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STUDENTS' EXPERIENCES IN LEARNING NARRATIVE TEXT THROUGH FRACTURED STORY ACTIVITIES AT MAN 1 KEDIRI

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Abstract

This study aims to describe students' experiences, benefits, and challenges in learning narrative text through fractured story activities at MAN 1 Kediri. This study employed a qualitative approach. The data were collected through semi-structured interviews with one English teacher and three tenth-grade students, as well as documentation of students' worksheets and fractured-story products. The data were analyzed descriptively by identifying patterns emerging from the interview and documentation data. The findings revealed that fractured story activities provided students with meaningful and active learning experiences. During the activities, students learned the structure and language features of narrative texts, modified story elements, developed creative ideas, collaborated with group members, and completed their own fractured-story products. The activities also provided several benefits, including vocabulary development, creativity enhancement, increased interest in learning narrative text, and increased self-confidence. However, students encountered challenges, particularly difficulties in generating ideas that differed from the original story and limitations in vocabulary when expressing their ideas in English. These challenges were addressed through teacher guidance, peer support, group discussion, and the use of technological resources. Overall, fractured story activities provided opportunities for students to actively engage in narrative text learning while developing linguistic, creative, and collaborative abilities.

Keywords: fractured story, narrative text, students' experiences, creativity, English learning

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INTRODUCTION

Narrative texts are an important component in English language learning, particularly in developing students' literacy, language ability, and creativity. Students are encouraged to develop their imagination, identify characters and events, understand story structure, and interpret meaning through reading narrative texts. Narrative texts provide valuable opportunities for students to engage with language through stories. However, learning narrative texts does not always provide the same experience for every student. Students may experience a range of feelings, responses, interactions, and reflections during the learning process. Learning experiences matter because learning is not only about acquiring information, but also about how students perceive and understand learning activities.

Many problems have been identified in previous research regarding students' difficulties with narrative texts. Falihah et al. (2022) found that students struggled with developing ideas, selecting appropriate vocabulary, and organizing narrative texts. These findings suggest that students' experiences in learning narrative texts can be influenced by the characteristics of the learning activities and the way students interact with the material being studied.

One learning activity that can provide a more interactive learning experience is the use of fractured stories. By using stories that are cut, scrambled, altered, or presented in incomplete forms, students are required to reconstruct or develop the story into a meaningful narrative—an activity known as fractured stories. This activity aligns with the constructivist perspective, which views learning as an active process in which students interact, interpret, and construct knowledge through their own experiences (Cole et al., 1978; Johnson & Johnson, 2009). Previous studies have provided insight into the potential of fractured story activities and narrative-based learning in English language teaching. For example, Ulfah et al. (2025) found that using fractured stories in teaching narrative writing improved students' writing ability, creativity, motivation, and classroom participation.

Nevertheless, previous research has focused more on learning outcomes, writing ability, classroom performance, motivation, text comprehension, and critical thinking skills. Few studies have examined students' direct experiences while participating in fractured story activities. Lubis et al. (2018) examined how Indonesian students learn English and found that motivation, self-confidence, classroom environment, teacher support, and learning activities influenced their learning experiences. However, that study only addressed overall English learning experiences and did not specifically examine how students participate in particular narrative activities, such as fractured stories. Therefore, a research gap remains in understanding students' experiences in learning narrative texts through fractured story activities.

Based on the above, this study aims to explore the learning experiences of tenth-grade students in learning narrative texts through fractured story activities at MAN 1 Kediri, as well as to identify the benefits and challenges students encounter during these activities. The study focuses on students' perceptions, responses, interactions, participation, and reflections, rather than on quantitatively measuring the effectiveness of fractured stories. By examining students' experiences directly, this study is expected to contribute to the literature on narrative text learning and the use

of fractured stories in EFL contexts, and to provide practical insights for English teachers in designing more meaningful and engaging learning experiences.

RESEARCH METHOD

This study employed a qualitative approach to gain an in-depth understanding of students' experiences in learning narrative texts through fractured story activities. The data were collected through interviews and documentation. As the primary data source, interviews were used to gather information about the experiences, perceptions, benefits, and difficulties students encountered during the fractured story activities. The researcher used a semi-structured interview format, which still allowed students to talk about their experiences freely and in depth. Participants were interviewed openly to explore their opinions and experiences (Creswell, 2017). Documentation was used as supporting data to strengthen the information obtained from the interviews. The documentation included students' worksheets (LKPD), students' fractured story outputs, photographs of the learning activities, and interview transcripts (Ary et al., 2006).

Furthermore, the reduced data were presented in descriptive form and grouped according to research themes. Patterns, similarities, and differences in the experiences shared by the participants were identified through this presentation. In the final step, conclusion drawing and verification were carried out. Conclusions were drawn based on the patterns and themes found in the documentation and interview data. These conclusions were then compared with the available evidence to ensure they were consistent with the research data (Miles & Huberman, 1994). The trustworthiness of the data was maintained through source triangulation. Interview data from several students were compared to identify similarities and differences in the experiences they reported. Information from students was also compared with information from the teacher, as well as with documentation data in the form of LKPD, fractured story outputs, photographs of the learning activities, and interview transcripts. Triangulation was conducted to enhance the credibility of the findings by comparing information obtained from various data sources (Ary et al., 2006; Creswell & Creswell, 2018).

RESULTS

Students' Learning Experiences in Participating Fractured Story Activity

The results of the study showed that the fractured story activity provided a different learning experience for students. Before engaging in the activity, students first learned the basic concepts of narrative texts, including the structure of orientation, complication, and resolution, as well as linguistic features such as the simple past tense and action verbs. After understanding narrative texts, the teacher introduced the concept of fractured stories, the steps for creating them, and how to develop a story. One student explained:

> *"Pada awal pembelajaran, Miss menjelaskan struktur teks naratif, seperti orientation, complication, dan resolution. Setelah itu, kami juga mereviu ciri kebahasaan teks naratif, misalnya penggunaan simple past tense, action verbs, dan unsur kebahasaan lainnya. Setelah memahami cerita aslinya, Miss menjelaskan konsep fractured story."*
> ("At the beginning of the lesson, Miss explained the structure of narrative texts, such as orientation, complication, and resolution. After that, we also reviewed the linguistic features of narrative texts, for example the use of the simple past tense, action verbs, and other linguistic elements. After understanding the original story, Miss explained the concept of fractured stories.")

This statement shows that students gained an understanding of the structure and linguistic features of narrative texts before engaging in the fractured story activity. The teacher also explained that the activity was carried out after students understood the basic concepts of narrative texts. After listening to the explanation, students were asked to modify a fable or fairy tale they were already familiar with. This was done by changing several elements of the story to suit each group's ideas. One student said:

> *"Setelah itu, kami diberi tugas untuk memodifikasi sebuah cerita fabel atau dongeng yang sudah dikenal berdasarkan kreativitas masing-masing kelompok."*
> ("After that, we were given the task of modifying a well-known fable or fairy tale based on each group's creativity.")

During this process, students could change various aspects of the story, including the plot, characters, setting, point of view, conflict, and the ending. One group, for example, used the story of Roro Jonggrang as their base and changed the resolution to an ending different from the original story.

> *"Kelompok kami mengubah alur cerita dan bagian resolution. Kami menggunakan cerita Roro Jonggrang sebagai cerita dasar. Pada cerita asli, Roro Jonggrang mengutuk Bandung Bondowoso menjadi batu karena gagal menggagalkan pembangunan seribu candi. Namun, dalam versi fractured story yang kami buat, Roro Jonggrang memilih untuk menikah, sehingga cerita berakhir bahagia."*

("Our group changed the plot and the resolution. We used the story of Roro Jonggrang as the base story. In the original story, Roro Jonggrang cursed Bandung Bondowoso to become stone because he failed to thwart the building of a thousand temples. However, in the fractured story version we made, Roro Jonggrang chose to get married, so the story ended happily.")

In addition to modifying the plot and the ending, students also tried to develop the point of view and characters. Students explained that changing the point of view made them consider the reasons behind a character's actions, making the characters more plausible. Another experience found was the development of creative ideas. Students did not simply copy or retell the original story, but imagined new possibilities, such as changing a character's traits, shifting the story's setting to the future, or creating a different plot. One student explained:

"Kegiatan ini membuat kami berpikir lebih kreatif dan mencoba menghasilkan ide-ide yang berbeda dari cerita aslinya. Misalnya, kami membayangkan bagaimana jika sifat tokohnya dibalik atau latar ceritanya diubah menjadi masa depan."
("This activity made us think more creatively and try to come up with ideas that were different from the original story. For example, we imagined what would happen if the character's traits were reversed or if the story's setting were changed to the future.")

Beyond creativity, the fractured story activity also provided a collaborative experience. Students worked in groups, dividing tasks according to each member's abilities. One student explained:

"Kami bekerja sama dengan membagi tugas sesuai kemampuan masing-masing. Ada yang bertugas mencari ide cerita, ada yang menyusun kalimat dalam bahasa Inggris, dan ada juga yang mengetik dan mendesain layout cerita agar lebih menarik."
("We worked together by dividing tasks according to each person's ability. Some were in charge of finding story ideas, some arranged the sentences in English, and some typed and designed the story layout to make it more attractive.")

Students also held discussions to determine the plot, point of view, use of the simple past tense, and the suitability of the content with the narrative text structure. Thus, the fractured story activity was not carried out individually, but involved interaction and cooperation among group members. In completing the product, students also revised and checked their writing. Some groups even continued their discussions via WhatsApp after the lesson had ended. In addition, students used technological resources such as Google Translate and Gemini to help find vocabulary and check sentence structure.

"Saya menggunakan bantuan Google Translate dan Gemini. Saya menggunakan Gemini untuk membantu mengecek struktur kalimat yang saya buat. Jika ada bagian yang terasa kurang tepat, saya membandingkannya dengan saran yang diberikan Gemini."
("I used Google Translate and Gemini for help. I used Gemini to help check the sentence structure I had written. If there was a part that felt less accurate, I compared it with the suggestions Gemini gave.")

Benefits of the Fractured Story Activity for Students

The results of the study showed that the fractured story activity provided several benefits for students in learning narrative texts. These benefits included vocabulary development, increased creativity, greater interest in learning, and increased self-confidence.

First, the fractured story activity helped students develop their English vocabulary. Students acquired new vocabulary when reading stories, searching for suitable words, and writing their own versions of the stories. One student stated:

"Saya merasa vocabulary bahasa Inggris saya bertambah, terutama kosakata berupa kata kerja dalam bentuk past tense, karena itu yang sering digunakan di dalam cerita."
("I feel that my English vocabulary has increased, especially verbs in the past tense form, because those were the ones most often used in the story.")

Another student also stated that the activity helped them learn vocabulary and grammar:

"Selain itu, saya juga belajar lebih banyak mengenai penggunaan grammar yang benar dan memperoleh tambahan kosakata baru dalam bahasa Inggris."
("In addition, I also learned more about the correct use of grammar and gained new English vocabulary.")

The teacher also stated that students discovered many new words during the story-writing process. Second, the fractured story activity increased students' creativity. Students were given the opportunity to change the characters, plot, setting, point of view, and ending of the story. They did not simply understand the available story, but also produced a new version based on their imagination.

Third, the fractured story activity increased students' interest in learning narrative texts. One student explained that the lesson became more engaging compared to learning that only focused on reading stories, answering questions, or memorizing past tense patterns.

"Iya, saya menjadi jauh lebih tertarik. Biasanya pembelajaran narrative text hanya membaca cerita, menjawab pertanyaan, atau menghafalkan pola past tense, sehingga terasa cukup membosankan. Melalui kegiatan fractured story, kami seperti menjadi penulis cerita atau penulis film karena bisa menciptakan versi cerita sendiri."
("Yes, I became much more interested. Usually, learning narrative texts only involves reading stories, answering questions, or memorizing past tense patterns, so it felt quite

boring. Through the fractured story activity, we felt like story writers or screenwriters because we could create our own version of the story.")

This statement shows that the opportunity to create their own stories made the learning more enjoyable and less monotonous. Overall, the results of the study showed that the fractured story activity provided a learning experience that involved text comprehension, creativity, collaboration, language use, revision, and product completion. Although students faced difficulties in finding ideas and choosing vocabulary, the support of the teacher, peers, and technology helped students complete the activity.

Challenges Experienced by Students in the Fractured Story Activity

Although the fractured story activity provided a positive learning experience, students also faced several challenges. Based on the interview and documentation results, there were two main challenges: difficulty in finding ideas and difficulty in choosing English vocabulary.

The first challenge was finding ideas that differed from the original story. Students had to develop a new story while still maintaining the characteristics of a narrative text. One student stated:

> *"Walaupun di awal kami sempat kesulitan mencari ide yang benar-benar berbeda dari cerita aslinya, lama-kelamaan kami mulai menemukan berbagai kemungkinan setelah berdiskusi bersama kelompok."*
> ("Although at first we had difficulty finding ideas that were truly different from the original story, over time we began to find various possibilities after discussing together with our group.")

Another student also explained:

> *"Tantangan terbesar adalah mencari ide yang benar-benar berbeda dari cerita aslinya, terutama di awal proses."*
> ("The biggest challenge was finding ideas that were truly different from the original story, especially at the beginning of the process.")

The difficulty did not only arise when students were looking for ideas, but also when group members had different opinions. One student explained:

> *"Menurut saya, bagian yang paling sulit justru menyatukan berbagai ide dari anggota kelompok. Setiap teman memiliki pendapat yang berbeda, sehingga kami harus berdiskusi dan saling menghargai agar bisa memilih ide yang paling sesuai."*
> ("In my opinion, the most difficult part was actually combining the various ideas from group members. Each friend had a different opinion, so we had to discuss and respect one another in order to choose the most suitable idea.")

The second challenge was related to limited vocabulary. Students had difficulty when they had to express their ideas in English. One student stated:

> *"Kami juga mengalami kesulitan dalam memilih kosakata yang tepat saat menerjemahkan dari bahasa Indonesia ke bahasa Inggris. Banyak kata dalam bahasa Inggris yang memiliki beberapa pilihan makna, jadi kami harus memilih kata yang paling sesuai dengan konteks cerita."*
> ("We also had difficulty choosing the right vocabulary when translating from Indonesian to English. Many English words have several possible meanings, so we had to choose the word that best suited the context of the story.")

The teacher also confirmed that limited vocabulary was one of the main obstacles students faced when writing fractured stories. In addition to vocabulary, students also had difficulty constructing sentences with appropriate grammar.

DISCUSSION

Students' Learning Experiences in Participating Fractured Story Activity

The results of the study showed that the fractured story activity created an active learning experience. Students did not simply read and understand narrative texts, but also modified, developed, and produced new versions of stories they were already familiar with. This process shows that students were directly involved in constructing their understanding through learning experiences.

This finding is consistent with constructivist theory, which emphasizes that knowledge is actively constructed through experience, interaction, interpretation, and reflection. In the fractured story activity, students drew on their prior knowledge of fables or fairy tales, then connected it with their knowledge of the structure and linguistic features of narrative texts to produce a new story.

The activity also demonstrated a process of social learning. Students worked in groups, exchanged opinions, divided tasks, and resolved differences of ideas through discussion. This aligns with Vygotsky's (1978) view that social interaction plays an important role in the process of knowledge construction. Thus, the fractured story was not only a writing activity, but also a collaborative activity that enabled students to learn from both the teacher and their peers.

Benefits of the Fractured Story Activity

The fractured story activity provided benefits in terms of both students' language skills and creativity. In terms of language, students acquired new vocabulary and became more aware of the

use of the simple past tense, sentence structure, and word choice within the context of a story. This finding is consistent with Qatrinada and Apoko (2024), who showed that narrative-based learning activities can support the development of students' language ability through meaningful engagement with texts.

In addition to language development, the fractured story activity also encouraged creativity. Students had the opportunity to change the plot, characters, setting, point of view, and ending of the story. Ulfah et al. (2025) also showed that the fractured story activity can encourage students to generate new ideas and think creatively.

The activity also increased students' interest because it provided a different experience from learning narrative texts that only focused on reading and answering questions. Students became more active because they had the opportunity to create their own stories. This finding supports Lubis et al. (2018), who emphasized that meaningful and interactive learning can increase students' engagement and motivation in learning English. Overall, the findings of the study showed that the fractured story can be used as a student-centered learning activity. This activity enables students to understand the structure of narrative texts while developing creativity, vocabulary, collaboration skills, and engagement in learning.

Challenges in the Fractured Story Activity

The findings of the study showed that students' main difficulties were generating ideas that differed from the original story and choosing appropriate vocabulary in English. The difficulty in generating ideas indicates that the fractured story activity required students to think creatively while at the same time maintaining the coherence of the story.

In the early stages, students tended to remain dependent on the original story, so they needed time to generate alternative plots, characters, or endings. However, group discussion helped students produce more possibilities. This shows that the challenges in the fractured story activity did not always become obstacles, but could instead become part of a creative and collaborative learning process..

The vocabulary difficulty was also related to the students' position as learners of English as a foreign language. Students had ideas in Indonesian, but did not always have sufficient English vocabulary to convey those ideas accurately. This finding is consistent with Falihah et al. (2022), who showed that limited vocabulary and grammar problems are common challenges for EFL learners in producing written work. Thus, the use of learning resources such as digital dictionaries,

Google Translate, Gemini, as well as assistance from the teacher and peers, can help students overcome language barriers during the writing process.

COCLUSION

Based on the results of the study on students' experiences in learning narrative texts through fractured story activities at MAN 1 Kediri, it can be concluded that fractured story activities provided an active and meaningful learning experience for students. During the activity, students did not only understand the concepts, structure, and language features of narrative texts, but were also involved in modifying story elements, such as the plot, characters, setting, point of view, conflict, and resolution. The activity also encouraged students to develop creative ideas, work collaboratively in groups, discuss, revise, and produce fractured-story products based on their imagination.

In addition to providing a learning experience, fractured story activities also offered several benefits for students. These benefits included vocabulary development, creativity enhancement, increased interest in learning narrative texts, and increased self-confidence. Students acquired new vocabulary through the process of reading, developing, and writing stories. They also became more creative because they were required to produce stories that differed from the original versions.

However, this study also found several challenges. The main challenges experienced by students were difficulty in generating ideas that differed from the original story and limited vocabulary when conveying ideas in English. Students also sometimes had difficulty reconciling the various opinions of group members and ensuring that the story they created remained consistent with the structure of narrative texts. Nevertheless, these challenges could be overcome through teacher guidance, peer support, discussion, and the use of technological resources such as Google Translate, Gemini, and online references.

Thus, fractured story activities can serve as an alternative learning activity that supports student-centered narrative text learning. This activity not only helps students understand the structure and language use in narrative texts, but also provides space for students to develop creativity, collaboration, vocabulary, and engagement in the English learning process.

SUGGESTIONS

Based on the results of the study, several suggestions can be offered:

1. For English teachers, fractured story activities can be used as an alternative in teaching narrative text to create more active, creative, and engaging activities. Teachers are advised to provide examples of fractured stories and clear stages of story development before students work on the task, so that students do not experience too much difficulty in generating ideas.
2. Teachers can provide vocabulary support, brainstorming activities, and feedback during the writing process to help students who experience limited vocabulary and difficulty in developing stories. The use of technology can also be directed as asupporting learning resource, rather than as a substitute for students' ability to think and write
3. For students, the fractured story activity can be used to be braver in developing ideas, using new vocabulary, discussing with peers, and revising their writing. Students are also expected to use technological resources critically, while still understanding and rechecking the results they obtain.
4. For future researchers, research on fractured stories can be developed by involving more participants, different educational contexts, or other aspects such as students' writing ability, motivation, and creativity. Future research can also use different approaches or methods to obtain a broader picture of the effectiveness of fractured story activities in English language learning.

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