

TEACHING WRITING NARRATIVE TEXTS BY USING THE PICTURES OF POP- UP BOOK AS A MEDIA TO JUNIOR HIGH SCHOOL STUDENTS

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Abstrak

In education, English has been a compulsory subject for students to learned. One of the skill that student must be achieved is writing. But, there are some problems that students faced in order to the students find difficulties in writing. In this paper, the writer explains some problems in the students' writing activity. First, the students do not motivate in developed writing skill. Second, the classroom atmosphere does not support students in writing and find the ideas. Third, the students do not find the inspiration in writing. Because of that, the writer introduces the pictures of "Pop- up book" as a media to help students ability in writing. "Pop – up" have a meaning as appear. So, "Pop – up Book" is a one of media of pictures book with the appear pictures when the book are opened. Pictures through Pop – up Book" can be a stimulus for students in developed writing ability in English. In this paper, the writer choose narrative texts as a text that will be used in teaching writing by using the pictures of "Pop – up book". The writer also explain about the preparation if the teacher want to design pictures story through "Pop – up Book", how the teacher use the pictures of "pop – up Book" as a media, and how the students attractive in learning,

Keywords: *Teaching writing, a Narrative text, Pictures, Pop – up Book*

INTRODUCTION

Writing is one of skill that every students must be able to achieve. In Junior High School, the students have learned English from the first grade. It is because English has become one of the compulsory subjects in Indonesia curriculum. For students which do not use English as native language, English can be unfamiliar language especially in Indonesia. English teachers have responsibility in making their students able to write in English. However, writing is widely believed to be the most complex and difficult one.

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For Junior High School students, they should get competences in writing which is integrated to several text types, for instance writing narrative text. In fact in writing activity, Junior High School student have at least three problems. *First* they do not have inspiration in writing. As a foreign language for students, writing in English becomes difficult thing to do. Because of the differences of word, student can be hard to think and remember what the word must be use in writing. Many students cannot get and generate their own idea. Sometimes they have, but they cannot express it in their own sentences. *Second*, the classroom atmospheres does not support student to create the idea in writing. The classroom atmosphere makes them fell boring with the result that the students cannot catch the idea to make a text. *Third*, there is not innovation in using Media when teaching writing for students. Because of those problems, students be pasif to learn, then they make crowded the classroom condition, so the students do not concentrate in learning writing. As a result student make incoherence sentence to write a text when writing process happen. In sum up, students need new thing to guide them get the idea to make a text.

Commonly, writing is still dominated by teacher in the classroom, and the students follow the text examples to do writing activity as task. Based on those, teacher should be creative to increase writing skill of students (Hedge 2010: 9). Media can be a solution in teaching writing to students and be interesting activity when classroom activity created by using media. To cover the problems above and make the teaching learning process more interesting, the teacher should use an interesting media that make student enjoy and not afraid of making mistake in writing, especially writing narrative texts. One of the interesting media is the pictures of “Pop – up Book”.

There are many definitions of writing, According to Dagher (1976 : 9) writing is thinking of paper. Thinking is mind at work, finding facts, seeing relationship, testing the trught of them, reaching conclusions, and forming opinions. Based on this statement writing is one of activity which need time to produce a huge variety of ideas. Based on Chakraverty & Gautum (2000) writing is an important part of language learning, is essentially a reflective activity that requires enough time to think about the specific topic, to analyze, and to clasify any background knowledge. Another linguist, Hyland (2004: 09), explains that writing is a way to share personal meanings. The people will construct their own opinion views on some topics. Based on those statements, writing is one of macroskills that must need time to expresses the ideas from object that become a topic. Writing also an activity that have to need time to make good sentences by the students' thinking, feeling, seeing.

Anderson and Anderson (1997: 8) say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Meanwhile, Percy in Permana and Zuhri (2013: 2) state that narrative is a type of essay that tells a story or a series of events in which they occur. 1). Orientation, in which the writers tells the audience about who the character in the story are,

where the story is taking place, and when the action is happen. 2). Complication, where the story is pushed along by series of events, during which we usually expect some sort of complication or problem to arise. 3). Resolution In a “satisfying“ narrative, a resolution of the complication is brought about. In conclusion, a narrative text is a text which contains a story ordered chronologically. The purpose of telling the story is to give meaning, and to entertain the readers. Generic structures of Narrative text are: 1) Orientation, Part when the story beginning, introducing the characters of the story, the place of the story begin, and when the story happen. 2) Complication, part which the characters find problems, it might be some event as problem in the story. 3) Resolution is the part of the story when the characters solve the problem.

Teaching media is an interesting way for teaching and learning in the classroom. Hamalik (1986) pointed out that the use of teaching media in teaching and learning can generate new desires and interests, to encourage motivation and stimulation and learning activities, and even brought a psychological influence on student. In learning process, media can be one of motivation to students to catch the materials of learning. The pictures of “Pop – up Book” are one of the media that can be used in teaching learning process. Research in teaching writing had been conducted by Oktrifiani and Syafei in 2013.

According to Jr et al (2014) “Pop- up book” or movable book are three dimensional that contain paper pieces that pop up or move when book is opened and fold completely flat when the book is closed. Furthermore, “Pop- up Book” are kind of type appeal for student because of their incongruity, they feel surprised by elements of the books. “Pop- up Book” always gives student about pictures too which can make students feel comfortable by looking picture as a source to writing. Strickland and Morrow (1989) state “Pop- up Book” are magnified or enlarged versions of students’s books, usually narratives and are considered to be one of the most effective ways of getting student involved with print. “Pop- up Book” contains Pop up objects and texts. Pop up Book can be used as a great media for helping students learn generic structure of text, observe the pictures and write the ideas on paper. The students’ confidences in using English and using pictures “Pop- up Book” creates a relaxing learning in the classroom atmosphere.

THE PROCEDURES OF TEACHING WRITING

In the procedures of teaching, the teacher can use the pictures of “Pop up Book” in the first meeting of teaching writing narrative text. Below is one model of teaching writing a narrative text by using Pop Up book as media in accordance with curriculum 2013. The procedure consists of three activities: a. Pre-teaching activities b. Whilst-teaching activities c. Post-teaching activities.

Pre-teaching Activity

In the first activity, the teacher and students do some activities to overview the lesson that going to be learned. The teacher asks the student to pay attention. All of these activities will follow:

Teacher : Do you know the story about fairy tales? Or fable?
The students : Yes, miss.
Teacher : Who can tell me about the title of the srotly?
Student :Snow white, Miss.
Student : Peter rabbit, Miss.
Teacher : Good. Today, we are going to learn about Narrative text.
The Students : (silent)
Teacher : Narrative text is a text tell about the story which contains chronologically events. Narrative text has generic structure: There are three generic structures of narrative text, they are: 1). Orientation, it is the Introducing of participants, place and time.2). Complication, it is part when problem of story arise. Sometimes, it is unexpectable event. 3). Resolution, in this part the writer gives the end of the story.
Up today we are going to learn writing a narrative text by using Pop Up book. Now sit in pairs.

Whilst-Teaching Activities

In the second activity, it is the main part of teaching writing activities. Teacher begins to teach writing through pictures of “Pop Up book” as media. After activating the students’ background knowledge in pre-teaching, it will be easier for teacher to teach students. Based on curriculum 2013, whilst teaching activity is divided into five stages, they are observing, questioning, experimenting, associating and networking.

Observing

In observing activity, the teacher shows a picture related to the model of Narrative text. The teacher brainstorms student’s ideas by observing their background knowledge of narrative text, the story is The Ugly Duckling. Below is an example of The Ugly Duckling’s pictures of “Pop- up Book”.

The Ugly Duckling

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return.

However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey.

When the mother duck brought the children to the pond for their first swimming lesson, The huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly.

However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked.

The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself. One day, the ugly duckling ran away and hid in the bushes. The sad duckling lived alone through the cold and snow winter. Finally the spring flowers began to bloom.

While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear. These beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills.

As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swan" he exclaimed.

He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

From the text and pictures of “Pop- up Book”, the teacher may ask students to observe the generic structure of the narrative text. For example, the students observe the characters in the story of The Ugly Duckling. The possibility instruction that will happen is:

- Teacher : Can you read the text?
 Students : Yes, Miss!
 Teacher : What the title of the story?
 Students : The title is The Ugly Duckling Story.
 Teacher : Very good. Who are characters of this story?
 You can read the text and see the pictures.
 Students : The characters are, Mother Duckling, little ducklings.

Questioning

In questioning activity, the teacher gives the chance for the students to ask about the generic structure and linguistic features of the text that they still do not understand. This activity is to build student’s curiosity, interest and attention. Besides that, questioning section will build students openness in giving and accepting the opinion and make their vocabulary becomes richer.

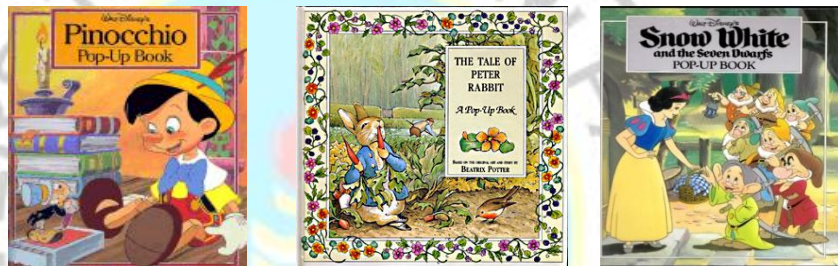
- Teacher : well, after we see the story, what do you think? There are thing that you don’t understand ?
 Student : Miss, I want to ask about what the meaning of “felt” Miss? I don’t find it in the dictionary.
 Student : There is not the meaning of sat in dictionary too, Miss.
 Teacher : Very good question. Felt is merasakan. Felt is past tense form Feel. (The teacher write in the white board some example of past tense form)
 Teacher : if you make narrative text you must use past tense. You have to change the V1 to V2. For example, Feel to be Felt. Make to be Made. And see to be saw. (point out the finger to the word in whiteboard). So, can you find this meaning from V1. Now, open your dictionary to find those verbal word.
 Student : I found, Miss. The meaning of made is membuat, Miss.

In this activity, teacher explain the curiosity of student based on text. The conversation below, it is one of the possibility event that are going to happen. Student might ask the teacher about the verbal word that student do not find in dictionary. Based on that, student can get richer their vocabulary about verbal word.

Associating

In associating activity, the teacher and students make a narrative text together. The teacher gives some “Titles” to be chosen by the students. For example, the titles are: Alice in wonderland, Little red riding hood, and Pinocchio. The teacher and students choose the book that has been provided by teacher. For instance, the teacher and students choose the title “Pinocchio “. Teacher use Pinocchio Pop Up book, with the pictures illustration.

Teacher : Ok students, let’s write a narrative text by using Pop Up book.
I have some titles. Which one do you like? (showing some books)



The students :Pinocchio, Miss.

Teacher : Well, lets we start open this book. you will write what the picture story turn up. Don’t forget to write the title first. Have you finished?

The students : Yes, Miss.

Teacher : Good. Don’t forget to write all of the ideas that your friends and I said. Now, we open the first sheet. Well, what do you see?”

Experimenting

In experimenting activity, the students write a short narrative by using the picture book in Pop Up books in pairs. In dividing the students in pairs, the teacher has to make equal the ability of students for each group. One student will be a story teller, telling his or her result based on the titles and the question given by the teacher. The other students pay attention to their friend that is a story teller.

Teacher : Ok, now. You will try to make a narrative text by your pair. You can discuss your ideas together. How many pairs of you?

Student : We are ten pair, Miss.

Teacher : Good, now sit in your chair. Write the best ideas as you can when you see this Pop Up book. (teacher give the books to the student)

When the student do this activity, the teacher can attention to the students closer. If the student to crowd in the classroom, teacher can ask them to be careful in order to other friends do not hear their ideas.

Communicating

In communicating activity, the students in groups show the result of their writing by using Pop Up book. One of the groups present their writing in front of the class and other students give comments or question. The comments can be directly and written comments to group that had been presentation.

Teacher : have you finished? Time is out.
Student : Yes Miss.
Teacher : Ok, which pair will be the first read their result story?
Student : Me, Miss.
Teacher : Good. Come on, Adam.
(one of student stand up to read their story)

Teacher ask student to pay attention with the story are. When student read the story in front of the class, his friend (peer in pairs) will open the pop up book seem like the story. Then, the other student pay attention to their friend in front of the class.

Post-Teaching Activities

Finally, the teacher concludes or summarizing the lesson. To improve student's ability in writing a narrative text, the teacher gives individual home work that will be collect in the previous meeting or use questions about the the previous stories.

Teacher : What have we learned today?
Student : Pinochio, Miss.
Student : Narrative Text, Miss.
Student : The Ugly duckling, Miss.
Teacher : Excellent! Everybody are right. We have learn about Narrative Text.
What are the stories that you have been learn?
Student : The Ugly Duckling, Pinochio, Miss.

Before closing the lesson, the teacher gives chance to the students to give feedback about their knowledge so far in learning or give suggestion in teaching to improve their motivation more in studying. Then, the teacher tells about the

topic of the lesson for the next meeting in order to the students have preparation in every step of teaching learning process.

CONCLUSION AND SUGGESTION

Conclusion

Media is one of the solution to build student motivation in writing. This media is used to improve writing ability learning based on dayli aktivity that usually students know, such as story, or movies in television that can involve to the media, so that students can asy memories also catch the idea of the story. Using Pop Up book as media to improve writing ability can help student in teaching and learning process

It is suggested to the teacher to use Pop Up book as Media for teaching writing narrative text to Junior High School. It will be appropriate to give a chance for students to get writing ability. It is one of an interesting media for students. It only needs some pictures. It is suggested to teacher to explain clearly about Pop Up Book media and other media before stating to apply this in order to understand how to write a text in English, especially narrative text . The teacher choose interesting title about the text that will student make when they see the pop up Book in order to student can opening their mind to think the ideas of the text..

Suggestions

Based on the explanation in the previous chapter, the researcher suggests several points for the teacher

- It is suggested to teacher to explain clearly about Pop Up Book media and other media before stating to apply this in order to understand how to write a text in English, especially narrative text .
- The teacher choose interesting title about the text that will student make when they see the pop up Book in order to student can opening their mind to think the ideas of the text.
- The teacher should know anticipate of the weaknesses of using this media.

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