# Improving Past Tenses Writing in Narrative Text Using Storytelling Technique at SMK N 6 Semarang

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**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui faktor peningkatan pengetahuan past tense bahasa Inggris peserta didik dalam topik bahasan teks narasi dan pengaruh teknik pembelajaran storytelling terhadap pengetahuan past tense peserta didik. Penelitian ini bersifat kuantitatif, dilaksanakan di SMK Negeri 6 Semarang, Indonesia. Sebab bahasa Inggris adalah kunci kemampuan dasar untuk menulis teks narasi, maka peserta didik harus dapat menguasai past tense. Metode pengumpulan data dalam penelitian ini adalah *cluster random sampling*, dan peneliti memilih satu kelas di SMK tersebut. Kelas tersebut merupakan X Perhotelan 4. Data didapatkan dari hasil *pre-test* dan *post-test* yang dikerjakan oleh peserta didik. Penelitian ini dilaksanakan 2 siklus. Hasil penelitian ini adalah nilai yang diperoleh peserta didik dikelas tersebut menujukkan peningkatan, dari siklus 1 ke siklus 2 teknik storytelling cukup efektif menurut uji gen untuk meningkatkan pengetahuan peserta didik mengenai past tense pada materi teks narasi.

**Kata Kunci**: Teks narasi, past tense, *storytelling*

**_ABSTRACT_**

*This study aims to determine the factors that increase students' English past tense knowledge in the topic of narrative text and the influence of storytelling learning techniques on students' past tense knowledge. This research is quantitative in nature, conducted at SMK Negeri 6 Semarang, Indonesia. Because English is the key to the basic ability to write narrative texts, students must be able to master the past tense. The data collection method in this study was cluster random sampling, and the researcher chose one class at the SMK. The class is X Hospitality 4. The data is obtained from the results of the pre-test and post-test carried out by students. This research was conducted in 2 cycles. The results of this study were that the grades obtained by the students in the class showed an increase, from cycle 1 to cycle 2 the storytelling technique was quite effective according to the gene test to increase students' knowledge about the past tense in narrative text material.*

**_Keywords_**_: Narrative Text, past tense, storytelling_

## 1. INTRODUCTION

Education has a function to develop itself, namely to develop all potential talents, abilities, and positive personal characteristics for themselves and the environment around students. Education is not only about sharing knowledge, values or practicing skills possessed by students but education also functions to develop the potential and skills possessed by teachers in developing learning that is comfortable, fun for students, and effective according to learning styles, environmental backgrounds, and social of each student. As a professional teacher, the teacher must also be able to actualize the application of effective and efficient learning approaches, methods and techniques for students. Through the Pre-service PPG program for prospective professional teachers recruited by the Indonesian state which is part of efforts to improve the quality of Indonesian teachers and education, the government requires prospective teachers to conduct

classroom action research (PTK) to help educators make improvements and improvements in terms of teaching and learning. This statement is supported by (PGSM Project Trainer Team, 1999), and improve the conditions when these learning practices are carried out.

In the PPG program, all PPG students or prospective professional teachers are asked to carry out their studies or class action research in places where PPG students carry out practical field experiences (PPL). Field experience practice provides an opportunity for prospective educators to know and practice to work with schools to share in the experience of being a professional teacher in an educational institution to teach from preparing learning tools to learning assessments and reflections, through these reports in the future it can be used as literature for educators, so as to improve the quality of learning as well as information for colleagues. Then as prospective educators, researchers also try to make Classroom Action Research (PTK) and their reports. Researchers hope that this PTK report can be useful for improving the quality of Indonesian education. On this occasion the researcher conducted Classroom Action Research on English subject in class X SMK N 6 Semarang. Especially in the material "past tense in narrative text". The researcher chose this material due to the past tense material in order to equip students to write narrative texts. Previously, students received low pre-test assessment results.

The writing ability emphasized in this study is about students' ability to write using past tenses grammar as an effort to make it easier for students to write or tell stories using past tenses because in telling folk stories or narrative text material in English it uses past tenses grammar. As for everyday life, when students have mastered this material in the world of work, it will be useful if students later become tour guides or simply want to introduce Indonesian folklore to their friends using English. Harsono (2019) said in his research

conducted at Mardisiswa Semarang High School that the benefits that can be obtained from learning activities using Pekalongan folklore are increasing the ability to write and speak in English and understanding the meaning of Pekalongan folklore. In addition, these activities are beneficial for the development of local tourism in Pekalongan. The objectives of the English subject can be achieved if supported by adequate facilities and infrastructure. In the learning process it is often found that there are participants who look bored and lazy, few of them use High order thinking skills to understand and write sentences, let alone actively involve themselves in the learning process. Students often use translations from Google rather than using their abilities independently. This causes the results of students' pre-test in answering questions about sentences using English grammar, namely past tenses to be low. These results or achievements are realizations or descriptions of potential abilities and talents or capacities possessed by students. Mastery of a person's learning outcomes can be seen from his behavior, both in the form of mastery of knowledge, critical thinking skills and motor skills. Most of the activities or behaviors shown by someone can have an impact on learning outcomes. In the school realm, the learning outcomes can be seen from the students' mastery of
the subjects they are living

**Writing Ability**

According to (Durga & Rao, 2018) states that writing is an important factor of language. Good writing skills are necessary for all learners to fulfill their educational and employment requirements. In accordance with this statement that writing is one of the basic abilities that must be mastered by students in language knowledge and skills. Writing is one of the important skills to communicate in writing to other people or to other companies. Writing in English is a skill that is quite difficult for students because of the low vocabulary

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that students have and knowledge of English grammar. This statement is supported by Chicho's opinion (2022) that writing is an integral part of language practice. Using a set of symbols also represents language in a textual medium. However, writing is a challenging skill. It's hard to write coherently. Requires the ability to comb words and sentences. According to (Sreena & Ilankumaran, 2018) stated difficulties in speaking and writing can be found and then improved with several class activities by giving assignments to students to listen. The teacher gives assignments to students to develop their writing skills. One of the supporting factors for improving students' writing skills is by increasing reading literacy from each student and providing many opportunities for students to practice writing will facilitate students' skills and knowledge. In addition to the internal factors of the students themselves, there are also external factors that affect students' writing skills related to support from friends and teachers of students. This statement is supported by Febriani (2022) who mentions several ways students do to overcome difficulties in writing essays, namely motivating themselves, studying and reading a lot, and practicing writing. Apart from that, they were also asked by their friends and lecturers to get further explanation. Almost the same thing was conveyed by Alostath (2021) by challenges caused by a lack of vocabulary, lack of motivation, weak grammatical competence, coherence and cohesion, and problems related to the curriculum. Other problems raised by teachers related to the lack of clarity and focus on written assignments, teacher demotivation, and time management among novice teachers. In addition to assistance from colleagues and teachers, the existence of digital media such as screening short films related to narration is also very helpful in increasing students' understanding without having to constantly practice grammar.

## Use of Past Tense sentences

Based on Uchiyama (2016) defines that stating the simple past can be applied to most past actions; we can use it for actions that happen quickly, actions that occur from time to time, or actions that occur because of a habit in the past. According to Fitria (2020) states that there are many types of errors found in the Simple Past Tense Writing Composition of students. Errors in the aspects of grammar, punctuation, and spelling are found under the student's essay table. Based on this statement, the teacher needs to provide more training to students that focuses on grammar, punctuation, and spelling in English. The teacher as a facilitator must provide differentiated past tense material for each student. Agreeing with this, Widiyawati (2022) found that the highest value aspect of students' narrative texts was the aspect of language use. While the aspect of vocabulary has the lowest frequency. However, there are three obstacles faced by students in using the simple past tense in writing skills, namely; lack of simple past tense characteristics, lack of motivation of students, and lack of practice in writing sentences. This is supported by the statement of Anjarani & Indahwati (2019) that additional problem with writing past tense sentences is the activity of arranging sentences that are still not correct based on the grammar because most of them are using to using goggle translations, therefore the students' problem is their confusion in transfering Indonesian grammar rules into English, especially in the use of the past tenses.

## Storytelling Technique

According to Phillips (2000) said that Storytelling is a crucial teaching center with an irreplaceable presence in all societies along with the evolution of human language and has a very positive role in children's education. Meanwhile, according to Kromka & Goodboy (2019) argues that students in narrative conditions pay attention in a longer period of time to lectures and get better

results on shortterm memory tests compared to students in conditions given only examples. Finally, students also perform better in foreign information retention tests. Based on these two statements, it can be said that the storytelling technique is a technique that has a positive impact, namely the material is easy to remember and absorb. On the other hand, the storytelling technique has also been used in various countries and is a learning technique that has been applied for quite a long time so that the storytelling technique researchers believe is one of the good techniques to apply in learning. In addition to academic benefits, storytelling is also beneficial for students' psychological feelings. This opinion is strengthen by the statement of Syafryadin & Salniwati (2019) that storytelling can provide joy in the learning activity, increase students' knowledge, capture the cultural heritage from generation to generation. This statement is in accordance with the social function of narrative text, namely to entertain listeners or readers, so according to researchers, storytelling techniques are very suitable for teaching narrative texts. Based on the opinion of Satriani (2019) that storytelling can develop students' literacy skills, foster students' imagination, enrich students' English vocabulary, and develop students' awareness and interest in reading. On the other hand, some of the obstacles found in the implementation of teaching activities are different abilities of students and texts that are too long. In addition, Temiz (2019) also revealed that the advantage of the storytelling technique is that students produce narratives with more structured sentences after doing storytelling activities.

## 2. METHOD

This Classroom Action Research (CAR) was conducted at SMK Negeri 6 Semarang, which is located on Jl. Sidodadi Barat No. 8, Karangturi, Kec Semarang Timur., Semarang City, Central Java, led by Dra. Almiati, M.Si. The determination of this place is intended to provide convenience for researchers. The researcher chose SMK Negeri 6 Semarang as the research location because the school is the place for PPL 2 where we are working and the researcher has gained teaching experience in both guided and independent teaching cycles so that we can find problems that exist in schools, especially related to student learning related to English.

This classroom action research was conducted in May 2023, namely on May 10, 2023 for the first cycle and the second cycle was carried out on May 16, 2023. The researcher chose these dates because on these dates they entered narrative material which had never been discussed in class X Hospitality 4. Narrative material is the only material that has not previously been discussed in that class so that the possibility of other external factors is minimal.

Assessment Sheet (Pre-test and Posttest) The pre-test is a worksheet to find out the level of understanding of students whether they understand the material being taught or not. Meanwhile, the posttest is a sheet of assessment questions to monitor the learning outcomes obtained by students regarding students' understanding of the material that has been discussed with the teacher.

Documentation According to (Hikmawati, 2020, p. 42) comes from the word document which means everything written. In applying the documentation method, researchers investigate all objects in written form such as books, magazines, journals, regulations, legislation, minutes of meetings, important daily notes, and so on. Documentation in this study was carried out by collecting documents originating from test results documents. Both pre-test and post-test. In addition, this technique is useful in visualizing learning activities in the form of photos or can also be in the form of video or audio. Researchers use mirrorless cameras and mobile phones as tools to take pictures,

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video and record audio during research activities.

In the definition of a research instrument, there are several opinions from experts, including, according to Saputra (2020) states that in research in the education sector, data collection techniques generally use instruments. In carrying out data research is the most important part that will be taken using the instrument. The research instrument is the soul of the research. Meanwhile, according to Hikmawati (2020, p. 30) states that a research instrument is a research tool for measuring natural or social phenomena to become the focus of researchers, specifically all of these phenomena are called variables. Based on this description, it can be understood that the research instrument is a tool that is used to show the results of data collection. Therefore in this study the instruments used were pre-test and post-test question sheets. Question sheets are used to examine student achievement to get data about student knowledge during learning process by recording and collecting data in the form of students' worksheet on tests that contain questions about the past tense knowledge whose data will be collected and analyzed.

Smart phone is used to record sound when students do storytelling when learning activities are carried out, this recording is evidence of student storytelling activities and the implementation of learning during the teaching and learning process. The sample recording results are shown as an attachment to this classroom action research report.

Classroom action research with a preexperimental design model of one group pretestposttest where students according to Sugiyono, (2018) a group that was observed initially with a pretest and after treatment was given a posttest. The One Group Pretest-Posttest design can be seen in taable below.

**Table 1.** Desain *One Group Pretest-Posttest*

| Pretest | Treatment | Posttest |
|---------|-----------|----------|
| $O_1$ | X | $O_2$ |

Explanation:

| | |
|---|---|
| $O_1$ | = *pretest past tense* |
| X | = *storytelling technique* |
| $O_2$ | =*posttest past tense* |

Normality test using the Kolmogorov Smirnov test SPSS. With a 5% degree of confidence, if the significant value in the Kolmogorov Smirnov test is> 0.05, then $H_0$ is accepted, meaning that the data is assumed to be normally distributed (Sukestiyarno, 2016).

## 3. RESULTS AND DISCUSSION

### Description of Initial Conditions

Classroom Action Research (CAR) was conducted at SMK Negeri 6 Semarang. The researcher conducted this research in class X Hospitality 4 where students always changed classes everytime they changed subjects. At first, English learning activities at the school used too much of the lecture method. Too much use of the lecture method results in learning being centered on the teacher, besides that there is a questions and answer method and giving assignments. This is because the teacher has a character in teaching who prefers to tell stories. English learning at X

Hospitality 4 takes place in a superior class so that the facilities in the class are complete and comfortable. LCD facilities and projectors and an air conditioner but researchers found that there was a low knowledge of the past tense of the students. Therefore researchers try to apply storytelling techniques as a way to increase students' knowledge so that research results are in line with expectations.

### Description of Research Implementation

Research in the first cycle of the researcher at the beginning of direct learning gave a pre-test. Then the students were given 30 minutes to do the pre-test in order to find out the students' initial knowledge about the past tense. The pretest the researcher gave through the Google form totaled 25 multiple choice questions. After finishing work, students are given narrative text material using power point and videos of Indonesian

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legends to make it easier for students to make drafts for storytelling performances. At the end of the lesson the researcher reflects on the learning with the students about what has been done and learned.

### Implementation of cycle 2

In the second cycle of research, the researchers invited students to do storytelling from the drafts made in the first cycle. On the other hand, the teacher also provides feedback to students' drafts regarding the use of the past tense and invites them to make preparations. Next, the participants practiced storytelling about the legends of the archipelago that their classmates saw and listened to. After that students are given a post-test link to find out the increase in the value of students' knowledge.

The normality test was carried out with the help of SPSS using the KolmogorovSmirnov test with the steps as described by Sukestiyarno (2013). The results of the normality test for pretest and posttest values can be seen in Table below.

**Table 2.** Table of Normality Tests Pretest score & Post-test score

| | Kolmogorov-Smirnov[a] | | |
|---|---|---|---|
| | Statistic | df | Sig. |
| Pre Test | .110 | 32 | .200[*] |
| Post Test | . 0,081 | 32 | .074 |

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

In the table above it can be seen that the sig. in the Kolmogorov-Smirnov column is 0.200 for the pretest value and 0.074 for the posttest value > α = 0.05 , so that H0 is accepted which means that the pretest value and posttest value are normally distributed.

### Hipotesis Tests

Determine the effectiveness of using a particular method or treatment in a one group pre-test and post-test design study. Formula of N Gain Test:

$$N\ Gain = \frac{Skor\ Post\ Test - Skor\ Pre\ Test}{Skor\ Ideal - Skor\ Pre\ Test}$$

**Table 3.** Result output N Gain Tests Report

| | N | Mean |
|---|---|---|
| NGain_Persen | 32 | 57.1377 |

Based on the results of the N Gain score test calculation above, it shows that the average value of the N Gain Score is as big as 57,137% it is in the fairly effective category. It can be concluded that the application of storytelling learning techniques is quite effective in improving students' past tense abilities.

### 4.  CONCLUSION

Based on the research findings that have been carried out, it can be concluded as follows:

Through classroom action research with the application of storytelling learning techniques to increase the past tense knowledge of students in Class X hospitality 4 SMK Negeri 6 Semarang on the topic of narrative text (legend), it can be concluded that after applying the storytelling learning technique students experience in past tense knowledge the increase. The increase in students' scores was shown by the difference in the average scores obtained, where the students' scores on the pre-test in the first cycle got an average of 56.75. Meanwhile, the average score obtained in the post-test in the second cycle was 87.125. This confirms that there has been an increase in the average value from the pre-test to the post-test by around 30%. This shows that storytelling learning techniques have a positive influence on students' past tense knowledge.

### Suggestion

Based on the discussion and conclusions that have been described, the researcher proposes the following suggestions:

Suggestion for teachers, teachers should deepen their knowledge by self-actualization regarding storytelling learning techniques and applying them in learning. It is proven that storytelling learning techniques can help students develop their talents and abilities and make students participate actively. Students will be enthusiastic in

participating in English learning activities and be active in completing assignments given by the teacher and be more creative and critical in thinking. The teacher motivates and encourages students to be more able to work together in groups and have individual responsibility. Classroom action research will be very beneficial for teachers and students. Therefore, teachers should provide more flexible time for research so that research results can be more optimal.

Suggestions for students, Students should be able to apply each stage in the learning process with the storytelling technique because this technique has proven to be very useful for increasing the ability of students to actively participate in learning activities and increase their knowledge.

Suggestions for Schools, Schools should motivate teachers to apply appropriate learning to improve learning outcomes in general and the abilities and skills of students. One of the learning techniques that can be applied is storytelling learning techniques on narrative text material. Further research is needed on the application of storytelling learning techniques in schools. This can make it easier for the school to find out the progress of students in learning or can also be a reference for information about the development of students' English learning activities.

## Research Limitations

There are several limitations that may affect this classroom action research, The first one is not all English material can be carried out using storytelling learning techniques, so that the meeting is only held in 2 cycles. At the meeting in cycle I, there were several students who were not present. This causes students who are absent not to take the pre-test and also reduces the number of students. There are some students who coming late because of moving class. The process of student discussion that is less focused causes quite a lot of time to be used to be inefficient.

## ACKNOWLEDGEMENTS

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