



# The Use of Behaviourism Approach in Writing a Narrative Text Applied to Grade Class XI of SMK Negeri 1 Pancur Batu-Deli Serdang, Sumatera Utara Academic Year 2016/2017

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**Abstract:** *There were some reasons why indirect feedback can be durable, but it would kept only in mind of receiver and the feedback can just lost in certain time. In contrast, the indirect feedback, the thought and comment would be saved for every long time in memories. The data of this research consisted of two kinds. They were quantitative data (Writing Narrative text result) and the qualitative data (diary notes and observation sheet) which had been gathered within two cycles. Cycle I consisted of three meetings and cycle II consisted of two meetings and there was writing narrative test I in the first meeting to get the students' basic level understanding that was pre test. So, totally there were six tests in five meetings in this research. From this research, there was an increased improvement in writing narrative text by using behaviourism approach, because this theory displays more attention from the teacher to the students.*

**Keywords:** *behaviourism approach; writing; narrative text*

## I. Introduction

Every language had kinds of skill to be mastered to improve the language mastery itself, and every language also has many aspects to learn. In English, there were four basic skills. They were speaking, listening, reading and writing. To master English well, the students must master those four basic skills. By mastering them they can be able to speak, write well based on correct grammatical and understand what the context of a text.

Writing was one of four language skills that should be acquired by the students because all the information, knowledge and science that already achieved can be expressed by writing. In teaching writing, the students have to produce a written language as well as possible to practice what they learn about language. In this case the teachers must guide the students to express the idea, the structure of the words that the students used in their writing task. Writing would help the students to master the other skills and of course in mastering English completely. The students are sometimes afraid and shy to speak what they want to say but they can tell what they think and what they and what they want to say into draft or writing before speaking. Thus, if students are having problem in expressing an idea, they can write down. Then, the students itself or possibly the reader will understand it. Harmer (2004:31) stated that writing encourages students to focus on accurate language use and they think as they write.

There were still some teachers who haven't given their attention on this case completely. If the teacher wants to help the students to be good writer in English was always related to how give feedback directly or indirectly on writing in a good way, especially by the teacher.

Some feedback from teacher serves unhelpful feedback to the students. They were generalized or unclear, subjective and focused on some aspect of performance that make the students cannot change Roger (2001) that was why giving feedback to students' writing was important.

Skill which was seldom taught. Though feedback, we can help the students compare their own performance with the ideal and to diagnose their own strength and weakness. Feedback which was given directly can improve students' writing. But there would always be of what feedback would give the best impact of the improvement towards the students' writing itself not only in the short time but also in a long time of their life. The researcher think indirect feedback is one of positive support that can be given by an English teacher to their students in order to improve students' writing and minimize their errors. Besides that, there were some reasons why indirect feedback can be durable, but it would kept only in mind of receiver and the feedback can just lost in certain time. In contrast, the indirect feedback, the thought and comment would be saved for every long time in memories.

## **II. Review of Literatures**

### **2.1 Approach**

Brown (2001:16) stated that an approach was theoretically well-informed position and belief about the nature of language, the nature of language learning, and the applicability of both to pedagogical setting. In another words, approach is a set of assumption about language teaching which involve the nature of language, learning, and teaching.

Approach was the level at which assumption and beliefs about language learning are specified and it was a set of correlative assumption dealing with the nature of language teaching and learning. An approach was axiomatic and describes the nature of the subject matter to be thought. By using an approach, it would make the teaching process becomes more effective because an approach was a very important element in managing students in the classroom.

### **2.2 Description of Behaviourism**

Behaviourism was an approach to psychology that combines elements of philosophy, methodology, and theory, it emerged in the early twentieth century as a reaction to "mentalist" psychology, which often had difficulty making predictions that could be tested using rigorous experimental methods. Behaviorism theory is a theory of learning that emphasizes on learning outcomes and not pay attention to the students' thinking process. According to this theory, learning is seen as a change in behavior that occurs based on stimulus-response paradigm, which is a process that provides a specific response to the stimulus that comes from outside. Process Stimulus-Response (SR) is encouragement, stimulus, response and reinforcement.

Dallenbach (1959), explained that there were to what and how the behavioristik.

1. According to Pavlov, Classic conditioning (conditioning or classical terms) is a process that Pavlov discovered through experiments on dogs, where native and neutral stimulus was paired with a conditional stimulus repeatedly giving rise to the desired reaction. An application of Pavlov's theory is at the start of face-to-face between teachers and students in learning activities, a teacher shows a friendly attitude and give praise to the students, so that students feel impressed with the attitude shown his teacher.

2. According to Thorndike, studying the events of the formation of associations between the events of the so-called stimulus (S) and response (R). Stimulus is a change of the external environment is a sign to enable the organism to act or do while the response from any behavior that is raised because of the stimulus. An application of the theory of Thorndike was before start teaching in the classroom, learners must be prepared in advance mentally, teachers held regular repetition and give praise or a small gift to the students.
3. According to Skinner, the relationship between stimulus and response that occurs through the interaction of the environment, which will then lead to changes in behavior, it was not as simple as that described by the previous figures. Therefore, to understand a person's behavior was really necessary to first understand the relationship between the stimulus to each other, and understand the responses that may be raised and the consequences that may arise as a result of the response. An application of the theory Skinner was a teacher as soon as possible to restore and discuss the results of student work.

### **2.3 Description of Writing**

Writing was a process of expressing ideas, wants, hope and thoughts from someone to the others. It was one of the four language skills, namely listening, reading, speaking, and writing. The first two are called receptive skills while the last two were called productive skills chronologically, writing was thought as the last skill to be acquired because it was considered the most difficult.

Heaton (1989:135) said that writing was the ability to use structure. Writing referred to the skill of using graphic symbols which have to be arranged to certain convention. It means writing was the act of skill in forming graphic symbols and combining a number of diverse elements. It was also one's ability in using grammar to express one's ideas in the form of written communicators. In other words it can be said that writing is expressing ideas, feelings, and desires through graphic symbols.

Brereton (1982:2) assured that writing differs from speaking. In on very important way the next have to carry all the meaning because the writer is not around to explain. In speaking, the communication was two ways round but writing, there was only one way. Therefore, writing should contain relatively complete information and details.

### **2.4 Description of Narrative Text**

Narrative comes from the word "narrate" which means to tell a story. According Siahaan and Shinoda (2008: 73) narration was any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Narration was a text containing five componets i.e., orientation, evaluation, complication, resolution, and reorientation by which a writer amuses, entertains people, and to deal with actual or vicarious experience.

Hornby (1989:234) defined that narration as a composition that consist of story telling. It means that narration is concerned with the sequence of happening over a period of a time. A narrative text deals with events in series. A narrative text would be used describe an events or an experience or when to tell story. Time or chronological order as natural for nation and was commonly used in explaining the step in process. Events are recorded in the other in which that occur. First, second, third and etc. It would be useful in telling a story. Giving direction and how to reach a story a certain destination of how to make something.

Narrative was writing that tells a story narration was usually written in information and persuasive writing. Narration was usually written chronologically this composition relates to presentation of any cases in our complete composition.

The main problem of it was action in relating on case. That was written in the story. Basically, every person has the ability in talking about anything.

### III. Research Method

The research was conducted at SMK Negeri 1 on Jln. Deli Tua – Pancur Batu,, XI grade students of 2016/2017 academic year. The location was chosen by the researcher because the researcher found the students problem in writing narrative text.

The subject of the research was conducted at the Eighth grade students, the eighth grade consists of three classes, XI<sup>A</sup>, XI<sup>B</sup>, XI<sup>C</sup>, in this research, the researcher choose the XI<sup>B</sup> class, because between three classes, the XI<sup>B</sup> had more difficulties in writing narrative text than two classes.

The researcher would applied the following formula to know the mean of the students' score for each cycle as show it below:

$$X = \frac{\sum X}{N}$$

Where:

- X = The mean of the students
- $\sum X$  = The total score
- N = The number of students

The criteria of able point:

- N > 70 Able
- N < 69

To find the member of master students the researcher formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

- P = The percentage of master students
- R = The number of master students
- T = The total of students ( 26 students )

The category of scoring:

- 90% - 100% = Very good
- 80% - 89% = Good
- 65% - 79% = Enough
- 55% - 64% = Less
- 0% - 54% = Bad

(Arikunto, 2010)

The data of this research consisted of two kinds. They were quantitative data (Writing Narrative text result) and the qualitative data (diary notes and observation sheet) which had been gathered within two cycles. Cycle I consisted of three meetings and cycle II consisted of two meetings and there was writing narrative test I in the first meeting to get the students' basic level understanding that was pre test. So, totally there were six tests in five meetings in this research.

The data were taken only from one class. It was class XI - B which consisted of 26 students. The data was collected by using five indicators, such as content, organization, vocabulary, language use, and mechanism. The data was taken from the result of sample writing test.

Content : 30  
 Organization : 20  
 Vocabulary : 20  
 Language use : 25  
 Mechanics : 5  
 Total score : 100

The quantitative data was taken from writing narrative test result of two cycles. It meant that there were one test in writing narrative text scores within two cycles and also including test I score which was taken in the first meeting. The findings of the students' ability can be seen in the following table as the quantitative data:

**Table 1.** Finding of the Students' Ability in Pre-Test

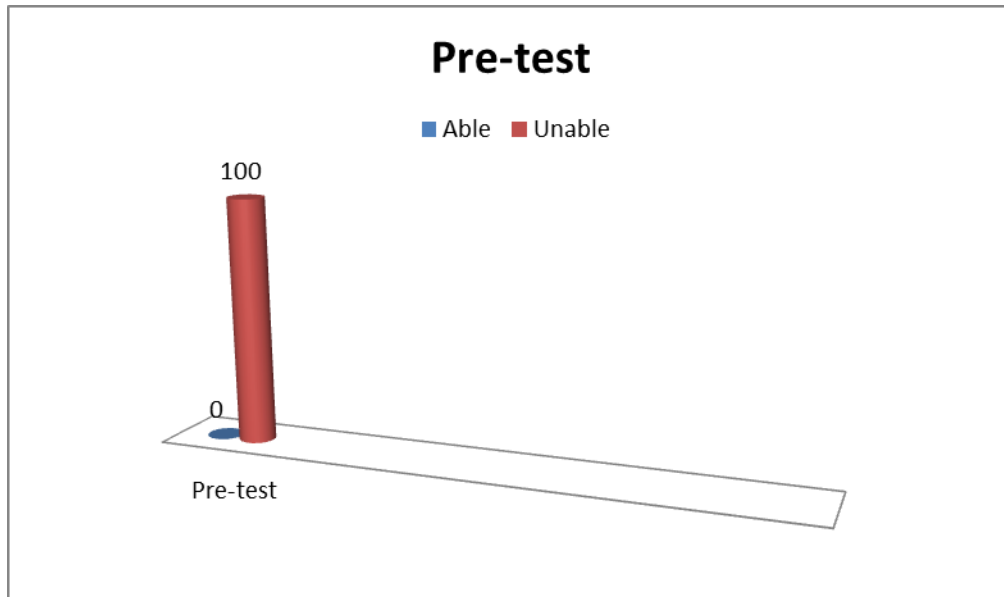
No	Student's Initial	Indicators					Score	Information	
		C	O	V	LU	M		Able	Unable
1	A	13	13	9	11	3	49		Unable
2	AK	8	6	5	8	2	29		Unable
3	AF	15	12	9	12	3	51		Unable
4	AW	8	7	7	9	2	33		Unable
5	DS	13	12	10	12	3	50		Unable
6	DAS	10	7	6	8	2	33		Unable
7	DH	10	8	7	8	2	35		Unable
8	EPS	9	8	7	9	2	35		Unable
9	ER	15	12	10	12	3	52		Unable
10	E	9	9	8	9	2	37		Unable
11	EA	8	9	8	8	2	35		Unable
12	F	13	13	10	12	3	51		Unable
13	FA	10	8	7	9	2	36		Unable
14	FS	13	12	10	12	3	50		Unable
15	JSS	11	10	7	8	2	38		Unable
16	LW	10	9	9	8	2	38		Unable
17	M	14	12	10	13	3	52		Unable
18	MF	11	10	10	10	2	43		Unable
19	NH	10	9	8	10	2	39		Unable
20	PIL	15	13	10	12	3	53		Unable
21	RRN	16	14	12	13	3	58		Unable
22	RI	10	9	8	9	2	38		Unable

23	S	10	8	7	8	2	35		Unable
24	SM	14	13	10	11	3	51		Unable
25	SN	10	9	8	9	2	38		Unable
26	WH	14	12	12	12	3	53		Unable
	<b>Total Number</b>						1112		
	<b>Mean Score</b>						42.53		
	<b>Able (Percentage)</b>							0%	
	<b>Unable (Percentage)</b>								100%

Actually, every genre has its own characteristic in farms of the theoritical structure and textual elements, the narrative text also has its own theoritical structure and textual elements. Then each element of textual element has its own function. It states what the elements is for. The theoritical structure and textual elements of narrative writing consists of 1) Orientation 2) Complication, and 3) Resolution. In process writing, students experience five interrelated phases: prewriting, drafting, revising, editing, and publishing. Furthermore, Greetham in Sari (2020) described the reasons for writing essays namely 1) It forces people to organize the thinking and develop the ideas on the issues, 2) it also providesthe writer with the opportunity to get feedback from the others, and3) it provides a revision of material whether the writer has planned the essay well. Based on the result of the pre test, the students' mean score was 42.53. The number of able was 0% (0 student) and number of students unable was 100% (26 students).

**Table 2.** Finding of the Students Frequency at Pre – Test

NO	Value	F	%	Able	Unable
1	10	0	0.00%		Unable
2	20	1	3.84%		Unable
3	30	13	50.00%		Unable
4	40	2	7.70%		Unable
5	50	10	38.46%		Unable
6	60	0	0.00%		Unable
7	70	0	0%		Unable
8	80	0	0%		Unable
9	90	0	0%		Unable
10	100	0	0%		Unable
	Total Number	26		0	26
	Percentage		100%	0%	100%



**Figure 1.** Diagram of Pre-test

The table and diagram above showed that there was 0 student or 0% of the sample who was regarded as able, meanwhile the students who were categorized as an unable were 26 students or 100%. From the data obtained, it might be concluded that the XI-B class had a bad score. So, to improve the students' score in writing narrative text, the researcher used behaviourism approach to achieve writing narrative text.

**Table 3.** Finding of the Students' Ability at Test I Cycle I

No	Student's Initial	Indicators					Score	Information	
		C	O	V	LU	M		Able	Unable
1	A	18	13	10	17	2	60		Unable
2	AK	12	10	7	16	2	47		Unable
3	AF	18	13	11	12	2	56		Unable
4	AW	19	9	8	12	2	50		Unable
5	DS	19	13	12	14	2	60		Unable
6	DAS	17	9	8	11	2	47		Unable
7	DH	18	9	9	8	3	47		Unable
8	EPS	16	10	9	10	2	47		Unable
9	ER	19	18	12	19	4	72	Able	
10	E	12	12	10	11	2	47		Unable
11	EA	14	12	9	9	3	47		Unable
12	F	20	18	14	18	3	73	Able	Unable
13	FA	17	13	9	11	2	52		Unable
14	FS	19	12	11	13	2	57		Unable
15	JSS	15	12	11	9	3	50		Unable
16	LW	13	13	12	11	2	51		Unable
17	M	20	18	14	17	3	72	Able	Unable

18	MF	18	13	12	10	2	55		Unable
19	NH	14	12	13	9	3	51		Unable
20	PIL	20	18	16	15	4	73	Able	
21	RRN	20	17	18	18	3	76	Able	
22	RI	14	15	13	12	2	56		Unable
23	S	15	12	10	14	2	53		Unable
24	SM	19	12	10	13	2	56		Unable
25	SN	15	11	13	12	2	53		Unable
26	WH	19	13	12	14	2	60		Unable
	<b>Total Number</b>						1468		
	<b>Mean Score</b>						56.69		
	<b>Able (Percent age)</b>							19.23%	
	<b>Unable (Percent age)</b>								80.76%

Based on the result of meeting I cycle I, the students' mean score was 56.69. the number of students able was 19.32% ( 5 students) and number of students unable was 80.76% (21 students)

**Table 4.** Finding of the Students' Frequency at Test I Cycle I

<b>Value</b>	<b>F</b>	<b>%</b>	<b>Able</b>	<b>Unable</b>
10	0	0.00%		Unable
20	0	0.00%		Unable
30	0	0.00%		Unable
40	10	38.46%		Unable
50	7	26.92%		Unable
60	4	15.38%		Unable
70	5	19%	Able	
80	0	0%		Unable
90	0	0%		Unable
100	0	0%		Unable
Total Number	26	100%	5	21
Percentage		100%	19%	81%



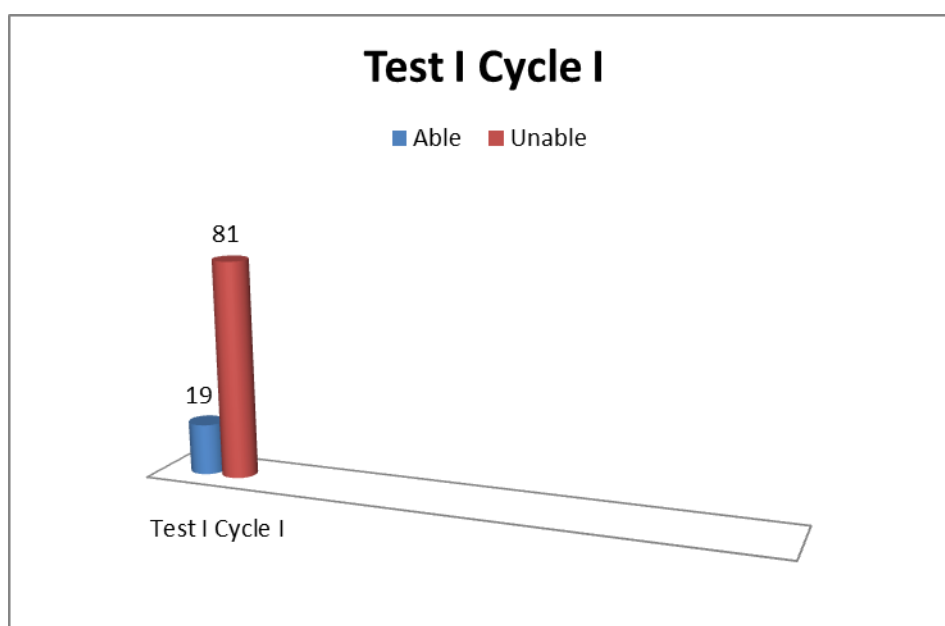


Figure 2. Diagram of Test I Cycle I

The table and diagram above showed that there was 5 students or 19% of the sample who was regarded as able, meanwhile the students who were categorized as an unable were 21 students or 81%. From the data obtained, it might be concluded that the students of XI<sup>B</sup> class had a bad score. So, to improve the students' score in writing test, the researcher used poems to achieve writing.

Table 5. Finding of the Students' Ability at Test II Cycle I

No	Student's Initial	Indicators					Score	Information	
		C	O	V	LU	M		Able	Unable
1	A	20	16	14	17	3	70	Able	Unable
2	AK	12	10	7	16	2	47		Unable
3	AF	20	15	14	19	3	71	Able	Unable
4	AW	19	9	8	12	2	50		Unable
5	DS	20	15	14	18	3	70	Able	
6	DAS	17	9	8	11	2	47		Unable
7	DH	18	9	9	8	3	47		Unable
8	EPS	16	10	9	10	2	47		Unable
9	ER	19	18	12	19	4	72	Able	
10	E	12	12	10	11	2	47		Unable
11	EA	14	12	9	9	3	47		Unable
12	F	20	18	14	18	3	73	Able	Unable
13	FA	17	13	9	11	2	52		Unable
14	FS	20	17	13	18	3	71	Able	Unable
15	JSS	15	12	11	9	3	50		Unable
16	LW	13	13	12	11	2	51		Unable

J7	M	20	18	14	17	3	72	Able	Unable
18	MF	18	13	12	10	2	55		Unable
19	NH	14	12	13	9	3	51		Unable
20	PIL	20	18	16	15	4	73	Able	
21	RRN	20	17	18	18	3	76	Able	
22	RI	14	15	13	12	2	56		Unable
23	S	15	12	10	14	2	53		Unable
24	SM	21	14	13	19	3	70	Able	
25	SN	15	11	13	12	2	53		Unable
26	WH	22	18	12	17	3	72	Able	Unable
	Total Number						1543		
	Mean Score						59.57		
	Able (Percentage)							42,30%	
	Unable (Percentage)								57.69%

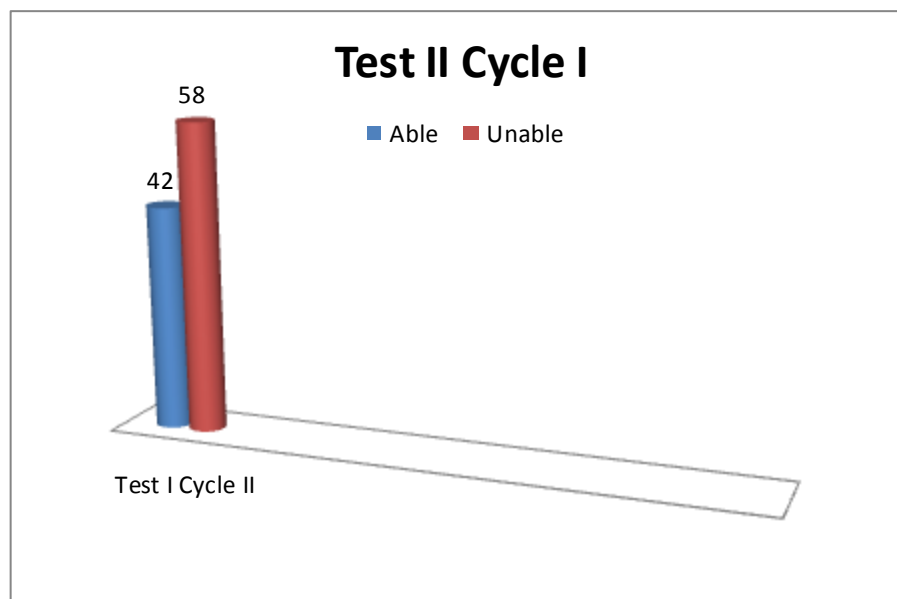
According to Hariati (2020) In learning English, the learners have to be able to achieve the four language skills, such as listening, speaking, reading and writing. Since it is generally learned from the secondary level of education and beyond, it implies that after the language for six years, it is expected that learners will be able to use it at least in simple, oral and written communication as the basic language that can be used for their further studies. But reality shows that students who have learned it for six years are not as successful the government have expected them to be especially in writing skills.

Writing is part of the skills which exposes facts and ideas by presenting, explaining or interpreting them in some clear, effective and organized way. Writing began at the time when man learned how to communicate his thoughts and feeling by means of visible signs, understandable not only to himself but also to all other persons. It is really a system of human intercommunication. Many explanation are put up to find out two causes of the weakness. Some criticized that the students were weak in writing practice, so they should be given a great amount of writing practice. Other teachers admitted that they had no experience in teaching the subject for themselves who have seldom written their life experience. In fact, there is no defining solution to the whole questions of how the students find the subject difficult unless the teachers try to find out the problems and solve them. Based on the result of meeting I cycle I, the students' mean score was 59.57. The number of students able was 42% (11 students) and number of students unable was 58% (15 students).

**Table 6. Finding of the Students' Frequency at Test II Cycle I**

Value	F	%	Able	Unable
10	0	0.00%		Unable
20	0	0.00%		Unable
30	0	0.00%		Unable
40	6	23.08%		Unable
50	9	34.62%		Unable
60	0	0.00%		Unable
70	11	42%	Able	
80	0	0%		Unable
90	0	0%		Unable
100	0	0%		Unable
Total Number	26	100%	11	15
Percentage		100%	42%	58%

The table and diagram above showed that there was 11 student or 42% of the sample who was regarded as able, meanwhile the students who were categorized as an unable were 15 students or 58%. From the data obtained, it might be concluded that the students of XI - B class had a bad score. So, to improve the students' score in writing narrative text, the researcher used behaviour approach to writing narrative text.



**Figure 3. Diagram of Test II Cycle I**

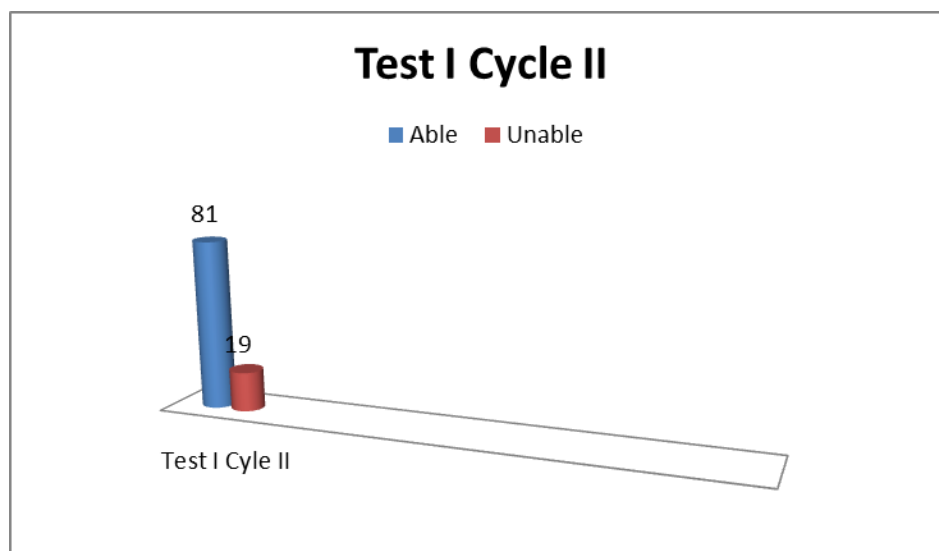
**Table 7.** Finding of the Students' Ability at Test I Cycle II

NO	Student's Initial	Indicators					Score	Able	Unable
		C	O	V	LU	M			
1	A	24	20	17	19	5	85	Able	
2	AK	19	13	13	13	3	61		Unable
3	AF	24	19	17	18	5	83	Able	
4	AW	19	13	12	13	3	60		Unable
5	DS	25	20	18	20	5	88	Able	
6	DAS	18	13	13	14	3	61		Unable
7	DH	18	12	13	15	3	61		Unable
8	EPS	20	19	18	17	4	78	Able	
9	ER	25	20	19	21	5	90	Able	
10	E	20	19	16	18	4	77	Able	
11	EA	18	13	13	14	3	61		Unable
12	F	23	20	17	19	5	84	Able	
13	FA	19	19	18	18	4	78	Able	
14	FS	25	20	18	19	5	87	Able	
15	JSS	21	19	17	18	4	79	Able	
16	LW	21	19	18	18	4	80	Able	
17	M	22	20	18	19	5	84	Able	
18	MF	20	19	18	19	4	80	Able	
19	NH	21	19	17	18	4	79	Able	
20	PIL	24	20	19	22	5	90	Able	
21	RRN	25	20	19	21	5	90	Able	
22	RI	21	20	17	18	4	80	Able	
23	S	21	19	17	19	4	80	Able	
24	SM	24	20	19	22	5	90	Able	
25	SN	21	19	17	18	4	79	Able	
26	WH	22	20	19	18	4	83	Able	
	<b>Total Number</b>						2048		
	<b>Mean Score</b>						78.76		
	<b>Able (Percentage)</b>							81%	
	<b>Unable (Percentage)</b>								19%

Based on the result of the test I in cycle II, the students' mean score was 78.76. the number of students able was 81% (21 students) and number of students unable was 19% ( 5 students).

**Table 8.** Finding of the Students' Frequency at Test I Cycle II

Value	F	%	Able	Unable
10	0	0.00%		Unable
20	0	0.00%		Unable
30	0	0.00%		Unable
40	0	0.00%		Unable
50	1	3.85%		Unable
60	4	15.38%		Unable
70	8	31%	Able	
80	5	19%	Able	
90	8	31%	Able	
100	0	0%		Unable
Total Number	26	100%	21	5
Percentage		100%	81%	19%



*Figure 4.* Diagram of Test I Cycle II

The table and diagram above showed that there were 21 students or 81% of the sample who were regarded as able, meanwhile the students who were categorized as an unable were 5 student or 19%.

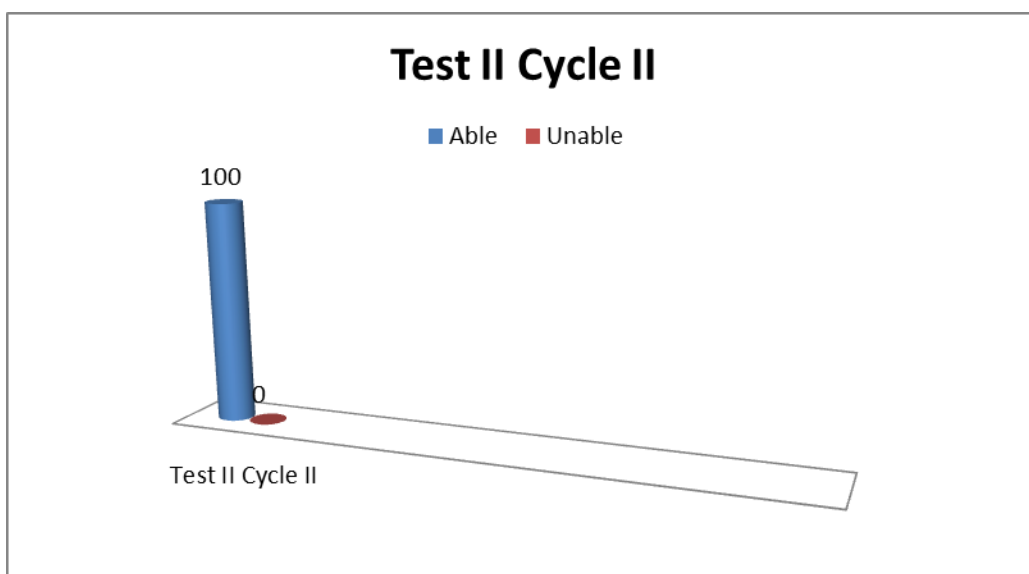
**Table 9.** Finding of the Students' Ability at Test II Cycle II

N O	Student's Initial	Indicators					Score	Able	Unable
		C	O	V	LU	M			
1	A	24	20	17	19	5	85	Able	
2	AK	20	19	17	17	4	77	Able	
3	AF	24	19	17	18	5	83	Able	
4	AW	21	19	16	17	4	77	Able	
5	DS	25	20	18	20	5	88	Able	
6	DAS	20	19	17	17	4	77	Able	
7	DH	18	16	15	17	4	70	Able	
8	EPS	20	19	18	17	4	78	Able	
9	ER	27	20	19	21	5	92	Able	
10	E	20	19	16	18	4	77	Able	
11	EA	20	18	17	18	4	77	Able	
12	F	23	20	17	19	5	84	Able	
13	FA	19	19	18	18	4	78	Able	
14	FS	25	20	18	19	5	87	Able	
15	JSS	21	19	17	18	4	79	Able	
16	LW	21	19	18	18	4	80	Able	
17	M	22	20	18	19	5	84	Able	
18	MF	20	19	18	19	4	80	Able	
19	NH	21	19	17	18	4	79	Able	
20	PIL	27	20	19	23	5	94	Able	
21	RRN	29	20	19	24	5	97	Able	
22	RI	21	20	17	18	4	80	Able	
23	S	21	19	17	19	4	80	Able	
24	SM	28	20	19	23	5	95	Able	
25	SN	21	19	17	18	4	79	Able	
26	WH	22	20	19	18	4	83	Able	
	<b>Total Number</b>						2140		
	<b>Mean Score</b>						82.3		
	<b>Able (Percentage)</b>							100%	
	<b>Unable (Percentage)</b>								0%

Based on the result of the test II in cycle II, the students' mean score was 82.3. The number of students able was 26% (26 students) and number of students unable was 0% (0 students).

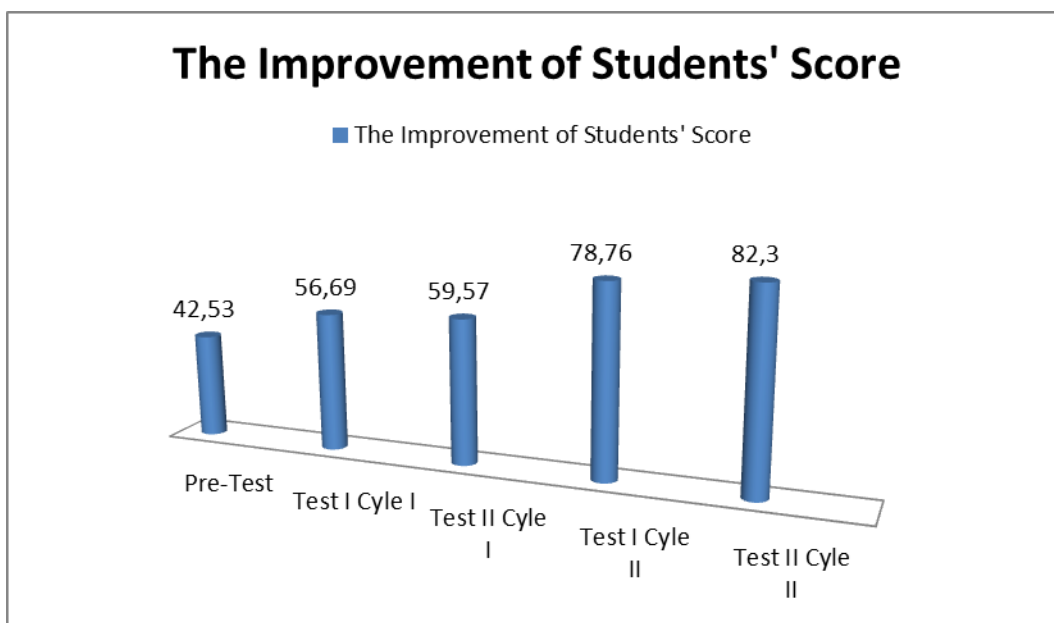
**Table 10.** Finding of the Students' Frequency at Test II Cycle II

Value	F	%	Able	Unable
10	0	0.00%		Unable
20	0	0.00%		Unable
30	0	0.00%		Unable
40	0	0.00%		Unable
50	0	0.00%		Unable
60	0	0.00%		Unable
70	11	42%	Able	
80	11	42%	Able	
90	4	15%	Able	
100	0	0%		Unable
Total Number	26	100%	26	0
Percentage		100%	100%	0%



**Figure 5.** Diagram of Cycle II

The table and diagram above showed that there were 26 students or 100% of the sample who were regarded as able, meanwhile the students who were categorized as an unable were not found. From the data obtained, it might be concluded that the XI - B class of academic year 2016/2017 were improved in writing narrative text by using behaviourism approach.



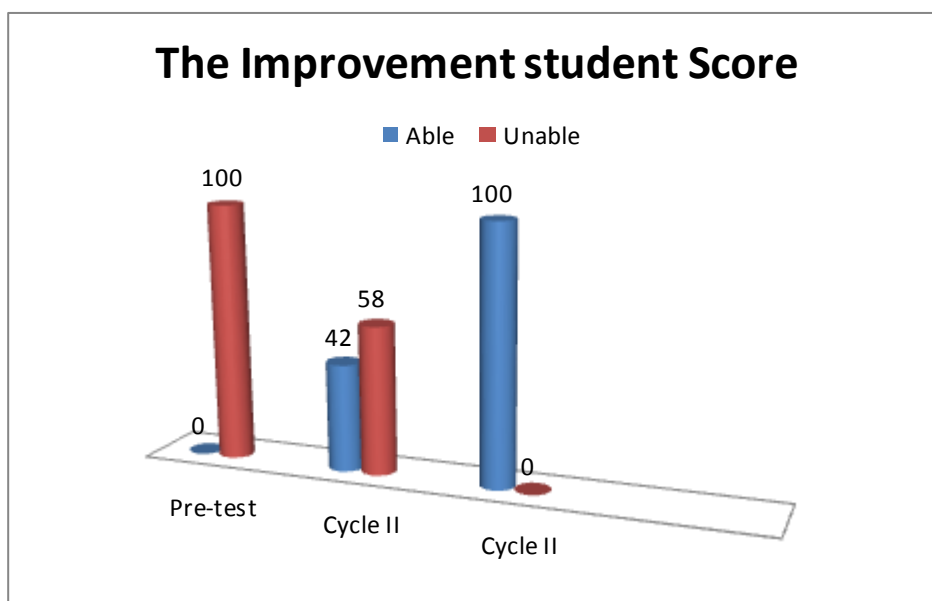
*Figure 6. Diagram of Students' Score*

**Table 11. The Improvement of Students' Score at Pre-Test, Cycle I and Cycle II**

No	Student's Inicial	Point		
		Pre-test	Cycle 1	Cycle 2
1	A	49	70	85
2	AK	29	47	77
3	AF	51	71	83
4	AW	33	50	77
5	DS	50	70	88
6	DAS	33	47	77
7	DH	35	47	70
8	EPS	35	47	78
9	ER	52	72	92
10	E	37	47	77
11	EA	35	47	77
12	F	51	73	84
13	FA	36	52	78
14	FS	50	71	87
15	JSS	38	50	79
16	LW	38	51	80
17	M	52	72	84
18	MF	43	55	80
19	NH	39	51	79
20	PIL	53	73	94
21	RRN	58	76	97



22	RI	38	56	80
23	S	35	53	80
24	SM	51	70	95
25	SN	38	53	79
26	WH	53	72	83
	<b>Total Number</b>	1112	1543	2140
	<b>Mean Score</b>	42.53	59.57	82.3
	<b>Total of Able Students</b>	0	11	26
	<b>Total of Unable Students</b>	26	15	0
	<b>Percentage of Able Students</b>	0%	42%	100%
	<b>Percentage of Unable Students</b>	100%	58%	0%



**Figure 6.** Diagram of Improvement of Mean Score, Total of Able Students, Total of Unable Students, Percentage of Able Students, and Percentage of Unable Students Result at Pre-test, Cycle I and Cycle II

The qualitative data were taken from the observation sheet and diary notes. The observation sheet used to show the most of the students were active and enthusiastic in writing narrative text learning by using behaviourism approach. At last, diary notes were used to know the students' development in every meeting.

Two meetings were conducted in this research and one of them was for the pre-test. The researcher gave writing narrative text in every meeting. In the first meeting the researcher gave the test, it was found that the students' score was very low from the result of the data, it

was found that the mean score of the students was 42.53. After the researcher knew the students' score, he used behaviour approach in teaching learning process.

The increase showed that by using behaviuorism approach, students were able to improve their writing narrative text. The mean of the students' score in the last meeting was the highest of all meetings, so it could be concluded that the students' achievement in writing narrative text was increased.

Therefore, it could be concluded that the use of behaviuorism approach could improve the students' achievement in writing narrative text.

1. The mean score of the pre-test to the last meeting was 42.53
2. The total of able students of the pre-test to the last meeting was 0, 11 to 26 students.
3. The total of unale students of the pre-test to the last meeting was 26, 15 to 0 students.
4. The percentage of able students of the pre-test to the last meeting was 0%, 42% to 100%.
5. The percentage of unale students of the pre-test to the last meeting was 100%, 58% to 0%.
6. The improvement of the students' score in writing narrative text by using behaviuorism approach could be seen from the mean of the students' score during the research, the researcher applied the following formula:

$$X = \frac{\sum X}{N}$$

Where:

$X$	= The mean of the students
$\sum X$	= The total score
$N$	= The number of the students

In pre-test, the total score of the students was 1112 and the number of the students was 26, so the mean was:

$$X = \frac{1112}{26} = 42,76$$

In the end of the cycle I, the total score of the students was 1543 and the number of students was 26, so the mean was:

$$X = \frac{1543}{26} = 59.34$$

In the end of the cycle II, the total score of the students was 2140 and the students was 26, so the mean was:

$$X = \frac{2140}{26} = 82.30$$

The percentage of master students could also be seen by applying this formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

$P$  = The percentage of master students

$R$  = The number of master students

$T$  = The total number of students (26 students)

The percentage of the improvement of students' writing narrative text could be seen as follows:

$$P_1 = \frac{0}{26} \times 100\% = 0\%$$

$$P_2 = \frac{11}{26} \times 100\% = 42\%$$

$$P_3 = \frac{26}{26} \times 100\% = 100\%$$

The result showed the improvement of the students' mean score from the pre-test to the second cycle. The percentage of master students also improved from test to test. It could be concluded that the behaviourism approach could improve the students' achievement in writing narrative text.

Based on the data collected in observation sheet, it was inferred that good conduct and good management of the classroom by the teacher had been achieved. The teacher firstly got the students' interest. Then the teacher explained the purpose of the study, gave good motivation and encouragement to the students, and told them to study more. In addition, the teacher fulfilled the source and learning media. The teacher then did the learning process in a systematical and interesting way.

**Table 12.** The Observation Result of Teacher's Activities from Cycle I to Cycle II

Focus	Point Which is Observed	Cycle I		Cycle II	
		Yes	No	Yes	No
Teacher	1. The teacher came on time	√		√	
	2. The teacher greeted the students	√		√	
	3. The teacher checked the students' attendance list	√		√	
	4. The teacher motivated the students	√		√	
	5. The teacher asked the students to give his opinion about vocabulary	√		√	
	6. The teacher explained the definition of vocabulary	√		√	
	7. The teacher gave the example of poem based on the test	√		√	
	8. The teacher asked the students to practice make poem	√		√	
	9. The teacher asked the students to do answer the test	√		√	
	10. The teacher advised the students were noisy	√		√	
	11. The teacher motivated the students to show their best in answering the questions based on the text	√		√	
	12. The teacher asked the students give a suggestion	√		√	
	13. The teacher closed the lesson and reminded them to study at home	√		√	
Students	1. The students listened/paid attention to the teacher	√		√	

	2. The students answered the questions of the teacher about vocabulary	√		√	
	3. The students gave the questions after listening to the teacher's explanation about vocabulary	√		√	
	4. The students practice through poem	√		√	
	5. The students practice through poem seriously	√		√	
	6. The students were quite	√		√	
	7. The students made some noise		√		√
	8. The students could ask the teacher's help when they needed it	√		√	
	9. The students collected their suggestion	√		√	
Context	1. The classroom is far from the crowded	√		√	
	2. The classroom is comfortable (clean, calm)	√		√	

## V. Conclusion

From this research, There was an increased improvement in writing narrative text by using behaviourism approach, because this theory displays more attention from the teacher to the students. From this research, it was found that students' difficulties in writing narrative text by applied behaviourism approach theory when the student writing narrative text, the students were trouble in telling experience that has never happened in writing narrative text.

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