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## INCREASING STUDENTS WRITTING SKILL USING NARRATIVE TEXT IN SMA 1 PAITON

### Abstrak

Tujuan dari penelitian ini adalah untuk memperoleh penerapan yang cocok dari penggunaan teks naratif di SMA 1 Paiton guna meningkatkan kemampuan menulis siswa. Penelitian tindakan kelas (PTK) dengan dua siklus tindakan digunakan untuk mencapai tujuan ini. Pada tiap siklus terdiri dari empat tahap: perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian adalah 27 siswa kelas XI pada tahun 2024/2025. Hasil penelitian menunjukkan bahwa siswa lebih baik dalam menulis setelah menggunakan pembelajaran berbasis teks naratif. Dengan nilai signifikansi  $p < 0,05$ , nilai rata-rata meningkat dari 52,96 menjadi 87,04. Siswa juga menunjukkan peningkatan motivasi dan kepercayaan diri dalam menulis, dan menjadi lebih mampu mengorganisasi ide dan menggunakan struktur teks naratif dengan benar. Oleh karena itu, dapat disimpulkan bahwa pembelajaran teks naratif terbukti efektif untuk meningkatkan keterampilan menulis bahasa Inggris siswa di sekolah menengah.

**Kata Kunci:** Keterampilan Menulis, Teks Naratif, Penelitian Tindakan Kelas, , Sekolah Menengah Atas

### Abstract

The purpose of this study was to determine the appropriate implementation of narrative text in SMA 1 Paiton to improve students' writing skills. Classroom action research (CAR) with two cycles of action was used to achieve this goal. Each cycle consisted of four stages: planning, action, observation, and reflection. The subjects were 27 students of grade XI in the academic year 2024/2025. The results showed that students improved in writing after using narrative text-based learning. With a significance value of  $p < 0.05$ , the average score increased from 52.96 to 87.04. Students also showed increased motivation and confidence in writing, and became better able to organize ideas and use narrative text structures correctly. Therefore, it can be concluded that narrative text learning is proven to be effective in improving students' English writing skills in high school.

**Keywords:** Writing Skills, Narrative Texts, Classroom Action Research, High School

### INTRODUCTION

Writing is a basic skill for students, especially high school students. At SMA 1 Paiton, developing students' writing skills is a key element in the learning process. In some researches, writing narrative texts has been proven effective in improving the ability to use mind mapping techniques ((Feri Dwi Andianto Sin, n.d.), (Uchi Monica Sirait et al., 2025)). In the research conducted by Sirait et al., it is specifically shown that writing narrative texts using an effective text-based approach can significantly improve students' writing skills (Uchi Monica Sirait et al., 2025). Furthermore, Henanggil et al. state that, the application of the synectic learning model has been proven effective in improving students' narrative writing skill (Henanggil et al., 2024) s.

The application of this model is able to foster creativity, critical thinking, and imagination in students through the use of analogies and metaphors in the learning process. Narrative texts, a form of writing that tells a story, have a clear and interesting structure. This makes them a good choice for students who may have difficulty expressing themselves. Krisianata states that

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writing narrative texts using the Problem-Based Learning (PBL) method has been proven to improve students' writing skills. PBL encourages students to think critically, work together in groups, and solve problems contextually (Vicky Krisianata Srn, n.d.). In addition, to improve learning outcomes, this method also fosters students' interest and motivation to learn English, especially in writing skills. Dewi et al., for example, state that the use of digital comic-based learning media has been proven to significantly improve students' narrative writing skills (Anita Candra Dewi et al., 2025). Furthermore, Hidayatullah (2022), states that picture and picture method has been proven effective in improving activity and learning outcomes in English narrative writing (Hidayatullah, 2022).

This method is categorized as student-centered learning which is believed to be more interesting, interactive, and easy to understand. Pangestu et al. state that the use of animated short films is effective in improving narrative writing skills and creating a fun and interactive learning environment (Pangestu et al., 2021). Therefore, it is hoped that the implementation of classroom activities focused on narrative texts at SMA 1 Paiton will have a positive impact on students' writing skills.

Often, students in Indonesia are considered to have poor writing skills. A work found that narrative texts greatly help EFL students improve their writing skills, especially in terms of their understanding of sentence structure and grammar (Sri Rahayu & Yulianda, n.d.). Here we learn that learning is greatly aided by innovative, collaborative, and technology-based strategies. According to research by (Sinaga et al., 2025)A, media storyboards are effective in improving students' narrative writing skills compared to traditional methods. Visual-based learning helps students develop their imagination, understand storylines, and write in a more structured and interesting way. This proves that more effective interventions are needed in the learning process. One way to improve these skills is through a narrative text-based approach. It is hoped that more creative writing activities will enable students to become more involved in the learning process and improve their learning outcomes. SMA 1 Paiton High School has the unique task of improving students' writing skills. An innovative and engaging approach is essential given the diverse backgrounds of the students. Structured classroom activities are expected to make learning more enjoyable and effective for students. According to research conducted by Eliyawati (2020), the use of visual media significantly improves students' ability to write narrative texts, especially in terms of content, organization, vocabulary, and grammar (Eliyawati, 2020). The use of visual media also makes students more motivated, creative, and able to express their ideas more easily in writing. Moreover, Andayani (n.d) work shows that serial images help students write narrative texts (Andayani SMP Negeri et al., n.d.). In addition, this medium increases enthusiasm and participation in learning.

The author will investigate the effective way to improve students' writing skills using narrative texts. It is hoped that evidence supporting the effectiveness of this method will be found by collecting data through observation, interviews, and analysis of students' writing. It is hoped that this research will provide new insights into ways of improving the quality of education in Indonesia and assist in the development of different teaching approaches. Based on the above background, the research questions in this study are: How is narrative text applied in writing instruction at SMA 1 Paiton? To what extent can the use of narrative text improve the writing skills of students at SMA 1 Paiton? What challenges do teachers and students face during the application of narrative text in writing instruction at SMA 1 Paiton?

## METHOD

Classroom action research was used in this study. The aim was to improve the writing skills of students at SMA 1 Paiton by implementing story-based learning in the classroom. Classroom Action Research (CAR) was conducted through a repeating spiral cycle consisting of four stages: planning, action, observation, and reflection (Siregar, 2025). This method was chosen because it can address real problems faced by teachers in the teaching and learning process, especially in improving students' writing skills.

So, this study was conducted in two cycles, and each cycle had four stages: planning, acting, observing, and reflecting,. In the planning stage, researchers created learning tools such as lesson plans, observation sheets, and written test instruments (pre-tests and post-tests). In the

action stage, teachers used narrative texts as the main teaching material to implement writing instruction. Students are introduced to story elements such as orientation, complication, and resolution during the learning process. They also learn to use linguistic elements such as past tense, connective words, and adverbs of time.

To track student activity during learning, researchers and collaborating teachers conducted an observation phase. The observation phase tracked students' active participation, their level of engagement, and their ability to write down ideas. After each cycle, a reflection stage is conducted to assess learning outcomes and plan corrective actions for the next cycle. If the results of the first cycle do not show significant improvement, then the teaching strategy for the second cycle must be changed. The results of observations, interviews, and student writing are the basis for evaluation.

One of the research subjects was 27 students in grade XI at SMA 1 Paiton in the 2024/2025 academic year. To ensure the research results were more objective, the subjects were selected randomly. Writing tests (pre- and post-tests), observation sheets, and field notes were used as tools to collect data. Before and after the intervention, writing tests were used to evaluate the students' writing skills.

Qualitative and quantitative data were used for analysis. Quantitative pre-test and post-test scores were analyzed using descriptive and inferential statistical techniques, including calculating the mean, standard deviation, and paired sample t-test to determine the significance of the increase in students' writing skills. Qualitative data, consisting of observation and reflection results, were analyzed descriptively to show changes in student behavior, motivation, and attitudes.

Previous studies have shown that the use of narrative texts is effective in improving students' writing skills. Therefore, it is hoped that this research can help improve the quality of English language learning, particularly writing skills, at the secondary school level. Students improve their learning outcomes by using narrative texts. This also builds their confidence in conveying ideas through writing.

## RESULTS AND DISCUSSIONS

### 1. Research Results

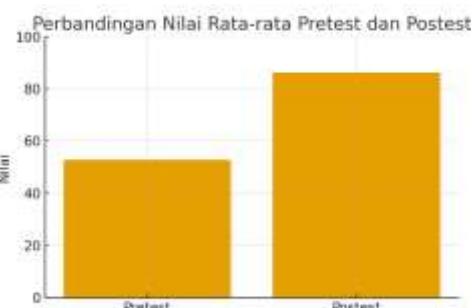
This study aims to improve students' writing skills after implementing narrative text-based learning at SMA 1 Paiton. Data were obtained from pretest and posttest.

Table 1 Pretest and Posttest Results

| NO | Statistics             | Pretest | Posttest |
|----|------------------------|---------|----------|
| 1  | Number of Students (n) | 27      | 27       |
| 2  | Average Score          | 52,96   | 87,04    |
| 3  | Highest Score          | 65      | 95       |
| 4  | Lowest Score           | 35      | 80       |
| 5  | Standard Deviation     | 3,37    | 5,23     |

The table above shows that there was an average increase of 34.08 points, from 52.96 to 87.04, after students received narrative text-based learning.

The following is a chart comparing students' pretest and posttest average scores:



The graph shows a clear increase between the pretest (53) and posttest (87) scores, confirming the success of narrative text-based learning in improving the writing skills of students at SMA 1 Paiton.

To determine the significance of this increase, a paired sample t-test was conducted between the pretest and posttest scores. The results are as follows:

- Average difference (Posttest – Pretest): 34.07
- t-value (t-count): 27.20
- Degrees of freedom (df): 26
- Significance value (p-value): 0.000
- Effect size (Cohen's d): 5.23

Because the significance value is  $p < 0.05$ , it can be concluded that there is a difference between the pretest and posttest scores. Thus, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. This means that narrative text learning significantly improves students' writing skills.

## 2. Discussions

The results showed that there was a significant increase in students' writing skills after narrative text-based learning was implemented. This can be seen from the higher average post-test scores compared to the pre-test scores. Narrative text learning provides students with the opportunity to practice writing using story structures (orientation, complication, resolution) and applying linguistic elements such as the use of past tense, adverbs of time, and appropriate conjunctions. These activities help students understand how to organize their ideas into coherent and interesting paragraphs. It supports a study which states that narrative texts are effective in teaching English writing because they train creativity and improve understanding of grammar and text structure (Qatrinada & Wintolo Apoko, n.d.).

The use of narrative text in writing instruction can improve students' ability to compose English texts with correct structure. In addition, narrative text-based learning also increases student motivation because students find it easier to write based on personal experiences or imagination. Thus, it can be concluded that the application of narrative text learning is effective in improving high school students' writing skills, especially in the context of communicative and creative English language use. Unlike previous studies, this study applied narrative texts in a high school setting with diverse student characteristics. The study showed that narrative texts improved students' structural writing skills and increased their confidence and motivation throughout the action cycle.

## CONCLUSION

A comparison of pre-test and post-test results shows an increase in the average score of students from 52.96 to 87.04 after two cycles of action; the results of classroom action research at SMA 1 Paiton show that the application of story-based learning can significantly improve the writing skills of students in grade XI. The results of the paired sample t-test statistical test also show a significant value.

This aspect of the score not only shows an improvement in students' writing skills, but also their ability to organize ideas, use appropriate narrative structures (orientation, complication, and resolution), and use linguistic elements such as past tense, connectors, and adverbs of time. Students became more capable of writing cohesive, logical, and interesting texts. In addition, narrative text-based learning resulted in increased student motivation and confidence in writing because it gave them the opportunity to express their experiences and ideas more freely.

Therefore, this study shows that learning narrative texts in English is an effective approach to improving the writing skills of secondary school students. This strategy not only produces positive learning outcomes, but also increases students' active participation, confidence, and creativity in writing activities. Therefore, it is recommended that English teachers continue to apply narrative text-based learning as part of a communicative, engaging, and relevant approach to writing instruction in the context of modern learning in the computer and internet era.

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