

DESIGNING NARRATIVE LEARNING MATERIAL AS A GUIDANCE FOR JUNIOR HIGH SCHOOL STUDENTS IN LEARNING NARRATIVE TEXT

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ABSTRACT

There are so many texts are be taught by the English teacher to their students. In junior High School level, starts at the seventh grade until nine grades the students will learn so many various texts; they are descriptive texts, procedure texts, recount text, narrative text and report text. Every text has different functions, generic structures and also grammatical features. It helps the students to differentiate between one text and others. In descriptive text, the students will learn how to describe people, things and place in specific, in procedure text, the students will learn how to make something and how use things, in recount text, the students will learn how to tell about their real experience in the past, in the narrative the students will learn how to tell some stories and in report text, the students will learn how to provide natural phenomena and non natural phenomena. Here, the researcher tries to design a narrative book, it means she just take one text, which is a narrative text. The researcher focus only take a narrative text because it has some kinds of stories, they are; Myth, Fable, Legend, Folktale and Fairy Tale. The book content is not only the narrative text, but complete with vocabulary and the exercises. The researcher also hopes that most of students love reading through many kinds of stories from narrative book from her narrative book design. Hopefully, after this book finished, it can help for students in learning text, especially for narrative text. It also can help the English teacher to explain narrative text briefly and easily.

Keywords: *Designing Narrative Learning Material, Junior High School Students*

INTRODUCTION

Junior high school students get new knowledge about learning English materials through genre or text types when they enter into Junior High School. They never get such English materials like text types before in elementary schools, so it is something new for them. And as we know that in elementary school curriculum, English material just become course material

or extracurricular. The students need work hard in learning many kinds of text since they enter in junior high school.

In learning some texts, the students get some difficulties in understanding so many new vocabularies and comprehending the meaning from text. The big problem too is the students do not understand well about the grammatical features. So, the English teachers need to

explain briefly step by step about the material to the students, starts from the function, the kind of tenses that will be used for the text, and also improve their ability in learning vocabularies, so the students will more understand about the content of text and also the structure.

There are so many kinds of text books or course books for teaching students in junior high school levels; it was made by the government or from the commercial book. It can be used as references in teaching the students, but the essential point is we have to recognize our students need. The students need here means the schools place, the students' competency, schools' facilities and also the teachers' competency. The explanation for the schools' place is it is located in the rural are or in the central city, for the students' competency means the students have high and good intelligence or not, it can be measure from written test, oral test and their creativity, for schools' facilities means the school provide some learning facilities or not to make their students can develop their knowledge skills, such as library, Language laboratory, Computer laboratory, etc. And then for teacher's competency here are the English teachers who have good capability in transferring knowledge, using good strategy in teaching and learning process and also choosing some good books as references in teaching their students.

Some English teachers are able to design their own learning materials because when they were as colleagues, they got a material named *teaching material developments* from their campus. In that material, the colleagues were trained and learned how to develop material become their tools in teaching. But in fact, only few of English teachers who has designed their own materials. It happened because they are

in a comfortable zone that is only use lembar kerja siswa (LKS) or the handbook was made by government or from commercial books. They do not want to take much time for design their own materials to their students, they just focus on how to finish all materials in one semester but they just ignore about their students understanding from their explanation. That's why the researcher wants to be an English teacher partner in giving a help for English teacher and especially students to learn English easily through her learning material design. The students will not only get clear explanation about what narrative is from the learning material but also they will learn some new vocabularies, interesting exercises and also enrich their understanding some stories around the world.

Designing learning material is a process for collecting some materials from some books or from some resources in the internet or other resources, then develops it become learning material that will be used in the classroom. As professionals, teacher should recognize when they have to make decisions about which activities to skip, which ones to modify and which one to change. In some cases, teachers need to develop new materials. Thus, it is necessary for teachers to have the ability in design learning materials, because every school has different students' need. And the good teachers need to recognize about their students' competence.

Language learning materials include anything that can be used to facilitate the learning of a language. Examples include course books, workbooks, videos, cassettes, graded readers and photocopied exercises (Tomlinson, 1998:2). In this article, materials are limited to printed texts used by the teachers and learners to facilitate language learning.

REVIEW OF RELATED LITERATURE

Narrative is one example of text types, generally it is called “genre”. Genre is a category of artistic, musical, or literacy composition characterized by a particular style, form or content (Merriam- Webster Collegiate Dictionary, 2003: 522).

Genre or text types are important to be learned by students. It differentiates one text from another. The students can improve their skills and also understand a text when they have known about the genre of the text. Each text type has its own social unction, significant lexicogrammatical features and also its generic structure.

The function of Narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The students have to know the generic structure (components) of a narrative. As stated by Hayland (2004) that “Genre offers writers an explicit understanding of how target texts are structured”. In a book Making Sense of Functional Grammar, it is stated that a narrative text has generic structures. They are:

- (1). Orientation: Sets the scene and introduces the participants
- (2). Evaluation: a stepping back to evaluate the plight
- (3). Complication: a crisis arises
- (4). Resolution: The crisis is resolved, for better or for worse
- (5). Re- Orientation: Optional

Freez and Joyce state that the text is any stretch of language which is held together cohesively through meaning (1998: 4). A text should be created in a correct form and appropriate manner according to the right context. A text is very common in our life since we always produce it whenever

want to communicate with others. A text can also be defined as any meaningful stretch of spoken or written language (Board of study: 97). It means that we use language to write, we imaginative and emotional response so that it can make the readers cry or laugh, thinks about theirs life or consider the beliefs (Anderson, 1997:3). From the explanation above, it can be concluded that a text is any meaningful stretch of language – oral or written.

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I. WHY THE RESEARCHER NEEDS TO DESIGN NARRATIVE LEARNING MATERIALS

Based on the real condition in the field, there are so many books related in teaching English book for junior high school level but not all English books are suitable to be used in teaching the students. And after the researcher observed some books which are used by some English teacher, there are no specific book contains narratives only. Because of that, the researcher needs to design narrative leaning materials, because narrative text is one of difficult text which is learnt by the students. Narrative text itself has some variant, they are; myth, fable, folktale, legend and fairy tale. The students sometimes are getting misunderstanding in differentiate from all variant. In fable stories, the students will learn some stories about animals’ stories, in Myth, the students will

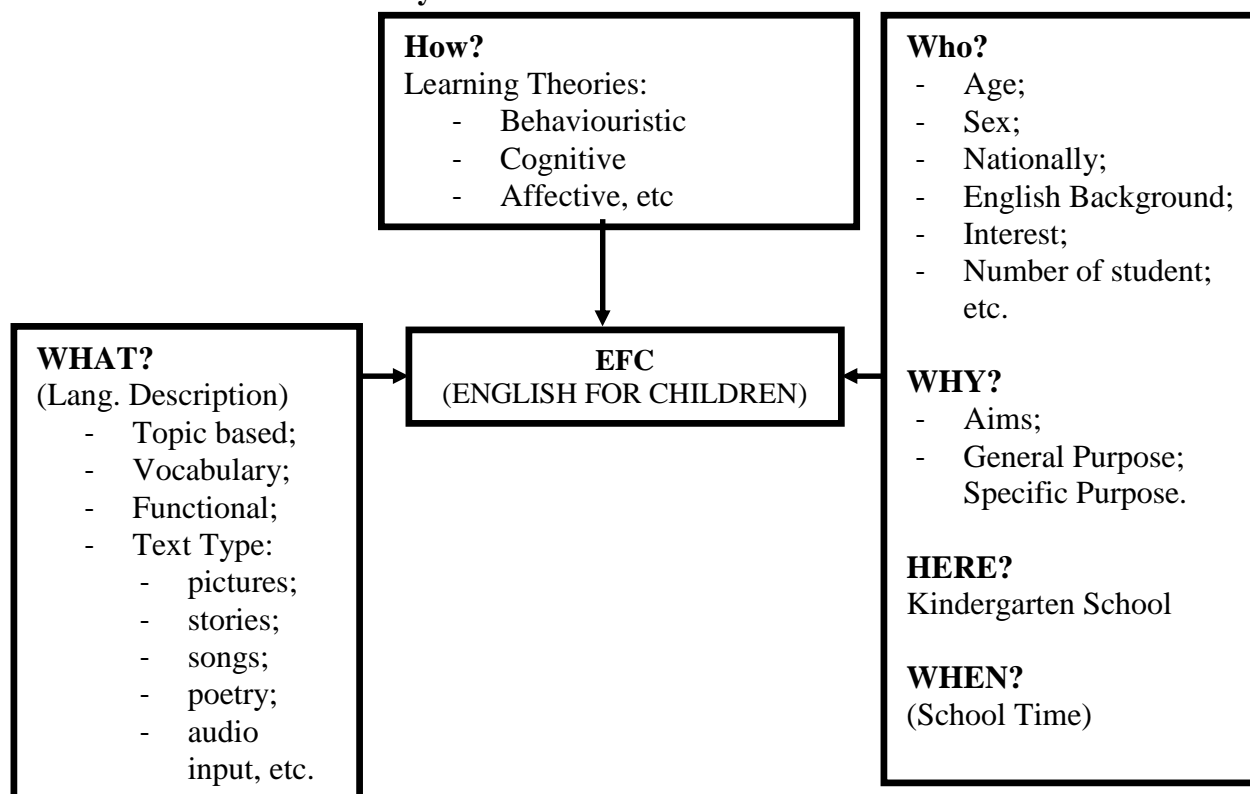
learn about some mythologist stories, and so on.

II. FACTORS TO CONSIDER WHEN DESIGNING LEARNING MATERIALS

There are some factors to consider when designing learning materials; the most important factor to consider is the learners. In designing materials, learner's interest, motivation and needs should be taken into consideration (Nation and Macalister, 2010:167). Designing materials needs consideration to meet needs, wants, and lacks. These consideration are usually covered what is called need analysis.

The diagram of needs analysis, as Hutchinson and waters (1987: 53- 63 states can be seen as follows.

Picture 1. Need Analysis



Need analysis involves questions with who, why, where and when. The first two main points important questions are those with who and why while other just follow them. In designing learning material, it is important to know who the students are, and their characteristics background, as Neil and Wiles (1990: 79) state “A good beginning for teachers is to find out some general information about their students (e.g., ethnic and family background, family status, parents’ level of schooling, religious orientations, and so on..”.

The curriculum and the context are variables that will impact on the decisions about teaching materials. Whatever the curriculum, it is the teacher’s responsibility to ensure that he materials are directed toward achieving the goals and objectives of the curriculum (Nunan, 1998). In some cases, some teachers only focus on how finishing the curriculum target in one semester, but they do not teach the students clearly. They teach as like as running for reaching the ball, so they do not do their best in teaching and learning process. Actually, the students are still confusing with the teacher’s explanation about one topic, but the teacher has changed to another topic. It becomes teacher’s responsibility to finish the material based on the curriculum but delivering the material clearly and accepted by the students easily.

The organization of the materials is important to make the teaching systematic. Course books are usually organized around a certain learning principle and follow a pattern throughout. The fixed pattern provides both teachers and students with some security (Harmer, 2001: 7). In designing learning material, organizing the material will make the material complete and easy to be learned by the students and give the clear direction. If teacher design the

material without organization, it seems like going somewhere without the goal.

The content in the learning material have to give interesting topic and also meaningful. The material designer should make the students are developed by the learning material. So, the content here, should be based on the students’ condition and situation in that school. Teacher may to use the learning material in the teaching – learning process continuously but the teacher are still need to guide their student manually.

III. THE NARRATIVE LEARNING MATERIAL MODEL FOR JUNIOR HIGH SCHOOL STUDENTS IN LEARNING NARRATIVE TEXT

Part One

The Smartest Parrot

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. “You stupid bird!” pointed the man to the parrot. “Why can’t you say the word? Say Catano! Or I will kill you” the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; “Say Catano or I’ll kill you”. The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the

chicken house. There were four old chickens for next dinner “You are as stupid as the chickens. Just stay with them” Said the man angrily. Then he continued to humble; “You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot”. After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill you”.

The Generic Structure Analysis

Orientation: It sets the scene and introduces the participants/characters. In that parrot story, the first paragraph is the orientation where reader finds time and place set up and also the participant as the background of the story. A man and his parrot took place once time.

Complication: It explores the conflict in the story. It will show the crisis, rising crisis and climax of the story. In the parrot story, paragraph 2, 3, 4 are describing the complication. Readers will find that the man face a problem of why the parrot can not say Catano. To fix this problem, the man attempted to teach the bird. How hard he tried to teach the bird is the excitement element of the complication.

Resolution: It shows the situation which the problems have been resolved. It must be our note that “resolved” means accomplished whether succeed or fail. In the last paragraph of the smartest parrot story, readers see the problem is finished. The parrot could talk the word which the man wanted. The parrot said the word with higher degree than the man taught the word to it. That was the smartest parrot.

The Moral value from the story

We may not to underestimate bird. An animal which has advantages, certainly also has shortcomings and do not simply exploit its advantages but also its drawbacks should receive.

New Vocabularies

- Bird (Noun) : Burung
- Parrot (Noun) : Burung Beo
- Angry (Adjective) : Marah
- Prick (Verb) : Menusuk
- Proudly (adverb) : dengan bangga
- Scream (Verb) : berteriak

Exercises!

Please answer the questions based on the story above.

1. Who had a wonderful parrot?
2. The parrot can not to say about where the man place was born. What is the place name?
3. Did the man try many times to teach the bird to say his place where he was born?
4. Why did he get angry?
5. Where did the man put the parrot after he got very angry?

CONCLUSION

Narrative learning material is much needed in the junior high schools, because there are no many course books or a book which is focus on Narrative text. Although there are some commercial English learning material, but sometimes it is not suitable for teaching- learning process in the classroom.

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