



IMPROVING STUDENTS' ABILITY TO WRITE NARRATIVE TEXTS THROUGH THE ACCELERATED LEARNING APPROACH AT THE ELEVENTH GRADE OF MAS TPI MEDAN

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Abstract

The aims of this research were to find out whether the Accelerated Learning approach improves students' ability to write narrative texts at the eleventh grade of MAS TPI Medan in the 2019/2020 academic year; and to describe the process of teaching narrative texts through the Accelerated Learning approach at the eleventh grade of MAS TPI Medan in the 2019/2020 academic year. This research was conducted with the eleventh-grade students of MAS TPI Medan. It employed Classroom Action Research (CAR) using both qualitative and quantitative approaches. The subjects of the research were eighteen students of class XI MAS TPI Medan, consisting of eight male students and ten female students. The research was conducted in two cycles of action. Each cycle consisted of four meetings and two post-tests. The research data were obtained from qualitative and quantitative sources. Qualitative data were collected through observation, interviews, researcher notes, and documentation. Quantitative data were obtained through writing tests. To analyze the quantitative data, the researcher calculated the mean scores of the tests and compared the results of the pre-test, post-test I, and post-test II. Based on the results of data analysis, it was found that the students' mean scores improved from the pre-test to post-test I and post-test II. The mean score of the pre-test was 51.66, while the mean score of post-test I was 61.80 (19.62%), and the mean score of post-test II was 82.91 (60.49%). These findings indicate that the Accelerated Learning approach significantly improved the students' ability to write narrative texts.

Keywords: Accelerated learning approach, classroom action research; writing ability.



Introduction

In the contemporary era of globalization, foreign language proficiency has become increasingly important because communication now extends beyond national boundaries. Among the many languages used worldwide, English has established itself as the primary international language for education, business, science, and intercultural communication. As noted by Parr, cited in Rafida (2017), English serves as a global medium that enables individuals from diverse linguistic and cultural backgrounds to interact effectively. Consequently, English has become a compulsory or highly important subject in many educational systems, including Indonesia.

In Indonesia, the importance of English education is reflected in national educational policies. According to the Regulation of the Minister of National Education (Permendiknas) No. 22 of 2006 concerning Graduate Competency Standards, English instruction is designed to develop students' competence in the four language skills, listening, speaking, reading, and writing, in an integrated manner. In addition, students are expected to comprehend and produce various functional texts, monologues, and essays for different communicative purposes. English is allocated a substantial amount of instructional time within the Indonesian secondary school curriculum (Fithriani, 2017). Such expectations indicate that students should attain sufficient proficiency in all language skills, including writing.

Among the four language skills, writing is widely recognized as one of the most complex and cognitively demanding abilities. Writing functions not only as a medium for communication but also as a means of expressing ideas, experiences, opinions, and emotions in a structured form (Rafida et al., 2018). Hyland (2003) argues that writing requires learners to simultaneously manage linguistic knowledge, organizational skills, audience awareness, and communicative purposes. Similarly, Graham & Perin (2007) emphasized that effective writing instruction should support students in generating ideas, organizing information, and developing coherent texts. Therefore, writing competence plays a crucial role in students' academic success and overall language development.

For students at the senior high school level, particularly those in Grade XI, the ability to compose narrative texts is one of the expected learning outcomes within the English curriculum. Students are required to achieve the Minimum Mastery Criterion (KKM), which serves as an indicator of their ability to construct meaningful and coherent written texts. Narrative writing is particularly important because it encourages creativity, imagination, and the ability to organize events into a logical sequence.

Despite its importance, writing remains one of the most challenging skills for English as a Foreign Language (EFL) learners in Indonesia. Fithriani (2017) reported that many Indonesian students perceive writing as the most difficult language skill because it requires mastery of grammar, vocabulary, organization, and idea development. Furthermore, writing instruction is frequently conducted using traditional teacher-centered approaches that emphasize the final product rather than the writing process itself (Fithriani et al., 2019). Such practices often limit students' opportunities to explore ideas, revise drafts, and develop confidence as writers.

Previous international studies have similarly documented the difficulties encountered by EFL learners in writing. Graham et al. (2012) found that students' writing performance improves significantly when instructional approaches actively engage learners in meaningful learning activities rather than passive reception of information. Likewise, Lee (2017) demonstrated that supportive classroom environments and process-oriented instruction positively influence students' writing achievement and motivation. Research by Teng & Zhang (2020) further revealed that learner-centered writing instruction contributes to improvements in writing quality, self-regulation, and writing confidence. In addition, Ahmed (2019) reported that innovative instructional approaches can reduce students' writing anxiety and enhance their willingness to express ideas in written form.

In classroom practice, students frequently experience difficulties in generating ideas, selecting appropriate vocabulary, organizing content, and initiating the writing process (Maudina, 2017). These challenges are often associated with limited opportunities for active participation and the continued use of conventional teaching strategies. Consequently, the selection of appropriate instructional approaches becomes an important factor in improving students' writing performance.

Recent educational research has increasingly emphasized the importance of innovative and engaging learning approaches. For example, Harahap et al. (2019) found that blended learning significantly improved students' learning achievement and science process skills by creating more interactive and student-centered learning experiences. Similarly, Nasution (2024) reported that the development of a Digital Escape Room-Assisted E-Book increased student engagement and promoted active participation during learning activities. Although these studies were conducted in different educational contexts, their findings suggest that meaningful, interactive, and enjoyable learning environments can positively influence students' learning outcomes, including language learning.

One instructional approach that has the potential to address students' writing difficulties is the Accelerated Learning Approach. This approach emphasizes active learning, positive emotional involvement, collaboration, and meaningful learning experiences. According to Meier (2000), Accelerated Learning encourages learners to utilize multiple senses and learning modalities, thereby creating a more effective and enjoyable learning process.

The effectiveness of Accelerated Learning has been demonstrated in previous studies. Frezts (1995) reported that 95% of students exposed to Accelerated Learning believed that the approach positively influenced their writing development. The participants indicated that the approach improved both cognitive and affective aspects of learning by helping them understand writing concepts more effectively while simultaneously reducing stress and increasing enjoyment during classroom activities. These findings suggest that Accelerated Learning can create a supportive learning atmosphere that encourages students to participate actively and express their ideas with greater confidence.

Theoretical Framework

Writing as a Language Skill

Language is a means by which a person expresses his or her thoughts and feelings to others (Hamidah, 2011). Language consists of several skills, and one of the language skills that must be learned at every level of education is writing. Writing is not a one-step action; rather, it is an ongoing creative process (Oshima & Hogue, 2007). This means that writing involves continuous development. When people begin to write something, they need to think carefully about what they want to express.

Allah the Almighty says in the Holy Qur'an, Surah Al-'Alaq verses 4–5:

الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“Who taught by the pen. Taught man that which he knew not.”

Writing is a fundamental language skill that is vital to academic success and is a basic requirement for participation in civic life and the global economy (Graham & Perin, 2007). Students who are skilled in writing often achieve better academic performance than those who are not. Therefore, writing promotes critical thinking and supports the learning process.

English as a Foreign Language (EFL) Writing in the Indonesian Context

In the Indonesian educational system, learning outcomes are guided by the *Standar Kompetensi Lulusan* (SKL) or Graduate Competency Standards (National Education

Standards Agency, 2006). At the senior high school level, English learning includes the understanding and production of both spoken and written discourse in various genres, such as descriptive, recount, news item, narrative, report, procedure, and exposition texts.

According to the curriculum, one of the standard competencies of English writing at the senior high school level is the ability to express meanings through various short functional texts and simple essays in forms such as recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion, and review texts within daily life contexts.

Genre of Text in Writing

Lee, as cited by Nikitina (2012), states that genre is a grouping of similar kinds of text types (Saputra & Lenny Marzulina, 2014). There are many genres of texts, such as narrative, recount, procedure, report, explanation, and persuasive texts.

In this study, the researcher focuses on narrative texts as a means of improving students' writing ability. Narrative texts are considered suitable because they allow students to express ideas creatively and may help them feel more relaxed during the writing process. As a result, students may find it easier to produce written texts.

Narrative as a Writing Genre

Narrative is one of the genres taught at the senior high school level. A narrative text is a story that tells about something interesting and is intended to amuse, entertain, or engage readers. Narrative texts can be either imaginary or factual, including fairy tales, mysteries, fables, romances, adventure stories, myths, and legends.

According to Rebecca, a narrative text relates a series of logically and chronologically connected events that are caused or experienced by particular characters. Therefore, narrative writing reflects students' cognitive ability, logical thinking, and creativity in organizing events into a meaningful sequence.

Example of a Narrative Text (Adapted from a Publicly Available Folktale Source)

One Inch Boy

Orientation

Long time ago, in Japan, there was an old couple who wished for a child. They wished for a child of any kind, even if he was only an inch tall, and their wish was



granted. They had a child, and sure enough, he grew no taller than one inch. They named him Issun-Boshi.

Complication

Issun-Boshi and the princess became good friends. One day, on their way back from a nearby temple, they were stopped by a large green demon called an oni. The princess thought she was doomed because she could not be saved by a one-inch boy. However, Issun-Boshi acted quickly. He climbed onto the oni and poked it in the tongue with his sword. Issun-Boshi jumped from the demon's mouth just before it turned and ran away.

Resolution

The princess was saved. Then she made a wish, "I wish for Issun-Boshi to grow tall." The princess squeezed her eyes shut and then opened them again. However, the boy was still one inch tall. Then, slowly, inch by inch, Issun-Boshi grew taller until he became the size of a fully grown man.

Learning Approach

In the teaching and learning process, the challenge is not only related to the learning materials but also to the teaching strategy or learning approach used by the teacher. The teaching process may not produce optimal results if the approach applied is not suitable for the students' needs and learning characteristics. Therefore, teachers need to select appropriate approaches to support effective learning, particularly in English language teaching.

Accelerated Learning Approach

The Accelerated Learning Approach began to develop during the twentieth century. This approach was inspired by the book *Superlearning* written by Lynn Schroeder & Sheila Ostrander, which introduced the ideas of Georgi Lozanov, a Bulgarian psychiatrist and educator.

According to Meier, Accelerated Learning is a comprehensive system for speeding up and enhancing both the design process and the learning process (Meier, 2000). Based on this definition, Accelerated Learning can be understood as a learning method that enables students to learn more easily, effectively, and enjoyably while accommodating their

individual learning styles.

Accelerated Learning incorporates activities such as guided relaxation to help students feel comfortable in the learning environment. In addition, students are encouraged to manage their emotions through relaxation techniques so that they can solve problems more effectively and participate actively in the learning process.

Methods

Research Design

This research employed Classroom Action Research (CAR), which focuses on a particular group of students in a specific classroom setting. Classroom Action Research combines research procedures with practical actions aimed at improving educational practices. It is an effort to understand what is happening in the classroom while simultaneously implementing improvements and changes in the learning process (Wiriaatmadja, 2014).

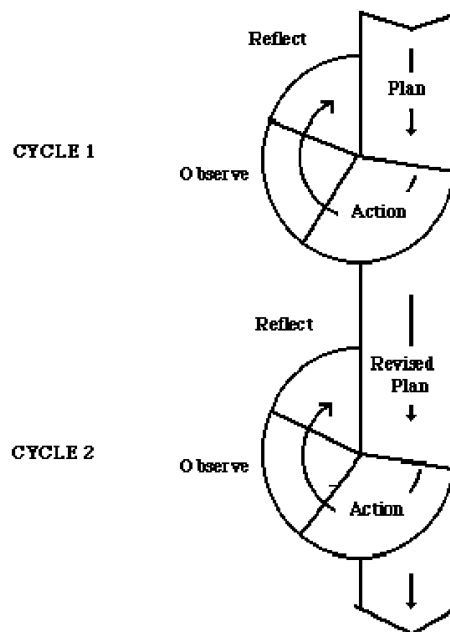


Figure 1. Model by Kemmis & McTaggart.

Research Subject

The subject of this research was the eleventh-grade students of MAS Taman Pendidikan Islam Medan. The researcher selected the students based on the purpose of the study and the problems identified during the preliminary observation. The students experienced difficulties in writing, particularly in composing narrative texts.

Research Place and Time

The research was conducted for approximately one month, from September 9th to October 16th, 2019. The Classroom Action Research took place at MAS Taman Pendidikan Islam Medan, located at Jl. S.M. Raja Km. 7 No. 5, Medan.

Observation Procedure

The selection of Classroom Action Research was based on the effort to improve the effectiveness of the learning process through cyclical stages. This research began with a preliminary study and was followed by action cycles consisting of planning, acting, observing, and reflecting, adapted from the model proposed by Kemmis & McTaggart.

a. Planning

At this stage, the researcher prepared lesson plans, research instruments, learning materials, and assessment procedures needed to implement the action

b. Implementation of Action

The activities carried out at this stage involved implementing the planned learning activities. The research procedures are presented in the following research concept.

Table 1. Research concept.

Stages	Activities	Results
Cycle I		
Preparation	Identification of learning problems	Learning problems identified
Planning	Arranging activity schedules, learning plans, achievement standards, and research instruments	Activity schedule, lesson plans, achievement standards, and research instruments available
Action	Preparing the classroom, providing learning facilities, implementing learning activities, observing students' progress, and identifying students' difficulties	Learning activities conducted, students' progress identified, and students' difficulties analyzed
Observation	Recording and documenting learning activities	Data on implementation, supporting factors, obstacles, and students' learning activities
Evaluation	Analyzing data and concluding the success of the action	Determination of action success based on predefined criteria
Reflection	Reviewing strengths and weaknesses of the action	Information for improvement in the next cycle
Cycle II		
Planning	Discussion and revision of the action plan	More effective action plan
Action	Implementing learning activities based on the revised plan	Improved implementation and student participation
Observation	Recording and documenting learning activities	Data regarding implementation, supporting factors, obstacles, and learning activities
Evaluation	Analyzing quantitative and qualitative data and drawing conclusions	Evaluation of students' participation and learning outcomes

Reflection	Reviewing the implementation and outcomes of the action	Recommendations regarding continuation or termination of the action
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The action research activities are summarized in the Table 2.

Table 2. Research action activities.

No.	Action	Output
1	Administering an initial test	Identification of students' initial ability in writing narrative texts
2	Conducting learning activities on narrative texts	Students understand generic structures and language features, distinguish narrative texts from other text types, and practice writing narrative texts
3	Evaluating Cycle I learning outcomes	Identification of students' achievement in writing narrative texts
4	Conducting reflection with the teacher	Determination of actions for Cycle II based on Cycle I results

c. Observation

Observation was conducted during the implementation of the action to record students' participation, learning activities, responses, and difficulties encountered throughout the learning process.

d. Reflection

Reflection was conducted after each cycle to evaluate the effectiveness of the implemented action and to determine necessary improvements for the subsequent cycle.

Data Collection Techniques

Before conducting the research, the researcher prepared several research instruments. The instruments used in this study were writing tests, observation sheets, interview sheets, photographs, and recordings.

Table 3. Observed aspects and data collection techniques.

Type	Aspects Observed	Type of Data	Instrument
Observation	Students' learning activities and problems arising during CAR implementation	Observation data	Observation sheet
Test	Students' learning outcomes	Test scores	Writing test
Interview	Students' classroom experiences and opinions	Interview results	Interview sheet
Photo and Recording	Classroom atmosphere and learning activities	Photographic and recorded documentation	Mobile phone camera and recorder

Data Analysis Techniques

The researcher used both qualitative and quantitative data analysis techniques. Quantitative data were obtained from students' writing scores in the preliminary study, Cycle I, and Cycle II. These data were presented in numerical form.

Qualitative data were collected through observations, interviews, photographs, and recordings. The qualitative data were analyzed using the Interactive Model proposed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing or verification Huberman & M.B. Miles, (1984).

The results of the pre-test and post-test were analyzed using the formula proposed by (Arikunto, 2010).

$$\bar{X} = \frac{\sum X}{N}$$
$$\bar{Y} = \frac{\sum Y}{N}$$

Where:

- N = Number of subjects
- Σx = Total pre-test scores
- Σy = Total post-test scores
- X = Mean score of the pre-test
- Y = Mean score of the post-test

To determine the improvement of students' achievement, the researcher used the following formula adapted from Zainal Aqib: (Nawawi, 2011)

$$P = ((\text{Posrate} - \text{Baserate}) / \text{Baserate}) \times 100\%$$

Where:

- P = Percentage of students' achievement improvement
- Posrate = Mean score after the action research
- Baserate = Mean score before the action research

Results and Discussion

Research Finding Preliminary Study

Before conducting Cycle I, the researcher carried out a preliminary study on September 9th, 2019. There were 18 students who participated in the pre-test. The researcher involved a collaborator in evaluating the students' writing results.

The results showed that one student obtained the lowest score of 45, while one student achieved the highest score of 62.5. The mean score of the pre-test was 51.66. The qualitative data were obtained through interviews, observation sheets, and researcher notes.

Based on the interview with the English teacher, it was found that the students still experienced difficulties in writing narrative texts. This finding was also supported by interviews conducted with the students before the implementation of Cycle I.

Researcher: *Are you having trouble writing narrative texts? Why?*

Student S.M.: *Quite difficult, especially in determining the word patterns.*

Researcher: *Are you having trouble writing narrative texts? Why?*

Student A.M.L.: *Yes, sometimes I have difficulties with verbs.*

(Interview Transcript with Student)

From the interview results, it can be concluded that the students experienced several problems in writing English texts, particularly narrative texts. Based on the results of the pre-test, observations, and interviews, the researcher continued the study to Cycle I.

The observation conducted on September 9th, 2019, revealed that many students did not pay sufficient attention to the researcher during the teaching and learning process. Some students appeared noisy and less engaged in classroom activities.

Meanwhile, the quantitative data were obtained from the pre-test. The result showed that the students' total score was 930, and the mean score was 51.66. This result indicated that the students' ability in writing narrative texts was still low.

Report of Cycle I

The data obtained in Cycle I consisted of qualitative and quantitative data.

1. Qualitative Data

a. The Implementation of the Accelerated Learning Approach in Cycle I

Cycle I consisted of four meetings conducted in September 2019. The implementation of the Accelerated Learning approach involved three main stages:

1) Explaining Narrative Text

The researcher introduced a legend-based narrative text entitled Lake Toba. The students were then asked to identify the characteristics of narrative texts.

"What kind of text is this?" asked the researcher.

"A narrative text" answered the students.



“Yes, you are right. Now we will learn the meaning and structure of the narrative text entitled *Toba Lake*” said the researcher.

(Researcher Notes)

2) Applying the Accelerated Learning Approach

At this stage, the students practiced writing narrative texts. The researcher divided the students into several groups consisting of three to four members. Through group discussions, students were encouraged to share ideas and develop their writing skills collaboratively.

3) Presenting the Results

The students were asked to rewrite the narrative text *Toba Lake* using their own words individually. This activity was intended to ensure that each student could produce a narrative text independently.

After completing the task, students presented their work in front of the class. The researcher noted: Only some students were willing to present their narrative texts in front of the class. (Researcher Notes)

b. Problems Faced During the Implementation of Cycle I

Several problems were encountered during the implementation of the Accelerated Learning approach.

1) Limited Vocabulary Mastery

Many students lacked sufficient vocabulary to support their writing activities. The researcher noted: I asked the students to identify verbs found in the *Toba Lake* text. Most of them could only mention a few verbs even though many verbs appeared in the text. When asked to change the verbs into Verb 1 forms and translate them, many students were confused. Most of them did not bring dictionaries. (Researcher Notes)

2) Students Ignored Instructions

Some students were not fully engaged in group activities. The researcher observed: While checking each group, some students appeared disengaged from the learning activities, playing with their mobile phones, or talking with friends. They understood the instructions, but when left unsupervised, they often stopped working and became noisy. (Researcher Notes)

3) Difficulty Generating Ideas

Some students experienced difficulties expressing their ideas in written form. The researcher recorded: One student looked confused when asked to write a narrative text individually. When I approached him, he said, ‘*Miss, I am not sure how to begin writing the story*’. (Researcher Notes)

Based on the qualitative findings, only some students actively participated in the learning process, while others still lacked confidence in writing narrative texts.

2. Quantitative Data

The quantitative data of Cycle I were obtained from the post-test administered after the implementation of the Accelerated Learning approach.

Figure 2. Students' achievement in writing.

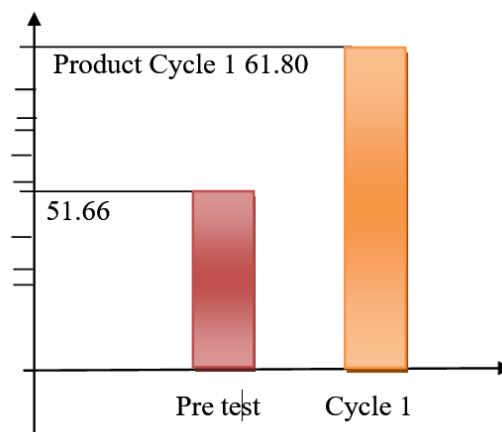


Table 4. Improvement of students' achievement in cycle I.

Score Description	Pre-Test	Post-Test I
Total Score	930	1112.5
Number of Students	18	18
Mean Score	51.66	61.80
Score Improvement		10.14

The table shows that the students' mean score increased from 51.66 in the pre-test to 61.80 in Post-Test I. Although the students' writing achievement was still below the expected level, their writing performance showed improvement after the implementation of the Accelerated Learning approach.

3. Reflection

Based on the findings in Cycle I, the researcher proposed several improvements for Cycle II.

1. Students were encouraged to memorize new vocabulary regularly, for example, five new words per day.
2. Students were required to bring dictionaries to class.
3. The researcher provided additional guidance on how to use dictionaries effectively.

4. The researcher improved classroom management strategies to maintain students' focus and participation.
5. The researcher provided greater motivation and encouraged all students to present their work in front of the class.

Report of Cycle II

Cycle II was conducted to improve the weaknesses identified in Cycle I and to achieve better learning outcomes.

1. Qualitative Data

a. The Implementation of the Accelerated Learning Approach in Cycle II

Cycle II was conducted in four meetings during October 2019. The implementation of the Accelerated Learning approach consisted of three stages.

1) Explaining Narrative Text

The researcher provided a more detailed explanation of narrative texts, including their generic structure and language features.

2) Applying the Accelerated Learning Approach

Students practiced writing narrative texts through collaborative group work. Unlike Cycle I, each group consisted of only two to three students, allowing greater participation from each member.

This strategy contributed positively to students' writing development, as reflected in the interview results.

Researcher: *Do you think the teaching activities conducted through the Accelerated Learning approach are effective in helping you write narrative texts?*

Student S.Y.R.: *Very effective.*

Student S.T.T.L.: *Yes, very good, Miss.*

Student R.H.: *Yes, it is effective because I can understand the material more quickly.*

3) Presenting the Results

Students were asked to write their own narrative texts based on the theme Cinderella and present their work to the class.

b. Problems Faced During Cycle II

Although students demonstrated considerable improvement, some challenges remained. Students still experienced difficulties in using grammar correctly and had limited vocabulary.

Therefore, the researcher provided additional guidance on grammar and encouraged students to use dictionaries more effectively during the writing process.

2. Quantitative Data

Figure 3. Students' Writing Achievement in Cycle II.

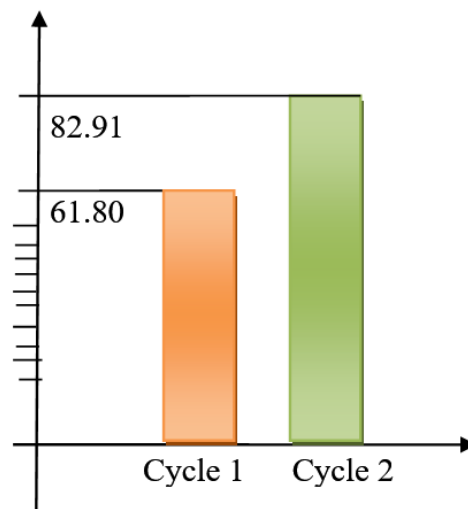


Table 5. Improvement of students' achievement in cycle II.

Score Description	Post-Test I	Post-Test II
Total Score	1112.5	1492.5
Number of Students	18	18
Mean Score	61.80	82.91
Score Improvement	21.11	

The Table 5 indicates that the students' mean score increased from 61.80 in Post-Test I to 82.91 in Post-Test II. This result demonstrates a substantial improvement in students' ability to write narrative texts.

3. Reflection

The implementation of the Accelerated Learning approach in Cycle II was conducted despite several challenges. After evaluating the students' writing tests, the researcher found that both the students' scores and writing abilities had improved significantly.

Therefore, the researcher and the collaborator agreed that the action research could be concluded because the objectives of the study had been achieved. The findings indicated that the Accelerated Learning approach successfully improved the students' ability to write narrative texts.

Discussion

This study aimed to examine the effectiveness of the Accelerated Learning approach in enhancing the narrative writing ability of eleventh-grade students at MAS TPI Medan. The findings obtained from both qualitative and quantitative data indicate that the approach contributed positively to students' writing development throughout the implementation process.

The preliminary findings revealed that many students encountered difficulties in generating ideas, organizing narratives, selecting appropriate vocabulary, and applying grammatical structures accurately. These challenges are consistent with previous research indicating that narrative writing remains one of the most demanding productive skills for EFL learners because it requires the integration of content development, language accuracy, and textual organization (Rahmawati et al., 2018). Furthermore, students often struggle to transform their ideas into coherent written texts due to limited linguistic resources and insufficient confidence in expressing themselves in English.

The implementation of Accelerated Learning during Cycle I produced noticeable improvements in students' participation and writing performance, although several challenges persisted. Some students still demonstrated limited vocabulary mastery and hesitation in developing their ideas independently. Therefore, instructional revisions were introduced in Cycle II to provide greater support, more interactive learning experiences, and increased opportunities for collaboration. The subsequent improvement suggests that writing development is a gradual process that requires continuous scaffolding and active learner engagement.

The findings support Meier's (2000) proposition that Accelerated Learning creates an environment in which students learn more effectively through active participation, positive emotional involvement, and meaningful learning experiences. Similarly, Mayliana & Sofyan (2013) reported that the application of Accelerated Learning through the SAVI approach significantly enhanced students' motivation and learning outcomes by encouraging active engagement in classroom activities.

Classroom observations further demonstrated that students became more confident and willing to participate in discussions, share ideas, and collaborate with peers. The increase in classroom interaction suggests that Accelerated Learning not only supports cognitive development but also strengthens students' affective engagement. Such findings are consistent with recent studies showing that learner-centered instructional approaches contribute positively

to students' writing achievement by creating supportive and motivating learning environments (Mubarok et al., 2019; Ayu et al., 2024).

The quantitative results provide strong evidence of improvement. Students' mean scores increased from 51.66 in the pre-test to 61.80 in Post-Test I and reached 82.91 in Post-Test II. This pattern indicates substantial progress in students' narrative writing ability after the implementation of the Accelerated Learning approach. Similar improvements have been reported in narrative-writing studies that emphasize active learning, multimodal engagement, and meaningful interaction as key factors contributing to writing development (Fitri et al., 2021; Rahmawati et al., 2018).

The findings can also be interpreted through recent perspectives in language education that emphasize learner engagement and multimodal learning environments. Hasibuan et al. (2025) argued that multimodal learning experiences provide students with multiple pathways for constructing meaning, which can facilitate language production and written expression. Likewise, Purnomo et al. (2025) found that learners increasingly value educational experiences that encourage active participation, interaction, and diverse modes of communication. These perspectives help explain why students in the present study responded positively to learning activities that moved beyond traditional teacher-centered instruction.

Another important finding concerns students' increased confidence in expressing ideas. Throughout the implementation process, learners became more willing to experiment with language and communicate their thoughts in written form. This result aligns with Sitanggang & Purnomo (2025), who reported that supportive and interactive learning environments can enhance learners' confidence and willingness to engage in language-learning activities. Although their study focused on digital language-learning platforms, the underlying principle of learner autonomy and active participation appears relevant to the present findings.

Beyond improving writing performance, the Accelerated Learning approach also contributed to the creation of a more enjoyable classroom atmosphere. Students appeared more motivated and engaged during learning activities, while teachers were able to facilitate instruction more effectively. Such conditions are important because positive emotions and meaningful participation have been shown to influence language-learning success and writing achievement.

Conclusion

In this research, the researcher conducted a Classroom Action Research (CAR) to improve students' ability to write narrative texts through the Accelerated Learning approach. This approach was implemented effectively in the teaching and learning process of English at MAS TPI Medan. Based on the research findings, the results of the Classroom Action Research conducted in two cycles showed an improvement in the students' ability to write narrative texts. The improvement can be seen from the increase in the mean scores of the pre-test, post-test I, and post-test II. The mean score increased from 51.66 in the pre-test to 61.80 in post-test I and further increased to 82.91 in post-test II. Therefore, it can be concluded that teaching narrative texts through the Accelerated Learning approach can improve students' ability in writing narrative texts. The findings indicate that the Accelerated Learning approach can be effectively applied in the English teaching and learning process. Based on the results of this research, it can also be concluded that the Accelerated Learning approach is effective in improving students' writing ability. This is evidenced by the significant progress shown by the students after the implementation of the approach. The students' mean score improved by 19.62% from the pre-test to Post-Test I and by 60.49% from the pre-test to Post-Test II. This indicates that the improvement achieved in Cycle II was considerably higher than that in Cycle I. Thus, the results of Cycle II demonstrate that the writing ability of the students improved significantly after they were taught narrative texts through the Accelerated Learning approach. Consequently, the implementation of the Accelerated Learning approach successfully enhanced the students' ability to write narrative texts at the eleventh grade of MAS TPI Medan.

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