

**Using *Kamishibai* to Help Junior High School Students to Write a
Narrative Text**

*Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One
(S1) Degree at the English Department*

PAPER



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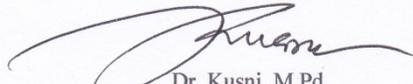
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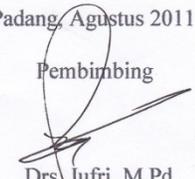
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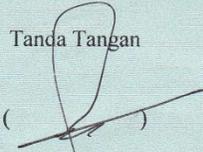
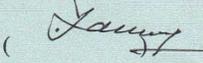
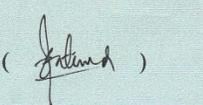
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ABSTRAK

Saridewi, Sepmisna. 2011. “Using Kamishibai to Help Junior High School Students to Write a Narrative Text”. Makalah. Padang: Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Menulis merupakan salah satu bagian terpenting dalam pengajaran Bahasa Inggris. Tujuan dari pengajaran keterampilan menulis ini adalah untuk membantu siswa menuangkan ide – ide yang mereka miliki ke dalam bentuk tulisan. Kurikulum yang saat ini digunakan di Indonesia mengharuskan siswa SMP kelas II memiliki kemampuan memahami *narrative text* dan beberapa jenis teks lainnya. Menulis *narrative* tidak hal yang mudah bagi siswa SMP. mereka sulit untuk merangkai kata, dan sebagian siswa SMP juga tidak dapat mengembangkan pokok pikiran mereka sendiri. Ini disebabkan karna kurangnya faktor pendukung dalam pengajaran seperti kurang nya minat siswa dalam menulis, guru tidak kreatif di dalam pemilihan dan menggunakan media didalam proses pembelajaran.

Untuk mengatasi hal tersebut, penulis akan memberikan solusi kepada siswa dalam menulis *narrative* teks melalui “*Kamishibai*”. *Kamishibai* adalah set kartu yang menggambarkan sebuah cerita yang sisi depan nya bergambar dan sisi belakang nya berupa kata-kata atau petunjuk untuk menceritakan gambar di sisi depannya. Siswa bisa mengembangkan kalimat petunjuk yang terdapat di sisi belakang kartu tersebut, sehingga siswa dapat dengan mudah menulis teks *narrative* tersebut.

Melalui penerapan *kamishibai* ini, penulis memprediksi kemampuan siswa dalam menulis *narrative* teks akan meningkat dan berharap dapat memotivasi siswa dalam menulis. Penulis juga berharap guru biasa menggunakan model pembelajaran ini dalam pengajaran menulis khususnya *narrative text* berdasarkan prosedur yang telah disediakan.

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Moreover, she would like to dedicate her sincere gratitude and appreciation to her advisor, Drs. Jufri, M.Pd. for his professional help, a great deal of time, guidance, and valuable advice in the completion of this paper from the beginning until the end. A sincere gratitude is also due to lecturers that involved in the examination, Drs. Saunir, M.Pd and Sitti Fatimah, S.S, M.Ed. for the improving suggestion and comments in her paper.

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The writer

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CHAPTER 1

INTRODUCTION

1.1 Background of The Problem

Writing is one of crucial skills in leaning English. It is one of basic skills which developed if someone can learn it well. Besides, it also supports other skills such as speaking, listening, and reading, because they integrated each other. Many people like to write, because they can express their feeling, emotion, and experience. For example most of students, especially the girls often write their problems or interesting experience in their dairy. It proves that writing can be one of the hobbies for many people. Moreover if someone often writes more and more, of course she/he will get easy of writing it self that ca also be useful for other skills.

As we know, writing is one of parts in learning English is taught to the students in school. Based on the KTSP (*Kurikulum Tingkat Satuan Pendidikan*) (2006), Junior High School students should learn about several kinds of texts. They are descriptive, procedure, recount, narrative, report. Each text has its own social function, generic structure and language features. So, there are five kinds of text that should be taught by English teacher in teaching writing. One of the texts that should be taught to second grade students is a narrative. A narrative text is a kind of text to retell the story in the past. The purpose of the text is to entertain or to amuse the readers or listeners about the story. In this text, students learn how to retell a story in written form.

As one kind of genres, narrative has a definite communicative purpose, structure of text, and linguistics characteristics. Narrative is a story. Relating to kinds of text, which student has to complete studying in high school, narrative is a text which retells the story or previous experiences. Studying a narrative is interesting because it can be taught in vary media. It can be taught by using a fairy story, funny story, film, cartoon movies, comic, etc. Furthermore someone who wants to write something, they should find the topic, idea, and should have much vocabulary, it is not easy for students.

Based on the writer experiences, when she practice teaching at SMP 5 Bukittinggi. The students have more difficulties in writing, especially in write a narrative text. Because they just learn English and write seriously in this level. Differ with they previous level in elementary school, they learn English just introduce some vocabulary and short sentence.

In write a narrative the students have the difficulties to string up any word in their mind. Its can caused by some factors. First factor come from the students side. The students don't like to write, some of them cannot decide the topic. They have difficulties to string up any word in their mind. Also the students not able to develop their idea, they lack of vocabulary and do not know the appropriate words should they use in writing. The second factor is from the teachers side, we often shown the way of teacher in teaching. The teacher usually uses bored technique and old media in teaching. And also he/she should find the technique to explore the student's idea; he/she can be use a technique to mediator between the teacher and the students to have the same understanding of something. Also the technique expected to have a good

effect and encourage the students to write, so the teacher's role is more important.

In this case, the writer offers a technique to make the students explore their idea by using *kamishibai* (paper drama) technique in writing. *Kamishibai* is an ancient narrative art form used by Japanese monk. But now, the expert covered the appearance of it with more modern Traditional *kamishibai* consist of a set of paper picture cards in set of 16, measuring 15" x 10.5" that depicted a story (McGowan). The cards have a picture side prominent colorful drawings can be shown by the people. The back side is the text with the clue to use.

Now the writer has some modification to use this technique to help students in writing. Actually the expert of this technique use it for storytelling but in this paper the writer change the utility of this technique from storytelling to writing, by using it the students will be easier to get ideas. The students will understand about how to make a story. The *kamishibai* is used to attract and motivate students in writing narrative text, because it is one of the interesting media that provide colorful picture. In addition, it can catch student's attention in order to focus on writing. Therefore, this paper will discuss the use of *kamishibai* to help junior high school student to write a narrative text.

1.2 Identification of the Problem

Based on the background of the problem above, there are many problems that writer find is made the students cannot explore their idea in

writing. First, the students lack of vocabulary, second the students have difficulties to string up any word in their mind, and third the students cannot have idea to write.

1.3 Limitation of the problem

Based on the formulation of the problem, the writer limited this paper to using *kamishibai* to help junior high school student write a narrative text

1.4 Formulation of the Problem

The problem of this paper is formulated as following question: How can *kamishibai* be applied by teacher in teaching writing narrative text at junior high school?

1.5 The Purpose of the Paper

The purpose of this paper is to explain the procedure of teaching and advantages of using this technique.