

**ARTICLE**

**THE EFFECTIVENESS OF TEACHING WRITING NARRATIVE TEXT  
THROUGH FAIRY TALE  
IN SMAN 1 PLOSOKLATEN ACADEMIC YEAR 2016/2017**



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# THE EFFECTIVENESS OF TEACHING WRITING NARRATIVE TEXT THROUGH FAIRY TALE IN SMAN 1 PLOSOKLATEN ACADEMIC YEAR 2016/2017

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## ABSTRACT

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Writing fairy tales are expected to be beneficial as medium for teaching the effectiveness in narrative text. The aim of this research is to describe to what extent the teaching of narrative text especially in students' writing skill in narrative through fairy tales contribute to the students' improvement in writing narratives. This study is an experimental research.

There were four steps in conducting an of experimental research: Pre-test, giving treatment, post test and questionnaire. This experiment research was done in five meetings. The first meeting was pretest, the second meeting was given treatment, the third meeting was analysis of pretest, the fourth meeting was post-test, and the last meeting was given questionnaire.

The results of this study showed that the students' improvement in writing narrative was statistically significant. There were mean 66,25 for pre-test and 80,84 in post-test of improvements of writing narrative text using fairy. Referring to my experiences in conducting this study, I offered several pedagogical implications. The first is that a teacher needs interesting teaching media to attract the students' attention and enable them in internalizing the material given so that their memory span about the material is longer. The second is that it is advised that teachers not skip one or more of the teaching model using medium, especially in teaching language learners.

Furthermore, it is also important that teachers use the medium effectively so that the students can practice a lot and get more exercises without ignoring other materials.

**Keyword: Teaching, Writing, Narrative Text, Fairy Tale**

## I. BACKGROUND

English language study becomes an important part of education everywhere. In a country especially in Indonesia, where English is still a foreign language. There is an opinion that the best way to learn a language is by acquiring the language, like a child that tries to have his or her first language. Human beings always need to interact with others to fulfill their needs. To achieve that, we use a means called language. According to (Hylland, 2004: 25) Language is a system of choices by which we can communicate certain functions, allowing us to express our experiences of the world, to interact with others, and to create coherent messages. We use language to convey our ideas, feelings, and so on. We combine the ideas in our mind into verbal expressions using the language and create a communication. It is can not separated from almost every human activity. According to Crystal (2003:3) A language achieves a genuinely global status when it develops a special role that is recognized in every country. It means that language is an important tool that we can use to communication with others where ever we are. We usually have spoken language first in acquiring either First Language or Second Language. We need an education process to acquire written language in addition to spoken one.

Writing in Second Language is assumed to be more difficult than that in First Language. To some extents the writing disabilities are caused by mistakes in vocabulary and grammar. Writing is one of important skills that students should be can. It has occupied place in most English language course. According to Mayers (2005:2) said that writing is a way to product language, which you do naturally when you speak. It means that writing is communication with other in a verbal way. Writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them. In teaching English, especially in Senior High School, teacher needs various kinds of technique in order to reach maximum result for student's ability in writing. Teacher's role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning, structure and procedure), for drafting (encouraging multiple drafts of reading), for revising (adding, deleting, modifying and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar, and mechanics). There are many kinds of texts that can be used such as narrative, descriptive, explanation, recount, information, report, exposition,

and argumentation. They are very useful for the teacher to achieve the instructional goals of teaching learning process and they can also be interesting for the students. Elkind (1987) Though fairy tales have particular appeal to children, they are also well-suited for adults, who already have the background knowledge and fairy tale schema needed to interpret the language of the interest story. So, by using fairy tale as a genre for teaching writing it can be stimulate the student in learning writing, the students will be more interest and easy to study it because narrative text tells us about an interesting story that can make students enjoy reading and easy to write. Based on writer's observation in SMAN 1 Plosoklaten, when the teacher teach the students about writing skill, the teacher just focus on spoken explanation and students feel lazy to learn and students have low motivation and feel bored in joining writing class. To motivate and support students in developing their writing skill, need teacher's responsibility. So, from the statement above the writer conclude that teacher must have strategies, technique or media that can make students interest and enjoy when they are joining the class. Research problem of the study is formulated in the following questions: 1) Is fairy tale effective in teaching writing narrative text in SMAN 1 Plosoklaten

academic year 2016/2017? 2) How far is the effectiveness of fairy tale contributes to the student's writing narrative in SMAN 1 Plosoklaten academic year 2016/2017?. The results of this study are expected to; 1) Theoretical significance: The result of this study is expected to enrich the literature about the learn of English, especially the effective of teaching writing through fairy tales. Practical significance: 1) Students: Students know what main fairy tales when they are study in writing skill. 2) Teacher/ instructors: Support the teachers as well as the students in creating successful writing through fairy tales. 3) Researchers: Enhance the knowledge about their research and develop the future research that related with the problem, and also can be literature for future research.

## II. METHOD

This research is classified as quantitative research and use experimental research. It describes and explains about facts of the result that happened in the field naturally when the researcher collecting the data using numeric and score. The researcher filters the data based on the questionnaire, pretest, giving treatment, post test and document as the methods of collecting the data. There are several points concluded by the researcher from research findings and discussion about the

effectiveness of teaching writing narrative text through fairy tale in SMAN 1 Plosoklaten academic year 2016/2017 they are:

- 1) The effectiveness of fairy tale in teaching writing narrative text by using description of the data
- 2) How far is fairy tale contribute to the students writing ability by comparing students score between pretest and post.

The researcher plays an important role as an observer who conducting the teaching learning process. To get the reliable and proper the data, the researcher had to capture all of important data. The ways how to get all of important data were collecting and analysis the data of pre-test and post-test, gave questionnaire and also manage the situation happen in the classroom. The researcher finished it during teaching learning process. The techniques which used by the researcher were through the pre-test, giving treatment and post or students' final product i writing narrative text through fairy tale.

### III. FINDINGS AND DISCUSSION

Based on the data that has been analyzed by using SPSS version 21 above, the purpose of the researcher was to find out the answer of question study were from paired samples test table above, it showed t-test is 14,219 and the t-table with degree

of freedom 32 is 11,845 at the level of significance of 5%. It means t-test was higher than t-table ( $11,845 > 2,056$ ) and Sig. (2-tailed) is 0,000 was lower than 0.05. Then, the means differences between pre-test and post-test score was  $-14,219$ .

According to researcher's research finding and the data supported above, it can be concluded students' writing skill before being taught through fairy tale was low, and students' writing skill before being taught through fairy tale was increased and also there was significant effect of fairy tale as a medium on teaching narrative text especially writing skill. So according to (Jack Zipes's, 201:221) a fairy tale is a written story with wondrous elements. The writing makes a big difference; when one person writes the story, he or she changes details to tell the tale his or her own way. The statement above can proved , because according the researcher's research, student can improve or explore their ideas when they wrote narrative text through fairy tale because they can made different story with the same title each students.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRET	66,25	32	5,507	,973
	EST				

POST	80,47	32	4,472	,791
TEST				

The researcher also find that students can get high score categories (80,47), if the score of pre test the student only get poor score categories (66,25), it means that writing skill of the students was increase after being taught writing narrative text through fairy tale. The statement above can prove by check and compare of mean score between pre-test and post test.

#### IV. CONCLUSION

Narrative writing is one of the target genres taught in Senior High School Level. It is important to teach this kind of genre effectively. Therefore, an experiment research can be beneficial to improve the teaching and learning process and the students' understanding in writing. From this study it can be concluded that: The aims to achieve in this study are: 1) The teaching of linguistic features characterizing narrative text through fairy tales contributes significantly to the students' improvement in writing narrative. Though the difference between the means of students' scores of pretest and post test was statistically significant.

2) The teaching of narrative through fairy tales contribute significantly influence, because the students can explore their ideas when they write narrative text through fairy tale. 3) The researcher conclude that fairy tale is effective in teaching narrative text at the eleventh grade students of SMAN 1 Plosoklaten.

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