

TEACHING WRITING A NARRATIVE TEXT BY USING THE SPIN-A-STORY WRITING PROMPT TO JUNIOR HIGH SCHOOL STUDENTS

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Abstrak

Siswa SMP masih menemui kesulitan dalam menulis *narrative* teks. Hal ini disebabkan karena mereka masih lemah dalam hal menulis dan menyalurkan ide-ide untuk dituangkan dalam teks naratif. *The Spin-a-Story Writing Prompt* adalah sebuah media yang terdiri dari *Story Wheel* dan *Story Chart* yang nantinya diisi siswa untuk menambahkan detail cerita dari *keywords* dalam *Story Wheel*. Seorang guru memandu siswa dalam menggunakan media *The Spin-a-Story Writing Prompt* yaitu dengan memutar *story wheel* untuk mendapatkan *keywords* ide cerita dan mengelaborasi detailnya di *story chart*. Guru memberikan kebebasan kepada siswa untuk memutar *story wheel* sampai siswa mendapatkan karakter, plot, dan latar yang mereka suka. Dengan menggunakan media ini siswa dapat bereksplorasi dengan ide-ide cerita dari *story wheel* dan dimudahkan menyusun struktur cerita naratif dengan *story chart*.

Kata kunci: *narrative*, *The Spin-a-Story writing prompt*, *story wheel*, *story chart*, *keywords*.

A. INTRODUCTION

Based on the current Indonesia educational curriculum, *Curriculum 2013*, which sustains the ideas of the previous Kurikulum Tingkat Satuan Pendidikan (KTSP) and uses genre-based approach, there are several texts for English subject that must be taught in writing at the junior high school. They are functional texts and monologue texts. In monologue texts, there are five genres that should be mastered by Junior High School Students. They are descriptive, procedure, report, recount, and narrative. However, many students still have problem in writing a narrative text.

There are some problems that they face while learning writing a narrative text such as the difficulties in finding ideas of story they are going to write. The students find out it is difficult in writing about the main conflict (complication) of the story which is the most dominant part in narrative text. They tend to write common conflict that will not entertain the reader, for example a story about people fighting or love

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story. They are difficult to write the proper main conflict of the story and tend to be monotonous writer, for instance, they often write the conflict of the story with just a good event or just bad event. According to Schaefer (2001: 65) a true conflict has a little good and a little bad mixed up in it. A story with just bad event or good event will be boring. The main purpose of narrative is to entertain the readers. So, the students must be able to find a good idea of the story that they are going to write.

There are some efforts that the teachers have made to make the students interested and easy in writing narrative. One of the ways is by making a media. The spin-a-story writing prompt is a good teaching media in introducing the story idea of the day. The students will be introduced by many exciting and tensional stories that will make their writing entertaining. They can enjoy writing a narrative text and feel it is easy to write because they easy to get the ideas what to write about by using this media.

Writing is one of the four skills in learning English. According to Widdowson (2001), writing is the use of visual medium to manifest the graphological and grammatical system of the language. It is the production of sentences as instances of usages. Besides, Kate and Guy (2003) state that writing is a process of exploring one's thoughts and learning from the act of writing itself from what thoughts are. From the two statements above, it can be concluded that writing is a process of exploring the writer's thoughts to manifest the graphological and grammatical system of language by using visual medium in the form of sentences.

Based on Hedge (2000: 302), writing is a composing process. It is a process of developing text such as drafting, revising, editing. This statement is supported by Harmer (2007: 4-5) who states that writing has the stages which the writer goes through in order to produce something in its final form. The stages are planning, drafting, editing, and final draft. Therefore, the writer has to follow each stage of writing in order to create a good written product.

On the other hand, writing is also a difficult skill because it is a productive skill that required the writer to pay attention to the aspects of writing process. Richards and Renandya (2003: 303) agree that writing is the most complex and difficult skill. This difficulty is not only in generating and organizing ideas, but also in translating these ideas into readable text. That is why writing becomes the last language skill to be taught after listening, speaking and reading skill.

Based on Curriculum 2013, in teaching English for Junior High School students are expected to be able to communicate in oral and written form. It means that besides speaking, the students of Junior High School are expected to be capable to write in English. The teacher should be able to convince the students that writing is an important skill to them when teaching writing in class. Writing itself has important roles for the students in studying at schools. Graham and Perin (2007: 23) explain that writing is a strategy as well as mean to extend knowledge. So, writing skill is one of skills that the teacher must concern about.

Narrative text is one of five genres of text that is taught to the students in junior high school. Narrative is a kind of text which tells about story of past events.

Anderson (2003) says that a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. The series of events in the story depends on the writer in writing narrative text but the climax of story is usually happened in the middle of story.

In addition, the steps for constructing the narrative text consist of an orientation in which the narrator tells the audience about who is in the story, when the story is taking place, and where the action is happening. The second step is a complication that sets off a chain of events that influence what will happen in the story and a sequence of events here the characters react to the complication. The next is a resolution in which the characters finally sort out the complication. The last step is a coda that provides a comment or moral based on what has been learned from the story.

The spin story writing prompt is a story starter to inspire students to write. This kind of writing prompt consists of story wheel and story chart. A story wheel is a circle divided into 6-8 pie segments (pie pieces) with a smaller circle in the centre of the larger circle. Cooper (2000) defines story wheel as WHO, WHAT, and WHERE wheels because it consists of character, plot, and setting to begin a story. The character can be a person, animal, or animated object. The plot is the main event that happens in the story while the setting is the place and time in which the story occurs. In addition, Ackley (2013) also states that story wheel is a reading activity designed to help students practice sequencing skills, summarizing a novel, visualizing story elements, and recognizing story structure. It can be used at any grade level and can be adapted for social studies or science text. In brief, story wheel is a circle divided into 6-8 pie segments which consists of story elements and can be used in reading and writing activity. This writing prompt serves student with many interesting idea of story which will make the writing of students interesting.

B. DISCUSSION

A teacher must have good preparation related to the teaching and learning process before he/she starts the class. First, the teacher should prepares the material. The material should be suitable with the curriculum and with the students' ability. Second, the teacher prepares the media. In using the spin-a-story writing prompt, the medium that is used is story wheel and the spin-a-story writing prompt chart. These two media should be prepared by the teacher before he/she come to the class. The teacher can easily download them on internet. The last thing that should be prepared by the teacher is lesson plan. A lesson plan or called as RPP is a guideline for the teacher to do the activities in classroom. The teacher has to compose the lesson plan carefully in order to achieve the goal of teaching and make the teaching and learning process runs smoothly and well-organized. The teaching process can be started after all these preparations are done.

The procedure of teaching and learning consists of three phases: pre-teaching activity, whilst-teaching activity, and post-teaching activity. The first phase is pre-

teaching activity. In this stage, the teacher should greet the students for example, “Good morning students. How are you? Are you ready to study?” So, by greeting the students, hopefully they will be motivated in learning English. Then, if it is possible, the teacher may check the students’ attendance before begins the class. However, it is suggested to check the attendance at the end of the class.

Afterward, the teacher asks some questions related to the material that has been done and the material that is going to be learned. The next thing to do in this phase is explaining the purpose of the lesson for the day. Explaining the purpose of the lesson can give guidance for the teacher and students to the basic competence and the goal of the learning that will be achieved. The teacher tells the students that they will learn narrative text about An Adventurous Child from story wheel. The teacher also informs that the spin-a-story writing prompt is writing a narrative text based on key words that you get by spinning the story wheel which consists of story elements.

Teacher: Alright. Now, we will learn writing a narrative text. I will introduce you to the story wheel and how to use it. You will be given key words of An Adventurous Child story from the story wheel, and then we will make the draft of the story. First, we must spin the story wheel to get the keywords. You will write your own text by using story wheel and the spin-a-story writing prompt chart later on.

In whilst-teaching activity, students practice to use the skill that have been learned or can be integrated with other skills. The teacher applies the use of the spin-a-story writing prompt in order to make the students be able to write narrative text. By using this media, the students learn the story elements and generic structure of narrative text. In teaching writing narrative text by using the spin-a-story writing prompt, there are 5 steps in whilst teaching, such as observing, questioning, associating, experimenting, and networking.

In observing, teacher begins to explain the material by using the spin-a-story writing prompt. The teacher guides a student to spin the story wheel as an example to the others. The students observe the elements of story in the story wheel, where are characters, setting, and plot and discuss it together. They can explore and combine each plot in the wheel in order to make an attractive conflict in the story. After the student spins the story wheel by guidance from the teacher, the student writes key words of selected text on the chart in the white board. The key words are related to characters, problem, and setting. Then, the teacher introduces each word to all students. It is crucial to explain the meaning of each word in order to increase the students’ vocabularies.

WHO (Character)	WHAT (Plot)	WHERE (Setting)
An adventurous child A grumpy old man A jeweled casket	A theft An arrest	A city centre at night

After that, the teacher leads the students to make questions related to the key words orally. This second step called questioning. It is expected that the questions that they make will be “*What is the name of the character going to be?*” “*What does the character look like?*”, “*What is the city going to be?*” or “*What is so special about the setting?*” These questions hopefully will add the details of the keywords in the form of sentences. The 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 is to make sure that the students understand the words. This way will make the students know how to add the details of their key words before writing a narrative text individually.

WHO (Character)	WHAT (Plot)	Where (Setting)
An adventurous child A grumpy old man A jeweled casket	A theft An arrest	A city centre at night
The child named Rover – He lived in suburban area – he always used backpack – the old man was rich but greedy – he had jeweled casket	There was a theft in the old man’s house – a group of thieves stole the old man jeweled casket – the child defeated the thieves – police came to arrest them	The city was desolate – it was 11 pm at night

Moreover, to make students get more understand, the teacher asks them to organize the sentences that they make together before in whiteboard and put the sentences into a draft. They have to focus on the ideas in order to make a well-formed narrative text. The details in the “who” and “where” columns will be in the orientation while the details in the “what” column will be in the complication and then end with the resolution. After they write by guidance of the teacher, the teacher shows the narrative text and then let students relates with their own final draft. The students can identify their mistakes whether in structure or the used of tenses. They are allowed to say their mistakes directly. In this *third* step (associating), the teacher once more explains the elements of the story, the generic structure, and tense that is

use in narrative text. So that, the teacher establishes students' actual development about writing narrative text by using the spin-a-story writing prompt.

Teacher : Alright, students. Narrative text is a kind of text which tells a story based on a series of events. Generic structure of narrative text usually has three components: orientation, complication, and resolution. Orientation is placed in the first part which tells about characters, place, and time (setting). Then, complication tells about how the conflict is happening in the story. The last is resolution which leads the main character to a solution of his or her problem. Narrative text uses simple past tense and focuses on specific participant.

This is the the sample of the text:

An Adventurous Child

Once upon a time, there was **an adventurous child** named Rover who enjoyed engaging in an adventure. He lived in suburban area and always used backpack everywhere he goes. He always wanted made an adventure in **a city centre at night**.

One day, Rover decided to embark on an adventure into the city centre because he bored to spend all day at home. The city was desolate because it was 11 pm at night. When he passed in a big house, suddenly he found what he wanted. There was **a theft** in that house. The **old grumpy man** who was rich but greedy had his **jeweled casket** stolen by a group of thief. Rover went into the old man's house and did a trick to the thieves to help the old man. It took him 10 minutes to defeat the thieves with the tools in his backpack. He called 911 and soon the police came to the house to **arrest** the thieves.

The old man felt relief and Rover finally discovered what he truly valued more than adventures, helping people that need your help!

= Characters
 Plot
 setting

Generic Structure

- Orientation
- Complication
- Resolution

As a result, the students will get more understanding about the concept of writing the text that they are going to do by associating the text that they have written together with the media and the material from the teacher. After getting more understanding about how to write the text by using this media, the students will come to the experimenting step.

In experimenting step, the students will try to create a narrative text independently. The teacher again invites all the students one by one to spin the story wheels to help them get the ideas of the story. This time, the teacher should allow them to spin more than once until they find the character, plot, or setting that they feel most comfortable to write about. In case the students do not understand about the topic's keywords that they get, the rule of the teacher here is to help them by explaining a little bit about those words. The next thing that students are going to do is elaborate the keywords from the wheels. Here is the copy of the spin-a-story writing prompt chart is used by the students. The teacher distributes photocopies of the spin-a-story writing prompt chart and let the students to write their own text. The teacher encourages the students to invent details about their characters, plots, and settings and write them down on the chart. In this stage, the teacher should always monitor the students work and help them if they get stuck in elaborating.

Furthermore, the teacher asks the students to organize the ideas and write a draft. The students once again have to focus on their ideas and later put them down on blank paper or exercise book. The details in the "who" and "where" columns will be in the orientation while the details in the "what" column will be in the complication and then the resolution. Thus, each student will produce a well-organized narrative text.

The last and important thing to do is revise and polish. The teacher and students discuss together about the result of each student's writing. The teacher helps students to revise their writing by discussing their strong points and areas where they need more work. For example, check the spelling, punctuation, grammar, and generic structures. After discussing, the students edit and revise their writing to be the final written product.

The last step is networking. The students will present the narrative text that they have been written orally. The students' final writing will be read aloud in front of the class in order to share it to the other students. The teacher and other students give feedback and confirmation about the performance of the presentation. The best story is the winner and will be published in school magazine.

The last phase is post-teaching activity. In this activity, the teacher and students conclude the lesson together and do the reflection toward the learning process and achievement. The teacher reviews about the lesson that has been done which is about writing narrative text. Then, she/he gives homework so that the students can also practice to write a narrative text at home. Finally, the teaching processes of narrative text which based on the three phases are done by the teacher and the students.

There are some advantages in teaching writing narrative text to junior high school students by using the spin-a-story writing prompt. The first advantage is that the spin-a-story writing prompt provides the students with writing topics and also steps in writing a story. The students will not be confused anymore about what they are going to write since the media serves them with many ideas to write down on the paper. The second advantage is that this media can inspire the junior high school

students which are still reluctant in learning writing. However, the spin-a-story writing prompt is a kind of media which also consist of attractive pictures and simple steps to follow. The students who are still reluctant to write will enjoy it because they are attracted by the method of using this media. The third advantage is that this media will create a satisfactory outcomes because the students are asked to follow the steps in the chart; adding detail of each story elements in every column and later put them in paragraph where the story elements belong. The last advantage is for the teacher. This media can generate a writing assignment for the whole class. Therefore, this media is really beneficial for the teacher to make the students create a writing assignment.

However, there is a limitation in teaching writing narrative text by using this media. Since the standard number of the students in a class that the teacher will be taught is about 30 students, this media should be big enough so that all the students can see it when the teacher introduce how to use it in the front of the class. The teacher should print the story wheel as big as possible; at least the keywords on the wheel can be clearly seen until the back of the class. On the other hand, there is another option, for example by giving each of them a story wheel yet it required a lot of work. One big story wheel is better rather than giving them a small story wheel one by one. Finally, the choice is again back to the teacher. He/she must be good at preparing the media for the students.

C. CONCLUSIONS AND SUGGESTIONS

Based on the discussions of the previous chapter, it can be concluded that the spin-a-story writing prompt is a good writing media in developing junior high school students' writing ability. It is very easy to be applied in writing narrative text. This media will make reluctant students want to write because the story wheel is fun to be used and offers them with many interesting choice of story elements. So, the students will be more creative in combining and developing the ideas of the story in written form. Moreover, the students will figure out that it is simple to develop the ideas into good paragraph and get more understanding about the structure of narrative text because of the story chart and steps that they follow. In summary, the problem that the students face in writing could be solved by this media.

There are some suggestions to the English teachers at Junior High School in order to improve the students' ability in writing narrative text. First, the teachers are suggested to use The Spin-a-Story Writing Prompt as an alternative medium in teaching writing narrative text. Second, the English teachers are suggested to give home assignment for their students. The students can produce another narrative text that is expected to be better than the previous one since there is less pressure at home. Third, the writer expects the English teachers to be selective and use the proper material in teaching writing narrative text by using the spin-a-story writing prompt. The teacher can help students in writing narrative text by using this media if he/she prepares it carefully before come to the class.

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