

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explained Previous Studies, Writing (The Nature of Writing and The Kinds of Writing), Writing Process (Prewriting, Drafting, Revising/ Editing), Writing Assessment (Process Assessment and Product Assessment), The Elements of Paragraph (The Topic Sentences, The Supporting Sentences, The Concluding Sentences, Unity and Coherence). Narrative text (The Nature of Narrative Text and The Structure of Narrative Text). Teaching Media (The Definition of Teaching Media and The Function of Teaching Media). Cartoon (The Definition of Cartoon and The Benefit of Cartoon) Cartoon Story Maker (The Definition of Cartoon Story Maker, The Advantages and Disadvantages of Cartoon Story Maker, The Procedures of Teaching Writing Using ICT with Cartoon Story Maker). Teaching Writing in Senior High School Level (SMA/MA).

A. Previous Studies

Related to the study, before conducting the study, the writer reviews some previous studies. These previous studies give insight into the issues discusses in the study.

The first was taken from Pratama has also researched cartoon story maker. He conducts “*Cartoon Story Maker Software, Project Based Learning Assessment and Validity*”. This qualitative study focuses on investigating the validity of Cartoon Story Maker Software as an assessment tool in project-based learning

assessment. Participants were 22 students of the six-grade elementary school in West Java, Indonesia. The study revealed the use of Cartoon Story Maker software produced a positive impact on the validity in assessing students' project in terms of improving the students' 21st century skills, the potential for positive effects on learning, increasing motivation and reducing the assessment anxiety. The study also found that this software could reduce the biased interpretation on scoring the students' collaborative project, for example, subjectivity, and poor understanding of information about the assessment.¹⁷

There are some differences between Pratama's thesis and this study. He conducted about Cartoon Story Maker Software, Project Based Learning Assessment and Validity. The problem is to investigate the validity of Cartoon Story Maker Software as an assessment tool in project-based learning assessment. Whereas, the problem of this study is to know the effectiveness of cartoon toward students' writing skill in narrative text at SMA Nusantara Palangka Raya.

The second was taken from Masvani has also researched teaching writing a narrative text. He conducts teaching writing a narrative text to junior high school students by using probable passage strategy. The main purpose of this study is to introduce teaching writing narrative text by using probable passage strategy. Teaching writing narrative in the classroom by using probable passage strategy is

¹⁷Erik Yuda Pratama, "*Cartoon Story Maker Software, Project Based Learning Assessment and Validity* (An Action Research at Sixth Grade Elementary School In West Java, Indonesia)". (Indonesia University School of Postgraduate) . (online) URL: http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/196706091994031-DIDI_SUKYADI/Cartoon%20Story%20Maker%20Software,%20Project%20Based%20Learning%20Assessment%20and%20Validity%20Erik%20Yuda%20Pratama.docx.

divided into three phases. They are pre-teaching, whilst teaching, and post-teaching.¹⁸

There are some differences between Masvani's thesis and this study. He conducted about teaching writing a narrative text to junior high school students by using probable passage strategy. The main purpose of her is to introduce teaching writing narrative text by using probable passage strategy. Whereas, the main purpose of this study is to know the effectiveness of cartoon toward students' writing skill in narrative text at of SMA Nusantara Palangka Raya.

The last was taken, Mina and Putranti have also researched using cartoon. They conduct Designing Cartoon as a Supplementary Material for English Structure Subject. The method of this study used design and development research. It aims to allow teachers and students to know the process and the basic principles of how a cartoon for leaning is designed in the context of English Structure class. The result of this study is cartoon entitled "The Tragedy of Jayaprana" which promotes the narrative text as the topic of the learning.¹⁹

There are some differences between Mina's and Putranti's journal and this study. They conducted about Designing Cartoon as A Supplementary Material for English Structure Subject. It aims to allow teachers and students to know the process and the basic principles of how a cartoon for leaning is designed in the context of English Structure class. Whereas, the problem of this study is to know the effectiveness of cartoon toward students' writing skill in narrative text at SMA

¹⁸ Masvani Marulafau, "*Teaching Writing a Narrative Text to Junior High School Students By Using Probable Passage Strategy*". Thesis, English Department Faculty of Language and Arts State University of padang. State University of Padang. 2013.

¹⁹ Nurawati Mina and Sulistini Dwi Putranti, "*Designing Cartoon as a Supplementary Material for English Structure Subject*". Journal, Dinamika Ilmu, Volume 15 (1), 2015.

Nusantara Palangka Raya.

B. Writing

1. The Nature of Writing

Generally, writing is a way a sending message from the writer to the reader. Similar to Donald Hall said in his book “*Writing Well*” that writing is pretentious and wordy, but a message comes through. Writing also is a way the writer think or a way of thinking which is shared by the reader. Fred D. White also said that writing is more than public communication; is a way of thinking.²⁰

Writing is an individual activity similar to Jo McDonough and Christopher Shaw said that writing, like reading, is in many ways individual, solitary activity.²¹ Similarly, Trisha Phelps-Gunn and Dianna Phelps -Terasaki said that writing is a useful, effective, enjoyable, and above all necessary component of the modern world. It provides the pleasure of sending a personal message to a friend. It assumes career and financial importance in the composition of a resume or a business letter.²² They also said that writing is the most complex language mode, being four times removed from the inner language, and adds the component of written expression to the earlier abilities.

²⁰Fred D. White, *The Writer's Art*, California; Wadsworth Publishing Company, 1986, p.7.

²¹Jo M.C. Donough and Christopher Shaw, *Materials and Methods in ELT*, Cambridge: Blackwell Publisher, 1993, p.164.

²²Trisha Phelps-Gunn and Diana Phelps-Terasaki, *Written Language Instruction*, London: an Aspen Publication, 1982, p.1.

From the opinions above, writing is the way of thinking or sending a message from writer to the reader which becomes the part of language or language skills and it also means communication.

2. The Kinds of Writing

a. Paragraph

A paragraph is a group of related statements that a writer develops about a subject.²³ Reid and Tyner in Nirwanto states a paragraph is a series of sentences that develop one idea or main point.²⁴

1) Title of Paragraph

The title helps us to organize and hit our thoughts. Like Oshima and Houge state in Nirwanto that a title tells the reader what the topic of the paragraph is. It usually uses a word or phrase, not a sentence.²⁵ According to Nirwanto there are some points to be considered when writing a title of paragraph as follow:²⁶

The first, last and all-important words in a title are capitalized, prepositions and articles are not considered important words in a title. Prepositions and articles are not considered important words in a title. Proposition of more than five letters, however, may be capitalized. Articles that begin that title, of course, are capitalized.

a. The title of paragraph or essay is not understood.

²³Alice Oshima, Ann Houge, *Introduction To Academic Writing*, third edition, Pearson Longman, 2007,

²⁴Rahmdi Nirwanto, *Paragraphs and Essay*, first edition, Yogyakarta: Kanwa Publisher, 2013, p.1.

²⁵Ibid, p. 6.

²⁶Ibid, p. 6.

- b. The title is not enclosed question marks, nor is it ended with a period.
- c. A title will attract the reader about up-to-date topics. Often the readers want the latest information.
- d. It should be specific and powerful.
- e. It should be brief.

2) Three Parts of a Paragraph

A paragraph has three parts, a topic sentence, several supporting sentences, and a concluding sentence.²⁷ Butler in Nirwanto states the topic sentence is similar to a learning objective in that it gives the reader the general idea of what is to follow.²⁸ According to Oshima and Hogue, the topic sentence tells what topic the paragraph is going to discuss. The supporting sentences give detail about the topic. The concluding sentence summarizes the main points or restates the topic sentence in a different word. Below is the more explanation:²⁹

- a. The topic sentence has two parts that are a topic and a controlling idea. The topic names the subject of the paragraph. The controlling idea tells what the paragraph will say about the topic. It is called the controlling idea because it controls or limits the topic to a very specific point or points.

²⁷Alice oshima, Ann Hogue, *Introduction to Academic Writing*, Third Edition, Pearson Longman, p. 38.

²⁸Rahmadi Nirwanto, *Paragraphs and Essay*, first edition, Yogyakarta: Kanwa Publisher, 2013,p. 7.

²⁹Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, third edition, Pearson Longman, 2007 p. 38-47.

- b. Second, supporting sentences explain the topic by giving more information about it. Supporting point sentences list the main points of the paragraph. The signal phrases at the beginning of a sentence, use *for example* or *for instance*, follow by a comma. In front of an example that is just a word or phrase (not entire sentence), use the prepositional phrase *such as* without comma, in front of example that is just a word or phrase (not entire sentence), use the prepositional phrase *such as* without comma.
- c. Third, the concluding sentence signals the end of the paragraph and reminds the reader of the main idea. Not all paragraphs need a concluding sentence. A paragraph that stands alone needs a concluding sentence, but a paragraph that is part of a longer piece of writing does not always need one.

b. Essay

The essay is a piece of writing several paragraphs long. The topic of an essay is too complex to discuss in one paragraph, we need to divide it into several paragraphs, one for each major point. We need to tie the paragraphs together by adding an introduction and a conclusion. An essay is no more difficult than writing a paragraph except that an essay is longer, but the principles of organization are the same for both.³⁰

1) Title of Essay

Said in Nirwanto states that often selection of a topic will function as

³⁰Alice oshima, Ann Hogue, *Writing Academic English*, Fourth Edition, 1999, New York: Longman, p. 56.

the title for the essay.³¹ According to Nirwanto, the title should be clear, concise and precise. The title is a phrase, not a sentence and all extra words should be excluded similarly. Writers should also pay attention to other rules for titles which include; use no question marks, centering on the top of the first page, and either capitalizing all the letters in the title or capitalize the first letter of all importance words.³² Mc. Call in Nirwanto also state that title can be either a direct statement of the main idea or an implied one. The title must accomplish several things. Primarily, it must capture the reader's interest, it must give a clue to the thesis, it should also reflect the writer's tone.³³

2) The Three Parts of an Essay

The essay has three main parts, that is an introduction (introductory paragraph), a body (at least one, but usually two or more paragraphs), and a conclusion (concluding paragraph).³⁴

a. The Introductory Paragraph.

An introductory paragraph has two parts, general statements, and the thesis statement. The general statement introduces the general topic of the essay and capture the readers' interest. The thesis statement states the specific topic, may list subtopics or subdivisions of the main topic or subtopics, may indicate the pattern of organization of the essay, is

³¹Nirwanto, Rahmadi, *Paragraphs and Essays*, First Edition, 2013, Yogyakarta: Kanwa Publisher, p. 65.

³²Ibid.

³³Ibid,p.66

³⁴Alice oshima, Ann Hogue, *Writing Academic English*, Fourth Edition, Pearson Longman,p. 56.

normally the last sentence in the introductory paragraph.³⁵

b. Body Paragraph

The body paragraphs in an essay are like the supporting sentences in a paragraph. Body paragraphs should organize according to some sort of pattern, such as chronological order or comparison or contrast. Sometimes, depending on the topic will need to use a combination of patterns. A basic pattern for essays is a logical division of ideas. In this pattern, the topic divides into subtopics and then discuss each subtopic in a separate paragraph.³⁶ There are three keys to organizing a logical division essay, first, divide your topic into subtopic in a separate paragraph. Second, write a thesis statement that indicates logical division. The last, use a transition between paragraphs to guide the reader from one subtopic to the next.³⁷

According to Nirwanto, body paragraph should have the following characteristics:³⁸

- (1) Clarity. The main point and supporting details of the paragraph are clear.
- (2) Unity. All the sentence clearly relate to the main idea of the paragraph and support the topic sentence.
- (3) Development. The paragraph provides sufficient detail, including an example, facts, statistics, reasons, anecdotes, quotation, and

³⁵Ibid, p. 59.

³⁶Ibid,p.64

³⁷ Ibid,p.65.

³⁸Nirwanto, Rahmadi, *Paragraphs and Essays*, first edition, 2013, Yogyakarta: Kanwa Publisher,p.72.

definition, to explain or support the main idea.

- (4) Organization. The ideas and supporting details have a logical pattern of arrangement, such as time, space, or emphasis (for example, from most to least important, from least to most important, or from simplest to most complex).
- (5) Coherence. The sentences are logically connected to each other, and the ideas flow smoothly.

c. The Concluding Paragraph

The concluding paragraph is the last paragraph of an essay. It has three processes:³⁹

- (1) It signals the end of the essay.
- (2) It reminds the reader of main points.
- (3) It leaves the reader with final thoughts on the topic.

The first part of the concluding paragraph summarizes the main points or repeats the thesis statement in different words. In the second part, may add a final comment. This is the place to express the opinion, make a judgment, or give a recommendation.⁴⁰ The techniques that can use to write a memorable conclusion:⁴¹

- (1) Make a prediction.
- (2) Suggest result or consequence.
- (3) Suggest a solution, make a recommendation, or call for action.

³⁹Alice Oshima and Ann Hogue, *Introduction to Academic English*, Third Edition, United State of America: Pearson Longman, 2007, p.153.

⁴⁰Ibid. p. 153

⁴¹Alice oshima, Ann Hogue, *Writing Academic English*, Fourth Edition, New York:Longman, 1999, p. 72.

- (4) Quote, an authority on the topic.

C. Writing Process

Writing Process is a method of teaching composition that allows students sufficient time to try out ideas about which they wish to write and obtain feedback on their drafts so that writing becomes a process of discovery for the students.⁴² Process writing approaches tend to be framed in three stages of writing they are prewriting, drafting, revising, and editing⁴³: according to Tompkins & Hoskisson in Miftah, those are, prewriting, drafting, revising, editing and publishing. The application of the writing stages is as follows.⁴⁴

Prewriting stages focuses on brainstorming. Prewriting is a preparation for writing and the getting-ready-to-write stage which is like a warming-up for the athletes stated by Tompkins & Hoskisson in Miftah. It was meant to help students to collect ideas, viewpoints, or ideas related to the topic being discussed.⁴⁵

Drafting stage centers on providing the student's chances to start writing based on mapped idea they had made in the previous stage. Drafting is a stage designed to allow the writers to put their ideas on paper without worrying about mechanics or neatness stated by Roe in Miftah. This statement is in line with Christenson asserting that drafting is the process of getting ideas on paper and

⁴²Sabarun, *The Effectiveness of Using Outline in Writing Expository Essay*, STAIN Palangka Raya: Unpublished. 2010., p. 36.

⁴³Gebhard, *Teaching English as a Foreign or Second Language: A Teacher Self Development and Methodology Guide*. Ann Arbor: The University of Michigan Press, 2000, p. 226.

⁴⁴ M. Zaini, Miftah. 2015. Enhancing Writing Skill Through Writing Process Approach. *Journal on English as a Foreign Language, (Online)*, 5(1), (<http://e-journal.iain-palangkaraya.ac.id/>), (accessed on 26 September 2016).

⁴⁵ Ibid, p.19

Brown pointing out that “drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience and trained instruction”.⁴⁶

Revising stage focuses on providing the students chances to revise their first draft they had made in the drafting stage with emphasis on the content and organization rather than on the mechanics. Revising is to make the writing clearer and more interesting to the readers stated by Glencoe in Miftah. Both drafting and revising stages are the core of the writing process stated by Brown in Miftah.⁴⁷

Editing stage centers on providing the student's chances to edit the drafts, and proofread the drafts for accuracy and correctness in spelling, punctuation, capitalization and grammar. Editing is putting the piece of writing into its final form. It is the process in which the students begin to look at correctness stated by Stone in Miftah. Tompkins & Hoskisson in Miftah assert that the editing stage primarily focuses on the content of students’ writing. The students need to edit their draft to make sure their sentences are clear stated by Glencoe in Miftah.⁴⁸

The last stage was *publishing stage*. In this stage, the students were given a chance to publish their final compositions. The publishing activities could be done by asking students to read his/her own writing in front of the class or by asking the students to read their friends’ final writing. Those statements are in line with Kirby & Liner’s in Vacca in Miftah. It is asserted that publishing is a form of activity that is very important for students as it provides an opportunity for them

⁴⁶Ibid, p.19

⁴⁷ Ibid, p.20

⁴⁸ Ibid,p.20

to share their writing product with a real audience of their classmates and other students.⁴⁹

1. Prewriting

The first stage of the writing process is called prewriting and the point at which we discover and explore our initial ideas about a subject. The teacher needs to stimulate students' creativity, to get them thinking how to approach a writing topic. In this stage, the most important thing is the flow of ideas, and it is not always necessary that students actually produce much (if any) written work. If they do, then the teacher can contribute with advice on how to improve their initial ideas. According to Alice, that prewriting is a way to get ideas. In this step, the writer can choose a topic and collect ideas to explain the topic.⁵⁰ According to Regina, in the prewriting stage, writers take the time to think about their topic and generate ideas. They also spend some time focusing and planning the piece of writing.⁵¹ There are several activities we can choose from in the prewriting stage. During prewriting, we are creating or generating a lot of ideas about our topic. The most important part of prewriting is to generate as many ideas as possible. These prewriting activities include brainstorming, free writing, WH-Question, and clustering.⁵²

The Activities of Prewriting

In the prewriting stage, a writer decides the interesting topic.

Prewriting covers a wide variety of activities. There are numerous

⁴⁹ Ibid,p.21

⁵⁰ Alice Oshima n Ann Hogue, *Introduction to Academic English*, Third Edition, United State of America: Pearson Longman, 2007, p. 16.

⁵¹ Regina L.Smalley. *Revising Compisition Skill Rhetoric and Grammar*, p. 3.

⁵² Ibid, p.4.

prewriting techniques that the writers can use to generate ideas as they begin to write, namely: listing, clustering, brainstorming, strategies questioning and free writing.⁵³

a. Listing

One popular technique in prewriting is listing. One reason that this technique is popular with writers is that we use list-making skills often in our everyday lives. Writers also make list throughout the writing process, especially during prewriting. Lists not only help writers generate topics, but lists can be useful to help create main points and key details. According to Alice listing is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind.⁵⁴

b. Clustering

Clustering, diagramming (mapping) is helpful for people who think in a visual way. You can put your idea in a circle or block and branch off examples or other ideas pertaining to it. According to Regina clustering is making is a visual map or your ideas.⁵⁵ According to Jerry that clustering is using a keyword placed in the center of a page (or board), a student's (or teacher) jots down all the free association's students give related to the word, clustering similar

⁵³Sabarun, *The Effectiveness of Using an Outline in Writing Expository Essay*, p. 8.

⁵⁴Alice Oshima n Ann Hogue, *Introduction to Academic Writing*, P. 16.

⁵⁵Ibid.

words.⁵⁶ With this technique, you start with a circle in the middle that contains your main idea and then you draw lines to other, smaller circles that contain sub-ideas or issues related to the main idea. Try to group like idea together so as to organize yourself.

c. Brainstorming

Another way to get ideas down on paper quickly is through brainstorming start with a significant word or phrase and tries to record everything that comes to your mind. If you reach a point where you can no longer come up with any new ideas, ask a friend to help you brainstorming some fresh topics. According to Regina, that brainstorming is a way to associate ideas and stimulate thinking. To brainstorm, star with a word or phrase and let your thoughts go in whether direction they will. For a set period of time, do not attempt to think logically but writer a list of ideas as quickly as possible, putting down whatever comes to mind without looking back or organizing.⁵⁷ Jerry also states that brainstorming is one popular activity of prewriting in which a topic is an introduction by the teacher or students, after which students call out ideas associated with the topic while the teacher (or a student or two) write the ideas on the board. Although there is no right or wrong association in this activity, some EFL/ESL students will shy away from calling out their ideas. As such,

⁵⁶Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, p. 227.

⁵⁷Regina L. Smaley, *Refising Composition Skill Rhetoric and Grammar*, p.4.

some teachers have students brainstorm first in the small group, then as a whole class.⁵⁸

d. Questioning Strategy (WH-Question)

According to Hornby question as a noun sentences, which by using word order, use of interrogative words (what, when, where, who) or intonation, request information, an answer etc.⁵⁹ So, if make a question to someone, we should ask a question to him about a particular subject or uncertainly something. An interrogative sentence is a type of sentence which usually asks a question and then another function of question is used to express a doubt or uncertainly something.

In addition, Marcell Frank states that the questions were divided into three kinds of questions in English. First, yes-No question is simple question eliciting the answer yes or no only. Second, Attached (or tag) question are also yes or no question, but the special form into which they have put shows which of these two answers is actually expected. Third, interrogative word questions are questions that elicit information a person, place, time, etc.⁶⁰

e. Preewriting

In preewriting, you write non-stop about a subject for a certain amount of time. Spelling or punctuation, mistakes, and finding exact

⁵⁸Jerry G. Gebhard, *Teaching English as a Foreign or second language*. P.226.

⁵⁹Hornby, *Oxford Advanced Learner's Dictionary or current English Great*, p. 952.

⁶⁰Marcella Frank, *Modern English a practica Reference Guided*, London: Englewood New jersey, Prentice Hall inc, 1972, p. 88.

words do not matter. According to Regina, that freewriting is writing without stopping. It means writing whatever comes to your mind without worrying about whether the ideas are good or the grammar is correct. Brown also states that freewriting is a technique to generate ideas, it should be used as a beginning, as an initial exploration of the ideas that you have about a topic.⁶¹ According to Jerry also gives a statement that in prewriting the students write nonstop on a topic for a set time. They stop to read and consider what they wrote and then write nonstop again for another set amount of time.⁶²

f. Mind Mapping

According to Toni Buzan the mind mapping strategy is one of the teachers' strategies in teaching. Not only Mind Maps show facts, but also show the overall structure of a subject and the relative importance of individual parts of it. It helps students to associate ideas, think creatively, and make connections that might not otherwise.⁶³ Alamsyah also explained that Mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Mind maps work especially well when created in groups, since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable. The mind mapping strategy can be

⁶¹H. Douglas Brown, *Teaching by Principles: An Interactive to language Pedagogy*, p. 350.

⁶²Jerry G. Gebhard, *Teaching English as a Foreign or second language*. P.227.

⁶³Tony, Buzan. *Buku Pintar Mind Mapping*. Jakarta : PT Gramedia Pustaka Utama. (2009).p.60-62

used to explore almost any topics in writing and also used in every kind of writing such as narrative, descriptive, recount, persuasive, argumentative, essay etc. Students can improve their ideas and lend themselves to discussing ideas in groups. Mind Mapping is a useful technique that helps you learn more effectively, improves the way that you record information, and supports and enhances creative.⁶⁴

2. Drafting

Next step is to write drafts, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar spelling or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable after all; this is just a rough draft. You will fix the errors later.⁶⁵ According to Regina Drafting is the actual writing of the paragraph.⁶⁶

3. Revising/Editing

In this stage, students look at their papers with fresh eyes and focus on how well their paper reflects what they were thinking.

a. Revising

Writing is a process. It is never perfect after the first attempt. The best part about writing is that there is time to go back and revise and edit the writing before it is submitted. Revising is the first step to improving the first draft. It is best to allow some time to pass between finishing the first draft and

⁶⁴Maurizal, Alamsyah. *Kiat Jitu Meningkatkan Prestasi Dengan Mind Mapping*. Yogyakarta : Mitra Pelajar. (2009). p.60-62

⁶⁵Ibid, p.18.

⁶⁶Regina L. Smaley, *Refining Composition Skill Rhetoric and Grammar*, p.8.

beginning the revising process. This allows the author to look at the draft with fresh eyes and, hopefully, more objectively. In revising the writer focus on the organization of ideas; do they have a logical flow? And also focus on the support for the topic. Do the ideas they incorporated support the main topic? Is their support weak? Are any sentences irrelevant to the topic? According to Regina Revising is really rethinking or reseeding your paper. During prewriting and drafting, you are mostly concern with finding ideas and getting them down. You will need sp shift from suspending judgments to making them. Now, you will need to evaluate your writing.⁶⁷

b. Editing

Editing is the last stages of the process writing. In editing the writer focus on the grammar, spelling and punctuation. Here students are looking at the language it self and how well it reflects their ideas. I usually explain that this is the icing on the cake. When there are no mistakes in grammar, punctuation or spelling the reader will not think twice about the language of the paper. But if there are excessive mistakes in grammar, punctuation or spelling, the reader will notice and not want to finish reading, no matter how well organized or well supported the paper is. According to Regina at this stage, the writer may need to rephrase or edit some of their sentences. Rephrase sentences that are not clear or not prices. Then check the sentences to make sure they are grammatically and mechanically correct.⁶⁸

⁶⁷Ibid.

⁶⁸Ibid, p.9.

D. Writing Assessment

In the teaching of writing we can either focus on the product of that writing or on the writing process itself.⁶⁹ According to Fauziati in Wulandari, traditionally, in curriculum practice, a distinction has been drawn between the activities which focus on products and the activities which focus on process. In traditional way of teaching writing, which focuses more on the product, very little attention is paid to help learners develop their ideas in the process of meaning-making.⁷⁰ Characteristics of writing as a product and process as follows:⁷¹

1. Process Assessment

The Process Assessment is an attempt to take advantage of the nature of the written code (unlike conversation, it can be plan and give an unlimited number of revisions before its “release”) to give students a chance to think as they write. Another way of putting it is that writing is indeed a *thinking process*.⁷² Fauziati states in Wulandari, in teaching writing as a process, consequently, the students may produce several drafts or versions of their writing with the emphasis on the process of writing and on getting feedback from classmate.⁷³ Shih in Brown state the process approaches in this following:⁷⁴

⁶⁹Jeremy Harmer, *The Practice of English Language Teaching* (Fourth Edition), p. 325.

⁷⁰Noor Anita Wulandari, *The Effectiveness Of Using Audiovisual Media Toward Students' English Achievement In Writing Procedure Text At The Eighth Grade Students Of Islamic Junior High School Of Muslimat NU Palangka Raya*, unpublished thesis, Palangka Raya: STAIN Palangka Raya, p. 20.

⁷¹Ibid

⁷²H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition, p. 336.

⁷³Noor Anita Wulandari, *The Effectiveness Of*, p. 22.

⁷⁴H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition, p. 335-336.

- (a) Focus on the process of writing that leads to the final written product.
- (b) Help students writer to understand their own composing process.
- (c) Help them to build repertoire of strategy for prewriting, drafting, and rewriting.
- (d) Give students time to write and rewrite.
- (e) Place central importance on the process of revision.
- (f) Let students discover what they want to say as they write.
- (g) Give students feedback throughout the composing process as they attempt to bring their expression closer and closer to the intention.
- (h) Encourage feedback from both the instructor and peers.
- (i) Include individual conferences between teacher and student during the process of composition.

In the construction of class tests, it is important for the test writer to find out how composition is test in the first language. Although the emphasis in the teaching and testing of the skill in English as a foreign or second language will of necessity be quite different to the development of the skills in the first language, a comparison of the ability acquire and methods use is very helpful.⁷⁵

2. Product Assessment

The Product Assessment is defined as giving score to the students' final composition; it focuses on assessing the students' final composition. To

⁷⁵Heaton, J. B, *Writing English Language Tests*, New Edition, London and New York, 1975, p. 136- 137.

assess the students' writing product, there are three methods of scoring. There are holistic, primary trait, and analytic scoring.

Holistic scoring is a procedure in scoring students writing on the basis of the general impression of the composition as a whole. It looks at the piece of writing as a whole and assesses its ability to communicate to the reader.

The second type is primary trait scoring. The primary trait scoring is a way of scoring piece of writing by focusing on the specific feature or characteristics. The trait could be language-based feature emphasizing any one or more of the criteria such as idea development, organization or fluency.

The third type is analytic scoring. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub skills on which a rater bases his or her judgment. In addition, analytic scoring identifies the specific needs in a piece of writing. A list is made of the prominent features that should appear in the piece of writing.

In analytic scoring, the rater give score on the basis of the marking scheme that contains some features or components of writing, such as content, organization, sentence structure, and grammar, usage and mechanics. Each component is scored separately and sometimes given different weights to reflect their importance in instruction. Unlike the holistic system, the analytic scoring separates the features of a composition into components. There are two advantages of this type of scoring. It provides feedback to

students on specific aspect of their writing and gives teachers diagnostic information for planning instruction.⁷⁶

In this study, the writer only uses product assessment with analytic scoring method in evaluating the students' final composition. The analytic scoring method applies in the study covers four components (content, organization, vocabulary, grammar, and spelling).

2.1 Scoring Rubric of Narrative Text⁷⁷

Component	Score	Level	Criteria
Content	30-27	Excellent to very good	Very good in mastering the problem; the content is very solid; complete and comprehensive; very appropriate with the problem and title.
	26-22	Good to average	Mastering the problem; the content is adequate; almost complete and comprehensive; appropriate with the problem and title, but it is less detail.
	21-17	Fair to poor	The problem mastery is limited; the content is not adequate enough; less complete.
	16-13	Very poor	Does not matter the problem; the content is not sufficient; not relevant to the title and problem; there is not enough material to evaluate.

⁷⁶Sara Cushing Weigle, *Assessing Writing*, series editor: J. Charles Akderson and Lyle F. Bachman, New York: Cambridge University Press, 2002, p.104.

⁷⁷M.Soenardi Djiwanjono, *Tes Bahasa Dalam Pengajaran*, Bandung: ITB Bandung.1996, p.92.

Organization	20-18	Excellent to very good	Very harmonious; the main ideas are expressed and developed clearly, organized well, logical order; close relationship among parts (cohesive)
	17-14	Good to average	Less harmonious; the main ideas are not organized well, less developed; logical order but less comprehensive.
	13-10	Fair to poor	Not harmonious; the main ideas are not irregular; the sequence is less logically; the main ideas are less developed.
Grammar	25-22	Excellent to very good	Very effective in using simple and complex sentence; fewer errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	21-18	Good to average	Effective in using simple sentences; some difficulties in using complex sentences; some errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	17-11	Fair to poor	Error and difficult in using simple and complex sentences; most errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	10-5	Very poor	Almost not mastering the grammar full errors in grammar, cannot be understood; not enough material to evaluate.
Vocabulary	20-18	Excellent to	Repertory of the word is wide; the chosen and use of the exact and effective word; mastery in word form and formation.
	17-14	very good	Repertory of the word is enough; the chosen and use of words occasional not exactly, but the meaning not obscured.
	13-10	Good to average	Repertory of words is limited; most errors in choosing words; the meaning is hazy and obscured.
	9-7	Fair to poor	Repertory of words are very limited until cannot communicate the meaning; less informative to evaluate.
Mechanics	5	Excellent to very good	Demonstrate mastery of conversions, few errors of spelling, punctuations, capitalizations, paragraphing.
	4	Good to average	Occasional errors of spelling, capitalization, paragraphing and not obscured.

	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor	No mastery or convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

E. The Elements of Paragraph

According to Oshima and Hogue paragraph is the basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or as long as ten sentences, and a concluding sentence.⁷⁸

Paragraph are the foundation of writing, student need to write a paragraph in order to equip them paper, journal, reports and so forth. If students some paragraph can stand alone and some are parts of a larger piece of writing such as an essay. And According to Furaidah that paragraph is a group of related sentences which develops one main idea or one main topic.⁷⁹

According to Oshima and Hague, the paragraph has five elements.⁸⁰ They are:

1. The Topic Sentence

According to Furaidah that the second element of the paragraph is a topic sentence. Every good paragraph has a topic sentence, which clearly states the main idea or topic sentence in a paragraph. It briefly tells what the paragraph

⁷⁸Oshima and Hague, *Writing Academy English* (3th), Addison Wesley Longman, p. 16.

⁷⁹Furaidah, *Advance Writing*, p. 1-2.

⁸⁰Oshima and Hague, *Writing Academy English* (3th), p.17-18.

is going to discuss.⁸¹ According to Sands in Sabarun states, a topic sentences is a sentence that states the main idea of the paragraph.⁸²

According to Robbert A in Nirwanto states that in understanding the topic sentence, there are three important points to be considered:

- a. A topic sentence is a topic sentence it contains a subject, a verb and (usually) a complement.
- b. A topic sentence contains both a topic and controlling idea. It names the topic and then limits the topic to a specific to be discussed in the space of a single paragraph.
- c. A topic sentence gives only the main idea; therefore, it is the must general statement in the paragraph. It does not give any specific details.⁸³

To illustrate, let us look at the following topic sentence to identify the topic and the controlling idea about the topic:

“Smoking cigarettes can be an expensive habit”

What the topic and controlling idea of this sentence? The topic is the habit of smoking a cigarette and the controlling idea is that smoking can be expensive. A paragraph that develops this topic should communicate that smoking is indeed an expensive habit.⁸⁴

⁸¹Furaidah, *Advance Writing*, p. 3

⁸²Sabarun, *Paragraph Writing*, p. 3.

⁸³Rahmadi Nirwanto, *An Enrichment Material*, p. 9.

⁸⁴Furaidah, *Advanced Writing*, p. 16.

2. The Supporting Sentence

According to Furaidah, after you formulated a topic sentence with a focused controlling idea, you need to develop that topic sentence into a paragraph. You can discuss, explain or prove the view expressed in that sentence. Take notes on details that can serve as the material that can back up the limiting statement in the controlling idea. Knowledge from reading, experience of others, or your, own experience can be sources for generating the support, for example:

Topic sentence: Smoking cigarettes can be expensive habit

Support:1. Cigarettes cost about seventy-five cents.

2. The average smoker smokes two pack a day.

3. The annual expense for this smoker is \$547.50.

4.The smoker must also pay for extra cleaning, furniture, and clothes.⁸⁵

3. The Concluding Sentence

According to Oshima and Hogue the concluding sentence signals the end of the paragraph and leaves the reader with important points to remember:

In conclusion, gold is treasured not only for its beauty but also for its unity.⁸⁶

4. Unity

According to Alice Oshima in Nirwanto states that “unit” is the Latin prefix meaning one. It is mean that in each paragraph only one main idea is discussed. If he or she starts to discuss an idea, he or she may start a new

⁸⁵Ibid, p. 111.

⁸⁶Oshima and Hague, *Writing Academy English* (3th), p. 18

paragraph.⁸⁷ Unity means that the ideas of the supporting sentences are all clearly connected to the main idea expressed in the topic sentence. Unity in a paragraph requires the consistent development of the idea that our paragraph intends to explain.⁸⁸ For example:

Pilots are the primary cause of many aircraft accidents. Ignoring their responsibilities, many pilots fail to perform their duties efficiently, and tragedy has too often been the needless result. History records that many fatal accidents have occurred, for example, because pilots failed to listen to the advice of air traffic controllers who were in a position to warn them about impending disasters. Sometimes pilots are overtired, and they neglect to take the precautions necessary to avoid accidents. They may even be taking drugs which slow down their physical reaction. Perhaps most startling is the fact that every year one or two air traffic accidents are caused by student pilots who attempt to journey beyond their capabilities and thus producing catastrophes which destroy life and property.⁸⁹

5. Coherence

Literally, the word coherence means, “sticking together”. A paragraph is coherent when the sentence is woven together in such a way that our reader can move easily from one sentence to the next and read the paragraph as an

⁸⁷Rahmadi Nirwanto, *An Enrichment Material*, p. 11

⁸⁸Sabarun, *Paragraph Writing*, p. 6

⁸⁹Furaidah, *Advanced Writing*, p. 114

integrated whole.⁹⁰ According to David Yerkes in Nirwanto states that co is Latin prefix that means “together” or “with”. The verb cohere means “stick together” or “unified”.⁹¹ According to Carino still in Nirwanto states that coherency usually refers to logic and ideas. In order to have coherence in a paragraph, the movement from one sentence into the next sentence (and in longer essays, from one paragraph to the next) must logical and smooth. There must be sudden jumps. For a paragraph to be coherent, first it must have unity.⁹²

According to Furaidah coherence is achieved by arranging sentences in logical order and providing signals that help the reader understand the relationship between the ideas in the sentence in the paragraph. In addition, the sentences are now connected by several linking devised: repetition of keywords, transition signal, and sentence combining.⁹³ For example:

I like to stand at the seashore watching the waves listening to their sound. Their never-ending movement makes me feel very peaceful. The sound of the waves is very relaxing. I also find the sea breeze and scent in the air very pleasant.⁹⁴

⁹⁰Sabarun, *Paragraph Writing*, p. 6

⁹¹Rahmadi Nirwanto, *An Enrichment Material*, p. 12.

⁹²Ibid.

⁹³Furaidah, *Advanced Writing*, P. 116.

⁹⁴Sabarun, *Paragraph Writing*, p. 6.

F. Narrative Text

1. Nature of Narrative Text

Narrative text is a text that has a purpose to entertain the reader with a story that deals with complications or problematic events which lead to a crisis in a turn finds resolution.⁹⁵ To narrate is to tell a story, to tell what happened. In addition, there are several points about an effective narrative paragraph. First, a good narrative paragraph must include the entire significant event. Second, it does not bring up un-significance points. Third, it follows a logical time sequence. Fourth, it does not drag on; its pace is brisk. Fifth, it usually has a point that can be drawn from the story.⁹⁶

According to Furaidah that an effective narration paragraph has three important characteristics, they are:

a. It tells a story

Narration tell a story about a series of events may be real or nonfiction as in histories, biographies, and newspaper stories or imagery or fiction, as in short stories, novels, and plays.

b. It is organized by time order or chronological order.

In addition, the series of events in narration are generally arranged by time order or chronology order. This means that the story begins with what happened first, then moves on to what happened next and ends with what happened last. Suppose you want to tell about your terrible day. You would probably have a series of events to tell.

⁹⁵Suadarwati, *Look A head an English Course for senior High School Students year XI*, p.154.

⁹⁶Sabarun, *paragraph writing*, 2008 p. 11.

- c. It shows the writer's attitude point.
- d. When writing a narration, you should have a purpose, in another word, you tell a story to teach something, persuade, or make a point. Otherwise, your readers will probably wonder why they need to bother to read your story. Your purpose will guide you to select the details to include and those to include in your story.⁹⁷

The narration is more often about past story, but sometimes it is also about repeated present story. Past and present narrations have several similarities and differ mainly in when the story takes place. Therefore, in writing both present and past narrations, you need to keep yourself are with your choice of verb tenses.⁹⁸

Common forms of narrative text which are studied in high school are:

a) Legend

What is a legend? A legend is a narrative of human action that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as a folktale. The example of legend in narrative text are:

Sangkuriang

Maling Kundang

The legend of Tangkuban Perahu

The story of Toba Lake, etc.

⁹⁷Furaidah, *Advance Writing*, p. 126.

⁹⁸Ibid, p. 137.

b) Fable

What is a fable? A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like humanly beings. The examples of fable in narrative text are:

Mousedeer and crocodile

The Ants and the Grasshopper

The Story of monkey and crocodile

The Smartest parrot, etc.

c) Fairytale

What is a fairy tale? According to Wikipedia, the fairy tale is in English language term for a type of short narrative corresponding to the French phrase “contes de fée”. A fairy tale typically features such folkloric characters as fairies, goblins, elves, troll, dwarfs, giants or gnomes, and usually magic or enchantments. The examples of fairy tale in narrative text are:

Pinocchio

Beauty and the beast

The story of Rapunzel

Cinderella

Snow White, etc.

d) Science fiction

What is science fiction? According to Basil Davenport 1955, science fiction is fiction based upon some imagined development of science, or upon

the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are:

To the moon from the Earth by Jules Verne

Starship Trooper by Robert Heinlein

A space Odyssey by Arthur C. Clarke, etc.

2. The Structure of Narrative Text

a. Generic Structure

- 1) Orientation Sets the scene: where and when the story happened, introduces the participants of the story: who and what is involved in the story.
- 2) Complication tells the beginning of the problem which leads to the crisis (climax) of the main participants.
- 3) Resolution: the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.⁹⁹

According to Sudarwanto, there are three points about the generic structure of narrative text. First, Orientation (beginning): who were involved in the story, when and where. Second, Complication (middle): a problem arises followed by other problem. Third, Resolution (ending): the solution to the problem.¹⁰⁰

⁹⁹Sudarwati, *Look A head on English Course for Senior High School Students Year XI*, p. 154.

¹⁰⁰Ibid, p. 62.

Based on the statement above, the writer concludes that the generic structures of narrative are:

Firstly is an orientation. The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened.

Secondly is a complication. This is where the writer tells how the problem arises; sometimes something unexpected events will happen.

Thirdly is a resolution. It is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

Furthermore, the generic structure of the narrative text can be shortened as; orientation, complication, and resolution.

b. Language Features

- 1) The use of noun phrase: *a beautiful princess, a huge temple, etc.*
- 2) The use of connective: *first, before that, then, finally, etc.*
- 3) The use of adverbial phrases of time and place: *in the garden, two days ago.*
- 4) The use of simple past tense: *he walked away from the village.*
- 5) The use of action verbs: *arrived, ate, went, laughed, walk, sleep, wake up, etc.*
- 6) The use of saying verbs: *say, tell, ask.*

- 7) The use of time connectives and conjunctions: *one day, a week later then, a long time ago, when, etc*¹⁰¹

c. The Example of Narrative text

There are some examples of a narrative paragraph:

The example of **Legend**

The Legend of Toba Lake

Once upon a time, there was a handsome man. His name is Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much he felt in love that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it. The mother was very annoyed. Batara Guru broke his promise. The mother was

¹⁰¹ Sudarwati, *Look A head an English Course for senior High School Students Year XI*, p. 62.

shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba Lake.

The example of **Fable**

The Smartest Parrot

Once upon a time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano. The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say, Catano, however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. “You stupid bird!” pointed the man to the parrot.” Why can’t you say the word? Say Catano! Or I will kill you”the man says angrily. Although he tried hard to teach, the parrot would. Not say it. Then the man got so angry and shouted to the bird over and over; “ Say Catano or I’ll kill you”. The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say, Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner “ you are as stupid as the chickens. Just stay with them”

Said the man angrily. Then he continued to humble; “ You know, I will Cut the chicken for my meal. Next, it will be your turn, I will eat you too, stupid parrot”. After that, he left the chicken house.

The next day, the man come back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I will kill you”.

The example of **Fairy Tale**

CINDERELLA

Once upon a time, there was a young girl named Cinderella. She lived with her stepmother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two stepsisters, on the other hand, did not work about the house. Ther mother gave them many handsome dresses to wear.

One day, the two stepsisters received an invitation to the ball that the king’s son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. “ why are crying, Cinderella?” a voice asked. She looked up and saw her fairy godmother standing beside her, “

because I want so much to go to the ball” said Cinderella. “Well,” said the godmother, “you’ve been such as a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball”. Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella’s ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. “Now, Cinderella”, she said; you must leave before midnight”. Then away she drove in the beautiful coach. Cinderella was having a wonderfully good time. She danced again and again with the king’s son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slippers was left behind. A few days later, the king’s son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king’s page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the place. The king’s son was overjoyed to see her again. They were married and live happily ever after.

G. Teaching Media

1. The Definition of Teaching Media

Teaching media are important instructional tools that are more effective

and interesting in make learning. Harmer says that a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities.¹⁰² Popular *print* media offer good opportunities for improving learners' reading and writing skills in particular. Popular *electronic* media provide teachers with excellent resource for improving language skills, such as listening and speaking¹⁰³

2. The Function of Teaching Media

Reiser and Dick explain some advantages or importance of the media.¹⁰⁴ One of the advantages of using media is that media can motivate students in learning activity. Some media can be used to invite students' attention and to arouse their curiosity by presenting various image and sounds. Media can be used to present information that is needed to deliver the message to the students. Heinich and friends assumed, instructional media gives students' required experiences to build their prior knowledge.¹⁰⁵

Educational researchers and practitioners alike assert that the potential of new technologies for learning is likely to be found technologies are used as tools for learning.¹⁰⁶ Sign and Means stated that in literacy instruction,

¹⁰² Jeremy Harmer, *The Practice of Language Teaching*, (Cambridge: Ashford Colour Press, 2007), p.177

¹⁰³ Carol Bertram, Peter Ranby, Mike Adendorff, Yvonne Reed, and Nicky Roberts. "Using Media in teaching". In John Gultig (Ed.). (South Africa: South African Institute for Distance Education, 2010), p. 91.

¹⁰⁴ Robert A. Reiser and Walter Dick, *Instructional Planning 2nd Ed.*, (USA: Allyn and Bacon, 1996), p.67

¹⁰⁵ Heinich, Mollenda, and Russell, *Instructional Media and the New Technologies of Instruction 2nd Ed.*, (Canada: John Wiley & Sons, Inc., 1982), p.7.

¹⁰⁶ Ann Holum, Ph.D. Jan Gahala, M.A, *Critical Issue: Using Technology to Enhance Literacy Instruction*, p.3

technology has both traditional and authentic uses.¹⁰⁷ An authentic use of technology is using it as a tool to accomplish a complex task; for example, students who are creating a written report might use the Internet for research, word-processing software to write and format the text, and hypermedia software to add images.

Medias are useful in the process of language teaching. Heinich and friend claims instructional media as medium that is used in instruction to deliver material to the learner.¹⁰⁸

H. Cartoon

1. The Definition of Cartoon

Cartoon is the amount of pictures telling story regarding social matter such as jokes, politics, people thought or recent event.¹⁰⁹ As time goes by, cartoon is also used as one of the media in the teaching and learning process.

2. The Benefit of Cartoon

The cartoon is beneficial not only to entertain, but also to teach students in a different way.¹¹⁰ It offers a fun and meaningful teaching and learning experience. A cartoon is created not only for children but also for all ages including adult.

¹⁰⁷ Ibid, p.3

¹⁰⁸ Heinich, Mollenda, and Russell, *Instructional Media and the New Technologies of Instruction 2nd Ed.*, p.5

¹⁰⁹ Fairrington, B. *Drawing Cartoon and Comics for Dummies*. Cananda: Wiley Publishing, Inc. 2009

¹¹⁰ Wyk, M. *The Use of Cartoon as a Teaching Tool to Enhance Student's Learning in Economics Education*. J Soc Sci, 2011, p.117-130.

I. Cartoon Story Maker

1. Definition of Cartoon story maker

Cartoon Story Maker is a simple program that lets you rapidly create 2D cartoon stories with conversations, dialogues, and different backgrounds. Background images can be imported from external sources, such as the Web, unlike the character images (the character cartoons) which are limited to the 8 default templates. This might be a noticeable disadvantage as being able to add different character images from external sources, would have definitely increased the field of possibilities offered by this program when it comes to creating original cartoon stories. Anyway, it's still a pretty handy cartoon creation tool, as it allows adding an unlimited number of frames to the story. It also allows for selecting and using dialog boxes and text bubbles of various types and sizes. Last but not least, voice recordings can be added to the cartoon, and not only from existing recordings but also by creating new ones, a recording panel is included in the application.

Though the only supported output format is HTML, saving cartoon stories as HTML web pages allows them to be viewed by anyone with an up-to-date web browser, which is a really important advantage as no compatibility issues shall be encountered by your viewers. Saving and loading the cartoons at later times is also possible, and so is previewing them at any point of production.

In conclusion, though not without flaws, Cartoon Story Maker is a nice tool that can prove handy in plenty of situations. Best of all, it's free.

Pros

- Easy-to-use.
- Free.
- Allows selecting backgrounds from external sources.
- Allows previewing the cartoon story.

Cons

- Outputs only to HTML web pages.
- Limited character library.¹¹¹

2. Advantages and Disadvantages of Cartoon Story Maker

Below are the advantages of Cartoon story maker :

- Teachers can make cartoon stories to model language and cultural conventions.
- Students can make them as a stimulating and engaging way to practice their language skills.

The Cartoon Story Maker has been designed with a focus on applying language learning. It is easy to use with simple controls so students spend less time manipulating tools and more time on the language. Within a few minutes of opening the Cartoon Story Maker, students can be typing text or add their own voice recordings.

a. Students can:

- Create dialogues with their own text or voice recordings to demonstrate proficiency.

¹¹¹Margie, Smeer. cartoon story maker (online), URL: (<http://cartoon-story-maker.software.informer.com/1.1/>, 12th January 2016, 13:06).

- Create using digital photos of themselves acting out a situation and add either text or voice recordings to the photos.
- Search the web for culturally authentic images and import them into the Cartoon Story Maker as backgrounds to a story.
- Students can place pictures of themselves in front of culturally authentic images: they can imagine they are really there!

b. Teachers can:

- Provide a script or storyboard which students use to create a story
- Create partially completed stories which students can then open and complete.
- Provide text only and students must add their own matching voice recordings.
- Provide text in English for students to translate into the LOTE.
- Provide questions to which students generate appropriate answers in the story.
- Use Cartoon Story Maker in other subjects!

c. Cartoon stories can be used:

- As a medium for students' writing in a number of modes: conversation, narrative, persuasive or informative.
- To revise a language topic.
- As an assessment task.
- To practice pronunciation and spelling.
- As a collaborative task.

- As a window into culture.¹¹²

The disadvantage of cartoon story maker is can not change the character image from external source, for applying the recorder, it must use the speaker to save the voice if do not use speaker the voice can not be heard. It may use Mozilla to open cartoon story maker file, because when it saves cartoon story maker will be in the Mozilla.

3. Procedures of Teaching Writing Using ICT with Cartoon Story Maker

Teaching writing is important in teaching language skill because writing helps the students make a project and also integrating with other skills. Nowadays, technology in language teaching is not new. Indeed, technology has been around in language teaching for decades one might argue for centuries, if we classify the blackboard as a form of technology.¹¹³ ICT is an example of technology. ICT refers to technologies that provide access to information through telecommunications. ICT has become so essential in language learning. Its utilization in education has contributed to the improvement of language learning.¹¹⁴ A good example of ICT is to apply offline activities for *Cartoon Story Maker (CSM)*. With *CSM* it is possible to make 2D screen based cartoon stories to illustrate conversations and

¹¹²Languages Online Team, *Cartoon story maker* (online) URL: (<http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm>, 19th march 2016, 06:00)

¹¹³ Gavin and nicky, 2008. How to teach english with technology. Third impression, malaysia (CTP-VVP)

¹¹⁴ Flora debora floris, *Using information and communication technology (ict) to enhance language teaching 7 lear ning:an interview with dr. A. Gumawang jati*. 2014. Teflin Journal, vol. 25, number 2, july 2014, p. 140

dialogues. Stories can include an unlimited number of frames and are viewed frame by frame. Each frame can include images, text bubbles, and voice recordings. Stories are then saved as HTML page (web page) or printed. Completed stories can also be loaded back into the *CSM* and edited.

With this application, students can:

- Create dialogues with their own text or voice recordings to demonstrate proficiency,
- Create using digital photos of themselves acting out a situation and add either text or voice recordings to the photos, and
- Search the web for culturally authentic images and import them into the *CSM* as background to a story.

By using *CSM*, teachers can:

- Provide a script or storyboard which students use to create a story,
- Create partially completed stories which students can then open and complete,
- Provide text only and students must add their own matching voice recordings, and
- Provide questions to which students generate appropriate answers in the story.

4. Teaching Writing in Senior High School Level (SMA/MA)

a. Principles for Teaching Writing.

The following principles can be used to evaluate teaching, learning, evaluate a writing course or the writing section of language course

activities, within each strand the principles are ranked with the most important principle first.¹¹⁵

1. Meaning - focus input

Learner should bring experience and knowledge to their writing.

2. Meaning - focus output

- a) Learners should do lots of writing and lots of a different kind of writing.
- b) Learners should write a message - focused purpose.
- c) Writing should interest learners and draw on their interests.
- d) Learners should experience a feeling of success in most of their writing.
- e) Learners should use writing to increase their language knowledge.

3. Language - focused learning

- a) Learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing.
- b) Learners should have conscious strategies for dealing with parts of the writing process.
- c) Where the LI uses a different script or where learners are not literate in their LI, the learners should give attention to clarity and fluency in producing the form of the written script.
- d) Spelling should be given an appropriate amount of deliberate

¹¹⁵Notion, I.S.P. *teaching ESL/EFL reading and writing*, UK: taylor and francis e-library, 2008, p. 93.

attention largely separated from feedback on writing.

- e) teacher should provide and arrange for feedback that encourages and improves writing.
- f) Learners should be aware of the ethical issues involved in writing.

b. Fluency development

Learners should increase their writing speed so that they can write very simple material at a reasonable speed.

c. The role of the teacher

When students are asked to write, the ones that are especially important are as follows:¹¹⁶

1. Motivator: to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.
2. Resource: especially during more extended writing tasks, we should be ready to supply information and language where necessary. We need to tell students that we are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way.
3. Feedback provider: giving feedback on writing tasks demands special care. The teacher should respond positively and encouragingly to the content of what the students have written. When offering a correction,

¹¹⁶Jeremy Harmer, *The Practice of English Language Teaching* (Fourth Edition), Pearson

teachers will choose what and how much to focus on, based on what students need at this particular stage of their studies and on the tasks they have undertaken.

Fauziati states in Wulandari, there are classroom techniques in teaching writing, such as:¹¹⁷ first, instruction should be a focus on the writing process. Means that students can initiate the process and the teacher should prepare to intervene in the students writing process with suggestions and correction to help the students overcome difficulties encountered in each of the stages. Second, the assigned writing task should encourage students to write a variety of modes besides expository writing. This is based on the understanding that people do use different modes of writings, and they do require different processes. Last, conferencing is an important part of the classroom activity. It occurs between teacher and students as well as between students. Such an activity provides students with immediate, meaningful responses to their writing. This will develop students' ability to reflect upon their own writing and the writing of others in a critical and constructive way.

SMA Nusantara Palangka Raya used KTSP (KTSP curriculum) that integrated one to another skill, one subject to another subject, and also consider the character building, but the writer focused on one subject that is English, and more focus on students' writing skill.

¹¹⁷Noor Anita Wulandari, *The Effectiveness Of Using Audiovisual Media Toward Students' English Achievement In Writing Procedure Text At The Eighth Grade Students Of Islamic Junior High School Of Muslimat NU Palangka Raya*, unpubl ished thesis, Palangka Raya: STAIN Palangka Raya, p. 24