

# STORY THEATER PROJECT AS A STRATEGY IN TEACHING WRITING A NARRATIVE TEXT TO SENIOR HIGH SCHOOL STUDENTS

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## Abstrak

Artikel ini ditulis untuk mendeskripsikan bagaimana guru dapat menggunakan strategi pembelajaran proyek cerita teater dalam mengajarkan keterampilan menulis (*writing*) teks naratif kepada siswa sekolah menengah atas. Hal ini bertujuan untuk membiasakan siswa dalam menulis sebuah cerita dalam teks naratif dengan menggunakan bahasa Inggris, meningkatkan kemampuan siswa dalam berfikir kritis dalam kelompok, meningkatkan rasa percaya diri siswa untuk menampilkan hasil tulisan mereka pada papan bulletin kelas atau sekolah dan dalam *newsletter*. Guru dapat menggunakan strategi ini untuk memenuhi standar kompetensi dan kompetensi dasar yang dituntut dalam kurikulum sekolah menengah atas. Tahapan pembelajaran inti menggunakan strategi ini terbagi kedalam tiga tahap mengajar: eksplorasi, elaborasi dan konfirmasi. Dengan menggunakan strategi proyek cerita teater, siswa akan terfasilitasi untuk mengembangkan gagasannya untuk menulis sebuah cerita dan meningkatkan kreatifitasnya dalam mendekorasi tampilan cerita menjadi semenarik mungkin sehingga cerita tersebut menjadi menyenangkan untuk dibaca.

Key Words: Writing, strategy, story theater project, newsletter

## A. Introduction

Writing is one of four language skills that has to be mastered by senior high school students. This skill is needed for students to express their ideas, thoughts, feeling and experiences to the readers. In other words, writing can be said as a medium to communicate between writer and readers. Writing is a complex skill compared from the three others skills. As a result, students have to consider about some important language aspects, such as vocabulary, spelling, grammar, writing mechanism and organization. Also, students have to explore their critical thinking, knowledge, ideas in doing writing. Therefore, this skill is required to be done by doing a lot of practice and high level of concentration to create good pieces of writing.

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Raimes in Yan (2005:5) states some reasons why writing is difficult for many students. Firstly, writing has several stages that need to be used in teaching and learning process. They are planning, drafting, revising and evaluating. Sometimes, the stages are not applied in orderly because writer can pass or move back and forth between the stages depend on needs at the time of writing. For example, a students have made a mistake in their writing based on the teacher' revision. So, the teacher has to ask students to make writing from the first or second stage. Secondly, good pieces of writing have to consider many components to be achieved. For instance, it can unite content and form, ideas and organization, syntax and meaning, and writing and thinking.

Based on the Curriculum 2004 which was developed into Level of Education Curriculum Unit or *KTSP (Kurikulum Tingkat Satuan Pendidikan)* 2006, teaching writing at senior high school is done through genre-based approach. This approach relates with teaching and learning various types of text. It means, types of texts are introduced and taught to students in teaching and learning process. Every text has certain characteristics and it is composed with different arrangement. Those types of texts are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion and review.

One of the text which is often taught by English teachers in senior high school is narrative text. This type of text is taught at the first and third grade students. Narrative text itself defines as a text that tells about a story, for instance a story about someone trip and what happened before, during and after it. The purpose of this text is to entertain readers because it deals with unusual and unexpected development of events in the story.

In order to teach students to write, there are two common teaching methods used by English teacher in teaching and learning process. They are traditional and cooperative learning methods. The traditional one is a method where the teacher leads the class fronted, fostered competition rather than cooperation and favored majority students (Rodger T, et al 1994). Here, low-learning students might fall behind higher-learning students. On other hand, cooperative learning methods offers cooperative activities in classroom learning process. Johnson and Johnson in Porto (2001) claims cooperative learning as a term used for a collection of strategies in which students work together to accomplish a group task. Thus, cooperative learning method can be used to help every student to master a lesson where the teacher also success to build positive relationships among students.

One of the cooperative learning strategy which can be used in teaching students to write narrative text is story theater project. This is a strategy that gathered students to work comfortably in group by getting their teacher's guidance. Hughes (1997) defines story theater project as incorporated class theme learning that provided cohesion for the course. She also adds this strategy can give students motivation to improve their language skill and provides authentic purpose when interacting in cooperative learning group work. As a result of the

successful implementation of this strategy is an authentic authorship of the students. It means students are promoted their interest and improvement in writing and also their thinking skill.

According to Stevenson (2008), the purpose of using story theater project in learning process can be classified into three parts. The first one, it can develop stories that increase students attention and enhance their memory of the lesson. Secondly, it sharpen students critical thinking skill as they decide about what they will do and how they will contribute to the production of learning. For example in writing, students are working together in their group to accomplish the goal of learning by developing their critical thinking in making a newsletter, an exhibit display of their work in the classroom or school bulletin board, or even develops it into a play performance. The last one is enriching students' social and emotional learning skill.

### **B. How to use Story Theater Project as a strategy in the classroom?**

After knowing the purpose of using story theater project as a strategy in teaching writing to senior high school students, it is important for teachers to know about how to apply it in the classroom. Below are some stages in using story theater project as a strategy in teaching writing a narrative text to the senior high school students:

#### **1. Preparation**

Before beginning to teach senior high school students to write narrative text by using story theater project, the teacher needs to make some preparation. The first important thing is composing a lesson plan. The purpose of preparing this thing is making teacher able to teach in organized based on the plan that has made.

Besides, there are also other preparations which is needed to make by the teacher. The first one, the teacher asks students to collect a task of writing a given story that is incomplete yet. After that, the teacher prepares narrative text materials and series of pictures as the story timeline to support learning. Next, the teacher explains to students about what they are going to do at the classroom and also the purpose of doing that. Then, the teacher asks students to decorate stories to be newsletter or to be placed in the classroom or school bulletin board. Therefore, the teacher also asks students to bring scissors, crayons, glue, color markers, etc. finally, the teacher motivates students when they are making the given task.

#### **2. The Procedure of Using Story Theater Project Strategy in Teaching Writing A Narrative Text**

Based on *Permendiknas no 41 Standar Proses (2007)*, teaching students to write narrative text by using story theater project can be divided into three phases of technique. They are pre teaching, whilst teaching, and post teaching. In pre teaching, the teacher prepares students readiness in mentally and physically to follow learning process. Secondly, in whilst teaching

phase, the teacher starts to teach the learning material in the classroom by using story theater project. The last phase is post teaching, the teacher with the students make summary or conclusion about the lesson and activities that they have done previously.

a. Pre Teaching (10 minutes)

In this phase, the teacher greets students, checks attendant list and prepares students readiness to follow learning process. Then, the teacher reminds students about what they have learned before and asks them to collect their task of writing an incomplete story at home. After that, the teacher asks students about their past experience which leads them to the lesson of narrative text.

b. Whilst Teaching (60 minutes)

1. Exploration (10 minutes)

In this step, the teacher starts to facilitate students to look over information from their background knowledge about learning topic of the narrative that is about “Friendship”. The teacher can show a picture and ask some questions to students about material that is going to be learned. It can be explained as follow:



Picture 1

What do you think about the picture?

1. Have you ever heard the story about the dog before?
2. Do you want to know the story about it?

After giving the questions, the teacher leads students to relate the picture and questions to the story which they have made as a task at their home. Then, the teacher announce to students about the topic of lesson that is going to learn that day is friendship. Here, the teacher also introduce students about story theater project strategy and the procedure that will be used in studying writing narrative text.

2. Elaboration (40 minutes)

In this stage, the teacher starts to use the first procedure of modeling the text phase. In this phase, the teacher teaches students about narrative text by modeling them with a text entitle “*Hachiko*”. Example of the text as follow:

<b>Hachiko</b>	
<p>Hachiko was found by Mr. Parker in a train station when he went back from job. Actually, Mr. Parker had promised his wife that he would not keep a dog, but he felt so pity to the dog that night, so he just took it into his home. At first, Mrs. Parker didn't allow him to keep Hachiko there, but then she could not say anything because Hachiko was a good dog. Hachiko used to wait for Mr. Parker at the park in the train station everyday to go home together. He used to wait for Mr.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;">Orientation</div>
<p>One day, Mr. Parker got heart attack at his office and died immediately. As usual, Hachiko waited for Mr. Parker that day, he didn't want to move from that park although the people there has told him to go.</p> <p>The one who took him then is Mr. Parker's daughter. She took Hachiko to her house. However, Hachiko always tried to go out from that house. He always tried to do that everytime he saw the fence was opened. Because feeling sorry to Hachiko, Mr. Parker's daughter let him go. She said, “Hey, Hachi, you know we love you and want you to stay with us. But, if you have to go, it's okay too. Bye Hachi.”</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;">Complication</div>
<p>Hachiko went back to the park where he usually waited for Mr. Parker. He sat there everyday although the other people have tried to tell him that Mr. Parker will not go back. Once a man said to him, “look, you don't have to wait anymore, he is not coming back”, but Hachiko didn't respond it, so he continued, “alright Hachi, do what you have to do”. Hachiko just believed in his own thought. He sat there until he died. He is the most faithful dog. To appreciate him, the people built a statue of Hachiko at the place he usually sat.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;">Resolution</div>

Besides, the teacher also explain about lexicogrammatical features of the text.

- Focus on specific and individualized participants
- Use of Past tenses
- Use of temporal conjunctions and temporal circumstances

Secondly, the teacher begins to apply the next procedure of this strategy which is called as practicing the model phase. In this phase the teacher shows students with an incomplete text that they have to complete at home. The example of incomplete text as follow:

**Friendship Forever**

Two inseparable friends, Sam and Jason met with an accidents on their way to Boston City. In the following morning, Jason woke up blind and Sam was still unconscious. Dr. Berkeley was standing at his bedside looking at his health chart and medications with a thoughtful expression on his face. When he saw Sam awake, he looked at him and asked. "How are you feeling today Sam?" Sam tried to put up a brave face and smiled back saying, "Absolutely wonderful doctor. I am very grateful for all that you have done for me."

Dr Berkeley was moved at Sam's deed.....

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Months later when Jason had recuperated considerably, he stopped hanging around with Sam.....

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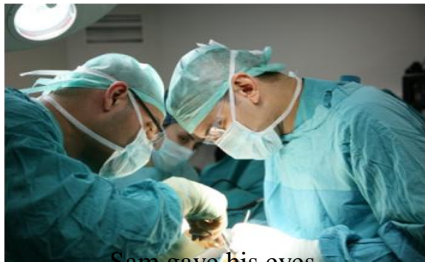

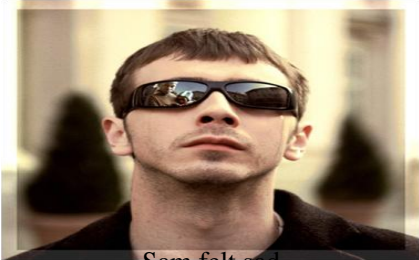

gone". In the letter he had said: " Dear Jason, I have kept my promise in the end to lend you my eyes if anything had happened to them. Now there is nothing more that I can ask from God, than the fact ,that will see the world through my eyes. You will always be my best friend.....Sam".

Next, the teacher divides students into three large groups (e.g. 10 people in a group if the amount of students is 30 in the classroom). Then, the teacher distributes them with other students' tasks for every group. Here, the students have to discuss and decide which are five best stories among other. After that, they can rate the tasks on a scale of 1 to 5 in every group.

Next, the teacher begins to apply the next procedure in practicing the model phase. Here, the teacher divides students into smaller groups which consist of three people in each group. There has been chosen the best stories from each larger group before, the teacher distributes the stories into the smaller groups to be rewritten based on what they have learned about narrative text previously. Then, the teacher presents students with series of pictures or story timeline of the text as their guideline in making their writing to be as interesting as possible. The example of story timeline as follow:

**STORY TIMELINE**

Jason could see

 <p>Sam and Jason</p>	 <p>They got accident</p>
 <p>Sam gave his eyes</p>	 <p>Jason could see</p>
 <p>Sam felt sad</p>	 <p>Sam was burial</p>

An example of asking students to write the complications parts of the text:

Topic: Friendship forever

Teacher : “Okay, students. After choosing the best five stories, now let us rewrite the story of narrative text in your groups based on the provided story timeline.”

Students :”Yes, Mam.”

Here, the teacher asks students to write a complication part of the story that is incomplete yet. Also, the teacher leads and guides them to decorate their stories to be placed in the classroom or school bulletin board or newsletter.

Finally, the teacher uses the last procedure of celebrating the model phase. After the students have done the work, the teacher asks every group to present their work for taking their score. Then, the teacher discuss the text with students and decide the best three stories to be placed in their school bulletin board and all of the stories will be banded as a newsletter.

#### **AN EXAMPLE OF COMPLETE STORY**

##### **Friendship Forever**

Two inseparable friends, Sam and Jason met with an accidents on their way to Boston City. In the following morning, Jason woke up blind and Sam was still unconscious. Dr. Berkeley was standing at his bedside looking at his health chart and medications with a thoughtful expression on his face. When he saw Sam awake, he looked at him and asked. “How are you feeling today Sam?” Sam tried to put up a brave face and smiled back saying, “Absolutely wonderful doctor. I am very grateful for all that you have done for me.”



Dr Berkeley was moved at Sam's deed. All that he could say was, "You are a very brave man Sam! God will make it up to you in one way or another." While he was moving on to the next patient, Sam called back at him almost pleading, "Promise me you won't tell Jason anything". "You know I won't do that. Trust me!" and walked away. "Thank you" whispered Sam. He smiled and looked up in prayer "I hope I live up to Your ideas...please give me strength to be able to go through this. Amen."

Months later when Jason had recuperated considerably, he stopped hanging around with Sam. He felt discouraged and embarrassed to spend time with a disabled person like Sam. Sam was lonely and disheartened, since he didn't have anyone else other than Jason to count on. Things went from bad to worse.

And one day Sam died in despair. When Jason was called on his burial, he found a letter waiting for him. Dr Berkeley gave it to him with an expressionless face and said, "This is for you Jason. Sam had asked me to give it to you when he was gone". In the letter he had said: " Dear Jason, I have kept my promise in the end to lend you my eyes if anything had happened to them. Now there is nothing more that I can ask from God, than the fact ,that will see the world through my eyes. You will always be my best friend Sam"

### 3. Confirmation (10 minutes)

In confirmation stage, the teacher checks the students' understanding by giving students some questions about narrative text. For example, the teacher asks a student to make a sentence in the form of simple past tense orally.

#### c. Post Teaching (10 minutes)

In this phase, the teacher gives students feedback to reflect about the activity that they have done before. The teacher also can give the best three group rewards and gifts in order to make them to continue writing for the following meeting. Then, the teacher asks the students to make their own narrative text at home. Finally, the teacher conclude and summarize

the lesson with the students by giving them also the moral value that can be taken from the text.

### **C. Conclusion**

Story theater project is a strategy that can be used by English teachers in teaching and learning writing process. The purpose of using this strategy is making students able to develop their story creatively in the form of narrative text. Also, this strategy has some other purposes. The first one is motivating students to develop stories in form of narrative text where they also can increase their attention in learning process. Secondly, this strategy is used to increase students critical thinking skill. It means, students can create a story in the form of narrative text by contributing in the group and explore their ability in deciding appropriate composition of the story.

The procedures of using this strategy is divided into three phases. The first phase is teaching the model. It means the teacher teaches students material of the lesson on the day which is about narrative text. Secondly, is practicing the model phase. Here, the teacher distributes students with other students' homework for three large groups in the classroom. They have to discuss and decide five best stories among others to be rewritten in their small groups that consist of three people. And the last procedure is celebrating the model phase where students with the teacher guideline choose three best stories to be placed in their school bulletin board and all of the stories will be banded as a newsletter.

**Note:** this article is compiled based on the writer's paper with her advisor **Fitrawati, S.S., M.Pd.**

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