

**TEACHING WRITING A NARRATIVE TEXT BY USING A TEN-KEY-  
WORDS STRATEGY FOR SENIOR HIGH SCHOOL STUDENTS**

**PAPER**

Submitted as a partial fulfillment of the requirements to obtain Strata One (S1) Degree



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**2011**

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## ABSTRAK

**Vivina. 2011. "Teaching writing Narrative Text by Using A Ten-Key-Words Strategy for Senior High School Students." *Makalah*. Padang: Universitas Negeri Padang.**

Makalah ini menguraikan bagaimana strategi sepuluh kata kunci dapat digunakan dalam mengembangkan ide-ide untuk menulis teks narasi. Sepuluh kata kunci diberikan untuk setiap paragraf yang dapat dikembangkan anak menjadi sebuah cerita narasi. Melalui sepuluh kata kunci, siswa dapat dengan mudah menuangkan suatu bentuk cerita kedalam bentuk tulisan. Strategi ini diharapkan dapat meningkatkan motivasi siswa dalam belajar bahasa Inggris dan menjadi suatu alternatif bagi guru dalam mengeksplor ide siswa dalam menulis.

Penggunaan strategi sepuluh kata kunci dalam pengajaran menulis narasi ini melalui lingkaran pengajaran (*cycle of learning*) yaitu *bkof* (*Building Knowledge of Text*), *MOT* (*Modeling of Text*), *JCOT* (*Join Construction of Text*) dan *ICOT* (*Independent Construction of Text*). Pada *BKOF*, guru membangkitkan pengetahuan siswa sebelumnya yang berkaitan dengan topik yang akan diajarkan. Pada *MOT*, guru masuk pada pokok pelajaran dengan menjelaskan tentang teks narasi dengan memberikan contoh, guru juga menjelaskan tentang kata kunci dan mencontohkan paragraf dari kata kunci yang diberikan. Setelah itu, guru membagikan kopian urutan sepuluh kata kunci untuk tiap paragraf yang akan dikembangkan siswa menjadi sebuah teks narasi. Kata kunci ini berkaitan dengan topik teks narasi yang akan diajarkan dan dipilih berdasarkan kriteria yang telah ditentukan. Pada *JCOT*, guru meminta siswa untuk bekerja berpasangan untuk menghasilkan sebuah teks narasi dengan menggunakan kata kunci yang telah diberikan. Pada *ICOT* guru memeriksa pemahaman siswa tentang teks narasi dengan meminta siswa untuk memproduksi teks narasi dengan tema yang mereka pilih sendiri.

## ACKNOWLEDGEMENTS

*Alhamdulillahirabbil'alamin* is the phrase that can describe the writer's gratitude to Allah SWT. Allah SWT is the one who decides everything. Without the power and mercy He gave, this paper could not be finished. The invocation and peace goes to Prophet Muhammad SAW. He has given a right guidance to everyone.

Thankfulness is addressed to the writer's advisor Fitrawati S.S., M.Pd. who is very kind to guide her until this paper finished. The thankfulness is also delivered to academic advisor Yuli Tiarina S.Pd., M.Pd. The thankfulness also goes to my examiner Havid Ardi, S.Pd., M.Hum who is very kind to help her in finishing this paper. Moreover, the thankfulness delivers to all lecturers and administrative staffs of English Department.

The most special gratitude is addressed to my parents, brother and sisters who had companied in every step she passed. The gratitude also delivered to all of her relatives. Thankfulness goes to all friends who always support and help her.

The last, it is hoped that this paper could be useful for readers, especially it is useful for English Department students and people who are interested in this topic.

Padang, Mei 2011

The writer

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

English is an essential subject to be taught in every grade of school in Indonesia. As an international language, English has many advantages for people such as: they can communicate with the people all around the world and they will be easy to get a job. Due to that reasons, English has been taught from elementary school up to university level in Indonesia. In Senior High School level, the students are expected to be able to communicate in English in oral and written form. Based on School Based Curriculum or KTSP (Kurikulum Tingkat Satuan Pelajaran) for Senior High School, there are four skills that have to be mastered by the students. They are listening, speaking, reading and writing. It is expected that the students master each skill.

Writing is one of language skills that have to be mastered by the students. By mastering the writing skill, the students do not only know how to explore the idea, but also know how to write the idea down systematically. Based on curriculum, the teacher should teach writing by using Genre Based Approach. Genre Based Approach also provides opportunities for the students to learn the different purpose of written communication. Therefore, genre is related closely to kinds of texts. By using Genre Based Approach the students will learn about generic structures, social function and language features of the text.



Based on the curriculum implemented on Senior High School today, there are some monolog texts that should be taught. The texts are recount, narrative, procedure, descriptive, news item, report, spoof, hortatory exposition, analytical exposition, explanation, discussion and review. From all of the text, narrative texts appear every semester from the first grade until the third grade. It means this type of text is quite difficult. Moreover, narrative texts have a special effect for the student that is the moral value. It is also a specific characteristic of narrative texts that differentiate the text from other types of texts. Knowing the moral value of narrative texts indirectly affect the students to change their behavior become better.

Unfortunately, based on writer's teaching practice experience in Senior High School, there are some problems that the students face in writing narrative text. The problems come from both of students and teacher. Problems from the students' side are first, lack of vocabulary of the students. They do not pay attention on the vocabulary. While the teaching and learning process in progress the students are lazy to look up the meaning of a word in the dictionary. That is way they have lack of vocabulary. If there is no vocabulary, they cannot produce a text when the teacher asks them to write.

Second, the students do not know how to determine the parts of generic structures and language features of narrative text. There are three generic structures of narrative text; they are orientation, complication and resolution. It is difficult for them to put their ideas in a correct order of generic structures although they have set the story in their mind. As a result, the

students will write the story without considering the generic structures of narrative text correctly. Besides, the students have lack of knowledge about language features in narrative text such as simple past tense, pronouns, time connection, conjunction, action verbs, etc. Students are confused when writing sentences in past form because they do not know how to change infinitive to past form when they write affirmative sentence. When choosing the right time connection and conjunction, students are confused to put whether it is in beginning or the end of the sentence. As a result, it makes them difficult to compose some sentences in a correct pattern and they cannot make a good paragraph of narrative text.

The last problems come from the teacher's side. Most of the teacher tends to use monotonous strategy in teaching writing narrative text day by day that makes the students uninterested in writing. Teaching writing process focused on teacher centre. It means that teacher take more place in teaching writing. The teacher explains about the text and the students just listen to the teacher. Then, the teacher asks the students to write the text based on the topic given. At the end of the lesson, the teacher asks the students to collect their writing without doing discussion. In short, the students cannot explore their writing ability maximally. This problem becomes the main problem in teaching writing narrative text.

In order to overcome these problems, the teacher should provide the students with large opportunity to develop their writing skill. One of the strategies that the teacher can use in solving these problems is by using ten

key words strategy in teaching writing narrative text. Ten key words strategy is a strategy in which the student will be given ten key words as central idea of the text for each paragraph by the teacher. The key words given are related to the story that will be distributed by the teacher to the students. So, this strategy has great deals to enrich the students' vocabulary, develop their writing ability and also elaborate their ideas into a good text of narrative.

#### **B. Limitation of the Problem**

The problem in this paper is limited to the use of ten key words strategy in teaching writing narrative text for Senior High School students.

#### **C. Formulation of the Problem**

The problem will be formulated in form of question "how does the teacher use ten key words strategy in teaching writing narrative text for Senior High School students"?

#### **D. Purpose of Writing Paper**

The purpose of writing this paper is to show and describe to the teacher that ten key words can be used as an alternative strategy to teach writing narrative text for Senior High School students.