

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

Masvani Marulafau<sup>1</sup>, Muhd. Al Hafizh<sup>2</sup>  
English Department  
Faculty of Languages and Arts  
State University of Padang

## Abstrak

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.

## A. Introduction

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 a process which the writer writes in organized steps, such as planning; includes setting goals and generating ideas, organizing; includes organizing information and selecting appropriate language, drafting, revising and

---

<sup>1</sup> The writer of paper from English Department for graduation period June 2013

<sup>2</sup> Advisor, the lecturer of FBS State University of Padang

editing. Kirszner and Mandel (2008:209) states that writing is a process including a series of steps such as planning, organizing, drafting, and revising and editing.

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.

According to Decree of the Minister of National Education No.41 year 2007 ( *kepmendiknas No.41/2007*), there is a standard process that might be applied in the process of teaching and learning. It has some procedures that the teacher may apply it in teaching writing at junior high school. They are: pre-teaching activity, whilst-teaching activity (exploration, elaboration, and confirmation process), and post-teaching activity.

Narrative has several aspects, based on Refnaldi (2010:385), such as of material signs, the meaningful discourse, the interesting story, and social function. The social function of narrative text can be cultural values, a crisis point in problem of the story, and also the way to behave and solve the problem. Besides, as the narrative text is written in past verbs, and also uses everyday vocabularies, As Schumm (2006:231) mentions that narratives typically use everyday vocabularies. Narratives are usually written in the past so it is written in past verbs.

In the other hand, the students have difficulties in finding 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 interesting 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.

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. Teacher needs a method or strategy in teaching writing narrative text that can make students are able to write narrative text.

To overcome the problems above, the writer offers a strategy in teaching writing a narrative text, it is probable passage strategy. Probable Passage is a

strategy in teaching writing a narrative text. teacher should use this strategy in order to help students writing a narrative text. Probable passage strategy consists of some steps to write narrative text. It also needs collaboration between teacher and students. In this process, students do not feel alone. Probable passage strategy can help students to compose a narrative text guided by teacher.

Clark (2007:60) says that the focus of probable passage is that students can use the key concepts to make a prediction about the selected text. By understanding the vocabularies or key concepts given and having an experience about the words, students can imagine and create their own probable passage, it can be similar with or different from the original text. The goal is not necessarily to have their writing is correct in the first time. The goal is to write narrative text by using the key words and sentences that is have in common with the original text.

Besides, Lopez (2011:51) states that probable passage strategy can help the students to make prediction about the text, stay on what they believe, and make them have critical thinking. In this process, teacher tells the students that they are free to predict the text based on the key words given. The students are allowed to create their own writing based on teacher's guide and then make correction on their own. So that, the students can have experience how to compose a text.

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

## **B. Discussion**

### **1. Teacher's Preparation**

A professional teacher must have a good preparation before coming to the classroom. Teacher should prepare material based on syllabus and find a familiar topic that is interesting for students. They also need to consider time allocation due to make the teaching and learning process run effectively and efficiently. Thus, they need to make a lesson plan and prepare everything that will be used to support teaching and learning in the classroom.

In teaching narrative text by using probable passage strategy, the teacher has to prepare a text to discuss. From this text, the teacher chooses key words, then discuss it with the students. So that, for the first, the teacher does not need to show the text to the students. Also, to make probable passage, the teacher prepares a form on the piece of paper. So the students write their probable passage based on the form.

Before running the classroom procedure, the first thing that teacher should do is introducing probable passage to the students. Teacher should give an example of the key in sentence and example of probable passage so students know what they will do then.

### **2. Teaching Procedures in the Classroom**

The procedure of teaching and learning consists of three stages. They are pre-teaching activity, whilst-teaching activity, and post-teaching activity.

The first is **pre-teaching activity**. Teacher activates background knowledge of the students related to the topic. It will make students easy in learning process because they have got the general idea about the materials before learning. To begin this stage, the teacher prepares the classroom, and tool or media that will be needed, also students' psychology and physic to participate in learning process. Teacher greets the students to make sure that they are ready to study. Teacher also checks the attendance list and encourages students to learn. The teacher prepares students to get involved in learning process by discussing topic that will be written. Teacher activates students' knowledge and relates it to material that will be studied. Teacher uses some questions to help students predict what the content of the text is in order to guide to probable passage strategy. Then, students answer the questions and give opinion classically.

- Teacher : have you ever read a story?*  
*Students : yes miss*  
*Teacher : what is the title of the story? (Pointing a student)*  
*Student : Cinderella*  
*Teacher : what happened to Cinderella?*  
*Student : she had bad step mother and two sisters*  
*Teacher : (Pointing another student) and how about you, what is the title of the story you ever read?*  
*Student : Malin Kundang*  
*Teacher : what happened to him?*  
*Student : he ignored her mother, so he was changed be a stone*  
*Teacher : have you ever read or hear about Babu and a Lion?*  
*Student : no miss*  
*Teacher : Babu is a slave. He met a Lion*  
*Do you know what happened to Babu?*  
*Some students : he was scared*  
*Other students : he was eaten by the lion*  
*Teacher : we will find out the story later*

Then, teacher informs purpose of study. The teacher tells the students that they will learn narrative text about Babu and Lion probable passage strategy. Teacher also informs that probable passage strategy is writing a narrative text by predicting the story based on key words of Babu and Lion story.

- Teacher : now, we will study writing a narrative text. I will give you key words of Babu and a Lion story, and then we will make prediction what the text is about. You will write your own text by using probable passage strategy.*

The second is **whilst-teaching activity**. There is an activity called practice. In this part, students are trained to use the skill that have been learned or can be integrated with other skills. Also, students are guided to participate in discussing the topic. The teacher lets the students to think and act creatively. The



teacher applies the use of probable passage, based on lesson plan, in order to make students be able to write narrative text. Also, by using this strategy, the students learn the generic structure and social function of narrative text.

In teaching writing narrative text by using probable passage strategy, there are three steps in whilst teaching, such as exploration, elaboration, and confirmation. First step is exploration. This step a starting point where is the teacher begins to explain the material by using probable passage strategy. Teacher writes key words of selected text on the white board. The key words are related to setting, characters, problem, problem solution, and ending of the story. Then the teacher introduces each words to the students. It is important to explain the meaning of each word in order to increase the vocabularies.

<b>Key words</b>				
<b>Setting:</b>	<b>Characters:</b>	<b>Problem:</b>	<b>Solution:</b>	<b>Ending:</b>
Jungle Cave	Babu; a slave  Bad master  Lion	Food, punched, loud roar, scared, tame, foot, painful	Pulled	Friends

Since the students are familiar with the words and understand the meaning, teacher asks the students to make the words in the sentences orally. Teacher should guide the students to have sentences that have the same use and purpose with the writer's sentences in an original text. This step to make sure that the students understand the words. This way will make students have experience in making sentences before writing a narrative text.

In addition, to make students write easily, the teacher put the words into prewriting format to show the relation of some words in order to make students find it easy in writing probable passage. Here, prewriting form is a part of probable passage process. Before writing the text, students will be sure to put some suitable words in a sentence based on prewriting form. Then, the teacher distributes a probable passage form, and asks the students to write a probable passage from the key words and prewriting. The teacher tells the students that a key word may appear more than once in probable passage. In this step, teacher and students work together to make a probable passage.

<p><b>Prewriting form:</b></p> <p><u>A slave-Babu</u></p> <p><u>Bad master-punched -food</u></p> <p><u>Babu-forest-cave</u></p> <p><u>Loud roar-lion</u></p> <p><u>Scared</u></p>	<p><u>Lion-Tame</u></p> <p><u>Thorn-foot-painful</u></p> <p><u>Pulled</u></p> <p><u>friends</u></p>
---	---

Teacher shows the text and then let students compare with their own probable passage. The selected text and probable passage can be the same or different. In this step, the students can identify their mistakes. They are allowed to say their mistakes orally. The students make a correction and revision helped by teacher. In this process, the teacher explains the generic structure of narrative text. So that, in exploration process, the teacher establishes students' actual development about writing narrative text by using probable passage strategy.

<b>Orientation</b>	}	<b>Babu and the Lion</b>
<b>Complication</b>		One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave. Next morning, he heard a loud roar. In front of him...., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! But he could not escape.
<b>Resolution</b>		But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.  <a href="http://englishjuniorhighschool.blogspot.com">http://englishjuniorhighschool.blogspot.com</a>

The second step of whilst teaching activity is elaboration process. In this step, the teacher let the students to have their own turn in writing probable passage of other narrative text. The teacher writes the words on the white board and explains each word and let the students to make the sentences in order to make students familiar with the words. Also, put the words into prewriting form. The teacher helps students in understanding the key words.

Teacher distributes the new probable form, and let students to write their own.

<b>Probable Passage:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---

While the students are writing, the teacher controls the class and gives a help to the students who may need it. After writing, the students are allowed to share their probable passage to the other friends in order to have correction of their writing. Also, some students may give a comment of others' writing or say their own mistakes. This sharing activity makes students think critically and creatively.

After sharing their text, the students compare their own with the original one that is shown by teacher. The students can identify their mistakes and make correction and revise from the original one and from the comments from other friends. The correction and revising can be a grammar, composing the sentence, and structure of the text. So that, in this elaboration step the students try to make their own text even though the text made is not perfect yet. To make it perfect, the students need to revise it. In this case, the teacher can give the homework to the student or discuss it in next meeting. The important point is, the students try to write a narrative text and learn the elements of narrative text by using probable passage strategy.

The last step of whilst teaching activity is confirmation process. In this step, Teacher gives positive feedback and reinforcement in the form of oral, written, gesture, or a gift to the success of learners. In addition, the teacher asks the students to make homework of revising their own text and it will be discuss in next meeting. Also, the teacher gives confirmation to the result of exploration and elaboration of the students and provides motivation to students who lack or have not actively participated.

*Teacher* : *well done students. So what do you feel after writing your own text?*

*Some Students* : *great miss*

*Other students* : *it is difficult miss*

*Teacher* : *I really appreciate on your participation. You are good students because you can write your own text well. For the next time, you have to work harder to get high point and reward.*

*Students* : *yes miss*

*Teacher* : *and do not forget to revise your text in home.*

Using probable passage strategy in teaching writing narrative text is not enough in only one meeting. Probable passage strategy helps in starting to make narrative text; it is not perfect yet. So to make it clear, it can be discussed in the next meeting.

The third is **post-teaching activity**. Before closing the class, there are some activities that the teacher does, such as the teacher asks the students difficulties about the lesson. The teacher let the students to say their feeling.

Furthermore, the teacher concludes the lesson together with the students. In this case, the teacher can know whether the students understand with the lesson or not.

There are some advantages of applying probable passage strategy in teaching writing narrative text. The students do not find difficulties in finding the idea, because they write a text from the idea provided. Since the students understand the structure of narrative text by using probable passage, they will be familiar with the narrative text, so for next time they can find their own idea. It means that training students to write narrative text by using probable passage makes the students find and compose idea.

Also, Probable passage can increase the list of vocabularies of the students. Probable passage is based on key words from selected text. The teacher guides the students to understand key words and let them to put the words into sentences in order to know their understanding about the words. When the students are able in making sentences from the key words, they have great understanding about the words. Since the students are good in vocabularies, they will be good in writing.

In addition, other advantages of using probable passage strategy in teaching writing narrative text are students understanding about narrative structure and improving of students' critical thinking. Probable passage makes students aware the story structure found in narrative text and the structure of writing because they learn the narrative and writing structure by having experiences in writing narrative text. Also, in writing probable passage, the students make prediction about the probability of text will be based on what they believe. So, it can make the students have critical thinking. For the teachers, probable passage can help them in introduce the narrative.

### **C. Conclusion and Suggestion**

Probable passage is a good strategy in developing students' writing ability. It is very useful and applicable to be used in writing narrative text. It will make the students to be more creative in expressing their idea in writing form. Besides, the students will find easier to develop the idea into good paragraph. They will be able to share information in the text to readers. Also, students can create a useful others' reading.

Teaching writing narrative in the classroom by using probable passage strategy is divided in three phases. They are pre-teaching, whilst-teaching, and post-teaching. In pre-teaching, a teacher prepares students to get involved actively in learning process. The teacher discusses a topic to build students' knowledge. In whilst-teaching, the teacher gives a text and discusses it with students to get the ideas. Here, the students will be helped in writing narrative text by using probable passage form and by guide from the teacher. The students create their own text based on the key words from the selected text. The teacher helps students by putting the key words in prewriting form. Students also share with their friends to have revising and editing. Finally, in post-teaching, the teacher asks students to conclude the lesson and solves their difficulties.

In writing this paper, there are some suggestions to English teachers in order to improve the students' ability in writing narrative text. The teachers should



make sure that the students are able in composing the idea in written form. The teachers should realize the difficulties found by students in writing narrative text. The writer expects the English teachers to be more creative and use the suitable material in teaching writing narrative by using probable passage strategy. By using this strategy, teacher can help students in writing narrative text easily.

**Note:** this article is written based on writer's paper with her advisor, Muhd. Al Hafizh, S.S., M.A.

### **Bibliography**

- Beers, Kylene. 2003. "When Kids can't Read-What Teacher can Do: A Guide for Teacher." <https://sites.google.com/site/aml/kylene-beers-reading-support> (Retrieved on February 17<sup>th</sup> 2013)
- Clark, Sarah Kartchner. 2007. "Writing Strategy for Social Studies". *E-Book*. Retrieved on Desember 2<sup>nd</sup> 2012
- Davies, Paul and Pearse, Erik. 2000. *Success in English Teaching*. New York: Oxford University Press.
- Dumais, Wulus L.A. 1988. *Writing in English*. Jakarta: Departemen Pendidikan dan Kebudayaan. Direktorsat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Tenaga Kependidikan.
- Harmer, Jeremy. 1998. *How to Teach English*. Malaysia: Longman Press
- Hedge, Tricia. 2000. *Teaching and Learning in the Language Classroom*. new York: Oxford University Press.
- Herman, David. 2007. *Narrative*. Cambrige: Cambrige University press
- Jaworski, Adam and Coupland, Nikolas. 2006. *The Discourse Reader*. New York: Routledge Taylor and Francis Group.
- Kirszner, Laurie G. And Mandell. Stephen R. 2008. *Focus on Writing Paragraphs and Essays*. Boston: Bedford/St Marin's.
- Knapp, Peter and Watkins, Megan. 2005. *Genre, Text, Grammar (Technologies for Teaching and Assessing Writing)*. Sydney: University of New South Wales Press.
- Lindsay, Cora and Knight, Paul. 2006. *Learning and Teaching English (A Course for Teachers)*. New York: Oxford University Press.
- Lopez, Ann. 2011. "Student Engagement and Culturally Relevant Pedagogy." *OISE of the University of Toronto*.

[http://www.oise.utoronto.ca/cms/oisefiles/ITE%20PUB%202011\\_COMPLETE/HTML/index.html#/51/zoomed](http://www.oise.utoronto.ca/cms/oisefiles/ITE%20PUB%202011_COMPLETE/HTML/index.html#/51/zoomed) (Retrieved on February 17<sup>th</sup> 2013)

Nunan, David. 2003. *Practical English Language Teaching*. New York: McGraw-Hill.

Raimes, Ann. 1938. *Techniques in Teaching Writing*. New York: Oxford University Press.

Refnaldi. Kurnia Ningsih. Havid Ardi. 2010. *Systemic Functional Grammar, An Introduction*. Padang: English Language Teaching Study Program State University of Padang.

Schumm, Jeane Shay. 2006. *Reading Assesment and Instruction for All Learners*. New York: The Guildford Press.

Wood, Karen D. 1984. "Probable Passage: A writing strategy." *The Reading Teacher*.

<http://meredithparrish.cmswiki.wikispaces.net/file/view/probable%2Bpassages.pdf> (Retrieved on February 17<sup>th</sup> 2013)

