

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

Farikah

Tidar University (Magelang)

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

Cite as: Farikah, F. (2015). The Effectiveness of Thematic Progression Patterns with Jingle Button Technique in Teaching Writing of Narrative Texts. *Arab World English Journal*, 8 (1). DOI: <https://dx.doi.org/10.24093/awej/vol6no1.25>