

## ***The Use of the Constructivism Method in Improving the Ability to Write Narrative Texts***

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### **Abstract**

This study aims to improve the ability to write narrative essays in first year students of Universitas Tama Jagakarsa using the constructivism method. This research is an action research conducted in 2 cycles. The data analysis technique used is an interactive model which has three components, namely data reduction, data presentation, and drawing conclusions or verification. Based on the results of the first study it was concluded that there was an increase in the quality of the learning process of writing narrative essays after carrying out class actions using the constructivism method. Likewise in the results of the second study there was an increase in narrative writing skills after carrying out class actions using constructivism. This can be demonstrated by increasing students' ability to write narrative essays before and after the action. Thus, using the constructivist method can improve the ability to write narrative essays for first year students of Universitas Tama Jagakarsa..

**Keywords:** *writing narrative, constructivism, English Learning method*

### **INTRODUCTION**

Writing is a skill that is not as simple as other skills. Some people actually think that writing skills are not easy. To master writing skills, especially writing in English, a person must receive teaching and training since he was at school. This condition, where the importance of starting English writing education since attending school, is actually realized by teachers and becomes a challenge for teachers.

In a survey, it was found that many students found it difficult for them to master writing skills. The problem they face is actually in the learning system. The student learning system, of course learning to write English, is made by using the right diction and titles that are appropriate to the theme and plot of the story, especially for writing narrative essays. In fact, students are always preoccupied with the arrangement of sentences that are good and right. This causes many problems experienced by students in writing.

Students' ability to write narrative essays becomes stiff and less relaxed for posting.

In addition, the purpose of learning SBC English is to improve students' communication skills. effectively and efficiently in accordance with applicable ethics, both orally and in writing. This means that the skills possessed by students need to be considered to produce skills in using Indonesian as a communication tool.

In the world of language teaching, there is a phrase that must be considered by the teacher. The phrase goes: "Teach is not about language." This motto is appropriate and relevant to teaching language skills. Teaching or speaking a language is very different from language teaching. Language teaching that is suitable for the purpose of language skills is teaching about language that is in accordance with the purpose of teaching, namely knowledge. Influence the way teachers teach students how to learn. When the teacher only teaches with the lecture method students will learn by rote. The

essence of the entire educational process and the final results of all educational plans lies close if not to the teaching method itself, namely the way learning is born then follows.

The language teacher's ability should not sink into a prolonged illness, namely teaching routine, monotonous, without variation. Mastering the various skills that determine language proficiency and teaching techniques can greatly help to practice language teaching skills. In short, the selection and use of appropriate teaching techniques, including teaching skills, provide benefits for the implementation of the teaching and learning process, learning to use interesting techniques more effectively.

Based on the explanation above, the research which is limited to the problem of students' difficulties in writing narrative essays and using the constructivist method, has one big problem: How is the result of learning to write narrative essays taught using the constructivist method.

## **METHOD**

In this study, researchers used critical data analysis techniques and interactive techniques. Critical analysis techniques aim to reveal the strengths and weaknesses of student and teacher performance in the teaching and learning process in the classroom during the learning process. This is done based on the criteria obtained from normative and theoretical studies of existing provisions.

The second analysis uses interactive analysis techniques. In the process of interactive data analysis, there are three steps that must be carried out by researchers. The three steps are: (1) data reduction; (2) data presentation; and (3) drawing conclusions or verification.

In relation to students' narrative writing abilities, interactive analysis is a narrative writing activity carried out by students in the initial survey. This is done to determine the initial conditions of

students' narrative writing skills. After the initial conditions are known, the researcher plans a cycle of actions to solve the problem. At the end of each cycle the strengths and weaknesses were analyzed so that there was an increase in students' narrative writing skills in each cycle.

## **FINDINGS AND DISCUSSION**

The results of student observations in cycle I showed an increase in student activity in making narrative essays and essays. That means the role and participation of students in the learning process has increased. With increasing student activity it is hoped that in the learning process students will better understand narrative writing material which can affect student learning outcomes.

From the observations made, it is known that learning English in learning to write the main narrative which is carried out using the constructivism method in cycle I can be concluded that there has been an increase in student activity, but it is not optimal, even though there is no change from before. the first meeting to the second meeting. But the expected results cannot be achieved properly.

After making observations, the data obtained through observation is collected for analysis. The purpose of reflection is to determine constraints and implement solutions in the next cycle. Based on observations made during the implementation of the action in cycle I, there was no significant change, either in the activeness of students during learning or the achievement of learning outcomes in narrative writing skills.

Based on observations during the learning process, it shows that students' attitudes in participating in learning with the constructivism method are not fully visible. Even though it has been explained, there are still students who do not understand or know how to make fabricated narrative essays. In addition, there are still students who have not been

able to write narratives in accordance with the correct writing rules and the use of conjunctions in essays. This resulted in students not being fully able to compose narrative essays based on outlines so that the scores obtained by students in cycle I did not show significant changes. With a class average score of 65.8, students who scored <65 (KKM) were 8 students or 32%, and students who scored  $\geq 65$  (KKM) were 17 students or 68%.

Learning in cycle I was said to be successful if students' narrative writing skills scored  $\geq 65$  (KKM) reached 70%. From the data obtained 17 students or 68% of the 25 students scored  $\geq 65$  (KKM). This shows that learning using the constructivist method has not been successful. Data on the value of students' narrative writing ability in first year in cycle I can be seen in the table below:

No.	Interval Nilai	Frekuensi (fi)	Nilai Tengah (xi)	Fi Xi	Presentase (%)	Keterangan
1.	56-60	8	58	464	32%	DI BAWAH KKM
2.	61-65	4	63	252	16%	DI ATAS KKM
3.	66-70	8	68	544	32%	DI ATAS KKM
4.	71-75	2	73	146	8%	DI ATAS KKM
5.	76-80	2	78	156	8%	DI ATAS KKM
6.	81-85	1	83	83	4%	DI ATAS KKM
Jumlah		25		1645	100%	
$\text{Nilai rata-rata} = 1645 : 25 = 65,8$						
$\text{Ketuntasan Klasikal} = 17 : 25 \times 100\% = 68\%$						

From the table above it can be seen that after the action was taken in the first cycle of students who scored at intervals between 81-85 there was not 1 student or 4%, of students who scored at intervals between 76-80 there were 2 students. , or 8%, of students who scored at intervals

between 71-75 students as much as 2 or 8%, of students who scored at intervals of 66-70 there were 8 students or 32%, of students who scored at intervals between 61-65 there are 4 or 16%, so do students who get scores in the interval between 56-60 there are 8 students or 32%. In cycle I there was an increase in the average score from the previous 61.2 to 65.8 and an increase in student learning outcomes was indicated by the number of students who scored  $\geq 65$  (KKM) from previously 8 students to 17 students.

Thus it can be seen that the mastery results of learning to write narrative essays of students who score  $\geq 65$  (KKM) have not reached 70%, so that learning will continue to cycle II with the constructivist narrative essay writing method.

From the observations made it is known that learning English is carried out using constructivism, in the second cycle it can be concluded that the students' activities in teaching narrative writing are good, so that the desired results can be achieved properly.

After making observations in the second cycle, the data obtained through observation was collected for analysis. Based on observations made during the implementation of the action in cycle II there has been a significant change, both in the activeness of students during learning and the achievement of learning outcomes in narrative writing skills.

Based on observations during the student learning process in subsequent studies, the constructivism method has fully demonstrated changes from the previous cycle. Students know and understand how to make an outline used to write a narrative. Students are able to develop their outline based on experience, then students can express their thoughts in the form of narrative essays. This shows that students are fully capable of making narrative essays using the outline method. Students are also able to write narratives according to the correct writing rules and the use of conjunctives in essays. So that

the values obtained in the second cycle of students have shown significant changes with an average class score of 73.4. Students who scored <65 (KKM) were 4 students or 16%, and students who scored  $\geq 65$  (KKM) were 21 students or 84%.

Learning in cycle II was said to be successful if the narrative writing skills of students who scored  $\geq 65$  (KKM) reached 75%. From the data obtained, 21 students or 84% of the 25 students scored  $\geq 65$  (KKM). This shows that learning using constructivism has been successful. Data on the value of students' narrative writing ability in first year in cycle II can be seen in the table below:

No	Interval Nilai	Frekuensi (fi)	Nilai Tengah (xi)	fi xi	Prosentase (%)	Keterangan
1.	61-65	4	63	252	16%	DI BAWAH KKM
2.	66-70	4	68	272	16%	DI ATAS KKM
3.	71-75	10	73	730	40%	DI ATAS KKM
4.	76-80	3	78	234	12%	DI ATAS KKM
5.	81-85	1	83	83	4%	DI ATAS KKM
6.	86-90	3	88	264	12%	DI ATAS KKM
Jumlah		25		1835	100%	
$\text{Nilai rata-rata} = 1835 : 25 = 73,4$						
$\text{Ketuntasan Klasikal} = 21 : 25 \times 100\% = 84\%$						

From the table above it can be seen that after the action was taken in the second cycle of students who scored at intervals between 86-90 there were 3 students or 12%, students who scored at intervals between 81-85 there was not 1 student. . or 4%, of students who score at intervals between 76-80 students as much as 3 or 12%, of students who score at intervals between 71-75 there are 10 students or 40%, of students who score at intervals of 66 - 70 there are 4 or 16%, and students who score in the interval between 61-65 there are 4 students or 16%. In cycle II there was an increase in the average score from the previous 65.8 to 73.4 and an increase in student learning outcomes was shown by the number of students who scored  $\geq 65$  (KKM) from 17 students to 21 students.

Thus it can be seen that the results of the mastery of learning to write narrative essays of students who score  $\geq 65$  (KKM) show an increase and increase in class averages, thus learning in cycle II to write narrative essays using the constructivism method. has been successfully.

Based on the results of the analysis, it can be seen that the results of teacher and student activities in learning to write narratives using the constructivism method succeeded in increasing from cycle I to cycle II. Improving the quality of the learning process also resulted in an increase in students' narrative writing skills.

## CONCLUSION

Based on the results of action research conducted in two cycles for four meetings, it can be concluded that constructivism learning can improve: first, the quality of the learning process of writing narratives in first year students of Universitas Tama Jagakarsa. Improving the quality of the learning process of writing narratives can be proven by increasing the average value of teacher and student activity in the learning process using the constructivist narrative writing method, namely: the average value of teacher activity in cycle I was 2.56 with good criteria and increased in cycle II value to 3.67 with very good criteria. While the average value of student activity in cycle I was 2.67 with good criteria and increased in cycle II to 3.75 with very good criteria. Thus, the use of the constructivism method in learning to write narratives can improve the quality of the process of learning to write narratives in first year Universitas Tama Jagakarsa.

Second, the ability to write narratives in first year Universitas Tama Jagakarsa. An increase in narrative writing ability can be evidenced by an increase in the value of narrative writing ability in each cycle, namely: the pre-action value of the average student narrative writing ability is 61.2, the first cycle average

student score is 65.8 narrative writing ability and the average value of the cycle II average students' writing ability is 73.4. The level of student learning completeness in the initial conditions was 8 students or 32%, in the first cycle there were 17 students or 68%, and in the second cycle there were 21 students or 84%. Thus, the use of the constructivism method in learning to write narratives can improve the ability to write narratives in first year students of Universitas Tama Jagakarsa.

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