

TEACHING NARRATIVE WRITING USING FREAKY FABLES GAME: AN EXPERIMENTATION

Istiqomah Nur Rahmawati¹, Syafryadin², and Rizki Widiastuti³

¹UIN Raden Intan Lampung, ²Universitas Bengkulu, ³Universitas Bale Bandung
email: istiqomahnurrahmawati@radenintan.ac.id

***Abstract.** This study is an experimentation of the idea of using game to teach narrative writing in one of private primary schools in Bandar Lampung. 21 students were grouped according to their class (6A & 6B) into experimental and control. The two groups were given pretest and post-test. The experimental group was taught narrative writing using game called Freaky Fables, the control group was taught using the conventional method. The experimental group also responded to a questionnaire which sought their reactions to the use of game in teaching narrative writing. Data collected were analyzed. Results shown that the experimental group performed significantly better than the control group due to treatment (the use of Freaky Fables game to teach narrative writing). Consequently, the experimental group and the teachers involved showed favorable disposition to the continuous use of the method.*

Keywords: Freaky Fables Game, Narrative Writing, Experimentation

A. INTRODUCTION

Writing skill is important in the whole language development and learning. Practically, many teachers and students always find the difficulties in improving writing skill. There have been many factors influencing the lack of writing of the students. First, the motivation encouraged by their teachers. Students are not well motivated to write. Second, teachers have no idea of how to teach writing effectively. They have no innovative techniques to motivate the students to write. In responding the problems above, the writers decided to conduct an experiment on English teaching process using game called Freaky Fables. The aim of the study was to find out whether the use of this game can be effective in teaching narrative writing and to investigate how students respond toward the using of Freaky Fables in teaching narrative writing based on the research result.

Teaching Narrative Writing using Freaky Fables

In Brown (2001), it is said that writing is like swimming. He stated that psycholinguist Eric Lennerberg (1967) once noted in a discussion of “species specific” human behavior that human beings universally learn how to walk and to talk, but that swimming and writing are culturally specific, learned behaviors. We learn to swim if there is a body of water available

and usually if someone teaches us. Just like in swimming, there are also non-writers, poor writers, and excellent writers in writing. How good a person can write depends on how good he is performing every step during the process of writing.

Moreover, as defined by Alwasilah & Alwasilah (2005) writing skill is a process not an instant product so that teaching writing must start from the interest of the students to the writing itself, because students will not feel comfortable to write something if they feel forced to do it. Therefore, in this opportunity, the writers try to use games to teach writing since children usually are easily attracted to everything named games.

Since Indonesian curriculum of English (2006) has developed a text-based curriculum, there are several kinds of texts are targeted to be mastered by students of certain level of schooling. Moreover in primary level, narrative is the most exposed genre. It is exposed mostly because of its social function and its simplicity. Although students have already been introduced to kinds of narrative text, the using of various teaching technique is needed to carry out activities at all stages. In this regard, this study will apply the use of Freaky Fable game to teach narrative writing to improve students' writing achievement.

In the recent times, the works of Janienne (2007) and Morris (2009) have added more literature in the area of teaching creative writing and essay writing skills through games. Janienne (2007) and Morris (2009), the advocates of using games to teach creative writing and essay writing skills are also of the view that teaching is activity-based and sequential. Teaching writing skills using games is in procedures, from introduction to preparation, evaluation and variation. A synthesis of Janienne (2007) idea on teaching writing skills to children and Morris (2009) group and whole class activities for learning academic writing forms the basis for this study. In this opportunity, the writers used game called Freaky Fables. Actually we can called the game in any names, however, since the game involves fables and when it comes to do this game most students will feel thrill and freak that is why we decided to call it as Freaky Fables game. The further explanation about the procedure of this game is described in the method section.

B. METHOD

The study was an experimental pre-test post-test control type of research. There were 21 students in Primary Six. Students were grouped into experimental (6A class) 11 and control (6B class) 10. Equal number was not possible since the intact classes were used. The two groups were pre-tested using a narrative essay topic. The experimental group was

thereafter taught narrative writing skills using games while the control group was taught the usual traditional/conventional way. Using Freaky Fables game (i.e. the treatment) involved Morris (2009)'s guidelines:

- (1) Introduction – allowing students to have an idea of the activity.
- (2) Preparation – selecting essay topic(s) and writing it on slips of paper.
- (3) Procedure: A student selects one narrative essay topic. The student reads the topic aloud, and selects a second student.

Student 2 generates a few general, introductory sentences on the topic, and then chooses student 3.

Student 3 then presents more points (adaptation of Morris' idea) for the topic, student 4 is then chosen.

Student 4 states the main points for the topic.

The procedure is repeated for each slip of paper. While the activities were taking place, teacher was moving round the students encouraging, correcting and recording their work. The pre-test and post-test scores each group were analyzed by using the matched t-test.

The diagram of this design is shown as follow:

Table 1 Experimental Research

Groups	Pre-tes	Treatment	Post-tes
Experiment	T ₁ E	X	T ₂ E
Control	T ₁ C	--	T ₂ C

Where

T₁E = Pretest for experimental group

T₂E = Posttest for experimental group

X = Treatments

T₁C = Pretest for control group

T₂C = Posttest for control group

The result of the test of experimental and control group are used to know that using this game is more effective than using conventional/traditional technique in improving students' narrative writing. It means that the writers want to find a causative relationship between the independent variable or treatment and the dependent variable or response

variable. The relationship between independent and dependent variable in this study can be portrayed graphically as follows:



C. DATA ANALYSIS AND DISCUSSION

The written test document would be analyzed by using scoring sheet (see appendix 1), while test instrument would be analyzed by using validity and reliability analysis. The pre-test and post-test data would be analyzed by using SPSS 16 for Windows. In this study, the independent t-test was used to find out the difference of means significantly between experimental and control group. In this case, the independent t-test in SPSS 16.0 for Windows was used to compute the data of pre-test and post-test.

As for the computation of pre-test, the table 2 (see appendix 2) shows that the mean of control group pre-test is 73.2, standard deviation is 4.962, and the standard error mean is 1.596. While the mean of experimental group pre-test is 73, standard deviation is 6.418, and the standard error mean is 1.935. The t_{obt} which is shown in the table 3 (see appendix) is -0.079 and the degree of freedom (df) of pretest is 19, means that the t_{crit} is 2.093 at the level 0.05 (based on the critical values of t at the 0.05 level to the line $df=19$). Since the t_{obt} is lower than t_{crit} so the null hypothesis is accepted. It means that, the two samples are from the same population and there is no significant difference between two groups in their writing skill. This result implies that the experimental and control group have the same initial skill in terms of narrative writing.

As for the computation of pre-test, the table 2 (see appendix 2) also shows that the mean of control group post test is 74.1, standard deviation is 5.13, and standard error mean is 1.622. While the mean of experimental group post-test is 77.363, standard deviation is 5.445, and standard error mean is 1.641. The t_{obt} shown in the table 3 (see appendix 5) is 3.263. Whereas the degree of freedom of post-test is 19, means that the t_{crit} is 2.093 at the level 0.05. Based on the score gained, we can state that t_{obt} is higher than t_{crit} . Therefore, the null hypothesis is rejected; the two samples are from the same population and there is significant difference between two groups. This result implies that the experimental and control group are significant difference in terms of their ability after the treatment.

Questionnaire was also used to gain the second data of this research. It was provided for experimental group after doing post-test. Administering the questionnaire was proposed to know students' response toward using games in teaching narrative writing. In this study, the kind of questionnaire was closed questionnaire which consist of 8 questions. The questionnaire would be analyzed using Likert scale. First, in analyzing data, the writers should look at the option chosen by respondent in which every option has their own score. They are as follows:

SA	Strongly Agree	Score 5
A	Agree	Score 4
Do	Doubt	Score 3
D	Disagree	Score 2
SD	Strongly Disagree	Score 1

Second, the score of respondent was changed into percentage form. After that, the result of computation was conferred with the table 3 (see appendix 3). The formula for analyzing the questionnaire and the result itself can also be seen in appendix 3.

D. FINDINGS AND CONCLUSION

The conclusion is formulated derived from the data analysis and discussion. In this study, independent t-test is used to compute students' narrative writing score. The result shows that the null hypothesis in this study is rejected; the improvement of writing skill in the experimental group is statistically significant than the improvement of the control group. It means that using Freaky Fables game, which is used in the experimental group, is effective in improving students' narrative writing. Moreover, the result of questionnaire shows that almost all of students agreed that using this game is an interesting technique in teaching writing. This technique motivates them to write narrative text because it stimulates them to get the ideas for building their writing product.

References

- Alwasilah, A. Chaedar, & Alwasilah, Senny Suzana. (2005). *Pokoknya Menulis*. Bandung: Kiblat Buku Utama.
- Brown, H.D. (2001). *Teaching by Principles: an Interactive Approach to Language Pedagogy*. USA: Addison Wesley Longman Inc.

- Janienne, Jennrich. (2007). Essay Games to Teach Writing Skills to Children, *www http:// lesson-plan help. Smite 101.com/article. Cfm_no_penmanship_writing*, retrieved 1/24/2010.
- Morris, Cheryl. (2009). Learning Essay Writing Skills through Games, *Voices, September-October 2009, Issue 2010 AITEFL, U.K p. 7.*
- Pusat Kurikulum Balitbang Depdiknas. (2006). *KTSP: Kompetensi Dasar Mata Pelajaran Bahasa Inggris SD & MI*. Jakarta: Depdiknas.

Appendix 1

Scoring sheet for writing test

Students' narrative writing was analyzed by using narrative writing scoring. This scoring guide represents the basic aspect of writing, they are: content, organization (generic structure), sentence structure (language 41 features), vocabulary, convention. The content takes into account the effectiveness of relationship between topic and context which was established by the writer. The organization (generic structure) embodies the introduction of the orientation and its connection to the complication and resolution. The sentence structure (language features) represents the control of writer to the correctness of using verb, tense and linking words. The vocabulary evaluates the writer control of using the appropriate words and the variation of diction. The last is the convention; this aspect considers how the writer organizes the punctuation and capitalization, as well as the spelling. Each aspect has 5 grades of range for assessing students' writing, they are: excellence (5), approaches the standard of excellence (4), clearly meets the acceptable standard of excellence (3), does not clearly meet the acceptable standard (2), clearly below the acceptable standard (1).

Appendix 2

Table 2. Group Statistics

		Mean	Std. Deviation	Std. Error Mean
Pretest	Experiment	73.0000	6.41872	1.93532
	Control	73.2000	4.96208	1.56915
Posttest	Experiment	77.3636	5.44560	1.64191
	Control	74.1000	5.13052	1.62241
		N		
		11		
		10		
		11		
		10		

Appendix 3

Table 3. R% (Percentage of Respondent) Criterion

No	R%	Criterion
1	0	None
2	1-25	Small number of
3	26-49	Nearly half of
4	50	Half of
5	51-75	More than half of
6	76-99	Almost of
7	100	All of

The formula for analyzing the questionnaire is drawn as follow:

$$P = \frac{Fo}{n} \times 100\%$$

In which :

P = percentage

Fo = Frequency

n = items

The questions in the questionnaire:

1. Bahasa Inggris merupakan pelajaran penting terutama dalam menulis.
2. Pelajaran Bahasa Inggris yang diajarkan oleh guru Anda selama ini membuat Anda senang menulis naratif.
3. Anda sering mengalami kesulitan dalam menulis naratif
4. Guru Bahasa Inggris Anda pernah menggunakan games dalam mengajarkan teks naratif.
5. Freaky Fables game merupakan teknik baru yang Anda ketahui dalam mempelajari teks naratif.
6. Freaky Fables game merupakan teknik yang menyenangkan dalam mempelajari aspek bahasa terutama menulis.
7. Freaky Fables game yang dimainkan dalam pelajaran memotivasi Anda untuk menulis teks naratif.

8. Penggunaan Freaky Fables game lebih baik daripada teknik yang biasa diberikan oleh guru Bahasa Inggris.

