

**TEACHING WRITING A NARRATIVE TEXT TO JUNIOR HIGH  
SCHOOL STUDENTS BY USING PROBABLE PASSAGE STRATEGY**

**PAPER**

*Submitted as Partial Fulfillment of the Requirements  
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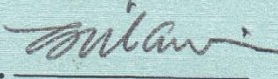
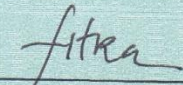
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## ABSTRAK

*Marulafau, Masvani, 2012. Teaching Writing a Narrative Text to Junior High School Students by Using Probable Passage Strategy.*

Untuk menulis sebuah teks, siswa SMP atau setara mendapat kendala dalam hal kosa kata, tata bahasa, ide, dan dalam struktur. Sedangkan guru juga mendapat kendala dalam menemukan metode atau strategi yang bisa digunakan untuk mengajarkan cara menulis yang benar. Salah satu bentuk teks yang harus dikuasai oleh siswa SMP dan setara adalah teks naratif. Makalah ini bertujuan untuk memperkenalkan cara pengajaran *writing narrative text* dengan menggunakan *probable passage strategy*. Strategi *probable passage* merupakan cara yang komunikatif dalam pengajaran *writing*. Seorang guru membimbing siswa untuk memulai menulis teks naratif dengan memperkenalkan beberapa kosa kata inti yang terdiri dari kata kerja, kata sifat, tokoh, latar, masalah, penyelesaian masalah, dan akhir cerita. Guru menjelaskan setiap kata kunci yang diberikan, baik itu arti kata maupun penggunaannya dalam kalimat. Guru juga perlu mengelompokkan beberapa kata yang bisa digunakan dalam satu kalimat, seperti yang ada dalam teks naratif sebenarnya. Berdasarkan kata kunci tersebut, siswa mencoba menulis sebuah teks naratif berdasarkan apa yang mereka pahami dari kata kunci yang diberikan oleh guru. Dengan menggunakan strategi *probable passage*, siswa akan lebih mudah untuk menulis sebuah teks naratif.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Writing is an important skill for learners of English as a foreign language. It is important to be mastered in order to ensure success. In some education levels, students have to be able to write a word, sentence, paragraph, text, paper, thesis, and others. Writing is also one way to communicate; between writer and reader. It shows that writing as language skill has a big role in mastering English because it gives amount of language output. Nunan (2003:89) states that writing is used to prove that the students have mastered a particular grammatical rule. Correct spelling, grammar, and overall organization is the most evidence of ability. For that reason, writing is always learned in any levels of English lesson.

Writing is not only creating a written product but also about understanding what the purpose, who the audience, and how to compose the idea. Kirszner and Mandell (2008:5) states that before starting to write, a writer has to consider about assignment; what he/she expect to write about, purpose; why he/she write, and audience; for whom he/she write. The writer should know how to view the writing as others' reading which contains important ideas and information needed. So that, writing is essentially a process of discovery.

In order to consider the purpose of the writing, a writer has to make sure what kind of genre to write. In *kurikulum Bahasa Inggris KTSP* (2006), there are five kinds of texts in junior high school to be learned, such as descriptive text,

procedure text, recount text, narrative text, and report text. Narrative text is one of the texts learned in the second grade of junior high school, second semester. Narrative text is a kind of story text which contains the sequence of events. The writer thinks the way to compose a text in order to communicate with the reader. The writer also has to be able interest the reader.

In the other hand, based on writer's observation as a taining teacher in Madrasah Tsanawiyah (MTs) Sintuk in Pariaman regency, semester of January to June, some students had difficulties in writing narrative text. They have difficulties in finding and composing idea. The students have to think what kind of story to be writen, and how to compose the idea to be a good writing.

Some of students have problem in finding the idea. They are thinking about difficulties before starting writing the text. The students often think a perfect idea more than making a simple idea be a perfect one. They do not understand that the interesting idea can be a simple thing or event around them. It means that students always try to find a interensting idea without trying to write the story from the simple idea. So when they do not find the idea needed, they stop writing the story.

In addition, students find it difficult to compose the writing. The idea is available but the students do not know how to compose the idea to be a good story. This problem can be because of lack in grammar and vocabularies. To write a good narrative text, the students have to consider about grammar in order to make a good sentences. When the students do not have good understanding about grammar, they will have difficulties in writing a narrative text. Also, lack of

vocabularies is a problem in writing narrative text. The students do not know the appropriate words in making sentences. So, the students' difficulties in composing the idea are lack of understanding in grammar and vocabularies.

To sum up, students' difficulties in writing narrative are in finding idea and composing the idea. Some of students want to create a perfect story but they do not realize that perfect story needs process in making it. Writing a narrative story means that they learn about grammar and new vocabularies. This process needs efforts not only from the students but also from the teachers. The teachers together with the students take turn in composing the idea. So here, the teachers do not let students alone without guide in writing narrative text.

Beside the difficulties in students side of writing narrative text, a teacher also finds it difficult in teaching the text in order to make students know and enjoy to write the text. In explaining the components of narrative text, teacher usually explains monotonously, and makes students bored. Because of much explanation about the text, the students think that writing a narrative text is difficult before beginning the process of writing. In practicing writing narrative text, teacher finds it difficult in asking the students to write a narrative text whereas the students have lack vocabularies and ability in grammar, so it is important to explain about vocabularies and grammar. Teacher often makes mistake in decide the focus in teaching, it is between the components and structure of narrative text and explanation grammar. So that teacher needs a method or strategy in teaching writing narrative text that can make students are able to write narrative text.

To overcome these problems, teachers need a strategy in teaching writing narrative text. This paper will recommend using probable passage strategy to help students writing narrative text. Probable passage strategy is a communicative strategy in teaching writing, which a teacher guides students to write a narrative text based on key words that consist of verbs, adjectives, characters, setting, problem, solution of the problem, and the end of the story. Teacher tells the meaning of the words and puts some words together to show the relationship of the words in making sentences. Based on the key words, the students try to write a narrative text guided by teacher. By using probable passage strategy, the students can write a narrative text easily. In this process, students do not feel alone. Probable passage strategy can help students to compose a narrative text guided by teacher.

## **B. Limitation of the Problem**

There are many problems related to teaching writing narrative text. The problems are both students' and teacher's side. The students find it difficult in finding the idea, composing, grammar, and lacking of vocabularies. On the other hand, the teacher needs a strategy in writing narrative text in order to make students be able in writing. This paper is limited to the strategy of teaching writing narrative text that is probable passage strategy to Junior high school students.

### **C. Formulation of the Problem**

The problem of this paper is formulated in the following question: “how does English teacher use probable passage strategy in teaching writing narrative text to Junior high school student?”

### **D. Purpose of the Study**

The purpose of the study is to explain the advantages using probable passage strategy in teaching writing narrative text to Junior high school student.