

## The Ability to Write Imaginative Stories in Elementary School

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### Article Info

#### Article history:

Received month dd, yyyy

Revised month dd, yyyy

Accepted month dd, yyyy

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#### Keywords:

Writing Ability

Imaginative Story

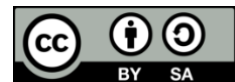
Elementary School

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### Abstract

The problem of this research is how elementary school students can write imaginative story texts. This study aims to present an evaluation of the imaginative story texts from various aspects as an analysis of students' abilities— Using a descriptive qualitative method, the sample was selected by purposive sampling, the research instrument used a story writing test, data collection techniques using test techniques and data analysis techniques using data reduction, data display and verification. The data source is 24 texts collected from fifth-grade students. The research results show that students' ability to write imaginative story texts has been good in several aspects such as (1) the theme/idea of the learning objective, (2) the plot, (3) the setting, (4) the portrayal of the characters, (5) the insertion of the message, (6) the language style, (7) the use of the point of view, (8) the organization and structure of the text, (9) the spelling, and (10) the neatness of the writing. It can be concluded that out of the ten aspects evaluated, two aspects stand out, namely related to (1) the theme/idea being consistent with the learning objective, and (2) the use of the point of view.

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## INTRODUCTION

Using language is considered one of the basic human needs, including communicating with others in society. Cathann & Hikaru (2023, p. 14; Mailani, et al., 2022, p. 2) explained that language functions as a means of communication—conveying thoughts, ideas, and feelings to others. The more skilled one is in language, the clearer the message conveyed to others (Suyanto and Kartolo, 2023, p. 63). Quddus, et al. (2023, p. 132) argue that having language skills is very important. In line with that, Noermanzah, et al. explains (2018, p. 172) that language is crucial in developing the four language skills.

According to Tarigan (2018), language skills consist of four: (1) listening skills, (2) speaking skills, (3) reading skills, and (4) writing skills. These four skills are interrelated in the

process of language. Noermanzah (2019, p. 307) explains if one can master these four language skills, it will be very easy to communicate and implement changes for personal, community, and national progress. Students need to be taught language even if only simple words or phrases to understand meaning (Hale and Lockard, 2022, p. 2). Even Caminal, et al. (2021, p. 1) explain that language skills can have a broad impact on social and economic life.

One of the four language skills is writing. Writing can be considered the main asset for students during the learning process because students tend to write what they have learned so as not to forget. With writing skills, students can recall what they have learned. Utilizing graphology, correct language structure, and vocabulary is the most important writing skill (Kartika, 2018). According to L.G. Paramonova developing writing skills can be successful only if all the components of the speech system and the brain activity in preschool children are properly developed (Moiseenko, 2014, p. 471).

According to Christianti (2013), teachers often face problems with students who do not understand the content of the reading or how the sound of letters, syllables, and simple sentences relate to each other. Writing is an important part of student success in following learning and adapting to the rapidly developing technology-based science. Good writing skills must be accompanied by good reading skills. Students with good reading skills will easily obtain information through books or other technology-based reading materials. In addition, reading will enhance a person's experience so that they can improve their vocabulary and word collection (Rinawati et al., 2020), which means they can write better. Writing skills are considered to be the last language skill acquired by students (Anggraeni & Rachmijati, 2021, p. 120). Improved writing skills are also influenced by motivation (Dumitrescu, 2015, p. 168). Writing should be done with confidence (Övez & Özdemir, 2014, p. 4076).

Regarding writing skills, writing imaginative stories is one of the critical skills developed by students in elementary school. Writing imaginative stories involves not only creativity but also requires strong skills in building an interesting storyline and diverse characters. However, often the ability to write imaginative stories by elementary school students is still low. Therefore, analyzing the ability of elementary school students to write imaginative stories becomes important to understand the challenges and obstacles faced by students in using their imagination in writing stories. Moreover, the school is one of the schools that promotes a culture of literacy. The content validity must be evaluated based on criteria, generating scores based on the formulation (Campos, et al., 2024, p. 3). Clear writing steps and explanations of the specific genre to be written must be clear so that students can follow well all the instructions given in writing (Pitarch & Ferrer, 2015, p. 80).

This research is related to the analysis of imaginative story texts, there is a study that was conducted by Gita Widia Nurmayanti in 2020 entitled "Analysis of the Ability to Write Imaginative Story Texts of Elementary School Students" 1. This study aims to analyze the ability of elementary school students to write imaginative story texts in terms of (1) suitability of content, (2) suitability of organizational structure, (3) suitability of linguistic characteristics, and (4) suitability of writing techniques. Researchers used qualitative research studies with content analysis methods. The results of the data analysis obtained are: (1) the ability to write imaginative story texts by students from the aspect of suitability of content, students are able to make imaginative story texts by developing titles or themes, including conflicts or problems in the story,

presenting stories in sequence or chronological order, and including text-building elements in the story, (2) the ability to write imaginative story texts by students from the aspect of suitability of organizational structure of the essay, students are able to use the organizational structure of the essay which includes the orientation, complication, and resolution parts, (3) the ability to write imaginative story texts by students from the aspect of suitability of linguistic characteristics, students are able to use pronouns, time-ordering conjunctions, direct dialogue/sentences, and surprise words, (4) the ability to write imaginative story texts by students from the aspect of suitability of writing techniques of the essay, students are able to give titles and develop stories

What the author will write is related to the same topic as the paper that has been presented, but the evaluation of the text is different. The focus of the research is to analyze students' ability to write imaginary stories based on aspects of writing imaginary stories based on writing aspects such as the intrinsic elements of the story, the structure of the story, the use of spelling in the story and the neatness of writing the story.

## METHOD

The research method used is method qualitative. The Qualitative method emphasizes understanding the meaning and constructing phenomenon (Sugiyono, 2019). The research strategy used is descriptive. The descriptive method is qualitatively chosen because in the study this describes the ability of participants to educate in writing story imagination. Subject in study This is participant educate class V of SDN 3 Sukasari, Tasikmalaya City, totaling 24 people. The sample was chosen by purposive sampling because the school is one of the schools that prioritizes literacy culture.

Data collection techniques were carried out with a test. Test technique used to measure the ability of participants to educate in writing story imagination. The instruments used test write a story composed imagination of 10 indicators evaluation that are the theme, plot, story setting, characters and characterization, message, style, point of view, organization and structure of text, spelling, writing tidiness.

Qualitative data is analyzed in 3 stages that are data reduction, data display, and verification (Sugiyono, 2019). Data reduction was carried out with a method focused on results research (results work write participant students) based on indicators existing assessment determined. Data display is performed with the method of elaborate results study to form tables and narration short. Data verification is carried out with a method interesting conclusion about the ability of participants to educate in writing story imagination.

## RESULTS AND DISCUSSION

### Results

The results of this writing are related to several elements in imaginative story texts. These elements include (1) intrinsic elements of the story (theme/idea, plot, setting, characters and characterization, message, style, point of view), (2) text organization and structure, (3) spelling, and (4) neatness of writing. For more details, please see below.

Table 1. Intrinsic Elements of the Story (Theme/Idea)

Score	Percentage (%)	Description
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4	100	Very Good
3	0	Good
2	0	Fair
1	0	Poor

Based on Table 1, the ability of students to write imaginative stories following the theme/idea specified in the learning objectives is in the very good category at 100%. Thus, all students can write imaginative stories according to the specified theme. No one writes imaginative stories outside of the theme/idea that has been specified in the learning objectives.

Table 2. Intrinsic Elements of the Story (Plot)

Score	Percentage (%)	Description
4	0	Very Good
3	41,7	Good
2	50	Fair
1	8,3	Poor

Based on Table 2, the ability of students to write imaginative stories in terms of plot is in a good category at 41.7%, meaning that 41.7% of students are already good at using appropriate dialogue and presenting events in an interesting and lively way. There are 50% of students in the fair category in terms of plot, meaning that 50% of students use dialogue and events that are presented quite interestingly and lively enough. 8.3% of students are in the poor category, meaning that 8.3% of students present dialogue and events that are less interesting and less lively. None of the students are very good at using dialogue and events in their imaginative stories.

Table 3. Intrinsic Elements of the Story (Setting)

Score	Percentage (%)	Description
4	0	Very Good
3	41,7	Good
2	58,3	Fair
1	0	Poor

According to Table 3, 41.7% of students are classified as good at writing imaginative stories in terms of the background story, meaning that the portrayal of the background story (place, time, and context) is detailed and consistent with the plot for 41.7% of students. 58.3% of students are classified as fair in writing imaginative stories in terms of the background story, meaning that the portrayal of the background story (place, time, and context) is sufficiently detailed and consistent with the plot for 58.3% of students. There are no students who have a very good or poor portrayal of the background story (place, time, and atmosphere).

Table 4. Intrinsic Elements of the Story (Characters and Characterization)

Skor	Percentage (%)	Description
4	8,3	Very Good

3	58,3	Good
2	33,3	Fair
1	0	Poor

According to Table 4, 8.3% of students writing imaginative stories have a very good portrayal of characters and characterization, meaning that the portrayal of characters and characterization is very clear and consistent for 8.3% of students. 58.3% of students writing imaginative stories have a good portrayal of characters and characterization, meaning that the portrayal of characters and characterization is clear and consistent for 58.3% of students. 33.3% of students writing imaginative stories have a fair portrayal of characters and characterization, meaning that the portrayal of characters and characterization is clear and consistent for 33.3% of students. There are no students who have a poor portrayal of characters and characterization.

Table 5. Intrinsic Elements of the Story (Message)

Score	Percentage (%)	Description
4	0	Very Good
3	33,3	Good
2	58,3	Fair
1	8,3	Poor

According to Table 5, 33.3% of students in write imaginative stories have a good insertion of messages, meaning that the content of the message can be understood well both explicitly and implicitly for 33.3% of students. 58.3% of students writing imaginative stories have a fair insertion of messages, meaning that the content of the message can be understood sufficiently both explicitly and implicitly for 58.3% of students. 8.3% of students writing imaginative stories have a poor insertion of messages, meaning that the content of the message can be understood poorly both explicitly and implicitly for 8.3% of students. There are no students whose insertion of messages can be understood very well both explicitly and implicitly by readers.

Table 6. Intrinsic Elements of the Story (Style)

Score	Percentage (%)	Description
4	0	Very Good
3	66,7	Good
2	33,3	Fair
1	0	Poor

According to Table 6, it can be seen that 66.7% of students writing imaginative stories have good use of language style, meaning that 66.7% of students use a variety of language styles in terms of word choice, sentence structure, figures of speech, imagery, and cohesion. 33.3% of students in writing imaginative stories have fair use of language style, meaning that 33.3% of students use a variety of language styles in terms of word choice, sentence structure, figures of speech, imagery, and cohesion. There are no students whose use of language style is very good or poor.

Table 7. Intrinsic Elements of the Story (Point of View)

Score	Percentage (%)	Description
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4	100	Very Good
3	0	Good
2	0	Fair
1	0	Poor

According to Table 7, it can be seen that the ability of students to write imaginative stories in terms of the use of point of view is very good at 100%, meaning that all students are very consistent in narration or use of pronouns. There are no students who are inconsistent in narrating their stories. Some students are very consistent in using the first-person point of view with pronouns such as “I”, “me”, or “we”. Others are very consistent in using the third-person point of view with pronouns such as “he”, and “they”, or by directly mentioning the character’s name in the story.

Table 8. Text Organization and Structure

Score	Percentage (%)	Description
4	8,3	Very Good
3	58,3	Good
2	33,3	Fair
1	0	Poor

According to Table 8, the ability of students to write imaginative stories in terms of text organization and structure is very good at 8.3%, meaning that 8.3% of students have a complete story framework (orientation, complication, and resolution) and all parts of the story are developed very well. 58.3% of students in writing imaginative stories have good text organization and structure, meaning that the story framework (orientation, complication, and resolution) is complete for 58.3% of students but one part of the story is less developed. 33.3% of students writing imaginative stories have a fair text organization and structure, meaning that the story framework (orientation, complication, and resolution) only contains two parts of the story (orientation, complication, or resolution) while other parts of the story are not presented. There are no students who have an incomplete portrayal of the story framework in writing imaginative stories, meaning that there are no students whose story portrayal only has one part (no distinction between orientation, complication, and resolution).

Table 9. Spelling

Score	Percentage (%)	Description
4	8,3	Very Good
3	41,7	Good
2	50	Fair
1	0	Poor

Based on Table 9, 8.3% of students are in the category of very good in writing imaginative stories in terms of spelling usage, meaning that 8.3% of students are very suitable (the entire story) with Improved Spelling rules (EyD). 41.7% of students are in a good category in writing imaginative stories in terms of spelling usage, meaning that 41.7% of students are almost suitable (more than half of the story) with the Improved Spelling rules (EyD). 50% of students are in the sufficient category in writing imaginative stories in terms of spelling usage, meaning that 50%

of students are quite suitable (half of the story) with the Improved Spelling rules (EyD). There are no students in the **less** category in spelling usage, meaning that none of the students' spelling usage is less suitable (less than half) with the Improved Spelling rules (EyD).

Table 10. Neatness of Writing

Score	Percentage (%)	Description
4	0	Very Good
3	66,7	Good
2	33,3	Fair
1	0	Poor

Based on Table 10, it can be seen that 66.7% of students writing imaginative stories are in a good category in terms of the neatness of writing, meaning that 66.7% of students have writing that is neat, clean, and legible. 33.3% of students in writing imaginative stories are in the sufficient category in terms of neatness of writing, meaning that 33.3% of students have writing that is sufficiently neat, clean, and legible. There are no students who have very neat writing, meaning that none of the student's writing is so clean that there are no scribbles at all. Similarly, no one has less neat writing that is unreadable.

## Discussion

The object most frequently used in the writing process is literature. In addition to aesthetic aspects, literature contains values that the author wants to convey. Literature not only provides entertainment; readers can learn or share experiences from the work. According to Wahyuningtyas & Santosa (2011), literature is considered a reflection of social life because of the combination of the author's imagination with complex social life. This can be caused by the fact that the problems depicted in literature are problems that occur in the author's daily life.

Compared to other types of art, literature has a greater social purpose. This is because literature expresses more and more freely the values that are beneficial to human life, so it can have a greater impact on society (Semi, 2013). This is in line with the opinion of Lukens and Stewig that the purpose of literature is to provide entertainment, pleasure, and satisfaction to readers. This purpose is considered important in literature (Nurgiyantoro, 2007). In addition, literature can enhance children's imagination (Sukirman, 2020).

Regarding literature and its writing, writing is considered an activity to express ideas, thoughts, and feelings in writing (Kartika, 2019). Writing learning must be designed in such a way that students are interested, not easily bored, and easy to understand. Writing activities will show students' ability to use language. Students will write to convey all their knowledge. In addition, writing stories requires a systematic plot.

In connection with a research related to writing skills, there have been those who have carried out, namely Purbania, Rohmadi, Setiawan in 2020 with research title *Description Text Writing Skills of Vocational High School Students*. In addition to explaining how the students' writing results, it was found that the difficulties faced by students in writing description essays were expressing ideas, developing words into sentences, determining good and correct spelling; and concentration in learning. Learners still find it difficult to express what needs to be written, as

well as confusion about where to start what they will write without paying attention to spelling, capital letters, and sentence order.

In this research, students had problems in writing correctly according to PUEBI and their lack of interest in learning. In addition, the factor of the teacher is also very influential. Teachers do not use learning models that attract students to get used to writing, thus making students rarely do composing exercises, and confusion when developing words and paragraphs in the essay.

Based on the research conducted earlier, it is very relevant that inhibiting factors appear in children's writing skills. So continuous practice is expected to be able to make students better at writing, especially concerning the targets that the author wants to achieve concerning students' suitability in writing essays. Several things can be used as a reference in evaluating students' writing abilities. The aspects that can be seen can be in the form of (1) intrinsic elements of the story (theme/idea, plot, background, characters and characterization, message, style, point of view, (2) organization and text structure, (3) spelling, and (4) neatness of writing.

## CONCLUSION

Writing is an activity to express ideas, thoughts, and feelings in writing. The research results show that students' ability to write imaginative story texts is good in various aspects: (1) 100% in accordance with the theme/idea of the learning objective, (2) the plot of the story is good in 41.7% of the cases, sufficient in 50% of the cases, and poor in 8.3% of the cases, (3) the setting of the story is good in 41.7% of the cases and sufficient in 58.3% of the cases, (4) the portrayal of the characters is very good in 8.3% of the cases, good in 58.3% of the cases, and sufficient in 33.3% of the cases, (5) the insertion of the message is good in 33.3% of the cases, sufficient in 58.3% of the cases, and poor in 8.3% of the cases, (6) the language style is good in 66.7% of the cases and sufficient in 33.3% of the cases, (7) the use of the point of view is very good in 100% of the cases, (8) the organization and structure of the text is very good in 8.3% of the cases, good in 58.3% of the cases, and sufficient in 33.3% of the cases, (9) the spelling is very good in 8.3% of the cases, good in 41.7% of the cases, and sufficient in 50% of the cases, and (10) the neatness of the writing is good in 66.7% of the cases and sufficient in 33.3% of the cases. It can be concluded that out of the ten aspects evaluated, two aspects stand out, namely related to (1) the theme/idea being consistent with the learning objective, and (2) the use of the point of view. The research that has been carried out is considered successful because data on the ability to write stories on students based on aspects of writing imaginary stories has been obtained. As for the limitations of the research carried out, only one school was analyzed so that the writing ability of students in other schools could not be identified.

## ACKNOWLEDGMENT

This is the author's dissertation as one of students of Postgraduate School concentrating in Primary Education at Indonesia University of Education. The researcher's would like to extent their gratitude to the research promoters, including Prof. Dr. H. Dadang Sunendar, M.Hum., Prof. Dr. Isah Cahyani, M.Pd., and Prof. Dr. H. Cece Rakhmat, M.Pd. The greatest appreciation is also extended to the organizations involved in this research, namely Perjuangan University of Tasikmalaya. And also thanks to SDN 3 Sukasari of Tasikmalaya City for their participation in this research.



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