

CHAPTER II

THE THEORETICAL OF FRAMEWORK

A. Writing

1. Definition of Writing

In academic task of students as second language learning, learners are required not only to be able to speak, to listen, and to read but also to be able to write. Through writing we can tell about people, remember facts and ideas. Generally, The writer expresses his thoughts, ideas and feeling through writing. With writing make us are able to deliver our minds to everybody. Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use.¹ According to Jeremy Harmer, “Writing is used for a wide variety of purposes it is produced in many different form.”²

Writing is one of language abilities that as process to express idea, feeling and arguments in the form of words in sentences. This skill is used to communication from one to another by writing. Writing is central to our personal experience and social identities and we are often evaluated by our control of it. Writing is used as an aide-memoire or

¹I.S.P Nation, *Teaching ESL/EFL Reading and Writing*(New York: Routledge Taylor & Francis Group, 2009), P.126

² Jeremy Harmer, *How to Teach Writing* (England: Longman, 1988), P.4

practice tool to help students practice and work with language they have been studying.³

According to Dorothy E Zemach; Writing is an important form of communication in day to day life it is especially important in high school and college. Writing is also one of the most difficult skills to master in both a first language and a second language.⁴ Writing is a form language using activities in the form of written. In writing process the students must be focus to select idea, must have a lot of vocabulary when writing, be creative in using of language, and understand proper spelling or grammar.

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Writing is not a simple activity because there are a lot of aspects that must be mastered. This preparation can make it possible for words that have been used receptively to come into productive use.

³Ken Hyland, *Teaching and Researching Writing* (Malaysia : Longman, 2009), P.2

⁴Dorothy E Zemach & Lisa A Rumisek, *Academic Writing*, (New York : MACMILLAN, 2005), P. v

⁵I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, P.126

⁶Jeremy Harmer, *How to Teach Writing* (England: Longman, 1988), P.4

Henry Rogers defines writing as one of the most significant accomplishment of human beings. It allows us to record information and stories beyond the immediate moment.⁷ It means that with writing, we can supplement our own memory. We can record much longer text that we could ever hope to memorize. The written text also less fallible than human memory.

2. The Purpose of Writing

According to Reid, The purposes of writing are:⁸

- 1) To inform; it means the writer can give information to the readers.
- 2) To Explain; it means that the writer can write something to explain a thing or situation that happens.
- 3) To amuse the audience; it means that the writer can make the reader happy by reading his writing.

Thus, when we writes something, we have chosen one of the three purposes above that makes the audience get the point of his writing. Every people have a purpose in writing, which other people can understand the meaning of these writings. Therefore, the main purpose of writing is communication .

Based of the statements above, it can be concluded that writing can be used in many a ways. It can be used by

⁷ Henry Rogers, *Writing System A Linguistic Approach*, (Victoria : Blackwell Publishing Ltd, 2005). P.1

⁸ Joy M Raid, *Teaching ESL, new Writing*, (New Jersey : Prentice Hall Regenis, 1993) p. 2

many people to deliver message, to express ideas, to respond about something given, to persuade, and to suggest in written form for particular purpose.

3. The Writing Process

The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a paper. Harmer explains the some stages of the writing process. The stages are presented as follows:⁹

1) Planning

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

2) Drafting

After the students have a list of ideas related to the topic, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

⁹ Jeremy Harmer. *How to Teach Writing*.,p.11

3) Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

4) Final Version

In this last stage, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

Furthermore, Brown describes that writing process tend to be framed in three stages of writing. Those are pre-writing, drafting and revising. The pre-writing is aimed to generate ideas, which can happen in numerous ways; reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated questions, and prewriting. Then, the drafting and revising stages are the core processes of writing in traditional approaches to writing instruction.¹⁰

¹⁰H. Douglas Brown, *Teaching by Principles: and Interactive Approach to Language Pedagogy*. (New York: A Pearson Education Company, 2001), p. 348.

4. Kinds of Writing Text

Learning English as a foreign language can be hard matter to some students. Sometimes, the teacher also finds difficult to deliver the material in the process of teaching and learning. There are many argumentations when someone discussed about kinds of writing.

According to George E. Wishton and Julia M. Burks, the kinds of writing are narration, description, argumentation and persuasive.¹¹

a. Narrations

Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened.

From the definition above, it can be conclude that narration is a kind of writing that tell us about story or something that happened. It can be used in an abbreviated form to introduce or illustrate a complicated subject.

b. Description

Description is used to created visual image of people, places, even of units of time days, times of day or seasons.¹² Description is a strategy for presenting a person, place or thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture.

¹¹George E, Wishon and Julia M. Burks, *Let's Write English* (Canada; Van Reinhold Ltd, 1980), P.377

¹²George E, Wishon and Julia M. Burks, *Let's Write English*, p. 379

c. Exposition

Exposition is used giving information, making explanations and interpreting meanings. It concludes editorials, essays, and informative and instructional material.¹³

So, the writer can conclude that the exposition is kind of writing that use in writing information like newspaper, magazine, article and journal. So it can be use to give a conclusion of editorial, essay and discussion.

d. Argumentation

Argumentation is used in persuading and convincing. Argumentation is used to make a case or to prove or disprove a statement or preposition.¹⁴ Writing argumentation has to be able to change the argumentation of reader about thing that reputed important and still can to discuss. Therefore, writing argumentation is character of persuading or allurements. The writer concludes argumentation is the process forming a reason.

e. Persuasive

Persuasive writing the type of writing that is meant to convince the reader to think or act a certain way.¹⁵ Therefore the writer conclude persuasive text is the writer invites the reader to be agree with something that the writer write and then the reader do the suggestion from the writer.

¹³George E, Wishon and Julia M. Burks, *Let's Write English.*, p. 382

¹⁴George E, Wishon and Julia M. Burks, *Let's Write English.*, p. 382

¹⁵Garth Sundem, *Improving Students writing skills*, (USA: Shell Educational. 2007), P.131

5. Teaching Writing

In teaching English, the teacher must understand how to teach the four skills to the students. It is very important to teach those skills in the English class especially Teaching English as a Foreign Language (TEFL). In this case, the teacher have to know how to teach writing. Harmer states that there are several reason why teacher should teach writing. The reasons are reinforcement, language development, learning style, and writing as a skill. Moreover, the several reasons will be presented as follows:¹⁶

a) Reinforcement

The visual demonstration of language construction is invaluable and it is used as an aid to committing the new language to memory. Students usually find the visual demonstration is useful to write sentences. It is useful to write sentences using new language shortly after they have studied it.

b) Language development

It seems that the actual process of writing helps the students to learn. The mental activity in order to construct proper written texts is all part of the on going learning experience.

c) Learning style

Writing is appropriate for such learners. It is a reflective activity instead of the rush and bother of

¹⁶ Jeremy Harmer. *How to Teach Writing*, p. 79.

interpersonal face-to-face communication. Because students expected that producing language in a slower way is invaluable.

d) Writing as a skill

The important reason for teaching writing is that it is a basic language skill. It seems as important as speaking, listening, reading. In this case, students need to know how to write letters, how to put written reports together, how to reply to advertisement and increasingly how to use media.

From the explanation above, the researcher said that teaching writing skills as well as important skill with other skill because when students find the new word, they often think and write it for their language. From studying about writing the students will know how the students use the punctuation, grammar, vocabulary and all about writing. In this research the researcher uses cue cards method for teaching learning narrative text.

In teaching writing, the teacher should be able to make the students write their ideas well. The teacher should consider writing skills that the students have to master. In this case, Brown classified writing skills into six microskills and six macroskills as the following quotes:¹⁷

¹⁷ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2004), p. 221

Microskills:

- a) Produce graphemes and orthographic patterns of English.
- b) Produce writing at an efficient rate of speed to suit the purpose.
- c) Produce an acceptable core of words and use appropriate word order patterns.
- d) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- e) Express a particular meaning in different grammatical forms.
- f) Use cohesive devices in written discourse.

Macroskills:

- a) Use the rhetorical forms and conventions of written discourse.
- b) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d) Distinguish between literal and implied meanings when writing.
- e) Correctly convey culturally specific references in the context of the written text.
- f) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using

prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Based on the above explanation, the teacher can determine the techniques to teach writing which are appropriate with students' ability. Examples of activities that can be done in the classroom based on the microskills and macroskills are: (1) re-writing a sentence or a paragraph, (2) writing a paragraph with right words, right grammar, and proper cohesive devices, and (3) writing a paragraph through processes fluently.

6. Assessing Writing

According to Brown, there are three scoring methods for responsive and extensive writing. They are, holistic scoring, primary trait scoring, and analytic scoring. In holistic scoring, each point on a holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall impression with the descriptors to arrive at a score.¹⁸ It means that the teacher makes a table of scores with the description.

In every lesson, the teacher should do the evaluation, in order to know the understanding of the students of the material that given by the teacher. One of the

¹⁸ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, p. 241-246

evaluation form is the best. In English, the assessment of the test every skill is different. In this research, the writer takes the rest in writing, so the criteria of assessment of the writing is adopted from Sara Caushing W.

This is the specific criteria of writing according to Sara Caushing W, are :¹⁹

Table 2.1 Criteria of Assessing Writing

Content	<p>30-27 : Excellent to Very Good: knowledge, substantive, through development of thesis, relevant to assigned topic.</p> <p>26-22 : Good to Average: some knowledge of subject, adequate, Range, limited development of thesis, mostly relevant to topic but lack detail</p> <p>21-17 :Fair to Poor: limited knowledge of subject, little substance, inadequate development of topic</p> <p>16-12: Very Poor: does not show knowledge of subject, non substantive, not pertinent or not enough to evaluate</p>
Organization	<p>20-18: Excellent to Very Good: fluent expression ideas clearly stated/supported, succinct, well</p>

¹⁹ Sara Cushing Weigle, *Assesing Writing*, (Cambridge University Press: UK, 2002), p. 116

	<p>organized, logical, sequencing, cohesive</p> <p>17-14: Good to Average: somewhat choppy, loosely organized, but main ideas stand out, limited support, logical but incomplete sequencing.</p> <p>13-10: Fair to Poor: non-fluent, ideas confused or disconnect. Lack logical sequencing and development</p> <p>9-7 : Very Poor: does not communicate, no organization or not enough to evaluate</p>
Vocabulary	<p>20-18: Excellent to Very Good: sophisticated range, effective word/idiom choice and usage, word form mastery appropriate register.</p> <p>17-14: Good to Average: adequate range, effective word/idiom choice, word/idiom, choice, usage but meaning not obscured</p> <p>13-10: Fair to Poor: limited range, frequent errors of word/idiom for, choice, usage, meaning confused or obscured.</p> <p>9-7 :Very Poor: essentially translation, littler knowledge of English vocabulary, idioms, word form or not enough o evaluate</p>

Language Use	<p>25-22: Excellent to Very Good: effective complex constructions few errors of agreement, tense, number, word order/function, articles, pronouns, preposition</p> <p>21-18 :Good to Average: effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number word/function, articles, pronouns, preposition, meaning seldom obscured</p> <p>17-11: Fair to Poor: major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/functions, article, pronouns, preposition and or fragment, run-ons, deletions, meaning confused.</p> <p>10-5: Very Poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate</p>
Mechanic	<p>5: Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing</p> <p>4: Good to Average: occasional errors of</p>

	<p>spelling, punctuation, capitalization, paragraphing but meaning not obscured</p> <p>3: Fair to Poor: frequent error of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured</p> <p>2: Very poor: no mastery of convention, dominated by errors of spelling, punctuation, handwriting illegible or not enough to evaluate.²⁰</p>
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B. Narrative Text

1. The Meaning of Narrative Text

Narrative is kinds of text which is learned in Senior High School. According to Oshima, narrative is the kind of writing that you do when you tell a story. Use time order words and phrases to show when each part of the story happens.²¹ Also according to Pharr and Buscemi, they state that the success of a personal narrative essay based on the search for significance. The narrative essay tells a story, to be sure, but the true value of the narrative comes from what the writer and reader learn from it.²² It means that, narrative

²⁰Sara Cushing Weigle, *Assessing writing*. (Cambridge: Cambridge University Press. 2002), P.116

²¹Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Education, 2007), p. 35.

²²Donald Pharr, & Buscemi Santi V, *Writing Today: Context and Options for the Real Word*. (New York: The McGraw Hill-Companies, 2005),, p. 174

gives the readers or listeners a moral value in every story. It is differentiate with other kinds of passages. The purpose behind a story can give motive for readers or listeners. The purpose of narrative is very important because the purpose of narrative determine appropriateness of the narrative. It is easy to tell a good story, though some people have a something special for telling entertaining anecdotes or short stories. Everything you write has a purpose. According to Clouse, even something as simple as a grocery list is written for a purpose. Writers often combine purposes such as to relate experience, to inform, to persuade, and to entertain.

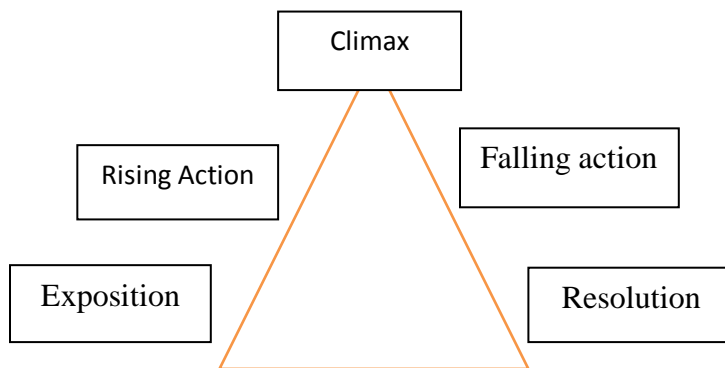
In addition, according to Regina et al., state that narrative paragraphs describe a sequence of events in the present time. Just as common-if not more so-is narration that take place in the past.²³ It means that when the students write narrative paragraph that explain a sequence of events, they have to use the present time. And when the students write a narration, they have to use the past time included only the sentences that related to the topic. Apart from that, according to Langan, he states that narration is story telling, whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us. In the story we tell, we present the details in the order in which

²³Regina L. Smalley, Mary K. Ruetten, and Joann Rishel Kozyrev, *Refining CompositionSkills: Academic Writing & Grammar*, (Boston: Heinle Cengage Learning, 2012), p. 48.

they happened.²⁴It means that, if the story is detail, the reader will be able to see and understand just why the writer felt that way.

2. Generic Structure of Narrative Texts

Neo states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.²⁵



That picture is known as the Freytag triangle. The idea of the Freytag triangle is to serve as a kind of blue print or map which can be used to guide us systematically writing. The Freytag triangle consists of:

- a) the composition, it establishes the characters and situation.
- b) Rising action, it refers to a series of complication leads to the climax.

²⁴John Langan, *College Writing Skills with Reading. (5th Ed)*, (New York: McGrawHill,2000), p. 195.

²⁵Neo Ernest, *Narrative for 'O' Level*, p. 2

- c) The climax is the critical moment when problem/ conflicts demand something to be done about them.
- d) Falling action is the moment away from the highest peak of excitement.
- e) The resolution consists of the result or outcome.

On the other hand, Anderson states that the steps for constructing a narrative are:²⁶

a) Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

b) Complication/ rising action

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) toward them from reaching their goal.

c) Sequence of event/ Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with

²⁶Mark Anderson, *Text Type in English 2*. p. 8

flashback. The audience is given the narrator's point of view.

d) Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end?')

e) Reorientation

It is an optional closure of event.

3. Types of Narrative Text

There are many different types of narrative texts, among others:²⁷

- | | |
|------------------------|--------------------|
| a) Humor | f) Mystery |
| b) Romance | g) Fantasy |
| c) Crime | h) Science Fiction |
| d) Real Life Fiction | i) Diary Novels |
| e) Theoretical fiction | j) Adventure |

There can be a combination of narratives within each of these different types. Sometimes, the term genre is used for the type of narrative. A genre is some kind of a category.²⁸ The notion of genre is to help you generate story ideas.

Here are some examples of the different types (or genres) of narrative showing typical features:

²⁷ Ernest Neo, *Narrative for 'O' Level*, p.58-61

²⁸ Ernest Neo, *Narrative for 'O' Level*. p. 8

a) Humor

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure:

- (1) Orientation : the narrator tells the funny characters names in unusual setting.
- (2) Complication : in this part, something crazy happen.
- (3) Sequence of event : there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people.
- (4) Resolution : All's well that end well.

b) Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual fetures:

- (1) Orientation : it contains hunk male and female who is looking for love, exotic setting, sun set, beaches, and moonlight.
- (2) Complication : boy meets girl.
- (3) sequence of event : it contains the development relationship, jealousy, love, hurt, pian, warm, sharing, and overcoming problems.
- (4) Resolution : boy gets girl, marry and live happy ever aafter.

c) Historical Feature

Here are the feature of a typical historical fiction text:

- (1) Orientation : a setting in the past and description of a period in history.
- (2) Complication : good meets evil.
- (3) Sequence of event : action related to a period in history, character's lives affected by the events of history, description of live at the time.
- (4) Resolution : characters survive the chaos of the time (for example, the war ends).

d) The Diary Novel

This type of narrative has the text presented like diary entries. Here are the features of a typical diary-novel:

- (1) Orientation : main character is the narrator. Time setting is given by diary entries.
- (2) Complication : given one of diary entries. It can be related to romance, adventure, humor, mystery, or other type.
- (3) Sequence of event : diary entries tell of feelings, hopes, and happening.
- (4) Reorientation : the narrator tells what happens to solve the complication.

e) Fantasy

Below are the features of a typical fantasy narrative:

- (1) Orientation : setting may be in another dimension with goals, witches, wizard, and so on. Hero who may has magical power.
- (2) Complication : evil forces affect the goodies.
- (3) Sequence of event : use of magic. Action includes elves, dragons ans mystical beasts, heroism.
- (4) Resolution : God defeats evil forces.

f) Science Fiction

Science fiction narratives ese the setting involving science and technology. Here are the typical features of the text type:

- (1) Orientation : a feature setting and a world with technology.
- (2) Complication : an evil force threatens the world.
- (3) Sequence of event : imaginative description. Action involves technology, science, and super invention.
- (4) Resolution : good defeats evil.
- (5) Coda : take care that science is used for good, no

4. The Purpose of Narrative Text

Basically, a narrative is written to amuse the readers. The readers are expected to enjoy the text which is being read. According to Andersons, they state that the purpose of narrative is to present a view of the world that entertains or

informs the reader or listener.²⁹ It means that, the purpose of narrative to entertain or to inform the readers about the content of the story. Andersons also state that, the aim of narrative other than providing entertainment can be to make the audience thinks about an issue, teach them a lesson, or excite their emotions or feelings.³⁰ It means that narrative not only used to entertain, but also to give moral value from the story to the readers. Moral value used to teach the reader a lesson from the story.

As it is mentioned before, it can be concluded that a narrative or narration is the chronological ordered story of past event consisting of the true value to be learned by both: the reader and writer. It can be conclude that constructing a successful narrative requires a good purposes, manageable ideas, and smooth chronological sequence to be integrated in the story.

According to Regina et al., on their book *Refining Composition Skills: Academic Writing & Grammar*, they state that narrative paragraphs usually organize events chronologically, moving from what happened first to what happened last.³¹ It means that narrative presents the events chronologically from the first event to the last event. The

²⁹Mark and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmilan,1997), p.3

³⁰Mark and Kathy Anderson, *Text Types in English 2*. p. 3

³¹ Regina L. Smalley, Mary K. Ruetttten, and Joann Rishel Kozyrev, *Refining CompositionSkills: Academic Writing & Grammar*, p. 45.

followings are a good narrative paragraph coherent and unified according to them.

- a) The topic has been narrowed down;
- b) The sentences are arranged logically in chronological order;
- c) All the sentences discuss the topic.³²

It means, a good narrative paragraph has a topic which is narrowed down, the sentences are chronological order, and all the sentences only discuss the topic. Usually the writer used time order to tell what happened first, what happened next, what happened after that, and so on. Notice the kinds of words and phrases used to show time order. These are called time order signals because they signal the order in which events happen.

In addition, according to Ruetten and Pavlik state that in a narrative, the topic in the story and the controlling idea is the writer's attitude or feeling about the event. A controlling idea helps to focus the paragraph and helps the reader understand the writer's purpose and the writer's tell in the story.³³ It means that the topic in narrative is event or problem in the story so that it needs the controlling idea of the writer to keeping the idea based on the topic discuss in the story. It makes the reader can catch the meaning of the

³²Regina L. Smalley, Mary K. Ruetten, and Joann Rishel Kozyrev, *Refining Composition Skills: Academic Writing & Grammar*. p. 45

³³ Mary K. Ruetten and Cheryl Pavlik, *Developing Composition Skills: Academic Writing and Grammar (3rd Ed)*, (Boston: Heinle Cengage Learning, 2012), p. 32.

story. Ruetten and Pavlik also states, “In narrative writing, the writer focuses on a particular incident to support the main point. The incident consists of events that are linked in time. All the events should support the controlling idea. The writer also includes words and details that support the controlling idea”.³⁴It means that in narrative writing, the writer has to focus on particular of events to support the main point. The events in narrative are chronological and it should support the controlling idea. According to Clouse, narrative details are arranged in chronological (time) order. We start with what happened first, and then we move to what happened next, and so forth. Or we can also begin at the end and then flash back to the first event and proceed in chronological order from there. Similarly, we can begin somewhere in the middle of a story and then flash back to the beginning.³⁵It means that narrative has chronological order in the story. It can start from first event to the last event or start from the last event to the first event as flash back of the happened.

Narrative tells about actual experiences to make the reader feels what happened in the story and feels the experience vicariously. It means that, effective narrative provide a logical sequence of events and appropriate sensory impressions. In writing narrative text, the author

³⁴ Mary K. Ruetten and Cheryl Pavlik, *Developing Composition Skills: Academic Writing and Grammar (3rd Ed)*, p. 35

³⁵ Barbara Fine Clouse, *The Student Writer: Editor and Critic (6th Ed)*, (New York: McGrawHill, 2004), p. 177.

also needs to pay attention to the schematic structures and elements of a narrative text.

5. Schematic Structures of Narrative

In constructing narrative text, there are several steps that should be considered by the author. The elements of it are also provided to guide the readers in reading the text. The schematic structures of narrative are:

a) Orientation

This is a part in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.³⁶ It can also be called as introductory part of a story. Therefore, the reader can figure out what will happen next and who are involved in it.

b) Complication

This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.³⁷ From this part, the story begins. This is the part where the characters totally play their role. This part also tells about the events with the conflict or problem in the story.

³⁶ Mark and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1997), p.8

³⁷ Mark and Kathy Anderson, *Text Types in English 2*, p. 12

c) Resolution

This is the part that can be found in the end of the story. This is the part of the narrative where the complication is sorted out or the problem is solved.³⁸In some narratives, the narrator includes the part which is called by 'coda' if there is a moral or message to be learned from the story. That is only the optional part of a story.

As it has been mentioned before, it can be concluded that in writing narrative text a writer has to pay attention to the schematic structures. It is very important because a good narrative text has to consist of several parts. Schematic structures consist of orientation, complication and resolution. In elements of narrative, there are: point of view, characters, action and conflict, and dialogues.

C. Cue Card

1. The Meaning of Educational Media

The media comes from the Latin is the plural of medium meaning an intermediary or preface. Media is one important component of teaching and learning activities. Media helps to make the language used in the class more real and alive, keeps the students' attention, and make the class more interesting. According to Robert Heinch; Media

³⁸ Mark and Kathy Anderson, *Text Types in English 2*, p. 12

the plural of medium is a channel of communication. Derived from Latin word meaning “between”, the term refers to anything that carries information between a source and a receiver. The purpose of media is to facilitate communication.³⁹

Media in teaching and learning tends to be interpreted as graphics tools, photographic or electronic to capture process and reconstruct the visual or verbal information.⁴⁰ The media is anything that can be used to transmit a message or information. There kind of Media, such as visual media, audio media and audio-visual media. There are so many media that can the teacher used on the teaching learning process. That the media can help the students learning process to the make learning more easily, enjoyable and fun.

Function media in the learning process can be placed as follows:

1. Media clarify the presentation of the message that is not too verbalistis
2. The media can overcome the limitedness of space and time
3. The media can improved creativity and learning activeness
4. Can overcome the limitedness of experience because the different characteristics of the students so that media can

³⁹Robert Heinich, instructional media and technologies for learning, (New Jersey, Merrill Prentice Hall, 200), P.9

⁴⁰Azhar, Arsyad, Media Pembelajaran, (Jakarta: Raja Grafindo Persada, 2011), P.3

give uniformity of experience, perception and give the same stimulus.⁴¹

The writer concluded Media is anything that can be used to distribute messages or information. Thus, media can stimulate the attention, interest, thoughts and feelings of students in learning activities to achieve learning objectives.

2. Definition of Cue Cards

Cue card is one of the learning media to be used during the writing activity. It focused on an action exercise where the students can involve and learn the content on the cue cards. This kind of media is aimed to improve the students' to write. It can be used in some different ways: individually, pair work, and group work. It can also be functioned as small cards that have pictures or photos completed by words as the cues. It is supported by the experts' opinion by the cue card itself, it can be defined as the media that help the students when they deal with writing activities.

Harmer states that cue cards are cards with words and pictures on them. He adds that students can use this kind of media in a pair or group work. He argues that cue cards will help students to write easily in the form of words or phrases even sentences when they are involved in a conversation.

⁴¹Dr. Hidayatullah, et.all., *Pengembangan Media dan Sumber Belajar*, (Serang, 2014), P.4

Here, the use of picture is suggested by Jeremy Harmer. In his book entitled the Practice of English Language Teaching, he says that:

“Pictures can be in the form of flashcards (smallish card which we can hold up for our students to see), large wall pictures (big enough for everyone to see detail), cue cards (small cards which students use in pair or group work), photograph, or illustrations, typically in a textbook.”⁴²

We are so familiar with pictures. We can find many pictures in every corner of the street and in our daily lives, but in the classroom, we hardly ever found various pictures. Harmer states that there are myriad types of picture as a media in teaching; they are motion picture and still picture. A motion picture includes film, cartoon movie, etc, whereas still picture includes flash cards, wall picture, and cue cards. Again, according to Harmer cue card is cards with words or picture on that, which are used to encourage the students to respond in pair or group work.

There are several advantages of using pictures in teaching English according to Harmer⁴³

- a) Pictures really help to reduce preparation time. Sets of pictures can used, especially it can be laminated, and can

⁴² Jeremy Harmer, *The Practice of English Language Teaching* (rev. Ed), (London: Longman, 2001), p.134

⁴³Jeremy Harmer, *The Practice of English Language Teaching* (rev. Ed), p. 134

be used at any level in classes for kids, teenagers, exam classes and adults following general or business courses.

- b) When it comes to using picture stories in class, the key point is not to limit teacher to typical class activities and writing exercises. Students need as much spoken English practice as they can get.

3. Advantages of Using Cue Cards

Cue cards are one of the media of teaching and learning process that is considered as a way to engage the students' attention and motivation especially in writing activity. They are a really handy resource to have and can be useful at every stage of the class. They are a great way to be implemented in the class by pair or group working activity in writing class. In this case, the cue cards can be used to remind the clues to the students since they have a high anxiety in writing in the class.

In addition, Gonzalez Pino in O'Malley states that teacher can use cue cards and ask students to interview each other or to interact following the directions on the cue cards in pairs. He adds that cue cards can easily be constructed by providing written directions, called prompts, on index cards to elicit the performance teachers wish to assess.⁴⁴ Here, we

⁴⁴O'Malley, J. M. and Lorraine V. P. *Performance and Portfolio Assessment for Language Minority Students*. (1992), p. 4
<http://qc.cuny.edu/Academics/Degrees/Education/ECP/BilingualCenter/Documents/Newsletters/PerfAssessmentV2-1.pdf> . Retrieved on October, 2014

can conclude that teachers could create the cue cards depend on the competence they want to assess. The prompts or cues could generate the students' ideas what they have to say.

4. Using Cue Cards as the Teaching-Learning Media in Writing Class

As the explanation of what the cue cards are and its advantages before, Mora shows how cue cards can be used to give students a chance to practice writing English in real situations. Four aspects of each activity will be described: a) materials, b) procedure, c) language items, and d) follow up. For the first aspect; materials, the cards can be made of thin card-board, the size may be vary. The name and/or the number printed on them should be legible, and the picture should be big enough for the students to see and should not have text that will distract the students. It would be better if we take margins on each side.

While for the procedure, she adds that at first, the students will work in pairs or a small group after the teacher explains about how the exercises should be carried out. The situational sentences had been printed on each cue card, which is different from one group/pairs and another. This will help the students to initiate the conversation. Especially when they are lack of ideas how to start a conversation, what it is about, and so on. However, they also should have the freedom to form their own questions and answers as

creative as possible. The third is language items. The aim of this kind of media is to stress the grammatical patterns that should be practiced by the students. However, the final objective is not to teach grammar, but rather to give students an opportunity to practice English thoughtfully. Naturally, the grammar covered should be reviewed in the feedback session of the class. And the last, follow up section contains ideas for reinforcement and further practice. Some recommendations for using these activities are:

- a) The activities are not intended to fill a whole class period. They can be more profitably used for a specific stage of the class, preferably for *active* use (exploitation) of recently studied material.
- b) The items to be classified, arranged, etc., should be presented in scrambled order to challenge the students' imaginations and thinking powers.
- c) The activities are intended for students at the intermediate level.
- d) While the students are working with the cards, they should be encouraged to use the target language at all times.
- e) Certain activities lend themselves to being timed. Timing encourages competition and motivation.

5. Procedure or Steps in Teaching Writing by Using Cue Card

The steps in teaching writing by using flash card:

- a. The first, the teacher require to students to make five group.
- b. The second, the teacher require each group to choose one cue cards.
- c. The third, the teacher puts a cue cards on white board.
- d. The last, the teacher require each group to make a narrative sentences about the picture appropriate on cue cards.