TEACHING WRITING NARRATIVE BY USING "CHARACTER PLANNER APPLICATION" OF ANDROID THROUGH THINK PAIR SHARE TECHNIQUE

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Abstract

This article discusses the use of character panner application od andorid in teching writing narrative. Writing is an expressive language skill in which the writer uses the language to communicate writtenly. In teaching writing, the teacher should have an interesting media that fulfills the students' need, so they can enjoy learning. Character planner is one of the application. It belongs to android coporation. It is very interisting application. It is especily used to write story or description of a person. It will be very interesting madia that can be used in teaching writing. Moreover, when it is used in teaching throuh Think pair share it can be used to make students active in writing in group. This strategy will give the students enough opportunity in writing. In other hand, The students can try to story in group . The activity in this strategy gives the students more opportunity. It is proved in the implementation of this game that the game provides the students with enough preparation. So the students will be ready to write in the process of teaching and learning.
Key words: Writing, Character planner, Think Pair Share

1. INTRODUCTION.

Most teacher tends to carry out the teaching process in the classroom by applying traditional and monolingual principle ways of teaching with unsatisfactory result. This shows that teachers need enrichments with appropriate ways of teaching atmosphere that is why in teaching English as the second language by applying new and modified fashions in order that the result of the teaching learning process would contribute more input to reach satisfied learning outcome. .

It is reasonable that English is programmed as the first foreign or second language in many countries on this earth, furthermore in present global era. That is why experts on language and language teaching range must invent today English teaching and learning environment. According to the 2006 and 2013 English Curriculum and its supplement, the emphasis of the curriculum is that the students are able to communicate in English by mastering the whole skills

Writing is one of language skills. It is as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In the first year of Junior High School, the basic competency that should be

achieved in the writing English subject is the students have ability to develop and procedure written simple essays like recount text, narrative text, news items, procedure, and descriptive text. They can use right diction, grammar, punctuation, spelling and organization. Writing is also an effort to spread out opinion and ideas to the other people. According to Byrne (1981:1). Writing is the acts of performing symbols (Letter or combination of letter) which are related to the ideas we want pour out. The symbols have to be arranged from a paragraph.

Most of the students get difficulties in writing narrative. There are so many ways of teaching technique that can be used by the teacher as a variation in giving written assignment for the students. In this paper, the writer will give an alternative in teaching writing. of the techniques is by using rose is rose comic strip on line through remember the days game. This article discusses the use of character panner application od andorid in teching writing narrative. Writing is an expressive language skill in which the writer uses the language to communicate writtenly. In teaching writing, the teacher should have an interesting media that fulfills the students' need, so they can enjoy learning. Character planner is one of the application. It belongs to android coporation. It is very interisting application. It is especily used to write story or description of a person. It will be very interesting madia that can be used in teaching writing. Moreover, when it is used in teaching throuh Think pair share it can be used to make students active in writing in group. This strategy will give the students enough opportunity in writing.The writer uses character planner application of android through Think Pair Share.

2. Review of Related Theory and Discussion
2.1 Teaching Writing

Writing is as one of the four language skills. In acquiring this skill, the students should master the mechanics; vocabulary, spelling and grammar before they aspire to precious of expression, fluency, and style. In line with this statement Harmer (2003: 44) states that writing, like another skill, has its 'mechanical' component. These include hand writing, spelling punctuation, and the construction of well-form sentences, paragraph, and texts.

According to Brown (1980) Writing is the act of forming symbols (letter or combination of letter) which are related to the ideas we want to pour out. The symbol has to be arranged, according to certain conventions, to form paragraph.

Writing can be said to be an act of forming these symbols, marking mark on flat surface of some kind.

In writing, we must concern the things we write to make sure our sentences or paragraph which have good values. It is based on the statement that "writing not only express the idea into a paper in language symbols, but also more thinking process" (Sitorus and said, 1997:2). Moreover, Dagher (1976: 1) explained that "writing as thinking process that includes how to raise the ideas and focus to certain ideas relevantly and connect one another". Furthermore, through the revise and fix, arranging writing is as suitable as writers wants.

Hamp-Lyons (1990) in (O'malley and pierce 2001: 136) states writing is a personal act in which writers takes ideas or prompts and transform them into 'self initiated' topics. Writing in addition to being a communicative skill of vital importance, is a skill which enables the learner to plan and rethink to communication process. In other word, it can be said that by writing people can travel over the world without visiting there. The world is in their hand.

2.2 Types of writing performance

Brown (2001:220) states that there are four categories of written performance that capture the range of written production, they are:

1. Imitative

To produce written language, the learner must attain skills in fundamental, basic task of writing letters, words, punctuation, and very brief sentences. At this stage, form is the primary if not exclusive focus, while

context and meaning are of secondary concern.

2. Intensive (controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment task are more concerned with focus on form, and are rather strictly controlled by the test design.

3. Responsive

Here, assessment tasks required learners to perform at a limited discourse level, connecting sentences in to a paragraph and creating a logically connected sequence of two or three paragraphs. Task respond to pedagogical directives, lists of criteria, outlines, and other guidelines.

4. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or event a thesis. Writers focus on achieving a purpose, organizing and developing ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical from is limited to occasional editing or proofreading.

2.3 Narrative

A Narrative Essay tells a story. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

The purpose of this type of writing is to recount a personal or fictional experience or to tell a story based on a real or imagined event. In well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details all work together to develop an identifiable story line that is easy to follow and paraphrase.

The narrative approach, more than any other, offers writers a chance to think and write about themselves. We all have experiences lodged in our memories which are worthy of sharing with readers. Yet sometimes they are so fused with other memories that a lot of the time spent in writing narrative is in the prewriting stage.
In this stage, writers first need to select an incident worthy of writing about and, second, to find relevance in that incident. To do this, writers might ask themselves what about the incident provided new insights or awareness. Finally, writers must dredge up details which will make the incident real for readers.

In writing your narrative essay, keep the following conventions in mind.
Narratives are generally written in the first person, that is, using "I." However, third person ("he," "she," or "it") can also be used. Narratives rely on concrete, sensory details to

convey their point. These details should create a unified, forceful effect, a dominant impression. More information on sensory details is available. Narratives, as stories, should include these story conventions: a plot, including setting and characters; a climax; and an ending. Based on Indonesia curriculum, Narrative generic structure are orientation complication resolution and reorientation.

2.4 THINK PAIR SHARE

Think-pair-share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading (Gunter, M. A., Estes, T. H., & Schwab, J. H. 1999). This technique requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

2. 5 HOW TO USE THINK PAIR SHARE TECHNIQUE

Decide upon the text to be read and develop the set of questions or prompts that target key content concepts. Describe the purpose of the strategy and provide guidelines for discussions. Model the procedure to ensure that students understand how to use the strategy. Monitor and support students as they work through the following:

T : (Think) Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.

P : (Pair) Each student should be paired with another student or a small group.

S : (Share) Students share their thinking with their partner. Teachers expand the "share" into a whole-class discussion.

2.6 CHARACTER PLANNER

Character planner is an application aimed to develop story and character. It is made fpr writer or developer who wants to make story book or game that includes story, such as; RPG maker, drama, or who wants to try to make character or certain figure (https://play.google.com /store/apps/details?id=com.1fantasia.android.outworld. accesed on september,19th 2017).

It can be downloade and installed in mobile phone. The display of the application can be looked at the picture below.
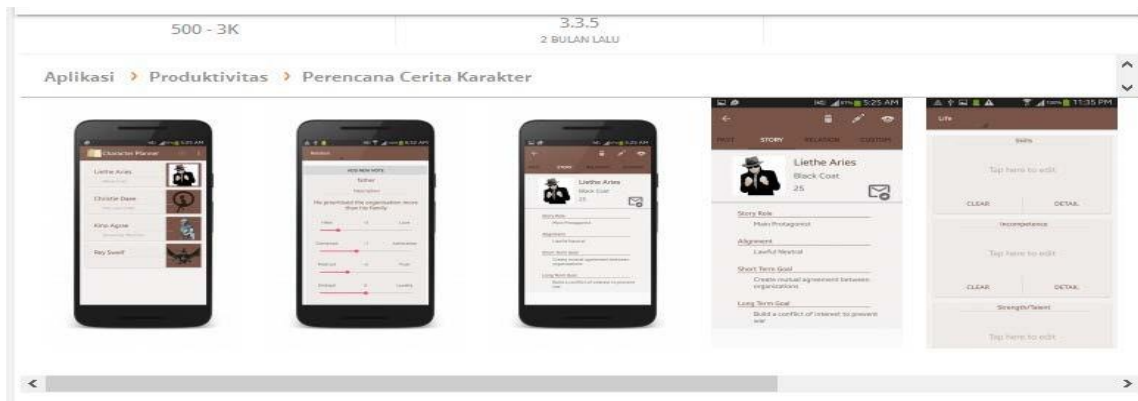
2.7 THE STEPS OF TEACHING BY USING CHARACTER PLANNER THROUGH THINK PAIR SHARE.

In teaching writing by using character planner, we use the following steps;

1. THINK

The teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic. In this step,

1. Give the students the example of the result of character planner activity.
2. Explain the generic structure of the text
3. Explain the use of the language of the text
4. Ask the students to practise the sentences used in the text, such as; past sentences, adverb, chronological words etc.

2. PAIR

Each student should be paired with another student or a small group. In this step,

1. Explain how to use the application. The steps are as follows:

1. Determine the character of the story

Type the name of the character in the provide column. You can add picture of the character at the provided place. It can be looked at the following picture.

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2. Fill the profil of the character

      Fill the profile of the character. Complete all the profile to make the story.

3. Fill the setting of the story. It consists of place and time


4. Fill the title of the story

5. Fill the scene of the story

It is done by filling the provided column with scene of the story. It can be given the chronnological sequence. They are first, second, third, then, after that, so etc.

6. Open the resut of the completion of the application.

It can be shared through the social media, WA, BBM, TELEGRAM etc. The example of the result is as follows:
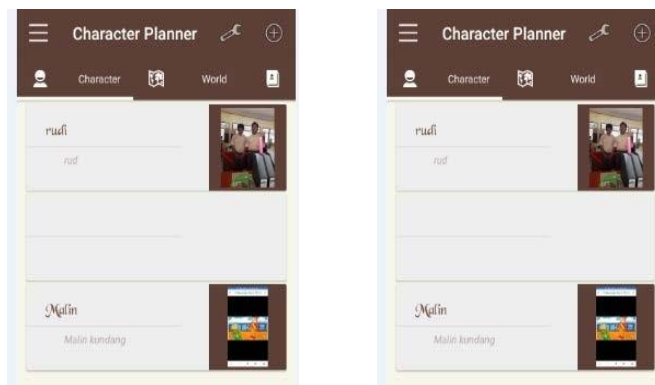
3.Share

Students share their thinking with their partner. Teachers expand the "share" into a whole-class discussion.

3. Conclusion

In teaching writing, the teacher must make sure that students have to master vocabulary, grammar, and pronunciation. In this case, the teacher should prepare the students to master these components. If the students have acquired these, they will be ready to write. Remember the days game is one of the optional strategies in teaching writing. It can be used to make students active in writing the story individually in group.

This strategy will give the students enough opportunity in writing with interesting media. In other hand, they can tell the story in their group in turn.

The activity in this strategy gives the students more opportunity. It is proved in the implementation of this game that the game provides the students with enough preparation. The preparation consists of the practice of language components in the initial activity. So the students will be ready to write in the process of teaching and learning. This application can also be combined with other media to make it more interesting. The teacher can find some more interesting media to be used with this game. Finally, it is hoped that this strategy will be an optional strategy in teaching speaking especially in writing decriptive, recount or narrative.

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