

IMPROVING WRITING ABILITY ON NARRATIVE TEXT MATERIAL USING GAMIFICATION METHOD IN CLASS 3 STUDENTS OF SDN 2 SEREN

Chisa Amanda Putri¹

Purworejo Muhammadiyah University, Purworejo
Email: chisaamandaputrimail@gmail.com

Anisatul Fatona²

Purworejo Muhammadiyah University, Purworejo
Email: anisatulfatona1604@gmail.com

Arum Ratnaningsih³

Purworejo Muhammadiyah University, Purworejo
Email: arumratna@umpwr.ac.id

Article Info Received Date: 28-01-2025 Revised Date: 17-03-2025 Accepted Date: 15-05- 2025

Abstract Writing ability is an important aspect of learning Indonesian that must be mastered by students in elementary school. Writing is not just about expressing ideas in written form, but also involves the ability to organize, assemble and present thoughts systematically. One type of writing skill that is important to develop in elementary school students is narrative writing. The aim of this research is to improve narrative text writing skills using the gamification method for grade 3 students at SDN 2 Seren. This research is classroom action research (PTK) which was carried out in 2 cycles. Data collection techniques in this research include observation, tests and interviews. The research results show that application of the method gamification showed a significant increase in hresult student learning in cycle I meninlevel to 84% in cycle II. The average in cycle I was 66.15, increasing to 80.21 in cycle II. This increase proves bawah onThe use of gamification methods can improve the ability to write narrative texts of grade 3 students at SDN 2 Seren.

Keyword: *Writing ability, narrative text, gamification, Student*

Correspondent* Chisa Amanda Putri | ✉ chisaamandaputrimail@gmail.com-
<https://doi.org/jga.v6i1.5890>



Copyright (c) 2023 Genderang Asa: Journal of Primary Education

Abstrak Kemampuan menulis merupakan salah satu aspek penting dalam pembelajaran Bahasa Indonesia yang harus dikuasai oleh siswa di sekolah dasar. Menulis tidak hanya sekedar menuangkan ide dalam bentuk tulisan, tetapi juga melibatkan kemampuan mengorganisasi, merangkai, dan menyajikan pikiran secara sistematis. Salah satu jenis keterampilan menulis yang penting untuk dikembangkan pada siswa sekolah dasar adalah menulis narasi. Tujuan penelitian ini adalah untuk meningkatkan keterampilan menulis teks narasi dengan metode gamifikasi pada siswa kelas 3 SDN 2 Seren. Penelitian ini merupakan penelitian tindakan kelas (PTK) yang dilakukan dengan 2 siklus. Teknik pengumpulan data dalam penelitian ini meliputi observasi, tes, dan wawancara. Hasil penelitian menunjukkan bahwa penerapan metode gamifikasi menunjukkan peningkatan signifikan dalam hasil belajar siswa pada siklus I meningkat menjadi 84% pada siklus II. Rata-rata siklus I 66,15 meningkat menjadi 80,21 pada siklus II. Peningkatan tersebut membuktikan bahwa penggunaan metode gamifikasi dapat meningkatkan kemampuan menulis teks narasi siswa kelas 3 SDN 2 Seren.

Kata Kunci: *Kemampuan menulis, teks narasi, gamifikasi, Siswa.*

A. INTRODUCTION

Writing is a method for expressing ideas or emotions that are in our minds through writing, whether sad or happy feelings. This is the process of conveying a message using written language as a means or medium (Idarlianti, 2018). According to Apriyanti, & fadhilaturrahmi, (in Sidabutar, 2021) Writing is considered a fundamental activity to be learned after reading, where when someone writes, they certainly have a goal they want to express. Writing requires the use of graphic symbols so that others can read and understand them and represent language. The purpose of writing is so that readers or listeners can feel an imaginative appreciation of something, so it is as if they experienced it themselves and know it directly (Aswat et al., 2019).

Writing is a communication tool in the form of messages (information). written addressed to the other party using written language as the tools or media, Dalman in (Fauzi and Sukidi, 2019). Writing ability is an important aspect of learning Indonesian that must be mastered by students in elementary school. Writing is not just about expressing ideas in written form, but also involves skills organize, arrange and present thoughts systematically and creatively. One type of writing skill that is important to develop in elementary school students is narrative writing.

Writing skills are always taught and important for students to learn and master in elementary school (Putra & Rusnilawati, 2023). Writing skills are given to students to create basic knowledge regarding the procedures and science of writing

to a higher and better stage according to their level. The difference with other abilities, the ability to write will be the basic form of character formation and the ability to process language, listen, and tell a story to become better (Prandika & Nuroh, 2023). Elementary school students are encouraged to be able to use vocabulary, spelling, and be able to compose and assemble sentences and connect them in several paragraphs according to their level of ability (Herlandita & Nuroh, 2023).

The most basic problem was found based on initial observations in class 3 of SDN 2 Seren, that the students' narrative writing skills were still less than optimal. Learning activities in class are still passive, students tend to listen more, as a result many students are less able to convey their opinions.

The low interest of students in writing narratives is caused by the limited learning media used by teachers. During the learning process activities, teachers do not use learning media so that learning seems monotonous and students are less interested in studying narrative texts.

Several factors that cause students' low ability to write narratives include students' lack of motivation in participating in writing lessons, learning methods that tend to be monotonous, and the lack of use of innovative learning media. Makes students less interested in studying narrative texts.

To overcome these problems, innovation in learning methods and media is needed. One of the approaches that is considered effective is the use of gamification media. Gamification combines game elements into learning. Gamification creates a more dynamic and enjoyable learning environment, which in turn increases student engagement (Hakeu et al., 2023).

According to research by Tiwa (2020), which discusses the use of gamification in the learning process of elementary school students, explaining that using a learning approach through media that applies the concept of gamification can be an effective learning option, especially in the context of teaching in elementary schools. The results of the research above support the research that has been carried out, because the researchers used the same variable, namely gamification. However, the gamification that has been researched has been tested for its contribution to learning motivation.

The next research which discusses the same as research conducted by Ageng (2022) which discusses gamification learning media in elementary school learning, explains that playing is a very important activity in developing knowledge, physical skills, positive attitudes and emotional balance in children. -child. Students in elementary school, who are at the childhood stage, are strongly associated with play activities. This can make a significant contribution to the student learning process.

This research presents a novelty by integrating gamification method into learning to write narrative texts for low-grade elementary school students, which has rarely been the focus of previous research. Different from conventional approaches that tend to be one-way and monotonous, the use of gamification in this context offers an interactive, competitive and fun learning strategy, specifically designed according to the characteristics and developmental needs of grade 3 students. Another novelty of this research lies in the application of simple game elements based on hands-on activities in the classroom, without relying on high technology, making it suitable for schools with limited facilities such as SDN 2 Seren. Thus, this research not only enriches pedagogical approaches in learning to write but also provides practical and applicable solutions to improve students' motivation and literacy skills from an early age.

Based on the problems above, researchers will carry out classroom action research using the gamification method in Indonesian language subjects to improve the ability to write narrative texts.. It is hoped that the results of this research will be integrating gamification media in Indonesian language learning to improve the quality of Indonesian language learning as well as a reference for developing learning strategies that are more fun and effective in improving students' narrative text writing skills.

B. METHOD

This research is classroom action research or often called CAR. Classroom action research is an observation of learning activities in the form of actions, which are deliberately created and occur in a class together (Mariana, 2022: 6125). Classroom action research (PTK) applies a cycle model. The subjects of this research were grade 3 students at SDN 2 Seren located in Seren Village, Gebang District, Purworejo Regency.

Data collection techniques in this research include observation, tests and interviews. Data analysis techniques are carried out quantitatively and qualitatively. Quantitative data analysis techniques are used to analyze quantitative data obtained from tests on the results of writing narrative essays using series of image media. Qualitative techniques are used to analyze qualitative data. This qualitative data was obtained from non-test data, namely observation, interviews and documentation. Classroom action research on learning problems for class III students at SDN 2 Seren was carried out through reflection, as well as analyzing each effect of the actions that had been implemented. Classroom action research was conducted in two meetings, namely cycle 1 and cycle 2 to improve the quality of learning for class III students at SDN 2 Seren by using picture series learning media to improve narrative text writing skills.

C. RESULT AND DISCUSSION

Based on the research results, data on the learning outcomes of class III students at SDN 2 Seren, writing narrative texts using series of picture media during Indonesian language learning in cycle I and cycle II can be seen in the following table.

Table 1. Student learning outcomes for cycle 1 and cycle 2

Keterangan	Ketuntasan (%)	Rata-rata
Siklus 1	68	66,15
Siklus 2	84	80,21
Peningkatan	20	14,06

Based on the table above, it shows that completion in cycle I increased by 20% in cycle II. Completeness in cycle I was 68%, increasing to 84% in cycle II. The class average also showed an increase, namely 14.06. The average in cycle I was 66.15, increasing to 80.21 in cycle II. This increase proves that using the gamification method can improve the ability to write narrative texts for class III students at SDN 2 Seren.

This increase occurred because the implementation of learning in cycle II was better when compared to cycle I. The increase in student learning outcomes from cycle I to cycle II was due to the use of the gamification method with series of image media in learning which was attempted and implemented well, where students were active and happy in the process learning to be able to understand what is being done. Media Learning can attract and increase students' attention so that students can focus more on the subject matter (Munadhi in Suci, 2021).

The use of the gamification method with the media of draw pictures can stimulate the imagination of students in finding ideas for writing narratives. This makes it easier for students to string together paragraph ideas to then develop them into a narrative paragraph. Series picture media can help students develop the ability to organize a story chronology. The media of series of pictures guides students to connect one incident with another so that students can assemble it into a complete story. Drawing media is very helpful for students in developing ideas

Serial image media is media that consists of several images that are interconnected with each other which constitutes a series of stories. Series images are images that can evoke memories of a particular series of events. In Abbasa's (2018) opinion, series of images are sequential/chronological events to help make it easier for students to find ideas for telling stories. Serial image media means media that contains images of an event or event in sequence or arranged over time so that the image media becomes continuous.

Observation and evaluation results showed that students became more enthusiastic during the learning process. They are more interested in writing because writing activities are no longer considered as a boring task, but as part of an interesting game. The element of healthy competition presented through gamification also encourages students to try to give the best results in their writing.

Students' ability to compose narrative text structures-including orientation, complication, and resolution-experienced a significant improvement. This can be seen from the increase in the average score of student writing assessment before and after the application of the gamification method. In addition, students' creativity and courage in expressing ideas in writing also increased. Students seemed more confident in using new vocabulary and constructing coherent sentences.

Gamification has also proven to be effective in accommodating students' different learning styles. For example, kinesthetically inclined students are more easily engaged when learning activities are packaged in the form of interactive games, such as "Story Dice" or "Word Quest". Meanwhile, visual and auditory students are helped by supporting media such as story images and audio narratives presented as part of the game.

However, the success of this method is highly dependent on the teacher's readiness in designing learning scenarios that are suitable for the students' developmental level. Teachers need to understand the basic principles of gamification and be able to organize activities that are not only interesting, but also support the achievement of the expected basic competencies. In addition, the availability of media and technology is also a supporting factor that needs to be considered.

Based on the learning outcomes of SDN 2 Seren students in learning Indonesian with picture series media in narrative text learning, students will pay more attention to everything in the picture. Series pictures can also make students more interested in learning, increasing their motivation to write better essays. The ability to understand an image will make it easier for users to understand vocabulary and understand what has been illustrated in the image. By using series of picture media, students can easily create and assemble sentences into paragraphs that match the picture illustrations in a coherent manner.

CONCLUSION

Learning using the gamification method with series of images for grade 3 students at SDN 2 Seren can make students more interested in learning, increasing their motivation to write better essays. By using series of picture media, students can easily create and assemble sentences into paragraphs that match the picture illustrations in a coherent manner. This is proven by the completion in cycle I increasing by 20% in cycle II. Completeness in cycle I was 68%, increasing to 84% in cycle II. The class average also showed an increase, namely 14.06. The average in cycle I was 66.15, increasing to 80.21 in cycle II. Based on these results, the gamification learning method can improve the ability to write narrative texts for

grade 3 students at SDN 2 Seren.

REFERENCE

- Alawia, A. (2019). *Penerapan Media Gambar Lingkungan Sekitar Dalam Meningkatkan Kemampuan Menulis Karangan Deskripsi Di Sekolah Dasar. Pedagogik Journal Of Islamic Elementary School*, 2(2), 147-158.
- Aswat, H., Basri, M., Kaleppon, M. I., & Sofian, A. (2019). *Pembelajaran Menulis Karangan Deskripsi Menggunakan Media Gambar. Jurnal Pendidikan dan pengajaran*, 11.
- Ageng, Y., & Legowo, S. (2022). *Gamifikasi Dalam Pembelajaran Di Sekolah Dasar*. 3(1), 13–30.
- Fauzi, Imam., & Sukidi, Masengut. (2019). *Penggunaan Media Gambar Seri Untuk Meningkatkan Keterampilan Menulis Karangan Narasi Siswa Kelas III SDN Kerabon 1 Tulangan Sidoarjo. Jurnal Penenelitian Pendidikan Guru Sekolah Dasar*, 7(13), 2458-2467.
- Herlandita, R., & Nuroh, E. Z. (2023). *The effect of comic strip media on third-grade students' writing story essay. Journal Of Teaching And Learning In Elementary Education*, 6(1), 8–18.
- Hakeu, F., Pakaya, I. I., & Tangkudung, M. (2023). *Pemanfaatan Media Pembelajaran Berbasis Gamifikasi dalam Proses Pembelajaran di MIS Terpadu Al-Azhfar. Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*.
- Idarliati, I. (2018). *Peningkatan Keterampilan Menulis Karangan Deskripsi Dengan Menggunakan Media Gambar. Pedagogik journal of Islamic elementary school*, 1(1), 57-72
- Marlina, Leni, & Sholehun, Sholehun. (2021). *Analisis factor-faktor yang mempengaruhi hasil belajar bahasa indonesia pada siswa kelas iv sd muhammadiyah majaran kabupaten sorong. FRASA: Jurnal Keilmuan, Bahasa, Sastra, Dan Pengajarannya*, 2(1), 66–74.
- MS, Z., Yanty Siregar, Y. E., Rahmatullah, R., & Wardhani, P. A. (2017). *Keterampilan Menulis Narasi melalui Pendekatan Konstruktivisme di Sekolah dasar. Jurnal Pendidikan Dasar*, 112 - 123. Munawarah, Zulkifli. (2020).
- Putra, T. C. S., & Rusnilawati. (2023). *Model Project Based Learning Dengan Media Diorama Mengoptimalkan Keterampilan Berbicara Dan Menulis Karangan Narasi Siswa Kelas V. Jurnal Elementaria Edukasia*, 6(4), 1635–1646.
- Prandika, D. D., & Nuroh, E. Z. (2023). *Efektivitas Cerita Digital pada Kemampuan Menulis di Sekolah Dasar Negeri. Cendekiawan*, 5(2), 169–183.

- Susilowati, D. (2018). Penelitian Tindakan Kelas (PTK) Solusi Alternatif Problematika Pembelajaran Edunomika. 2(1), 36–46.*
- Suci, I. (2021). Peningkatan Keterampilan Menulis Narasi melalui Media Gambar Seri Peserta Didik Kelas III Sekolah Dasar. Kalam Cendekia: Jurnal Ilmiah Kependidikan, 9(1).*
- Tiwa, T. M., & Manado, U. N. (2020). Gamifikasi Dalam Pembelajaran Siswa Sekolah Dasar. 1, 91–99*
- Zainurrahman, Z. (2016). Peran Pikiran Bawah Sadar (Subconscious Mind) dalam Proses Menulis dan Pembelajaran Naratif. Gramatika: Jurnal Ilmiah Kebahasaan dan Kesastraan, 4(1), 49–58.*