IMPROVING STUDENTS' NARRATIVE WRITING THROUGH STORY COMPLETION ACTIVITY FOR THE EIGHTH GRADE STUDENTS OF SMP N 1 NGEMPLAK

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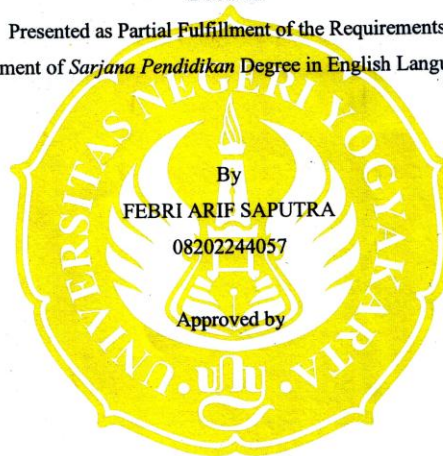**STATE UNIVERSITY OF YOGYAKARTA**

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FOR THE EIGHTH GRADE STUDENTS OF
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Improving Students' Narrative Writing Through Story Completion Activity for the Eighth Grade Students of SMP N 1 Ngemplak

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Abstract: This study was aimed at improving the students' narrative writing skills at Grade VIII of SMP N 1 Ngemplak using story completion activity. This research was a classroom action research. The subject of this research was Grade VIII A which consists of 30 students. The instruments of this research were writing test, students' observation checklist, field notes, teacher's observation checklist, and interview. The data of this research were both in qualitative and quantitative data. The result of this research showed that Story Completion Activity could improve 70% students of total students in writing narrative text at Grade VIII A of SMPN 1 Ngemplak. There was an improvement of subjects who were be able to pass the standard score (≥ 75) from 27% in baseline data into 50% of students in the test in Cycle 1 and finally became 70% in Cycle 2. In addition, the factors that influence the improvement of students' ability in writing were teacher's factors (classroom management and teacher's explanation) and students' factors (students' attention, participation and interest).

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Introduction

There are some strategies in teaching writing. One of the strategies is Story Completion Activity. Story completion is an activity where a teacher starts to tell a story, but after a few sentences he or she will stop narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on. Story completion is a useful activity for brainstorming, writing, reviewing concepts and vocabulary learning. It means that, this strategy can help the students brainstorm their ideas, writing the text and reviewing the draft of the texts. In this research, the students worked in a group of four. The students were brainstorming their ideas in their group. They were helping each other to find the ideas. It made them easier to get more creative ideas. Furthermore, they can help each other in solving some difficulties in writing.

Conceptual Framework

Lack of the ideas made students find it difficult in writing. The researcher focused on getting ideas to write narrative text. That was why the teacher should find an effective strategy for teaching writing. One of the effective strategies to improve the writing ability was story completion. This technique was introduced by Kayi (2006). In this research, the researcher modified Story Completion technique. The students in a group were asked to complete the story which was previously told by the writer based on the part given by the teacher. The teacher should begin the story that must be completed by the students. It is going to be an interesting technique because every student was motivated to write, ignoring the error that they would make.

Story completion was a kind of cooperative learning to help the student in writing. They were divided into a group of four or five. Then, the teacher posed questions to them. The procedure of this strategy was the students answered the question by round. It means one student's answered, and then gave the paper to the other students and it was over until the questions were answered.

Research Method

This was a classroom action research. The subject of this research was students Grade VIII A of SMPN 1 Ngemplak. The instruments used in this research were writing test, observations checklist, field-notes, and interview. The procedure of this research was conducted based on Kemmis and Tagard theory that consist of four steps namely plan, action, observation, and reflection. The data of this research were quantitative and qualitative data. Quantitative data was writing test. Meanwhile, qualitative data were observation checklist, field notes, and interview.

There was a specific procedure for analyzing the data. The quantitative data were taken from the test given at the end of each cycle. The test was assessed using grading criteria for students' writing ability adapted from Glencoe (2007). The qualitative data were taken from observation checklist and field notes from the collaborator and the result of the interview of the students. To analyze this data, the researcher used Gay and Arasian' theory. According to Gay and Arasian (2000), the steps of analyzing the data are: data managing, reading and memoing, describing, classifying, and interpreting.

Finding and Discussion

By analyzing all of the data, quantitative data of students' writing test and qualitative data of observation checklist and field-notes, the researcher found the improvement of students' ability in writing narrative text by using Story Completion activity.

The results of students' writing test showed that there were improvements on the students' ability in writing narrative text. In Cycle 1, the students' scores increased 23% and in Cycle 2 the score increased 43% from the preliminary data. Overall, the

use of Story Completion activity could improve students' writing skill which was shown by the percentage of the students who reached the score 75 was 70% of the total students. It means that the success of this research has been achieved. Therefore, the research could be ended in Cycle 2.

Analyzing the qualitative data; observation checklist and field-notes, the researcher found that there were two main factors that influenced the improvement of the changes of students' ability in writing a narrative text. They were the teacher and the students. The teacher's factors were teacher's classroom management and teacher's explanation. Teacher's classroom management means how the teacher manages her classroom. The Story Completion activity is a group work strategy. It means that the teacher should be able to manage and control all students in the groups. In Cycle 2, the teacher could cover all of the students to contribute to write narrative text in their group. The teacher was also able to guide the students in using Story Completion activity. It made the process of learning more effective and efficient.

The second factor was the students. There were students' attention, participation and interest. In Cycle 2, all of the students paid attention to the teacher's explanation. They took notes and asked the material actively. The students also showed a positive participation in their group. All of them contributed in writing in their group and were active in the discussion to share their ideas about the text. They were also more interested in writing. The students thought that writing in a group was better than individually because in their group they could help each other, shared opinions about the events of the story and discuss how to write the interesting story.

Based on the results of the research, it can be concluded that 1) the students taught using Story Completion activity had better writing skill than those taught using direct instruction, 2) the students who had high intelligence had better writing skill than those who had low intelligence and 3) there is no relationship between teaching techniques and students' intelligence level in teaching writing. In addition, that most students were interested in the teaching activities using the Story Completion activity in writing hortatory exposition text.

Conclusion and Suggestion

Based on the result of the research, it can be concluded that first, Story Completion activity could improve 70% students of total students in writing narrative text at Grade VIII A of SMP N 1 Ngemplak. Second, there were two factors influencing the improvement of students' ability in writing narrative text; the teacher's factors (the teacher's classroom management and the teacher's explanation), and the students' factors (the students' attention, participation and interest).

To sum up, it can be concluded that the Story Completion activity can improve students' ability in writing a narrative text and students' attention, participation and interest in learning especially at Grade VIII A of SMPN 1 Ngemplak.

The researcher suggests some points that might be useful for the teacher and further researchesrs. First, English teachers can use Story Completion activity as a strategy in teaching writing especially writing narrative text. Besides that, they should consider the explanation and the students' understanding. Second, Story Completion activity is recommended for English teachers to brainstorm the students' ideas in writing a narrative text, because the students can share their opinions with the others. The last, further researchers can use Story Completion activity by using other types of text beside narrative text and for improving writing in another grade.

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