

TEACHING READING A NARRATIVE TEXT BY USING MOVIE MAKER AT JUNIOR HIGH SCHOOL

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ABSTRACT

The learning of reading a narrative text for junior high school is not easy because the students faced difficulties to understand what the meaning of the text being read. The aim of this paper is to describe how to teach reading a narrative text by using movie maker application. Movie maker is motion picture media that can make teaching and learning more interesting and students will understand the meaning of the text easier. The teacher uses movie maker media while teaching reading in order to make the students comprehend a narrative text easily. The procedures of teaching reading by using movie maker are preparation, pre-teaching, whilst teaching and post teaching. In preparation, the teacher prepares the material, media and lesson plan. In whilst teaching, the teacher explains about narrative text and shows of the movie maker related to a narrative text story. The last, in post-teaching, the teacher concludes the lesson and gives the task to the students in order to make whether the students understand or not about the material has done.

Keywords: *Teaching reading, a narrative text, movie maker.*

INTRODUCTION

Background of the Problem

Reading is an essential skill for students of a foreign language. It is the way to get information and knowledge from a text or book in which knowledge and science are found. By reading, students can increase their vocabularies and entertain themselves. By strengthening reading skill, students will make a better progress and development in learning English. In short, reading is important for students to develop their speaking and

writing skills. Yopp and Yopp (2001) state that reading can develop students' ability to learn through a text; to expand their ability to think broadly, deeply, and critically about ideas in the text. Using a suitable text for students will motivate them to read and increase their interest in reading.

Teaching reading which is commonly used from time to time is too simple and monotouns, for example the teacher asks the students to read the text and then if the students find difficult

words they consult dictionary. Then the students use dictionary in order to understand the content of the text. Furthermore, the students only understand the meaning of the individual words without understanding the text. Next, the students did reparation in reading; it means they read over and again to understand the text more, they also spent long time for one text. So that, the result of the students comprehension in studying is still weak.

Actually, there are many ways that can be used in teaching reading to encourage students' motivation to read and comprehend the text. Movie maker media can help the students to comprehend the text, since it uses interesting moving pictures. So, the movie maker is one of the ways that can be used by the teacher in reading activities, especially in comprehending narrative text at the junior high school classroom. By using appropriate and interesting application and media in the process of teaching and learning English at class, it is expected students will be easy in receiving message materials from the teachers. Movie maker is a media in teaching reading in the class especially to comprehend of narrative text. Therefore, by using the movie maker as a media of teaching reading for junior high

school students, it is expected that students will enjoy learning reading.

Purposes of the Paper

The purposes of writing this paper are:

1. To describe the use of movie maker as useful media in teaching reading at junior high school. These media is expected to lead the process of teaching reading to be better.
2. This paper is also aimed to fulfill one of the requirements to get srata 1 (S1) degree at English department, Faculty of Teacher Training and Education Bung Hatta University.

Organization of the Paper

This paper consists of four chapters. The first chapter is an introduction consisting of the background of problem, purpose of writing paper and organization of paper. Chapter II deals with review of related literature; This chapter has four sub-topics namely: reading skills, teaching reading, narrative text, and movie maker. Topic on of reading consists of three sub-topics. They are the nature of reading, strategies of reading, and reading comprehension. Topic on teaching reading consists of two sub-topics. They are teaching reading strategies at junior high school and teaching narrative text. Topic on narrative

text cover one sub topic namely the nature of narrative text. Topics on movie maker consist of three sub-topics. They are concept of movie maker, steps of movie maker and advantages of movie maker. Chapter III deals with the teaching reading procedure of narrative text by using movie maker. It comprises pre-teaching activity, whilst-teaching activity, and post-teaching activity. Chapter IV consists of conclusions and suggestions.

REVIEW OF RELATED LITERATURE

Teaching Reading

Teaching Reading Strategies at Junior High School

According to Antoni (2010:41:43) teaching reading comprehension is an activity that involves three strategies, they are:

(a) Pre- Reading

In this stage, the activities carried out brainstorming. Brainstorming is a method to create a lot of ideas about. Topics during this event, students are encouraged to call the words, knowledge and experience relevant to the text, the relevant language and the meaning of hope. Activities are sorted next picture gives an overview. This is an activity that is related to the text and provides relevant background knowledge.

(b) Whilst Reading

Reading aloud reading silently that involves in this stages. There are two types of reading aloud: reading aloud to the students that can be used as an opportunity to bring students into the popular culture and the opportunity to challenge the text and read by students is each student with one another to develop class cohesion and encourage students about the text. The next activity is the teacher to do is read silently. Silent reading that is specially reading comprehension aims to focus on getting meaning from print. Also is proposed a re-read to check comprehension as one of current activity in reading comprehension.

(c) Post Reading

This stage is to evaluate the activities of teacher in the students understanding of specific tasks. The teacher can perform such activities; scanning question, summarizing, students goals, and follow-up. Additional, further activities of teacher is to provide an accurate assessment of students' understanding and skills development.

In decree of the Minister of National Education No. 81A year 2013 (Kepmendiknas No. 81A/2013), there is a standard process in teaching and learning in the classroom. It has some procedures

that the teacher can use in teaching at Junior High School. They are pre-teaching activity, whilst-teaching activity (observing, questioning, experimenting, associating, and networking), and post-teaching activity.

Pre-teaching activity is placed in the beginning of the teaching learning process. The purpose of this stage is to prepare the students receive their learning. Teacher introduces the purpose of the lesson in this activity. This activity is to recall students' background knowledge about the topic of the lesson. This activity is very important to the way of learning process. This activity will help students picture what they are going to learn. Thus, they will be more prepared to face the lesson.

Whilst-teaching activity is the main of learning process. In this activity, the students learn about the lesson. This activity requires students to participate actively. This activity consists of observing, questioning, associating, experimenting and networking (Scientific Approach).

Observing is a kind of meaningful learning. Here, students and teachers are provided with objects, real objects, or phenomena. Students are directly involved in learning. It helps teachers to contextualize students' learning in the classroom. The second step is *questioning*.

It is a powerful teaching technique that has been used for years since it was firstly introduced by Socrates. Research indicates that questioning is second only to lecturing in popularity as a teaching method and that classroom teachers spend anywhere from thirty-five to fifty percent of their instructional time conducting questioning sessions.

The term "associating" used in Curriculum 2013 is more appropriate than "reasoning". "Associating is to describe teachers and students" active participation in the classroom. Of course, students must be more active and are given more opportunities in learning. Associating is the process of thinking logically and systematically over - the empirical facts that can be observed in the form of knowledge to obtain conclusions. To get the real or authentic learning, learners have to do experiments. For example, students should understand the concepts of science and its relation to everyday life. Learners must have the skills to develop knowledge about the environment, and be able to use the scientific method and scientific attitude to solve the problems they face in everyday life.

Networking is also called collaborative learning. For teachers, the collaborative learning function is more directive oriented in which the teachers are

managers in the students learning. Here, the students are those who are active. In a collaborative situation, the learners interact with empathy, mutual respect, and receive a deficiency or excess, respectively. This allows the learners to face various changes and challenges to learn together. (Suharyadi 2013)

Post-teaching activity is the last activity happens in the classroom. In this activity teacher will summarize or conclude the lesson. The assessment also appears in this last activity. Teacher also asks for feedback from the students about the lesson. In other words, teacher plays important roles in this activities.

Based on the explanation above, it can be concluded that reading activity has three stages. First, pre-teaching activity which the teacher prepares the students for having lesson by explaining the goal of the lesson. Second, whilst teaching activity is the activity where the students see the model of the text from the teacher, learn the material and do the task given. Last, post teaching activity involves the students and teacher to evaluate what they have already done.

Teaching Narrative Text

According to *Curriculum 2013* in Indonesia, junior high school students are expected to master narrative text as one of

five types of monologue text. To accomplish this expectation, teacher has to teach students with the purpose to make students are able to comprehend of narrative text effectively by following some teaching procedures.

Narrative text begins to be taught in Junior High School in second semester, grade two. The standard competence of teaching narrative text is that students can express the meaning of the text that is very simple short essay in narrative form to interact with the immediate environment. Furthermore, the basic competence that students have to fulfill is express the meaning and rhetorical steps in simple short essays using a variety of written language accurately, fluently and acceptable to interact with the immediate environment in the form of narrative text.

Narrative Text

Gerrot and Wignell (1994) 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. Moreover, Anderson and Kathryn (1997) also say that *narrative* is a story in a text that entertains and informs the audience. The basic purpose of a narrative text is to entertain also to gain and hold the audience's interest in a story.

The main function of narrative text is to entertain the audience. Audiences are interested in reading or listening to the conflicts that are be faced by the main characters and eager to find the resolution at the end to the story. Because narrative text is made by combining the experiences of human and imagination, it is become one of favorite type of text that people read.

Anderson and Kathryn (1997) state that a good narrative has to make the reader or listener can imagine: what characters look like, where the action is taking place and how things are happening. Narrative has to make the audience pictures clearly about the story. Not only picture the story but a good narrative has to bring audience involve emotionally to the story. If a story success to make the audience involve to the story, that narrative can be considered as a good narrative.

From all of those experts', it can be summarized that narrative is a story mostly read by people. Its purpose is to entertain people. At the end of the story there will be the resolution of problems that are faced by the main characters. A good narrative text will make the audience imagine the story including the characters, place, and events that happen to the main characters.

As the other text types, narrative text has special characteristics in form of generic structure and language feature. Generic structure of narrative text consists of five parts. According to Gerot and Wignell (1994), the first part is called orientation. Orientation part introduces the main characters and setting. The second part is evaluation as the part of evaluating the problem. And the next part is complication. This stage will be the plot of the story. Anderson and Kathryn (1997) offer sequence of events as the next stage of narrative text. This stage shows how the characters solve the problem. And at the end of the stage there will be resolution where the problem faced by the main characters resolved. There is another text that offers by these experts, that is re-orientation. But this stage is considered optional. However, Knapp and Watkins (2005) offer more simple stage of narrative text. They are orientation, sequence of events, and resolution. This generic structure is intended to simple narrative.

Furtherly, Knapp and Watkins (2005), state that besides the generic structure, a narrative text also has language features. In general, narrative text has four language features: (1) focus on specific and usually individualized participants. It means narrative text only focus on main characters. (2) Using action verb. Narrative text uses mostly action verb

because narrative text sequencing people and events in time and space. (3) Using temporal conjunction and temporal circumstances. The examples of temporal conjunction are firstly, then, next, after that, mean while, at that time. And the examples of temporal circumstances are once, a long time ago, once upon time. (4) Using past tense. Narrative text commonly uses past tense because the setting of the story is almost always in the past.

In summary, narrative is a text that comes from the problematic experience of the writer and has a purpose of entertaining the audience. The basic generic structure of narrative text is orientation, complication, and resolution. As for the language features, narrative text usually uses action verb in past tense. Narrative text always use temporal connective to relate each of events.

Movie Maker

Concept of Movie Maker in Teaching Reading

Supriadi in Samsukur (2013) states that movie maker is one of motion picture media. Movie maker is a simple video editing program and designed for PC to make home videos. Movie maker is used to catch the audio and video from video camera, web cam or from another video

resource, and then edit the result of video catch become movie.

Furthermore, Coleborne (2011) declares that windows movie maker is the video editing program that is included with windows. Windows movie maker allow us to quickly build a personalized movie that incorporates video, still images, background music, and narration. This movie can be customized further by adding titles, transition, and video effects.

Based on the theory above, the writer concludes that movie maker can be use by the teacher to design the English learning material. The teacher can choose the picture, narration and music that suitable with the students need.

Steps of Movie Maker

Based on Curriculum 2013, the implementation of using media in while teaching reading activity:

1. Observing

In this stage, the teacher shows the media that are related with the topic, such as someone's holiday to the students through projector. It will help the students comprehend the lesson easier. In this process, the students' job is to observe that media. Whereas, the teacher's job is to guide what should has be observed by the students. It is expected that the students will be able to follow the guidance of their teacher so that they can find out the material that will be learned in that day.

2. Questioning

The teacher gives the question to the students about the movie maker that they have already watched. It has function to develop students' critical thinking. Through the guidance of the teacher, the students answer the questions.

3. Associating

In this stage the students will get another examples of the text or dialogue that deals with the topic in that day. In addition, they will be asked for reading the text or dialogue by using correct pronunciation and intonation. Then, by the guidance of the teachers, the students should find the information of the text, including the social function of the text or dialogue, the structure of the text and the language features they read or they listen to.

4. Experimenting

The application of experimental methods is intended to develop various learning objectives, the attitudes, skills, and knowledge.

5. Networking

Networking is also called collaborative learning. Collaborative learning is a method a teaching and learning in which student's team together to explore a significant question or create a

meaningful project. Here, students actively participate.

Based on explanation above, it can conclude that steps of movie maker consist of observing, questioning, associating, experimenting and networking. The teacher should follow the step of using movie maker media in order to make the students comprehend of text in teaching reading.

Advantages of Movie Maker

According to Smaldino *et.al* (2008: 315), there are three the advantages of movie maker they are as follows:

1. Movie maker allows students to be creative while developing their visual literacy skills and writing skills.
2. Moving images have an obvious advantage over still visuals in portraying concepts in which is essential to learning (such as motor skills).
3. Operation, such as assembly line steps or science experiments, in which sequential movement is critical, can be shown more effectively.

In addition, Arsyad (2014: 50:51) states the using of movie in learning process can enhance and motivate students. Besides that, it can give moral value and improve the affective domain of them.

THE IMPLEMENTATION OF MOVIE MAKER IN TEACHING READING AT JUNIOR HIGH SCHOOL

The Procedure of Teaching Reading a Narrative Text by Using Movie Maker

Pre-Teaching Activities

In this stage, there are some activities that have to be done by the teacher. The lesson begins by greeting the students. Then, the teacher prepares the students to follow the lesson both physically and psychologically. The teacher asks the students to pray together at the classroom. The next activity is motivating the students to study. It is one of the important activities that the teacher should apply in learning process.

The next routine activity is checking students' attendance by calling their name from attendance list. After that, teacher reviews the previous lesson to remind the students of the last lesson by asking questions. Explaining the purpose of the lesson for the day is the next activity in learning process and it can guide the teacher and students to achieve the goal of the learning.

Whilst Teaching Activities

Based on 2013 Curriculum, the implementation of movie maker media in while teaching reading activity:

1. Observing

In this stage, the teacher shows the media that is related to the topic of the text that will be learned by the students. In this process, the students' job is to watch that media. Whereas, the teacher will guide what should be identified by the students. The teacher may ask the students what the moving picture is and then responds the students answer about the moving picture. It is expected that the students will be able to follow the guidance of their teacher so that they can find out the material that will be learned in that day. The example of the movie maker can be seen as follow:



2. Questioning

The teacher gives the question to the students about the movie maker that they have already watched. It has function to develop students' critical thinking. Through guidance of the teacher, the students answer the questions.

Questions about the moving pictures :

1. What do you think about this moving picture?
2. Who are the actors in the moving pictures?

3. Associating

In this stage, the teacher gives or distributes an example of narrative text entitled “The Lion and The Mouse” to the students.

The lion and the Mouse

One day the lion slept in the jungle. A tiny Mouse ran over the Lion’s head and down his nose. The Lion awoke a loud roar. He was very angry. His paw caught the little Mouse.

The lion opened his huge jaws to swallow the Mouse.

“Pardon me, O king, I beg of you, “Cried the frightened Mouse.

“If you forgive me this time, I will never forget your kindness. I meant no harm and I certainly didn’t want to disturb your Majesty. If you let me stay alive, I can do you a good turn, too.”

The Lion began to lugh. He laughed and laughed.

“How could a tiny creature like you ever do anything to help me?” And he shook with laughter

“Oh well, “He shrugged, looking down at the frightened Mouse,

“You’re not so much of a mael anyway.”

Then, he released his paw from the Mouse and the Mouse quickly ran away.

Some time after this, some hunters, tried to capture the Lion alive.

They set up rope nets in the jungle. The Lion felt the trap. He roared and thrashed.

His thunderouse bellows sent throug the jungle. The tiny Mouse heard the Lion’s roars

“That may be the Loin who once freed me, “he said remembering his promise. And he ran to see whether he could help.

Discovering the sad lion, the mouse said to him, “Stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I’ll get you out of this trap.”

With his sharp little teeth, the Mouse gnawed at the ropes until they broke. The Lion stepped out of the net and was free. Then the Mouse said, “Now, was I not right?

“Thank you, good mouse, “said the Lion gently. “You did help me. I see now that kindness is always worth while.”

Then, the teacher asks the students to read the text above. After that, they have to find the difficult words in the text and discuss them with their friends. Then, the teacher gives some questions to check their understanding toward the text.

4. Experimenting

When the students have already understood the lesson. The teacher gives the all information about narrative text to the students. The first, teacher explains about definition and social function of narrative text. Then, teacher explains about

generic structure of narrative text and language features. Finally, the students will get more understanding about the concept of narrative text.

To make sure, the students understand or not. The teacher gives some question toward students. For example:

1. Who are the main participants of the story?
2. When did the story happen?
3. Where did the story happen?
4. How did the mouse free the Lion from the net?
5. What was the ending story?

5. Networking

In this stage, the teacher gives a narrative text with different title in order to make sure whether the students understand or not toward the text. It covers generic structure and language features of the text. The students are learning in a group here, the students participate actively and try to show their understanding toward the text in their group. The students can give comments and the teacher gives the feedback about text that showed by the students. In this phase, students submit and share their activity to teacher's account. Teacher should give reward to students. Reward can motivate them to learn.

Post-Teaching Activities

In this stage, the teacher asks the students' difficulties in comprehending the

text. Then, the teacher together with the students conclude the lesson that has been learned. The teacher also gives homework to the students. After that, the teacher tells the students the topic of the study that will be discussed next week.

CONCLUSIONS AND SUGGESTIONS

Conclusions

In comprehension of narrative text the students should know about the generic structure and language features of narrative text. Generic structures of narrative text are: orientation, complication and resolution and language features using past tense.

In teaching reading, movie maker media is effective strategy to make students understand toward the text including narrative text. It also can solve the students' and the teachers' problems in reading text. The implication of this strategy the teacher is showing the movie maker that related to the topic. This media can encourage the students to comprehend the text since that interesting to them.

The moving picture shows the important event of the story and the students will comprehend the text easier. Moreover, the use of movie maker can bring more advantages to English classroom. It creates a lively and enjoyable

classroom that increases students' interest and motivation. Besides, the activity using movie maker allow the students to promote their reaction about key content, concepts, encouraging critical thinking and organizing ideas for the better comprehension about the text.

Suggestions

In order to be successful in the teaching reading a narrative text to junior high school students, teacher is suggested to be able to create an interesting movie maker and effective way of teaching. They should not teach their students with the monotone activities every day because it can make the students feel bored. In reading this paper, the writer expects the teacher to motivate the students in reading process by using movie maker. Movie maker will make students interested in comprehend narrative story. This media provides interesting moving picture to help students to develop their skill in reading in narrative text.

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