

**TEACHING WRITING A NARRATIVE TEXT AT SENIOR HIGH
SCHOOLS BY USING AN IMAGINATIVE RE-CREATION**

PAPER

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BY:

MARLINA

77177/ 2006

Advisor

Siti Fatimah, S.S, M. Ed.

**ENGLISH DEPARTMENT
THE FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG**

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HALAMAN PERSETUJUAN MAKALAH

Judul : Teaching Writing a Narrative Text at Senior High Schools
by Using an Imaginative re-creation

Nama : Marlina

NIM/BP : 77177/2006

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, February

2011

Disetujui oleh:

Ketua Jurusan,

Dosen Pembimbing,

Dr. Kusni, M.Pd
NIP. 19620909 198803 1 004

Sitti Fatimah, S.S, M. Ed
NIP. 19720615 199903 2 002

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

**Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang**

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**Nama : Marlina
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Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni**

**Padang, Januari
2011**

Tim Penguji

| | Nama | Tanda |
|-------------------|--------------------------------------|------------------|
| Tangan | | |
| 1. Ketua | : Sitti Fatimah, S.S, M. Ed | (_____) |
| 2. Anggota | : Mhd. Al Hafizh, S.S, M.A | (_____) |
| 3. Anggota | : Rusdi Noor Rosa, S.S, M.Hum | (_____) |

ABSTRAK

Marlina. 2010. Increasing Senior High School Students' Interest in Writing a Narrative Text through an Imaginative Re-creation. Makalah. Padang. Jurusan Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Dosen pembimbing : Sitti Fatimah, S.S., M.Ed.

Kurikulum yang saat ini digunakan di Indonesia mengharuskan siswa SMA memiliki kemampuan memahami *narrative text* dan beberapa jenis teks lainnya. Namun pada kenyataannya siswa SMA kurang tertarik menulis teks tersebut. Salah satu penyebabnya adalah siswa bosan menulis teks yang sama berulang.

Dalam mengatasi hal tersebut, penulis menggunakan teknik pembelajaran *Imaginative Re-creation* atau menulis ulang sebuah karya (cerita legenda, novel, atau film). Maksudnya, dalam menulis sebuah teks naratif, siswa diminta membaca atau menonton sebuah cerita legenda atau film terlebih dahulu, kemudian siswa diminta untuk menulis ulang cerita atau film tersebut dengan merubah waktu atau tempat cerita tersebut terjadi atau bisa juga siswa diminta menulis cerita itu kembali dari sudut pandang peran pembantu dalam cerita tersebut.

Dalam kegiatan ini, guru memodelkan langkah- langkah dalam menulis *narrative* teks. Setelah itu, guru memberikan sebuah topik kepada siswa dan menyuruh siswa bekerja berpasangan dengan mengikuti langkah-langkah yang telah diberikan oleh guru. Kemudian guru menyuruh satu pasangan untuk menulis pekerjaan mereka dipapan tulis. Setelah itu, guru dan pasangan lain memberikan komentar atau saran. Setelah menerima komentar atau saran, siswa mencoba mengoreksi pekerjaan yang telah mereka buat. Kemudian guru memberikan kesimpulan tentang materi kepada siswa.

Melalui penerapan teknik *Imaginative Re-creation* penulis berharap dapat memotivasi siswa untuk lebih aktif dalam menuangkan ide kedalam tulisan. Penulis juga berharap guru bias menggunakan model pembelajaran ini dalam pengajaran menulis khususnya teks *narrative* berdasarkan prosedur yang telah disediakan.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem.

Writing is one of four basic skills in English. It is important because its function as media to communicate that is used by people, which usually happens between writers and readers. Olshtain (2002) states that writing is an act of communication suggest an interactive process, which takes place between the writer and the reader via texts. It is clear that, writing is an essential skill that leads people to communicate through written form.

Furthermore writing is learned at Senior High Schools. Writing is implemented in some of texts types such as hortatory text, spoof text, and etc. The kind of text can be seen on *Kurikulum Tingkat Satuan Pendidikan* (2006). Nevertheless, the students in Senior High School have a problem in narrative writing text. The problem comes from the students. Based on the writer experience as the student teacher in SMA 1 of Pariaman, there is an indication that the students have low motivation and are not interested in doing the task since the writing activities are not interesting. The students usually said that they are bored when the teacher asks them many times to write a legend or experiences

Besides, there is an indication that the way of teaching process which is used by teacher still has problems. There are some problems found in the field when giving writing materials to the students, especially the narrative text. The first problem is the teacher has less creative in giving writing material. There is an indication that she or he gives the same material for many times. The teacher may

teach the students like that because it will be easy for the students, as the legend story is something familiar for the students. Nevertheless, it will not develop the students' ability in the process of imagining. The second problem is the teacher does not care about the students' complaints. There is an indication that she or he often asks the students to write the students' experience doing the holiday, even though some of them say that they stay at home on holiday or they do not have an unforgettable experience.

In order to reach point of narrative text such as purpose, language features, and generic structure, more interesting techniques in teaching narrative writing should be conducted by the teachers. The students' are lack of motivation in the learning process and their lack of interest about narrative writing force the teachers to do so. If they do not do that, it is already realized that there will be little interest of students in narrative writing. In fact, what is expected to be reached by the students later will not be gotten by them. Moreover, all efforts will be useless.

There are actually lots of interesting techniques that can be done by the teachers to provide an interesting way of learning for students. The use of Story box, Imaginative re-creation, Mind map, Experience Chart, and some other techniques have been applied in the teaching-learning process. All of these various techniques are done in order to motivate and raise the students' interest in the learning process especially in learning narrative writing.

In addition, the writer is interested in using imaginative re-creation technique. The writer chooses imaginative re-creation because it will create the students' imagination in retelling part of a text from the point of view of a minor

character. Here, the students will read the story first, and then they choose one of the minor characters that they want to be. Finally, the students will rewrite the part of the story by using the minor character's point of view.

B. Limitation of the Problem.

As mentioned earlier, there are several techniques that can be used in writing, such as story box, mind map, Imaginative re-creation, and experience chart. Because of the limitation, the writer is only going to discuss about imaginative re-creation to promote students' writing skill as one of the suggested techniques that can be applied in classroom.

C. Formulation of the Problem.

From the background explained above the problem can be formulated as follows: "How is the procedure of using Imaginative Re-creation in teaching narrative writing at Senior High School students?"

D. Purpose of the Paper.

In this paper the writer explains the procedure of teaching narrative writing through Imaginative re-creation technique.