

**USING GUIDING QUESTIONS IN TEACHING WRITING A NARRATIVE TEXT  
AT JUNIOR HIGH SCHOOL**

**PAPER**

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



**By**

**Fadhilah Majid**

**79704/2006**

**Advisor: Dra. Hj. Yenni Rozimela, M.Ed., Ph.D.**

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

**2012**

## HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

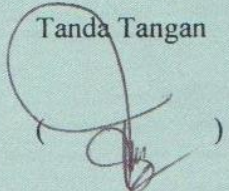
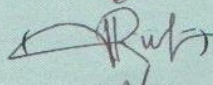

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Makalah Jurusan  
Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang

### Using Guiding Questions in Teaching Writing a Narrative Text at Junior High School

Nama : Fadhilah Majid  
NIM / BP : 79704 /2006  
Jurusan : Bahasa Inggris  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni

Padang, September 2012

Tim Penguji,

- |            | Nama                               | Tanda Tangan  |
|------------|------------------------------------|---|
| 1. Ketua   | : Dra. Yenni Rozimela, M.Ed., Ph.D | (  ) |
| 2. Anggota | : Dr. Refnaldi, S.Pd., M. Litt     | (  ) |
| 3. Anggota | : Rusdi Noor Rosa, S.S., M.Hum     | (  ) |

## ABSTRAK

**Fadhilah Majid. 2012. Using Guiding Questions and pictures in Teaching Writing narrative Text at junior High School. Makalah.** Padang: Jurusan Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni. UNP

Kurikulum yang dipakai di Indonesia adalah Kurikulum Tingkat Satuan Pendidikan (KTSP). Salah satu indikator yang dicapai adalah siswa SMP harus memiliki kemampuan dalam memahami dan menulis *narrative text* dan beberapa jenis text lainnya. Pada umumnya siswa mengalami kesulitan dalam memahami dan menulis *narrative text*. Salah satu penyebabnya adalah siswa kurang mampu menyampaikan ide mereka dalam bentuk tulisan.

Untuk meningkatkan kemampuan siswa dalam menulis *narrative text*, penulis membahas tentang teknik pengajaran dengan menggunakan teknik *guiding questions*. Langkah-langkah dalam menggunakan teknik *guiding question* sebagai berikut. Pertama, guru terlebih dahulu menjelaskan langkah-langkah yang akan dipelajari. Kedua, guru memodelkan langkah-langkah dalam menulis *narrative text*. Sebelum proses belajar mengajar dimulai, guru menyiapkan pertanyaan yang berfungsi sebagai *guiding questions*. *Guiding questions* yang disiapkan guru telah disusun berdasarkan *generic structure* dari *narrative text* dan siswa diminta untuk menjawab pertanyaan tersebut. Jawaban dari siswa tersebut disusun kedalam bentuk paragraf sehingga menghasilkan *narrative text*. Setelah itu guru menyuruh siswa untuk membuat sebuah *narrative text* berdasarkan langkah-langkah yang telah dimodelkan guru sebelumnya dalam bentuk kelompok.

## ACKNOWLEDGEMENTS

“Alhamdulillahirobbil ‘alamin”, the writer would like to extend her sincere gratitude to the One and the Only, the Most Merciful and the Most Graceful, Allah SWT, for giving her the opportunity and the strength to complete this paper entitled *Using Guiding Questions and Pictures in Writing Narrative Text at Junior High School*. She also sends *salawat* and *salam* to the prophet Muhammad SAW, the last prophet and the greatest leader of human being.

The writer would like to dedicate her deepest gratitude and appreciation to her advisor, Dra. Hj. Yenni Rozimela, M. Ed., Ph. D. who has given great deal of time, valuable advices, and continuous guidance for her from the beginning to the end of writing this paper. Then, the writer would like to express her sincere gratitude to the chair person of English Department kurnianingsih, the secretary and her academic advisor Dra. An Fauzia Rozani Syafei M.A, and the lecturers who are involved in this paper examination who have provided valuable suggestions, regarding and additional ideas which can make this paper better. In addition, the writer is grateful for all of the lectures of English Departement of Padang State University who taught her during her study in this department.

Above all, the writer would like to address her greatest gratitude to her beloved father (Abdul Majid), mother (Hj.Gusnidar) and sisters (Susi, Leni and Silvi), for the unbounded loves, for the pray, for the supports, and for everythings. Last but not least, the writer thanks her great friends for the support and the unforgettable friendship and moments they have spent together.

Padang, July 2012

The Writer

## TABLE OF CONTENTS

|  |     |
|--|-----|
| <b>ABSTRACT</b> .....  | i   |
| <b>ACKNOWLEDGEMENTS</b> .....  | ii  |
| <b>TABLE OF CONTENTS</b> .....   | iii |
| <b>CHAPTER I. INTRODUCTION</b>   |     |
| A. Background of the Problem .....   | 1   |
| B. Limitation of the Problem .....   | 5   |
| C. Formulation of the Problem .....  | 5   |
| D. Purpose of the Paper .....  | 5   |
| <b>CHAPTER II. REVIEW OF THE RELATED LITERATURE</b>  |     |
| A. The Defenition of Writing .....   | 6   |
| B. Teaching Writing at Junior High School .....  | 8   |
| C. The Narrative Text .....  | 10  |
| D. The Defenition of Guiding Questions .....   | 14  |
| <b>CHAPTER III. THE IMPLEMENTATION OF GUIDING QUESTIONS<br/>PROCEDURES AND PICTURES IN TEACHING WRITING<br/>NARRATIVE TEXT</b> |     |
| A. Teaching Preparation .....  | 17  |
| B. Teaching Procedures .....   | 20  |
| 1. Pre-Teaching Activities .....   | 20  |
| 2. Whilst-Teaching Activities .....  | 21  |
| a. Exploration Process .....   | 21  |
| b. Elaboration Process .....   | 22  |
| c. Confirmation Process .....  | 24  |

3. Post-Teaching activities ..... 24

C. Evaluating ..... 24

**CHAPTER IV. CONCLUSIONS AND SUGGESTIONS**

A. Conclusions ..... 26

B. Suggestions ..... 27

**BIBLIOGRAPHY**

**APPENDICES**

## **CHAPTER I**

### **INTRODUCTION**

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

In learning English, writing is one of the important skills that students have to master. This skill gives benefits to students. They can state what they cannot directly speak to others. Students can express their ideas, mind, and thoughts to others in a written form. Then students can exchange information and knowledge to other people. They can also communicate with others by sending messages and chatting on email, facebook, or twitter. In other words, writing is a mean or tool for communications between the writer and the readers.

If we think in only long term needs, writing is probably the least important of the four skills for many students. They are more likely to need, to listen, to read and speak than write it. Their need for writing is most likely for study purpose and also as an examination skill (Doff, 1988). But due to the development of human technology, the need for writing has become greater. Facsimiles, e-mails, and postcards have dominated today's communication.

Most writing activities done by most teachers emphasize more on the knowledge of writing. The students are asked to copy a paragraph, order jumbled sentences, and complete paragraph. The writing activities tend to be monotonous and boring, and learning activities do not encourage them to write.

In School-Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (KTSP in 2006), students are required to be able to communicate in both oral and written forms by using many kinds of texts. To achieve that goal, the students of Junior High School are taught various types of texts. The texts they have to learn are narrative, news item, procedure, recount, and descriptive.

Among these texts, narrative text is one of the texts that should be understood and be written by the students in the English subject at Junior High School. Narrative text tells a story, in doing so, entertains the audience, make them think about an issue, teaches them a lesson, or excite their emotions.

Based on the writer's experience on teaching practice in Angkasa Junior High School, students get difficulties in writing because of several reasons. First, students still have difficulties in explore their ideas in writing narrative text due to lack of vocabularies. Second, the students seemed to find it difficult for them to produce what ideas to write. In other words, they had difficulties in expressing ideas to be written which has become a problem for them. And the last, the students also had difficulties in organizing ideas. The students could not organize ideas well. Their ideas might be clear, but it was very difficult do decide connection between them. It could be identified that they did not understand that their writing should be coherence, cohesion and unity.



Those problems in writing narrative text can be caused by several factors from both students and teachers' side. From the students' side, first, they are not able to organize their idea, so they do not know how to start writing. If students have the problem in beginning, they do not able to finish it well. Second, students also do not understand the generic structure and language feature of the narrative text. Third, students are not able to write an assignment and get distracted easily during writing task. Fourth, they suffer from mental fatigue and tiredness while writing and lack consistent legibility in writing. Finally, students also have other problems such as poor vocabulary and find difficulty with sentence structure and word order.

Beside those problems that come from students' side, the problems also come from the teacher. First, the teacher does not give clear explanation of a narrative text and the examples of the text. Most of the teacher only teaches the students by using English textbook; sometimes the students do not have enough background knowledge about the topic in the text book. Second, in teaching learning process, the teacher does not use the media that appropriate with material. Third, the teacher does not give more practical- exercise to the students. Lastly, the teacher does not give a feedback to the students about the material that they have learned.

Because of the conditions above, the teacher has to be able to handle those problems in order to help the students in teaching writing, especially in writing a narrative text. The teacher is expected to be more active in facilitating their students with interesting materials and giving variation in teaching process. Actually, the

teacher can use so many strategies such as dictation, grammatical transformation technique, picture- cued task, guiding questions technique and vocabulary assessment to stimulate the student's interest in writing a narrative text. In this paper, the writer uses guiding questions and pictures as one of technique in teaching writing a narrative text for junior high school students, in order to guide them in getting ideas, organize ideas and construct a good paragraph.

Guiding questions are questions that used by the teacher to enable students to easily compose their idea in writing a narrative text. The guiding questions also help the students in developing their idea in writing. The teacher gives some questions and pictures and the students are asked to answer the questions. The students' answer will help them to produce a good narrative text. By using guiding questions and pictures, the writer hopes that students can have a better understanding of the writing of narrative and thus will be more active in developing their idea become a narrative text.

**B. Limitation of the Problem**

This paper will be limited on discussion about The Using Of Guiding Questions In Teaching Writing A Narrative Text At Junior High School.

**C. Formulation of the Problem**

The problem of this paper is formulated as follow: “How to use guiding questions technique in teaching writing of narrative text at junior high school?”

**D. Purpose of this Paper**

This paper proposes a technique for encouraging students to write a narrative text through guiding question. The writer hopes that this technique can be applied by the teacher in teaching writing in English classroom for students.