

USING THE SUPPOSEMANIA CARDS GAME IN THE PRE-WRITING STAGE IN TEACHING WRITING A NARRATIVE TEXT TO JUNIOR HIGH SCHOOL STUDENTS

Salma Fitri Dewi¹, Muhd. Al Hafizh.²

English Department

FBS State University of Padang

email: salma_safide@yahoo.com

Abstrak

Siswa Sekolah Menengah Pertama (SMP) kesulitan dalam membuat sebuah *narrative text*. Hal ini disebabkan karena siswa Sekolah Menengah Pertama (SMP) kesulitan mencari ide yang akan dikembangkan menjadi sebuah *narrative text*. Maka dari itu makalah ini mengusulkan menggunakan *supposemania cards game* sebagai sebuah aktivitas yang membantu siswa mengumpulkan ide-ide. Permainan ini akan membantu siswa dalam tahap *pre-writing* yang merupakan tahap yang sangat penting dalam proses menulis. Keuntungan dari permainan ini adalah meningkatkan kemampuan penalaran dan imajinasi siswa dari masalah yang nantinya akan dihadirkan. Dan karena permainan ini dilakukan secara kelompok maka hal ini dapat mengajarkan siswa berbagai jenis keterampilan sosial seperti kerjasama, berkepemimpinan, saling menghormati dan menghargai, dan bersikap adil.

Key Words: narrative text, pre-writing stage, teaching writing, supposemania, game

A. Introduction

English is one of the most important languages in the world. It is often used in international communication. Many books and other kinds of information media as the source of knowledge published in English. Considering the importance of English as an international language, Indonesian government has set the English language as one of the compulsory subjects in Junior High and High school.

¹ Student of English Language Teaching Program of FBS UNP graduated on September 2013

² Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

As one of the important skills, writing has an important role in delivering the message in communication between writer and reader. In writing, students learn how to express ideas and thoughts onto paper with the result that the ideas can be understood by the readers. Students also learn what a good and proper writing is, and then implement it to their own writing.

Winterrowd and Murphy (1985: 2) say that writing is the stage of transforming idea into words on paper, and as someone writes he/she may discover new ideas to express his thought. When doing writing, writers might add or change their ideas to properly deliver their thought. In addition, Boardman (2002: 11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. The process of thinking of people in doing writing will not stop after they satisfied with the result.

According to *Kurikulum tingkat satuan pendidikan* (KTSP 2006), the focus of learning English in Junior High School is to make students able to communicate and to create written text. Students have to learn and master 5 types of text. They are descriptive, procedure, recount, narrative, and report text. From those five types of text, narrative is considered as a difficult text types. The imagination and new ideas have to be found by the students to make the text. Meanwhile, descriptive, procedure, recount, and report texts only need the ideas students have already have to be put to the text.

Gerrot and Wignell (1994: 204) say narrative is a story that shares problematic events that will come to the plot and ended with resolution. Narrative entertains the audience by showing problems that at the end of the story will be solve or remain unsolved. Derewianka (1990:41), states that the social function of narrative text is to entertain and to deal with actual or shocking experience in different ways. The experience that is delivered in the narrative text is usually the experience of the writers, whether it is directly happened to them or not. Knapp and Watkins (2005:225) offer more simple stage of narrative text. They are orientation, sequence of events, and resolution. This generic structure is intended to simple narrative.

Based on the writer experience during practice teaching in SMPN 31 Padang, the writer found some problems that made students struggled in creating a good and varied narrative text. One of them is students' lack of motivation in writing narrative text. Another problem is the lack of activity that helps students to find and organize ideas. Because there is lack of variation of activities students got from teacher, student became uninterested in doing the activity.

Based on the problem above, the writer suggest to use the supposemania cards game in teaching writing narrative text at Junior High School. Supposemania card game is one of card games developed by Jason Renshaw in his web <http://www.englishraven.com>. The purpose of this game is to give the opportunity to students to begin their conversation and stimulate the students to sharpen their way of thinking and imagination. By doing this game, teacher helps students to reveal their ideas about certain conditions and include a good reasoning of those ideas.

Supposemania comes from the words suppose and mania. In this game, suppose is interpreted as the assumptions that will be made by the players

according to the cards given. Each card consists of a picture that describes a situation. What is happening, why it happened, and what will happen are things that have to be discovered by the players. This game will be ended after the players give their supposition of all the cards provided. Because of that the words mania is used in naming this game. Players have to do the same action as the first cards they got over and over to all of other cards.

Supposemania is a game that uses picture as the media. Wright (1989:29) states by giving pictures to the students, they will be easier in retelling their experience and understanding something. Picture on the card will be used as a tool or media for the students to understand the situation that they will be developed after. The picture will lead them to make a concept of writing and help them in answering the question related to the picture on the card.

This game is especially used to help students in prewriting step of writing. It is a must for teacher to find activities that can help students to find and organize their ideas. Teacher can use game as one of activities that will stimulate their imagination. This activity will make students feel excited and found that learning is fun. Gebhard (2006:218) says that fun activity is used by several EFL teachers in the writing class yet it does not eliminate the element of learning to write in it. Hence, teacher is allowed to use game in their teaching as long as it is still engage to the lesson.

Therefore, the writer proposes to use supposemania cards game to teach narrative text to Junior High School students. Applying games in the class will make students motivated and interested in following the study. Supposemania cards game required student to sharpen their reasoning skills and imagination. In this game, students are asked to see cards given by teacher, and discuss together in groups (1) what is happening in the picture, (2) why it is happening and (3) what might happen next. Moreover, supposemania cards game is expected to be the answer for teachers to help their students to find and organize ideas to create a good narrative text.

However, this paper purpose is to get students develop their ideas and imagination into a good narrative text. Thus, teacher needs to provide his/her own cards that match the topic he/she brings to the class. Teacher does not need to make as much cards as Renshaw provided because each group only has to concentrate in developing one card. Teacher only has to make the cards as much as groups that will be made and one as the example. Teacher has to be creative in creating the cards to make students interested. Yet, if the cards provided by Jason Renshaw are available for the teaching and suitable for the topic, teacher can use several of them to be brought to the class. Teacher can download the cards from <http://www.englishraven.com>. or create their own cards. Teacher can draw their cards or they can find the picture of their cards in the internet. The easiest way in finding the pictures is by using Google image.

Teacher needs to expand the use of game by asking for more information such as where it is happen, who is in it, and how it will end. By extending the use of supposemania cards game, teacher helps students arrange their ideas into a good narrative text. The purpose of expanding the game is to relate the use of supposemania cards game with story mapping technique. At that time, students

will unconsciously step forward to the next stage arranging their story map. Story mapping is a technique that require students to identify the main points of the story such as character, setting and plot. This technique will lead students to arrange their imagination and ideas which will be the basis for the making of their narrative text later.

B. Discussion

The Supposemania Cards Game is a game that can be applied to make students easier to find ideas to be applied to their text. Here, the writer chooses the narrative text for junior high school students. The teacher can use this to make students in junior high school enjoy in learning. There are some stages that are used in applying The Supposemania Cards Game as mentioned on the following sub topic.

1. Teacher's Preparation

Teacher has to make a preparation before coming to the classroom such as material, media and allocation of time in order to make the teaching learning process run well. Therefore, teacher has to make a lesson plan to guide him/her in the class.

a. Material

In using supposemania cards game as a teaching activity, teacher has to prepare teaching material. The teaching material has to be interesting and familiar to the student. Teacher also has to prepare command and instructions needed for the game.

b. Media

Teacher has to prepare the media that support the teaching learning activity. The things that teacher needed are as follow: (1) supposemania cards, (2) stopwatch, (3) question sheet, and (4) story map form. Supposemania cards are used as the main part of the game which will be the lead of students to start the game. Stopwatch is used as the reminder of time for each round. Question sheet is used as a media for groups to answer the questions. And story map form is used as the media for groups to create their story map as a technique in writing narrative text.

2. Teaching Procedure in The Classroom

Decree of the Minister of National Education No.41 year 2007 (Kepmendiknas No.41/2007), there is a standard process in teaching and learning in the classroom. It has some procedures that the teacher can use in teaching writing at Junior High School. They are pre-teaching activity, whilst-teaching activity (exploration, elaboration, and confirmation process), and post-teaching activity.

a. Pre-teaching Activity

In pre-teaching activity, teacher prepares students to study by asking for their condition and checking the attendance list. Teacher also has to prepare the classroom and media needed for the teaching learning activity. Then, teacher activates students' background knowledge related to the topic that will be given to the students. Teacher can lead students' background knowledge by asking several questions such as:

- Teacher : Have you ever read a story?
Students : Yes.
Teacher : What is the title? (Appoint a student)
Student 1 : Snow White.
Teacher : What is the story about?
Student 1 : It's about a princess who lived with seven dwarfs after escaped from her evil stepmother.
Teacher : And how about you, what story have you read? (Appoint another student)
Student2 : Rapunzel
Teacher : What is the story about?
Student2 : About a princess that is being kept by a witch. And she has a very long hair.
Teacher : Snow White and Rapunzel are the example of fairy tales. From all the fairy tales you've read what are the common things that you found? I would say magic is one of them. What else?
Students : princess, prince, knight, witch, fairy, dwarf.

Teacher writes down the words on the whiteboard and asks students to put in mind of the vocabulary that reveal from the last question teacher asked to the students as a key words of the next activity that they will receive.

Then, the teacher tells students about what they are going to learn. Teacher tells the students about the purpose of the lesson they are going to learn. By knowing the purpose of the lesson, students can focus on the purpose only.

b. Whilst-teaching Activity

Whilst teaching activity is the main activity of teaching procedure in which the lesson begins to be introduced, delivered and practiced during the class. In whilst-teaching Activity, there are three sections. They are exploration, elaboration, and confirmation.

In exploration section, teacher shows a picture and asks students what they know about the picture. Teacher presents the example of simple narrative text related to the picture that has been given and discusses it with the class. The text given will be equipped with the stage of generic structure of narrative text. Teacher asks students to identify the time sequences that they have found in the text and asks for other time sequences that students know. Then, teacher asks students about the use of sentences in the text. Next, teacher asks students what they have found in orientation, complication, and resolution that are labelled

beside the text. After discussing the text, teacher has pictured how much students know about narrative text. After that, teacher explains about narrative text (the purpose, language future, and language feature) that students might not know yet.

In elaboration section, teacher starts to use the supposemania cards game as a teaching activity. Teacher divides class into 4 or 6 groups. In arranging the groups, teacher has to consider several things, such as their personality and their ability. Teacher has to make sure that each group has the same level of ability. Teacher also has to select the leader of the group based on their personality and social skill. Thus, each group can cooperate in doing their task effectively. After that, teacher tells students about the rules. Teacher has to make sure that all of the students understand their roles in the group. Teacher gives one example of how to do the game by showing a card that has been printed bigger than other so that it can be seen by all of students in the class. Teacher reads the clue and asks students to think about the possible answer to complete the clue. Then, teacher lets each leader of the group pick their card along with the map filled with question sheet.

Teacher asks groups look into the card and read the clue behind the card. Then, teacher asks groups to answer the first question in three minutes, for example, with their pair group. The question in the clue will consist of two questions each group answer one question. It depends on the owner of the card which question they will answer before the partner takes turn. Teacher has to be precise in time for each round so there is no time is wasted. The time of each round is different depend of the difficulty of the question. Teacher asks groups to put the card in the map then collects them. Then, teacher distributes them randomly to the groups for the next questions. The groups answer one question of the map they get sequentially. Teacher asks students to consider using the words on the board in answering the questions. After all of the questions answered, teacher gives back the form to the group owner and asks the groups to read the answers of each question in the map.

Next, teacher reminds the students the important points of each part of generic structure (orientation, complication, and resolution). Then, the teacher asks each group to choose the answers of each question to be the ideas for their text later. Teacher has to pay attention to all groups and ensure that the points that students choose represent each important elements of narrative text. The groups are allowed to add some other characters if needed. After the groups finish choosing the ideas they are going to develop, they are asked to report the result in front of the class. While reporting the result, the class might find humorous reports that caused by the answer of the devil that mislead the connection among the answers and the way angel groups to take it back to the line.

After each group report the result, teacher gives them story map form that the groups have to fill in based on the result of the game (see appendix 5). Next, teacher asks students to create their own narrative text based on the card and the story map form that they fill in based on the result of the game. Teacher reminds the students to not forget putting the important elements of the text in their writing. After that, teacher asks students to exchange their narrative texts with other students beside them. The students then are asked to revise their classmate's narrative text by quick check the presence of the important elements of narrative

text and the organization of the text. After the revision, the text is returned to its owner. Teacher chooses some of texts randomly to be discussed with the class. While discussing, students are asked to revise their own text by the lead of the teacher. After revising, students are asked to edit their narrative text. Teacher tells students that five of the most entertaining narrative texts will be published on school's wall magazine.

In confirmation section, teacher asks the students to collect the edited narrative text. Teacher chooses some texts randomly and asks the writer to read it in front of the class. Teacher then, asks other students to comment the edited text added by the teacher. After all of appointed students read the text and being commented by the class, teacher announces the five most interesting text that will be published on the wall magazine. Interesting text is only one of aspect in assessing the text. Therefore, teacher has to tell students that being chosen to be the most interesting texts do not mean that they have the highest mark. The other aspects to be assessed are such as grammar and choice of words. Before the texts chosen publish on the wall magazine, they will be edited again and the teacher will be act as the editor.

These activities cannot be done in one meeting. This activity can take at least two meetings. Teacher can stop the activity of the first meeting after the students arrange their story map. Then, ask students to develop their story map into a narrative text at home. Even though, the activity by doing supposemania cards game can be done in one meeting, teacher has to add another meeting to accomplish the process of writing. In the first meeting teacher can only guide students to fulfil prewriting step. Teacher can continue the lesson in the next meeting started with asking students to revise the narrative text they made at home, edit it and publish the result.

c. Post-teaching Activity

In post-teaching activity, teacher asks students whether the game activity helps them to confidently use their ideas and whether the story map that they made helps them to write their own narrative text. Teacher asks students about the difficulties that they faced during the activity. Teacher concludes the lesson together with the students.

To be more established students' ability in writing narrative text, teacher may give students a home work by asking students to choose their own card to be developed into a narrative text.

3. Advantages of Using Supposemania Cards Game in Teaching Writing Narrative Text to Junior High School

Teaching narrative text by using supposemania cards game has many advantages: first, because the teaching learning process is done through game, it makes students enjoy their learning process. Playing game means doing a fun activity. By enjoying the game, students will be pleased to be taught. Second, because the game is done with groups students learn how to socialize with others. When students work in group, students can learn how to cooperate with others.

They need to cooperate well to achieve a good result. Students can also improve their ability to socialize with others such as tolerance and respect to the members of the group. A group consists of several students that have different way of thinking and ideas. Therefore, students have to respect and tolerance to each member of the group in sharing their thought. Not only to their group but students must also respect other groups by playing fair.

Third, the students that are chosen as the leaders of the groups will have opportunity to polish their ability to lead the group in creating a good and cooperative group. The role of the leader is very important because she/ he will be the determining whether the process of discussion among members of the group went well or not. Fourth, game is identical with competing. This game will strengthen the will of compete from each of student. Thus, this game will increase students' motivation in participating in learning process. Motivation is one of important elements in learning process. Students that have motivation in learning will catch the lesson easily than the students who are not.

Fifth, the main purpose of supposemania cards game is to stimulate students to improve their reasoning and imagination. Improving student's reasoning can help them analyze the problems that are given to them. They can predict what might make something happen and what would happen next, related to the problem. Imagination will help students find and create ideas to support their writing. The more imagination they use the more interesting the writing they are writing will be.

4. Conclusions and Suggestions

Using supposemania cards game in teaching writing will help students to find and gather their ideas about what they are going to write. Students are challenged to fulfill the duty of groups of the game. Supposemania cards game is a media and tactivity for students to gather the ideas of what they are going to write. The will answer the questions related to the cards that will lead them to reach the ideas they need. Then, those ideas will be organized by using story mapping. This technique will make students easier to develop their writing. This progres has a positive impact of their next writing. They will confident to write by using their own ideas and imagination to create a text.

In writing this paper, the writer expects the teacher can motivate students in writing process by using supposemania cards game. Teacher can help students to find the ideas of what to be written by using this game. It is suggested to the teacher to use this game for students that are familiar or have already learn about narrative text before. Therefore, teacher can focus on helping students finding, organizing and delivering the ideas into the text. Therefore, teacher only needs to recall what students have learned about narrative text. It is hoped that students will initiate to write more because they have already learn one of technique and fun ways to start the writing process.

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