

**USING POWERPOINT IN TEACHING NARRATIVE TEXT TO JUNIOR
HIGH SCHOOL STUDENTS**

PAPER

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ABSTRACT

Richy Ramanda (2006): Using PowerPoint in Teaching Narrative Text to Junior High School Students.

Pembimbing : Refnaldi S.Pd, M.Litt

Makalah ini membahas tentang pembelajaran *teks narrative* dengan menggunakan *PowerPoint* (salah satu program komputer) sebagai media dalam pembelajaran. *Teks narrative*, merupakan salah satu jenis teks yang dipelajari disetiap tingkatan di Sekolah Menengah Pertama. *PowerPoint* adalah salah satu program multimedia yang bisa mengkombinasikan text, suara dan gambar. *PowerPoint* dapat dirancang se-unik mungkin sehingga siswa dapat lebih memahami *teks narrative* dengan baik. Penggunaan *PowerPoint* dalam pengajaran *teks narrative* merupakan inovasi media / alat pengajaran yang dilakukan oleh guru agar siswa lebih memahami tentang materi yang dipelajari.

Makalah ini disusun dan rekomendasikan kepada guru, khususnya guru yang mengajarkan bahasa Inggris di Sekolah Menengah Tingkat Pertama. Dalam makalah ini penulis mendiskusikan tentang pembelajaran *narative text* dengan menggunakan *PowerPoint* di Sekolah Menengah Tingkat Pertama. Penulis berharap bahwa makalah ini dapat berguna bagi seluruh guru maupun dosen dalam pengajaran bahasa Inggris sehingga proses belajar mengajar akan mencapai hasil yang maksimal.

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Finally, the writer would like to say sorry for any mistakes found in this paper. The writer know this paper is not the perfect one. Therefore any correction or suggestion will be welcome in order to make this paper become better .

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TABLE OF CONTENT

ABSTRACT	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	iv
CHAPTER I: INTRODUCTION	
1. 1. Background of the problem	1
1. 2. Limitation of the problem	2
1. 3. Formulation of the problem	2
1. 4. Purpose of the paper	3
CHAPTER II: REVIEW OF RELATED LITERATURE	
2. 1. Narrative Text	4
2. 2. Teaching Narrative Text	10
2. 3. Powerpoint	11
2. 4. Teaching Narrative Text by Using PowerPoint	12
CHAPTER III: THE IMPLEMENTATION OF TEACHING	
NARRATIVE TEXT USING POWERPOINT	
3. 1. Preparation	15
3. 2. Teaching Procedure	17
CHAPTER IV: CONCLUSION AND SUGGESTIONS	
5. 1. Conclusions	27
5. 2. Suggestions	27
BIBLIOGRAPHY	28

CHAPTER I

INTRODUCTION

1.1. Background of the problem

English is an international language that has an important role in communication. In Indonesia, English is learned as a second language beside Indonesian. English is also included into the Indonesia education curriculum as one of important subjects beside science.

New Curriculum development has been launched in 2004, called Competence Based Curriculum. In Competence Based Curriculum, teaching and learning English is aimed to achieve communicative competence. Communicative competence is formulated to prepare English language learners to communicate with the language in order to participate in the society of English users. In communicative competence, the teacher teaches the student to use English not only to communicate in spoken language but also in written language.

There are five competences which must be developed in communicative competence: discourse competence, actional competence, linguistic competence, sociocultural competence, and strategic competence. The major competence in communicative Competence is discourse competence. Discourse competence means to develop students' competence in spoken and written Language in a discourse. The discourse is communicative event which is influenced by topic, people who involve in the discourse and the channel used to communicate. Discourse competence can be achieved when the language learners master the

supporting competence such as linguistic competence, actional competence, socio-cultural competence and strategic competence. Furthermore, all the competence must be taught by teacher in teaching learning process through selected materials.

From the material point of view, teaching English today is based on Text Based Approach or Genre Approach. Text Based Approach use cultural kinds of text as the basis of material to teach in order to achieve communicative competence where discourse competence the main competence to be developed. Genre or kinds of text is view as the best way to develop discourse competence. There are five kinds of texts which must be taught by the teacher: descriptive, narrative, recount, report, and procedure text.

One of the kind of text that must be learnt at every level in junior high school is narrative text. The teacher have been used any kind of learning media, it can be in simple shape to the complicated, chipper to expensive and natural to handmade. Based on the writer experience in the field, there are many students have difficulties in speaking English and event they cannot speak English well. It can be seen when a teacher asks the topic, the main idea or the problem of lesson to the students, there is no answer from the students and they just keep silent. However, only one or two students can answer the questions.

In learning process, the teachers always imagine that every subject which given for their student can get the good and perfect goals, even thought in theories, the goals of learning or it's applied in daily life. The teachers will give

the best way in order to get a maximum goal, the same thing will be going to do in using methodology and media.

On the other side, the teachers are responsible to improve and effort the quality of education that written at education rule in Indonesia constitution No. 20, chapter 40, second letter, a and b (2008:37), “creating educational condition with meaningful, fun, creative, dynamic, and dialogue. It has professional commitment to improve the quality of education”.

Recently, the teachers' quality was improved by supporting any kind of media. The teacher must maximized their ability to improve their quality, knowledge, and using schools' media as maximal as possible to creating the conducive condition of learning. The teachers also served the appropriate media to support the learning materials in order to get the goal of learning.

However, there many activities can be used to solve this problem. But, this paper will discusses about teaching narrative by using powerpoint.

1.2. Formulation of the problem

Based on the background of the problem above, the formulation of the problems in this paper is how does the teacher use Powerpoint in teaching narrative at junior high school students as a media.

1.3. Purpose of the paper

The porpose of the paper are devided into three. First, the teacher expected to use PowerPoint in learning process as a media. The teacher uses this media to

help the student comprehend the material that the teacher served. Second, people who interested in teaching (especially in teaching English) can use this paper as a reference. Finally, this teaching method can be used by junior high school teacher's.