

THE EFFECTIVENESS OF FANTASY STORIES TECHNIQUE TOWARDS STUDENTS' CREATIVITY IN WRITING

Ujang Supriadi

SMA Negeri 1 Praya Timur, Lombok Tengah, NTB
Supriadijang88@gmail.com

Abstract

This research is aimed to find out whether or not using Fantasy Stories Technique Toward Students' Creativity in Writing is effective. The research was experimental research and the design used was used one group pre-test post-test design. The population of the study was the second grade students of SMA Negeri 1 Praya Timur which consisted of only one class with 25 students'. So, the researcher took all the number of population as the sample. The data were collected by using pre-test and post-test. The instrument of this research used was writing test. The technique that was used to analyse the data was t-test formula. From the data analysis, it was found that the result of t-test (2,296) was higher than t-table (1,711) at the significant level = 0,05 and the number of degree of freedom (df) = 24. Therefore. Based on the result of the analysis. It can be concluded that Fantasy Stories Technique Towards Students' Creativity in Writing at the Second Grade Students' of SMAN 1 Praya Timur in academic year 2017/ 2018 is effective.

Key Words: *Fantasy Stories Technique, and Creativity in Writing.*

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah menggunakan Teknik Cerita Fantasi Terhadap Kreativitas Siswa dalam Menulis secara efektif. Penelitian ini merupakan penelitian eksperimental dan disain yang digunakan adalah uji coba satu kelompok pre-test post-test. Populasi penelitian ini adalah siswa kelas dua SMA Negeri 1 Praya Timur yang hanya terdiri dari satu kelas dengan 25 siswa. Jadi, peneliti mengambil semua jumlah populasi sebagai sampel. Data dikumpulkan dengan menggunakan pre-test dan post-test. Instrumen penelitian yang digunakan adalah tes tulis. Teknik yang digunakan untuk menganalisa data adalah rumus t-test. Dari hasil analisis data diperoleh hasil uji t (2,296) lebih besar dari t tabel (1,711) pada tingkat signifikan = 0,05 dan jumlah derajat kebebasan (df) = 24. Oleh karena itu. Berdasarkan hasil analisis. Dapat disimpulkan bahwa Teori Cerita Fantasi Terhadap Kreativitas Siswa dalam Menulis Siswa Kelas II SMAN 1 Praya Timur pada tahun ajaran 2017/2018 efektif.

Kata Kunci: *Teknik Fantasy Stories dan Kreatif dalam Menulis.*

INTRODUCTION

Writing language is basically representation of spoken language. Thus, language exists in two forms. According to Brown (2003: 218) Writing is few learn to express themselves clearly with logical primarily and convention for recording speech a convention for reinforcing grammatical and lexical feature of language. Creativity in Writing is very important because through creativity people will be

able to create something new, if creative people tell something in the past form or in the future form, he/she should has creativity because creative person be able to create something usual will be changed being something different. Creative people are able to explore them self by giving their ideas or create something new because they are having good dictations.

The researcher has conducted an observation during teaching practice (PPL)

at SMAN 1 Praya Timur in academic year 2017/2018. The researcher found that some problem when the teacher teaching the students in the class room the problem were like; the students also find difficulties in communicating by using English language it can be showed by there is little interaction between teacher and student. Most of all, students were difficulty to the ability to think in a flexible way to solve problems in order to have more solutions. And the student's difficulty to the originality of the creative ideas that can be expressed, the students only created the ideas that very monotonous idea that makes teaching learning process was not creativity.

Based on the statement of the problem, the purpose of the study was to find out the effectiveness of fantasy stores technique towards students' creativity in writing skill at the second grate students' SMAN 1 Praya Timur in academic years 2017/2018.

Review of Related Literature

According to Harmer (2004: 33) states that writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities.

Alane Jordan Starko (2005: 25), creativity is a complex construct and is most commonly expressed through a broad range of intelligences including linguistic, musical, mathematical, spatial, kinesthetic, interpersonal, and perhaps even intrapersonal.

The aspect of creativity Fluency, the total number of interpretable, meaningful, and relevant ideas generated in response to the stimulus. Fluency score is the sum of the answers reduced by the same answer (not the category of answer).

Flexibility, the ability to think in a flexible way to solve problems in order to have more solutions. Originality is the originality of the creative ideas that can be expressed. The more varieties of the

expression the more originality the ideas. Elaboration. The ability to elaborate and develop the ideas to higher complexity ideas.

According to wright, et all (1994: 109) a fantasy story is one that includes witchcraft or magic and is usually set in an alternate reality, fantasy stories often contain medieval elements, such as clothing, architecture, technology and language.

The procedure of fantasy stories The object of the game is to invent a complete fantasy based on the pictures received. It should not be realistic about someone losing their purse or having a party, for example. The pair or group should invent the story through discussion. Once the story is ready, it should be written down and/or recorded on tape.

The stories should then be told to the whole class. The pictures and the written version of the stories could be displayed o the wall. The variation of procedure of fantasy stories Group or pair works, leading to class work. Instead of giving each pair or group a selection of pictures, put 15-20 pictures on the wall of the classroom. Then ask the pairs or groups to invent a story, making use of the pictures in any order. When everyone has finished, the stories can be written down and told. The advantage of this variation is that each group will be more interested in what the others have written, because the same pictures have been used.

Group work leading to class work. Instead of using only pictures, prepare a kit containing six to ten assorted objects and pictures, e.g. a piece of string, a key, a toy car, a picture of an expensive house, a picture of a bank, a whistle, an empty purse or wallet. Each group works independently to prepare a short play to 'reconstruct a crime', and must refer to all the objects and pictures. Each play is then presented to the class.

Each learner n a group is given a picture or an object. The learners then take turns to tell a story. They must continue the

story as told by their neighbor and must refer to the picture or object at some point in their continuation of the story.

RESEARCH METHOD

in this research is quantitative research.

Research design that used in this research was Pre Experimental. Where, in this design there is only one group without control group. So, the researcher used one group pre-test post-test design, the researcher gave the pre-test to the students to know the ability of students before getting the treatment, and then after that the researcher gave the treatment to the students.

The population of the research 25 students' and the sample was 25 students'. The instrument of this research was essay test. Technique of data collection in this research was pre-test and post-test design.

RESEARCH FINDING

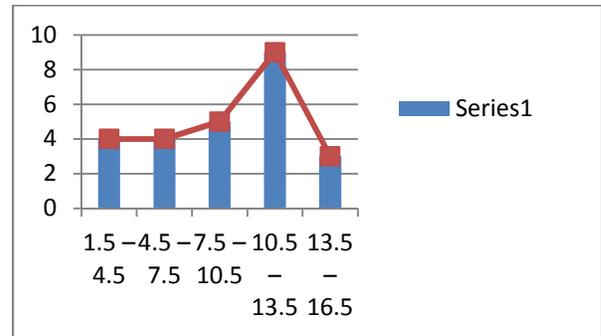
The researcher designed the study based on the test, which were pre-test as and post-test. It was conducted at the second grade students' of SMAN 1 Praya Timur in academic year 2017/2018. The research has been conducted from 12 June to 12 July 2017. The researcher gave students' pre-test and the researcher treated the students by using Fantasy Stories technique in several meetings. In giving treatment the researcher gave students' material about narrative text. After that, the researcher conducted the post-test. The follows is explained the result of pre-test and post-test. The result of data analysis showed that the highest score of pre-test was 15 and the lowest score was 2, after the researcher calculating the score of pre-test by using narrative analysis, the researcher found that the result of mean was 8,32, median was 16,5, mode was 14,25, and the standard deviation was 3,634 and the frequency distribution of the data as follows:

Table 4.1
Frequency Distribution of Pre-Test

Class Limit	Class Bndrs	Mid point	Tally	Fre q.	Per cent.
2 – 4	1.5 – 4.5	3	III	4	16.0%
5 – 7	4.5 – 7.5	4	III	4	16.0%
8 – 10	7.5 – 10.5	9	III	5	20.0%
11 – 13	10.5 – 13.5	10	III	9	36.0%
14 - 16	13.5 – 16.5	15	III	3	12.0%
				5	00.0%

The graphic above is used for conveying the data from pre-test of students creativity in writing narrative text. The polygon showed the achievement students of pre-test used for the viewers in pictorial form or to describe the data set. It is easier for most people to comprehend the meaning of data presented as a picture then data presented as a table; this is especially true if the viewers have little or no statistical knowledge.

Graphic 4.1
Histogram and Polygon of Pre-Test Frequency



The result of data analysis showed that the highest score of post-test was 20 and the lowest score was 7, after the researcher calculating the score of post-test by using narrative analysis, the researcher found that the result of mean was 14,24, median was 17,562, mode was 17, 9, and standard

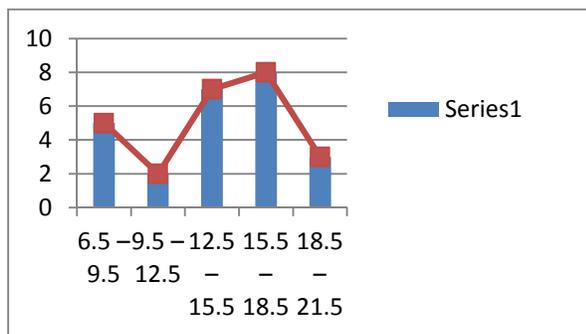
deviation was 23,437 and the frequency distribution of the data as follows:

Table 4.2
Frequency Distribution of Post-Test

Class Limit	Class Bound.	Mid point	Tally	Freq.	Perc ent.
7 – 9	6.5 – 9.5	8	III	5	20.0 %
10 – 12	9.5 – 12.5	11	II	2	8.0%
13 – 15	12.5 – 15.5	14	IIII	7	28.0 %
16 – 18	15.5 – 18.5	17	IIII	8	32.0 %
19 – 21	18.5 – 21.5	20	III	3	12.0 %
				25	100. %

The graphic above is used for conveying the data from post-test of students' creativity in writing narrative text, the polygon showed the achievement students' of post-test used for the viewers in pictorial form or to data presented as a picture then data presented as a table; this is especially true if the viewers have little or no statistical knowledge.

Graphic 4.2
Histogram and Polygon of Post-test



The statistical analysis of the data obtained that was done hence the discussion of the result of the analysis came. The result of statistical analysis of t-test in this study was (2.296) it is higher than t-table in the

significant levels (0.05) (1.711) in degree of freedom (24).

Based on the condition above the researcher concludes that Fantasy Stories technique is effective towards students' creativity in writing narrative text (Ha). Meaning that, Fantasy Stories was very appropriate in teaching students' writing narrative test. Therefore, it also was clear that t-test was higher than t-table in which the degree of difference of the mean scores was significant in confidence level 0.05, meaning that Ha is accepted, the Ho is rejected.

CONCLUSION

Based on the data analysis and the discussion in previous chapter, the researcher finally comes to the conclusion.

Based on the result of t-test, the researcher found that t-test (2,296) is higher than t-table (1,711) with the degree of freedom (df) = 24. It means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Thus, it can be concluded that Fantasy Stories is effective towards students' creativity in writing. On the other words, teaching English writing at SMAN 1 Praya Timur by using Fantasy Stories technique has been able to produce much greater change in the students' creativity in writing.

REFERENCES

- Adair, John. 2007. *The Art of Creative Thinking*. London and Philadelphia
- Andrew wright .1994. *Games for Language Learning*. New York: Cambridge University Press.
- Brown. H. Douglas. 1995. *Teaching for Principle*. San Francisco. Addition Wesley. Longman. Inc
- Hammer, Jeremy. 2001. *The Practice of English Language Teaching*. Essex: Longman Group UK Limited.
- Hatch, E and Brown H. 1995. *Research Design and Statistical for Applied*

Linguistic. Newbury House Publisher. Inc:
London.

Quadt. 1966. *The Effectiveness of Consolidation Stage in Teaching Vocabulary*. Unpublisher.

Quirk, Randolp.1978. “*Longman Dictionary of Contemporary*” English Great Britain: Longman Group. Ltd.

Starko, JA. 2005. *Creativity in the Classroom*. London

Sugiyono. 2010.
Statistik Untuk Penelitian. Bandung: CV Alfabeta

Suharsimi, Arikunto.
2006. *Prosedur Penelitian Suatu Tindakan Praktik*. Jakarta: PT. Rineka Cipta.

Sukarni Catur Utami Munandar, 1990.
Creativity in Education.