

# The Effectiveness of Using Fairy Tale in Teaching Writing Narrative Text

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**Abstract:** This research is conducted on the research questions: 1.) How is student ability in writing narrative text at second grade of MTsN 1 Pandeglang? 2.) How is the fairy tale applied in teaching narrative text at second grade of MTsN 1 Pandeglang? How is the effectiveness of using fairy tales in teaching writing narrative text to the second grade of MTsN 1 Pandeglang? The method used in this research is quasi experiment. The research conducted in the second grade (VIII) of MTsN 1 Pandeglang as the population and class VIII A consists of 25 students as experimental class and VIII B consists of 25 students as control class are taken as the sample. The result of the research shows that using fairy tales has significant difference on students' writing skill. It can be seen from the result that researcher has got the mean of the pre-test 58.04 and post-test score 78.92 from the experimental class and the pre-test score is 49.48 and post-test 67.56 from the control class. The writer got that  $t_o$  (t observation) is higher than  $t_t$  (t table). The result of  $t_t$  on significant 5% = 1,67 and 1% = 2,40. It indicates that  $t_o > t_t$  or  $5.5 > 1,67$  and  $5.5 > 2,40$  so the null hypothesis ( $H_o$ ) are rejected and the alternative hypothesis ( $H_a$ ) is accepted that there is significant difference of using fairy tales writing skill.

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## INTRODUCTION

English is one of the most dominating language of the world which is having its impact in human life. Learning English is not only important to get information and education but also for get science and knowledge. Teaching English now has become more challenging. It is known as universal language which means that English is used by many nations.

Among the four basic skills, writing is the skill which the students mostly do not get impressed (Safiatur Rakhmah, 2020). It involves not only generating and organizing ideas, but also translating ideas into readable text. And the learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive and socio cultural competencies. It seems that writing is difficult to learn because it has to do with heart and soul and the mind behind the work and because it needs hard thinking and some

process words, making sentence and paragraph. To write well, student must have good capabilities in writing process. Writing involves some language components (grammar, spelling, vocabulary and punctuation).

Writing is one of the basic skills in teaching and learning a foreign language, especially in eight grade at junior high school. According to Mutmainah (2019) writing gives a permanent product in the form of a written piece, its mean that writing involves producing language rather than receiving it. In curriculum, one of the standard competences in English subject at eight grade is expressing the meaning in short functional text and monolog text. One of them is narrative text. Narrative text is a text that tells the series of events in temporal section.

Based on the writer observation in MTsN 1 Pandeglang, it shows that the eight grade students' writing ability of MTsN 1

Pandeglang was low, and have difficulty in composing stories because they lacked motivation and were not interested in learning. So in teaching and learning process, the teacher needs media to convey the material easier. It has to be a fun learning process so the students could accept the material clearly and they felt comfortable in the classroom. In this research the writer used fairy tales as teaching media on students writing narrative text achievement. The writer believe that fairy tales is a media that can help students to write narrative text easily and enjoy the teaching and learning process.

According to Hanlon 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. And also the students usually know fairy tales. Most of them still fond of reading and listening to fairy stories. Thus, their knowledge about fairy tales can facilitate them to learn more about narrative text. So, by using fairy tale as a media in teaching English it can be stimulate the students in learning. And of course as a creative teachers' ability in processing the existing learning media becomes very interesting.

Finally, based on the explanation above, in this research, the writer had media to teach and deliver the material of narrative text, so the writer wants to justify the effect of fairy tale as teaching media in writing narrative text is effective or not tha using textbook.

Based on the explanation above, the researcher focus on "how is the students' ability in writing narrative text?, and "how is the effectiveness of using fairy tale in teaching writing narrative text?"

## **THEORETICAL SUPPORT**

Writing is one of four language skills in learning English. The skills are listening, speaking, reading and writing. Kheryadi (2017) added that writing skills are important part of communication Writing is the ways to express things in our mind, feeling and idea. It is one of the important skill to be mastered, especially by the student junior high school

According to Brown that writing is written product of tinkering, drafting, and revising procedures that require specialized

skills. The nature of writing focuses students on how to use discourse makers, and rethorical convention to put them cohesively in written text, how to revise text for clearer meaning, how to edit text for corresponding grammar and how to product a final product.

According to Amalia Ila (2018) Writing is not only generating and organizing the ideas , but also translating these ideas into readable text. The difficulty will get worse if students language proficiency is week. Most writing does one of three things: inform, explain, or present an argument

According to Anais Nin said that " we write to heighten our awareness in life. We write to taste more of our lives, in a memory and in a back memories. We write that we are able to achieve a more meaningful life, to achieve what is behind it, to teach us how to talk with other. Writing is an activity of expressing ideas, thoughts, experiences and knowledge in thre form of notes using letters or symbols that are made systematically so that writing requires a lot of skill.

From some definition of writing Kheryadi (2018), add that the researcher can conclude that writing is a way of sharing personal personal meaning in written context.

## **Writing Process**

According to Harmer's book (2004), the process of writing has four main steps:

### **a. Planning**

In this step, the experienced writer plan what they are going to write before starting write or type, they try and decide what it is they are going to say.

### **b. Drafting**

The writers can refer to the first version of a piece of writing as a draft. This first 'go' at the text is often done on the assumption that it will be amended later.

### **c. Editing (Reflecting and Revising)**

Editing is a way to revise and improve the first draft. (proof reading for grammar, spelling, and paragraphs).

### **d. Final Version**

Once writer have edited their draft, the writer's are now ready to send the written text to its intended audiences

## **Narrative Text**

Narrative is one of the genre which tell about story. Most of student's love story

especially narrative text. They can find many kinds of narrative texts those are interesting to learn, such as mysteries, fiction, romances, horror, fables stories, etc. Clouse defined the narrative text is a kind of story either fictive or real which contains a series of events in which how the story told and how the context is presented as aspect of the story construction. It should tell about an event or audience would find engaging. We might event think of our narrative as a movie in which the audience see people in action and hear them speak. Therefore, it should be detailed and clear, with event arranged in the order in some other effective way.

### **Fairy tale**

Joyce and Edward gave their opinion about fairy tale, Fairy tale is the story of imagination that the actor is not in the real life. It is means that fairy tale is an old form of literature that tells the story of an extraordinary event that is full of fantasy that is considered by the public something that does not really happen. Although it is fictional, it is not uncommon for fairy tale stories to be inspired by events that occur things that have happened.

According to Hanlon fairy tales are enjoyable, meaningful and an excellent vehicle to improve language and literacy development. Fairy tales have universal values and plots which add familiarity to students. And also fairy tale is appropriate in young learner where the fairy tale that the activities traditional telling for the process of learning and training emotional aspects in the lives of children.

In addition Bruti state fairy tales were rich in inventiveness, imagination and more or less overt the message given to the audience. The students are capable to demonstrate their mastering to the genre and their competence in writing. By using fairy tale as a learning technique it will make students to study better and can increase their performance in accordance with the goal that they want.

From the definition above, it said that fairy tales are interesting literary works and contain educational and moral values which are very suitable to be told to students and fairy tales will help the students to improve their language and literacy development,

understanding about narrative text and it also help the studen's to improve their skills in narrative writing.

### **METHOD**

This research was conducted quantitative method through quasi experimental method. According to David Nunan the experimental writers are particulary concerned with the issue of external validity and formal is specifically designed to enable the writer to extrapolate the result of the research from the sample to broader population.

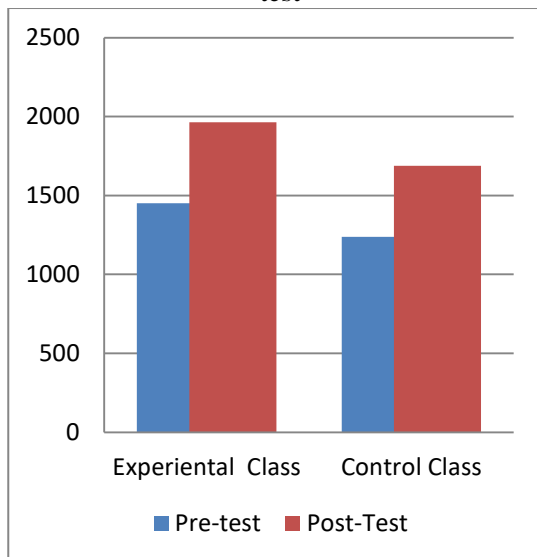
Since this research study was a quasi-experimental, there were two groups taken as the investigated groups in this research study. The samples of this research were 25 students as experimental group and 25 students as control group. So the total number of sample was 50 students.

The researcher use observation, pre-test and post-test to measure comparison between treatment class and control class. Pre-test and post-test also used to know about the effect of using fairy tales in treatment class.

### **RESULT AND DISCUSSION**

The data of this research were collected the score of pre-test and post-test of both, experimental and control class. After pre-test, the researcher evaluates students writing as the result of the test. The score of pre-test is low especially, in the grammar, organization, vocabulary and mechanic on writing. In the Experimental class, the researcher use fairy tales on writing narrative text as the treatment. The treatment was carried out in two meetings. After the treatment was considered sufficient, the researcher conducted a post-test on both classes, experimental and control class. After the researcher gave treatment to the experimental class using fairy tales the score students have significant improved, while the post-test score of control class is no significant improved.

Graphic  
Comparison score between pre-test and post-test



According to the graphic above the experimental class that higher than score of control class. This score show that experimental class and control class had different value. The experimental class was higher than the control class.

After get the data from pre-test and post-test, the researcher analysed it by using statistic calculation of T-test formula with the degree of significant 5% and 1% , the formula as follows:

- Determine mean variable X1 and X2  
Variable X1  
Variable X2

$$M_1 = \frac{\sum X_1}{N_1}$$

$$M_2 = \frac{\sum X_2}{N_2}$$

$$M_1 = \frac{\sum 1973}{25}$$

$$M_2 = \frac{\sum 1689}{25} \\ = 78,92 \\ = 67,56$$

- Determine T-test

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X_1^2}{N_1} + \frac{\sum X_2^2}{N_2} - 2\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

$$t_o = \frac{78,92 - 67,56}{\sqrt{\left(\frac{2758,381 + 7486,816}{25 + 25 - 2}\right) \left(\frac{25 + 25}{25 \cdot 25}\right)}} \\ = \frac{11,36}{11,36}$$

$$t_o = \frac{11,36}{\sqrt{\left(\frac{10245,197}{48}\right) \left(\frac{50}{625}\right)}} \\ = \frac{11,36}{11,36}$$

$$t_o = \frac{11,36}{\sqrt{(213,44)(0,08)}}$$

$$t_o = \frac{11,36}{\sqrt{(17,08)}}$$

$$t_o = \frac{11,36}{4,13}$$

$$t_o = 2,75$$

Based on calculation of the test above is know that t table with level significant 5% = 1,67 and with level significant 1% = 2,40 so 1,67 < 2,40 it is mean that  $t_o > t_t$  and the researcher conclude that the alternative hypothesis is accepted, it is mean there is significant difference between learning writing using fairy tales technique in experiment class and without using fairy tales technique in control class. It can be seen that the student got better achievement by fairy tales technique.

According to the data obtained from control and experimental class among the average scores, and t observation, the researcher summarizes that teaching narrative tex through fairy tales has significant effectiveness toward students' writing because the purpose of this strategy was to create the class be active and the students' more have critical thinking.

The result of the research show that the experimental class has the mean value (78.92), meanwhile the control class has the mean value (67.56). It can be conclude that the achievement score of experimental class is higher than the control class. The following was the table of pre-test and post-test students' average score.

**Table**  
**The Pre-Test and Post-Test Students’**  
**Average of Experimental Class and**  
**Control Class.**

Class	The Average of Pre-Test	The Average of Post-Test
Experimental	58,04	78,92
Control	49,48	67,56

According to the result of pre-test and post-test above, it could be concluded: fairy tales was effective to use in writing narrative text in the second grade of MTsN 1 Pandeglang. It could be seen from the result of analysis by using T-test formula.

The achievement of narrative text of experimental class after treatment is better than control group after treatment. It can be seen from the mean of post-test of experimental class 78,92 is bigger than the mean of post-test of control class 67,56 after treatment.

The case in both groups is the same that is significant effect in each group’s cognitive achievement. However, the difference on control group is not as much as on the experimental group. Based on calculation of the test above is know that t table with level significant 5% = 1,67 and with level significant 1% = 2,40 so  $1,67 < 2,40$  it is mean that  $t_o > t_t$  and the researcher conclude that the alternative hypothesis is accepted, it is mean there is significant difference between learning writing using fairy tales technique in experiment class and without using fairy tales technique in control class.

So, it could be concluded that fairy tales is effective to facilitate students’ ability and understanding on narrative text in experimental group. It could be seen at mean value of both groups. There is significant difference in the students’ writing achievement between experimental and control group.

## CONCLUSION

As a conclusion, this study focuses on the effect of using fairy tales in teaching writing narrative text. It was found that after the researcher did the treatment in the experimental class, the students’ achievement in writing is improve, because they use fairy tales by the planning, monitoring, and evaluating step. They can develop their writing with their own cognition and their own experience to write narrative text. This result can be show that fairy tales has significant effect for students writing on narrative text. So, fairy tales can help to improve the writing performance for students and has good effect for writing achievement.

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