USING DELIBERATIVE DEMOCRACY TECHNIQUE TO IMPROVE NARRATIVE TEXT WRITING SKILL OF THE ELEVENTH GRADERS OF SMAN 2 MAGELANG IN THE SCHOOL YEAR 2015/2016

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Abstract

Writing is one of the compulsory skills that is tested in the final examination and it must be mastered by students of Senior High School. However, the eleventh graders of SMA N 2 Magelang still find difficulties in learning writing, especially in narrative text. It can be proved by the result of the average score of the writing test of 32 students, which was only 67.97. This score does not reach the minimum achievement criteria of 78. There are several factors influencing that condition. The writer conducted a research to overcome that problem by applying Deliberative Democracy Technique. There are two main objectives in the research. The first is to know whether Deliberative Democracy Technique can increase the learning motivation of narrative text writing skill. The second is to know how great the improvement of the narrative text writing skill after being taught by using Deliberative Democracy Technique of the eleventh graders of SMA N 2 Kota Magelang in the school year 2015/2016 is. The subject of the research is the eleventh graders of SMAN 2 Magelang, comprising 32 students. The writer conducted a classroom action research for this purpose. It was divided into three phases: Pre-cycle, Cycle I and Cycle II. The writer used non test (observation, questionnaire and documentation) and test as the instrument to collect the data. Based on the writer's observation and questionnaires, it is showed that most students had behavioral change, they increase learning motivation.

Keywords – Deliberative Democracy Technique, Writing Skill, Narrative Text

Introduction

Language is primarily an instrument of communication among human being in a community. Larsen (2003: 2) states that English is an international language which has an important role in communication. As an international language, English is used to conduct communication, in the entire world in many countries. Therefore, English is taught as one of the important subjects in Indonesia from elementary to university level.

Based on the curriculum 2013 of senior high school, the main objective of teaching English is to master specific competences derived from language system (linguistic competence, sociolinguistic competence, discourse competence and strategic competence), macro skills (productive: speaking and writing; and receptive skills: reading and listening) and micro skill or the elements of the language (grammar, vocabulary, pronunciation, and spelling).

Writing is one of the important skills of English language teaching that is difficult to learn because it needs competence in organization, content, vocabulary, grammar and mechanics. Meanwhile, writing is one of the important ways for people to keep in touch with others. So mastering writing is necessary for people if they do not want to be one step behind the others.

Furthermore, in senior high school students have to learn English through different texts that have different functions. One of the texts that the eleventh graders must learn is a narrative text. Writing narrative texts is one of the compulsory skills in the 2013 curriculum.

Based on the observation to the eleventh graders of SMAN 2 Magelang in the school year 2015/2016, it is found that the students" narrative text writing skill is not satisfactory yet. It is proved by the average score of the test which is only 68. Meanwhile the standard minimum score is 78.

There are several factors found as the cause of the low score of the students. As for the internal factors students lack of motivations, they have no interest on the subject that is why they face the difficulties of organizing and developing ideas. Then most of the students do not master vocabulary. Besides the students could not organize the class well, they are passive in the lesson time. Those kinds of problems lead them learn ineffectively in class so they have problem in applying the materials have been taught.

The external factors such as the teacher, parents, school infrastructure, teaching techniques, medias and strategies also play important roles to the student"s score. The lack of support from the parents turns the students to get a low motivation; some parents seldom check the

progression of their childs" learning process. The other crucial one is that the teachers techniques of teaching sometime is boring, by directing all the material without considering how will the students catch the knowledge.

The objectives of studies are stated as follows:

1. To know whether the use of Deliberative Democracy Technique can increase students" motivation in learning narrative text writing skill of the eleventh graders of SMA N 2 Magelang in the school year 2015/2016.

2. To know how great the improvement of narrative text writing skill of the eleventh graders of SMA N 2 Magelang in the school year 2015/2016 who are taught by using Deliberative Democracy Technique is.

Writing is considered as one of the four language skills besides listening, speaking and reading. There are many definitions of writing. According to Brown (2004: 218), writing as a convention for recording speech and for reinforcing grammatical and lexical features of language. More over Donovan (2013:11) states that writing is a creative way to expressing ideas which every word is carefully chosen, every sentence thoughtfully constructed, and every paragraph is brimming with meaning and purposes.

Jacob (2004:21) explains that writing is complex and difficult to learn. Requiring mastery is not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter. On the other hand, Meyers (2005:2) says that writing is a way to produce language. Writing is also an action a process of discovering and organizing the idea, putting them on paper, reshaping, and revising them.

Therefore the writer concludes that writing is representation of ideas, thoughts, or feelings in forming symbols in a well-formed grammatically and lexically of a language.

According to Gerot and Wignell (1994:17), Narrative is a type of text that is proposed to amuse, entertain and deal with actual vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Abrams (1980:379) states that narrative is a description of series events, either real or imaginary that is written or told to entertain others. Moreover Meyers (2005: 52) states that

narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

Therefore, the writer concludes that narrative text is a text that tells a story in order to amuse others deals with some problems lead to climax and then turn into solution of the problems. Narrative is used when you want to tell about something interesting that happen to you at work or at school, when you tell someone a joke.

According to Liggett (2009), deliberative democracy technique is a technique that employs communication, discussion, and debate to maximize students‟ participation in the learning process. This technique redefines the role of teacher to more than an educational

coach confronting students‟ with new asks. Deliberative democracy technique aims to engage student in the subject matter by providing an incentive to learn, applying the knowledge they have gained to real world situations and dilemma, develop an array of skills (critical thinking, decision making, and communication) that will enable students to adapt to the fast changing realities of the modern world

In another way Gutmann and Thompson (2004) state that Deliberative Democracy is a compilation of hands-on instructional approaches that helps you to teach your required curriculum in an exciting and thought-provoking way. Deliberative democracy provides an innovative way for you to bring subjects alive in the classroom.

According to Bessete (1980), Deliberative democracy (also called discursive democracy) is a form of democracy in which public deliberation is central to legitimate lawmaking. It adopts elements of both representative democracy and direct democracy and differs from traditional democratic theory in that deliberation, not voting, is the primary source of a law's legitimacy.

Based on above definitions, the writer concludes that Deliberative Democracy technique is a technique that emphasizes a democratic circumstance. It encourages cooperation and teamwork. The ideas come in Deliberative Democracy learning is a team's decision.

Methodology

The subject of this research is the eleventh graders of SMA N 2 Magelang in the school year 2015/2016. This classroom action research involves 32 students of class XI MIA1. Based on the

writer"s observation, those students have different abilities in writing. Some students got good mark but some others got under the standart minimum score. The average score is 68. The writer will collaborate with English teacher of SMA N 2 Magelang. This research carried out in SMA N 2 Magelang that is located in Jend. Urip Sumoharjo Street, Wates, Magelang. It has 56 teachers. There are 24 classes and seven hundred and thirteen students.

Technique of collecting data used in this research was technique of test and non test. The aim of using this technique is to know the students" responses during the activities. It applied to find out what extend is the students" achievement in mastering writing narrative text using Deliberative Democracy Technique and their progress.

After collecting the data the writer will compare them with the score and calculate class mean score. The data analysis compared with score of Pre-cycle Test, Post Test in Cycle I and Cycle II. The result of this research gave description about the percentage of improving writing skill using Deliberative Democracy Technique.

After collecting the qualitative data through observation, questionaire, and documentation, the result of used to show the students" behavior and attitude change in the learning process in Cycle I and Cycle II. The writer then oncluded the data through several steps according to Miles and Huberman (1994:23).

Finding(s) and Discussion

This research had been done in three cycles. Precycle, cycle I, and cycle II that had been done in February 2016.

Based on the writer observation the student's motivation included in the average level while based on the students' writing test score 2students or 6.25% belonged to poor category. In fair category, there are 20 students or 62.5%. While in good category there are 10 students or 31.25%. It shows that the average score in pre-cycle test is 68.03 and it belongs to the fair category. From the problem and the result of pre-cycle above, the writer realizes that the students" writing skill of a narrative text is fair. Therefore, the writer uses Deliberative Democracy Technique in cycle I and cycle II to improve the student's writing skill of narrative text.

In cycle I observation after being taught using Deliberative Democracy Technique the students" motivation categorized in the high level. In cycle I test students got marks that

belong to fair category reach 6 or 18.75 % and 26 students or 81.25% belong to good category. It shows that the average score in cycle I test is 76.69 and it still does not reach the target (KKM) that is 78, so the writer continued in cycle II.

In cycle II the students more motivated and interested in Deliberative Democracy Technique it is proven by the result of the students" motivation observation that categorized in the highest level. In cycle II test students have marks that belong to good category reach 4 or 12.5%. 28 students or 87.5% belongs to very good category. It shows that the average score in cycle II test is 87 and it belong to very good category.
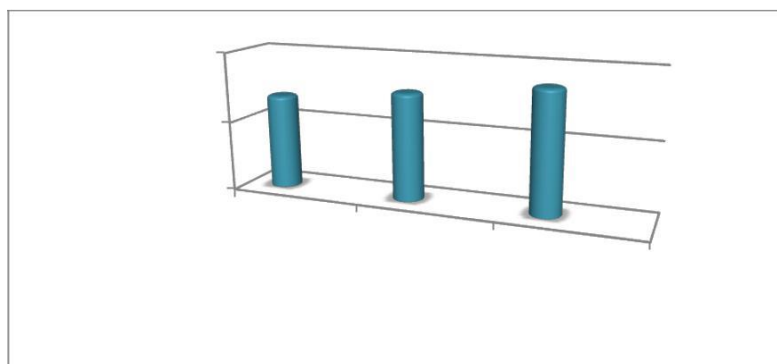
Table 4.10

The result of Narrative Text Writing Test in All Cycles

Assessment Aspect	Mean of Score			Improvement		
	PC	CI	CII	PC-CI	CI-CII	PC-CII
Writing Skill	67.97	76.69	87	8.72	10.31	19.03
Category	fair	Good	very good			

Diagram 4.8

The Improvement of Narrative Text Writing Skill in Pre-cycle, Cycle I, and Cycle II.

Conclusion(s)

Based on the analysis of the data in Pre-cycle, Cycle I, and Cycle II, the writer concludes as follows:

1. The use of Deliberative Democracy Technique can increase the students'' learning motivation of narrative text writing skill of the eleventh graders of SMA N 2 Magelang in the school year 2015/2016. In Cycle I, the students'' had not been motivated in Deliberative Democracy Technique. It can be seen from the result of students'' observation score which is only 70.31% while in Cycle II the result of students'' observation score is 84.69%. It can be concluded that the students'' learning motivation have increased.

2. There is a great improvement of the students'' narrative text writing skill of the eleventh graders of SMA N 2 Magelang in the school year 2015/2016. It can be seen from the students'' mean of score in pre- cycle is 69.97. It increased in cycle I became 76.69. Finally in cycle II the students'' mean of score is 87. It has reached the minimum requirement standard score in SMA N 2 which is 78.

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