

**Using the Supposemania Cards Game in the Pre-writing Stage in
Teaching Writing a Narrative Text to Junior High School
Students**

PAPER

Submitted as Partial Fulfillment for Getting Strata One (S₁)



By
SALMA FITRI DEWI
01618/2008

Advisor:
Muhd. Al Hafizh, S.S, M.A.

ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ART
STATE UNIVERSITY OF PADANG
2013

HALAMAN PERSETUJUAN

MAKALAH

Judul : Using the Supposemania Cards Game in the Pre-writing Stage in Teaching Writing a Narrative Text to Junior High School Students

Nama : Salma Fitri Dewi
TM/NIM : 2008/01618
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Agustus 2013

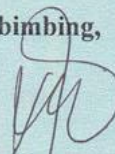
Disetujui oleh:

Ketua Jurusan,



Dr. Kurnia Ningsih, MA.
NIP. 19540626 198203 2 001

Pembimbing,



Muhd. Al Hafizh, S.S, M.A.
NIP. 19791006 200212 1 008

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

**Dinyatakan Lulus Setelah Mempertahankan Makalah di Depan Tim Penguji
Program Studi Pendidikan Bahasa Inggris
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang**

**USING THE SUPPOSEMANIA CARDS GAME IN THE PRE-WRITING
STAGE IN TEACHING WRITING A NARRATIVE TEXT TO JUNIOR
HIGH SCHOOL STUDENTS**

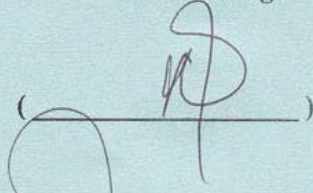
**Nama : Salma Fitri Dewi
NIM/BP : 01618/ 2008
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni**

Padang, Agustus 2013

Tim Penguji

Tanda Tangan

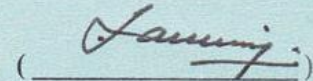
1. Ketua : Muhd. Al Hafizh, S.S, M.A.

()

2. Anggota : Dra. Yenni Rozimela, M.Ed. Ph.D

()

3. Anggota : Drs. Saunir Saun, M.Pd.

()



UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS

Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang. Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Gusrina
NIM/TM : 00123/2008
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

Dengan ini menyatakan, bahwa Makalah / Paper saya dengan judul *Englishspeak.com as Media for Teaching Pronunciation of Junior High School Students*

Adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Kurnia Ningsih, MA.
NIP. 19540626 198203 2 001

Saya yang menyatakan,



Gusrina

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin, the writer would like to express the highest gratitude to Allah SWT for blessing, love, opportunity, health, and mercy to complete this paper. In this valuable chance, the writer would like to express the gratitude and appreciation to everyone who give help, motivation, support and advice. The greatest gratitude and appreciation goes to my beloved parents for the endless love, pray, lesson and support.

I would like to express my sincere gratitude to Muhd. Al Hafizh, S.S, M.A. as the advisor for giving me guidance and help to finish the paper. I also would like to express my gratitude to. Dr. Kurnia Ningsih, M.A. and Dra. An Fauzia R. Syafei, M.A. as the Head and Secretary of English Department.

I would like to dedicate my deepest gratitude to my father and mother who have supported finance, spirit and prayers for my success. I am also grateful to my all my friends who might not be mentioned individually here for their support during my study.

Padang,

SALMA FITRI DEWI

NIM. 01618

ABSTRAK

Fitri Dewi, Salma. 2013. Using the Supposemania Cards Game in the Pre-writing Stage in Teaching Writing a Narrative Text to Junior High School. Paper. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Siswa Sekolah Menengah Pertama (SMP) kesulitan dalam membuat sebuah *narrative text*. Hal ini disebabkan karena siswa Sekolah Menengah Pertama (SMP) kesulitan mencari ide yang akan dikembangkan menjadi sebuah teks. Tidak adanya aktifitas yang menuntun siswa untuk menggunakan imajinasi dalam menemukan dan menyusun ide-ide tersebut juga menjadi penghalang dalam membuat teks naratif. Maka dari itu makalah ini mengusulkan menggunakan *supposemania cards game* untuk membantu siswa mengumpulkan ide-ide. Permainan ini akan membantu siswa dalam tahap *prewriting* yang merupakan tahap yang sangat penting dalam proses menulis. Dengan memperluas penggunaan permainan ini, guru akan memandu siswa untuk menemukan dan menciptakan elemen-elemen penting dalam sebuah teks yang nantinya akan dikembangkan menjadi sebuah *narrative text*. Keuntungan dari permainan ini adalah meningkatkan kemampuan penalaran dan imajinasi siswa dari masalah yang nantinya akan dihadirkan. Dan karena permainan ini dilakukan secara kelompok maka hal ini dapat mengajarkan siswa berbagai jenis keterampilan social seperti kerjasama, berkepemimpinan, saling menghormati dan menghargai, dan bersikap adil.

TABLE OF CONTENTS

ACKNOWLEDGEMENT.....	i
ABSTRAK	ii
TABLE OF CONTENTS.....	iii
CHAPTER I INTRODUCTION	
1.1 Background of the Problem	1
1.2 Limitation of the Problem	5
1.3 Formulation of the Problem	5
1.4 Purpose of Paper	5
1.5 Definiton of Key Terms	5
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 The Nature of Writing.....	7
2.2 The Nature of Narrative Text.....	9
2.3 Teaching Writing at Junior High School	13
2.4 Supposemania Cards Game.....	17
CHAPTER III THE IMPLEMENTATION OF USING THE SUPOSSEMANIA CARDS GAME IN TEACHING WRITING A NARRATIVE TEXT IN JUNIOR HIGH SCHOOL	
3.1 Teacher's preparation	20
3.2 Teaching Procedure in the Classroom.....	21
3.2.1 Pre-teaching Activity	21
3.2.2 Whilst teaching Activity	22

3.2.2.1 Exploration	23
3.2.2.2 Elaboration	23
3.2.2.3 Confirmation	28
3.2.3 Post-teaching Activity	29
3.3 Rules of the Game	29
3.4 Advantages of using Supposemania Cards Game in Teaching Writing a Narrative Text to Junior High School	31
CHAPTER IV CONCLUSION AND SUGGESTIONS	
4.1 Conclusion	33
4.2 Suggestions	33
BIBLIOGRAPHY	35
APPENDICES	37

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is one of the most important languages in the world. It is often used in international communication. Many books and other kinds of information media as the source of knowledge published in English. Considering the importance of English as an international language, Indonesian government has set the English language as one of the compulsory subjects in Junior High and High school.

As one of the important skills, writing has an important role of delivering the message in communication between writers and readers. In writing, students learn how to express ideas and thoughts onto paper with the result that the ideas can be understood by the readers. Students also learn what a good and proper writing is, and then implement it to their own writing.

According to *Kurikulum tingkat satuan pendidikan* (KTSP 2006), the focus of learning English in Junior High School is to make students able to communicate and to create written text. Students have to learn and master 5 types of monologue text. They are descriptive, procedure, recount, narrative, and report text.

From those five types of text, narrative is considered as a difficult text type. The imagination and new ideas have to be generated by the students to make the narrative text. In creating a narrative text, students have to use their imagination in order to find new ideas to be put in the text. Meanwhile,

descriptive, procedure, recount, and report texts only need the ideas that students have already have to be put to the text.

Since narrative text is included in the curriculum, students of Junior High School have to accomplish it well. However, students face some difficulties in achieving the target learning. One of the reasons of this condition is the students' lack of ideas and imaginations. Narrative is often related to imagination. Students need to use their imagination to create a narrative text.

Based on the writer's experience during field teaching practice in SMPN 31 Padang, the writer found some problems that made the students struggled in creating a good and varied narrative text. One of them is the students' lack of motivation in writing narrative text. Another problem is the lack of activity that helps students to generate and organize ideas. Because of the tedious activities students got from teacher, they became uninterested in doing the activity.

The common way used by the teacher of SMPN 31 in teaching writing is by doing the brainstorming and explaining the lesson. Brainstorming is a good start in teaching but it is pretty boring since after that the students only listen to the teacher's explanation. After doing the explanation, teacher then asked the students to complete the text that had not been discussed before and not even after. Next, teacher came to another task by giving the students some themes then asked them to create their own narrative text.

Therefore, it is not surprising to find the texts that were made by the students almost always almost the same since the teachers did not ask the students to use their imagination freely. Moreover, the idea and the way of writing used by

each of student mostly the same. Because the students got stuck in generating and organizing delivering their own ideas, they used the ideas from one of their classmates to create their own text. Thus, the content of the text seems to be boring and is not entertaining.

The activities that are given to students to freely use their imagination need to be considered as one of the way to improve the students' writing. The activities that are used have to help students explore their imagination to make entertaining narrative text. Therefore, the purpose of narrative text itself is to entertain the reader can be achieved.

Considering those problems, it is a must for a teacher to find activities that can help students to generate and organize their ideas. Teacher can use game as one of activities that will stimulate their imagination. This activity will make students feel excited and found that learning is fun. Gebhard (2006:218) says that fun activity is used by several EFL teachers in the writing class yet it does not eliminate the element of learning to write in it. Hence, teacher is allowed to use game in their teaching as long as it is still engaged to the lesson.

Using game as an alternative in teaching English can make students motivated to follow the lesson. The motivation they have in learning will bring them into the effective learning where they are given the opportunity in using target language more often. Carrier (in Sánchez et al, 2007: 52) says that game can give students chance in practicing their target language without worrying about making errors while trying to win the game.

Since imagination is the important part of creating a narrative text, a game that involves imagination is considered suitable in generating ideas to be put in the text. The game that is chosen has to allow students to increase the use of their imagination. The imagination they use will lead them into new ideas that are useful in writing a narrative text.

Therefore, the writer proposes to use supposemania cards game to teach a narrative text to Junior High School students. Applying games in the class will make students motivated and interested in following the study. Supposemania cards game required student to sharpen their reasoning skills and imagination. In this game, students are asked to see cards given by teacher, and discuss together in groups (1) what is happening in the picture, (2) why it is happening and (3) what might happen next.

In implementing this game, teacher needs to expand the use of game by asking for more information such as where it is happen, who is in it, and how it will end. By extending the use of supposemania cards game, teacher helps students arrange their ideas into a good narrative text. The purpose of expanding the game is to relate the use of supposemania cards game with story mapping technique. At that time, students will unconsciously step forward to the next stage of arranging their story map. Story mapping is a technique that require the students to identify the main points of the story such as character, setting and plot. This technique will lead students to arrange their imagination and ideas which will be the basis for the making of their narrative text later.

1.2 Limitation of the Problem

Based on the problem above, this paper is limited to the use of supposemania cards game in teaching writing narrative text at Junior High School. This game is especially used to help the students in pre-writing step of writing.

1.3 Formulation of the Problem

The problem of this paper can be formulated into the following question: “How does English teacher use supposemania card games in teaching a narrative text to Junior High School the students?”

1.4 Purpose of the Paper

The purpose of this paper is to describe how the English teachers extend the use of supposemania cards game to teach Junior High School students arranging their ideas into a good narrative text. In this paper, the use of supposemania cards game will be related to story mapping technique. Therefore, it will be easier for English teachers to teach the students developing their ideas with a good arrangement of narrative text. Moreover, supposemania cards game is expected to be the answer for teachers to help their students to find and organize ideas to create a good narrative text.

1.5 Definition of Key Terms

To avoid misunderstanding of terms used in this paper, the writer defines the key term as follow:

1. Supposemania comes from the words supposition and mania.

Supposition is interpreted as the assumptions that will be made by the players according to the cards given. Mania is doing the same thing

repeatedly, over and over. Players have to do the same thing to all cards provided.