

SUMBER BELAJAR PENUNJANG PLPG 2016

BAHASA INGGRIS

CHAPTER 6: NARRATIVE



**Dr. Rahmad Husein, M.Ed.
Dr. Anni Holila Pulungan, M.Hum.**

**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN
2016**

CHAPTER 6

NARRATIVE

6.1 Gambaran Umum Teks Tertulis Fungsional Berbentuk Narrative

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis)

The social function of narrative genre is to tell a story. The story is commonly constituted by a number of events in which it is found that something goes wrong. The wrong side of the event leads to a stage, which is one with great suspense called a crisis or climax in the story. The story then stages a solution to the problem in the climax. A narrative ends with a solution, either with a happy or sad ending.

Society is dynamic in the sense that the society is faced to evolution where things happen and the happenings become the causes to the next events and so forth. The events attract attentions of human beings as members of the society. As a way of preserving the events, human beings record them either in oral or written mode and stage them in stories called narratives. The narratives are passed on from persons to other persons, from one generation to other generations and from one time to another. Consequently, there have been, are and will be stories or narratives in the society. As the stories form in the society, they reflect socio-cultural heritages. The value of narratives is that they indicate views, attitudes or aspirations of the society. In this way, narrative is regarded as the preservation of culture. Thus, they prevail, remain and maintained in the society.

Generic Structure

The generic structure of narrative is as follows.

(ABSTRACT) \wedge ORIENTATION \wedge [(EVALUATION)]_N \wedge COMPLICATION \wedge RESOLUTION \wedge (CODA)

The stage of Abstract serves as a short introductory remark to the story. Commonly the stage is indicated by the narrator in expression such as *I have an interesting story, this is a*

special event in my life, I have an unforgettable experience in my life, this is what happened last week, etc.

The stage of Orientation tells 'who is who and where'. This is to say that the stage specifies who takes part in the story. The participants may be human or non-human beings, such as animals and things. The stage also indicates the location, namely the place where the story takes place and the time when the story happens. In other words, the stage of Orientation specifies the Participants and Circumstance of Location covering spatial and temporal locations.

At the Evaluation stage, the narrator shows his/her judgments or comments of the events of the whole story. As indicated above in [...] ⁿ, the evaluation stage may occur once, twice, three times or reiterated in unlimited times. This is indicated by numbers, such as 1, 2, 3, 4, ... n. The stage is optional and it may occur at any time before or after one stage.

The stage of Complication treats the crisis or climax in the story. This is the part of the story where something goes wrong and becomes a serious problem. The crisis is of great interest and suspense.

The Resolution stage explains efforts taken to solve the problem.

The stage of Coda closes the story by additional remarks.

The stages of Abstract, Evaluation and Coda are optional.

The stage of Evaluation is reiterated and may occur before or after a certain stage.

The following story is a narrative in which the stages are highlighted. The stages of Abstract, Orientation, Evaluation, Complication, Resolution and Coda are shown.

(1)

Abstract : This is a tragic story.

Orientation : A couple of mouse deer were deeply in love. One day they went out to a field with green grass. There they grazed the young grass.

Evaluation : The couple of deer enjoyed the late afternoon breezes. They were very happy.

- Complication : However, a hunter had been hiding and watching the couple of deer. Soon he fired two shots and hit the she-deer. The she-deer collapsed and died.
- Resolution : The he-deer ran into the dense jungle. As he was so sad he lost his way. Eventually, he fell down into a deep hole in a valley and died.
- Coda : That is the end of the tragic story.

Rather than expressing the story by using the third person, the narrative may be expressed by using the first person I or we. Here the story is told by the first person I.

(2)

I have an unforgettable story on smoking. This happened when I was 9 years old. I liked heroes in cowboy films where the heroes fired shoots while they were smoking. One day, my friend Ali and I went to our special place –under the bamboo tress near the bank of a river in a remote place in Asahan. Ali took a packet of cigarettes, which he snatched from his father’s drawers and I stole half a packet from my father’ pocket. There we enjoyed the cigarettes.

After almost two hours’ smoking I felt headache. I saw Ali’s face turning pale and Ali told me that he saw the earth moving. In no time Ali collapsed and got fainted. I ran back home quickly and told our parents and the news spread all over the village. All of a sudden all members of the village came to our favorite place at the bank of a river and at no time Ali and I were taken to the community medical centre. When we recovered, our parents got very angry and as a lesson my uncle smacked me on the face and Ali was hit by his elder brother and it was an awful experience.

The story in (3) is coded by using third person.

(3)

This is an awful experience of traffic jam. Frank works is a bank. One morning he had to rush to his office. He was much scared to be late as his boss was very strict and easily tempered. He woke early and prepared everything for his work. He was driving on the road when the traffic jam barred his car. He was exactly in front of the red traffic light. In order

to avoid boredom he turned off his car as the traffic jam in Metro Manila may last for one hour. As it was awfully busy hour his engine car was off and he sat relaxingly behind the steering wheel. He waited and waited and he did not know what happened. He woke up to realize that the police knocking at his car door. He realized that he had been sleeping for almost 45 minutes waiting for the jam. As he had been working much late that night he found the occasion to motivate him to sleeping. Not only did he arrive at his office late but his boss was extremely crazy for him as he had been expected to make a serious presentation.

(4)

We arrived much late at night. As we were approaching the house, we heard dogs barking in the darkness. Cecil and Frank felt scared as the wind was blowing from the mountain forest. The night air was extremely cold and damp in that late horrible winter. We were only few metres from the huge house when we heard shootings from behind. Three stout officers in Nazi uniform appeared and one of them asked us to produce our ID cards. Cecil and I were frozen to scares. Calmly Frank showed his ID card and the three tough men in their military uniform saluted at us. They let us go. Frank waved his hand and the three men disappeared in the darkness followed by the dogs barking. We were safe to pass through the most dangerous check point at the border. I will never forget that horrible and threatening night.

Types of Narrative

As a story of experience in which something goes wrong and a solution is given at the Resolution stage, the narrative is specified in terms of point of view and projection. The point of view refers to the narrator, namely from which side of the narrator is the narrative or story realized. With reference to the criterion of viewpoint, a narrative may be that of the first person, in which the narrator also takes part in the story and the third person, in which the narrator does not take part in the story. A narrative realized in the view of the first person starts with the narrator in the first person I or we and the related forms, such as my, me, mine, us, our, and ours. Obviously, such a narrative indicates that the narrator

is involved in the story. Normally, the first person narrative has a limited view since the narrator cannot be everywhere in the story. A narrative with the view of the third person begins with the third person pronouns s/he or they and the related forms such as him, his, her, hers, them, their and theirs. In this perspective, the narrator is not involved in the story. However, the narrator can be wherever in the story. The narrator can detail every character and situation in the story. The third person narrative may also begin with a proper noun or name of the person as indicated.

Projection refers to quoting or reporting of a source. In formal grammar projection is known as the direct or reported speech. The clause complex Johan said, "I will speak to the police officer", is a projection of parataxis or paratactic kind. The clause complex of Johan said (that) he would speak to the manager is a report. A story is potentially loaded with projections. This particularly occurs when the narrator, in telling the story, quotes directly or reports indirectly expressions of the participants or characters taking parts in the story. The quotation contains wordings whereas the report conveys meanings. When the criteria of viewpoint and projection are intersected in system network as shown in Figure, four kinds of narrative are derived as stated in (5).

(5)

- a. [first person/projection]
- b. [first person/-projection]
- c. [third person/projection]
- d. [third person/-projection]

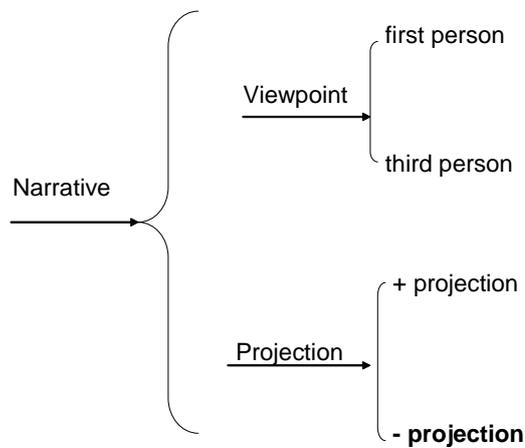


Figure: System Network of Narrative

Each kind of narrative is exemplified as in the following. In the narrative of the first person I is used. There are quoted expressions of both the police officer and Johan, who are the participants in the story. However, there is no projection or report from the participants' interactions.

(5a) [first person/projection]

1)

I have a special experience in dealing with the police. I once visited Medan and stayed in my colleague's house. As it was my first visit to the city Johan, my friend, took me to have a sight seeing around the city of Medan. Johan drove the car and I sat beside him. I did not know if we had breached the traffic regulations but the police stopped our car and gave a sign that we had to stop at the side of the road. Johan opened the car window and a tough tall police officer appeared. The police officer said, "You drove across the road when the red light was on. Your license, please." Johan obediently produced his driving. In a gruffly manner the police officer continued, "I must give you a ticket and your license is withheld." The officer was about to give him a ticket to pay when Johan said, "Sir, wait a minute. I have something to say." Johan, being accustomed to such a situation in his home city, reacted in a calm manner. He took a Rp10.000 bank note from his pocket, went out the car and shook hands with the police officer. I did not hear the words uttered

by Johan but the police officer smiled at him. Johan returned to the car. The police officer waved his hand at us and let us proceed to our destination. It appears to me that such a practice to deal with the police is common in Medan.

2)

I remember the first time that I saw my little sister Patricia. She was wearing blue clothes. My thought was, "Boy! Where is the girl that I 'm waiting for?" I was eight years old. I was skinny and my arms looked weak. Anyway, my mother trusted that I could hold the baby. Then I took Patricia in my arms and I knew how much I loved her. I believed that I could take care of her like my own child. My mother had a full-time job. She couldn't stay at home the whole day to take care of her children. Then we had a person who was in charge of housekeeping and taking care of us, too. I didn't want someone else to take care for my sister. I began to change my dolls for a real baby. I fed her; I gave her a bath; I changed her clothes. When she was crying, I held her. I loved her and I still love her so much! Patricia grew up and I still treat her my child. She is 14 years old. She is taller than I am. She is beautiful girl. However, she will always be my little sister.

(5b) [first person/--projection]

1)

I have a special experience in dealing with the police. I once visited Medan and stayed in my colleague's house. As it was my first visit to the city Johan, my friend, took me to have a sight- seeing around the city of Medan. Johan drove the car and I sat beside him. I did not know if we had breached the traffic regulations but the police stopped our car and gave a sign that we had to stop at the side of the road. Johan opened the car window and a tough tall police officer appeared. Johan had to obediently produce his driving license to respond to the police officer's order. In a gruffly manner the police officer withheld the license and was about to give him a ticket to pay the fine blaming that we had crossed the road when the red light was on. Johan, being accustomed to such a situation in his home city, reacted in a calm manner. He took a Rp. 10.000 bank note from his pocket, went out the car and shook hands with the police officer. I did not hear the words uttered by Johan but the police officer smiled at him. Johan returned to the car. The police

officer waved his hand and let us proceed to our destination. It appears to me that such a practice to deal with the police is common in Medan.

2)

Last weekend I had one, well not only one, two of my worse days in my life. I got sick and I felt very bad and sad. I was in bed all weekend with fever and flu. In the beginning my friends were in my apartment with me but Saturday night they went to dance in Salt Lake and I was complete alone in my apartment. I felt so sad, I had a fever and a headache, and I was alone. Oh, it was terrible. I was thinking about my family and I was remembering my home and when I got sick in Mexico my mother and my father, well all my family were with me, they never left me alone but here was completely different I was alone and missing my family very much and their love.

I really felt very sad, so I decided to pray to feel better and then I watched a movie until I was asleep. Well this was one of my worse days in my life, but I could understand how important your family and their love are.

In (5c) the narrative begins with the third person or personal name of the character in the story. This story also contains quotations and reports from the characters in the narrative.

5c [third person/projection]

Benny was very wise in dealing with the police officer in Medan, his home town. I once visited Medan and stayed in my colleague's house. As it was my first visit to the city Johan, my friend, took me to have a sight-seeing around the city of Medan. Johan drove the car and I sat beside him. I did not know if we had breached the traffic regulations but the police stopped our car and gave a sign that we had to stop at the side of the road. Johan opened the car window and a tough tall police officer appeared. The police officer said, "You drove across the road when the red light was on. Your license please." Johan obediently produced his driving. In a gruffly manner the police officer continued, "I must give you a ticket and your license is withheld." The officer was about to give him a ticket to pay when Johan said, "Sir, wait a minute. I have something to say." Johan, being accustomed to such a situation in his home city, reacted in a calm manner. He took a

Rp10.000 bank note from his pocket, went out the car and shook hands with the police officer. I did not hear the words uttered by Johan but the police officer smiled at him. Johan returned to the car. The police officer waved his hand at us and let us proceed to our destination. It appears to me that such a practice to deal with the police is common in Medan.

(5b) [first person/--projection]

I have a special experience in dealing with the police. I once visited Medan and stayed in my colleague's house. As it was my first visit to the city Johan, my friend, took me to have a sight- seeing around the city of Medan. Johan drove the car and I sat beside him. I did not know if we had breached the traffic regulations but the police stopped our car and gave a sign that we had to stop at the side of the road. Johan opened the car window and a tough tall police officer appeared. Johan had to obediently produce his driving license to respond to the police officer' order. In a gruffly manner the police officer withheld the license and was about to give him a ticket to pay the fine blaming that we had crossed the road when the red light was on. Johan, being accustomed to such a situation in his home city, reacted in a calm manner. He took a Rp10.000 bank note from his pocket, went out the car and shook hands with the police officer. I did not hear the words uttered by Johan but the police officer smiled at him. Johan returned to the car. The police officer waved his hand and let us proceed to our destination. It appears to me that such a practice to deal with the police is common in Medan.

Lexicogrammatical Aspects

1. Process

The text of narrative is dominated by the material process. A story is normally told and something that can be told should be physically visible. This makes the material process to be dominant.

2. Tense

A story normally took place at a certain place in the past. Consequently, the dominant tense associated to the event is that of the past tense.

3. Conjunction

Due to its past occurrence, the genre of narrative is dominated by the conjunction indicating location (spatial and temporal).

References

Saragih, A and Anggraini, S.2014. *Writing*.Medan:Unimed Press

Pardiyono.2007. Pasti Bisa:Teaching Genre-Based Writing. *Metode Mengajar Writing Berbasis Genre secara Efektif*. Yogyakarta:Andi.

PLPG 2016

6.2 Informasi Tertentu Teks Tertulis Fungsional Berbentuk Narrative

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik,wacana,sosiolinguistik dan strategis)

Identifying what is important in a text depends on good sampling but it also depends on knowing what to look for - the clues that help us to identify the important and specific points and to separate them from the less important details.

Reference

<http://englishhakam.blogspot.co.id/2013/06/narrative-text-beserta-soal-dan-jawaban.html>

6.3 Informasi Rinci Tersurat Teks Tertulis Fungsional Berbentuk Narrative

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik,wacana,sosiolinguistik dan strategis)

References:

<http://hambanyaallah9b.blogspot.co.id/2013/11/paket-2-contoh-soal-dan-pembahasannya.html>

<http://alfurqoncell.wordpress.com/2011/04/25/little-brother-little-sister>

6.4 Pikiran Utama Paragraf Tertentu Teks Tertulis Fungsional Berbentuk Narrative

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis)

A paragraph is a group of sentences about the same topic. The main idea is usually given in the first sentence. This is called the topic sentence. The main idea can usually be located if we can determine what the topic sentence is. The topic sentence is a sentence that develops a single controlling idea within the paragraph. The functions of the topic sentence are to substantiate or support an essay's thesis statement' to unify the content of a paragraph and direct the order of the sentences; and to advise the reader of the subject to be discussed and how the paragraph will discuss it.

To find the topic of a text, ask the simple question, "What or who is the text about?" The main idea is the chief point about a topic made by the writer. It sums up the writer's primary message. Meanwhile, the topic sentence is the statement of the main idea. It is the statement under which all other material in the paragraph- examples, reason, facts, details and other evidence can fit. The main idea of the paragraph can be found in the location of the topic sentence which can be:

- In the first sentence of the paragraph
- Within the paragraph
- At the end of the paragraph
- In the beginning and the end of paragraph
- The main idea that are inferred

The main idea in first or **beginning** paragraph

"It is the state dance of California. It is a partner dance that requires a leader and a follower. The steps are performed in a slot or row configuration. The leader and follower exchange places as they dance through turns, side passes, whips, and other moves. The leader and follower hold hands throughout the dance except for a few moves that allow

for a break in the arm connection. This dance is known as the West Coast Swing, and it is very popular among all age groups."

(Written by Doreen Kaller, Instructor, Rio Hondo College)

The author may choose to express the main idea in the **middle** of the paragraph.

"Changing the look of an old piece of furniture begins with the removal the existing paint or finish. You can buy several products designed for paint removal. After removing the paint, the piece must be well sanded. Following the right steps can definitely turn an old furniture piece into a welcomed addition to any home. The sanded piece should be primed if necessary to eliminate any "bleeding through" of the original color. The new paint should be applied neatly and carefully, allowing for the appropriate amount of time for drying before applying a second coat if needed. Depending on your preference, you may want to add a clear coat to finish the job."

(Written by Doreen Kaller, Instructor, Rio Hondo College)

Sometimes the author may choose to "**suggest**" a main idea and feeling without stating it in a particular sentence. This is called an "implied main idea" when the author does not state the topic but instead provides sentences of example to convey the message.

"I scanned the room for familiar faces but saw none. I checked my watch for the current time. I paced the floor and continued to look around. I checked the Arrival Board for incoming flights. I checked my cellphone for messages. I bought a cup of coffee. I sat down and fidgeted in my seat."

(Written by Doreen Kaller, Instructor, Rio Hondo College)

The author reveals the main idea without stating it in a sentence. The author's character is anxious about the arrival of someone who appears to be late.

Reference

http://englishahkam.blogspot.co.id/2012/07/contoh-narrative-beserta-soal-dan_21.html

6.5 Pesan Moral Teks Tertulis Fungsional Berbentuk Narrative

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis)

The moral of a story is a lesson that is taught within the context of a tale, often using an analogy. In general, stories with morals are found in children's literature or, for adults, inspirational and motivational tales. The most famous morality tales are Aesop's Fables, a collection of very short children's stories teaching moral lessons that are explicitly stated at the end in a maxim. Many of Aesop's maxims have passed into common usage, such as "a bird in the hand is worth two in the bush."

In adult literature, it's more common to find parables teaching morals. While fables use animals with human-like characteristics and inanimate objects as their story actors, parables exclude anthropomorphized characters. This is a relatively recent distinction, and many older parables do not follow this rule.

References:

<https://www.reference.com/education/moral-story-ca4e98bde66e415#>

<https://englishpri.wordpress.com/2010/03/28/soal-bahasa-inggris/>

<http://hambanyaallah9b.blogspot.co.id/2013/11/paket-2-contoh-soal-dan-pembahsannya.html>

<http://lenyerlinda.blogspot.co.id/2013/09/soal-narrative-pilihan ganda-2.html>

<http://freeenglishcourse.info/contoh-text-narrative-sangat-pendek-penuh-nilai-moral/>

6.6 Makna Kata Teks Tertulis Fungsional Berbentuk Narrative

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis)

Reference

Saragih, A and Anggraini, S .2014. *Writing*. Medan:Unimed Press

Pardiyono. 2007. Pasti Bisa:Teaching Genre-Based Writing. *Metode Mengajar Writing Berbasis Genre secara Efektif*. Yogyakarta: Andi.

<http://enes-ainenglish.blogspot.com/2011/01/narrative-text.html>

<http://abidtinfaz.blogspot.co.id/2015/01/soal-bahasa-inggris-narrative-text-dan.html>