

Improving The Students' Ability In Writing Narrative Text By Using Fairy Tale Story

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Abstract

The research question is: "Does the use of fairy tale story improve the students' achievement in writing narrative text to the grade X students of SMA N 1 Selesai in 2017-2018 academic year?". The aims of this research is to find out: "If the use of Fairy tale story improve the students' achievement in writing narrative text to the grade X students of SMA N 1 Selesai in 2017-2018 academic year. The subject of this research is the grade X students of SMA N 1 Selesai in 2017-2018 academic year with the total number 32 students. The method used in this research is Classroom Action Research (CAR), which consists of planning, action, observation and reflection. The instruments used to obtained primary data and the secondary data were writing test, the students' observation sheets, and questionnaire of the respondent. To analyze the students scores used the formula of percentage of class (%). The writer and students' observation sheets were analyzed using formula of percentage of mean score. The data presented in this study is qualitative data which are obtained from pre-cycle, the implementation, and the reflection of the action. From the result of the research, in the first cycle, the amount of the students who passed the test was improve. There were 78,12% of students who passed the test. However, it can not indicate the percentage of success. The weakness of the cycle one was planned to overcome in the second cycle. In the second cycle, it was found that the use of Fairy Tale make the students learning effectively through their active participation in learning process, and through Fairy Tale story improved the students' achievement in writing narrative text. The result of the study in the second cycle, there were 93,75% students who passed the test. It was greater the level of criteria of success. It can be concluded that the use of Fairy Tale story improves the students' achievement in writing narrative text by the grade X students of SMA N 1 Selesai in 2017-2018 academic years.

Keywords : fairy tale story. writing narrative text

1.Introduction

English is taught at schools in order that students are able to master the four skills, they are listening, speaking, reading, and writing. Harmer (2007:265) states as follows: "we use language in terms of four skills- reading, writing, speaking and listening. These are often divided into two types. *Receptive skills* is a term used for reading and listening skills, where meaning is extracted from the discourse. *Productive skills* is the term for speaking and writing, skills where students actually have to produce language themselves."

Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing.

Richards and Renandya (2002:30) state that "There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts." In line with these idea, Douglas (2004:218) states as follows:

“We also fully understand the difficulty of learning to write “well” in any language, even in our own native language. Every educated child in developed countries learns the rudiments of writing in his or her native languages, but very few learn to express themselves clearly with logical, well developed organization that accomplishes an intended purpose.” Seow (2002:316) states as follows: “Process Writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting), and editing – and there other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing. Teacher often plan appropriate classroom activities that support the learning of specific writing skills at every stages.”

In fact, most students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the text books.

The facts above frequently happen in many schools. Based on the observation in a school in Langkat, that is SMA N 1 Selesai at class X IA, it seemed that the students were rarely taught to write in English. They just did the assignment and discussed the answers together. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writings were far from the expectation. Actually students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well. Students did not have any ideas to write. In other words, they had blank minds when they were asked to write a text, for example a narrative text. Therefore, some media were needed to bring out their ideas. Some media here could be picture series, comics, movies, and (Fairy tale). Of course each medium has its advantages and disadvantages. One medium might be appropriate for teaching a certain skill and it might be inappropriate for teaching other skills.

In teaching narrative texts, fairy tale stories are better to be used as media. Fairy tale stories are more interesting than picture series or comics and movies because they are moving pictures, so students will see the actions of characters. Mean while, fairy tale stories are almost the same as movies in their moving pictures. However, fairy tale stories simpler and have less duration than movies. They do not contain too much dialogues so that students can catch the content easier. In addition the language used in fairy tale stories is easier and most familiar for senior high school students at class X because when they were child some of fairy tale stories had they hear from their parents. Furthermore, there are many fairy tale stories in the internet and also in book store that students can download or buy the books. So in the teaching and learning process especially in writing narrative texts, fairy tale stories are more effective than other media.

In short, based on the explanation above, it is concluded that writing skill is one of four macro skills which is involved in productive skill in which a student is able to develop ideas and feeling by considering some important components and writing processes. Based on the opinions above, the writer focuses the research: “improving the students’ ability in writing narrative text by using fairy tale”

According to Nystrand (1989:75),” writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects.” It means that writing is an activity to share information which is understandable for the

readers. So, the writer should be able to communicate to the readers through his/her sentences. Meanwhile, Randal (2004:160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

Writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers (Sudaryanto, 2001:64). In line with this opinion, Tarigan (1992:21) states that writing is a process in describing a language that can be understood by others, i.e readers. It means that writing needs a process that the idea can be understandable and expressed smoothly. Nura (2003:71) says that writing is an activity. Writing is not merely symbolize spoken language. Writing is a person's way to express him/her self and to adapt with the society. Through writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind.

In addition, according to Harmer (2004:86), "writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities." It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. so, of course, it needs a good and interesting language. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language

- General Concept of Writing

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Meyers (2005:2) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In other words, Harmer (2004:86) states that writing is a process and that what we write is often heavily influenced by constraints of genres, then these elements have to be present in activities. Boardman (2002:11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word. From the definitions above the writer can conclude that writing is a way to produce language that comes from our thought. It is written on a paper or a computer screen.

The purpose of writing is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing. It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose.

Punny (1996:163), states that there are really only four common purposes in writing they are: *to inform, to explain, to persuade, and to amuse others.*

a. Writing to Inform

In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. To inform is to transmit necessary information about the subject to the readers, and usually this means just telling the readers what the facts are or what happened. (Penny, 1996:163)

b. Writing to Explain

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must take sure That his readers understand it as well. (Penny, 1996:163)

c. Writing to Persuade

The most important writing we ever do in our personal life, our work life, and may be our school life will probably persuasion. Complaints to the rent board about our landlord, letters of application for jobs, essay on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial. (Penny, 1996:163)

d. Writing to Amuse Others

Writing to amuse requires that you focus on readers other than your self. You may enjoy the experience and take pride in what you accomplish, but you cannot settle for amusing yourself alone. Writing to amuse gives you an opportunity to bring pleasure to others. (Penny, 1996:163)

Anderson and Cathy, (1997:8) state that narrative text is a piece of text which tells a story and in doing, so entertains and informs the reader or listener. Meanwhile, Percy in Permana and Zuhri (2013:2) state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

Kane in <http://www.englishindo.com/2013/08/narrativetext.html> gives a definition of narrative as the following quotes: "A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straight forward movement from the first event to the last constitutes the simplest chronology."

From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically. In order that the text can be enjoyed by the

readers, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning, and to entertain the readers.

According to Bascon as quoted by Norton (1983:97) are prose narratives which are regarded as fiction. They are not considered as dogma or history they may, or may not have happened and they are not taken seriously. Norton adds, "Because the tales are set in any time of any place, they are considered almost timeless and placeless." They usually tell the adventures of animal or human characters. Fairy tales have no identified original author. They have been handed down from generation to generation by words of mouth.

Cumulative Tales are tales that build upon the actions, characters whether animals, vegetables, humans or inanimate objects, intelligence and reasoning ability. Cumulative tales can be found in the tales such as "Gingerbread Boy" and "The Fat Cat". Norton (1983:98)

Humorous Tales are folktales which allow people to laugh at themselves as well as the stupidity of the characters. The samples of Humorous Tales are the Russian tale "The Falcon under the Hat" and the English tales "Mr. And Mrs. Vinegar". Norton (1983:98)

Beast Tales are folktales in which animals usually appear as characters that talk and act like humans. The tales of "The Billy Goat Gruff" and "The Little Red Hen" are the samples of this kind of fairy tale. Norton (1983:98)

The majority of these tales contain some elements of magic. Fairy tales include in this type of folktales. Fairy tales are well-known story from folklore for children that often involve fairies or other magical characters. Good or bad magic can be performed; when it is good, the person who benefits from it usually has unfortunate or is considered inferior by a parent or a society. For example, Cinderella was usually helped by a fairy godmother. When it is bad, love and diligence usually overcome the magic. For example is The six swans, the story that tells us about one's diligence to overcome the wicked giant who wanted to eat her. Other samples of this type of tales is "Beauty and the Beast" Norton (1983:98)

The tales are told to answer a question, explain the existence of something or explain the characteristics of animals, plants, or humans. The story of "Birds Migrate in Winter" and "Why You Find Spiders in Banana Bunches" are included in this type of folktale. Norton (1983:98)

The majority of folktales include the super natural characters magic, or other exaggerated incidents. They are about plots that could have happened and people who could have existed. Norton (1983:98)

Based on the explanation above Fairy tales are a piece of prose fiction that can be read and some of them can watch it from the television.

2 Methodology

The research conducted here used classroom action research. The research was Classroom Action Research (CAR). In conducting the research, the researcher works together with teachers to solve the students' problem in writing.

The design of classroom action research used in this study was a cyclical process adapted from the model by Kemmis and Mc Taggart (Wiriatmadja 2007: 201). It consisted of four main steps, namely: planning, action, observation, and reflection. The cyclical process will be ended whenever the problems have been overcome. The four main steps

are preceded by reconnaissance (preliminary study), analysis and identification of problems, planning, implementing, observing, and reflecting.

This action research needs the data to support the investigation. Elliot (1998, 77-83) states that there is a list of techniques and methods which can be used to gather evidence in the reconnaissance and monitoring phases of action research. They are diaries, profiles, document analysis, tape/video recording and transcript, using an outside observer, interviewing, the running commentary, the shadow study, checklist, questionnaires, inventories, triangulation, and analytic memos.

This research applied qualitative and quantitative data. The qualitative data were taken from the questionnaire and observation sheet that used to describe the situation during the teaching and learning process.

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While quantitative data take from the students' oral test, namely writing performance and used of transactional language. Scores are used to analyze the improvement of the students' writing achievement in each cycle. The researcher tested the students by some aspects as explains before about testing writing. The students must prepare their grammar, content, vocabulary and fluency. To find out the class mean score in each cycle, the following formula was apply.

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

Where \bar{X} = Class mean score

$\sum X$ = Total scores

N = The total number of students

To categorize the number of master students, the following formula was apply:

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

Where : P= Percentage of students getting score 70

R= Number of student getting score 70

T= The total number of students taking a test (Arikunto,2010)

The criteria of success were set to determining whether the learning activities in the research are successful or not. The students were classify into success or pass examination when their score at 70 as the lowest grade score on English subject of SMA. On the other side, the students were put in the unsuccessful when their scores are less than 70. There were 32 students which are divides 22 girls and 10 boys.

3 Data Analysis

This part of this chapter has provided the overview of research findings the implementation of Fairy tale in short story to improve the students' achievement in writing narrative text. By looking the results of the students' achievement from the pre-cycle up to cycle II, there was an improving the students achievement by using Fairy tale in short story, because from pre-cycle up to cycle II, there are increasing the students' scores and the students activity in learning process. So, it can be concluded that the using Fairy tale story improved the students' achievement in writing narrative text. This table will tell about the students improvement from pre-cycle up to cycle II.

Table 2 The Result Of The Study From Pre-Cycle, Cycle I And Cycle II

| Theme of Study | Development | | |
|---|-------------------|-------------------|-------------------------|
| | Pre-Cycle | Cycle I | Cycle II |
| The score of students' | 37,5% | 78,12% | 93,75% |
| Students' activity in teaching learning process | 34,61% | 63,46% | 88,46% |
| Students' responses | 1,2 (Negative) | 1,7 (Positive) | 1,75 (Very Positive) |

Based on the table above, the research revealed that fairy tale in short story succeeded in improving the students' writing skill in narrative text. It was shown by finding of the study in the pre-cycle, it could be seen from the score of students' only improved 37,5% it means that their writing were far from the expectation, and it could be seen from the result of the students' activity in teaching and learning process was 34,61%. In pre-cycle the researcher need students' responses in teaching learning proces and the result of the students' responses was 1,2 (negative). So it can concluded the students were unsuccessful.

From the result of cycle I above it can be seen that students' succes in cycle I was not succes. It shown in the percentage of class success is 78,12%. It means that the students who passed the test on the cycle I were 78,12%, while the target of the students' success in this study is 85%. And it be known the the percentage is 63,46% from the result students' activity in teaching and learning process. It means that the teaching and learning activity is in "good" level. Where as the criteria of success of this study is in level "very good". So the use of fairy

tale story still need to be revised in the cycle two. And then, the students' responses of using fairy tale story is gotten 1,7. The value $1,7 \geq \text{Score Mean} > 1,50 =$ positive. It less from the criteria of score mean in this study. The criteria of success is "very positive" or $2,00 \geq \text{Score Mean} > 1,75$. The result of the test in t cycle II was very satisfied. It has showed the improvement. The percentage of the students activity is 88,46%. It is included in the level of $75 \% < MS \leq 100 \%$. It shows that the teaching and learning process is very successful. The value of students' responses percentage also shows the great improvement that is 1,75 in level of $2,00 \geq \text{Score Mean} > 1,75$.

This was the final stage of the second cycle which was also the final cycle in this study. Based on the observation, questionnaire and the test of writing narrative text. Based on the result above, it can be seen that the teacher had taught by using the appropriate media. So, the students are not boring to follow the teaching and learning process. Their responses are also very positive. It means that they are very attractive, active, and interested in learning by using Fairy tale story.

4. Conclusions

Based on the data analysis in the previous chapter, the present researcher found out that:

1. The use of Fairy tale story improve the students' achievement in writing narrative text by the grade X students of SMA Negeri 1 Selesai, it can be seen from the results of students achievement from pre-cycle until cycle II. In pre-cycle, the students' achievement was far from being successful. There were only 37,5% of 32 students who passed at the test. In the first cycle, the amount of the students who passed the test was increasing. There were 78,12% of students who passed the test. In the cycle two, it was found that the use of Fairy tale story improve the students' achievement in writing narrative text. The result of the study in the second cycle, there were 93,75% students who passed the test.
2. The use of Fairy tale story improves the students achievement in writing narrative text by the grade X students of SMA Negeri 1 Selesai, with the other words, there are any significant improvement of using Fairy tale story to the students' achievement in writing narrative text.

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