

## THE ABILITY OF STUDENTS TO WRITE DONGENG USING THE TREASURE HUNT GAME METHOD

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### ABSTRACT

The purpose of this study was to describe the students' ability to write fairy tales using the Treasure Hunt game method in class VI SDN No. 32 Southern Cities Gorontalo City. The type of research that is used is a method of research descriptive. Researchers as instruments as well as data collectors. Activity analysis that is done is examine the data obtained, reducing the data. The results of research on the students' ability to write fairy tales using the Treasure Hunt game method in class VI SDN No. 32 Kota Selatan Kota Gorontalo out of a total of 25 students, there are 20 or 80 % of students capable, 3 or 12 % underprivileged students, and 2 or 8 % of students unable to write fairy tales using the Treasure Hunt game method. It can be concluded that the students of class VI SDN No. 32 Kota Selatan Kota Gorontalo has been able to write tales of the Treasure Hunt game method. As for the suggestion of researchers that should be when teaching must wisely choose the method of learning that correspond to the eye subjects, characteristic of the students, as well as the state of the environment of the school. With this research, hopefully it can be a reference material for further research.

**Keywords:** Dongeng, Treasure Hunt game method.

### INTRODUCTION

Learning that occurs in schools is still centered on teachers. As a result, students' abilities are low. The teacher emphasizes the lecture method which is only varied with the question and answer method and discussion only. It is not surprising that many students are passive in the learning process, only playing, and do not pay attention to the teacher when teaching. In addition, the use of ineffective learning methods by teachers has various impacts, such as students who remain behind the material, not developing student abilities until the expected learning competencies are not achieved. In learning Indonesian, there are still many students who have not mastered the four skills in language, one of which is writing skills. In fact, the ability to write is a basic activity that students must master because the ability of students to write can have an impact on other learning.

Iskandarwasid and Sunendar (2008: 248) explain that writing activities can be done if listening, speaking and reading language skills are mastered. Learning to write is an important means for students to be able to express ideas, opinions, and experiences with good feelings. As with speaking, writing skills rely on active and productive language skills. One of the active writing activities is the ability to write fairy tales. Writing fairy tales is one way of teaching students to write, meaning that through writing fairy tales students can learn to write after reading by expressing their feelings through delivering messages in written form. Fairy tales are imaginary stories that give many messages and good impressions in student life. Learning to write fairy tales itself is contained in the KTSP curriculum and the 2013 curriculum which is listed in the competency of learning fairy tales. However, activities for active writing, namely writing fairy tales, are still not effective.

This fact the researcher encountered when doing PPL at SDN No. 32 Kota Selatan Kota Gorontalo, especially grade 6, the use of learning methods that attract students to understand story material more quickly is lacking. The teacher only often uses the lecture method which is varied by the question and answer method and group discussion. In addition, the students' ability in writing fairy tales is still low. This is because there are still many students who do not really understand the plot and theme of the story. In addition, students are also less able to compose paragraphs using their own sentences with standard language and correct spelling. Lack of students' understanding of the elements of the story can hinder students from writing fairy tales. So that learning to write fairy tales has not reached maximum results. In addition, the fact that students' ability to write fairy tales can reach 80% because , students only copy back the stories they read.

Based on the facts above, it is necessary to give a real impression to the teacher to choose a method so that students are more able to briefly understand the story with its elements. So that in learning to write fairy tales, there are still fairy tale elements in it. And to support the real impression, researchers will use the right one method to demonstrate the ability to write dongeng students the methods of game Treasure Hunt. This method teaches the elements of fairy tales to students through media clues given by the teacher. In learning activities, students will make a part of the presentation with their peers, to share information related to the elements of fairy tales from the clue. Thus, the method of the game Treasure Hunt will greatly help in instilling any element fairytale learned. So that in the activity of writing fairy tales, it can be seen in the writing that students do not forget the important elements that build the fairy tale itself.

## **THEORETICAL STUDY**

### **Writing Concept**

Writing is a language skill. As opinions Zainurrahman (2013: 2) which describes the writing is one of the four skills of basic language. Meanwhile, according Mulyati (2007: 13) explains that writing is a skill that is most complicated in comparison with keterampilan an other language, because the act of writing shortly produce products in the form of writing.

Understanding write more by Mariani (2010: 3) that is in writing kreativitas and activities very dibutuhkan thinking ideas in order to form the result of a post. Samadhy (2004: 9) explains that elementary school students when writing have different times to complete their writing, although the differences in the content of their writing are not much different. Writing as well as speaking is a productive and expressive activity. The difference is writing is not a face-to-face (direct) communication activity, as Maswan (2015: 2) argues that writing is an activity to express what is seen, experienced, or thought about and then put in writing.

### **The concept of fairy tales**

According to Emzir (2015: 235) fairy tales are prose in the form of the author's fantasy. Meanwhile, Rampan (in Rahmawati, 2013: 19) states that what includes fairy tales is children's stories. Children's stories include, among other things, personal values and educational values for the reader, namely among children. Fairy tales are told mainly for entertainment, although there are also many fairy tales that describe the truth, contain moral teachings, and even satire. Danandjaja (in Didipu, 2014: 146) argues that Dongeng is a folk prose story that is not considered to have really happened. Fairy tales are only considered an imaginative story or story that contains a lot of educational value for children so that fairy tales continue to live and develop in society. If there is any part of the story that is considered true or in accordance with reality, it is just a coincidence. In this case, fairy tales are used as a vehicle to present human life through positive values so that they can be emulated".

### **Treasure Hunt Game Methods**

Literally, Treasure Hunt dapat mean the treasure hunt. This Treasure Hunt game method can make students happier and more active. Se Perti which ballooning by Sadirman (2009: 79) used to practice reading skills, simple counting, destination literacy figures for adults or learning to read, write in the language is commonly associated with the game. Bellenca (2011: 196) treasure hunting game is a strategy that aims to find objects that can represent the concept of learning. This method is used at the end of the lesson, after students have been able to identify and learn key concepts. Wahyunigrum (2015: 40) suggests that the Treasure Hunt game is a set of rules consisting of several command sentences that direct students to find hidden clues. The instructions intended in this game are to answer any questions related to the material explained by the teacher. By answering each clue, students can understand the material that has been explained by the previous teacher, this method also requires collaboration between groups to solve existing clues in order to get the final treasure. According to Bell and Kahrhoff (2006: 8) that "Treasure hunt method is a learning activity that requires students search for a series of clue that leads to the discovery of new information. This activity requires a substantial amount of time for both preparation and execution and participants must follow many steps to complete. Meanwhile, according to Kim and Yao (2010: 33), "Treasure hunt was originally an outdoor activity and a game played by children and occasionally by adults. To play treasure hunt, an adult prepares a

list of hidden objects for children to find. Each team of children receives a duplicate list of the hidden objects. The winner is the first team to find all the items on the list ” .

Based on the above opinion, it can be concluded that Treasure Hunt is a learning activity that requires students to look for a series of clues to obtain new information. This activity requires cooperation and time to complete. The group capable of user to quickly and correctly is the winner.

## RESEARCH METHODS

Researchers conducted research at SD N No. 32 Southern City of Gorontalo . The reason for choosing SDN No. 32 South City Gorontalo in Class V I . As for the subject of is a fifth grade student I SDN No. 32 Kota Selatan Kota Gorontalo with 25 students consisting of 13 female students and 12 male students. This study used a qualitative approach with a descriptive method, because the researcher wanted to describe the students' ability to write fairy tales using the Treasure Hunt game method in class V I SDN No. 32 Southern Cities Gorontalo City . As a basic reference in finding sources of information and data that are related to the object of this research. using primary data sources in qualitative research observing and interviewing teachers and students. The results from interviews and observations were then recorded. Recording data sources through observation and interviews of the researcher's activities in seeing, listening, and asking the informants who were the research respondents. This also plays a role in the results of the researcher's final report writing activities.

To obtain the data that support this research used several techniques of data including namely : observation , interview , test and documentation . Analysis of the data is pro ses find and organize systematically the data obtained from interviews, field notes , categories, describe into the units, synthesize, organize into a pattern, choosing which ones are important and which will be studied and make conclusions so that they are easily understood by oneself and others.

## RESEARCH RESULTS AND DISCUSSION

The special findings obtained by the researcher based on the results of the analysis of class VI students about writing fairy tales using the Treasure Hunt game method are described as follows: a) The aspect of assessing factual information, there are 16 students or 64% very capable, 3 students or 12% capable, 6 students or 24% are less well off, and 0% of students are not well off. b) The aspect of assessment expresses ideas, there are 14 students or 56% very capable, 7 students or 28% capable, 4 students or 16% less capable, and 0% of students are not capable. c) Aspects of the assessment of language order and structure, there are 8 students or 32% very capable, 11 students or 44% capable, 6 students or 24% less well off, and 0% poor students. d) Aspects of punctuation assessment and the use of upper / lower case, there are 0% of students who are very capable, 5 students or 20% are capable, 18 students or 72% are less fortunate, and 2 students or 8% are not capable. e) The aspect of assessing the use of standard words, there are 11 students or 44% very capable, 13 students or 52% capable, 1 student or 4% less capable, and 0% of students are not capable. f) The assessment aspect determines the mandate of the fairy tale, there are 19 students or 76% very capable, 1 student or 4% capable, 4 students or 16% underprivileged students, and 1 student or 4% incapable.

From the results of research conducted at SDN No. 32 Kota Selatan Kota Gorontalo in grade VI, researchers found general and specific findings, through procedures and research methods in accordance with the title of the students' ability to write fairy tales using the Treasure Hunt game method in class VI SDN No. 32 Southern Cities Gorontalo City.

In writing fairy tales, students are expected to be able to learn to think and express their opinions through writing. In addition, in writing fairy tales students learn to record and tell the contents of fairy tales that have been read through written media. Learning to write fairy tales in grade VI SDN No. 32 Kota Selatan Kota Gorontalo using the Treasure Hunt game method is felt to be very interesting and fun for students, so that the learning process goes as expected. By using this method, it can minimize some of the problems faced by teachers when teaching. In using the Treasure Hunt game method , the researcher aims to provide opportunities for students to think about solving the clues that have become the responsibility of each group member. So that students get information directly from their friends and other groups. Based on the results obtained, it

shows that of the 25 students (80%) who obtained the criteria of being able, 3 students (12%) who obtained the criteria of being poor, and 2 students or (8%) who were unable to write fairy tales.

From the students' writing results and the observed assessment aspects, most students were able to write fairy tales using the Treasure Hunt game method. Based on the results of the assessment on the first aspect, namely factual information, there are 6 students (64%) who are very capable, 3 students (12%) are capable, 6 students (24%) are less capable, and 0% are not capable students. In the second aspect, namely expressing ideas, there are 14 students (56%) very capable, 7 students (28%) capable, 4 students (16%) less capable, and 0% poor students. In the third aspect, namely the order and structure of the language, there are 8 students (32%) who are very capable, 11 students (44%) are capable, 6 students (24%) are less capable, and 0% are not capable students. In the fourth aspect, namely the use of punctuation marks and capital / small letters, there are 0% of students who are very capable, 5 students (20%) are capable, 18 students (72%) are less capable, and 2 students (8%) are not capable. In the fifth aspect, namely the use of standard words, there are 11 students (44%) very capable, 13 students (52%) capable, 1 student (4%) less capable, and 0% students are not capable. In the sixth aspect, namely determining the mandate of fairy tales, there are 19 students (76%) very capable, 1 student (4%) capable, 4 students (16%) underprivileged students, and 1 student (4%) unable.

From the explanation above, there are 80% or 20 students who are capable, 3 students (12%) are less able to write fairy tales, namely Hairatulnisa, Savira Abdullah, and Zulkarnain. And 2 students (8%) who were unable to write fairy tales, namely Jeiny N. Sari and Nur F. Gobel.

## CONCLUSION

Based on the results of research conducted by researchers at SDN No. 32 Kota Selatan Kota Gorontalo uses the Treasure Hunt game method, researchers found that the Treasure Hunt game method is unique from other methods, namely (1) It can motivate students to learn to write fairy tales; (2) Make it easier for students to understand the elements contained in the fairy tale by sharing information with friends; (3) Students are more enthusiastic about learning while playing and competing; (4) Increasing the sense of responsibility of each student and peer cooperation when solving clues and making charts; (5) Minimizing the condition of students who are rowdy and bored while studying by inviting students to play and compete; (6) Increase students' self-confidence that each individual is capable of writing fairy tales; (7) The use of the Treasure Hunt game method helps teachers in teaching; (8) Make it easier for teachers to organize students in the classroom while studying; and (9) Make it easier for teachers to explain the elements of fairy tales to students.

Specific findings that the researchers obtained from 25 students in class VI SDN No.32 Kota Selatan Kota Gorontalo, there were 20 students (80%) who were able, 3 students (12%) were less well off, and 2 students (8%) were not well off. This is based on 6 aspects of assessment such as the first aspect, namely factual information, there are 6 students (64%) who are very capable, 3 students (12%) are capable, 6 students (24%) are less capable, and 0% are not capable students. In the second aspect, namely expressing ideas, there are 14 students (56%) very capable, 7 students (28%) capable, 4 students (16%) less capable, and 0% poor students. In the third aspect, namely the order and structure of the language, there are 8 students (32%) who are very capable, 11 students (44%) are capable, 6 students (24%) are less capable, and 0% are not capable students. In the fourth aspect, namely the use of punctuation marks and capital / small letters, there are 0% of students who are very capable, 5 students (20%) are capable, 18 students (72%) are less capable, and 2 students (8%) are not capable. In the fifth aspect, namely the use of standard words, there are 11 students (44%) very capable, 13 students (52%) capable, 1 student (4%) less capable, and 0% students are not capable. In the sixth aspect, namely determining the mandate of fairy tales, there are 19 students (76%) very capable, 1 student (4%) capable, 4 students (16%) underprivileged students, and 1 student (4%) unable. As for the obstacles of students in writing fairy tales, namely the lack of understanding of the storyline and starting to compose initial sentence ideas. In addition, the students' ability to write fairy tales is also influenced by internal and external factors. These two factors can be used as reference materials for teachers to develop students' abilities.

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