

THE USE OF SOCIOGRAM IN IMPROVING THE NARRATIVE WRITING
ACHIEVEMENT OF THE TENTH GRADE STUDENTS OF SMA N 1 TANJUNG RAJA

A Thesis by

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Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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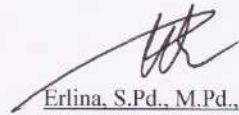
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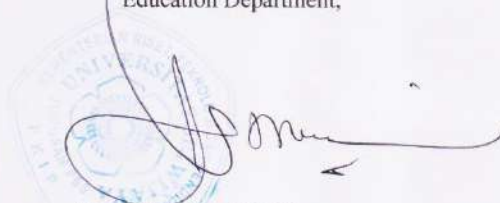


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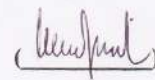
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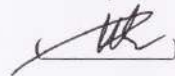
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DEDICATION

This thesis is dedicated to...

- Praise to Allah subhanahu wata'ala and prophet Muhammad shallallahu 'alayhi wasallam who has guided us to this bright era.
- My beloved parents, Ir. Daud Komar and Erniyati who set me on my path, thanks for your love, pray, help, time, great support, and encouragement.
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Indralaya, October 2018

The Writer

Annisa Sawita Fitri

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**The Use of Sociogram In Improving the Narrative Writing Achievement of
the Tenth Grade Students of SMA N 1 Tanjung Raja.**

ABSTRACT

The objectives of the study were to find out: (1) whether or not there was a significant difference in students' narrative writing achievement before and after they were taught by using sociogram, and (2) whether or not there was a significant difference in narrative writing achievement between the students who were taught by using sociogram and those who were not. This study was a quasi-experimental research method that applied pretest-posttest control group design. The population of this study was 248 tenth grade students of SMA N 1 Tanjung Raja, while the sample was 62 students divided into experimental and control groups, the purposive sampling to select two of the class as the sample. A writing test was employed to collect the data which were analyzed statistically by using paired sample and independent sample *t*-tests. The results of this study showed that (1) The standard deviations of the pretest and posttest were 8.220 and 7.280. Since the significant value (2-tailed) was lower than 0.05, it could be stated that there was a significant difference in students' narrative writing achievement after they were taught by using Sociogram, and (2) The result of independent sample *t*-test showed that the mean score of the posttest in the experimental group was higher than the mean score of the posttest in the control group (77.53 > 61.66) and the ρ -value (sig. (2-tailed)) was lower than 0.05 (0.00 < 0.05). In conclusion, there was a significant difference in narrative writing achievement between the students who were taught by sociogram and that of those who were not. Therefore, It means that sociogram is effective in teaching writing. It was helpful to improve student's narrative writing achievement.

Keywords: *Sociogram, Narrative Writing Achievement, Eleventh Graders.*

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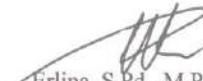
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CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) problem of study, (3) objective of study and (4) significance of the study.

1.1 Background

One of the skills which is important in learning English is writing as it is related to the ways to convey ideas, feelings, thoughts, and also opinions by using language. According to Block (1993) someone brings information and expresses their ideas and feelings to other people through writing. People have their own unique ways to write. Writing is one of the important ways in expressing thoughts, communicating ideas and views to others. Therefore, it is important for people to know how to write well in English. Based on standard competence that is stated in *Government Issue No. 22nd 2006*, the goal of English teaching and learning is to help students develop their discourse competence. Nowadays, writing is also the key to success in academic life. In the same way, Alexander (2008) also states that strong writing skills may enhance students' chances for success. This statement is also supported by Onchera (2013, p . 842) who says, "Ability to write well is essential and influences our chances of success, personal development and our relations with other people." it is necessary to master writing skill because it could help people to have a good preparation when finding a job in the future. With those benefits, writing is very important to every student.

Although writing is important, it is not easy to write well in English and it is considered as the most difficult skill among others because it needs more components. According to Oshima and Hogue (1978, p. 23) there are some components in writing, such as: structure, vocabulary, grammar, and conjunction word. In writing, the students have to write to deliver their imagination. Hogue (2003, p. 245) states, "Good writing in English is very different from good writing in other languages, such as Arabic or Japanese or Spanish.

Everyone expects differences in grammar, but there is another difference that is equally important, this difference is the way writers organize and express their ideas.” Based on the statement above, writing is one kind of skills that have to be developed eventhough most of the students do not like writing. There are many reasons why this problem occurs. Some people think that there are too many things that should be considered while they are writing. The problem face by the students in writing were having diffculty in expressing their ideas and feel confused what they should write about.

There are some kinds of text which are studied in Senior High School level; such as recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review (Permendiknas, 2006, No.23). This study will focus on narrative text, according to Hornby (1995) Narrative text is story or tale, orderly account of events composition that consists of like story telling: literature, stories and novels are able to describe events well. In writing a narrative text, students need to think for a moment, so that they can make a true or imaginary story. A narrative may be true or imaginary, but more often true story. In addition, narrative text is a kind of text which has a purpose to interest the readers to read. Because most of the texts which are tested are narrative. Dealing with this, Feez and Joyce (1998, p. 24) argue that narrative may also seek to teach or inform, to embody the writer’s reflections on experience, to nourish and extend the reader’s imagination. Imaginative narrative writing is the writer’s imagination about something that the people want to deliver to the readers.

The result of an interview with the English teacher at SMA N 1 Tanjung Raja showed that writing is difficult for students because the students got stuck with the ideas, vocabulary and structure. Even though the topic has been given, they still do not know how to arrange the words. It makes them frustated because they do not know how to write it in the right way.

According to 2013 curriculum syllabus of the first year student of senior high Schools in SMAN 1 Tanjung Raja, the students had learnt about Narrative text. Based

on the interview between the teacher and the writer, the students in SMA N 1 Tanjung Raja have problem in some writing components. There are some components in writing, such as: structure, vocabulary, grammar, and conjunction word, the students often make many errors in the way of their writing. When the students start their writing, sometimes they find some difficulties in doing it. They want to write something, but in the middle of their writing, they find some problems and they get stuck for a while. So, when teacher asks them to write in English, they get confused because it is hard for them to create the theme and put down their ideas in a blank paper. Peha (2002, p. 5) states, "Imagine taking an entire piece and scrunching it down into a single sentence that still said more or less the same thing." Based on the statement above, the students can express and deliver what they have in their mind and this study try to attract the students' attention by making the students more creative in writing a narrative paragraph.

However, to meet the objectives of teaching writing that are required by the curriculum was not easy to achieve. The previous study done by Arsita (2015) in the eleventh grade students of SMA N 6 Prabumulih showed that the student's writing achievement was not very great. In her study, none of the students was in excellent category, one student (3.84%) who got scores between 71-85 were in "good" category, fifteen students (57.69%) who got scores between 56-70 were in "average" category, seven students (26.92%) who got scores 41-55 were in "low" category, three students (11.53%) who got scores 0-40 were in "poor" category. Another previous related study done by Aryani (2013) in the eleventh grade students of SMA N 10 Palembang, showed there was no one in both excellent and good category level, 12.5% were in average category level, 45% were in low category level, and 42.5% were in poor category level. Based on the result of the previous studies showed that students' writing achievement was still not in satisfaction level. Therefore, some efforts are needed to improve the students' writing achievement.

In teaching writing, sociogram can be used in guiding the students to rewrite the story they read in form of writing. Johnson and Louis (1987) state A literary sociogram is a graphic organizer that represents the relationship among characters in the text. It made easier for the students to rewrite the narrative text based on the story given and sociogram they made. Sociogram is one of visual symbols which is used to make students understand more about the story through the narrative text, create a sociogram related to the relation among the character of the narrative text. Johnson and Louis (1987) state A literary sociogram is a graphic organizer that represents the relationship among characters in the text. It helps the students think more deeply about the narrative text they read. According to Durland (2003) sociograms, or maps, are graphic pictures, or images, of a kind of relationship. Socioram are illustrations of a relationship at a point in time. He also strengthens his statement that sociogram are tools that can then be used along with other network measures, to understand and evaluate a relationship within the context of a particular situation, such as work teams, restructuring or company mergers. Huang, Hong, and Eades (2007, p. 2) state that “Sociogram serve as simple visual illustration in helping people to make sense of the underlying network information.” Through this strategy, the teacher with the class can construct a literary Sociogram, a graphic organizer that represents the relationships among characters in a narrative text. The central character is placed in the centre of the page and the other characters are placed around the student at distances appropriate with their relationship and students can imagine what is the story about. The purpose of a sociogram is to help students to think more deeply about the narrative texts they view. Johnson and Louis (1987) describe the construction of sociograms as a most valuable literature teaching technique because of its adaptability. In teaching narrative English writing, the students rewrite the narrative text based on the story given and sociogram they made. After the students read the story they can start writing, in this case they can build their idea and think more deeply.

The previous study conducted by Akmalia (2011) in the Eighth Grade Students of SMP N 1 Moga, Pemalang Regency, Central Java prove that Sociogram strategy

was effective to improve students' Ability in Reading Narrative Text. Based on the previous study conducted by Kurniati (2013) *An Analysis of Sociogram of Tolstoy's God Sees the Truth, But Waits*, created by the sixth semester students of english study program in Sriwijaya University. Both studies showed that sociogram can be used in teaching and learning.

The purpose of this research is to know the effectiveness of sociogram as a tool in understanding the story and try to attract the students' attention by making the students more creative in the narrative text by exploring the relationship among the characters, plot and how they related to each other. This study can also give reference to the teachers who teach narrative writing. The use of sociogram is expected to be able to help the students achievement as it can create the students' imagination and makes them more creative in developing their story and making the students more creative in the narrative text.

Based on the explanation above, the writer was interested in conducted a research about *The use of Sociogram in improving the narrative writing achievement of the Tenth Grade Students of SMA N 1 Tanjung Raja*.

1.2 The Problems of the Study

The problems of the study were formulated in the following questions:

1. Was there any significant difference in narrative writing achievement of the tenth grade students of SMA N 1 Tanjung Raja before and after they were taught by using Sociogram?
2. Was there any significant difference in narrative writing achievement of the tenth grade students of SMA N 1 Tanjung Raja between those who were taught by using Sociogram and those who were not?

1.3 The Objectives of the Study

The Objectives of the study were:

1. To find out whether or not there was a significant difference in narrative writing achievement of the tenth grade students of SMA N 1 Tanjung Raja before and after they were taught by using Sociogram.
2. To find out whether or not there was a significant difference in narrative writing achievement of tenth grade students of SMA N 1 Tanjung Raja between those who were taught by using Sociogram and those who were not.

1.4 The Significance of the Study

The results of this study could be useful to give good effect in narrative writing achievement though Sociogram, the writer expected that this research would give a contribution to the improvement of student's narrative writing achievement. That could help the students improving themselves in learning writing. For the teachers, the writer expected this study could help them to use another method in teaching writing to their class. At last, the writer expected that the result of this research could become reference for further related study.

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