

IMPROVING STUDENTS'S NARRATIVE WRITING THROUGH FAIRY TALES AT THE SECOND YEAR OF MTs. DDIAL-MUJAHIDIN BENDORO

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ABSTRACT

The objective of the research was fine out whether or not the use of fairy tales improving the students writing narrative text. This research was applied quasi-experimental design. It involved two groups: the experimental group and the control group. The population of this research was the second years students in academic year 2014-2015 of MTs. DDI Al-Mujahidin Bendoro. The total number of population is 48 students, where the researcher take all the population on sample by using census techniqui. The researcher selects VIII.2 as the experimental group and VIII.1 consists of 24 students so the total sample of the research is 48 students. The researcher applied Fairy Tales on the experimental group adn for the control group the student taught using conventional technique. There was one techniques of data collecting applied in this study; they were writing test. The test is use to compare students' writing achievements. The application of Fairy Tales improve students' ability Narrative Writing in the Second Year of MTs.DDI Al-mujahidin Bendoro. The achievement in writing narrative text of the students who applied Fairy Tale and those who did no apply Fairy tale had significant difference. It was proved by the mean score in post-test of experimental group was higher than te mean score of control group ($79.1667 > 65.9583$) and the t-test value on post-test was higher than t-table ($5.058 > 2.021$). base on the data above the researcher conclude the the using Fairy Tales increase students' writing narrative text.

Keywords : narrative writing, fairy tales

Introduction

Human beings always need to interact with others to fulfill their needs. To achieve thet, we use a means called language is system of choices by which we can communicate certain function, allowing us to express our experiences of the wold, to internet with others, and to create coherent messages (Hylland, 2014:25). We use language to convey our ideas, feeling, and so on. We combine the ideas in our mind into verbal expressions using the language and create a communication. It is inseparable from almost very human activity. It is not only use for daily conversation but also used in many important fileds such as education, science, government, international relationship, and so on. Thus,

language has an important role in human life it can ve the reason why peope never stop learning language.

We learn language from the babbling of babies to the language need in very new situation in our lives. Through language we can learn everything includes the language itself and make sense of the world. As we use language, we depelop a relatively uncounscious, implicit understanding of how it works. As we hear people use language to talk about what is going on, we can notice that their language changes alone with what they are talking about and to whom are talking to. Language changes according to different situation (Butt et al, 1995:10). The

environment of the speakers and writers affect on their ways in conveying their intents.

Verbal communication constitutes a process of constructing a text, either in spoken or written form. Eggins (1994:11) argues that the overall purpose of the language can be describe as a semantic one, and each we participate in is recod of the meanings that have been made in particular context. We can nto but into others conversation if we do not know the context in their mind that is realized through their language though we understand the language. Thus a text in different language requires different ways and different rules .

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. Written language also tends to be more complicated than spoken one. Writing second language is assumed to be more difficult than that in vocabulary and grammar. But an understandable and acceptable writing is not only effected by the use of vocabulary and grammar, it also has to be well sequenced, cohesive, coherent and appropriate with its purpose. Writing a give text will have different ways from writing another text. Each kind of text has its own characteristics. We cannot use any structure in different text types. There are many things which have to notice in writing a text in oder to be appropriate with its context.

There are some text types taught in MTs level as required by school Base Curriculum (Kurikulum Tingkat Pendidikan) 2013. One of them is narrative. Narrative is one of texttypes we are familiar with. It is very crucial to learn more about narrative, both its generic structures and its language features. Student who are writing within certain genre, and the context in which the writing will be read, and by whom (Hamer, 2001:260). If we want the students to write a kind of genre, we have them study real examples to discover facts about construction and specific language use which is common in that genre.

As we learn everything from gaining knowledge that is associate with the schemata in our brain, we need to know first he example of what we are going to write and how we express and organize our ideas into a written text. Teaching narrative writing need to use samples of narrative text especially the familiar texts which have been known by the students. MTs students usually know fairy tales. Most of them still fond of reading and listening to fairy stories. Thus, their knowledge about fairy tales can facilitate them to learn more about narrative text. The students are supposed to improve their knowledege and skill writing narrative after exploring the fairy tales given to them.

Problem Statement

According to the statements above, the research question is formulated as follows: “Does the use of fairy tales improve students in narrative writing in the second years of MTs.DDI Al-Mujahidin Bendoro?”

Research Design

In this research, the researcher use and quasi-experimental design. According to Nunan (1992:8) experiment studies, on the other hand, control the conditions under which the behavior under investigation is observed.

This research was about improving writing narrative text by using fairy tale at the Second Year of MTs.DDI Al-Mujahidin Bendoro.

Table 3.1 Research design

Group	Pre-test	Treatment	Post-test
EG	O ₁	X ₁	O ₂
CG	O ₁	X ₂	O ₂

(Gay, 1981 : 225)

Where:

EG = Experimental Group

CG = Control Group

O₁ = Pre-test

O₂ = Post-test

X₁ = The treatment for experimental group

X₂ = The treatment for the control group

Discussion

The description of the collected data through the test as explained in the previous section showed that the students' writing narrative text was improved after giving treatment (teaching writing narrative text by fairy tales) especially for experimental group. It was proved by the mean score of post-test for experimental group was higher than the mean score of pre-test for experimental group (65.96 > 79.17). it become good level from poor level.

Bisedes that, based on the data in previous section, the writing narrative text of students' in experimental group and control group after the treatment was significantly different, where the students who use fairy tales had higher score than the students in school group who did not fairy tales in narrative writing. It was supported by the difference between the mean score of post-test in experimental group (79.1667) was higher than the control group (71.2917).

This research data indicated that the use of movie significantly improved the students' writing narrative text. Even though both using fairy tales and conventional technique (without using fairy tales) could improve the students' writing narrative test. However, the use of fairy tales in writing narrative text process gave better effect than the use of conventional technique.

Base on the inferential statistics test at level of significance $\alpha = 0.05$, in pre-test of experimental group and control group, the researcher found that the t-test value was lower than t-table ($1.107 < 2.021$) which means that there was no significant difference in pre-test between experimental group and control group. While on post-test result for both groups, it showed that the t-test value was higher than t-table ($5.508 > 2.201$) it was consulted with the t-table value where $N=48$ with the degree of freedom ($df = N_1 + N_2 = 46$) in the level of significance 0.05 got 2.021. it means that H_1 was accepted and H_0 was rejected. It is conclude tha there was a significance between achievement of the students who applied fairy tales and whom not appllied fairy tales (conventional technique) in students writing narrative text.

In other words, there was an enhancement on the ability in writig narrative text after applying fairy tales in the second year studends of MTs.DDI Al-Mujahidin Bendoro.

Conclusions

Base on the research finding and discussion in the previous chapter, some points can be concluded as follows:

1. The mean score of the students who were taught writing narrative text by using fairy tales (experimental calass) in post-test (79.1667) was higher than mean score in

pre-test (65.9583). therefore the students' achievements who were taught writing narrative text by using fairy tales is increased

2. The mean score of the students who were taught writing narrative text without using faiey tales (control class) in post-test (64.1667).
3. The t-test level significant t 0.05 shows that t-test (5.058) was greater than t-table (2.021). it was concluded that null hypthotesis (H_0) was rejected and (H_1) was accepted. So there is a significant different in the students' achievement between those who were taught writing narrative text by using fairy tales and those who were taught writing narrative text without using fairy tale (conventional way).

It means that using fairy tales in teaching writing narrative text to the secon year students of MTs.DDI Al-Mujahidin Bendoro in the academic year 2014/2015 is effective.

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