

**TEACHING WRITING A NARRATIVE TEXT TO SENIOR HIGH
SCHOOL STUDENTS BY USING THE REPLACEMENT OF THE
CHARACTER TECHNIQUE**

PAPER

*Submitted as a Partial Fulfill the Requirements for the Strata One (S 1) at the
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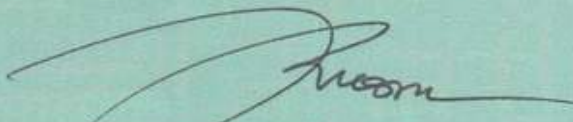
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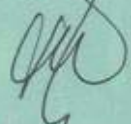
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
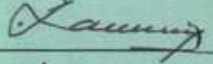
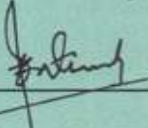
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ABSTRAK

Nur, Atikah. 2011: Teaching Writing a Narrative Text to Senior High School Students by Using The Replacement of The Character Technique.

Makalah. Padang: Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Menulis teks naratif merupakan salah satu keterampilan yang harus diajarkan pada mata pelajaran bahasa Inggris. Pengajaran keterampilan menulis ini bertujuan agar para siswa mampu mengembangkan ide, pendapat, pemikiran dan perasaannya secara logis dan berstruktur dalam bahasa yang baik. Namun, kenyataannya banyak siswa mengalami kesulitan dalam menulis sebuah teks naratif berbahasa Inggris. Hal ini disebabkan oleh beberapa faktor yaitu: siswa memiliki kesulitan dalam mengembangkan ide, siswa masih ragu dalam menentukan struktur dari teks, dan sedikitnya kosa kata yang dimiliki oleh siswa.

Untuk mengatasi permasalahan tersebut, guru sebaiknya menggunakan teknik pengajaran yang baik yang bisa mempengaruhi proses belajar siswa lebih efektif dan efisien. Tidak hanya itu, teknik ini akan membuat siswa termotivasi dalam menulis teks naratif. Teknik yang dapat digunakan dalam pengajaran menulis teks naratif adalah "*The Replacement of The Character.*" *The Replacement of The Character* atau menulis ulang cerita sebuah karya (cerita legenda, novel, atau film) merupakan salah satu teknik alternatif yang dapat diterapkan para guru di dalam pengajaran teks naratif. Maksudnya dalam menulis sebuah teks naratif, siswa diminta membaca cerita atau menonton film terlebih dahulu, kemudian siswa menulis ulang cerita atau film tersebut dengan mengganti dialog dan karakter berdasarkan kepada pengalaman siswa yang sesungguhnya.

Ada empat tahap pengajaran dalam menggunakan teknik *The Replacement of The Character* ini yaitu: *Building Knowledge of the Field*, *Modeling of the Text*, *Join Construction of the Text*, and *Independent construction of the Text*. *Building Knowledge of the Text* merupakan tahap awal yang difokuskan pada memberikan informasi tentang cerita. *Modeling of the Text* merupakan tahap awal yang difokuskan pada pengenalan teknik yang akan digunakan. *Join Construction of the Text* merupakan tahap dimana siswa bekerja dalam kelompok untuk mengaplikasikan *The Replacement of The Character* dalam menulis teks naratif. *Independent Construction of the Text* merupakan tahap akhir bagi siswa dalam menulis teks naratif dan juga penilaian terhadap tulisan yang dihasilkan siswa

Dengan makalah ini penulis mengharapkan teori ini dapat mengembangkan ide-ide siswa dalam menulis teks naratif berbahasa Inggris dalam upaya meningkatkan motivasi menulis siswa.

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The writer

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Writing is one of the basic skills that is important to be mastered by the students in learning English language, beside listening, reading, and speaking. Writing refers to the activity in combining words to words to form meaningful messages that the students wants to express. The students can share their ideas, thoughts, feelings, opinion, and experiences to other people through writing. The students also can publish an article about their research and the same advice to inform and persuade to the readers about something. The result of writing can be a document or an event. As a result, the readers can catch the event that the students write. Therefore, writing has a function as media to communicate which is used by people. It usually happens between writers and readers.

In School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) 2006, there are many types of text that have to be learned by the senior high school students, one of them is a narrative text. A narrative text is always learned by the students from the first grade up to the third grade in Senior High School. As a result, the narrative text is very important to be mastered by the students.

Writing a narrative text is not so difficult to write, but there are some senior high school students do not able to write it well. Based on the writer's experience

while doing teaching practice, the students' still have low marks in writing a narrative text. The problems come from the students and the teachers' side. From the students' side, they still had low motivation. As a result, they were not interested in doing writing exercises. They also felt bored when the teacher asked them to write legends or experiences.

Beside the students' problem, the problem also comes from the teacher. The teacher tended not to use teaching technique well. The first problem is the teacher always used the monotonous technique of teaching in every class meeting. It caused the teacher regarded that it might be easier for students to study about legend story as one of the example in a narrative text that is very familiar for them. However, in fact the students felt bored with the same activity. As a result, it could not help the students to develop their ability in writing a narrative text. The second problem is the teacher tended not to give the interesting topic to the students. It means that, the teacher often asks the students to write their experiences that they had in holiday, even though many of them just stayed at home when they were having holiday they not had amazing experiences. The third problem is the teacher tended not to do strategy in teaching and learning well. The teacher just explain the generic structure, lexico-grammatical, and social function of a narrative text to the students without making the students understand about generic structure, lexico-grammatical, and social function related to the text.

Based on the problems above, there are many interesting techniques that can be done by the teacher in doing teaching and learning process, such as: the use of the story box, the replacement of the character, mind map, experiences chart and

others. All of these various techniques are done in order to motivate and raised the students' interest in learning process especially in learning narrative text. The teacher can motivate the students to write by using interesting technique and not monotonous, it can make them interest when doing the writing exercises in the classroom.

In this paper, the writer is interested in using the replacement of the character technique. The writer chooses the replacement of the character because it is easy for students and more interesting to write a new story from the story before. The students will work in groups and then rewrite the new story based on replaced character before with the situation happen by the students. By using the replacement of the character technique, it will help the students more in writing a narrative because they work in group and can develop their ideas in writing easily. This situation makes them feel not like writing but playing words in writing.

B. The Identification of the Problem.

In writing learning process of narrative text in senior high school, there are many problems faced by students. The problem come from the students and teacher's side. The students still had low motivation in writing a narrative text; they did not have background knowledge about the narrative text, lack of vocabularies, and difficulties in mastering the social function, generic structure, and grammatical features of narrative text.

The problem from the teacher's side is the teacher tended not to use teaching technique well. Some of the teacher still had a limited technique to teach writing a

narrative text. In writing activity, the teacher just asked the students to answer some questions in the writing form. As a result, many students have lack of ability in writing. The teacher also tended not to give interesting topics to the students but just focused on the text book material. It made the students not interested to writing a narrative text.

C. The Limitation of the Problem.

In this paper, the writer discusses about the replacement of the character. The writer chooses the replacement of the character technique because it can increase the students' writing ability. This technique also make the students interest to write and enjoy studying in the classroom when the teaching-learning process. Therefore, the replacement of the character in the story can develop the students' writing ability as one of the suggested techniques can be applied in teaching-learning process.

D.The Formulation of the Problem.

From the explanation above, the problem can be formulated as follows: "How is the procedure of teaching writing a narrative text to Senior High School students by using the replacement of the character technique?"

E.The Purpose of the Study.

The purpose of the writing in this paper is to develop the students' ability and interest in writing a narrative text to senior high school students