

USING ONCE UPON A TIME TO IMPROVE THE NARRATIVE TEXT WRITING SKILL OF THE TENTH GRADERS OF SMA EL SHADAI MAGELANG IN THE SCHOOL YEAR 2018/2019

Indah Adha Rizkalillah

English Department, Faculty of Education and Teachers Training, Tidar University

Indonesia

indahadharizkalillah22@yahoo.com

Abstract

In this globalization era English has been used as a means of communication among the nation all over the world. Writing is one of language skills to inform an idea from the writer to the reader. Based on the writer's observation, writing is difficult enough to be developed by the tenth graders of SMA El Shadai Magelang. It can also be proved by their the average score of writing skill is under the standard minimum score that is 78.

The purpose of this research is to improve the students' writing skill using Once Upon a Time game. There are two objectives of this research. The first one is to know whether the use of Once Upon a Time game can improve the learning motivation of the narrative text writing skill and the second is to know how great the improvement of the narrative text writing skill who are taught by using Once Upon a Time game.

The type of this research is an action research. It means that action research will be conducted to improve and make up learning condition and situation in order to make something better than before that will be repeated in Cycle procedures. The subject of this research is the tenth graders of SMA El Shadai Magelang in the school year 2018/2019. The writer chooses one class as the subject that is X-IPS that consist of 12 students. To analyze the data, the writer uses quantitative and qualitative data.

Keywords :*Once Upon a Time game, writing skill, narrative text, AR*

Introduction

English has been used as a means of communication among the nations all over the world. It is an International language that is used for communication. It has been learnt and taught in Indonesia from Elementary school up to University. Based on curriculum 2013, the learning objectives of English subject in senior high school is to develop the students' ability in communicative competence in interpersonal, transactional and functional text by using oral and written text. In English subject it has four skills, such as listening, speaking, reading and writing.

Writing is one of language skill to inform an idea from the writer to the reader. Writing is the difficult skill to develop, 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. In learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps. In learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To



produce those writing products, especially monologs, students have to follow the writing steps. Jeremy Harmer (2004) states that process writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting), and editing – and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing.

Tenth graders of *SMA El Shadai Magelang*, still face some problems in learning to writing English. One of the problems that is faced by them is to write English words. They assume that learning English is not easy, it is difficult for them to understand, they are bored and lazy in class and also shy to ask if they do not know. They also lack of vocabulary, that is why they cannot write English well because they are not confidence and shy to ask the material. They still have low motivation in learning writing English. There are some factors which influence the students' passiveness in writing skill. They come from the internal and external factors, for the internal factors, they lack of knowledge and motivation. The external factors come from the parents and teachers. The English teacher does not use the appropriate strategy for teaching English in class. It makes them not pay attention and noise in the classroom instead. Therefore teacher should have a game in teaching writing in order to make them active in the class. One of the suitable games is Once Upon a Time game. In this case, the writer chooses the Narrative text to improve their writing skill.

Once Upon a Time game is a cooperative game, in this game the writer will split the class into two big groups and every group has a leader. The leader will be the first player to choose the theme/topics randomly that are given by the teacher and he/she has to tell the story based on the theme/topics write down in the paper or white board. After he/she starts to tell story the teacher will stop the story and choose the other member to continue the story. In this game there is no winner or lose, this game is made for honing students' ability to tell stories and improving students vocabulary. Using this game they also can be more active and creative because the students can develop their opinion and it is useful to enrich their knowledge. It can motivate and stimulate them in learning to write English.

Therefore the writer wants to conduct are search with a title “ Using Once Upon a Time game to Improve the Narrative Text Writing Skill of the Tenth Graders of SMA El Shadai Magelang in the School Year 2018/2019.

Methodology

The type of this research is an design action research. Action research is an approach to collect and interpret data that involves some cycles. It means that classroom action research is conducted to improve and make up learning condition and situation in order to make better achievement in learning than before that is repeated in cycle procedures.

The subject of this research is the tenth graders of SMA El Shadai Magelang in the school year 2018/2019. The writer chooses one class as the subject that is class X-IPS. They are 12 students which consists of 5 females and 7 males. Based on the writer's observation, this class has low score in English term, especially in writing. Their achievement could be seen on their daily writing and English final test.

The writer conducted this research in the English class of SMA El-shadai Magelang. It is located on Jl. A. Yani No. 28, Gelangan, Magelang. This school has 20 teachers and 2 teachers of English. This school has 9 classrooms.



The researcher conducted a Classroom Action Research through Pre-cycle, and continued to Cycle I and Cycle II, each cycle consists of four steps as follow.

Pre-cycle stage was conducted at the beginning of the research before cycle 1. The first activity was observation and test. The writer started to observe the teaching learning process in the class to know students' motivation.

Based on the result of Pre-cycle test, the researcher gave the action in Cycle I by using Once Upon a Time Game with planning, acting, observing and reflecting.

Based on the reflection in Cycle I, the researcher decided to continue the treatment in Cycle II. The process was similar to cycle I but in cycle II the topic was different. In cycle II, the researcher has four stages such as planning, acting, observing and reflecting.

To collected the data, the researcher used two techniques, they are test and non-test such as observation, questionnaire and documentation.

The reseracher uses technique of analysing the data to find the results.

After collecting data, the quantitative data analysis is obtained by collecting the students' score. To calculate the percentage of score used formula as follows:

$$SP = SS/R \times 100\%$$

Explanation:

SP : Score Percentage

SS : Students Score

R : Respondent

The data analysis is 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 reading skill using Contextual Redefinition Strategy.

The qualitative data would collected through observation sheet and questionnaire. The result of qualitative data analyzing was used to know students' behavior change in learning process Pre-Cycle, Cycle I and Cycle II, and it was also to know the improvement of students' reading comprehension by using contextual redefinition strategy.

Performance indicators in this research are as follow.

1. The minimum of the students are active in writing process reached 75%
2. The minimum of 75% students get score 70 in writing test.

Finding(s) and Discussion

The Result of Pre-cycle

It showed that the number of the students who are in the good category reaches 16.7% and the students have under minimum standard score achivement in writing test or reaches 25% in fair category and 58.3% in poor category. The researcher needed to do action to help them in improving their narrative text writing skill by using Once Upon A Time Game.



The Result of Cycle I

Table 1. The Result of Cycle I

No.	Category	Span of Score	Freq	Weight of Score	Percentage %	Mean of Score
1.	Very good	86-100	0	0	0%	$\frac{780}{12}=65$ Fair category
2.	Good	71-85	0	0	0%	
3.	Fair	56-70	12	780	100%	
4.	Poor	40-55	0	0	0%	
5.	Very Poor	<40	0	0	0%	
			12	780	100%	

The average score of Cycle I was 65% and it belongs to fair category. From the data above, it showed that the Once Upon A Time Game had increased the students' writing skill in narrative text but the increasing had not fulfilled the requirement score. Then the researcher did Cycle II to increase the students' writing skill.

The Result of Cycle II

Table 2. The Result of Cycle II

No.	Category	Span of Score	Freq	Weight of Score	Percentage %	Mean of Score
1.	Very good	86-100	2	172	16.67%	$\frac{988}{12}=82.33$ Good category
2.	Good	71-85	10	816	83.33%	
3.	Fair	56-70	0	0	0%	
4.	Poor	40-55	0	0	0%	
5.	Very Poor	<40	0	0	0%	
			12	988	100%	

The average score in cycle II was 82.33%. It belongs to good category. It means that the Once Upon A Time Game was a new strategy of game which could make them improve their motivation in writing

The Improvement of The Students' Learning Motivation

The writer compared the questionnaire and observation result in Pre-Cycle, Cycle I and Cycle II to know the students' motivation improvement. Based on the result of non-test in Pre-cycle, it could be said that the students still had low motivation in writing class. Most of students did not like English. The students did not understand yet about narrative text writing skill and they had



never used any strategy in learning writing skill. Some students considered that writing was not important enough. The observation in Pre-Cycle showed that the students lack of activeness in teaching learning participation. The questionnaire in Pre-Cycle showed that the teacher's explanation was boring and not clear enough. That is why they could not understand the material well. The observation showed most of the students being active and involved in learning process. They were more active in giving attention, asking and answering teacher's questions. They also could identify the narrative text better than before. Furthermore, it could be understood that there was a significant change of students' motivation in writing class by using Once Upon a Time game in teaching learning process.

The Improvement of Students Narrative Text Writing Skill

Table 3. The Result of Narrative Text Writing Skill Test

Assessment Aspect	Mean of Score			Improvement		
	PC	CI	CII	PC-CI	CI-CII	PC-CII
Writing Skill	54.16	65	82.33	10.84	17.33	28.17
Category	Poor	Fair	Good			

Based on the table above, the researcher found that there is an improvement in students writing skill in every cycles. The students' mean score in Pre-cycle is 54.16. Then the researcher started to used Once Upon A Time Game in the learning process and the result of cycle I testis 65. The treatment was continued to cycle II, the result of the cycle II test is 82.33 or improved 17.33 from cycle I.

Conclusion(s)

The use of Once Upon a Time game can increase the learning motivation of the narrative text writing skill of the tenth graders of SMA EL Shadai Magelang in the school year 2018/2019. There is a great improvement of the narrative text writing skill of the tenth graders of SMA EL Shadai Magelang in the school year 2018/2019 who are taught using Once Upon a Time game.

References

Harmer,Jeremy.(2004).*How to teach Writing*. Longman: Person Education Limited.

