

**USING THE COPS STRATEGY IN TEACHING WRITING A NARRATIVE
TEXT TO JUNIOR HIGH SCHOOL STUDENTS**

PAPER

Submitted as a Partial Fulfillment of the Requirements

For Strata One (S1) Degree



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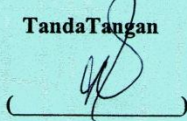
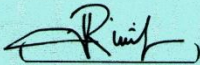
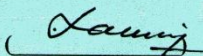
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ABSTRAK

Telaumbanua, Yefi P.2013.*Using COPS Strategy in Teaching Writing a Narrative Text to Junior High School Students.* Paper English Department. FBS. UNP. Padang

Keterampilan menulis dirasakan sulit bagi sebagian siswa dikarenakan menulis menuntut siswa untuk mengeluarkan ide-ide terkait dengan topik yang akan mereka kembangkan. Selain itu, siswa dituntut untuk mengikuti aturan penulisan yang benar secara gramatikal dalam menuangkan ide-ide mereka ke dalam bahasa Inggris. Sebagaimana yang diketahui bahasa Inggris diajarkan sebagai bahasa asing dalam kurikulum pembelajaran. Dan sebagai konsekuensinya siswa pun tidak termotivasi dalam menulis. Walaupun sebagian dari siswa mampu menulis, namun mereka kurang percaya diri terhadap tulisan mereka sendiri. Untuk itu ada satu strategi dalam meningkatkan kemampuan siswa dalam menulis dan membuat siswa lebih termotivasi serta lebih percaya diri terhadap tulisan sendiri, yaitu melalui *COPS Strategy*. *COPS Strategy* adalah prosedur pengajaran yang dirancang untuk mengajarkan siswa dalam aturan penulisan yang benar yaitu fokus terhadap komponen mekanik yaitu *C (Capitalization)*, *O (Organization)*, *P (Punctuation)*, and *S (Spelling)*. *COPS* ini merupakan proses editing dan evaluating terhadap tulisan siswa. Keempat komponen ini sering terabaikan dikarenakan siswa tidak mengetahui aturan yang benar sehingga membuat tulisan siswa salah. Strategi ini diharapkan dapat meningkatkan rasa percaya diri siswa terhadap tulisannya khususnya siswa Sekolah Menengah Pertama. Dengan begitu siswa pun akan lebih menyenangi keterampilan menulis serta lebih termotivasi.

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The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English has four language skills. One of them is writing. Writing is an important skill in English besides listening, speaking, and reading that should be learnt by language learners. As stated by Kirsner & Stephen (2011:3), writing is not just something people do in school; writing is a life skill. It means that writing is a skill that can influence someone's life. If he/she can write clearly, he/she can express his/her idea convincingly to others, in school, on the job, and in personal life in various forms such as in papers, books, poems, letters, essays, stories, novels or research reports.

English is taught through the Genre Based Approach at Junior High School students based on School Based Curriculum 2006. In the Genre Based Approach all of language skills (speaking, listening, reading, and writing) and language competence (grammar, vocabulary, spelling, and competition) are taught through text approach. There are several texts which are taught for junior high school students. They are transactional texts, functional texts, and monologue texts. In monologue texts, the students of Junior High School have to master many kinds of texts. One of the texts that the students of Junior High School must be able to write is Narrative text.

In reality, writing in an academic setting has been seen as a difficult, boring, and tiring work. The difficulties become a problem not only to the students but also to the teacher. The reason why teacher perceived writing as the most difficult subject to teach is because writing forces someone to generate or organize idea using an appropriate choice of vocabulary, sentence and paragraph organization and then transfer their idea from Indonesian into English. Besides, it also requires the writer to master the grammar through correct rule. Sometimes, the students lack of confidence. It means that they are afraid of making mistakes on their writing. Thus, they are still in doubt to create their writing and collect it as an assignment in the practice progress in the classroom.

Sometimes, in doing a writing activity, the students often get difficulties in developing their ideas. They cannot express the ideas that they thought to be conveyed in the written form. Then, they do not know what they are going to write. Some of them write sentences but they make many mistakes grammatically thus they cannot produce a good sentence.

Based on writer's observation when she did the teaching practice in a Junior High School, most of students had problems in writing, especially in a narrative text. They tended to write it without comply the characteristic of text. It is hard for them to write a text into the correct order of generic structure and reach the purpose of social function and language features. The students always use present tense. Sometimes the students are less confident on their writing because they do many mistakes including vocabulary, grammar, punctuation, organization, grammar style, and mechanism.

They ignore the rule of writing. Therefore, the students should consider the entire aspect of the component above to create a good writing.

Besides, the problem also came from the strategy which is used by the teachers. In teaching writing narrative text, the teachers are not able to stimulate students' idea during the learning process. Due to the fact that writing is the most difficult language skills, the students need more practice and guidance in writing. The teachers should be creative and innovative in their teaching. Nevertheless, the teachers do not use an interesting and motivating strategy to teach the students. The students are only asked to write in a piece of paper by giving some topic after teacher finishes explaining the material. In the learning process, the teachers do not maximally facilitate the students in the narrative text writing and explain the rule to generate a good writing through mechanic component. Furthermore, the students are only provided less writing activity of narrative text and are not given enough reflecting and evaluation. In addition when the class is up the unfinished writing of narrative text is put as homework or assignment. As the result, the teachers do not evaluate the students writing. Thus, there are many of Junior High School students who are not able to write a good narrative text and they are unmotivated to write.

Theoretically, teachers should be able to improve students' interest and motivation and also to build their confidence in writing by relating the topic being written to the student's real life experience. It would enable students to write. In other words, the students would be glad to write since they know exactly what they are going to write. Thus, based on those facts above, it is important for the teacher to find

out the appropriate learning strategy to be applied in learning process especially in writing.

Dealing with the problems in writing above, it can be carried out by implementing strategies in teaching writing. The strategies that used by teacher should make the students be able to develop their writing skills. Moreover, the strategies need to be able to motivate the students to write allow and build students' confidence. As a result the difficulties can be minimized. One of the strategies that can be applied by the teachers is using COPS strategy (**C**apitalization, **O**rganization, **P**unctuation, and **S**pelling). COPS strategy can improve the students writing ability because some reasons. They are, students will know how to make a good writing by knowing several components of writing (capitalization, overall organization, punctuation, and spelling), they will also have confidence to write their assignment and collect it after editing and evaluating process.

B. Identification of the Problem

Based on the background of the problem above, it can be concluded that there are several problems that are faced in teaching writing a narrative text to Junior High School. The first problem comes from the students themselves. The students are lack of motivation, requires them to master the grammar through correct rule, besides they also less of confidence on their writing because they are afraid of making some mistakes. The second problem comes from the strategy which is used by the teachers. The teachers are not able to stimulate students' idea in the learning process. The

teachers just ask the students to create a text and collect it as an assignment without evaluating and giving any correction. Therefore, the students never know what are their mistakes and what is the correction. It will make them unmotivated in creating a writing later.

C. Limitation of the Problem

Based on the identification above, the problem is limited on the use of COPS (Capitalization Organization Punctuation Spelling) strategy in writing a narrative text to Junior High School students. The COPS strategy is assumed to be able to improve Junior High School students' ability in writing a narrative text, to motivate and to build students' confidence on their writing.

D. Formulation of the Problem

In relation to the limitation of the problem above, the problem of this paper is formulated as follows:

1. What is the procedure of teaching writing a narrative text by using COPS strategy to Junior High School students?
2. What are the advantages of teaching writing a narrative text by using COPS strategy to Junior High School students?

E. Purposes of Paper

The purpose of this paper is to give the information about how to apply COPS strategy in teaching writing a narrative text in Junior High School. Theoretically, this paper is used to explain what COPS strategy exactly. Practically COPS strategy

would also be expected to motivate students in writing a narrative text and also make the teaching learning process more interesting and enjoyable.

F. Definition of the Key Term

COPS strategy: a mnemonic strategy that cues students through an editing process to edit written work for mechanical errors and clarity.

Narrative text: A story which has plot, setting, character, theme and point of view.