



Improving Students Creativity In Writing Narrative Text Using Marathon Technique : A Study Of Tenth Grade Student Of SMAN 1 Lingsar

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Abstract

Creativity is an important component of global competition in the 21st century. Increasing students' creativity is a great challenge for every educational institution. Education should be able to stimulate student creativity. The learning environment should be able to help students to develop their creativity so that students are able to optimize their ability. Students must be prepared to survive in real life. Therefore, students need to improve communication, action and creativity. From the pre-observation result of English teaching and learning process at tenth grade of SMAN 1 Lingsar, the researcher found that at least three problems faced by the students in their writing creativity. First, students lack initiative to make writing work during on after class. Second, they appeared reluctant when asked to write during class. Third, they showed disengagement when writing activities occurred in the classroom. This research has an aim to improve the students' creativity in writing narrative text by using marathon technique, therefore, this research can be categorized into classroom action research (CAR). Based on research findings, Marathon Technique is able to improve students' creativity in writing narrative text, students have improved their creativity in writing narrative text as it is proven by the score that the students achieved in their post-test compared to those in pretest. In pre-test, there were only 6 students got passing criteria of creativity, it was different with the post-test 1, which the students passing criteria of creativity are 13 students that accounted for 61% of success rate. In post-test 2 the students who passed criteria of creativity were 20 students (95%). The students and teachers' perceptions towards the use of Marathon Technique were very good as indicated by their response from interview. The students and teachers' perceptions were good in teaching writing using Marathon Technique as media especially in writing narrative text at tenth grade student of SMAN 1 Lingsar

Keywords: improving; narrative; creativity; students

DOI : 10.24903/bej.v3i2.789

Received : August 2021

Accepted : August 2021

Published : August 2021

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1. INTRODUCTION

Creativity is very important in our lives because by having creativity, we can make or create something new. According to Munandar (2009: 25), creativity as a general ability to create something new, such as an ability to give new ideas which can apply in problem solving. Increasing students' creativity is a great challenge for every educational institution. Education should be able to stimulate student creativity. The learning environment should be able to help students to develop their creativity so that students are able to optimize their ability. Creativity is divided into two components namely verbal and figural creativity. Verbal creativity is the ability to define, describe, and create a verbal solution of a problem, where the figural ability is interpreted as the ability to analyze, create, and describe the idea. Creative writing is about how to produce a new creation in the form of words which can bring outside the idea in our mind to the new form. Most of the students have brilliant idea in their mind to explore; unfortunately there is incompatible way of them in expressing it. Narrative makes the students can tell a story well in form of text. They can express their ideas and emotions by the narrative writing. They also have fun with writing a narrative based on their imaginations. Since it is the fun way of putting out the students' imagination, it gives the students skill of thinking and learning well. From the pre-observation result of English teaching and learning process at tenth grade of SMAN 1 Lingsar, the researcher found that at least three problems faced by the students in their writing creativity. First, students lack initiative to make writing work during on after class. Second, they appeared reluctant when asked to write during class. Third, they showed disengagement when writing activities occurred in the classroom. The result of observation also showed that only 8 of 22 students (36.36%) had a good creativity in writing. It means that the students creativity was low. So, it needs some strategies to improve their creativity. Looking at those causes, the researcher thinks that the students creativity should be improved using marathon technique. There are some advantages of the use of Marathon Technique in teaching writing, as following: (1) Make the students enthusiastic or active in learning, (2) make fun in the learning, (3) group in the learning can be motivate students who can't become able, lazy children become diligent, (4) make the students serious in the learning, and (5) make the students poured their idea in the learning. So, it makes them creative in writing especially in writing narrative text. Based on the background of study above, researcher interest to do a research entitled : "Improving Students Creativity In Writing Narrative Text Using Marathon Technique : A Study Of Tenth Grade Student Of SMAN 1 Lingsar".

2. METHODOLOGY

This research has an aim to improve the students' creativity in writing narrative text by using marathon technique. This research will gather qualitative and quantitative data. Quantitative data is data that can be measured numerically, things that could be measured precisely. The subject of this research was 21 students', 10 males and 11 females class X SMAN 1 Lingsar in academic year 2021. The object of this research is the use of marathon technique as an alternative technique to improve students' creativity in writing. In this research, the writer will use three instruments to collect the data. Those are: Writing Test, Observation Sheet and Interview. The writing test will be delivered in the form of pre-test and post-test. Observation sheet will be used to monitor the students' activities during the teaching and learning process. The writer will do the interview to get more data, information and opinion from the teacher and students about their opinions regarding the use of marathon technique in the classroom. The writer prepares list of questions to make things easier and save time when giving the questions to the students. The researcher designs this study in the form of classroom action research which includes a number of research cycles. In each cycle, four activities involve. The first activity is pre-test which is conducted before explaining the materials. The second activity is explaining the material. The third activity is post-test. The fourth activity is reflective interview with the teacher and students about the lesson processes and outcomes. The cycle consists of four steps; they are planning the action, action, observation, and reflection the result of the observation.

3. FINDINGS

3.1 Improving Students' Creativity In Writing Narrative Text Using Marathon Technique: A Study Of Tenth Grade Student Of SMAN 1 Lingsar

Here is the result of the student's creativity score in writing narrative text from pre-test, post-test I and post-test II.

The Students Creativity Score in Writing Test

No	Name Students	Score		
		Pre-test	Post-test I	Post-test II
1	AG	59	65	79
2	AS	54	76	78
3	AM	69	75	79
4	HR	53	79	81
5	LH	67	72	80
6	MA	70	75	77
7	MR	61	70	79
8	NS	72	78	80

9	RW	44	60	77
10	RE	75	75	80
11	TM	55	72	83
12	TH	56	71	75
13	TAB	75	77	83
14	TA	77	79	80
15	TF	78	78	80
16	W	75	79	83
17	WA	76	79	79
18	YA	67	80	83
19	YT	58	72	77
20	ZA	56	75	79
21	ZZ	69	72	71
Total		1366	1560	1656
Mean		65.04	74.42	78.85

The Comparison of the Students Score in the Writing Tests

<i>Name of test</i>	<i>Pre-test</i>	<i>Post-test I</i>	<i>Post-test II</i>
<i>Lowest Test</i>	44	65	71
<i>Highest Test</i>	78	80	83
<i>X</i>	65.04	74.42	78.71
<i>N</i>	21	21	21

Based on the table comparison, it was known the mean scored of students in pre-test was 69.76, post-test I was 74.42 and post-test II was 78.85. There were only 15 students passing criteria of creativity in cycle I and there were 20 students passing criteria of creativity in second cycle.

In pre-test, there were six students who got score over and success in doing pre-test. Meanwhile, in the post-test one, there were 13 students who got the score over 75 and success in doing the test. Otherwise, there were 8 students who did not get the score over 75 and failed in doing the test of post-test I. Lastly, there are 20 students got the score over 75. It can be seen that there was improvement of the students' score from the pre- test until the post-test II.

The percentage of Students who got Score Over 75

<i>Creativity in Writing test</i>	<i>Percentage</i>
<i>1st</i>	28%
<i>2nd</i>	61%
<i>3rd</i>	95%

The improvement from the pre-test to the post-test I was 33 % and about 34% from the post-test I to the post-test II and the improvement from the pre-test to the post-test II was 67%. Most of the students score improved from the pre-test to the post-test II.

3.2 Students' and Teachers' Perceptions towards the Use of Marathon Technique

The Result Percentage Interview of Students

No	Question	The students' answer							
		A	%	B	%	C	%	D	%
1.	Learning English with Marathon Technique make you more enthusiast?	9	60	3	20	3	20	0	
2.	Are you fun learning English with Marathon Technique?	8	53.3	6	40	1	6.7	0	
3.	Learning with by Group in the learning can be motivate students who can't become able, diligent	6	40	7	46.6	0	0	2	13.4
4.	Marathon Technique make you more serious in the learning?	8	53.3	3	20	4	26.7	0	
5.	Marathon Technique make the students poured their idea in the learning. So, it makes them creative in writing especially in writing narrative text.	6	40	5	33.3	4	26.7	0	
Mean		49,3		26,6		16,2		13,4	

Interview results showed that the student's response was very good on the use of marathon technique. It could be seen from percentage each item those are (A) was very good 49,3% (B) was good 26,6% (C) was fair 16,2% and (D) was poor 13,4%.

The Result Percentage interview of Teacher

No	Question	The teacher answer							
		A	%	B	%	C	%	D	%
1	What is your opinion about teaching learning using Marathon Technique?	1	33.3	0	0	0	0	0	0
2	Do students like it when you use Marathon Technique as a learning method?	1	33.3	0	0	0	0	0	0
3	Do you like to teach using Marathon Technique to learn about Narrative text	0	0	1	33.3	0	0	0	0
Mean		22,2		11,1		0		0	

The first question which was asked to the teacher was about the teacher opinion about learning using marathon technique, and the teacher who answer very good or A. And the second question asked teacher about the reaction of students about using marathon technique to learning narrative text, the teacher who answer A very good. And the last question, the researcher asked the teacher about the reaction of teacher about teaching narrative text using marathon technique and the teacher who answer B or good. The result of teacher interview showed that teacher hold positive opinion and experience with the use of Marathon Technique for teaching narrative text. It could be seen from percentage each item those are (A) was 22.2%, and (B) 11.1%.

The Result of Observation

In the observation, there are some important things that must be paid attention during the research. Here, the researcher used two observations. The first was taken from the collaborator and the second was from the researcher. The collaborator and the researcher took ten items which focused on the research. Result of the observation showed that there was improvement of students' activeness in the class from 24,5% in the first cycle to 71% in the second cycle, which means that marathon technique is able to improve student's activeness in the class during teaching learning.

4. DISCUSSION

Creativity is very important for students because by having creativity, students can make to create something new. According to Munandar (2009: 25), creativity as a general ability to create something new, such as an ability to give new ideas which can apply in problem solving. This ability enables a person to see new relationship between elements provided. Thus, creativity is important for all people to create something useful for their live. Based on experts' opinion mentioned previously, the writer concludes that creativity in writing is very important to a process to think deeply and to convey the message to the reader by producing a sequence of sentences arranged in particular order and linked together in certain ways. The study found that the use of marathon technique has helped students improve their creativity in writing narrative text. There are some advantages of the use of Marathon Technique in teaching writing, as following: (1) Make the students enthusiastic or active in learning, (2) make fun in the learning, (3) group in the learning can be motivate students who can't become able, lazy children become diligent, (4) make the students serious in the learning, and (5) make the students poured their idea in the learning. So, it makes them creative in writing especially in writing narrative text. At the second result, motivation has an important role in success and failure in learning a second language. Spolsky (1990) stated that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, the students who are less motivated are likely to lose their attention, misbehave and cause discipline problems (Wimolmas, 2013). On the contrary, Wimolmas (2013) stated that the students who are more highly motivated will participate actively and pay attention to certain learning task or activity. After that, concern the analysis data above where in the pre-test the students only got the mean 69,76 and the percentage of students get 75 or above was 28% from that result, it was too low to get 75.

The researcher and the collaborator plants to carry out to apply the treatment. Then. Post-test I, it was conducted in the first cycle of CAR the means of students score was 74.85 the percentage of students get 75 or above was 61%. In the post-test II, the mean of the students' scores improved, it was 84.23 and the percentage of the students get 75 or above was 95%. There were 20 students passing criteria of creativity. It means this CAR was called successful, because the percentage of students passing criteria of creativity was higher 75% that was 95%. Creative writing is about how to produce a new creation in the form of words which can bring outside the idea in our mind to the new form. Most of the students have brilliant idea in their mind to explore; unfortunately, there is incompatible way of them in expressing it. Narrative makes the students can tell a story well in form of text. They can express their ideas and emotions by the narrative writing. They also have fun with writing a narrative based on their imaginations. Since it is the fun way of putting out the students' imagination, it gives the students skill of thinking and learning well.

5. CONCLUSION

Based on research findings, Marathon Technique is able to improve students' creativity in writing narrative text, students have improved their creativity in writing narrative text as it is proven by the score that the students achieved in their post-test compared to those in pretest. In pre-test, there were only 6 students got passing criteria of creativity, it was different with the post-test 1, which the students passing criteria of creativity are 13 students that accounted for 61% of success rate. In post-test 2 the students who passed criteria of creativity were 20 students (95%). The students and teachers' perceptions towards the use of Marathon Technique were very good as indicated by their response from interview. The students and teachers' perceptions were good in teaching writing using Marathon Technique as media especially in writing narrative text at tenth grade student of SMAN 1 Lingsar

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