

Fantasy Story Writing Ability Using Genre-Based Approach in Class 7-A Of Smp N 4 Pandak in The Academic Year Of 2018-2019 (Results Of Pre-Activity Research)

Retno Yuliasuti

Yogyakarta State University

Yogyakarta, Indonesia

etno.yuliasuti2016@student.uny.ac.id

Kastam Syamsi

Yogyakarta State University

Yogyakarta, Indonesia

Abstract—This research aimed to overview the ability to write fantasy story in learning Indonesian language using genre-based approach in class 7-A of SMP N 4 Pandak in the Academic Year of 2018/2019. The approach used was quantitative approach, and the type of research used was descriptive research. The subjects of this study were students of class 7-A SMP N 4 Pandak in the academic year of 2018/2019 with the number of students. The data of this research were students' ability to write fantasy story using Genre based School, and the source was the result of writing fantasy stories. The instrument used was a test of fantasy story writing. Technical data obtained were observation data, documentation, and measurement techniques. Data analysis in this study is the result of the assessment of students' works from 2 assessors, which were the first appraiser and the second appraiser, accompanied by the average grades. The results showed the implementation of teacher learning goes well. The average grades of students' fantasy writing skills were: 1) 56.6 for structural aspects and classified as incapable; 2) 52.3 for aspects of language characteristic and classified as capable; and 3) 56.3 for aspects of general characteristics and classified as capable. The overall average grade was 52.7 which belonged to interval of 41-60.99, described as capable. Based on the research results, it can be concluded that students were capable in writing fantasy stories. Suggestions for this research were: 1) to improve students' writing skills to get better results using genre-based approach; 2) for SMP N 4 Pandak teachers to use easy and appropriate genre-based approach in the learning process; and 3) for other researchers to use this thesis as a reference.

Keywords—writing, fantasy story, genre-based approach

I. INTRODUCTION

Language has a very important role in people's daily life because it is a means of communication. The importance of language is evident in every activity that always uses language as its main mode. Indonesian language is Indonesia's national language and it is taught in major education levels, ranging from elementary school, middle school, up to high school. Therefore, Indonesian is an essential knowledge to be conveyed or taught.

In communication process, there are four different yet interconnected skills, which are of listening, speaking, reading,

and writing. These four aspects need to get equal portion in Indonesian language learning. However, generally, students are less interested in writing activities. They prefer to communicate orally because communicating orally is presumed as easier than written communication. This causes students barely able to do writing activities as a manifestation of written communication. Students consider the material about writing to be a scourge for students in elementary school, middle school, and high school since they lack of knowledge. The cause of this poor knowledge is that they do not like to read, so they do not have sufficient references to be used as writing materials.

Writing is a creative process of expressing ideas in written form with different goals, such as informing, convincing, and entertaining. According to Tarigan in [1], "writing is a language skill used to communicate indirectly or not face to face." Furthermore, Suparno and Yunus in [2] stated that writing is an activity of delivering messages using written language as a tool or medium.

The problem in teaching Indonesian language especially writing skills needs to get intensive attention and emphasis from the Indonesian language teacher because writing is one of the language skills taught in middle school level. That is why the researchers chose to investigate this and write this article.

Indonesian language learning approach in Kurikulum 2013 is text-based learning. The revised edition of 2017 shows changes especially in the scope of the material. For grade 7, there are types of texts that must be learned in Indonesian language, namely (1) description text, (2) narrative text (fantasy story), (3) procedural text, (4) observation report, (5) folk poetry, (6) folklore, (7) letters, and (8) literacy.

Based on Kurikulum 2013 (K-13) revised version, fantasy stories are one of the narrative forms in Indonesian language class 7-A lessons. Writing fantasy story is an obligatory skill for grade 7 to master in the first semester, as demanded from Core Competency (KI) 4, experimenting, processing, and presenting in the concrete domain (using, decomposing, assembling, modifying, creating) and abstract domains (writing, reading, counting, drawing, and composing) and Basic Competency

(KD) 4.4, presenting creative ideas in the form of fantasy stories verbally and in writing by showing the structure and use of language.”

According to Harsiati in [3] stated that "Fantasy stories are one genre of stories that is very necessary to improve creativity and it belongs to fictitious narrative text." According to Harsiati in [3] the general characteristics of fantasy story consist of: the existence of miracles/peculiarities/mysteries, open story ideas, using various backgrounds (across space and time), unique characters (having supernatural powers), fictitious, using varied and expressive language style with dialogues. Moreover, Harsiati in [3] mentioned that the structure of fantasy story is orientation, complications, and resolution. Harsiati in [3] also described that the language features of fantasy story are the use of pronouns and proper nouns (names of people), the use of words that perceive senses for background descriptions, the connotative and specific word choices, sequential conjunctions, the use of words or expressions of surprise, and the use of dialogues in the story.

In fantasy stories there are miracles, peculiarities, mysteries, and supernatural things which are not found in the real world. The fantasy world or the imaginary world that students have varies according to their imagination. Therefore, fantasy story was selected to increase students' imagination poured through writing.

Writing a fantasy story cannot be done in just one occasion since it needs guidance from the teacher. In coaching for writing fantasy stories, it is necessary to have the appropriate learning model so that learning can be enjoyable and easily understood by students. For this reason, the genre-based approach is used. Genre-based approach is a writing learning model that emphasizes students understanding of how to construct a text. This model also emphasizes the learning process in acquiring the ability to distinguish different types of text. The ability to perceive various types of texts and their constructing strategies can be obtained through several stages of learning that focus on lexicogrammatical differences as the characteristics of each text. Thus, learners can understand that the text is an artifact that can be questioned, compared, and constructed [4].

The genre-based approach was chosen because it is able to maximize students learning process to focus on writing, so that students can broaden their ideas and thoughts widely and improve their creativity. Therefore, the reason for choosing fantasy story with genre-based approach is to view class 7-A students ability in writing fantasy stories.

Based on preliminary data, it was found that class 7-A students faced some problems in writing, especially writing fantasy stories. Students in class 7-A exhibit diverse abilities as there are some with high level of understanding, and some are average. The sampling technique used was random sampling because there is no superior class in SMP Negeri 4 Pandak. All classes are considered homogeneous, so each class has the same opportunity to be taken as a sample. The selection was solely based on the researchers' considerations. Therefore, class 7-A students were selected as research subjects in this research.

There were several reasons of choosing SMP Negeri 4 Pandak. Firstly, there has never been any research on the ability to write fantasy stories in Indonesian learning with a genre-based approach done in this school. Secondly, it was to discover the ability of writing fantasy stories in Indonesian language learning using the genre-based approach. Considering these reasons, the research was conducted in SMP Negeri 4 Pandak to figure out the quality of students ability in writing fantasy stories.

The rest of this paper is organized as follow: Section II describes the research method. Section III presents the obtained findings and following by discussion. Finally Section IV concludes this work.

II. THE RESEARCH METHOD

This study used the Classroom Action Research (CAR) approach. The initial stage of the research used was descriptive research. The research subjects were 32 students of class 7-A in SMP N 4 Pandak. The data needed in this study were students, ability in writing fantasy stories, while the source of data was the result of writing fantasy stories. The instrument used was a performance test. The type of data validity used was content validity, while the data reliability used was interrater reliability. Data collection techniques used in this study include observation, documentation, and measurement techniques. Data analysis in this study includes assessing the works of students by 2 assessors, namely assessor 1 and assessor 2 accompanied by an average calculation.

III. FINDINGS AND DISCUSSION

The assessment of class 7-A students, ability to write fantasy stories views the structure of fantasy story, language features of fantasy stories, and general characteristics of fantasy stories. The results of the study can be seen as follows:

A. Research Results

1) Learning Implementation

The results of this study are generated from pre-research observation which was meant to grasp the usual classroom learning activities before researching with a genre-based approach. The learning process was in accordance with the prepared lesson plan, but there were some that do not comply with the criteria specified in the instrument. In learning to write fantasy stories, there are normative steps to find out the initial abilities before the research: (1) in the initial activities the teacher greeted, prayed, and checked students' attendance, and (2) the teacher provided information on competence, material, goals and learning benefits.

The core activities were carried out in accordance with the application of the scientific approach, namely: (3) the teacher invited students to explore information about fantasy stories, (4) students observed the explanation of steps in planning and writing fantasy stories, (5) the teacher formed some groups, (6) students tried to pose questions to the teacher, (7) students discussed with their groups to write fantasy story outline, (8) the group representative read the results of the group discussion, (8) other groups responded to the presenting group, (9) the teacher

became a facilitator and gave appreciation to students, and (10) the teacher drew conclusions about the materials.

The closing activities for reinforcement were appropriate, as there were conclusion and reflection on the materials being taught. (11) As a concluding remark, the teacher reflected and gave assignments for the next meeting to make fantasy stories. After the learning steps were carried out by the teacher, the teacher assigned the task of writing fantasy stories.

In the criteria of challenging questions, the teacher posed only partially appropriate ones as the teacher asked questions that were not challenging. Continued to the presentation of material systematically (from easy to difficult, from concrete to abstract), it was only partially appropriate because the teacher only conveyed from easy to difficult materials. In the activities containing the components of exploration, elaboration, and confirmation, the teacher did it inappropriately because the teacher taught according to Kurikulum 2013 lesson plan which did not contain these three components. Furthermore, in the criteria of using spoken language clearly and smoothly, the implementation of the teacher was only partially appropriate since the teacher used clear language but was combined with local language.

Based on the explanation above, although there are several aspects that have not met the criteria, the steps of learning were carried out well as it has been conditioned during the learning process.

2) The Results of Assessing the Ability to Write Fantasy Stories on Structural Aspects

The quality of the ability to write fantasy stories on structural aspects resulted in two categories, namely a highly capable category consisting of 8 students, and a capable category consisting of 24 students. In the structural aspect, students' ability in writing fantasy stories belongs to underprivileged category. In order to find out the quality of the ability to write fantasy stories for all students of class 7-A from the aspect of structure, it was done by finding the average value using the following mean formula:

$$= 1810$$

$$32$$

$$= 56.6$$

The average value of the ability to write fantasy stories in class 7-A SMP N 4 Pandak from the structural aspect is 56.6, so it can be concluded that the quality of the ability to write fantasy stories based on the structural aspects of fantasy stories in class 7-A belongs to the highly capable category in the range of 41-60.99.

3) The Results of Assessing the Ability to Write Fantasy Stories on Language Features

The quality of the ability to write fantasy stories on aspects of language features resulted in two categories, namely a highly capable category consisting of 1 student and a capable category consisting of 31 students. In the structural aspect there is no

student writing fantasy stories on aspects of language features in the category of underprivileged, or even incapable. In order to find out the quality of the ability to write fantasy stories for all grade 7-A students from aspects of language features, it was done by finding the average value using the following mean formula:

$$= 1680$$

$$32$$

$$= 52.3$$

The average score of the ability to write fantasy stories in class 7-A SMP N 4 Pandak from the language features aspect is 52.3, so it can be concluded that the quality of the ability to write fantasy stories based on language features of fantasy stories in class 7-A belongs to the capable category in the range of 41-60.99.

4) The Results of Assessing the Ability to Write Fantasy Stories on General Characteristics

The quality of the ability to write fantasy stories on general characteristics resulted in two categories, namely the highly capable category consisting of 6 students and the less capable category consisting of 26 students. In general characteristics, students write fantasy stories on general characteristics in underprivileged categories. In order to find out the quality of the ability to write fantasy stories for all class 7-A students from the general characteristics aspect, it was done by finding the average value using the mean formula as follows: In the structural aspect students write fantasy stories on structural aspects in the underprivileged category. In order to find out the quality of the ability to write fantasy stories for all students of class VII-A from the aspect of structure, it was done by finding the average value using the following mean formula:

$$= 1810$$

$$32$$

$$= 56.6$$

The average value of the ability to write fantasy stories in class 7-A SMP N 4 Pandak from the structural aspect is 56.6, so it can be concluded that the quality of the ability to write fantasy stories based on the structure aspects of fantasy stories 7-A belongs to the highly capable category in value range 41-60.99.

5) The Results of Assessment the Ability to Write Fantasy Stories on Language Features

The quality of the ability to write fantasy stories on aspects of language features is in two categories, namely a highly capable category consisting of 1 student, and a capable category consisting of 31 students. In the structural aspect there is no student writing fantasy stories on aspects of language features in the category of underprivileged, or even incapable. In order to find out the quality of the ability to write fantasy stories for all

grade 7-A students from aspects of language features, it was done by finding the average value using the following mean formula:

$$= \frac{1680}{32} = 52.3$$

The average score of the ability to write fantasy stories in class 7-A SMP N 4 Pandak from the language features aspect is 52.3, so it can be concluded that the quality of the ability to write fantasy stories based on language features of fantasy stories in class 7-A belongs to the capable category in the range of values 41-60.99.

6) The Results of Assessing the Ability to Write Fantasy Stories on General Characteristics

The quality of the ability to write fantasy stories on general characteristics resulted in two categories, namely the highly capable category consisting of 6 students and the less capable category consisting of 26 students. In general characteristics, students write fantasy stories on general characteristics in underprivileged categories. In order to find out the quality of the ability to write fantasy stories for all class 7-A students from the general characteristics aspect, it was done by finding the average value using the mean formula as follows: In the structural aspect students write fantasy stories on structural aspects in the underprivileged category. In order to find out the quality of the ability to write fantasy stories for all students of class VII-A from the aspect of structure, it was done by finding the average value using the following mean formula:

$$= \frac{1810}{32} = 56.6$$

The average value of the ability to write fantasy stories in class 7-A SMP N 4 Pandak from the structural aspect is 56.6, so it can be concluded that the quality of the ability to write fantasy stories based on the structure aspects of fantasy stories 7-A belongs to the highly capable category in value range 41-60.99.

7) The Results of Assessing the Ability to Write Fantasy in Class 7-A at the initial stage of observation

The overall grade in writing fantasy stories was obtained from researcher's score. Furthermore, each value is accumulated to get the total value of all aspects assessed so that the ability to write fantasy stories in class 7-A-2 can be described. The quality of writing fantasy story skill in class 7-A SMP N 4 is categorized in two categories, namely: capable category consisting of 8 students, and less capable category consisting of 24 people.

In order to figure out the ability to write fantasy stories in class 7-A as a whole, it can be done by looking for the average using the following mean formula:

$$= \frac{1762}{32} = 55,625$$

Based on the calculation results, it is discovered that the highest value is 62.3 and the lowest is

41.1. For the average score of all students of class 7-A is 55.625, it can be concluded that the ability to write fantasy stories in class 7-A of SMP N 4 Pandak belongs to the underprivileged category in the range of 41-60.99.

B. Discussion

Based on the results of the research, it was found out that the ability to write stories in class 7-A SMP N 4 Pandak is inadequate. The material for writing this fantasy story is in class 7-A, in Indonesian language learning process the teacher teaches fantasy story material and facilitates the media in PowerPoint slides form so that learning process can be more enjoyable.

The assessment of writing fantasy stories was based on three aspects: structure, language features, and general characteristics. According to Harsiati et al. in [3] the structure of fantasy story consists of orientation, complications, and resolution. The researchers developed the assessment criteria in accordance with structural theory according to Harsiati et al. [3].

In accordance with Harsiati's opinion, there were 9 students who wrote fantasy stories using a complete structure. The other 23 students wrote with incomplete fantasy story structure. It was obvious that the majority of the students wrote fantasy stories using incomplete structure on aspects of orientation and complications.

According to Harsiati in [3] stated that the language features consist of the use of pronouns, the use of words that perceive senses for background descriptions, the connotative and specific word choices, sequential conjunctions, the use of words or expressions of surprise, and the use of dialogues. Looking over this, there was one student in class 7-A who wrote a fantasy story that met the criteria for assessment aspects of language features. The other 31 students wrote fantasy stories that do not contain the use of words that perceive senses for background descriptions and the use of specific and connotative word choices. General characteristics contain miracles/peculiarities/mysteries, open story ideas, using various backgrounds (across space and time), unique characters (having supernatural powers), fictitious, and language (varied, expressive, and using a variety of conversations). In line with Harsiatis statement, there were 6 students of class 7-A who wrote fantasy stories by fulfilling all criteria for assessing general characteristics. The rest wrote fantasy stories which did not meet the criteria for assessment, on the criteria of

miracles/peculiarities/mysteries, and unique characters (having supernatural powers).

The research was conducted based on three aspects of assessment (structure, language features, and general characteristics). From the assessment of these three aspects, it was discovered that the ability to write fantasy stories with a genre-based approach in class 7-A SMP N 4 Pandak for aspects of the structure is classified as underprivileged. This proves that the ability to write fantasy stories in class 7-A SMP N 4 Pandak needs to be carried out by learning using genre-based approach so that the students can become capable or very capable with good grade category.

This study was compared with the results of research conducted by Muhammad Arif Ikhwanuddin (2013) entitled "The application of the genre approach to improve the writing skills of narrative essays in class 4A students of SDN Wonosari 02 Semarang." The study concluded that the students' narrative writing skills increased; in the first cycle 75.67 % with good category and in cycle II 89.19% with KKM (grade standard) of > 64. This research showed that using the genre-based approach can increase narrative writing skills. The difference between this study and that of Muhammad Arif are: (1) the researchers chose class 7-A as the subject of the study while Muhammad Arif chose the class IVA as the subject of the study; (2) the researchers chose middle school as the place of research while Muhammad Arif chose elementary school as the place of research; and (3) the researchers have only conducted one test of writing fantasy stories while Muhammad Arif had two cycles in writing narratives. The similarities are: (1) both used genre-based approach; (2) the researchers chose fantasy story and Muhammad Arif chose narrative text which in Kurikulum 2013 conveyed in the fantasy story.

Another comparison is the research conducted by Yana Bella Laksmiana (2016) in a thesis entitled "The Ability to Write Fantasy Stories in Class 7-AC Students of MTs Negeri Talang Bakung Jambi City in the Academic Year of 2016/2017." It was concluded that students in writing fantasy stories displayed capable category with an assessment index of 70.6. The researchers' similarity with Yana Bella is writing fantasy stories. Meanwhile, the difference is that researchers used genre-based approach while Yana Bella did not use any learning model.

Based on the results of previous studies, it was seen that all of them had differences with relevant research. It is because the material about writing fantasy stories in Kurikulum 2013 revised version is taught in grade 7 of middle school while in relevant researches narrative text was taught in grade 6 of elementary school. Researchers found one type of writing with the same type of research as the researchers but did not use the learning model, and also for other articles found using the type of Classroom Action Research.

IV. CONCLUSION

Based on the results of preliminary research at the stage of pre-research observation, it can be concluded that the ability to write fantasy stories in learning Indonesian Language in class 7-

A SMP N 4 Pandak in the academic year of 2018/2019 is in the underprivileged category. The average score obtained by students was 55.625 with the interval of 41-60.99. The details of the average value in each aspect is the aspect of structure is categorized as underprivileged with assessment index of 56.6, the aspect of language features is categorized as underprivileged with assessment index of 52.3, and the general characteristics aspect is categorized as underprivileged with assessment index of 56.3. In the research results students scored for the category of underprivileged or incapable.

From the results of preliminary research at this observation stage, it was concluded that future research should be carried out using the genre-based approach to improve the results of the ability to write fantasy stories. In addition, this result was used as a pre-research activity to write a thesis with the title "Improving Ability to Write Fantasy Stories and Creative Thinking Skills Using Genre-Based Approach in Grade 7 Students of SMP N 4 Pandak in the Academic Year of 2018-2019."

REFERENCES

- [1] Tarigan, 2013. *Menulis sebagai suatu keterampilan berbahasa*. Bandung: CV.Angkasa.
- [2] Suparno dan Yunus, M. 2007. *Keterampilan dasar menulis*. Jakarta: UniversitasTerbuka.
- [3] Harsiati. 2017. *Bahasa Indonesia SMP/MTs edisi revisi*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- [4] Hyland, K. (2003a). Genre-based pedagogies: A social response to process. *Journal of Second Language Writing*, 12(1), 17-29.