

**IMPROVING STUDENTS' NARRATIVE TEXT WRITING BY
USING WEST KALIMANTAN FOLKLORE**

AN ARTICLE

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IMPROVING STUDENTS' NARRATIVE TEXT WRITING BY USING WEST KALIMANTAN FOLKLORE

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Abstract: This research was designed to improve students' writing narrative text by using West Kalimantan folklore. This research used a classroom action research. The sample of this research was XI MIA 1 students of SMA Negeri 2 Pontianak which consisted of 40 students. Field note, observation checklist, and students' writing test were used as the tools of data collecting. The writer applied 2 cycles in this research. The process of cycle 1 was needed to improve. The writer and the English teacher considered to take the cycle 2. The cycle 2 was successful because each students improved their score in writing. The writer concluded the good process brings good score. The use of West Kalimantan folklore was able to improve the students' writing narrative text.

Keywords: Folklore, Writing, Narrative Text

Abstrak: Penelitian dilakukan untuk meningkatkan siswa menulis narrative teks menggunakan cerita rakyat Kalimantan Barat. Penelitian ini menggunakan sebuah penelitian tindakan kelas. Sampel penelitian ini yaitu siswa XI MIA 1 SMA Negeri 2 Pontianak yang terdiri dari 40 siswa. Instrumen pengumpulan data dalam penelitian ini adalah catatan proses belajar mengajar, lembar pengamatan dan hasil tulisan siswa. Penulis menggunakan dua siklus dalam penelitian. Proses dari siklus pertama perlu diperbaiki. Penulis dan guru bahasa Inggris memutuskan untuk mengambil siklus 2. Siklus 2 berhasil karena setiap siswa mengalami peningkatan dalam menulis. Penulis menyimpulkan bahwa proses yang baik akan menghasilkan nilai yang baik. Penggunaan cerita rakyat Kalimantan Barat bisa meningkatkan siswa dalam menulis teks narrative.

Kata kunci: Cerita Rakyat, Menulis, Teks Narrative

Writing is one of the important skills to deliver information through the writer and the reader. To investigate the EFL learners' proficiency in English composition, the writer conducted an observation on students writing in the XI MIA 1 students of SMA Negeri 2 Pontianak. Based on the observation to the students' works and attitude, the writer saw that the difficulties were due to a number of factors including students' low interest in writing English, particularly writing skill. The problems can be indentified based on the students works that was the students' limited vocabulary and grammar mastery.

The writer was interested in taking narrative text because narrative text is one of the texts that the students learn in English subject. Narrative text is an interesting genre for students to share their idea and imagination of the story. The product of the study was the students' own story that showed how far they understand the narrative text and measure their mastery of writing. The writer

considered the use of West Kalimantan folklore as an appropriate media to help students develop their skills in producing good narrative texts. The classroom activities were reading, noticing ideas, analyze grammar in the stories, and writing West Kalimantan folklore, especially folklore from Sambas “The Legend of Ruai Bird”. The writer was interested in taking this story because it is one of stories from Kalimantan Barat that offers enrichment of vocabulary and its moral value. In the classroom the English teacher asked the students to read and to find the ideas of the text, analyze grammar in the stories and write their own narrative text.

Referring to the implementation of folklore, in order to strengthen this research, the writer put some studies conducted by some researchers. The first implementation was by Wiharto (2014) who found the use of folklore as media in teaching and learning process made the students easier to understand story. The use of folklore as materials for students were accepted to improve their skills in reading, writing, listening, speaking, grammar and translation.

Then, another implementation of folklore by Handriano (2014), concluded that there is positive correlation between material selection and students’ comprehension narrative text. The sense of folklore attracted the students and made the students interest in reading material. After that, another implementation by Nugraha (2015), showed the use of West Kalimantan folklore attracted the students in teaching-learning process and promote the culture heritage. The content and illustration of folklore supported in teaching narrative text. These studies have different subject of research, methodology, and tools of data collecting. For example, Wiharto used grade nine students of SMP Negeri 27 Semarang in academic year 2014 / 2015 as the subject of research, Handriano used grade eleven students of SMA Negeri 1 Sambas in academic year 2013 / 2014 as the subject of research, and Nugraha used grade eight students of SMP Sungai Raya in academic year 2014 / 2015 as the subject of research.

According to the problems and the studies of research, the writer had some objectives in this research that were to know how can West Kalimantan folklore improve students’ writing narrative text, to improve the students’ interest in writing English especially narrative text by using West Kalimantan folklore, to improve the students’ vocabulary in writing narrative text by using West Kalimantan folklore, and to improve the students’ in using grammar in writing narrative text by using West Kalimantan folklore. The title of the research is “Improving Students’ Narrative Text Writing by Using West Kalimantan Folklore – a classroom action research on grade eleven students of SMA Negeri 2 Pontianak in Academic year 2016 / 2017”. Hopefully, this research can help the students to solve their problem in writing narrative text.

METHODOLOGY

The writer used a classroom action research. Classroom action research is a broad movement that has been going on in education generally for some time which is related to the ideas of ‘reflective practice’ and ‘the teacher as a researcher’ (Burns, 2010, p. 116). In addition, action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve rationality and justice of their own social or educational practices, as well as their

understanding of these practices and the situations in which the practices are carried out (Kemmis and McTaggard in Cohen et al, 2005, p. 227). Classroom action research covers four broad phrases in a cycle of research which are continuing until the strategy has completely solved the problems cycles. In this research, the writer applied two cycle, namely Cycle 1 and Cycle 2. Each cycle consists of planning, acting, observing, and reflecting.

1. Planning

In planning stage, the writer and the English teacher of XI MIA 1 prepared some instruments as follow:

- a. Syllabus

Syllabus is used as guidance in planning and implementing the teaching learning program. Syllabus includes the standard competition, basic competition, indicators, time allocation, etc. Syllabus is a plan and rules for teaching and learning activities, classroom management, and assessment for learning.

- b. Teaching Materials

The writer and the English teacher were preparing the teaching materials together. The materials were the definition of narrative text, language features, grammar use of narrative text, and the narrative text (West Kalimantan folklore, especially The Legend of Ruai Bird from Sambas, Golden Watermelon from Sambas, and Belumbak Island from Sanggau).

- c. Lesson Plan

The writer and the English teacher were creating a lesson plan in order to help the teaching and learning process in the classroom. It was used as a guideline for teacher in the teaching objectives, materials, teaching technique, and all of the activities in the classroom.

2. Acting

After the writer and the English teacher prepared the lesson plan, teaching material and media, the writer and the English teacher did the acting stage. In this stage, the writer worked with the English teacher of XI MIA 1. The English teacher taught the students in the classroom while being observed by the writer. The English teacher taught the students in the classroom by implementing the folklore. Then, the collaborator made note to refer to the how teaching and learning process is going.

3. Observing

The writer worked with the English teacher to observed what is happening in reality. Observing is used to monitor the process of learning in cycle or in the teaching learning process. In observing stage, both writer and teacher observed about the whole process and indentify the strengths and weakness of teaching and learning process.

4. Reflecting

Reflecting is used in order to see whether the processes have been done based on the procedures or not and to see how well the students' progress in learning of the cycle. From this analysis, the writer and the English teacher can recommend whether she should conduct the next cycle or not. Furthermore, the writer and the teacher planned an activity that may overcome the problem that

appears in the classroom. Putting plan in action of a real treatment, the researcher then observed the process and finally reflected the treatment.

This research was for XI MIA 1 students at the first semester in SMA Negeri 2 Pontianak Academic Year 2016/2017. The writer used measurement technique in teaching learning process of each cycles by using West Kalimantan folklore, the writer measured the students' achievements in writing narrative text. The writer used observation checklist table, field note, and students' writing test as the tools of data collection.

FINDINGS AND DISCUSSION

Findings

Cycle 1

In the cycle 1 the writer and the English teacher prepared for a meeting which lasted in about ninety minutes (2 x 45 minutes). The action plan would be implemented by the English teacher who taught the students in the classroom while the writer observed. In the cycle 1, the students already understood the characteristics and elements of narrative text. According to the situation, the used of West Kalimantan folklore made the students interest in teaching and learning process. The students were took attention and asked something about simple past tense and narrative text. The English teacher were able to guide the students to brainstorm the ideas of the story. It can be seen from the students' participations or involvement from the activities in finding ideas of the story. In the cycle 1 the English teacher were able to monitor and control the class well. After collecting the students' writing task, the writer and the English teacher computed the students' individual score and the students' mean score. The result of students' mean score in the first cycle was unsatisfactory. Some students' score were very low. The students score could not reach the standard score seventy six (76) points.

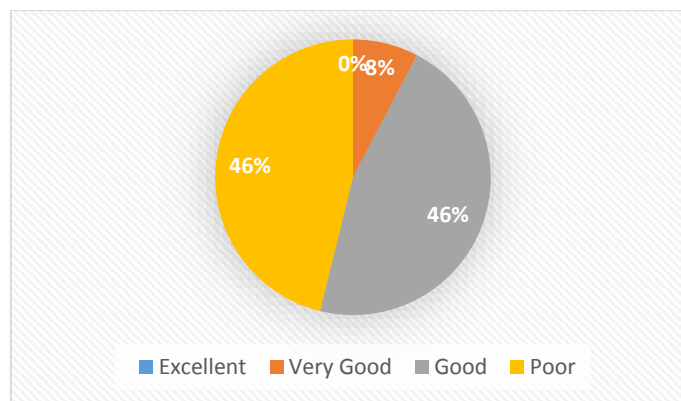


Chart 4.1 Students Score in Cycle 1

Based on observation checklist table and field note which were filled by the writer and also the result of students' worksheet, it was found that the cycle 1 was not satisfying and still needed much effort to accomplish the goal. There were nineteen students' got poor scores, seventeen students got good scores, three students categorized got very good scores, and no student got an excellent score.

In organizing narrative text, most students got good scores. Some students had problems in writing resolution. In vocabulary, most students got good scores. In grammar, most students made frequent errors on word choice. In mechanics, most students made occasional errors in capitalization, spelling, and punctuation. It can be concluded for the writer to take another cycle and to solve the students' problems in writing narrative text.

Cycle 2

In the cycle 2, the teacher was able to explain about the characteristics and elements of narrative text, and the English teacher was also able to explain about simple past tense. As seen from the situation, the students paid attention to the teacher explanation, asked some questions about simple past tense and narrative text. The English teacher was able to guide the students to brainstorm the ideas of the story. This can be seen from the students' participations or involvement from the activity in finding ideas of the story. In the cycle 2 the teacher was able to monitor and control the class well and spent time effectively. In the cycle 2, all of students understood the characteristics of narrative text. It was because the students already learned about narrative text from the last meeting. Most students already understand in using adjective or conjunction. It can be seen from the little amount of the students' (about 7 students) asked the English teacher about verb 2, adjective, and conjunction. All of the students understood the story, because the story was already discussed from the last meeting. Most students were able to write the story or folklore. All of the students already understand about the story and the ideas of the story. After collecting the students' writing task in cycle 2, the writer calculated the students' individual score. The good process of learning activities could bring good results.

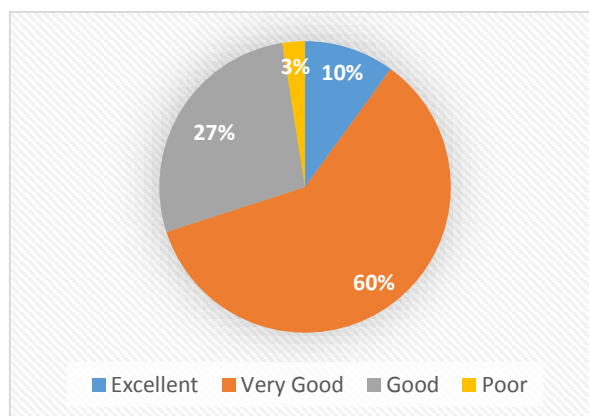


Chart 4.2 Students Score in Cycle 2

The writer and the English teacher evaluated the students' achievement in writing narrative text. They concluded that the second cycle had been successful. Based on observation checklist table and field note which were filled by the writer and also the result of students' worksheet, the writer found the cycle 2 to be satisfying enough. Based on the results, one student got a poor score, twenty four students got

good scores, eleven students got very good scores, and four students got excellent scores. In organization, most students got good score. Some students had problems in writing resolution. In vocabulary, most students got good scores. Some students made frequent errors in using grammar. From the results, most students got very good score. In mechanics most students made occasional errors in capitalization, spelling, and punctuation. But, it was better compared to the cycle 1. The cycle 2 was successful because each students improved their score in writing.

In summary, related to the research question which is “How can West Kalimantan folklore improve the students’ narrative text writing?”, as shown by the use of West Kalimantan folklore worked very well because it was simple and easier to understand. The students could write the story very well. It could be seen from the students’ works in writing West Kalimantan folklore that was “The Legend of Ruai Bird”. After that, according to the research questions “How can West Kalimantan folklore improve the students’ vocabulary in writing narrative text?”, and “How can West Kalimantan folklore improve the students’ grammar in writing narrative text?” showed a significant improvement in writing skill and the students have fulfill the indicator of success. Then, according to the research question “How can West Kalimantan folklore improve the students’ interest in writing English especially narrative text?” is answered from the students’ attitude in teaching and learning process. They showed attention, got involved in teaching and learning process and concerned in writing the West Kalimantan folklore, especially “The Legend of Ruai Bird”.

Discussion

From the result of this research, the writer discussed some findings concerning the process of classroom action research. The research findings of this research can be seen in the process of cycle 1 and cycle 2. In the result of cycle 1, it was mentioned that in this cycle there were some students did not achieve the writing’s standard score 76. There were nineteen students out of thirty nine students got poor score. It was also described in the findings of cycle 1 that the students had problems in using simple past tense and verb 2, in writing resolution, in choosing word for word choice, and in using capitalization, spelling, and punctuation. The students also had limited time in writing. As the conclusion, the writer and the English teacher took cycle 2 to solve the students’ problems in writing narrative text.

In order to make the students understand more about the narrative text, the writer and the English teacher considered to use the similar folklore namely “The Legend of Ruai Bird” in form of narrative text. Based on the principles for teaching writing, Brown (2001), the students should write based on their knowledge and experience then the writer and the English teacher should also prepare the material in teaching writing as the instruction for the students. This was carried out in order to make the successful and meaningful for the learners if they are well prepared for what they are going to write.

In the cycle 2, the English teacher gave a detail explanation on how to use grammar especially simple past tense, the elements of narrative text, and also told the students the important of using correct mechanics in writing. Then, the English

teacher gave the students an example of narrative text, entitled “Belumbak island”, a folklore from Sanggau, Kalimantan Barat. The students learned the elements of that story. After that, the English teacher asked the students to write a story of “The Legend of Ruai Bird” from Sambas. The English teacher asked the students to develop again their story in order to improve their writing narrative text. The result in cycle 2 was satisfying. In the cycle 2, it is shown the result of 39 students who were present in second meeting, only one student out of thirty nine students got poor score. In organization, most students’ scores are categorized as good.

In classroom action research, the strategy applied during the teaching process should be applicable and easy to understand by the students. The use of West Kalimantan folklore, “The Legend of Ruai Bird” in cycle 1 and cycle 2 helped students in writing narrative text. In relation to the results of this research, using West Kalimantan folklore was good in improving the students’ writing narrative text and the students’ writing activities also good. During the process of writing the students looked serious and enthusiasm in teaching and learning process. The research findings showed a great improvement in the students writing narrative text. The writer noted that the students’ writing in orientation, complication, resolution, vocabulary, grammar and mechanics are also good improvement. From the cycle 1 and cycle 2 findings, it can be concluded that West Kalimantan folklore improved the students writing narrative text.

The students’ writing had improved much better than the first time they wrote. The use of West Kalimantan Folklore had given a positive impact to their learning and mastery in writing narrative text. Since, the result was satisfying, the writer thought the media had been appropriate to use in writing. Furthermore, the improvement of students’ writing was not only showed by the result but also by the analysis of observation checklist and field notes. Based on the observation checklists and field notes, it could be concluded that the students’ behavior improved positively. Overall, students became more enthusiastic, active, and cooperative during the lesson.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the discussion of the previous chapter, the writer makes two conclusions. The first conclusion is West Kalimantan folklore can significantly improve the students’ writing narrative text. Most students enjoy writing it because the story was easier to understand and the students already knew the narrative text about “The Legend of Ruai Bird”, one of folklore from Sambas. The students could correctly construct sentences based on the grammar explained by the teacher. There is also an improvement in using appropriate vocabularies dealing with the topic in writing. The second point is the implementation of West Kalimantan folklore has improved the students’ motivation in writing narrative text. It could be seen from their positive attitudes towards writing indicated by their participation in writing lesson conducted by the writer and the English teacher. In the teaching and learning processes, the writer gave individual feedback to the students. This kind of feedback helped the students understand better about the material presented since they became aware about their mistakes.

Suggestion

Based on the conclusion above, the writer would like to provide some constructive suggestions as follows: (1) The writer recommends English teachers to use West Kalimantan folklore to improve the students' writing narrative text and to give the story that is easier to understand for the students. (2) The teacher should choose an interesting topic which is closely related to the students' life to support the students to be familiar with the material. (3) In using West Kalimantan folklore, it is suggested to create more creative teaching materials, for example, the story with pictures or sounds to make the students more interested in teaching learning process. (4) In improving the students' writing narrative text, the teacher should know the students' weakness and should provide the materials easier for students to understand.

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