

## IMPROVING STUDENTS WRITING SKILL IN NARRATIVE TEXT BY USING DISPERSION IMAGINATION

*(A Classroom Action Research at Tenth Grade Students of SMK PGRI 3 Kota Serang)*

Herlin Apriliyani<sup>1</sup>, Fadilla Oktaviana<sup>2</sup>, Ida Nuraida<sup>3</sup>

Banten Jaya University

[Elinapriliani95@gmail.com](mailto:Elinapriliani95@gmail.com)

[Fadillaoktaviana@unbaja.ac.id](mailto:Fadillaoktaviana@unbaja.ac.id)

[Idanuraida@unbaja.ac.id](mailto:Idanuraida@unbaja.ac.id)

### ABSTRACT

The objective of the study were (1) To know the process of teaching writing skill in narrative text at tenth grade of SMK PGRI 3 Kota Serang (2) To find out the result of students writing skill in narrative text by using dispersion imagination at tenth grade of SMK PGRI 3 Kota Serang. This research is used a mixed method research design, classroom action research. The result of the research were (1) the process of teaching narrative text using dispersion imagination in writing skills of two steps; pre-cycle and cycle. The result of research showed that the research in cycle 1, the writer used the move picture, the students to listen and look at the move picture in slide at the Power Point about the material. The students write narrative text from the story by using dispersion imagination. In cycle 2, the use of film is able to improve students writing skill in narrative text and develop idea to write well. While the role of teachers who are not just as facilitators, but also as a motivator and inspirator are also able to provide new supported in the learning process. There is improvement in writing skill of the students after the treatment. It can be seen from their main score of pre-test and post-test. (2) There was improvement in the pre-test main score (41.00), the first post-test mean score (45.00), and the second post-test main score (76.00). The achievement of writing in post-test is 76,00%. In conclusion, there was significant improvement of the students in writing skill in narrative text by using dispersion imagination.

**Keywords:** *Improving, Writing Skill, Narrative Text.*

## INTRODUCTION

In English learning, there are four language skills are writing, listening, speaking and reading. Writing skills is one of the four language skills students must be learning and practice to write well. Writing is considered an indicator student success in learning English especially in writing narrative text. According Gaffield-Vile in Jeremy Harmer (2004:259) state that creative writing is a journey of self-discovery, and self-discovery promotes effective learning. The objective of imaginative writing tasks are students thoroughly engaged and frequently strive harder than usual to produce a greater variety of correct and appropriate language. The students construct a narrative text based on their own experience, such as they told story about their selves or someone they really care.

The writer found the problem about students difficulty in gaining idea, lack of vocabulary, and low grammar mastery are the main problems in writing to the students of SMK PGRI 3 Kota Serang, especially class X *Administrasi Perkantoran* 3. In addition, writing involves some language components such as grammar, vocabulary, spelling and punctuation which the students do not master well. Based on the explanation above, the writer is interested to conduct research entitled "Improving Students Writing Skill in Narrative Text by Using Dispersion Imagination to the Tenth Grade Students of SMK PGRI 3 Kota Serang".

According Gaffield-Vile in Jeremy Harmer (2004:259) state that creative writing is a journey of self-discovery, and self-discovery promotes effective learning. While students are writing a simple story about someone they care about, or while they are trying to construct a narrative or tell stories of their own experiences. This is the way to provide the powerful motivation to find and choose the correct words when they expressed their story or experience.

## RESEARCH METHOD

This research used a mixed method research design, classroom action research. Classroom Action Research designed to solve practical problems in the process of teaching writing in narrative text. In Kemmis and McTaggart (1999:32) systematical study in enhancing the process and result of learning through plan, action, observed, and reflecting. The setting of the research was conducted at SMK PGRI 3 Kota Serang in the academic year 2017/2018. The writer was choose the tenth grade students class X *Administrasi Perkantoran* 3 have 47 students.

### Techniques of Collecting Data

#### a. Observation

The writer got information about the number the students, the background of the problem, situation at class, and find out how the teacher conducted the learning process in the class and students activities in teaching learning process. The writer used observation sheet to analyzed during the class.

#### b. Interview

The writer was interviewed the teacher to know the students writing skill and teacher's opinion about how to improve writing narrative text by using picture or film in teaching learning process at the class. The writer also interviewed the students at X *Administrasi Perkantoran* 3 to find out process writing skill in narrative text by using picture or film.

#### c. Documentation

Most of the available data are the result of student writing skill in narrative text in cycle 1 and cycle 2, report and answer test students. In facts documentation, there are observation sheets to teacher, interview guideline faced to faced students in the class, the interviewed with the teacher.

#### d. Test

The writer used test writing to know students writing narrative process at the class. Test is used to measure the improvement of the students writing narrative text by using picture or film. Test was consisted of 2 types, pre-test and post-test. Test is a way of getting feedback on the teaching learning process. (Jeremy Harmer 2002:139)

#### Instruments of Data Collection

The writer used a test such as pre-test and post-test, and non-test such as observation list, interview, and documentation

#### Techniques of Analyzing the Data

The writer used calculated the average to find out the mean score of pre-test and post-test by using formula as follow:

Hatch and Farhady (1982)

Where:

$$x = \frac{\sum x}{n}$$

X = Mean Score

$\sum x$  = The sum of all score

n = The total number of subject

and the writer used calculated the percentage of students frequency by using formula as follow:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of the students

N = Total number of the students

Score interpretation:

Score 0% - 20% = Very Low

Score 21% - 40% = Low

Score 41% - 60% = Average

Score 61% - 80% = High Enough

Score 81% - 100% = High

#### RESULT AND DISCUSSION

The classroom action was conducted at SMK PGRI 3 Kota Serang at class X *Administrasi Perkantoran* 3 in academic year 2017-2018. The research conducted in class X which consisted of 47 students. From the result of interview to students, the used dispersion imagination method of narrative text more easily understood and felt interested to learn writing narrative text by using move picture and animated film. Based on the observation sheet of teacher activities in teaching learning process, team collaboration is to optimize the result of actions that was helpful for improving the quality of learning. Team collaborator assessment in observation sheet that the writer able to mastered the material well and explained the material is capable.

The process of teaching narrative text using dispersion imagination in writing skill consisted of two steps; pre-cycle and cycle. The pre-cycle of pre-test was done to know the students writing skill before implementing the teaching and learning process using dispersion imagination. The cycles, cycle 1 and cycle 2 consisted of planning, action, implementing, and reflection. The second cycle was based in the reflection of the first cycle result.

**Table 4.2**  
**The result of statistical account of aspects of writing from pre-test to post-test in cycle 1**

Based on the result post-test in cycle 1, the writer could give reflection to what had been implemented. The students were complete and ready to learn about narrative text. The students to listen and look at the story from move picture using dispersion imagination. The students became enthusiastically and serious to listen the writer explained about the story. in addition, the students had low ability in write narrative from the test writing to post-test in cycle 1. The writer had to improved learning in writing narrative text in the next cycle and need to revise the lesson in cycle 2.

The improvement of the students achievement in writing could be seen from the analysis of cycle 2, it could be concluded that the result of cycle 2 could improve the students achievement in writing. The average score of students writing improved from post-test 44.78 in cycle 1 to 76.30 in cycle 2. The students who fulfilled the passing grade increased from 8 students to 35 students and those who got under the passing grade decreased from 39 students to 12 students.

The summary of the results of the pre-test, post-test of cycle 1, and cycle 2 can be seen in the following table.

**Table 4.5**  
**The summary of the results of the pre-test, post-test of cycle 1 and cycle 2**

No.	Test	The lowest score	The highest score	The average
1	Pre-test	20.00	75.00	41.00
2	Post-test of cycle 1	40.00	80.00	53.00
3	Post-test	40.00	95.00	76.00

	of cycle 2			
--	------------	--	--	--

The achievement of writing the post-test in cycle 2 is 76,30%. Based on the result of writing was concluded that improvement of the students achievement in writing narrative text using dispersion imagination was successful. From the scores above, all indicators of the students writing had a significant improvement than before.

## CONCLUSION AND SUGGESTION

### CONCLUSION

In cycle 1, the students are difficult to writing requires a process long and complicated to do. Students lack of vocabulary and still confused used language to started write well. Students difficult to find the meaning of the story form the move picture. The writer used the move picture, the students to listen and look at the move picture in slide at the Power Point about the material. The students write narrative text form the story by using

No.	Points	Score of Pre-test	Score of Post-test
1	The students who fulfilled the passing grade 75	8	15
2	The students who got under the passing grade 75	39	32
3	Passing grade	42	39

dispersion imagination. The writer saw the students became enthusiastically to learn writing narrative text using move picture.

In cycle 2, students serious to listen and look at the story from the film

animated about material. The students were enthusiastically to learn writing narrative text using short film animated. The students interactive to followed the learning in the class. The students are active and asked to the material if there are confused the words and able to started write narrative by using dispersion imagination.

There is improvement in writing skill of the students after the treatment. It can be seen from the result of the students writing skill before and after the cycles while conducted in pre-test the students average by 41.00, in the first post test of cycle 1 the score was improved by 44.78, and second post test of the cycle 2 there was an improvement again 76,30. From the progress of the students score of the pre-test and post-test, they have made a significant improvement in their writing skill.

In summary, using the move picture and animated film media in writing narrative text able to help students the better understanding in writing. The achievement of writing in post-test is 76,30%. Based on the result of research it can be conclude that there was significant improvement of the students in writing skill in narrative text by using dispersion imagination.

### SUGGESTION

Based on the research findings and discussion, the following suggestions addressed to the teacher, the students and the future researcher are presented.

1. For the teacher  
Contributes to teacher in their teaching and learning process by using dispersion imagination and recommended that English teacher implement such method in English class.
2. For the students  
The dispersion imagination in the research able to improve students writing skill in narrative text.
3. For the future researcher  
This research deal used of dispersion imagination on teaching

writing skill to improve students writing narrative text. In other research, expected the researcher tried to teaching recount or descriptive to improve students writing skill.

### REFERENCES

- Andayani, Ruli. 2016. *Learning model of dispersion of imagination: An effort to develop short story writing skill in era of creative industries. Vol.06 No.1 January-June 2016 ISSN 2088-3390. 107125*
- Andayani, Tuti. 2015. *Improving students' ability in writing narrative text by suing picture series at the eighth grade students of SMP NEGERI 03 SINDANG KELINGI. Vol.2 No.2; October 2015.*
- Creswell, John. 2008. *Research design; Qualitative, Quantitative, and Mixed Method Approaches (2<sup>nd</sup> ed).*
- Douglas, Brown. 2000. *Principles of Language Learning and Teaching (4<sup>th</sup> ed).* Addison Wesley Longman, Inc.
- Skinner, Heather. 2017. *Action Research. Formative Research in Social Marketing, DOI 1.1007/978-981-10-1829-9\_2. 11:15*
- Harwell, Michael. *Research design in Qualitative, Quantitative and Mixed Methods. University of Minnesota. 147-181.*
- Harmer, Jeremy. 1998. *An Introduction to the practice of English language teaching. England and Associated Companies throughout the World.*
- Rahmawati. 2017. *Developing of imaginative learning model in writing skill at junior high school students dwiguna depok. Journal SAP Vol.2 No.2 December 2017.*
- Sihite, Pitra. 2014. *The influence of collaborative learning model on the ability to write the*



- exposition text of students of class X SMA Negeri 1 Balige. 1-12.*
- Indrasari, Nunun. 2010. *Improving students ability in writing skill of narrative text by using short videos at the eighth grade students of SMP Negeri 2 Temanggung.* 42-57
- Ur, Penny. 1991. *A course in language teaching; practice and theory. Cambrige teacher training and development, series editors; Marion Williams and Tony Wright. Cambridge Univiversity Press.*
- Harmer, Jeremy. 2004. *Writing encourages students to focus on accurate language use because students think to write. England and Associated Companies throughout the world.*
- Jozsef, Horvath. 2001. *Advanced writing in English as foreign language; A corpus based study of processes and products.*
- Kuhs, Johnson, Agruso and Monrad (2001). *More frequent assessment and the use of different approaches will improve the reliability, validity, and fairness of classroom assessment.*
- Langan (2005). *Writing is a process of discovery that involves a series of steps, without practice, people can think that writing is difficult.*
- Monaco, James (2000). *Film is a medium uniquely, a very complex technology undertaking.*
- Ron White and Valerie Arndt (1991). *Writing is re-writing; that re-vision - seeing with new eyes - has a central role to play in the act of creating text.*
- Tompkins, G. *Teaching Writing Balancing Process and Product* (5<sup>th</sup> ed).
- Sondang Manik, English Department, Language and Art Faculty (2015). *Improve Students' Narrative Writing Achievement Through Film at SMA NEGERI 1 PALIPI.* International Journal of English Linguistics; Vol. 5, No. 2. HKBP Nommensen University, Medan, North Sumatra, Indonesia. E-mail: [sondang\\_man1k@yahoo.com](mailto:sondang_man1k@yahoo.com)
- Aksa. (2017). *Classification and Characteristics of Historical Learning Media.* Advances in Social Science, Education and Humanities Research (ASSEHR), volume 158. International Conference on Teacher Training and Education 2017 (ICTTE 2017)
- Margono. (2010). *THE EFFECTIVENESS OF TEACHING ENGLISH VERBS BY USING CARTOON FILM.* Semarang: English Department of Tarbiyah Faculty Walisongo State Institute for Islamic Studies
- Yatimah, Durotul. (2014). *THE EFFECTIVENESS OF USING ANIMATION FILM AS THE MEDIUM IN WRITING NARRATIVE TEXT.* Salatiga: English Department of Education Faculty State Institute for Islamic Studies (Stain)
- F.A. Soeprapto & Mariana Darwis book. (2007). *Linked to The World 1, English for Senior High School* (2rd Edition). Jakarta: Ghalia Indonesia Printing.
- Wahyuningsih, Arum. 2011. *Improving students writing skill through picture media in grade X of office administration 2 of SMKN 1 Tempel.* Yogyakarta: Yogyakarta State University.
- Sudarwati Th.M. & Grace, Eudia. (eds). 2006. *Look Ahead; An English Course for Senior High School Students.* Science and Social Study Program.
- Sudarwati Th.M. & Grace, Eudia. (eds). 2007. *Look Ahead; An English*

*Course for Senior High School Students. Science and Social Study Program.*

- Dwi, Agustina. 2017. *Improving Students Writing Skill of Narrative Texts Using Picture Series*. English Education Study Program, Islamic Education and Teacher Training Faculty: The State Islamic Institute of Surakarta.
- Daniati, Nia. 2017. *Teaching Narrative Text Through Pictures Media in Improving Student Writing Skill to Tenth Grade Students of SMK NEGERI 7 Kota Serang*. English Education Study Program, Faculty of Teacher Training and Education, Banten Jaya University.