

**THE ADVANTAGES OF CLASS MAGAZINE PROJECT IN
TEACHING WRITING A NARRATIVE TEXT TO JUNIOR
HIGH SCHOOL STUDENTS**

PAPER

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Degree*



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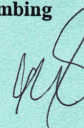
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

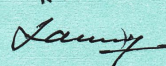
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ABSTRAK

Safitri, Minda. 2013. Teaching writing a narrative text to Junior high school students through class magazine's project. *Paper*. English Department. FBS UNP Padang.

Tujuan penulisan makalah ini adalah untuk menjelaskan manfaat membuat majalah kelas dalam mengajarkan teks naratif untuk siswa SMP kelas tiga. Melalui pengajaran ini diharapkan siswa bisa meningkatkan kemampuannya dalam menulis teks naratif. Majalah tersebut berisikan semua hasil tulisan siswa tentang naratif teks sebagai produk dari apa yang mereka tulis selama proses belajar. Dengan membuat majalah kelas, proses belajar akan menyenangkan dengan suasana yang tidak monoton dan merasakan suasana belajar yang lebih baik dari sebelumnya dan siswa akan terbantu dalam menulis karena siswa diajarkan step by step. Banyak sekali manfaat yang dapat dirasakan baik oleh guru maupun siswa melalui pembuatan project seperti ini. Adapun manfaat bagi guru adalah guru akan terbantu dalam mengajar dan bisa mengontrol setiap aktifitas yang dilakukan siswa selama menulis. Adapun manfaat untuk siswa, mereka akan lebih termotivasi dalam menulis karena tulisan mereka dipublikasikan. Oleh karena itu, untuk menunjang kelangsungan proses belajar mengajar dan menarik perhatian siswa untuk belajar aktif dan memahami pelajaran lebih mudah, maka mengadakan suatu project seperti pembuatan majalah kelas sangat dianjurkan sekali dalam proses pembelajaran.

Kata Kunci: Majalah kelas, mengajar menulis naratif teks, Siswa SMP.

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The Writer

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

English language consists of four skills; they are listening, speaking, reading and writing. One of skill that difficult enough for some students to master is writing. Teaching english as a foreign language especially in writing skill is not easy. It is a kind of activity which need a process and product.

There are two reasons why writing is more difficult for some students. First, students are hesitant to write because in writing they must write using their own language. Actually, they got the sources from books, internet and others but they must arrange the ideas by themself. Then, they fear that they have nothing to say or write. This is supported by Harmer (2004:61) who says that student's reluctance to write because they rarely writing even in their own language and so the activity feels alien. However, there is no word "fear" in writing. In writing needs a process to make it perfect. Actually, the students can start by making a draft and following the steps of writing (pre- writing, drafting, revising, editing and publishing). It is really helpful them.

Second, some students think that writing is difficult because they lack of vocabulary, grammar, and cohesion, coherence in writing paragraph or essay. This is also supported by Harmer (2004: 20-24) who says that for writing truly accessible needs to be both cohesive, coherence and also the used of grammar and vocabulary in writing. Students who do not know about vocabulary, grammar, cohesion and coherence in writing paragraph, they feel difficulties in writing. One

of the difficulties that student feel can be from their laziness to read books, so that that they lack in vocabularies. Then, they do not understand about using the pattern of tenses in writing sentences, paragraph or essay. Understanding about vocabulary, grammar, cohesion and coherence in writing paragraph is important to minimize the difficulty in writing.

In Junior High School, there are many kinds of text that should be learned by students such as, transactional and interpersonal text, monologue text and functional text. Transactional and interpersonal text is like conversation such as giving and asking information, asking and giving opinion, giving direction, expressing likes and dislikes and others. Then, functional text is like announcement, notice, advertisement, poster, greeting cards, etc. Next, monologue text is like descriptive, narrative, report, recount and procedure. All of that kind of text should be comprehended by students. In addition, students can explore this kind of text into listening, speaking, reading and writing.

There are three important points should be understood by students about the kind of text those are comprehended about the purpose of text, generic structure/ schematic structure and language features. The purpose explains about the function of each genre text, for example the purpose of narrative text is for entertaining or amusing. Generic structure/ schematic structure explains about the distinctive beginning- middle- end structure of genre, for example the generic structure of narrative text has three items such as, orientation, complication and resolution. The last is language features explains about the features each of genre such as, it is focus to individual participants, circumstance place and time, the

using of tenses and others. The language features each of genre is different. It is depend on the kind of genre.

A kind of text that taught by teachers in Junior high school is a narrative text. Narrative text is learned by students at the third grade Junior High School. It is a kind of text which tells a story with problematic events. Narrative text has orientation, complication and resolution. The purpose of narrative is to amuse and entertain the readers or listeners with actual or imaginary experience or events in different ways. This is supported by Gerot and Wignel (1994:204) who says that narrative is tells a story. The purpose is to amuse or entertain. The generic structures of narrative text are orientation, complication, resolution and re-orientation (optional). The language features are focus on specific and individual participants, using relational processes and mental processes, using conjunction, and using past tense. Narrative is almost the same with recount text, but it is a little bit different. The similarity between two is, both of them tells an experience or story but the difference is a narrative too imaginary and it is usually like short story for example Cinderella, Snow white, the Three Brothers, Turtle and Porcupine, etc. Whiles recount text is not too imaginary. It is usually tells about someone's experience like my holiday, my funny experience in the school and many others.

There are two factors that make students have skill low in writing narrative text. The first factor based on my interviewed with a teacher of a SMP in Padang; there are very small numbers of students who have understood about writing a narrative text. It makes, most of students do not understand about the

items of writing narrative. Based on genre approach, every kinds of text especially narrative have three items. For example, schematic structure, language features and social function. The generic structure is followed by orientation, complication and resolution. Then, language features is like using past tense in sentences, coordinate conjunction, linking verb, and others. The last is social function of narrative is to entertain the readers or listeners with actual or imaginary experience or events. The three of items are not familiar enough for students. For example, when the teacher asks students to write a narrative text, sometimes, they use simple present in narrative text. Whereas, writing a narrative text, they must use simple past because the story happened in the past. Besides, some students have difficulties to choose the tenses and they feel complicated in using it. So, there are some mistakes in writing narrative text. Then, students have limited ideas in writing. Some of them have difficulty to express their ideas in written text. For example, when the teacher asked them to write a narrative text, they lost ideas.

The second factor is the teaching procedure of narrative text which does not vary. The teacher just gives many examples of narrative text to the students without making a project that makes students more interested in writing. It is maybe good for some students who interesting in writing but it is not interesting for another student who has low motivation in writing.

For that reasons, a teacher must be creative in teaching writing a narrative text. One of way is teaching writing a narrative text to junior high school students through class magazine's project. Making class magazine really help

students in writing a narrative text because all of the products about narrative text will collect and produce in a magazine class. Moreover, they will know their improvement in writing text, because before in final project the teacher will give revise and input how to write narrative text well. Furthermore, the students can edit and rewrite their text again. So, by doing that, they will practice writing a narrative text many times and finally they can improve their ability in writing a narrative text.

This paper describes a visual media in a project of class magazine. In this media (class magazine's project) it will be written by students who learn about narrative. The magazine is especially about narrative text. The most important thing, the magazine does not look luxurious but simple and that is to teach a narrative text to Junior high school students through class magazine's project can be achieved.

The writer thinks that teaching a narrative text through class magazine's project can improve student's ability because it is supported by a class project that is produced by students and controlled by teachers who make students become more interested in writing. Besides, students are also guided by outline of narrative writing. So, there is guidance before writing. In this paper the writer will show how to teach writing a narrative text to Junior high school students through class magazine's project and what are the advantages by doing this.

B. Identification of the Problem

As mentioned in the background of the problem, there are two factors that make writing a narrative text difficult by the students. The problems come from students, and teachers. From students, they do not understand about the items of narrative like schematic structure, language features and the purpose. So that they have difficulties in position the tenses in writing. Then, they have limited ideas in writing, so that they feel bored and are not interested in writing. From the teacher's side, they do not have variety in teaching writing a narrative text.

C. Limitation of the Problem

The problem of this paper is limited to the discussion about the advantages of making class magazine project in teaching writing a narrative text to junior high school students. Making class magazine in teaching writing a narrative text can support students in writing. In teaching writing a narrative text through class magazine's project, the teacher do some ways how to teach it such as, pre- teaching, whilst and post teaching. Each of ways has some steps that must be followed by students.

D. Formulation of the Problem

Based on the limitation of the problems above, the formulation of the problems can be formulated in the following question” What is the advantages of making class magazine project in teaching writing a narrative text to junior high school students.

E. Purpose of writing this paper

The purpose of the study explains what the advantage of class magazine project in teaching writing a narrative text to junior high school students. Then, by making this project, the writer hopes that teachers can improve the students' ability in writing a narrative text. Moreover, Students do not feel bored anymore in writing. During this time, students write in a piece of paper or in work book without making a project class about narrative. Sometimes after the students write the text in a piece of paper or work book, they will let their work abandoned. So, there is no a kind of project to student's work. Through this paper, the writer expects to give the advantages to the teachers in teaching writing to Junior high school. In addition, by making a project of class magazine, it is hoped that there is an alternative way to increase student's ability in writing a narrative text.