

Solving The Students' Problems In Writing Narrative Essay Through Pentigraf Writing Technique

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ABSTRACT

This study looks into how an English lecturer used the Pentigraf writing technique to teach writing during the second semester of English pre-service lecturers. The employment of the Pentigraf writing approach by the English lecturer and the students' perceptions of it were the subjects of a narrative inquiry, which was chosen as the research design. The study's findings show that: 1) The professor employs Pentigraf writing because it is straightforward, entertaining, and efficient. 2) The preservice lecturer's poor language competence was the biggest issue the lecturer faced when employing the Pentigraf writing approach. 3) Before implementing the Pentigraf writing approach, teaching materials must be prepared. 4) Students in classes three and four demonstrated positive attitudes toward the Pentigraf writing style by acknowledging that it made writing easier for them to learn, motivated them more, and made it more pleasant. This study's implications are meant to aid in the development of writing instruction methods.

Keyword : pentigraf, writing, approach, instruction

1. INTRODUCTION

A narrative text depicts a series of events to tell a story. Several formal genres of writing, including history, biography, autobiography, and journalism, as well as less formal genres like private letters and entries in diaries and journals, can use narrative as their dominating pattern. Informal discussion also requires narrative text, which may predominate in tell-tales, speeches, shaggy dog tales, news, and feature pieces that are broadcast on television.

"Narrative text as a story tells or describes an action in the past time clearly," claims Keraf (2001). Additionally, the definition of a narrative essay by Gutierrez et al. (2015) was stated on page 45 as "comprehension and expression of our experience over time, which can be found in every setting of human interaction." Additionally, narrative writing deals with difficult occurrences that trigger crises or similar turning moments, which are then resolved.

According to the definition given above, a narrative text is a description of a sequence of events, actual or imagined, that is written or recounted to amuse readers.

The plot of this kind of work is structurally organized around the action, ideas, and character relationships. Simply said, narrative language is used whenever you "tell what happened."

Although a narrative text may be written for its own sake—that is, to merely narrate occurrences—most college writing uses narrative text with a goal, and a series of events is provided to support a claim. The social intent of this kind of text is to educate readers and listeners about issues with normally highly regarded behavioral behaviors. For instance, in a narrative essay on a first date, you would want to demonstrate to your audience that dating is an odd and frequently unpleasant routine. In light of this, you choose and organize aspects of the evening to demonstrate to your readers why dating is strange and uncomfortable.

As a result, narrative language tries to provide an explanation for what occurred. A conflict and satisfying resolution are two elements that make a narrative text into a story that the reader will find more intriguing.

A narrative text is a description of a series of real or imagined events that are written or recounted to amuse and entertain the reader. The definition given above indicates that narrative text is storytelling. When writing a narrative essay, we can essentially tell a story in both the first person and third person, whether we are relating a single story or numerous connected ones. By thoroughly describing an event, we can clarify comments through narration. The plot might be developed chronologically.

(Pentigraf)

Pentigraf, or brief fiction prose, is one of the types of flash fiction, according to Tjahjono (2017), even though there is no set length associated with shortness. One of the mini-fiction subgenres that exploded in the 1980s was this pentigraf. Tengsoe Tjahjono, a writer who actively sent his pentigraf to the Suara Indonesia Malang daily, was one of the pioneers (Indriadi, 2018). Of course, there are many other national writers that work in this sector in addition to Tengsoe. Sadly, pentigraf had declined from the 1990s till the start of the twenty-first century. So as to be able to destroy this distinct genre, other genres started to form. Pentigraf's emergence wasn't felt until recently, when several national authors started to descend the mountain to realize the culture of literacy, especially literacy.

Indonesian Pentigraf Village is a virtual literary community that Tengsoe developed in 2015. There are many different professional backgrounds in the community. The love of literature and eagerness to study literature are two things that tie it all together. Dr. Tengsoe Tjahjono serves as the president of the Indonesianigraphy Village, and pentigrafis are the people who make pentigrafis (Priyanti, 2017). On Facebook social networks, Pentigrafis first shared links to their three-paragraph short stories. Each participant offered feedback on the others' comments. Making pentigraf as books was the initial inspiration. Alea Towards Perfect Robot is the name of the first pentigraf book produced by this group. The book proved to be both a stimulus and a catalyst for pentigrafis to reverberate the pentigraf writing culture throughout numerous fields. Among the making pentigraf with Pancasila Cadres in the Pancasila Laboratory at the State University of Malang is one of the resonant forms.

Even though the pentigraf's design is constrained to just three paragraphs, the entire plot must still be presented as a pentagram. These components include (1) character, (2) setting, (3) plot, (4) theme, and other inherent components. According to Budianta (in Tjahjono, 2017), pentigraf extorts one story to contain only the essence while subtly inviting the reader to discover the deepest essence. As a result, readers will be able to understand the core of the narrative, and this genre is perfect for even busy readers.

(Discussion)

Writing is essentially the act of creating and organizing thoughts into written form. The quality of the writing will increase with the number of thoughts the writers have. But writing down thoughts and developing them into coherent sentences is difficult. There are two things that writers need to keep in mind when writing. the pre-writing, drafting, revising, editing, and publishing stages of the writing process (Fachrurrazy, 2011).

The researchers discovered a variety of issues that students had when writing narrative essays based on their teaching experiences. The pupils found it challenging to organize their thoughts, utilize proper language and word selections, and use proper writing mechanics, such as capitalization, spelling, and punctuation. The challenge students encounter when writing narrative essays can include as can be seen from the midterm test results, when the student received a score of 54.9 and was labeled as having poor level ability.

The researchers intend to use a learning technique to address or circumvent the issues students confront when writing narrative essays based on the aforementioned issues. Collaboration in writing is the tactic. Students who use this approach must write in pairs, one writer and one helper. Planning, drafting, revising, and editing an article are the first steps in the writing process (Abbas, Fachrurrazy, & Wahjudi, 2013).

It is anticipated that this tactic will assist pupils in resolving their narrative essay writing challenges. In order to utilize the Collaborative Writing method in the learning process, there are a number of processes or procedures that must be followed (Zuhri, 2009). Idea generation is the initial step. The students are instructed to come up with as many suggestions as possible for the lecturer's topic or example image in this step. Writing is done in the second stage. At this stage, the students are required to develop the topic they have been given, which is based on previously created ideas.

Revision and editing come in third. At this stage, the assistant is required to edit the writer's initial draft, and simultaneously, the writer edits the revised draft. The editing procedure is concerned with the usage of grammar, vocabulary, or writing mechanics. Publishing comes as the last phase. The students present their writing in front of the

class in this step. The professor then requests input from additional students by asking them to review the writing's outcomes. Following that, the instructor grades the students' assignments.

2.METHOD

In order to learn more about the English lecturer's experience utilizing the Pentigraf Writing Technique to teach narrative, we employed narrative inquiry in this study. According to Connelly & Clandinin (as described in Creswell, 2012), narrative research is a type of study that involves writing narratives of personal experiences, gathering and sharing stories about people's lives, and depicting the lives of individuals. We chose the English lecturer on purpose because we were interested in learning why the lecturer selected Pentigraf Writing Technique as the teaching medium and how Pentigraf Writing Technique has been applied in the classroom to improve the students' vocabulary mastery. We also knew that the English lecturer had used Pentigraf Writing Technique to teach vocabulary. Additionally, in order to support the data, we choose a few students to be interview subjects to find out how they feel about using the Pentigraf producing Technique when producing narrative learning. A variety of data gathering techniques, including in-depth interviews, observation, and audiovisual resources (photographs and films), were used to gather the accounts. We next performed data organization, data reduction, data description, data interpretation, and data validation in order to examine the data.

3. FINDINGS and DISCUSSION

Pentigraf Writing Technique Stories by Lecturers Regarding the lecturer's experience with the Pentigraf Writing Technique, several conclusions have been drawn. These conclusions relate to the rationale behind the lecturer's selection of the Pentigraf Writing Technique, the procedures used to prepare the materials using the technique, the issues encountered and their resolution, a comparison between the Pentigraf Writing Technique and PowerPoint, and the impact of using the technique on the lecturer and the students. It will be further explained in the narration that follows to help make all of things clear. To start, the primary justification for the lecturer's preference for.

Pentigraf Writing Technique found that although this presentation tool appears straightforward, it has a powerful influence on elevating the tone of classroom teaching and learning activities. The lecturer had to take a number of actions to prepare a compelling presentation that would serve as a mood enhancer. She started by choosing the theme in advance so that she could utilize it as teaching material later. She subsequently drafted the information that will be used in the Pentigraf Writing Technique. Following that, she gathered images pertinent to the subject and entered them using the Pentigraf Writing Technique.

She also included the movie in the Pentigraf Writing Technique to further enhance the presentation. She told us that when practicing the Pentigraf Writing Technique, she ran into the typical issue of limited capacity. She occasionally was unable to utilize the LCD projector because another instructor was using it because the school only offered one. She had to reserve the LCD projector many days in advance of the teaching day in order to solve this issue. She chose to use Pentigraf Writing Technique over PowerPoint because she thought it was easier to use. In addition, she assured us that the Pentigraf Writing Technique helped her students absorb the topic with ease.

Regarding the layout, the professor favored Pentigraf Writing Technique because it displays a wide canvas in the very first step. It would be easier for the pupils to understand the material's mind map if the entire lesson were presented at once. The Pentigraf Writing Technique had some effects on the kids as well. She said that the Pentigraf Writing Technique increased the students' motivation to learn. Since the students found English to be a difficult subject, it was important to make the teaching and learning process as engaging as possible. The pupils were helped to learn more interestingly by utilizing this program. Additionally, the professor established a plan of action to Effectiveness of Pentigraf Writing Technique increased. It pertains to how frequently something is used. Pentigraf Writing Technique shouldn't be utilized too frequently because it can make kids easily bored. To keep the kids from growing bored, it should be used alternatively with other appealing and fascinating media. Here, the lecturer's imagination is crucial.

One of the subjects being researched in this study is the lecturer's usage of the pentigraf writing technique in the classroom. We carefully examined the integration of the pentigraf writing technique into the language teaching and learning process. The lecturer instructed us that many pieces of technology, including an LCD projector, a laptop, and speakers, needed to be ready before she could use the pentigraf writing technique to facilitate teaching and learning. The professor stressed the importance of planning in order to avoid the technical issues that frequently arise when implementing digital tools. The speaker set up the hardware and then began the teaching and learning process by introducing the topic at hand, Things in My School. The instructor then instructed the class to focus on the monitor. The pupils appeared more engaged and focused on the presentation because to the unique pentigraf Writing Technique function of zooming in and out. After showing a film about items seen in schools, the lecturer requested the pupils to

repeat the vocabulary they had just heard. The professor paused the presentation after viewing the video and divided the students into four groups. Four kinds of school terminology were pre-prepared by the lecturer: lecturer's office, schoolyard, classroom, and library.

These criteria served as the basis for the grouping. Each group was assigned a category (such as the lecturer's office), and they had to talk about, use, and record some vocabulary associated with the category. The children appeared enthusiastic as they mentioned words or as they noted each word on the page. The instructor contacted each group as the group discussion was in progress to see if the students could complete the task successfully or not. The lecturer also offered assistance to students who were having trouble understanding or pronouncing certain words. The professor invited the representative of each group to report the outcome of the group discussion in front of the class as soon as each group had finished its discussion. Two students from each group served as representation. Unexpectedly, the person from each group spoke out boldly and with assurance.

Even though they made a few pronunciation errors, this was expected given that they are still learning. The lecturer and the other students praised the presenter when each group finished its presentation. Following the group discussion and presentation phases, the lecturer once more urged the audience to focus on the demonstration of the pentigraf writing technique. This time, the instructor went over the information being covered in class. The instructor gave a variety of school vocabulary presentations. The instructor and the students then made an effort to pronounce each vocabulary word correctly. This stage, according to the speaker, was essential for acquainting the students with the right pronunciation. The professor congratulated the students for participating and cooperating at the conclusion of the teaching and learning process. In addition, the lecturer noted that everyone performed a fantastic job that day. The speaker also let the students know that he would do a more captivating pentigraf writing technique presentation at the subsequent meetings. The professor dismissed the class once the entire process of teaching and learning was over.

While concentrating on how the pentigraf writing technique has been employed in the classroom, it's equally critical to understand the students' attitudes on using this cutting-edge presentation tool. The majority of the students in this study claimed that the pentigraf writing technique made the subject matter being covered more applicable and understanding. Pentigraf Writing Technique improves teaching and learning compared to conventional media. The pentigraf Writing Technique presentation was a favorite among the students in this study because it made vocabulary learning more engaging.

They also said that the terminology supplied in the pentigraf writing technique was simpler to remember. One characteristic that distinguishes pentigraf Writing Technique from other presentation software is its zooming capability. The pupils could see and read each vocabulary more clearly because to this feature. The presentation became more vibrant because to the zooming capability, which helped the pupils focus on the information. They claimed that the zooming capability made each vocabulary being offered more evident and made it easier for them to memorize the words. The pupils benefited in numerous ways from the use of the pentigraf writing technique during the teaching and learning process.

They claimed that using the pentigraf writing technique encouraged their imagination and inventiveness. Additionally, they mentioned how the pentigraf writing technique helped improve their recall for language learning. Since there are so many different words in English, it can be very challenging for pupils who are not native speakers to remember them all.

Therefore, using the pentigraf writing technique can aid students in remembering at least a few essential, common, and helpful terms. The majority of students believed, according to the study's findings, that the teaching and learning process would be improved if the lecturer consistently used the pentigraf writing technique. They claimed that the pentigraf writing technique made learning vocabulary easier, motivated them more, and improved their enjoyment of the process.

4. CONCLUSION

It is thought to be interesting to research how pentigraf writing technique is used in vocabulary instruction. When utilizing the pentigraf writing technique, the lecturer encountered a challenging circumstance because her institution did not totally supply the necessary supporting instrument (LCD projector). The professor, however, was extremely passionate about integrating technology into her classroom, so the scenario did not have a significant influence. She claimed that she could motivate the students to learn by employing the pentigraf writing technique. She could be able to develop the learning activity with more creativity, which is another advantage for her. Additionally, the students acknowledged that they could better understand the subject matter by employing the pentigraf writing technique. Additionally, they delighted in the educational activity as additionally active. Both the professor and the students exhibit a positive attitude when using technology to enhance teaching and learning.

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