CHAPTER II
THEORETICAL FOUNDATION

A. The Writing

1. Definition of The Writing

Christina Russell says “Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words on to paper.”¹

There is no better way for students to grasp the essential value of writing as a form of communication than for them to produce the kind of practical writing that many people do in their every day life. This practical writing has both a clear purpose and a specific audience. Ann Raimess says about writing that Much of this everyday writing is “writing to get things done.”² Therefore, the writing requires a precision.

H. Douglas Brown explains “ Writing skill, at least at rudimentary levels, is a necessary condition for achieving employment

¹ Christina Russell McDonald And Robert L. McDonald, Teaching Writing Landmarks and Horizons, (Canada: Southern Illinois University, 2004), 7
in many walks of life and I simply taken for granted in literate cultures.³ Jeremy Harmer says “Writing is used as an aidememoire or practice tool to help students practice and work with language they have been studying.”⁴ According to Chandler says: “Writing is a matter of transcribing ideas which are already clear rather than a way of ‘discovering’ one’s thoughts”.⁵

From the definition above, writing is a requirement that must be achieved to study English perfectly. Because of writing, people can pour out their ideas for being information to the public through creating pieces of words or written work. So, people can receive the messages, news and information in writing. In addition, it is being a beautiful art that can be enjoyed by many people such as stories, poems, Articles, etc. Besides, writing is also a media to express everything in our ideas that is composed through several words.

From the statements above the writer concludes the writing is not simple process it is hard work. However, writing is an opportunity to


⁵Daniel Chandler, The Act of Writing, (Britain: University of Wales, 1995), 2
convey writers’ ideas and to communicative their ideas systematically to others in a written a language. It means when the students learning writing, they must have a media to help their practice and can get the good result. Writing activities like this are designed to give reinforcement to students.

2. Kinds of The Writing

After we know the definition of writing there are many kinds of writing, in here the writer will explain kinds of writing. According to George E.Wishon M. Burks says, that “The form of writing used to tell or relate is called narration, that used to description that used to explain is called exposition (or explanation), the form of writing used to persuade or argue is called argumentation”⁶.

The kinds of writing there are:

1. Narration

   Narration is the form of writing used to relate the story of acts or events. The narrative text type tells a story using

⁶George E Wishon and Julia M Burks, Lets Write English, revised edition, (Canada: Litton educational publishing,inc,1980), 377
spoken or written language. It can be communicated using radio, television, books, newspaper or computer files.\(^7\)

2. Description

Description is strategy for describing the person, place or thing. It is a piece of writing or speech that gives details about what someone or something.

3. Exposition or explanation

An exposition is a piece of text that presents one side of an issue. Explanation is to tell each step of the process (the how) and to give reasons (the why).\(^8\)

4. Persuasion or argumentation

An argument is a reason, logical way or demonstrating that the writer’s position, better, or conclusion is valid. Persuasion or argumentation is used in persuading and convincing, an argument writing, writing tries of purpose evidence or reason to convince and influence the reader to support the opinion, ideas, attitude as well as writer conviction.

\(^7\)Mark Anderson, and Kathy Anderson, *Text Types English 2*, (Amsterdam : Macmillan,1997), 2

\(^8\)Mark Anderson, and Kathy Anderson, *Text Types English 2*, (Amsterdam : Macmillan,1997), 122
According to H. Douglas Brown “Genre of writing include brief narratives and description, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs.”

According to Denise E Murray “Writing materials can vary from gap-filling exercises to essay prompts, depending on the objectives and language level of the learners. When developing writing tasks, teachers need to decide what text type (genre) they want learners to produce. The prompt should be sufficiently transparent that learners don’t have to guess what the teacher wants.”

According to Jack C Richard “the genre of writing (narrative, expository or argumentative).

From kinds of writing above, in this research the writer focus in the writing narrative text. Because the narrative text taught in second grade at SMPIT Al-Ghifari. In this school was explained about recount text, descriptive text and procedure text and continue to narrative text. Hence, it is necessary to know the definition of narrative text.

According to Mark Anderson “Narrative is a place of text which tells a story and, in doing so, entertains or informs the reader or

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10Denise E Murray, What English Language Teacher to Know Volume II, ( New York : Rouledge, 2011), 57
The writer can explain that narrative is a story that has a clear storyline. In the Cambridge Advance Learner’s Dictionary explain the definition of narrative “a story or a description of a series of events”.

David M Boje Says “A ‘narrative’ is something that is narrated, i.e. ‘story’. Story is an account of incidents or events, but narrative comes after and adds ‘plot’ and ‘coherence’ to the story line.”

From these explanation above, the writer conclude that narrative writing a story or more from the writer’s experiences or else that has really happened or fiction story to make some point, values, or moral lesson to the readers in entertaining ways.

In Narrative text not only about text paragraph but we must know how get the good narrative text with ways know the generic structure. The Generic structure of narrative text constructing narrative that the steps for constructing a narrative text are:

a. An orientation (can be a paragraph, a picture or opening chapter) 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

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13 Cambridge Advanced Learner’s Dictionary Third Edition”Narrative”.
14 David M Boje, Narrative Method for Organizational & Communication Research(London : Sage Publication, 2001), 1
b. A complication that sets off a chain of events that influences what will happen in the story

c. A sequence of events where the characters finally sort out the complication

d. A coda that provides a comment or moral based on what has been learned from the story (an optional step).\textsuperscript{15}

According to David Nunan “it has a complete narrative structure of orientation-complication-resolution.\textsuperscript{16}

From the explanation above to create a good narrative, the writer must know all the action developing central ideas. The writer can conclude in these generic structure the first is orientation in this paragraph the narrator tells the audience who is in the story, when it is happening, where it is happening and what is going on. The second complication this is the part of the story where the narrator tells about something that will begin a chain events. These events will affect one or more of the characters. The third sequence of events, it include their feeling and what they do. The events can be told in chronological order (the order in which they happen). The fourth is Resolution, that is problem solving. And the last is Coda that is to be a moral or message to be learned from the story.

\textsuperscript{15}Mark Anderson, and Kathy Anderson, \textit{Text Types English 2}, (Amsterdam : Macmillan,1997), 8

\textsuperscript{16}David Nunan, \textit{Language Teaching Methodology}, (Promtice Hall, 1991), 89-90
And the Language feature of narrative text. The language features usually found in a narrative are:

a. Specific characters
b. Time words that connect events to tell when they occur
c. Verb to show the actions that occur in the story
d. Descriptive words to portray the characters and settings.\textsuperscript{17}

And in other book the significant lexica grammatical features are:

a. Focus and specific and usually individualized participants
b. Use of material process. (and in this text, behavioral and verbal process)
c. Use of relational process and mental processes
d. Use of temporal conjunctions, and temporal circumstances
e. Use of past tense.

The writer conclude that the text in the narrative of a writer knows the characters that play in a story, knowing the plot in a series of events that occurred. so also can not be separated from the structure of grammatical used in writing narrative texts typically wear and wears conjunctive or past tense verb past tense.

\textsuperscript{17}Mark Anderson, and Kathy Anderson, \textit{Text Types English 2}, (Amsterdam : Macmillan,1997), 8
3. Teaching Writing

Teaching writing predominantly involves developing learners' skill in producing fixed patterns and responding to write means identifying and correcting problems in the students’ control of the language system. Many methods and media for teaching writing especially in teaching writing narrative text.

To make the effective writing, the students should be known the process of writing. In direct opposition to the focus on the final written product, there was a groundswell of support for "process" approaches to the teaching of writing. According to Judit A Langer that “process activities in writing are often subdivided into stages such as prewriting, drafting, revising, and editing, usually with the caveat that the processes are recursive rather than linear, complex rather than simple."

In the teaching of writing we can focus on the product of that writing or on the writing process. According to Jeremy Harmer in the writing process there are four elements:

a. Planning
   Experienced writers plan what they are going to write. Before starting write or type, they try and decide what it is

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18Judith A Langer and Arthur N Applebee, How Writing Shapes Thinking (A Study of Teaching and Learning), (New York : NCTE research report No.22), 6
they are going to say. For some writers this may involve making detailed notes. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing. The thirdly the writer have to consider the content structure of the piece that is how best to sequence the facts, ideas, or arguments which they have decided to include.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first “go” at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produces on the way to the final version.

c. Editing (reflecting and revising)

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader’s reaction to a piece of writing will help the author to make appropriate revisions.

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Jack C Richards says “The process approach to teaching writing, which comprises four basic stages – planning, drafting, revising and editing. Three other stages could be inserted after the

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drafting stage; these are responding, evaluating, and post-writing. For each stage, suggestions are provided as to the kind of classroom activities that support the learning of specific writing skills.”

Johnson explains the process writing approach described by Donald Graves (1983) is presented here; 

a. Prewriting
   The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.

b. Drafting
   Drafting is the writer’s first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step (Donald Graves calls these hot topics).

c. Revising
   This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter’s wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around. Again, not every draft should be taken to this stage. Graves recommends that students be given a choice as to which of these drafts they want to take to the revision step. Generally, students find only one in five drafts worthy of investing the mental and emotional energy necessary to revise and create a finished product. The rest of the story drafts can be kept in a file folder

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22 Andrew P. Johnson, Teaching Reading and Writing, (USA: The Rowman & Littlefield Publishing Group, Inc, 2008), 179-180
as a junkyard for other writing ideas or included in a portfolio to document students’ writing journeys.

d. Editing
This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics. One last thing about the editing phase: Real writers (of which I am one) edit their writing at the end. Real writers also rely on editors, spell check, and grammar check. In teaching your students to become authors and composers of authentic writing, teach them to approximate the writing process used by real writers. That is, set up peer editing groups and teach students how to use the grammar and spelling functions on a word processor.

e. Publishing and Sharing
This is where students’ writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.

From the statement above is that when someone wants to write should be no processes are known. as well as planning means that before writing must have a plan, what topics will be discussed and what good writing and according to the rules of it. then there are drafting can be called with while writing that the process was about to write the
narrative text. then continued again that editing or revision namely that the process of writing that have been done better editing in the writing and check the results in writing, and the latter having finished third traversed the writing process. The process of writing certainly should applied by students to get the ideal results. The writer suggests the students to think as prewriting step about their idea which would be written. Then, the writer gives the brainstorming or simulation to the students in applying multimedia project on students’ exercises in writing narrative text. The writer also revises the students’ result until the results suitable for publishing and sharing in whole class.

4. Evaluating of The Writing

The evaluation of writing, especially in a process-oriented classroom, is a thorny issue. According H. Douglas Brown that “The six general categories that are often the basic for the evaluation of student writing.

a. Content (thesis statement, related ideas, development of ideas through personal experience, illustration, facts, opinions, Use of description, cause/effect, comparison/contrast, consistet focus)
b. Organization (effectiveness of introduction, logical sequence of ideas, conclusion, appropriate length)

c. Discourse (topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variation)

d. Syntax

e. Vocabulary

f. Mechanics (spelling, punctuation, citation of references (if aplicables), neatness and appearance).

Table 2.1

The Evaluating of Scale System

<table>
<thead>
<tr>
<th>NO</th>
<th>ASPECT</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content</td>
<td>0-24</td>
</tr>
<tr>
<td>2</td>
<td>Organization</td>
<td>0-20</td>
</tr>
<tr>
<td>3</td>
<td>Discourse</td>
<td>0-20</td>
</tr>
<tr>
<td>4</td>
<td>Syntax</td>
<td>0-12</td>
</tr>
<tr>
<td>5</td>
<td>Vocabulary</td>
<td>0-12</td>
</tr>
<tr>
<td>6</td>
<td>Mechanic</td>
<td>0-12</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

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The sixth component is given a maximum value of each 24 for content, 20 for organization, discourse 20, syntax 12, vocabulary 12, and mechanics 12. The difference in maximum score for any aspect or component of writing depending on the weight, role and overall contribution in writing.

According to Sara Cushing Weigle in her book “Assesing writing”

Table 2. 2

Criteria in Assessing Writing

<table>
<thead>
<tr>
<th>Score</th>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Content</td>
</tr>
<tr>
<td>30-27</td>
<td>Excellent to Very Good: Knowledgeable. Substantive. Through development of thesis. Relevant to assigned topic</td>
<td></td>
</tr>
<tr>
<td>26-22</td>
<td>Good to average: some knowledge of subject. Adequate range. Limited development of thesis. Mostly relevant to topic, but lacks detail</td>
<td></td>
</tr>
<tr>
<td>21-17</td>
<td>Fair to poor: limited knowledge of subject. Little substance. Inadequate development of topic</td>
<td></td>
</tr>
<tr>
<td>16-13</td>
<td>Very poor: does not show knowledge of subject. Non substantive not pertinent. Or</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Organization</th>
<th>20-18</th>
<th>Excellent to very good: fluent expression. Ideas clearly stated/supported. Succinct. Well-organized. Logical sequencing. Cohesive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17-14</td>
<td>Good to average: somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing.</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>Fair to poor: non fluent. Ideas confused or disconnected. Lacks logical sequencing and development</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>Very poor: does not communicate. No organization. Or not enough to evaluate</td>
</tr>
<tr>
<td>vocabulary</td>
<td>20-18</td>
<td>Excellent to very good: sophisticated range. Effective word/idiom choice and usage. Word from mastery. Appropriate register</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td>Good to average: adequate range. Occasional errors of word idiom form. Choose, usage but meaning not obscured</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>Fair to poor: limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>Very poor: essentially translation. Little knowledge of English vocabulary, idioms, word form. Or not enough to evaluate</td>
</tr>
<tr>
<td>Language use</td>
<td>25-22</td>
<td>Excellent to very good: effective complex construction. Few errors of agreement,</td>
</tr>
<tr>
<td>Mechanic</td>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>5</td>
<td>Excellent to very good: demonstrates mastery of conventions. Few errors in spelling, punctuation, capitalization, paragraphing.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting. Meaning confused or obscured</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-18</td>
<td>Good to average: effective but simple construction. Minor problems in complex construction. Several errors of agreement, tense, number, word order, function, articles, pronouns, prepositions but meaning seldom obscured</td>
</tr>
<tr>
<td>17-11</td>
<td>Fair to poor: major problems in simple/complex constructions. Frequent errors of negation, agreement, tense, number, word order, functions, articles, pronouns, prepositions and or fragments, run-ons, deletions, meaning confused or obscured</td>
</tr>
<tr>
<td>10-5</td>
<td>Very poor: virtually no mastery of sentence constructions rules. Dominated by errors. Does not communicate. Or not enough evaluate</td>
</tr>
</tbody>
</table>

Tense, number, word order/function, articles, pronoun, preposition,
| 2 | Very poor : no mastery of conventions. Dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible or not enough to evaluate. |

But in these criteria the writer uses one of the best known and the most widely used analytic scales in ESL, scale scripts and rated on five aspects there are content, organization, vocabulary, language use, and mechanic.

**B. Multimedia Project**

1. Definition of Multimedia

   According to Karen S Iver Ann A Barron “*Multimedia* is the use of several media to present information. Combinations may include text, graphics, animation, pictures, video, and sound.”²⁵ Educators have been using multimedia for years. For example, it is not uncommon for teachers to support a unit on Spain with videotapes, audio CDs, pictures, text, and artifacts. Today’s technologies, however, allow educators and students to integrate, combine, and interact with media far beyond what was previously possible.

According to Selay Arkun explains in his book “Examining the word multimedia, it can be seen that there are two elements; “multi” meaning having more than one form, and “media” meaning the environment where the information is conveyed(Marmara University, 2003).  

G. Reddi Sekhar Reddy defines “Multimedia is the combination of different content forms. it includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance.

Deni Darmawan Says “In one multimedia reference books in the classroom, elaborated that multimedia is the combination of the following elements: text, color, graphics, animation, audio and video. It mentions multimedia as a tool to create dynamic and interactive...
presentations that combine text, graphics, animation, audio, and video. In the context of learning communication.\textsuperscript{28}

Michael Shimkin says “that multimedia is the design of a variety of media and have many function in support of effective English learning. Though the purpose of multimedia is communication, the purpose of a project of this type is to provide a rich learning opportunity for students. How much students learn counts more than a fancy product”.\textsuperscript{29}

From the journal of online learning and teaching Barbara A Frey says that “Multimedia learning projects are "those that integrate media objects such as text, graphics, video, animation, and sound to represent and convey information [which have] the potential to connect key learning objectives in a prescribed curriculum to real world contexts, integrate diverse curriculum areas, support student decision-making, and foster authentic collaboration”\textsuperscript{30}

From the definition above, the writer conclude that multimedia is a medium (media) in which there are a mix (combination of) various

\textsuperscript{28}Deni Darmawan, \textit{Teknologi Pembelajaran}, (Bandung : Remaja Rosdakarya, 2013), 32
\textsuperscript{29}Michael Shimkin Karen Cole, \textit{Increasing Student Learning Through Multimedia Project}, (United State : ASCD, 2002), 12
\textsuperscript{30}Barbara A Frey, “A Model for Developing Multimedia Learning Project, Merlot Journal of Online Learning and Teaching, Vol. 6, No. 2, (June, 2010), 491
forms of information elements, such as text, graphics, animation, video, interactive and sound as a support to achieve its goal of conveying information or just provide entertainment for its target audience. And this includes interactive multimedia is a multimedia is equipped with a controller (or aids, computer, mouse, keyboard, etc.) that can be operated by the user, so the user can choose what they want for the next process.

2. The Advantages and Disadvantages of Multimedia Project

Munir says that “Multimedia has several advantages that are not owned by other media. One of them as the opinion of Munir namely:

a. Multimedia gives learners the freedom to determine the topic of the learning process

b. Multimedia provides convenience systematic control of the learning process.\(^{31}\)

Advantages and disadvantages of multimedia itself exists because of the human factor itself, as well as its own multimedia production due to shortage of human itself when getting something.

And the disadvantages are:

a. Poor design will cause confusion and boredom or messages are not conveyed properly.

b. An obstacle for people who have limited physical such as smallpox.

c. Guidance on the appropriate computer specifications.  

According to Linah A Sofi “They consider multimedia a more beneficial tool that allows them to demonstrate knowledge and information in more depth and in shorter time. The pedagogy will become more interactive and inclusive of all students simultaneously.”

The writer conclude the above statement when a person or computer user uses the device itself will feel the lack of the device itself, but the computer itself is already included in the terms of multimedia, because it consists of text, graphics, audio, video and multimedia animations such as the definition of its own. and certainly should be known that the excess and deficiency of a multimedia course a lot, when a function goes behind for sure it runs well function deficiencies that might be complementary or can be developed more of a shortage itself.

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33Linah A Sofi, Teaching English in Saudi Arabia Through the Use of Multimedia, (2015), 24
3. Characteristic of Multimedia

From some characteristic described by Sanjaya Mishra and Ramesh C Sharma author takes most characteristic in the use of multimedia there are:

a. *Sound* can supplement visual information and can be used to attract attention, arouse and hold interest, provide cues and feedback, aid memory, and provide some types of subject matter (heart or machinery sounds, voice clips).

b. *Animation* can sometimes shorten learning times by illustrating changes in the operation or state of things; showing dangerous, rapid, or rare events; or explaining abstract concepts. For some, animation increases interest and holds attention better than text or audio, and the resulting learning seems to be retained (Szabo, 1998).

c. *Video* (motion or sequences of still graphics) can be used to show action and processes and to illustrate events that users cannot see directly or clearly in real time. Video, when used skillfully and artistically, can also emotionally move
observers and can produce impacts affecting attitudes similar to in-person observation of real events.\textsuperscript{34}

The teacher must know what the object and characteristic media from multimedia. Usually in multimedia project there are type of media object. According to Michael Simkhin “The five types are:

a. \textbf{Images}. Images come in many forms. A few notable types include graphs, maps, photographs, and drawings.

b. \textbf{Text}. This includes everything from image captions to paragraphs of information.

c. \textbf{Sound}. A few examples are voice recordings, music, and sound effects. Sounds can be used alone or to enhance another media element.

d. \textbf{Motion}. This includes cartoon-type animation, video, and moving transitions between screens of media.\textsuperscript{35}

Those are other points which use multimedia more than other kinds of characteristic media. Multimedia also can give active student, attractive, and motivation which deals closely to the reader real word. One more thing this chapter does contain some detailed technical


information about some of the media types. And the student not feel bored to learning writing narrative.

4. The Role of Multimedia Project in Learning Writing Narrative

According to Sanjaya Mishra “Experiential learning is most often characterized by learning from primary experience. In relation to the research projects presented here, it is suggested that a fictional and imagination-based experience may offer a context for experiential learning that may provide material for expression and reflection.”

Often, the use of story in education presents the teacher in a role as storyteller and the students as listeners that follow the unfolding of the narrative. The use of narrative in educational media calls for ways to engage the learner in a process of narrative that is meaningful and fully draws on the possibilities of the media for creation of media expression by the user, and thus for engaging the learner at different levels.

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Gede Partha Sindu says “Based on the statement regarding the role of multimedia in learning, some conclusions can be drawn as follows:

a. Multimedia can be used to help learners form a "mental model" that will make it easier to understand a concept.

b. The use of multimedia can raise learning motivation of learners for their multimedia presentations make learning more interesting.

c. It should be noted also that "something interesting does not automatically easy to understand", because sometimes, an attractive appearance it will break the focus of attention of learners. The use of multimedia must actually be selected as needed. There is some learning materials (especially complex ones) that require multimedia, but there is also enough learning materials delivered orally alone, without the help of multimedia devices because it is quite simply the material. 38

The writer conclude the statement above that the roles of writing material are used to provide a stimulus to writing, to assist

38 GedeParthaSindu,”http://duniatp.blogspot.co.id/2015/03/peranan-multimedia-dalam-pembelajaran.html
students towards understanding the language they need to write effectively and to help teachers with ideas for organizing lesson activities. In many contexts, moreover, language materials may be the only opportunities students have to study target texts. However, in relation to the development of principles for the design of narrative interactive learning environments, it is important to include a focus on the situated and social aspects of the learning process.