

**Using a Personal Photograph to Teach a Narrative Writing
to Junior High School Students**

PAPER

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By:

**Mike Yuanda Riski
83573/2007**

Advisor:

Drs. Saunir Saun, M.Pd.

**ENGLIH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
PADANG STATE UNIVERSITY
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HALAMAN PERSETUJUAN MAKALAH


Judul : Using a Personal Photograph to Teach a Narrative
Writing to Junior High School Students
Nama : Mike Yuanda Riski
TM/NIM : 2007/ 83573
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, April 2012

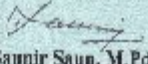
Disetujui oleh :

Ketua Jurusan,

Pembimbing,


Dr. Kurnia Ningsih, M.A.

NIP.19540626 198203 2 001


Drs. Saunir Saun, M.Pd.

NIP. 19541228 197903 1 002

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

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

**USING A PERSONAL PHOTOGRAPH TO TEACH A NARRATIVE
WRITING TO JUNIOR HIGH SCHOOL STUDENTS**

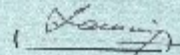
Nama : Mike Yuanda Riski
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Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

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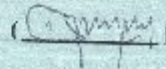
Tim Penguji

Tanda Tangan

1. Ketua : Drs. Saunir Saun, M.Pd.



2. Anggota : Drs. Amri Isyan, M.Pd.



3. Anggota : Dr. Refnaldi, S.Pd., M.I.tit.



ABSTRAK

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Secara umum kemampuan menulis siswa-siswa SMP dalam bahasa Inggris masih minim. Ini disebabkan oleh beberapa faktor diantaranya, tidak mempunyai ide, tidak menguasai topik dan kesulitan dalam menyambung ide. Hal ini sangat disadari oleh guru. Salah satu cara untuk meningkatkan kemampuan menulis siswa dapat dilakukan dengan kegiatan menulis *narrative text* dengan menggunakan *personal photograph*.

Narrative text adalah salah satu jenis text dalam bahasa Inggris yang ditulis untuk menceritakan kisah-kisah atau peristiwa masa lalu dan tujuannya menghibur pembaca. Ada beberapa media yang bisa digunakan dalam mengajar *narrative text* salah satunya adalah *personal photograph*. *personal photograph* merupakan sejenis media berupa foto yang berkaitan langsung dengan siswa, dan mempunyai kesan bagi siswa. Penggunaan media *Personal Photograph* dalam mengajar *writing* dapat menarik perhatian siswa karena media yang digunakan berhubungan langsung dengan siswa sehingga akan memancing siswa untuk menulis sebuah cerita. Dengan membawa media *personal photograph* sendiri siswa akan terbantu untuk mengembangkan imajinasi mereka terhadap cerita yang akan mereka tulis. Media ini juga akan memberi kesenangan saat mereka mengekspresikan foto dalam cerita mereka sendiri. Media *personal photograph* digunakan dalam tiga fase, yaitu *Pre-teaching*, *Whilst-teaching*, dan *Post-teaching activities*.

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TABLE OF CONTENTS

HALAMAN PERSETUJUAN MAKALAH	
HALAMAN PENGESAHAN LULUS UJIAN	
ABSTRAK	i
ACKNOELDGEMENTS	ii
TABLE OF CONTENTS	iii
CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problem.....	5
C. Limitation of the Problem	5
D. Formulation of the Problem.....	6
E. Purpose of the Paper	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Nature of Writing.....	7
B. Teaching Writing to Junior High School Students.....	9
C. The Nature of Narrative Text	10
D. Teaching Narrative Text.....	
E. A Personal Photograph.....	11
CHAPTER III HOW TO USE PERSONAL PHOTOGRAPH TO INCREASE THE STUDENT'S ABILITY IN WRITING NARRATIVE TEXT	
A. Choosing a Good Photograph.....	14
B. The Implementation of Personal Photograph In Teaching Narrative Text.....	15
C. The Advantages of Using Personal Photograph in Teaching Writing of Narrative Text.....	18
CAHPETR V CONCLUSSION AND SUGGESTION	
A. Conclusion.....	19
B. Suggestion	20
BIBLIOGRAPHY	
APPENDIX	

CHAPTER I INTRODUCTION

A. Background of the Problem

English is the most important language in the world because it is one of the International languages. Therefore, it becomes a tool of communication among people in the world. If they use English correctly, they have to learn the language itself and practice it in oral or written communication. Because of the importance of English, it is taught in all of formal school levels, starting from elementary school up to university. In English there are four skills which compose it: listening, speaking, reading, and writing.

Teaching writing is a tool for expressing students' ideas. Writing is one of language skills which are important for students in learning English. These skills become very important in the era of science and technology development in recent years. As part of the community, it is important a person involved in written communication, at least as a reader. But being a reader is not enough, because when someone takes an idea and expresses their thoughts to others, especially when the idea and thought it could not be disclosed in spoken language, then that is an alternative that can be used with written language. Commonly the students write what they got from their experience in school, home, or their neighborhood. Learners should bring experience and knowledge to their writing (Nation, 2008). Writing becomes interesting activity when the teacher knows how to teach it. One of

important point, the teacher can be an inspiration about their writing and becomes good supporter in writing learning process.

However, writing is difficult skill to master by the students in the junior high school. Many students are not successful in their writing, because they do not know how to start their writing. The student find some problems with many structural issues including selecting appropriate words, using correct grammar, generating ideas and developing the ideas. The students should pay attention to the content, organization and the writing process. The learners should consider all the aspects and component in creating a good written work.

In writing at the junior high schools, there are many types of text that should be learned. Based on the curriculum 2006 the students should be able to write kinds of text such as descriptive, narrative, report, procedure and recount. Based on the writer experience during her teaching to SMP students, students are interested in narrative writing text because it can entertain them and make them to motivate to write. Also through narrative text they can use their imagination. This can make them fell not bored in writing because they do not have to focus in one topic or idea. They can use their own idea without depend another person idea. It is mean they free to write what they had thinking in their mind. Nevertheless, based on the writerexperience, they still get difficulties in writing some narrative text. The first difficulty faced by students is getting ideas. In getting ideas students did not know what to write, it happened because they do not understand exactly about the characteristic of

narrative that they are going to write. They do not master the topic or lack of background knowledge about the topic. Second is in organizing their ideas. Sometimes they already get the ideas that they will discuss, but they find the difficulties to organize them. Meanwhile, to produce a good narrative text, students must follow certain steps of writing. The good writer think, plan, write a draft, think, rewrite, think and rewrite until they satisfied. Writing is continuous process of thinking and organizing, rethinking and organizing. Third difficulty is using appropriate grammar, spelling, punctuation and vocabulary.

Findinga way to improve the learning of English is needed in order to make a good progress. The way includes the media and technique. Language learning should be collaborated by adding multiple senses which includes sound, sight and touch. All of these senses will help the student in the learning process. A photograph is one of an effective media to use because it provides students with the visual aid that conveys messages and information. It illustrates every shape, color, age and attire. This medium can give inspiration to the students. A photograph holds to inspire learners to write (Brien, 2005). An Interesting and fun photograph can attract student's attention and increase their curiosity in a material that is being delivered. It also could help students enriching their vocabularies and acquire language structure.

Most students like looking at a photographbecause each photograph has a powerful meaning in theirlife. It can help the students remember little details about people, places, and events. So, they can be powerful narrative.By

asking them to describe a personal photo, the teacher is giving the student the opportunity to make an emotional and physical connection to what he or she is describing. The teacher helps the student to guess what is beyond the photograph and how important the photograph for the student. Using a personal photograph will make a student enjoy and happy because it is close to their life. Students tend to enjoy the writing process when they are able to write about topics relating directly to their lives (Ahola, 2004)

Many teaching techniques applied today only pick insignificant advantages of a photograph used. For example, many teachers use a photograph as pre teaching activity in the classroom. Before teachers come to the further explanation of the material, they use a photograph as the introduction. It presents the vocabulary that might be hard for students to understand. In addition, sometimes a photograph is only to attract a student's attention as the class begins. However, many teachers can use a photograph to teach a descriptive text. A student will describe physical feature of people. For example, the teachers take the photograph and hold it up for the whole class to see. Then they can ask student to say some statements about the person in the photograph. After collecting the students' opinion about the photograph, the teacher continues with other activities in the class. In other hand, there is no important aspect can we see in a photograph.

To solve the problem, this paper presents a technique to increase students' ability in writing a narrative text by using a personal photograph in writing a narrative text in junior high schools.

B. Identification of the Problem

To make a good writing, there are things should behave in it. First, the text is easy to be understood when it is read by others people. If the people do not understand about the content of the text. It means that the text is not a good one. Next, the topic should be coherent with the content of the text. The topic should be coherence with the content of the text. It means that one sentence follows others in clear and logical sequence. Then, the text should be written in completeness. Completeness in a paragraph occurs enough when is said in support of the topic sentence to make it convincing. The last text should be written in one unity. It means that between one paragraph to an others should support and relate each other.

There are many ways that can be used in teaching the student, how to write narrative text, such as using a picture, student photograph, games and etc. Each of them mainly functions to help the student to write more easily. However, the students might still have difficulties in writing good narrative text. Therefore, this paper will discuss about the use of a personal photograph in teaching writing narrative hoping it can help students write a narrative text.

C. Limitation of the Problem

Based on the identifications of the problem above, the discussion of this paper is limited to using a personal photograph. A personal photograph provides personal experience from the student that student have so much background information about their photograph. Writing activities will easy for students because it comes from their personal experience and they create the story based on the past event.

D. Formulation of the Problem

In this paper problem is formulated “how can a personal photograph be used to teach writing a narrative text to junior high school students?”

E. Purpose of the Paper

The purpose of the paper is to describe the use of a personal photograph to teach the junior high school student in writing.