

---

**THE EFFECT OF SOCIAL INTERACTIVE WRITING FOR ENGLISH LANGUAGE LEARNERS METHOD ON STUDENT'S ABILITY IN WRITING NARRATIVE PARAGRAPH THE TENTH GRADE STUDENT'S OF SMA PGRI 20 SINORONGBORONG IN ACADEMIC YEAR 2020/2021**

Mei E. Siregar<sup>1</sup> Lamma Sihotang<sup>2</sup> Rotua Hutasoit<sup>3</sup>

[meiebtianasireger@gmail.com](mailto:meiebtianasireger@gmail.com)

[Lammasihotang98@gmail.com](mailto:Lammasihotang98@gmail.com)

[Hutasoitrotua22@gmail.com](mailto:Hutasoitrotua22@gmail.com)

ENGLISH DEPARTMENT FACULTY OF TEACHER'S TRAINING AND EDUCATION  
UNIVERSITY OF SISINGAMANGARAJA XII TAPANULI

**Abstract-** The problem of this research is “Is there any significant effect of Social-Interactive writing for English Language Learners method on the student's ability in writing narrative paragraph?” So, the objective of this research is to find out whether there is or not significant effect of social-interactive writing for English language learners method on students' ability in writing narrative paragraph.

The population of the research was the tenth grade students of SMA PGRI 20 Siborongborong in academic year 2020/2021 with total number 256 students distributed in 6 classes. 64 Students were taken as the sample by using random-sampling. The 64 students were divided into two classes. One class as the experimental group and the other one as the control group. Each of the group consisted of 32 students. The experimental group was taught by using Social interactive writing for English language learners method, while the control group was taught without Social interactive writing for English language learners method. The instrument for collecting data was the writing test, divided into two types, pre-test and post-test. The data were analyzed by using t-test formula. The result of the t-test showed that the value of t-test higher than the value of t-table ( $6.48 > 2.66$ ) at the level significance 0.01 with the degree of freedom 62. Since the value of t-test exceeded the value of t-table, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It means that SWELL (social-interactive writing for English language learners) method gave significant effect on students' ability in writing narrative paragraph.

Keywords – Effect Of social interactive writing for English language learners, Ability In writing , Narrative Paragraph

## CHAPTER I INTRODUCTION

### 1.1. The Background of the Study

Language is important for the society to communicate their ideas or feeling, because language is used as a means of communication. Certain people in the world speak a certain language. We learn about the culture of the other country by written and spoken language. One can not understand others at all without knowing their language, so when someone wants to communicate or to interact each other, they must use language as a medium of communicate to understand each other. That's why language plays an important role in human life. In Indonesian English is known as a foreign language. Learning a foreign language is an integrated process that the learner should study the four basic skills; listening, speaking, reading, and writing. By

having more knowledge about language skill we have much better chance in understanding and getting what we want and need from around us.

Writing is one of four basic skills beside listening, speaking, and reading in language teaching. Writing can be defined as a process of transforming thought into written language ( Tiwari, 2005: 120 ).

In the process of writing, the students have more time to think what they will say through writing than they do in oral activities. Writing helps students to think about text ideas carefully and analytically.

In practice the teachers usually focus on listening, speaking, and reading before they teach their students how to write. It does not mean that writing is not important. The reason is because writing is more difficult than the

other skills for the students. They need deep understanding to do it.

Based on the writer's experience in teaching practice (PPL) at SMA PGRI 20 Siborongborong, there were some problems found when giving writing materials to the students especially narrative paragraph. The problem is the students' writing is not comprehensible, because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are not well organized. There were many errors in vocabulary and the students have low motivation, Usually the teachers seldom used the method where students participated in teaching learning process. It makes students boring and uninteresting in studying, and the students become passive. Because they did not have any chance to express their ideas and opinions to stimulate their confidence to use English. In teaching English, the students must be involved in teaching learning process. They must responsible for their success. In other word, the teaching learning process should be student learning. The students are guided to understand their difficulties and participate to find the solution to their problem.

Based on the background above, the researcher is interested in studying "The effect of Social interactive writing for English language learners method on students' ability in writing Narrative paragraph".

#### 1.2 The Problem of the study

Based on the background above the researcher formulated the problem of the study as follow: "Is there any significant effect of Social interactive writing for English language learners method on students' ability in writing Narrative paragraph?"

#### 1.3 The Scope of the Study

There are many kinds of method in teaching writing but the researcher focus on the effect of Social interactive writing for English language learners method on students' ability in writing Narrative paragraph.

#### 1.4 The Objective of the Study

Based on the problems, the objective of the study is to find out whether there is a

significant effect of Social interactive writing for English language learners method on students' ability in writing Narrative paragraph. 1.5 The Significance of the Study

Hopefully the study will have significance to:

- a. Students, to improve the students' writing ability especially in writing narrative paragraph.
- b. Teachers, to consider the using of Social interactive writing for English language learners method in teaching writing because it will be possible to increase the students' ability in writing.
- c. Those who are interested in doing research related to this topic.

## CHAPTER II:

### REVIEW OF LITERATURE

2.1 Theoretical Framework To complete a research, theories are needed to explain some concept which will be applied concerning to the research. The term must be clarified to avoid confusion. The term must be clarified to avoid confusion. The following term are using in this study.

2.1.1 Effect, Ability and Method Following is a set of definitions that describe:

Effect, generally mean (1) anything brought about by cause or agent (2) the power ability to bring about to produce on the mind of the observer or hearer. Considering the goals of the research the term effect therefore defined as the condition in which action has some power to influence its object in an operational and measurable manner. Method, described as "an overall plan for systematic presentation of language based upon a selected approach" (Brown, 2000: 14-16).

Ability, the quality of being able to do something, especially physical, mental, financial, or legal power to accomplish something ([www.google.com](http://www.google.com)).

2.1.2 Social interactive writing for English language learners Method

Social-Interactive Writing for English Language Learners is one of several method that can be used to improve the

students' writing ability. It is known that many EFL (English Foreign Language) learners have problems in composing the essay. Therefore, the study of how Social interactive writing for English language learners can enhance the students' skill in writing narrative paragraph is important to be conducted.

#### 2.1.2.1 Procedures of Applying Social interactive writing for English language learners Method

In more detail as stated by Teo (2007), Social interactive writing for English language learners deals with the integration of the process and product of writing from getting idea until producing the best writing after revision. In implementing this method, the teacher will be paired up the students to work collaboratively, even though their levels of English proficiency are different, so that a more proficient student can tutor a less proficient students

During the writing process, a student who plays the role is as a Helper and the other student is as a Writer. They have to carefully follow the suggest steps given by the teacher. Those steps (comprising of generating idea, drafting, reading, editing, copying, and evaluating by the teacher) are as follows.

In Social interactive writing for English language learners, the role of teacher is a facilitator- preparing students how to conduct Social interactive writing for English language learners, monitor, and feedback provider (Teo, 2007). Moreover, it is allow students to use their mother tongue for oral discussion and use bilingual dictionaries for translation (Teo, 2007).

In this study the teacher will do some activities in teaching narrative paragraph by using Social interactive writing for English language learners. The activities are opening, main, and closing. The main activity cover six steps: ideas, draft, read, edit, best copy, and teacher's evaluation.

Opening included three activities. First, the teacher explains the definition, generic structure, and language features of narrative paragraph. After everything is

settled, he/she will give the appropriate example of narrative paragraph.

Second, he/she will teach and provide the appropriate example about how to apply Social interactive writing for English language learners in writing narrative paragraph based on the guidelines of Social interactive writing for English language learners that has been passed to each student. Besides, he/she teaches and provides the appropriate example about how to revise and edit students' draft based on the feedback given by the teacher. To make the student understand well, he/she also will explain the students' mistakes in writing narrative paragraph.

Third, he/she will divide them in pairs; one student is as a Helper and the other student is as a Writer. In ideas stage the teacher will give certain title and picture series and give the students time to discuss what the picture are. After that they begin to write a story. In this stage the student who play role as a helper ask the list of questions to help the student who become the writer to answer those questions and take notes.

During the writing of the narrative paragraph, the teacher move around to help the students. In draft stage, to facilitate a good interaction between pair, Helper writes the difficult words in rough and then the Writer copies them. Then, the Writer with a help from the Helper and the notes make an idea stage write as fluently as possible without worrying too much about spelling. In read and edit stage, the pair will read the rough draft and edit it associate with the meaning (content), style (vocabulary and language use), and mechanics (spelling, punctuation, and the use of capital letters). In editing process, it is allow students to open the dictionary when necessary.

In best copy stage, the Writer will copy best writing after being edit a help from the Helper and then turn in the complete copy to the teacher as a joint product. In the teacher's evaluation stage, the best copy is evaluated by the teacher using the marking system associated. Then, based on the teacher's evaluation, pair discuss the writing to make correction and resubmit it as the final product.

In closing activity, the teacher will collect the students' writings and do a reflection. He/she also ask the students' problems during the teaching learning process. The last, the teacher overcome the problems that may happen during the teaching learning process and do the better next.

2.1.2.2 Advantages of Applying social interactive writing for English language learners Method Advantages of applying SWELL method is to lead the students to write better. The result of this research can be used as an idea to other English teachers in teaching English as foreign language. Socian interactive writing for English language learners method can be an 'awakening' to the reality that happens to their students and finally make them more creative in finding other ideas used in stimulating the class and conducting the writing excitingly.

2.1.3 Writing  
Writing is a method of representing language in visual or tactile form. According to Daniels Peter T (2003: 3) writing system use sets of symbols

### CHAPTER III RESEACH METHODOLOGY

3.1 Research Design The research was conducted by applying experimental method. The experimental method dealt with two groups; an experimental group and a control group. The experimental group is the group which got the treatment by applying Social interactive writing for english language learners method, while the control group is the group which did not get the treatment by using Social interactive writing for English language learners method.

The design can be presented as follow:

Where: E : Experimental group

C : Control group

X1 : Treatment by using Social interactive writing for English language learners method

X2 : Without treatment by using Social interactive writing for English language learners method

Validity is a matter of relevance. It means that the test measures what is

supposed to be measured. To measure whether the test has a good validity, the researcher will analyze the test from content validity and construct validity.

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity the material will be given is suitable with the curriculum used. Furthermore in the research, the researcher will use narrative paragraph writing test that is supposed will be comprehended by the tenth grade students of SMA. The test will be considered as valid in content validity since the test of writing constitutes a representative sample of the language skill and structure and also the material will be chosen based on 2013 English Curriculum for the tenth grade of SMA.

Construct validity is the process of determining the extent to which test performance can be interpreted in terms of one or more constructs (Gronlund N E, 1985:83). In this research, the researcher will administer a writing test and the technique of scoring the students' writing is based on the five aspects of writing; they are content, organization, vocabulary, language use, and mechanic.

To get the validity of the test, the researcher will use the formula of Arikunto (2002:144)

$$r_{xy} = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{\left[ \sum x^2 - \left( \frac{\sum X}{n} \right)^2 \right] \left[ \sum Y^2 - \left( \frac{\sum Y}{n} \right)^2 \right]}}$$

Where:

N = The total number of students

x = The score of pre-test of experimental group

y = The score of pre-test of control group

$\sum xy$  = the total score of x multiplied with total score of y

$\sum x$  = the sum of score x

$\sum y$  = the sum of score y

$\sum x^2$  = the total score squared of x

$(\sum x)^2$  = the sum of scores squared x

$\sum y^2$  = the total score squared of y  
 $(\sum y)^2$  = the sum of scores squared y

### 3.6.2 Reliability of the Test

Reliability is the quality of consistency that the instrument or procedure demonstrate over a period of time (John W. Best, 1981:153).

Reliability is one of the characteristic of a test. A test must be consistent in its measurement in order to be reliable. A test is reliable if it gives the same result under the same condition. Formulation below will be used to calculate the reliability of the test (Arikunto, 2002: 245).

$$R_{tt} = \frac{2(r_{xy})}{1 + r_{xy}}$$

Where:

$R_{tt}$  = The reliability of the test

$R_{xy}$  = Coeficient of product moment

The reliability of the test will categorize with the standard of reliability below:

0.8 – 1.0 = very high reliability

0,6 – 0.8 = high reliability

0.4 – 0.6 = medium reliability

0.2 – 0.4 = low reliability

0 - 0.2 = very low reliability

### 3.7 The Procedure of Analyzing the Data

From the result of the treatment as stated before, a calculation is performed in order to examine and find out whether the using of Socil interactive writing for English language learners method can develop the students' ability in writing narrative paragraph or not, the researcher will use t-test as shown below:

$$t = \frac{Mx - My}{\sqrt{\left[ \frac{dx^2 + dy^2}{(Nx + Ny) - 2} \right] \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Where:

$Mx$  = The mean of experimental group

$My$  = The mean of control group

$dx^2$  = The standard deviation of experimental group

$dy^2$  = The standard deviation of control group

$Nx$  = The total number samples of experimental group

$Ny$  = The total number samples of control group

## CHAPTER IV RESEARCH FINDING

**4.1 The Data** As it has been stated before, the data of this research were obtained from the test's score. There were two kinds of test namely pre-test and post test. The scores of the students were able to show the result of this research that are presented in the folowing table.

**Table 4.1**  
**The Score of pre-test and post- test of Experimental Group**

No	Students' names	Pre – Test	Post – Test
1	Adeliana Tambunan	66	73
2	Asti Lumbantoruan	60	70
3	Bintang Sihombing	65	74
4	Cinta Situmorang	63	78
5	Desi Octaviana	65	77
6	Elma Sihombing	63	69
7	Feri Lumbantoruan	61	75
8	Friska Gultom	75	88
9	Gildion Sihombing	68	76
10	Grisda Sihombing	64	78
11	Hotmaida Marbun	65	78
12	Iwan Lubis	63	73
13	Johana Sianturi	77	90
14	Juwita Sihombing	70	84
15	Katrina Siregar	72	80
16	Kristiana Sihombing	72	81
17	Krisyensia S.	74	87
18	Maret Samosir	69	81
19	Meliana Silalahi	70	80
20	Michael Lubis	65	72
21	Mirajchel Nababan	63	73
22	Nency Lumbatoruan	75	87
23	Niko Panjaitan	70	83
24	Nofri Sianturi	68	77
25	Odalia Laia	63	73
26	Partomuan Sihombing	70	85

27	Revaldo Siagian	63	76
28	Rizki Sihombing	62	70
29	Rolando Simanjuntak	60	74
30	Sahala Nababan	65	80
31	Salmi Siregar	64	77
32	Windi Siregar	70	87
<b>N = 32</b>	<b>Total (Σ)</b>	<b>2140</b>	<b>2506</b>

## CHAPTER V CONCLUSION AND SUGGESTION

### 5.1 Conclusions

After conducting and analyzing the data, the researcher draws some conclusions as follows:

1. By using Social-Interactive Writing for English Language Learners method in teaching English, the students' ability in writing narrative paragraph can be improved. It can be seen from the mean of experimental group (78.31) which is higher than the mean of control group (72.93).
2. Referring to the result of hypothesis testing, it was found that the t-value = 6.48, t-table = 2.66. So that, t-value > t-table. It means that  $H_a$  is accepted and  $H_0$  is rejected. Therefore, there is a significant effect of Social interactive writing for English language learners method on students' ability in writing narrative paragraph at the tenth grade students of SMA PGRI 20 Siborongborong.
3. The implementation of guided writing in the form of Social interactive writing for English language learners method gave significant effect to develop the students' ability in writing narrative paragraph. It can be proved from the increasing of students' average score in the pre test and post test.
4. Guided writing in the form of Social interactive writing for English language learners method enables the students to write narrative paragraph unity, coherently, creative, and motivated. Absolutely it gave significant effect on students' ability in writing narrative paragraph.

### 5.2 Suggestions

In line to the conclusions above, the researcher would like to give some suggestions as follows:

1. Suggestions to the teacher.
  - a. English teacher should apply Social-Interactive Writing for English Language Learners method as one of the ways to develop the students' ability in writing narrative paragraph. Social interactive writing for English language learners method can help the students generate the ideas related to the topic and it also helps the students use good grammar. Thus, it helps a lot in writing.
  - b. English teacher is expected to design class activity in the group. By doing so, the students can not only learn from their teacher, but they can also share their ideas and learn from their friends.
2. Suggestions to other researchers  
In this research, the researcher conducted guided writing in the form of social interactive writing for English language learners to help students in Senior High School, especially in narrative paragraph.

### REFERENCES

1. Arikunto, S. (2006) **Prosedur Penelitian**. Jakarta: RinekaCipta I.
2. Arikunto, S. (2012) **Dasar - dasar Penelitian**. Jakarta: RinekaCipta I.
3. Brown, H. Douglas. (2004) **Language Assessment: Principles and Classroom Practices**. San Francisco: Longman. [www.google.com](http://www.google.com).
4. Daniels, Peter T (1996) **The World's Writing Systems**. Oxford: Oxford Univer, (<http://books.google.co.id/books?id=621jAAAAMAAJ&hl=id&resc=y>), access 03 February 2013