

**THE USE OF SHORT STORY AS MEDIA IN TEACHING NARRATIVE WRITING
SKILL AT THE THIRD LEVEL OF INSTITUT PRIMA BHAKTI (IPB)
PAMEKASAN**

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Abstract:

Writing is one of English skill. Writing is the most difficult skill to be mastered. The using of short story as media make the students easier to be the best writer. The researcher research the English teacher at IPB in using short story as media in teaching narrative writing skill. The purpose of this research are to know how the english teacher use short story as the media in teaching writing at third level of Institut Prima Bhakti (IPB) Pamekasan, second to know the students obtacle in using story as the media in teaching writing at third level of Institut Prima Bhakti (IPB) Pamekasan, and the third is to know the students responses the use of short story as media in teaching writing at third level of Institut Prima Bhakti (IPB) Pamekasan. The method used in this research was qualitative research. It was held on 20 June until 25 July 2016. In this class there were 12 students, 10 boys and 2 girls. The researcher used get the data are observation, interview, and documentation. The use of short story as media at IPB pamekasan is based by Ghasemy procedure there four steps in using short story in teaching narrative the first is pre-activities where students required to identify the new vocabulary a ttext of short story in group work, then discussed it in class. Second activities is comprehension work the teacher can help students prepare questions which can ultimately lead to the overall understanding of the text and explain narrative text. After that is Textual analysis and group work here the teacher started to ask the students to rewrite the story of the short story that their already disscussed. And the last is post-assignment or further task, the teacher asked the students to compose narrative text

Keywords: Short story, media, narrative, writing

Introduction

Writing is very important to teach in the classroom because it can be used to achieve the ability to write about our feelings,idea,opinion,and also to express anything which come into our mind. According to Jeremy harmer (2001:79) Writing is a form of communication to deliver through or to express feeling throught written form. In addition,writing also argues that it can be used as an indirect meansof communication to others to convey information activities is not easy to write because writing should be able to produce something new and can give your an idea or ideas to the reader through writing

According to Jeremy harmer (2007:112) There are many reasons for getting students to write,both in and outside class. Firstly,writing gives them more ‘thinking time’ than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing - that is thinking about the language - whether they are involved in study or activation.

For that reason,is writing skill should be learned by students,in accordance with the competence standard at the third level of Institut Prima Bhakti (IPB) Pamekasan.In respect to the problems mentioned earlier,the teachers need to adjust their media to student’s needs and create a short story as media to

writing skill ability. Therefore, it really needs creative efforts from the English teachers to conduct the process teaching and learning especially writing in this case so that students will be interested in writing lesson.

There are some possible causing factors that cause the students difficult to develop their writing skill : The first, the students are not interested to write the text or monologue that given by the teacher. Second, the students have limited vocabulary, so the students can not compose the text or monologue. The last, the students ability is different. From the some causing factors, the most dominant factor is the students are not interested to write the text or monologue that given by the teacher.

To create the students' interest in writing, we can use the media that attract the students' motivation and interest. Therefore the teacher should have comprehension about learning aid especially media. The word media come from Latin medium that has meaning "preface", the media if we take a large meaning is human, material, or even that build condition that can make the students be able to get knowledge, skillfulness, and attitude. In this case, teacher, book, and environment of the school are media (Arsyad, 1997:3). Because the media will help the students in getting the goal wanted by the students and the teacher, the comprehension as follow:

1. Media as communication tool to make teaching and learning more effective
2. The function of learning aids is to reach the education goal faster and more effective
3. This is as the background of teaching and learning
4. The relationship between the teaching method and education media

5. The value and the benefit of learning media in teaching and learning process
6. Choosing the aid to be implemented
7. The innovation effort in education media (Arsyad: 1997:2)

Thus, if the teacher has had good comprehension about the comprehension of learning aid above. So that, teaching and learning process which are conducted can run well and effective for the students. Because choosing appropriate media and suitable media for the students will make the atmosphere of the class will be more comfortable. The example of the media can be used by the English teacher is short stories. That is one of genre of writing text. Short story is a piece of fiction that has a limited number of words, only few characters and one theme.

Short stories allow teachers to teach the four skills to all levels of language proficiency. Murdoch (2002 : 9) indicates that " Short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency ". According to him, short stories could be very beneficial materials in ELT reinforcement by using them in learning activities such as discussion, writing, and acting out dialogues.

In this case to the using short stories very useful for writing skill especially in making narrative text. The use of short story in teaching narrative text is fun way, the student will write the story, where the short story is the text which has story so that the students have a curiosity about the story. So, the students will enjoy in their writing cause curiosity their self.

There are many kinds of text such as narrative, recount, report, procedure, explanation, and others. The third level at IPB students learn narrative and recount.

Therefore, in order to do the research, the writer choose narrative text. A narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener (Mark Anderson, 1997:8).

At the present, English is not only taught in specific material but also in text type material. There are many text types we know and one of them is a narrative text. A narrative text is given to the students that tell them about science and technology of information, fiction, entertainments, experiences and it encourages the students to talk about the opinions and the feelings. The students get moral value from the message of story. A narrative text has general education value and it helps the students to improve their language or even in the attitudes.

Based on the issue above the researcher had problem statements of the study as follows : (1) How does the english teacher use short story as the media in teaching writing at third level of Institut Prima Bhakti (IPB) Pamekasan?, (2) What is the students obstacles in using story as the media in teaching writing at third level of Institut Prima Bhakti (IPB) Pamekasan?, (3) What are some possible to overcome the problems faced by the third level of Institut Prima Bhakti (IPB) Pamekasan to the use of short story as the media in teaching writing at third level of Institut Prima Bhakti (IPB) Pamekasan?

Research Method

Based on the purpose of the research, the design used in this research is qualitative research. According to Hancock, Elyzabet, kate (2009:06) Qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the social world in which we live and why things are the way they are. Qualitative research tends to focus on ways of describing and

understanding reality by the discovery of general "laws"

The object of the study is the third level of Institut Prima Bhakti (IPB) Pamekasan. In this class, there are 12 students that consist of 10 boys and 2 girls students. The researcher takes to third level of IPB because the using short story as media in teaching writing skill explain about narrative text has been implemented for about three years ago in teaching writing skill. Therefore it is appropriate to know deeper about implementation. Writing skill itself whether it becomes the students new vocabulary, and can good writers.

This research used observation, interview, questionnaire, and documentation to collect data. To analyze the data, this research use some steps those are (1) organizing the data, (2) classifying the data, (4) verifying the data, (5) analyzing the data, and (6) making conclusion. All the data gotten by classified, because it makes the researcher easy in presenting the data. Classifying is used to make all the data are ready to present. In this step, the researcher classifies the data based on the result of observation, interview, questionnaire and documentation. In order to get the valid data, the researcher checks the data. By verifying the data the researcher knows the situation in the fact, what the students have done in the class, and what the researcher should do.

Finding and Discussion

1. The English Teacher Uses Short Story in Teaching Writing Narrative Text at the Third Level of Institut Prima Bhakti (IPB) Pamekasan

Based on observation at the third level of Institut Prima Bhakti (IPB), The researcher survey on 20 June 2016 until 26 July 2016, eight time to come in IPB. The first is seek approval to investigate in manager. The second, interview with the manager in Institut Prima Bhakti (IPB)

about the method and syllabus, lesson plan, and media used to teach. The third until fifth, the researcher did the research in IPB. The sixth until seventh the researcher ask for a list of names syllabus. And the last, the researcher make record inerview in the class with the teacher and students.

Mr. Dedi as the teacher at IPB Pamekasan said in the interview “I used Ghasemi strategy to teach my students in teaching narrative text by using shaort story as media because at the end of the lesson it acquired students to wite” . In the beginning of the lesson the english teacher conducted apperseption as the following;

As the transcript of observation conducted by the researcher as the following;

Teacher : Who is absent today class?

Students : Nothing sir,

Teacher : did you sleep just now?

Student : yes sir,

Teacher : That’s good, because sleeping is the start in order that we can be healthy and spirit to get lesson this afternoon, so who has given us health?

Student : Allah, sir.

Teacher : that’s right, and keep health ok class. Today we will study about narrative text, do you agree?

The goal of writing activity is to make the students get something and give information to others people, So, the English teacher should keep their interest in writing something that can add their insight by writing.

Short story is the way used by English teacher to provide direction the students' skill in writing because short story will give entertainment to the students, either the teacher tell the story to the students or the teacher gives short

story to the students which read by the teacher. So that, the students at the third level of Institut Prima Bhakti (IPB) Pamekasan can interest writing material given by the teacher.

Beside that the English teacher try to provide direction the students' skill in writing by giving them short story writing narrative this way used to help the students comprehend more about writing. So that, the students can be accustomed to write English. The English teacher give the examples of short story to the students because the goal of teacher is to make the students accustomed to write English, the successfulness of writing is if the students can read something well by using short story can make the students get progress in writing ability

The English teacher want to know the students writing ability. Writing narrative is an activity that can make the students get information then the students can deepen their knowledge through writing. So that, the students' activity should be useful for them not boring to them. And the teacher uses some technique to use short story as media”.

As we know that preparation and media are important to have as our first preparation before delivering the short story will be given because short story is key of the main activity used by English teacher at the third level of Institut Prima Bhakti (IPB) Pamekasan.

In the first observation, the activity conducted to make the students has more comprehension of writing. So, the teacher give short story entitled “Fairy tale”. The teacher divided the students into groups. The teacher ask them to read the short story and to find the difficult word. Then, they shoud make list of difficult words, after that they discussed it in their own group. The teacher ask them to reread and interpret the short story. So that, the student can understand or comprehend that short story.

In the second observation, the teacher tell the students back with group to reread that short story. The English teacher gave 30 minutes to discuss about that short story in their groups in that short story. And the last activity, the English teacher commanded the students to rewrite that short story of “painting the wall” .the students should presented in front of the class And the last the teacher explain about definition of narrative text, the purpose, and generic structure in narrative.

At the next meeting the students discussed the result of their writting, he also corrected the students’ work and also checked their understanding about narrative. The teacher asked the students to write narrative story. Because the teacher want to know the ability students in writing. Next, the teacher asked the students to recheck. And the last, the students read that short story in front of the class.

Based on finding, the researcher get have examined the teacher use short story as media in teaching narrative writing skill at the third level of Institut Prima Bhakti (IPB). Before the English teacher conducted the activity, the teacher prepare for media to be given the students and make a groups. The teacher asking the students to make a groups, that the way make a students more relaxed to learn. There are the ways the teacher to use short story as media. Because, by media the students will not bored with the lesson.

Writing assignments based on the assigned short story enhances the students' involvement with the text and encourages them to think about, re-read, and further explore the text. Tierney and Shanahan (Ghasemi:2013) confirm that recent researches have indicated that writing tasks as a follow up activity promote better learning and comprehension compared to reading alone; they lead to long-term recall of text content. It is suited with what did the

teacher used in teaching writing narrative text Teaching Writing Narrative Text at the Third Level of Institut Prima Bhakti (IPB) Pamekasan. The teacher used the A systematic teaching strategy by Ghasemi:2013 for the use of the short story to improve reading an writing skills can include the following stages because the final aim is to enable students to write :

- I. Pre-reading activities: to provide students with vocabulary exercises and cultural background
- II. In-class oral reading: to improve oral and spoken abilities
- III. Textual analysis and group work: to improve reading comprehension and small scale writing tasks
- IV. Post-reading assignments: to establish the acquired knowledge and improve more comprehensive written skills.

The teacher give the examples of short story to the students as pre activites because the goal of teacher is to make the students accustomed to write English, the example of the short story used by the teacher to train students writing ability as as second strategy in “In-Class Oral Reading”. And then as the third strategy “Textual Analysis and Group Work”to establish the acquired knowledge and improve more comprehensive written skills, the teacher tell the students to look of the words in a dictionary, it can make the students easier to interpret that short story, and the teacher tell the students to write by own words that short story. The last strategy is “Post-reading assignments” , the teacher tell to students check the result the students task , in order to know which is right or wrong way to wite words.And the last, the students tell the students reread that short story in front of the class.

2. The students’s obtacle in using story as the media in teaching writing at

third level of Institut Prima Bhakti (IPB) Pamekasan

Every effort conducted by the English teacher in the class especially the English teacher implementing short story as media at Institut Prima Bhakti (IPB) Pamekasan had obstacle. The obstacle faced by the students of Institut Prima Bhakti (IPB) Pamekasan is making the students know how to write which are given the teacher because some of the students' is still at the junior high school so that they have lack of vocabularies. Many students get difficulty when they try to write that short story based on the students imagination.

As result students lack vocabulary at Institut Prima Bhakti (IPB) Pamekasan as the following;

Student 3 : Apa artinya Heard sir?

Teacher : Heard itu mendengarkan

Student 6 : Kalau Repaint sir?

Teacher : Repaint is mengecat

Student 4 : What is the meaning of lower?

Teacher : Lower is menurunkan

Student 2 : Brush sir?

Teacher : Brush is sikat.

The researcher concluded that to the students lack vocabularies. The teacher must help the students to give their task to train ability students in writing.

We have known about the kinds of difficulty the students. There is obstacle at the third level at Institut Prima Bhakti (IPB) get difficulty in write short story by own word. It happen when the English teacher gave the task. Because the students have little vocabularies, it means that the students did not know what the meaning the word themselves in their task and the students looked for in the dictionary and ask the teacher. The students translate word by word so that the students perceive misunderstanding. In addition to using a dictionary and ask the teacher about the meaning, the

students use google translate in their handphone.

3. Students' response about the use of short story as the media in teaching writing at third level of Institut Prima Bhakti (IPB) Pamekasan.

The used of short story as media in teaching narrative in writing used by the English teacher of Institut Prima Bhakti (IPB) Pamekasan, the students had many responses and conducted by the researcher that the students' responses were various some of the students confuse, but the students feel comfort and some of the students feel happy or fun, when the researcher ask to the students.

As a result of interview researcher with students as following :

Teacher :Ok, before I close this meeting, I want to ask you one by one about this material

What do you felt if you learn about this text?

Student 1 : I'm comfortable to this material, because I have many vocabulary. And knew differences legends and fairy tale

Student 2 : I'm confused, because I have little vocabulary, but I'm happy study short story.

Student 3 : I'm glad, I came to know the difference legend and fairy tale

Student 4 : I'm happy too, because I have many vocabulary

Student 5 : I'm confused, because I have little vocabulary

Student 6 : I'm happy, because I came to know the goal of writing and the examples of short story

Student 7 : I'm confused and happy. Because I have little vocabulary and I came know to difference about legend and fairy tale and the exmples

- Student 8 : I'm so glad study this material, because I have new vocabulary*
- Student 9 : I'm confused about the meaning*
- Student 10 : I'm confused, I have little vocabulary*
- Student 11 : I'm happy for this material about short story*
- Student 12 : I'm happy study this material. Because I have little vocabulary*

Based on interview above it can be concluded that the student's responses are various namely: confuse, but although they feel so happy and comfort. The students are motivated and spirited to study and write in that short story which given by the teacher.

And it is suitable with the goal of learning namely; make the students enjoy what they learnt and the learning conducted should be related with the students' real life.

It can be proven by the existance of the students response at Institut Prima Bhakti (IPB) Pamekasan where they like the activity although at the first time they feel confuse.

CONCLUSION

The use of short story as media at IPB pamekasan is based by Ghasemy procedure there four steps in using short story in teaching narrative the first is pre-activities where students required to identify the new vocabulary a ttext of short story in group work, then discussed it in class. Second activities is comprehension work the teacher can help students prepare questions which can ultimately lead to the overall understanding of the text and explain narrative text. After that is Textual analysis and group work here the teacher started to ask the students to rewrite the story of the short story that their already discussed. And the last is post-

assignment or further task, the teacher asked the students to compose narrative text through the following stages, namely the planning stage, the implementation stage and the reporting stage, which are then entered on the website by the madrasah education section.

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