THE EFFECTIVENESS OF USING *BUZZ GROUP TECHNIQUE*

IN IMPROVING NARRATIVE WRITING OF STUDENTS'

AT MA AR-ROSYIDIYAH KOTA BANDUNG

A PAPER

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CHAPTER I

INTRODUCTION

A. Background

English has been the most spoken language in the world and been used for global communication. The teaching of English in Indonesia has been advocated to foster students' ability in mastering the four skills; they are listening, speaking, reading, and writing skill.

Writing has been defined into an activity of producing a coherent text. Usually, this skill is given intensively when students have possessed the high level of competency in listening, reading, and speaking. In other word, writing skill has a higher level of difficulties in the students' mind. Narrative as one of the genres has appeared in both writing and oral. It can also be a central medium in dealing with other by giving and sharing information. This statement is said because narrative is used more frequently in conversation than other genres.

The difficulties faced by the students using past tense in written narrative text are, the students have difficulties in memorizing irregular and regular verb, and they are still using infinitive verb to write narrative text. In other case, when the teacher have ever told their students to write a narrative text and left them to their own devices, probably received lots of stories that started with "once upon a time" ended with "happily ever after" and very little happen in between. Most students don't intend to write boring stories;

they just hear the word "story" think "easy" and proceed from there. However, there is a way to fix this and it's pretty simple. Like anything else teacher wants their students to learn in the classroom, teacher must teach their students how to write a narrative text.

To enable students to master the writing skills, English teachers should provide material that is appropriate with the curriculum and find suitable methods or technique in teaching and learning process. The buzz group is a collaborative method that promotes small-group interactions among learners (Roestiyah, 2008:9). By using Buzz Group Technique helps students to explore their imagination, thoughts, and opinions about a controversial topic; or to gather potential solutions to a problem in learning narrative writing.

That is why the research entitled "The Effectiveness of Using *Buzz Group Technique* in Improving Narrative Writing of Students at MA Ar-Rosyidiyah Kota Bandung".

B. The Research Questions

In this relation to the background, the questions formulated in this research are as follows:

1. How effective is the students' narrative writing skill by using Buzz Group Technique?

2. How effective is the students' narrative writing skill without using Buzz Group Technique?

3. How significance is the difference of using Buzz Group Technique?

C. The Purpose of Research

Based on the questions formulated above, the purposes of the research are:

1. To find out the effectiveness of Buzz Group Technique in students' narrative writing for experiment class.

2. To reveal out the effectiveness of Buzz Group Technique in students' narrative writing for control class.

3. To find out the significances of the influence of using Buzz Group Technique.

D. The Significances of Research

The result of this research is hopefully useful for:

1. Providing an alternative teaching technique for teachers in teaching narrative writing.

2. Providing alternative significances of the influence of using Buzz Group Technique.

E. Rationale

Teaching and learning are two concepts that can not related to each other, in theory of teaching and learning by Sudjana (1988:43) said that teaching and learning need regulating and developing, they are: purpose, method, aids, and score. Relate to the newest curriculum approach, students are involved in cooperation activity, field activity for exploration and so on in teaching and learning process.

Study in group is the best learning because it is taught the students for respect to the opinion, fill a gap, and give in excess. It also motivated them to

create more, doing more because all of students will look to see and give appreciation. One of the studies in group is Buzz Group (Pardiyono, 2010:2).

Buzz groups are simply small groups of two until six students formed impromptu to discuss a topic for a short period. A buzz group is a class where you divide into small groups to study or discuss questions or topics. Buzzes can also tune students in to your subject matter and wind up their ideas.

In this case, writing has a higher level of difficulties in the students mind especially the students of MA Ar-Rosyidiyah Kota Bandung which no ability in narrative writing. Teaching using Buzz Group Technique would be very helpful for any teachers in teaching narratives, because the students can explore their imagination and more creative to develop the topic in narrative writing (Roestiyah, 2008:9). There have been many previous researches that use of technique to explore the effective way to teaching and learning process. In the present research, it applies Buzz Group Technique in narrative writing.

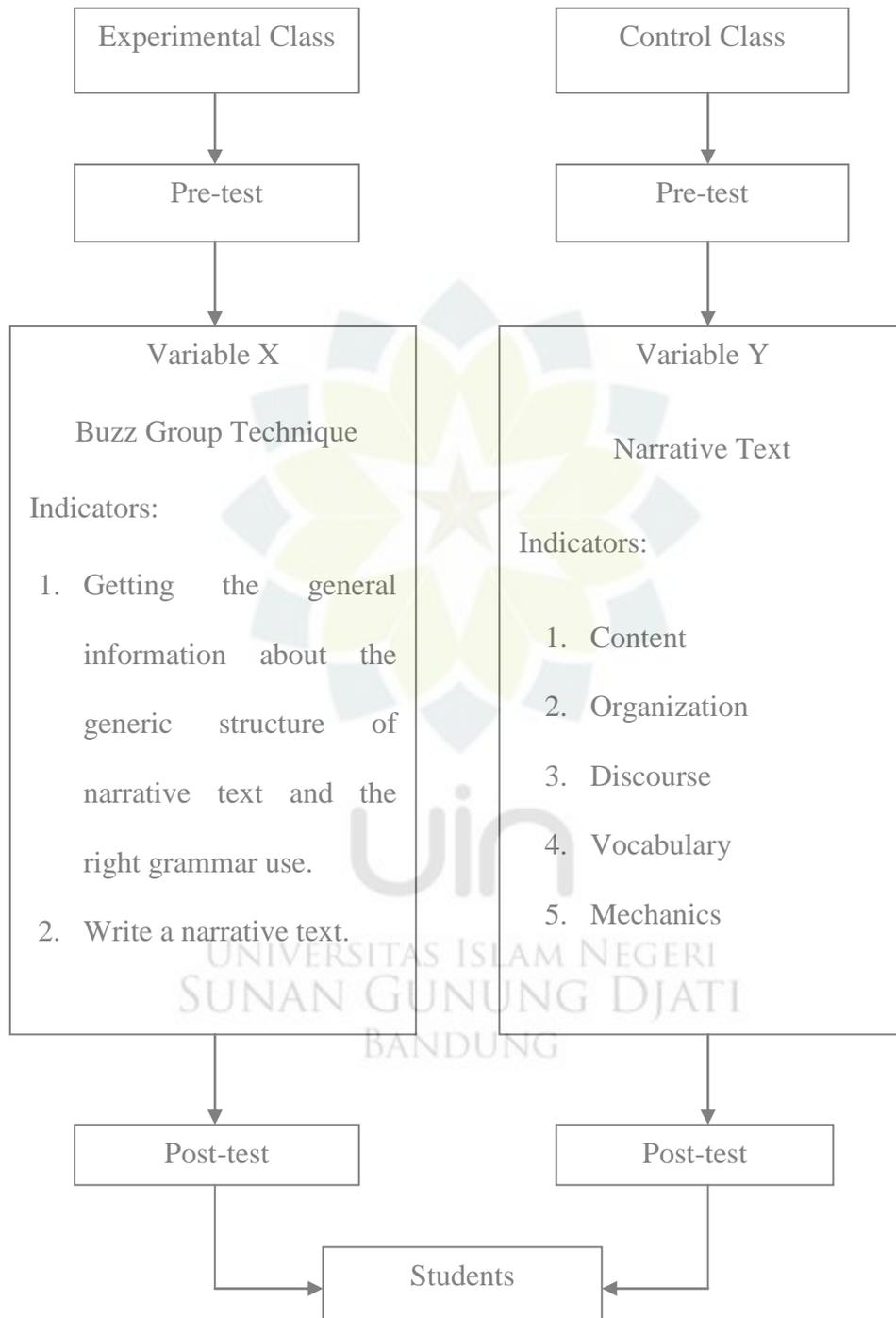To investigate the research will use the framework as follows:

Experimental Class	Control Class

↓ ↓

Pre-test	Pre-test

↓ ↓

Variable X Buzz Group Technique Indicators: 1. Getting the general information about the generic structure of narrative text and the right grammar use. 2. Write a narrative text.	Variable Y Narrative Text Indicators: 1. Content 2. Organization 3. Discourse 4. Vocabulary 5. Mechanics

↓ ↓

Post-test	Post-test

→ | Students | ←

Figure 1. Research steps in teaching narrative using Buzz Group Technique

F. Hypothesis

Hypothesis is tentative assumption of the result of study. The truth of it is indeed and necessary to be known whether it is right or wrong. The explanation above can be formulated a hypothesis of using Buzz Group Technique in improving narrative writing of students' at MA Ar-Rosyidiyah Kota Bandung students is effective. The hypothesis can be explained as follows:

H_a = There is an effective of using Buzz Group Technique to improve narrative writing at grade X students of MA Ar-Rosyidiyah Kota Bandung.

H_o = There is no effective of using Buzz Group Technique to improve narrative writing at grade X students of MA Ar-Rosyidiyah Kota Bandung.

G. Methodology

1. Method of Research

In this research, the question experimental design is used to gain the data. Experimental research is one of the most powerful research methodologies that researches can use. It is the only type of research that directly attempts to influence a particular variable and the only type that can really test hypothesis about cause and effect relationship (Franked and Norman, 1992:230). The diagram of this design is shown as follows:

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Table 1.1
The Experimental Research

Groups	Pretest	Treatment	Posttest
Experimental	T_1E	X	T_2E
Control	T_1C	-	T_2C

Where:

T_1E = Pretest for experimental group

T_2E = Posttest for experimental group

X   = Treatment

T_1C = Pretest for control group

T_2C = Posttest for control group

2. The steps of Research

The implementation of this experimental research based on the principles of the following steps:

a. Location of Research

In this research, MA Ar-Rosyidiyah Kota Bandung takes as the location because it encourages getting data needed.

b. Population and Sample

According to Arikunto (2006: 130), population is the whole subject of research. Accordingly the population can be determined as the subject of the research in general that can be person or something. The students of MA Ar-Rosyidiyah Kota Bandung grade XI within 103 students are the population of the research.

The research is conducted by using cluster random sampling technique; in this technique, the research identified naturally occurring group units, such as school, classes, not individual subject and then randomly selects some of these units for the research (Sudjana, 2005: 165). The population of this study is the XI grade students of MA Ar-Rosyidiyah Kota Bandung. This study uses two classes as the sample. The class is XI Social I which is 30 of them is experimental group and XI Social II which is 30 of them is the control group.

c. Instrument

To obtain the data related to study, there are some instruments that is used to collect the data: writing test. Meanwhile, the instrument used in analyzing the data scoring sheet.

1. Test

A written test is conducted to measure students' writing ability and its progress after treatment. Students are required to answer some task and write a narrative text. Furthermore, their works are analyzed by the scoring sheet. In this research, the data is gained by applying some strategies:

- Pretest

Both experimental and control groups receive a pretest in a form in writing test. Then the experimental group receives the treatment given in some meetings.

- Posttest

    Posttest is conducted after some meetings for both experimental and control group (the procedure of posttest is similar with the pretest procedure). Furthermore, the instruments uses in collecting data were writing test.

2. Non-Test

    - Observation

    The researcher also uses the observation technique. Observation is the way of investigating through direct and systematic investigation. In this investigation the school that will be the resource of the research must be visited and the ability of student at class XI of MA Ar-Rosyidiyah Kota Bandung in writing ability must be observed.

    - Interview

    Interview is a conversation between two people (the interviewer and the interviewee). In interview, the researcher asked certain questions to the interviewee to obtain information about the teaching writing.

d. Data Analysis

    After collecting the data by using the test, the result of the test is analyzed. To find out the result of the test, some statistic is used and takes steps as follows:

a. Making the frequency of table distribution, by the steps as follows:

1. Determining Range of data (R), by using the formula:

    R = (H-L) + 1

In which:

H= the highest score

L= the lowest score

<div align="right">(Subana, 2005:38)</div>

2. Determining interval class (K), by using the formula:

    $K = 1 + 3.3 \log n$

In which:

K= Interval class

n = Total of data

<div align="right">(Subana, 2005:39)</div>

3. Determining the length of interval class (P), by using the formula:

    $p = \frac{R}{K}$

In which:

P= Length of interval class

R= Range

K= Total grade of interval class

<div align="right">(Subana, 2005:40)</div>

b. Determining the central tendency, by the steps as follows:

Determining Mean (Me), by using the formula:

$$\bar{X} = \sum \frac{fiXi}{fi}$$

In which:

fi = Frequency

X_i = Sum of all scores

<div align="right">(Subana, 2005:65)</div>

c. Determining standard deviation by using the formula:

$$Sd = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{(n-1)}}$$

<div align="right">(Sudjana, 2005:95)</div>

d. Examining the distribution normality, by steps:

1. Making the table of observation frequency

2. Testing the distribution normality by using the formula:

$$x^2 = \sum \frac{(Oi - Ei)}{E_i}$$

In which:

Oi = Observation Frequency

Ei = Expectation Frequency

<div align="right">(Sudjana, 2005:273)</div>

3. Determining the degree of freedom by using the formula:

$$Df = K\text{-}3$$

<div align="right">(Sudjana, 2005:27)</div>

4. Determining Chi square table (x^2_{table})

5. Determining the degree of distribution normality with the following criteria:

a) If the score of chi square count (x^2_{count}) is less than the score of chi square list (x^2_{table}), the distribution is normal.

b) If the score of chi square count (x^2_{count}) is more than the score of chi square table (x^2_{table}), the distribution is not normal.

e. Determining homogeneity of two variances by conducting the steps as follows:

1. Determining score F by using the formula:

$$F = \frac{S_1^2}{S_2^2}$$

2. Determining the degree freedom by using the formula:

$$df_1 = n_1 - 1$$

$$df_2 = n_2 - 1$$

3. Determining F_{table} score with significance level 5%

4. Interpreting homogeneity of the data with criterion:

a) If $F_{count} < F_{table}$ = homogenous

b) If $F_{count} > F_{table}$ = not homogenous

f. Examining the hypothesis by conducting the steps as follow:

1. Determining t_{count}

$$t = \frac{\bar{X}1 - \bar{X}2}{SD\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

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$$s^2 = \frac{(n_1 - 1)\, s_1{}^2 + (n_2 - 1)\, s_2{}^2}{n_1 + n_2 - 2}$$

In which:

t = Test

X_1 = Mean of experimental class

X_2 = Mean of control class

n_1 = Total number data for experimental class

n_2 = Total number data for control class

S^2 = Cumulative standard deviation of both classes

(Sudjana, 2005: 239)

2. Looking t_{table} with significance level 5%

3. Interpreting hypothesis