3 Thematic Progression Pattens with Jingle Button Technique (TP-JB model)

Dealing with thematic progression, Martin and Rother in Paltridge (2000: 140) state, there are three main patterns of thematic progression. They are as follows:

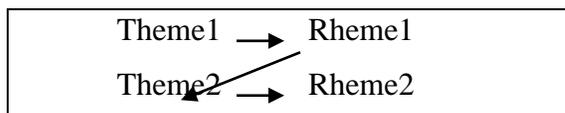
(a) The Theme Re-iteration/Constant Theme Pattern. In this pattern, the element of the preceding clause is the same as the subsequent clause.

This pattern is as follows:



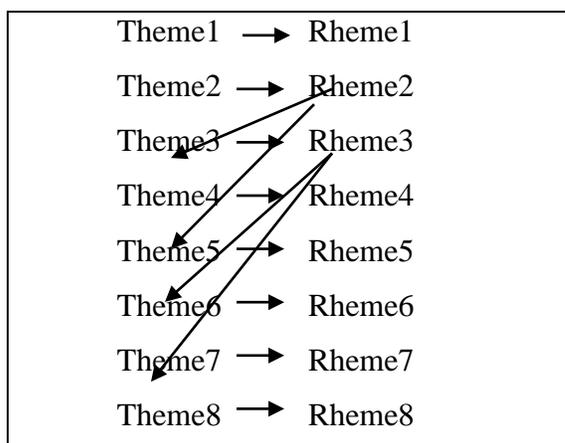
(b) The Zig- Zag Pattern

In this pattern, the Rheme of the preceding clause contains an element which becomes the Theme of subsequent clause. The pattern is as follows.



(c) The Multiple Theme Pattern

In this pattern, the Theme of one clause introduces a number of different pieces of information, each of which is then picked up and made in subsequent clause.



In addition to that, to make the teaching-learning activity effective and the students active and competitive, jingle button technique as a part of cooperative learning methods is considered as a good technique in teaching writing. As Slavin (1995) states that cooperative learning refers to instructional methods involving small heterogeneous group working together, usually toward a common goal. Dealing with jingle button technique, Kagan (1992) states that Jingle Button is a kind of structural developing of mutual relationship between members based on the same interest.

Jingle Button is one of techniques in cooperative learning. In jingle button technique, everyone in the class gets the same opportunity to participate or to give contribution in the discussion (class activities). The steps of Jingle Button technique based on Lie (2008:64) are:

1. the teacher prepares buttons or chips. Buttons may be pencils, candies, gravels and soon,
2. divided the students into some groups,
3. gives students two or three buttons or chips. (The number of buttons is depending on easy or difficulties of exercise),
4. when a student answers the question or matches the picture, he or she must place a button or a chip in the center of table.
5. when a student uses all his or her buttons or chips, he or she may not answer the question or match the core topic until all teammates have used their buttons or chips.
6. when all the buttons or chips have been used and the exercise not finish yet, the process starts again.

Based on the above considerations, the writer combines these two theories to create a model for teaching. It is Thematic Progression Patterns with Jingle Button Technique (TP-JB).

3. Research Method

Creswell (2009) states mixed method research is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. In this research, the writer applied sequential explanatory mixed method procedures. Explanatory strategy in mixed method research is characterized by the collection and analysis of quantitative data in a first phase followed by the collection and analysis of qualitative data in the second phase that build on the results of initial quantitative results (Cresswell, 2009). It means the

writer sought to elaborate on or expand the findings of one method with another method. In addition to that, Allwright and Bailey (1991) claimed that mixed of quantitative and qualitative procedures are better than either of them, especially in the study of human learning.

The data was analyzed in two stages: quantitative and qualitative analyses. For quantitative analysis, the writer used descriptive statistics. In analyzing qualitative data (observation and interview) the writer followed constant comparative method developed by Glaser and Strauss (1999). This method consisted of four stages. They were comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory.

C. Research Findings

Thematic progression patterns with jingle button technique (TP-JB) in teaching writing of narrative text was effective in improving the students' writing skill. It can be seen in two aspects. They are the improvement of students' writing skills of narrative text and the improvement of students' motivation in joining teaching learning activities of writing class.

1. The Improvement of the Writing Skills of the Narrative Texts

The first purpose of the present study is to examine whether or not there is an improvement of the students' writing skill of narrative text after the implementation of TP-JB. Based on the pre-test and post-test data of writing skill of narrative text, through the descriptive statistic calculation, the results can be seen in the following table.

Table 1
The mean score of the aspect of writing in pre and post test (Brown, 2004)

Aspect	Pre-Test	Post-Test
Organization	10.41	13.94
Content	13.35	15.96
Grammar	12.21	14.92
Punctuation, Spelling, and mechanics	10.56	14.96
Style and quality of Expression	9.11	14.32
Total	53.64	73.10

Based on the above data, it can be seen that there is improvement of the students' writing skill of narrative text after the implementation of thematic progression patterns with jingle button technique (TP-JB). This can be concluded based on the improvement of the mean score of each aspect.

2. The Improvement of Students' Motivation

Gardner (1985) states that motivation refers to a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language.

To support Gardner's theory, Dornyei (2001) claims that motivation can help the majority of the learners to learn a language if they are motivated.

The observation was done to observe the process and the effects of the treatment. This observation was needed for monitoring the on-going learning process, class performance, as well as the teacher's performance. The data was recorded in the observation sheet that includes the processes and aspects to be observed. The observer (the collaborator) gave score on each of the indicator (1= poor, 2= enough and 3= good) and wrote briefly any observation or description about the process as well as the subjects of interest which are worth denoting. The results of each indicator of the observation before and after the implementation of thematic progression patterns with jingle button technique (TP-JB) can be seen in the following table.

Table 2

The Results of Observation on Students' Motivation

NO.	Indicators	Pre-treatment (number of the students)	Post-treatment (number of the students)
1.	Paying Attention	4	20
2.	Answering questions	5	20
3.	Asking questions	3	19
4.	Being Active	5	20
5.	Discussion	5	20
6.	Giving Opinion	3	19
7.	Doing Assignment	10	20
8.	Working cooperatively	5	20
9.	Interacting with the teacher	6	19
10.	Having Enthusiastic	4	20
	Mean Score	5	19.7
	Percentage	25.00%	98.50%

Based on the above table, it can be seen that the students' motivation in joining writing class before the implementation of TP-JB was in poor category. Only 4 out of 20 students (25%) paid attention to the teacher's instruction, 5 students answered the questions, 3 asked questions, 5 students were active, 5 students had discussion, 3 gave opinion, 6 students worked cooperatively and interacted with the teacher, 10 students did assignment and 4 students had enthusiasm.

Based on the data, it can be concluded that after the implementation of thematic progression patterns with jingle button techniques (TP-JB), almost all of the students paid attention to the teacher's instruction, answered and asked the questions, were active, had discussions, gave opinions, worked cooperatively and interacted with the teacher, did their assignments and had enthusiasm. In addition to that, based on the data, there were two indicators which did not reach maximum score (20 students). Those three indicators were asking questions, giving opinions and interacting with the teacher. Referring to the above results, it can be concluded that implementing thematic progression patterns with jingle button technique (TP-JB)

in teaching writing of narrative text improved the students' motivation in joining teaching-learning activity of writing class.

Based on the above data, it can be seen that thematic progression patterns with jingle button technique (TP-JB) is effective for teaching writing of narrative texts. In addition to that the implementation of thematic progression patterns with jingle button technique (TP-JB) technique encouraged the students to learn cooperatively since through this technique the students would be active and competitive. .

4. Conclusion

The implementation of thematic progression patterns with jingle button technique (TP-JB) is effective for teaching writing of narrative text to the third semester students of the English Department of Untidar in 2014/2015 academic year. It can be seen from the improvement of the results of the writing test of narrative text before and after the implementation of thematic progression patterns with jingle button technique (TP-JB). Apart from this, thematic progression patterns with jingle button technique (TP-JB) can improve the students' motivation in joining teaching-learning activities of writing class.

About the Author:

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