THE EFFECTIVENESS OF ENGLISH FAIRY TALE VIDEO IN IMPROVING THE STUDENTS' WRITING SKILL IN NARATIVE TEXT AT ELEVENTH GRADE OF SMA ISLAM TA'ALLAMUL HUDA BUMIAYU IN THE ACADEMIC YEAR 2020/2021

Rahayuningtias Oktaviani

the Graduate of English Education Study Program
Universitas Peradaban Bumiayu – Brebes
Email: viany.rahayu@gmail.com
Phone: +62 856 0000 6251

Abstract

The aim of this research is to find out whether English fairy tale video is effective or not to improve the students' writing skill in narrative text at eleventh grade students. This research is an experimental study, which is true experimental. The samples of this study are class XI MIPA 2 as experimental class which consists of 31 students and class XI MIPA 3 as control class which consists of 31 students. This research collects the data from documentation and test. T-test is used to test the hypothesis and the writer uses SPSS 16.0 application. Based on the results of data analysis from several steps in calculating statistical analysis, the result is the score Sig. (2-tailed) is $0.002 = 0.2\% < 5\%$, so H_0 is rejected; it means that H_1 is accepted. It shows that the mean score of experimental class is better than control class ($79.58 > 74.90$). It can be concluded that English fairy tale

video is effective to improve the students' writing skill in narrative text at eleventh grade of SMA Ta'allamul Huda Bumiayu in the academic year of 2020/2021.

A. Introduction

Narrative is one of important genres, which has been known by senior high school students especially at the eleventh grade, but according to the writer's experience when doing practice in teaching at SMA Islam Ta'allamul Huda Bumiayu where this school is located in Kalierang, Bumiayu, Brebes, Central Java, the writer finds that many eleventh grade students have not understood its generic structure and its linguistic features. Fairy tales belong to narrative. They are usually quite long. However, they give us broader view about its linguistic features since there are various verbs and expressions used in fairy tales.

The students also have been familiar with the plot of the stories which can be good and easy models of narrative generic structure. Furthermore, the students learn many things such as direct and indirect speech, punctuation and capitalization, and so on from the written texts given. They will be useful for the students as the models in constructing narrative written texts. Practicality, it is not easy for them to write a narrative text in English, not as easy as to write it in their native language. Writing is more complex and difficult to learn for them. They have to think and choose the correct vocabularies or diction which is very different from what they have in their own language.

Therefore, they sometimes do not know what they want to write to express their thought and ideas. These things can make them frustrated and lose their motivation to learn English. By using fairy tale video as learning media, teachers may allow students to practice writing a narrative text based on the story in the video. The story, moving pictures, song and music in English Fairy tale video make teaching learning process more communicative and interesting. Before the students try to write a narrative text based on the English Fairy tales, they can listen to the song and enjoy the moving pictures in the video clip. The teacher will be able to demonstrate to the students how to construct a written narrative text clearly and allow the students developing the feeling of excitement and enjoyment towards the online teaching learning process.

Based on the problems that occur, the English fairy tale video can be used in the teaching and learning process with the aim that the delivery of material can attract the students' attention and the atmosphere is not monotonous. This lack of motivation is due to the fact that the learning methods used have not been able to motivate students. For this reason, it is necessary to apply ideas to design learning that is memorable and fun to achieve learning objectives. The students are expected to be able to master narrative text through interesting video as media so that they can understand all about narrative text easily.

B. Literature Review

Fairy tales are included in magic and wonder tale type of folktales. Fairy tales are well-known story from folklore for children that often involve fairy or other magical character (Riyatun, 2006: 27). According to Riyatun (2006: 72), fairytale film contributes significantly to the students' improvement

of linguistic features in writing narrative. Fairytale film can improve the students' understanding to generic structure of narrative text (Riyatun, 2006: 72).

According to Hanlon (1999: 32), fairy tales are enjoyable and meaningful. They stress human experience, history and values. Fairy tales have universal values and plots which add familiarity to students. Moreover, the students usually know fairy tales. Most of them are still fond of reading and listening to fairy stories. Thus, their knowledge about fairy tales can facilitate them to learn more about narrative text. Thus, by using fairy tale as a media in teaching English, it can stimulate the students in learning. Furthermore, a creative teachers' ability in processing the existing learning media becomes very interesting.

In addition, Docherty (2014) gives 5 reasons why fairy tale film is good for learning. They are fairy tale film can boost the child's imagination and cultural literacy, fairy tale film can teach what is right or wrong, fairy tale film can develop critical thinking skills, fairy tale film can help children deal with their emotion, and fairy tale film can be a great fun for learning.

Narrative text is one of genres which is taught at the eleventh-grade students. According to Djuharie (2007: 41), narrative is a kind of texts about story of legend and resolution to amuse and to give entertainment to readers. According to Derewianka (1991), the social function of narrative is to entertain, to teach or information, to embody the writer's reflection on experience, and to nourish and extend the reader's imagination.

According to Djuharie (2007: 41), to write a narrative, there are four components that we shall care: orientation, complication, resolution and coda.

According to Djuharie (2007: 25), the language elements used in writing narrative paragraph are nouns, individual participant, past tense, conjunction, action verb, and saying verb.

Besides, by using English fairy tale video in the teaching and learning process, the students can master the narrative text material because teaching by using English fairy tale video as media makes the students understand more and easier about narrative text than teaching based on text book, so that the teaching and learning process can achieve its goals.

C. Method of Investigation

In this research, the writer conducts quantitative research. The writer applies an experimental study with a true experimental design. The purpose of this research is to find out the effectiveness of English fairy tale video in improving the students' writing skill in narrative text at eleventh grade of SMA Islam Ta'allamul Huda Bumiayu in the academic year 2020/2021. There are two class categories in this research. They are XI MIPA 2 class as experimental class which consists of 31 students and XI MIPA 3 as control class which consists of 31 students. The eleventh grade of XI MIPA as experimental class gets the treatment by using English fairy tale video.

As the techniques of data collection, the writer uses documentation and test. The writer applies the technique of data analysis with normality test, homogeneity test, and hypothesis test.

D. Findings and Discussion

The first technique of data collection is documentation. In this study, the writer uses the documentation technique to collect the data about students, such as the list of names, the students'

attendance list, the score of pre-test, and the score of post-test.

The second technique of data collection is the test. The writer presents the results of the tests given to the sample of students of SMA Islam Ta'allamul Huda Bumiayu using pre- test and post-test. The pre-test questions are given at the beginning before the treatment is given, while the post-test questions are given after the treatment. The results are used to obtain empirical evidence about the effectiveness of using English fairy tale video in improving the students' writing skill in narrative text at eleventh grade of SMA Islam Ta'allamul Huda Bumiayu in the academic year 2020/2021.

Based on the results of the data of experimental class, the scores of pre-test and post-test in the experiment class are different. The pre-test mean is 70,90 and the post-test mean is 79,58. Based on the mean score, the result of the pre-test is lower than the mean score of the post-test. Based on the results of the data of control class, the scores of pre-test and post-test in the control class is different. The pre-test mean is 71,35 and the post-test mean is 74,90. Based on the mean score, the result of the pre-test is lower than the mean score of the post-test.

Meanwhile, after the treatment is given to the experiment class using English fairy tale video and the control class using conventional learning, the mean score obtained by the experiment class is 79,58 and the mean score obtained by the control class is 74,90. Based on the mean score of both post-test, it can be seen that the experiment class has a higher score than the control class. In addition, based on the results of data analysis from several steps in calculating statistical analysis, the results of ttable at a significance level of 0.05 = 5%, H0 (Hypothesis Null) is rejected, and Ha (Hypothesis

Alternative) is accepted, which means using English Fairy tale video methods is effective to improve the students' writing skill in narrative text at eleventh grade of SMA Ta'allamul Huda Bumiayu in the academic year of 2020/2021.

E. Conclusion

In conclusion, the research queston has been answered that using English fairy tale video is effective to improve the students' writing skill in narrative text at eleventh grade of SMA Ta'allamul Huda Bumiayu. It can be seen from different results of the mean score of post-test results between the experimental class which has the mean score 79.58 and the control class which has the mean score 74.90.

Moreover, the results of the data analysis from calculating statistical the result is the score Sig. (2-tailed) is $0.002 = 0.2\% < 5\%$, so H_0 is rejected; it means that H_1 is accepted. It shows that the mean score of experimental class is better than control class (79.58>74.90). It can be concluded that English fairy tale video is effective to improve the students' writing skill in narrative text at eleventh grade of SMA Ta'allamul Huda Bumiayu in the academic year of 2020/2021.

Acknowledgement

Bibliography

Derewianka. 1991. *Exploring How Text Work*. Rozelle: Primary English Teaching Association.

Djuharie, Otong Setiawan. 2007. *Genre*. Bandung: Irama Widya.

Docherty, S. 2014. 5 *Reasons Why Fairytales Are Good for Children.* http://www.scottishbooktrust.com/blog/reading/ 2014/ 06/5-reasons-why-fairytales-are-good-for-children.

Hanlon, T. L. 1999. *General Guidelines for Teaching with Folk Tales, Fairy Tales, Fables, Ballads, and Other Short Works of Folklore*.

Riyatun. 2006. *Developing Student's Narrative Writing through Fairytales and Action Research at Year VIII of SMPN 38 Semarang in the Academic Year 2006/2007 (Sarjana Pendidikan Paper, Semarang State University).* Retrieve from: lib.unnes.ac.id/1160/1/2055.pdf.