

THE ADVANTAGES OF CLASS MAGAZINE PROJECT IN TEACHING WRITING A NARRATIVE TEXT TO JUNIOR HIGH SCHOOL STUDENTS

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Abstrak

Tujuan penulisan makalah ini adalah untuk menjelaskan manfaat membuat majalah kelas dalam mengajarkan teks naratif untuk siswa SMP kelas tiga. Melalui pengajaran ini diharapkan siswa bisa meningkatkan kemampuannya dalam menulis teks naratif. Majalah tersebut berisikan semua hasil tulisan siswa tentang naratif teks sebagai produk dari apa yang mereka tulis selama proses belajar. Dengan membuat majalah kelas, proses belajar akan menyenangkan dengan suasana yang tidak monoton dan merasakan suasana belajar yang lebih baik dari sebelumnya dan siswa akan terbantu dalam menulis karena siswa diajarkan step by step. Banyak sekali manfaat yang dapat dirasakan baik oleh guru maupun siswa melalui pembuatan project seperti ini. Adapun manfaat bagi guru adalah guru akan terbantu dalam mengajar dan bisa mengontrol setiap aktifitas yang dilakukan siswa selama menulis. Adapun manfaat untuk siswa, mereka akan lebih termotivasi dalam menulis karena tulisan mereka dipublikasikan. Oleh karena itu, untuk menunjang kelangsungan proses belajar mengajar dan menarik perhatian siswa untuk belajar aktif dan memahami pelajaran lebih mudah, maka mengadakan suatu project seperti pembuatan majalah kelas sangat dianjurkan sekali dalam proses pembelajaran.

Key words: Class magazine project, teaching writing a narrative text, junior high school.

A. Introduction

English language consists of four skills; they are listening, speaking, reading and writing. One of skill that is difficult enough for some students to master is writing. Teaching English as a foreign language especially in writing skill is not easy. It is a kind of activity which needs a process and product.

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A kind of text that taught by teachers in Junior high school is a narrative text. Narrative text is learned by students at the third grade Junior High School. It is a kind of text which tells a story with problematic events. Narrative text has orientation, complication and resolution. The purpose of narrative is to amuse and entertain the readers or listeners with actual or imaginary experience or events in different ways. This is supported by Gerot and Wignel (1994:204) who says that narrative is tells a story. The purpose is to amuse or entertain. The generic structures of narrative text are orientation, complication, resolution and re-orientation (optional). The language features are focus on specific and individual participants, using relational processes and mental processes, using conjunction, and using past tense.

There are two factors that make students have skill low in writing narrative text. The first factor based on my interviewed with a teacher of a SMP in Padang; there are very small numbers of students who have understood about writing a narrative text. It makes, most of students do not understand about the items of writing narrative. The three of items are generic structure, language features and social function. For example, when the teacher asks students to write a narrative text, sometimes, they use simple present in narrative text. Whereas, writing a narrative text, they must use simple past because the story happened in the past. Besides, some students have difficulties to choose the tenses and they feel complicated in using it. So, there are some mistakes in writing narrative text. Then, students have limited ideas in writing. Some of them have difficulty to express their ideas in written text. For example, when the teacher asked them to write a narrative text, they lost ideas.

The second factor is the teaching procedure of narrative text which does not vary. The teacher just gives many examples of narrative text to the students without making a project that makes students more interested in writing.

For that reasons, a teacher must be creative in teaching writing a narrative text. One of way is teaching writing a narrative text to junior high school students through class magazine's project. Making class magazine really help students in writing a narrative text because all of the products about narrative text will collect and produce in a magazine class. Moreover, they will know their improvement in writing text, because before in final project the teacher will give revise and input how to write narrative text well. Furthermore, the students can edit and rewrite their text again.

Writing includes certain stages. Writing is a process of drafting, revising and editing that should be followed by writers. The writers usually do revision to make their essay perfect. This is supported with Donnel & Paiva (1986: ix) states that writing is a process that may require many revisions before a satisfactory piece of writing has been produced. The revision in writing is done to correct the grammatical errors, spelling, coherence and cohesion each of paragraph. Then, perhaps the paragraph or essay is not clear or it is ambiguous and confuse for the readers. One of way in revision is the writer should read their paragraph or essay many times because it an ensure that their writing is correct.

In addition, writing is a process of arranging the grammatically correct sentences into a paragraph, an essay or journal. This is supported by Richards and

Renandya (2002:304) who says that writing is a matter of putting together strings of grammatically correct sentences. The grammatically correct sentences does not mean only to focus on the pattern of grammar but also to all of the points in writing, such as, how finding a topic, making drafting, arranging the ideas and until publishing. All of that points must be mentioned in writing because all of them are related each other's. Moreover, in writing the writers must follow the coherence and cohesion of writing.

Writing refers to the process and product. This is state by Linse (2005:98) in Sakolik 2003 who says that writing is a combination of process and product. Process of writing refers to pre-writing, writing, revising, editing, and publishing. Pre-writing is a planning before start for writing like mansion about the topic and ideas that the writers write. After pre- writing, the writers start for writing a paragraph, essay or journal. Then, the writers do revising and editing belongs to their written. If there is a mistake, the writers can improve their writing. Finally, the writers are ready to publish their writing. Product of writing refers to the final of writing. The product can be paragraph of text, an essay, or a journal. Therefore, writing cannot be separated from process and product.

According to Lester (2010:1) writing is a demanding process that requires commitment. In writing, the writers need to discover the topic that they want to write. Then, the topic should be supported by ideas to make the writers topic clear for the readers. Thus, determining the topic is important before writing. Moreover, choosing a format, exploring sources through critical reading and then completing the writing task with grace and style are daunting task. Despite, in writing they target audience and they form expression that they choose.

B. Discussion

Teaching English writing in Junior high school based on Badan Standar Nasional Pendidikan (BSNP) permendiknas no 41 tahun 2007 says that there are three phases for teaching activities that should be followed by teacher. Those are:

1. Pre- teaching activities
2. Whilst- teaching activities
 - a. Exploration
 - b. Elaboration
 - c. Confirmation
3. Post- teaching activities

The implementation of this into this paper below:

1. Teachers Preparation

A good and creative teacher is one who does some preparations before conducting teaching and learning process. The preparation is lesson plan for teacher and planning a project to the students which is related with their lesson. If the two ways are implemented well, the teacher will teach. The aim of teachers' preparation is to guide the teacher to prepare the materials before coming to the class.

2. Teaching Process

a. Teaching Process of Narrative Text

1) Pre-teaching activity

In this process is expected, the teacher discuss with students about the last topic which they studied before. Then, the teacher relates the last topic with a new topic that the students will learn. Next, teacher will explain the object of material that will be learned. For example, what have you discussed is called as narrative. So, the topic of this lesson is about a narrative text.

Then, teacher also explains to the students, in this lesson they will study writing a narrative text as the writing process and making a class magazine's project as the product of writing. In that class magazine will be covered all of the written text of narrative which is written by students. What the teacher has explained has a purpose to make students are ready to follow the lesson well.

2) Whilst- Teaching Activity

1.1 Exploration (look for information)

In exploration activity, the teacher builds student's knowledge by playing a video of narrative. After watching the video; teacher will ask students about the content of that story. Then, there is a discussion between teacher and students about the video.

After the teacher and students discusses, the teacher gives a model how to write a narrative text before he/ she ask them writing self. The models are: After the students watching the video and discussed about that, the teacher shows the real story about the video. It is to make students more understand about the content of video, so they do not just watch the video.

Then, the teacher explains about the items of narrative text step by step. The items are generic structure, language features and the purpose. Generic structure of narrative is consists of orientation, complication and resolution. The language features are the use of using past tense, action verb; coordinate conjunction, mental verb, ect. The purpose is for entertaining. After students really understand the examples, the teacher can move to the next session in teaching process of writing a narrative text.

1.2 Elaboration (facilitate through giving exercises or assignment)

In elaboration activity, the students are divided into several groups. The teacher will ask students writing a narrative text in their group and individual.

First, the students are divided into four groups, group A, group B, group C and group D. Each of group consists of eight students. At the end of learning process each of group produce a class magazine. The magazine will be covered about the entire student's written of narrative text.

Second, each of group will be given a topic and little information about the story. Then, the students ask to develop the story by the information given. They may add their own information without changing the topic. Moreover, the groups may discuss with their own group. They should write the text based on the generic structure and language features that have been taught by the teacher. So, each of

group will produce a text of narrative. It is as the first student's activity in writing of a narrative text.

Third, the teacher with the students discuss together about their group have been written. It's time to edit and revise the first story.

Fourth, the teacher asks students to write the narrative text again individual. Each of students in a group must write a narrative text. The students are asked to write the ending of story that is given by teacher. It is as the second student's activity in writing of narrative text.

Fifth, the teacher will revise and edit the students work again. Teacher will correct the student's work like checking about the ideas, cohesion and coherence of sentences, and also the tenses

Finally, the teacher lets each of students create a narrative text by their own ideas. They may find a new topic that they want. It is as the last student's activity in writing of narrative text.

1.3 Confirmation

In confirmation activity, teacher and students discuss about the lesson. They share to find the difficulties in writing a narrative text.

3) Post Teaching Activity

In this activity, the teacher gives feedback to the students toward the process and learning achievement. Then, the teacher gives reward to every group that has finished their writing well. Moreover, teacher and students summarize the lesson together. In addition, the teacher reviews about the lesson that has been done before about writing narrative text. At the end of process, the students will have a class magazine's project as the product of writing. All of the students' narrative text will become the contents of the magazine.

Each of magazines has the budget not more than five thousand rupiah so that the teacher should minimalize the budget in making class magazine. Then, the students in the class can contribute to make class magazine project.

b. Teaching Process of Making Class Magazine's Project

1) How to create class magazine

After all of the student's work is done, teacher and students discuss and decide again about how to create class magazine's project. There are some ways how to create class magazine for a school project. Those are:

1. First, students decide what kind of magazine that they want to make. Then, creating the cover and design of magazine together with the class or some of students brings an example of magazine.
2. Write or copy the narrative texts that have been written by junior high school students into that class magazine. Narrative text that has been written by students must have been checked by teacher and then revise by students.
3. Each of magazines has 20 texts of narrative. It consist of:
 - Group work activity, 4 texts of narrative from four groups. (Each of group just writes a narrative text. It is as the first student's activity).

- Individual activity, 8 texts of narrative. (Each of students writes a narrative text in their group. It is as the second student's activity).
- Individual activity, 8 texts of narrative. (Each of students writes a narrative text in their group. It is as the third student's activity).
- 4. If the entire student's written complete, the class magazines are ready to print or copy. The magazine should not have luxurious but simple and interesting.

This is the last of processes teaching writing a narrative text to Junior high School students through class magazine's project. The first time which should do by teacher is teaching a narrative text to the students. In teaching narrative text, there are some activities must be followed by teacher and students. Then, teaching how to create class magazine. The magazine will be hand in to the teacher at the end of learning process.

Thus, it can be concluded that teaching writing a narrative text to junior high school students through class magazine project give some advantages for students. The advantages give effect to student's psychology, motivate and brave in learning.

The Advantages of Class Magazine Project in Teaching Writing a Narrative Text to Junior high school Students.

There are some advantages in teaching writing a narrative text to Junior high school students through class magazine's project to improve student's ability in writing narrative text. Those are:

1. The students know and understand how to write a narrative text and how to produce their product of writing into class magazine. By doing that, they can study two skills in one time. Then, the students can design their magazines by themselves.
2. The teacher can control and monitor the students who are active and passive during the studying. And then, the teacher can evaluate which group or person are the best in producing their class project (class magazine's project).
3. Junior high school Students more interested in studying especially in writing narrative text because there is a student's project. So, they are motivated in studying and feel proud of to their work.
4. There is a process and product of writing. And both of them are done by teacher and students in studying.
5. Students more active, enthusiastic and cooperative with each other in the class.
6. Making this project really helps students to practice their ability in other skill for example producing a class magazine. A class magazine is a kind of project which produces by the students which are covered by students' written about narrative text.

C. Conclusion and suggestion

Based on the discussion in chapter three, it can be concluded that teaching writing a narrative text to junior high school students through class magazine's project give some advantages for the students in writing skill. Making a class project especially making class magazine project makes students become more enthusiastic, attention, and motivated during classroom writing activities. Besides, in teaching writing skill, the teacher teach step by step so students do not feel bored and learning becomes interesting. First, the teacher teaches narrative, then he/ she teaches creating class magazine. Moreover, during the studying activities there are some stages should be followed by students started from how to write narrative text until how to create class magazine's project. Therefore, the lesson does not look force to the students. In teaching process need more meeting and continue.

The writer suggests the following points to the teacher who teach a narrative text through class magazine's project to Junior High School students, those are:

1. The teacher should more creative in finding a class project to the students. One of project can be used in teaching writing narrative text is through class magazine's project like has been explain in this paper. The advantage is to make students more enthusiastic, interested, and motivated during classroom activities.
2. The teacher should know the student's difficulties during the studying process. One of way is by giving more attention for students who has low motivation in writing a narrative text.
3. The teacher uses the media such as video, real object or pictures during the writing process. Using the media is really helpful in teaching and learning process especially for teacher and students.

Note: This article is written based on the writer's paper whose advisor is Muhd. Al-Hafizh, S.S., M.

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