

Creating Stories to Improve Students' Writing Ability in Narrative Text for Junior High School Students

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Abstract— Writing skill is an important part in communication. Good writing allows us to communicate or deliver our messages to audiences clearly. But, most people think that writing is difficult. They don't understand how to compile ideas and elaborate them. It also happened among junior high school students. They said writing, particularly in English, was difficult. They didn't have self confidence in writing. They were afraid if their writing results were not good enough because of the lack of vocabularies and grammatical errors. Based on the statement above, the researcher did a research. The aim of the research was to enhance students' writing skill in narrative texts. It was held in SMPN 6 Satu Atap, Ungaran, Semarang Regency. The subjects were students of 8th grade. This research used qualitative that included research, information collecting, and socialization. The researcher chose the familiar and popular narrative texts, such as Pinocchio, Frozen, Moana, and designed them in many stories cards. Those cards were distributed to students and they were asked to recreate those stories. The results showed there was an improvement in writing skill through those educative cards. Students got more self confidence in creating some narrative stories. They enjoyed learning English through educative stories cards.

Key words: Creating Stories, Narrative Texts, Writing Skill

I. INTRODUCTION

The needs and progress of the times have required us to be able to master foreign languages as a communication tool in the era of globalization. Therefore, the policy of including English as one of the compulsory subjects in junior high schools (SMP) has received positive responses from the society. Today, the role of English as an optional local content subject has become mandatory local content. This is an evident in educational activities at school that English is given to students since they are at elementary school.

In mastering one language, students should have enough vocabularies to increase their self confidence in listening, speaking, reading, and writing. It relates to the statement that vocabularies is one of the knowledge areas in language that plays great role in mastering a language (Cameron, 2001) But the reality shows the results are different. There are some various problems and factors why the results are different. Students feel bored in learning English because they master minimum vocabulary. Students

will feel more confident if they have a large number of vocabularies.

It also happens among students of SMP N 6 Satu Atap West Ungaran, Semarang Regency. They have minimum vocabularies. Students seldom practice English because English is only taught 4 x 40 minutes a week. During the learning process, the teacher speaks in English or Indonesia, even in Javanese as the local language. Teacher has to complete the existing material that includes 4 skills, so that each skill cannot be done optimally by students, including writing skills.

According to Piaget (1970) as quoted from <http://www.tugassekolah.com/2015/12/karakteristik-peserta-didik.html> students of junior high school or 12 years old, have the ability to think symbolically and can understand something meaningfully without requiring concrete objects, even visual objects. Students have understood things that are imaginative. The implication in learning will be more meaningful when the materials are provided in accordance with students' interests and talents. This can improve student learning outcomes.

Gardner (1993) as quoted from <http://www.tugassekolah.com/2015/12/kertaistik-peserta-didik.html> states that at the age of this junior high school, seven Multiple Intelligences developed. The seven Multiple Intelligences include: (a) linguistic intelligence or functional language skills, (b) logical-mathematical intelligence or coherent thinking ability, (c) musical intelligence or the ability to capture and create tone and rhythmic patterns, (d) spatial intelligence or the ability to form mental images of reality, (e) kinesthetic intelligence or the ability to produce smooth motor movements, (f) intra-personal intelligence or the ability to know oneself and develop identity, (g) interpersonal intelligence or the ability to understand others.

In addition to the seven Multiple Intelligences above, according to Gardner (1993), another characteristic for junior high school students is the development of psychomotor aspects which include cognitive stages and associative stages. The cognitive stage is characterized by the presence of stiff and slow movements. This is because students are still in the level of learning to control their movements. Another stage is the associative stage. At this stage, students need a shorter time to think about their movements. They begin to be able to associate the

movements that are being studied with the known movements. This stage is still the middle stage in psychomotor development. After understanding the characteristics of junior high school students, as an educator, teachers can provide learning material in a way that is tailored to the age of the students so that the results achieved can be maximized

After going through an analysis with other teacher colleagues, the researchers found the causes of problems in learning English, especially in improving students' vocabulary and writing skills, including: the use of learning media that is less attractive, and lack of training for students to demonstrate their abilities. Based on the explanation above, the researchers want to submit a class action research proposal with the title Creating Stories to Improve Students' Ability in Writing Narrative Text among Junior High School Students.

The formulation of the problems in this paper are:

1. How Creating Stories can Improve Students' Ability in Writing Narrative Text among students in SMP N 6 Satu Atap, West Ungaran?
2. What are the benefits of Creating Stories in Improving Students' Writing Ability in Narrative Text for Students of SMP N 6, Satu Atap, West Ungaran?

II. LITERATURE REVIEW

Creating Stories

According to the Cambridge Dictionary, create is making. According to the Big Indonesian Dictionary, making means creating, or doing. Creating stories, according to the Big Indonesian Dictionary is to make or work on stories. In this case, the story is made in the form of narrative text written in English. The following is an example of a fragment of a story about Pinocchio in the form of an image. When students create stories, they made stories about Pinocchio by using their own words.



Figure 1. The example of the pictures

c. Narrative text

Narrative text is one type of English text that aims to tell a story that has a series of interconnected chronological events. The purpose of narrative text is to entertain the reader about a story or story. There are several types of narrative texts that can be imaginary text, factual text, or a combination of both. While Generic Structure in narrative text is a series of steps proposed to build a story. Generic Structure in narrative texts includes:

Table 1: Generic Structure of Narrative Text

<i>Generic Structure/Schematics Structure</i>	Function
<i>Orientation</i>	Introduction which includes where the characters, settings, and time of the story are set. Usually answering who (who); when (when); where. For example: Once upon a time, there was a Wolf lived in the forest
<i>Complication of Problems</i>	Tells the beginning of a problem that causes a crisis (climax). Complication usually involves the main character.
<i>Resolution</i>	The end of the story is a solution to the problem. There needs to be a resolution of the problem. Problems can be solved can be better or worse, happy or sad. Sometimes there are some complications that must be solved. This adds and maintains interest and tension for the reader.
<i>Re-Orientation / Coda</i>	Is the closing statement of the story and is optional. Can contain moral lessons, advice or teaching from

	the author
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While the Language Feature which is usually found in narrative texts includes:

- Certain characters (specific characters).
- Words that indicate the time to connect when the story happened (time words that connect events to tell when they occur) for example: once a time, a long time ago, and so on.
- A working word that shows that the activity was carried out (verbs to show actions that occur in the story). Example: make, sleep, stand, and so on.
- Use more description words to describe characters and settings in stories (descriptive words to portray the characters and settings).

c. Instructional Media

The word media comes from Latin, namely *medius* which literally means middle, intermediary or introduction (Arsyad Azhar, 2005: 3). In this regard, Prastati and Irawan (2005: 3) argue that media is anything that can channel information from information sources to recipients of information. In addition, Latuheru (1988: 14) also argues that learning media are materials, tools, and methods / techniques used in teaching and learning activities that aim at the process of educational communication interaction between teachers and students / learning citizens can take place in a useful and efficient manner. Gerlach and Ely cited Arsyad Azhar (2005: 3) stating that media when understood broadly is human, material or event that builds conditions that make students able to obtain knowledge, skills or attitudes. Whereas according to Gagne in Sadiman, et al. (2005: 3) states that media are various types of components in the student environment that can stimulate students to learn. The National Education Association / NEA provides a definition of media as both printed and audio-visual forms of communication and equipment, thus, the media can be manipulated, seen, heard or read (Sadiman et al. 2005: 7). The media also has a function as a carrier of information from the source (teacher) to the recipient (students) (I Wayan, 2007: 4).

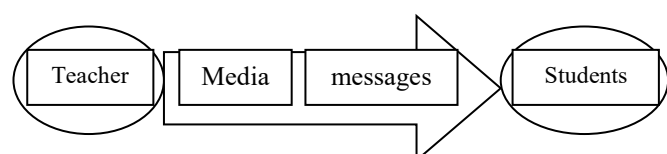


Figure 2. Learning Media Function (I Wayan, 2007:4)

Some of the meanings above can be concluded that learning media is everything that is hardware (all that can be heard, seen or touched by the senses) or software (the content that you want to convey) that can be used to convey messages / information from the source to the recipient and can be used massively, large/ small groups or individuals in the learning process. The learning media used in this study is using media Edu Cards. The word Edu itself is taken from the word *eductive*, which according to the Indonesian

Dictionary (KBBI) has educational significance. So, Edu Cards is a game media in the form of picture cards that do not only function as games, but are used as a medium in the implementation of English learning materials, especially in the writing of narrative text.

III. METHODOLOGY

The research method used is qualitative method, with details as follows:

1. Approach to Writing

The approach used is a qualitative based on the study of literature. The choice of this approach is expected to be able to provide a careful description of the potential of the object of study. In this case, the author gives a concept of Creating Stories to Improve Writing Ability in Narrative Text for Junior High School Students.

2. Data Sources

The preparation of this study takes data sources from sources originating from scientific journals, books, articles and theories that are relevant to the topic of research. The source of this study is expected to be able to strengthen the discussion of the topic.

3. Data Collection Techniques

Data collection was done through library research techniques while sorting through library resources that support solving problems in writing.

4. Data Analysis Techniques

Data analysis was carried out by qualitative descriptive method.

5. Research Preparation Techniques

Preparation of this research through systematic stages. The steps are: a) finding and formulating problems, b) finding and selecting relevant library sources, c) analyzing data to answer problems, d) formulating discussion of problems, e) drawing conclusions and recommending suggestions, and f) compile reports.

Here are examples of Edu Card game designs.



Figure 3. Edu Card Game Design

Each student gets a learning media game Edu Cards designed with interesting images that will be used as a clues to develop the images on the card into a narrative text paragraph. The game runs as follow: the guide will guide the course of the game by sharing the students some Edu Cards, then students arrange the pictures on the card so that they become a narrative text storyline according to the picture. After that, students write their stories in narrative text, then the students gathered to the teacher and carried out an evaluation and questionnaire about the students 'scores in using the media game "Edu Cards" to improve students' writing skills.

a. Evaluation Phase

The last stage is the evaluation stage which is carried out before, during, and after the activity. This stage aims to find out how far and effective the "Edu Cards" research is in helping students improve their writing skills.

c. Location and Research Subject

This research would be conducted at SMP N 06 Satu Atap, West Ungaran, Semarang Regency with the research subject of 8th Grade. In this case, the teacher is also involved in conducting the research.

d. Problem Solving Framework

Based on the formulation of the problem above the things that were done are:

1. Using Edu Cards is as a clue to help students improve English vocabulary and the ability to write narrative texts for Junior High School students.
2. Choosing the right and appropriate media for Junior High School students in learning English.
3. Motivating teachers to be creative in choosing media and teaching attracting English is interesting for students of Junior high school.
4. Motivate students to be interested in learning English

e. Realization of Problem Solving

The realization of the implementation of the study on SMP N 06 Satu Atap, West Ungaran was carried out in the sequence of problem solving frameworks. During the implementation, the researcher also conducted an evaluation. This form of evaluation is as follows:

1. Evaluation is carried out before, during, and after research activities.
2. The form of evaluation is a test using the assessment.
3. The criteria for the success of this activity described in the indicator are vocabulary and students' ability in writing narrative text increases.

IV FINDING AND DISCUSSION

English is an international language that is often used in communicating with other countries (Crystal, 1997), so it needs to be taught from an early age. Learning English is inseparable from vocabulary learning. The more vocabulary we master, the more confident we are when speaking and

writing in English. This fact encourages researchers to teach English to improve vocabulary and writing skills among students at SMPN 06 Satu Atap, West Ungaran, particularly grade 8th.

The reality presents that students' mastery in vocabulary and writing skill are still minimum in SMPN 06 Satu Atap, West Ungaran because there are some factors, such as English taught only 4 x 40 minutes a week. During the learning process, the teacher speaks both in English or Indonesia, even in local language. In addition, during the learning process, the teacher must complete the existing material which includes 4 skills, so that each skill cannot be done maximally by students, including writing skills, and the English teacher is only Pak Agung who teaches all grades, since grade 7th to 9th.

According to Piaget (1970) as quoted from <http://www.tugassekolah.com/2015/12/karakteristik-peserta-didik.html> junior high school students or 12 years old, have the ability to think symbolically and can understand something meaningfully without requiring concrete objects, even visual objects. The implication in learning will be more meaningful when the materials are provided in accordance with the interests and talents of students. This can improve student learning outcomes. It relates the statement that the important of students' interest in facilitating their engagement that can lead to positive outcomes (Ainley, 2006).

Before carrying out research at SMP N 06 Satu Atap, West Ungaran, the researcher discussed and asked Mr. Agung about students' characteristics and the materials. Mr. Agung is an English teacher who taught English at the school from seventh till ninth grade. Mr. Agung advised us to apply an attractive way in teaching English. After getting many suggestions, the researcher and teams coordinated and discussed to determine interesting and fun ways during learning English. After several discussions, finally the researcher and team agreed to make an educational and fun media game to improve students' writing skills through edu cards. The meaning of edu cards, here, is the series of pictures which represent a story. The material chosen is to rewrite the narrative text. Mr. Agung, as a teacher at the school, suggested conducting research in 8th grade because he saw grade 8th was ready to be given research material rather than grade 7th. The study was conducted in 8th grade with 37 students.

The study was conducted 4 times, namely on 13, 15, 20, and March 22, 2018. In the initial research on Tuesday March 13, 2018 at 07.00-08.20, the researcher explained to students about the definition of narrative text, generic structure and language feature narrative text. After that, the researchers gave examples of stories about Frozen and Pinocchio and asked students to analyze two stories and searched for generic structure and language features. Due to time constraints, researchers could not provide further assignments. Subsequent research was carried out the following day.

On Thursday, March 15, 2018 at 11.00 - 12.20, the second research was conducted. The researcher briefly reviewed the generic structure and language features, divided into several groups. Each group contained 4 people and gave several different stories and asked students to make generic structures and language features, as well as write the stories (rewriting stories). Students did not get the difficulty in finding a generic structure, but they got difficulty in understanding the vocabulary in the story. When researcher asked students to rewrite *Frozen* by using their own words, they still got difficulties in arrange the words into good sentences. They were afraid in rewrite the story because their vocabulary is still low. Although students' mastery in vocabularies was minimum, they rewrote the story and decorated their work actively.

The third study was conducted on Tuesday March 20, 2018 at 07.00-08.20. That day, students were given stories they already knew, namely *Frozen* and *Pinochio*. Students chose one story and rewrote the story. They also presented generic structure and language features in their writing. Students worked individually. Some students still had difficulties in rewriting the story because their vocabulary was limited and there were many grammatical errors among the students.

In the 4th study on Thursday, March 24, 2018 at 11.00-12.20, students were given a questionnaire regarding learning English. Students felt happy in learning English because they got new vocabularies and the lessons were not boring. Though students had been given an example about a narrative text, many students got difficulties when they are asked to rewrite the story in narrative form. They are still having trouble with English vocabulary. When conducting research at SMP N 06 Satu Atap, West Ungaran, researchers observed that the obstacle faced by 8th grade students at the school was students' English language skills were still minimal. The mastery of vocabulary among students was minimum. Students seldom practiced speaking or writing English and English was only taught four times a week (4x40 minutes). It was added by parents and society's opinions that English is not important. In addition, English language teachers only teach according to the material contained in conventional student worksheets (LKS). The teacher did not apply a fun method of play.

Meanwhile, there are several obstacles faced by teachers in teaching English to 8th grade students of SMP N 06 Satu Atap, West Ungaran. These constraints included infrastructure that was less supportive or still minimal. Infrastructure included CDs about learning English and English-language reading books that were not available at school. In addition, the teacher was also pushed to complete all material from the LKS with minimal amount of lesson hours. This caused the teacher to focus solely on the completion of the material on the LKS without paying attention how to improve students' vocabulary or encourage students in writing skill.

Based on the results of the questionnaire given to students, it showed that there was a development using educational game-based learning media in improving student vocabulary and the ability to write narrative stories. When students learnt with conventional or monotonous methods, such as answering all questions on the LKS sheet, they felt bored and didn't really understand. When students learnt English by using edu cards, they felt happy. Some students hope by mastering English, they could study abroad.

Below was the list of questionnaires that was given to students. There were several advantages and disadvantages in the applying of edu cards game. These advantages included:

1. Students were happy in learning English by using an interactive learning process. They were more active during the learning process.
2. The stories were familiar and popular among students. It was hoped by knowing the stories, students could rewrite the stories easily.
3. This game also trained students to work in teams or in groups. All students had to be actively involved so that the learning process was more interesting and interactive. Besides excellence, there are also weaknesses in this edu cards game. These weaknesses include:
4. Students' vocabulary increases but students were afraid in writing and creating narrative stories.
5. The process of writing students' training was minimum and it caused the results were not good enough.

V. CONCLUSION

The research showed there were some obstacles faced by students and teachers. The obstacle faced by the 8th grade students at the school were students' English language skills were still minimum, the lack of students' vocabulary and students were rarely given the practice of making and writing stories in English. In addition, English teacher was too busy to complete all materials that were presented in LKS. Teacher could not apply an attractive and fun method in learning process. This caused students' demotivation in learning English. The infrastructure that is less supportive or still minimal at this school, such as the availabilities of CDs about learning English and English-language reading books that were not provided by school. Although there were some obstacles that were faced both students or English teacher, there were several advantages while students were taught by using edu cards game, including: 1) students learnt English easily by using edu cards games; 2) students are more active involved during the learning process; 3) the stories were popular and familiar for children, so it eased students to understand and rewrite the story in the form of narrative texts. 3). Media and the selection of words were closed to students' activities that made they could apply and adopt the edu cards easily; 4) this game also trained students to work in teams or in groups. All students had to be active involved in creating a lively learning process; 4) the cards were the series of

stories that would be ease students to rearrange the cards.

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