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THE USE OF CREATING STORIES IN TEACHING WRITING FOR THE FIFTH GRADE STUDENTS AT SDN JOMBOR 01 BENDOSARI SUKOHARJO

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ABSTRACT

The purpose of this research is to determine the application of creating stories in the teaching of writing a good English text and to know the most favorite media used by the fifth grade students at SDN Jombor 01 in writing an English text. The interesting teaching technique makes students easier to write a simple English text. The method used in this research is a qualitative. In this research, results and discussions are illustrated with the description. The results of English writing work are data taken at SDN Jombor 01 Bendosari Sukoharjo. Data collection is done by observation and documentation. Basically the implementation of creating stories can be done by picture series and bubble. Creating stories help students to write English stories then they present it in front of the class. The most favorite media used by the fifth grade students at SDN Jombor 01 Bendosari Sukoharjo is the picture series.

Keywords: creating stories, writing, English text

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui penerapan creating stories dalam pengajaran menulis suatu teks berbahasa Inggris yang baik dan untuk mengetahui media yang paling disukai siswa kelas 5 SDN Jombor dalam menulis teks berbahasa Inggris. Teknik mengajar yang menarik membuat siswa lebih mudah menulis sebuah teks berbahasa Inggris secara sederhana. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif. Pada penelitian ini, hasil dan pembahasan digambarkan dengan penjabaran. Hasil pekerjaan tulis siswa berbahasa Inggris merupakan data yang diambil di SD N Jombor 01. Pengumpulan data dilakukan dengan observasi dan dokumentasi. Pada dasarnya penerapan creating stories dapat dilakukan dengan menggunakan gambar berseri dan bubble. Creating Stories ini membantu siswa dalam menulis cerita berbahasa Inggris kemudian mereka mempresentasikannya di depan kelas. Media yang paling banyak disukai oleh siswa kelas 5 SDN Jombor I adalah gambar berseri.

Kata kunci: *creating stories, writing*, teks berbahasa Inggris

INTRODUCTION

Learning English requires students to write skillfully in the learning process. The students are at least able to express their ideas and their opinions, to answer the questions, and to follow the flow of thought in written language. Besides being influenced by the mastery of students' vocabulary, another thing that is influential is the way students write or express an opinion through writing. However, based on observations that have been conducted, it shows that students who have learned English are still relatively low. Out of 23 students, only 8 students can speak English quite well. There are 11 students who are less interested in writing English so they get bad score in English writing under minimal passing grade which is 70. The learning achievements of students at Jombor 01 Elementary School are generally good but for English lessons only few students get good score. The courage of students to go advance in front of the class seems low because most of them are afraid of making mistakes when speaking primarily after writing English words. In writing, students often use incoherent sentences between paragraphs and the next paragraph. In addition, students also have difficulty in telling stories or composing sentences. According to Olson in Linse (2005: 69) said that concepts of writing are very important to young writers. When teaching writing to young learners, we must recognize the complexity of the process in writing itself. Young learners need to know that a final piece of writing is a product that has grown out of many steps to make the process.

So writing according to the quote above is also needed for young learners. Students who are early learners in this case are elementary students will know the process of writing an essay. So it is always interesting to pay attention and study the teaching that has been done by English teacher in the learning process.

Based on the explanation above, the researcher is interested to conduct conducting a research on English writing skills. Previous studies have been conducted on writing skills by M. Yamin with the title of *English Learning Method at the Basic Level*. This research is different from what is done by other researchers in which mostly researchers use different teaching techniques namely using creating stories. Meanwhile M Yamin uses Total Physical Response combined by games and songs. There are other researchers who conduct a research using creating stories by Mr. sc. Mauro Dujmovic by the title of Storytelling as a method of EFL Teaching article, but there are differences in the current study. The difference is in how to deliver creating stories. Previous studies conveyed that creating stories is delivered verbally or using speaking skills while the current study, creating stories is delivered by writing.

Based on those previous researches, the researcher is interested to conduct a research on students' writing skills by creating an English story using simple and easy media so that students are expected to be interested to learn English. Based on the existing problems, the researcher formulated the problems:

- A. How is the implementation of Creating stories in teaching writing a good English text?
- B. What is the most dominant media favored by 5th grade students of Jombor 01 Elementary School?

RESEARCH METHODS

The problems examined in this study are focused on natural occurrences without any imagery that is social and dynamic because what is studied here is human who can coordinate and cooperate with other human beings. It is in accordance with what was revealed by Sugiyono (2011: 15) about qualitative research. The conclusion that can be drawn from Sugiyono's explanation is that this study is a qualitative study because the real conditions studied in the learning class of English subjects is focused on the ability to write English.

Subject of the Research

This research was conducted at Jombor 01 Sukoharjo Elementary School in grade 5 students which amounts to 23 students as the research subject.

Research Instrument

The research instrument is writing 6 questions. Three questions use picture series and three more questions consist of bubbles. Writing test questions consist of six questions to determine students' ability to make a simple text using two types of Media. The media are picture series and bubble in which one of the two images is the most favorite media to help students write English text.

Data Collection Techniques

The procedures for collecting data in this study include observation, and documentation.

1. Observation

Observation is the first step in conducting research. It is carried out to find out in detail about students' ability to write using English. The result of the observation is the students' competence in learning writing.

2. Documentation

Documents are interpreted as a written record / picture stored about something that has happened. Documentation is physical evidence in the form of photographs when English language teaching takes place and the results of students' worksheets when writing in English.

Data Analysis Techniques

While the data analysis in this study, Milles and Hubberman (2012: 141) explains that data analysis is steps to process research findings that have been transcribed through the process of data reduction, i.e. data is filtered and compiled, presented, verified or concluded.

F. Procedure of the Research

Research has been carried out by passing various steps to get results that can answer the problem statement. The procedure that was carried out was field observation. Based on the observation, the researcher decided on the fifth grade of elementary students as the subject of this research. Then, the teacher prepared the test and conducting it.

RESULTS AND DISCUSSION

Results of the Study

Writing skills in English for elementary school-age students are very necessary considering these skills can help students to communicate with others through writing well, especially in the school environment. In fact these skills are also needed by elementary school students to be accepted into secondary school. Good and continuous learning of writing skills is needed in light of the importance of other language skills. Creating stories using picture series and bubbles here really help students to create a sentence in this case creating simple English stories, so that in the future they will not be awkward in writing English.

This writing skill uses two techniques namely picture series and bubble. Picture series is a sequence of images or pictures that will become a story that is coherent. Whereas bubbles are bubbles or circles in which there are no images or picture but one word in each bubble that is then used to make sequential stories based on the words in the bubble.

The implementation of Creating Stories

1. Provide the ability to write with creating stories in English among others: By picture, students are asked to compile stories or sentences from picture series. The students were also asked to listen to enjoy the stories from the videos played in the classroom before students were asked to write.
2. This video is played once, the student sees and listens once while matching the story with the picture played by the video. The learning procedures are as follows:
 - a. Explanation of material with LCD media. Students looked more enthusiastic because they were presented by pictures in their world. LCD was also used to play video, namely the *Peter Rabbit* film, which tells the story of the struggle between rabbits and humans who then rabbits and humans reconcile
 - b. Distribution of writing practice questions that have a mixture of pictures and writing, then students compile the sentence so that it becomes a complete story.
 - c. Giving examples of writing and creating English stories in a simple level. The teacher writes the words in the bubble then the students copy and sort the stories from the bubble.
 - d. Then the teacher writes another word in the bubble and students are asked to compose a story based on the instructions in the Bubble written by the teacher.

The results of the test showed that writing by creating stories make students understood the material. Before creating stories used, it still lacked understanding about the material. Most of the scores were less than 70 and after creating story by using the media, students can achieve above the KKM (70 score). This means that creating story techniques is succeeded in helping students' understanding on knowledge and skills in writing. This also shows that students are very enthusiastic to add knowledge about writing by creating stories-

Discussion of the Study

1. The implementation of Creating Stories in the teaching of writing a good English Text

These writing skills need to be mastered by students in addition to other English skills such as speaking, listening, and reading. Therefore the technique of creating stories really helps students. In general this teaching technique is very useful to facilitate English writing. Writing is a scourge for students not only for young learners but also upper level students. They feel that writing English is a difficult thing to do. To anticipate the things mentioned above, creating stories here need to be implemented because this technique uses simple media. There are picture series and bubble. However, media of using picture series is more supportive especially the color picture that attract the attention of students. The students seemed enthusiastic in joining the activity until it was finished. They seemed motivated to do all the instructions so that their writing ability to create a story by using picture series and bubble greatly helped the students.

The students were pleased because with advanced technology, namely LCD and with media such as picture series especially the film that they had never met before in teaching and learning activities. It can be seen the students response while they are in class.

In addition, students' willing to be able to write in English is quite large. It can be seen from their enthusiastic in participating creating stories. They followed all the activities eagerly. All of the students' eyes and attention are to the teaching learning process in class.

The inhibiting factor of this writing activity is relatively minimum, because less of interest in vocabulary, so that in the future students, especially English teachers, will add vocabulary material, so that students do not only know objects nearby but they also know things outside their daily lives. There are also students who are busy by themselves and are less interested in the material presented so that the class becomes noisy, but things like this can be resolved immediately. Other problems arose when the media used by the service team turned out to be a new thing for participants. This resulted in a serious commotion so that the class soon became very crowded. But it immediately took action such as saying hello and inviting the children to clap loudly and rhythmically to stop the commotion.

2. The most favorite media used by the fifth grade 5 students at SDN Jombor 01 in creating a story

Visual media makes elementary school students pay attention to the materil. This can be proven when students watch television, especially children's film programs. The students are are in interested so much for enjoying the children's film program.. Besides television, which has various types of programs that attract students' attention, films or videos are also interesting for children of elementary school age.

Videos played before creating stories have benefits for students. The benefit is that the video makes students interested in the cartoon film because the film is suitable for them.

The use of this video is a tool to create picture series. The pictures contained in this series are taken from the videos they have seen. This trains students' memory and at the same time

helps them to make sequential lessons. So this video has helped students to make stories.

When students are asked to make a story with the help of the bubble, the students spend a little longer than by using series picture. This is because the students in making the story feel limited by the words contained in each bubble. Then, the students also had difficulty in compiling the story because of the words in the bubble are outside the film that had been seen, even though the words refer to stories that exist in their daily lives.

This can happen because the students' attention has been amazed by the films screened in class. When students are asked to turn their attention to their daily lives to be used as stories, students' attention is still not out of the contents of the film that has been played or in other words the students are still fascinated by the film.

It can be concluded that students are happier to use picture series than bubble. By picture series, students are free to compose stories based on images without being bound by the words contained in the bubble.

CONCLUSION

From this study it can be concluded that

1. The implementation of Creating Stories in the teaching of writing a good English text

The application of creating stories uses two media namely picture series and bubble. The use of picture series begins by playing the film. After that they make stories in the form of text or written based on the film that has been screened. Furthermore, creating stories are done using a bubble. There is writing in a Bubble and students are asked to make a sequential story based on the words contained in each available bubble.

2. The most dominant media favored by 5th grade students

Media from Creating Stories that is most preferred by 5th grade students of SDN Jombor 1 is a picture series because there are pictures and colors that dance. In addition, picture series also provides flexibility for students to tell stories using the words they have not bound by the words their teacher has provided as they are in the bubble.

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