

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Writing**

##### **2.1.1 The Nature of Writing**

Writing which is one of the four skills in English is commonly considered difficult for many students. Most students do not know what the meaning of writing is. The nature of writing is closely related to some definitions of writing suggested by some experts.

According to Rohman and McDonald (2002:7), writing is a process of putting thoughts into words and words onto paper. It is called as process because different things happen at different stages. Spratt, Pulverness and Williams (2005:26) elaborate the previous definition by stating that

writing is one of the productive skills that communicate a message by making signs on a page by forming letters or words then joining them to make words, sentences or a series of sentences. It means that writing is not only writing sentences but also delivering a message that the readers want to know through them.

Brown (2001:335) points out that writing process focuses on generating ideas, organizing them coherently, using discourse markers and rhetorical conventions to put them cohesively into written text, revising text for clearer meaning, editing text for appropriate grammar and producing a final product. In line with this explanation, there are four processes in writing namely drafting, revising, editing and making final product.

Therefore, generating ideas and organizing ideas in writing are difficult for most foreign students because those processes include the process of translating ideas into an acceptable and readable text Richards and Renandya: 2002, 303). Moreover, the teacher needs to help students to generate and organize ideas through writing exercises in the teaching and learning process. In conclusion, writing is a process of communicating ideas in

the written forms by forming letters into words and joining them to make cohesive sentences and coherent paragraphs. It consists of four stages including drafting, revising, editing and making the final product in the form of a text or an essay.

### **2.1.2 Writing for Vocational High School Students**

Currently, Indonesia implements a School- Based Curriculum based on the government regulation No. 19 year 2005. This means that each school has the authority to develop and implement its own curriculum. However, the schools should develop their curriculum based on the government's curriculum. The curriculum now days should beachieved by the school, especially in learning English. English teaching and learning process in vocational high school is aimed at helping student achieving functional literacy level. It means that students are expected to be able to communicate both in spoken or written form to solve problems in daily life.

The scope of English subject in vocational high school consists of three competences. The first competence is discourse competence that is realized in four basic skills: listening, speaking, reading and writing. The second competence is the ability to comprehend and create various short functional texts, monologues and essays in the forms of procedure, descriptive, recount, narrative, and report supported by the use of vocabulary, grammar, and the generic structure. The second competence is supported by the third competence that consists of linguistics competence (grammar, vocabulary, phonetic, morphology), socio cultural competence (the appropriateness), strategic competence (problem solving in communication) and discourse marker competence (BSNP, 2006: 124). It relation to this, the vocational high school students is required master five kinds of text-types including procedure, descriptive, recount, narrative, and report.

The scopes of English subject above are realized into standard of competence and basic competence. Furthermore, the standard of competence of writing for eleven grade students in the first semester is “Expressing meanings in the short functional texts and short essays in the form of descriptive, and procedure text to interact with the environment”, while the basic competence is “Expressing meanings and the generic structure of short essays using written language in the form of descriptive and procedure texts accurately, fluently and appropriately to interact with the environment”(BSNP, 2006: 128).

Based on the statement above, there are two kinds of text-types namely descriptive text and procedure text that must be mastered by the eleven grade students of vocational high school in the first semester. Students should learn how to write texts based on the general features accurately, fluently and appropriately.

## **2.2 ART method**

### **2.2.1 Definition of ART Method**

According to Brown (1994:51), method is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives. In learning and teaching process, teacher must master some certain methods. A variety of methods will at least partially ensure that a maximum of students will be “reach”, Brown (1994:21). A good method is suitable for the student when the process of transferring knowledge is effective and efficient or not. The method which will be used, must be suitable with the material will be taught in order to get good result.

Here is one kind from some method that can make students are interesting to enjoying the learning. That is ART ( Ask, Reflect, Text). According to Graham and Harris (1989) cited in Dunn, WWW, W=2, H=1 questions for the purpose of helping students who struggle

with writing to improve their own writing paragraph. It can be seen that by using ART it can help students in their writing, because by ART students use their imagination to draw or take a sign about their idea in writing paragraph. In ART (Ask, Reflect, Text), some Author and colleague (2008) used this strategy with typically achieving second- to seventh-grade students in a summer arts based/integrated-curriculum program and found that they benefited from using art to initially illustrate story-component or ideas about content of their written text. Ask, Reflect, Text (ART) method helps the students better to write the content of writing .

By using this technique, the students are given opportunity to find out the form and function of the sentence by themselves. Brown (1994: 351) says that it is built more intrinsic motivation by allowing the students to discover rules rather than being told them. ART's steps have each objective. After asking the questions that what should be included in their text, the students use art media as they reflected to illustrate their answers for example crayon, marker, water color panits, pencil and others. They use this visual story plan as a reference for later generating their text. After that, they compose their text. Using this can help students are easier to develop their idea in writing. Because before they are write the content, they have to make an illustration or some sign to help them in starting their own written text.

### **2.2.2 The Concept of ART method in teaching writing**

#### **a) Ask :**

The teacher tries to stimulate the student's interest in the lesson by giving some questions and showing the teaching aids, such as pictures, living objects of things which are related to the materials. Then the student ask to them self about 5w + 1H question based on their own experience.

This learning experience makes the students more active from the beginning of the teaching process where they will come into a great discovery. Wernon (1980) states that activity involving direct experience is highly inquiry oriented. The student here is an active participant rather than the passive observer of the teacher. The experience in this research refers to guiding the students to learn every element of writing for example content organization and the structure used in writing and so on.

**b) Reflect :**

The teacher expects the students to have a special interest in the lesson and then gives a short explanation about the things that they have ask to them self by making a sign or symbols that in line of structure. The tudents are reflected their answer from 5w + I H question by making sign or symbols based on their own.

Harmer (1991:113) says that the best way to ensure learning was for the sudents to work out the rule of themself.

**c) Text :**

In this stage students have to generalize a paragraph based on the sign or symbols that they have make. So students in not difficult to make a paragraph because they are make symbols or sign before, and it is make them are easier to generate the content of paragraph.

Rivers (1968:77) says that generalization become more comprehensive as the students advanced in knowledge of language and is able to recognize characteristics feature of the language structure. Moreover, the students also can support to express themselves as individual. The greatest advantages of ART is interesting. From this activity, we can know the student's development in learning writing.

**2.2.3 Procedure of the teaching writing through Interactive ART course.**

### **Pre- teaching activities**

Pre-teaching procedures include:

1. The teacher greets students
2. The teacher checks the students' attendance
3. The teacher prepares all materials for teaching
4. The teacher asks the student about the previous lesson that they have studied

### **Whilst-teaching activities**

1. The teacher starts the lesson by asking the students to write their special thing on the paper. It is used to motivate the students to learn the new lesson.
2. The teacher asks the students some guided questions to build knowledge of the field.
3. The teacher gives the text to the students to read loudly.
4. The teacher give explanation about what is the text exactly.
5. Teacher ask students to imagine about the things that they want to write (**Ask**)
6. After this teacher ask the students to asking to themself about 5w + 1h question (**Ask**)
7. Teacher ask the students to answer the question (**reflect**)
8. Teacher ask the students to answer by making sign or symbols (**reflect**)
9. Give them the instruction to taking notes in their sign/symbols (**reflect**)

### **Post-teaching activities**

1. The teacher may ask the students to make generate paragraph based on the sign or symbols that they take (**Text**)

2. Instruct students to generate paragraph based on the sign or symbols that they have make

**(Text)**

3. The teacher gives homework to the students to make a simple

Descriptive/Recount/Descriptive text.

4. The teacher asks the students to submit the homework in the next session.

## **2.3 Interactive Multimedia**

### **2.3.1 The Nature of Interactive Multimedia**

Recently many English teachers integrate technology in the classroom by using interactive learning multimedia to support teaching and learning process. The use of interactive multimedia is expected to be able to make the learning process more interesting and to motivate the students. Multimedia and interactive multimedia can be defined in many of views. Interactive is things related to two-way communication by mutual action ie reciprocal or causal relationships associated with the action of the reaction (Warsito, 2008). It means that there is action and reaction in communication.

According Reddi and Mishra (2003:4), multimedia is an integration of multiple media elements (audio, video, graphics, text, animation etc.) into one synergetic and symbiotic whole that is more benefit for the user than any individual media elements. Fenrich in Reddi and Mishra (2003:4) also state that multimedia is the combination of computer hardware and software that integrate video, animation, audio, graphics, and test resources to develop effective presentations.

Furthermore, Bhatnagar, Mehta and Mitra (2002) suggest that digital multimedia refers to interactive multimedia. They define digital multimedia as any combination of text, graphics (still and animated), sound, and motion video delivered by a computer that allows students to interact with the program and control the environment. Mayer (2005:2) points

out multimedia learning as learning from words(spoken or printed text) and pictures (illustrations, photos, maps, graphs, animation, or video). Mayer and Moreno (2002) add that computer-based multimedia learning environments that consist of pictures or animation and words supports students to improve their understanding. From the views above, the term interactive multimedia can be concluded as the combination of various media such as text, graphics, animation, audio and video into single delivery system under computer in which students can control when and what elements deliver for the purpose of education.

### **2.3.2 The Advantages of Interactive Multimedia.**

The use of interactive multimedia in teaching and learning process is closely related to its advantages for the teacher and students. According to Reddiand Mishra (2003:5), the benefits of multimedia to are: 1) it allows for creative work 2) it saves time 3) replaces ineffective learning activities and 4) increases student contact time for discussion. Lee and Owens (2004:123-124) state that one of the strengths of interactive multimedia is the interactivity that makes the interaction frequent and produces students' involvement. Furthermore, Zhu (2010: 68) also mentions five advantages of using multimedia in the classroom. First, multimedia teaching increases the information volume, saved time and improved class efficiency. Second, it enables students to acquire feedback timely, to learn about their learning result and to adjust their learning steps, pace and difficulty accordingly. Third, teachers can integrate teaching materials and display the same teaching contents with a variety of information under the help of multimedia. Fourth, it helps to cultivate student's associative thinking. Fifth, it provides a platform for the communication between teachers and students as well as students and students.



Dong and Li (2011:165-166) add some advantages of using multimedia in the classroom. First, it makes English class more vivid and interesting, which stimulate students' interest in learning, improve class efficiency and achieve more satisfactory teaching results. Second, it creates a lively and harmonious environment in the teaching of listening, speaking, reading and writing that increases the language practice and students' participants. Third, it creates practical English using environment to enhance students' ability to use English. In summary, the application of interactive multimedia in the classroom affects the teaching and learning process in term of its efficiency, amount of information volume, interaction between teacher and students. Interactive multimedia also motivates students and engages students involvement so the teaching and learning process become more interesting.

### **2.3.3 The Elements of Interactive Multimedia**

As quoted above, multimedia are the combination of text, audio, images, animation and video into one package. The definition of each element is as follows.

#### **1. Text**

Text and symbols are very important for communication in any medium as well as in multimedia. Text includes the font size, style and color. Bhatnagar, Mehta and Mitra (2002:140-141) mention some considerations of using text in multimedia: (1) It is easier to read text using mixed uppercase and lower case letters than in capital letter, (2) It is easier to read text using static text than moving text, (3) It is easier to read text using single-spaced text than double spaced text, (4) The type size is no more than three points, (5) Each line consists of 40-60 characters, (6) A simple typeface and the same font are used for the same type of information, and 7) The font size is between 9 and 12 points.

## **2. Audio**

Sound is perhaps the most important element of multimedia. It can provide the listening pleasure of music, the startling accent of special effects or the ambience of a mood-setting background. Audio is divided into three types; narration or voice over (VO), music (M) and sound effects (SFX) (Reddi and Mishra, 2003: 41). Bhatnagar, Mehta and Mitra (2002:14) classified audio into two categories namely content sound and ambient sound. Content sound provides information to students in the form of narration. Meanwhile, ambient sound consists of an array of background and sound effects to reinforce the message, background music to set the mood for students to receive and process information by starting and ending a presentation with music and sound effects to liven up the mood and add effects to the presentation.

## **3. Images**

Images or graphics play a vital role in multimedia. It is expressed in the form of still picture, painting or a photograph taken through a digital camera. The attributes of color, texture, pattern and animation enrich a multimedia presentation. Lee and Owens (2004:127) proposed some considerations of using graphics in interactive multimedia. Firstly, graphics should not detract from textual information and should be similar in size and placement. Secondly, there should not be more than four colors on a screen, and the entire course should use a palette of not more than seven colors. Thirdly, the color also should be consistent so the color contrast must be managed appropriately.

## **4. Animation**

Animation is the rapid display of a sequence of images of 2-D artwork or model positions in order to create an illusion of movement. Weiss, Knowlton and Morrison (2002:467-468) propose five functions of animation in interactive multimedia. Animation is used to make instruction attractive to students (cosmetic function), to gain student's

attention at the beginning of and to signal salient points such as switching topics (attention gaining function), to motivate students when an incorrect answer is given (motivation function), to provide a concrete reference and a visual context for ideas (presentation function), and to provide a conceptual understanding without providing new information through visual (clarification function).

## **2.4 Multimedia for Writing**

The development of information technology leads to the integration of multimedia into the teaching of English to create interesting learning environment. The use of multimedia in the teaching of writing is expected to change student's attitude toward English learning and teaching process and improve their writing skill and interest in writing. Multimedia is commonly associated with CALL (Computer Assisted Language Learning). According to Warschauer (1996), multimedia refers to Integrative CALL which is the current approach of CALL. Integrative CALL is based on multimedia computers and the Internet that combine text, graphics, sound, animation and video that can be accessed from a PC, using CD-ROMs or the Internet. Wah (2006) investigated the appropriate design of computer-based instruction (CBI) and the use of it to improve students' writing in the composing process. The sample was twenty students in a secondary school. Instructional design principles were based on the guiding principles of a four-phase instruction including presenting information, guiding students, practicing by students, and assessing student learning.

The term presenting information is similar to modeling and deconstructing the text in the genre-based approach while guiding students is similar to joint construction of the text.

Meanwhile, practicing by students and assessing student learning are similar to independent construction of the text. Findings show that students considered the topics on writing skills, the language items, and the types of language lessons and practices as aspects of instructional process beneficial to their English writing process.

The findings also show that guiding students is helpful for students in composing their writing. Phinney in Wah (2006:28) argues that computer-based instruction make students' attitudes toward writing become more positive. The result in Sullivan and Pratt's study (1996) as quoted in Wah(2006) also suggests that it improves negotiation of collaboration on writing projects, increase informal peer-to-peer assistance in the writing process, and make revision more effective. More recent study examined the effects of CALL (Computer Assisted Language Learning) on EFL student's writing achievement (Jafarian, Soori and Kafipour: 2012). They explored forty students that were divided into experimental and control group squally.

The result shows that CALL user's achievement in EFL is significantly higher than non-users. It indicates that CALL improved students writing ability. In addition, there are numerous CALL programs which support L2 writing instruction that vary in their appearance, their effectiveness, and the teaching approach. A good example is Click into English developed for the Australian Adult Migrant Education Service (Hyland, 2003:162-164). In this study, there searcher will use this program as reference in developing the interactive multimedia as it follows the genre-based approach. Click into English is a series of instructional sequences built around model texts from different genres. Each sequence highlights grammatical features of the genre and leads the learner through a series of screens with different practice and self test multiple choice, gap-fill, and drag and drop activities. This program allows students to recall the text at any time, get instant feedback on their answers, consult pop-up screens for genre information and usage advice, and access a

dictionary through hyper links in the text itself. Click into English also provides an environment for students to work either alone or with teacher support (Hyland, 2003:164). From the statements above, it can be concluded that the integration of multimedia in the teaching writing is beneficial on improving student's writing skills. It also changes student's attitude toward writing. The developed multimedia in this study is also expected to make the teaching and learning process of writing become more interesting and vivid. A good writing program also allows students to work cooperatively and collaboratively.

## **2.5 Developing material**

The definition of materials in materials development is anything which is used to help teacher learners. There are many materials which are usually developed by the researcher. Based on Brian Timlison(2012) states that materials for language learning will be taken to be something that can be used to facilitate the teaching learning of a language, such as course books, videos, flash cards and games. The most of the literature focuses on printed materials.

Tomlinson (1998) states that “ Materials can be in a form of a textbook, workbook, cassette, CD-ROM, video, photocopied handout, newspaper, paragraph written on whiteboard or anything which presents or inform about language being learned”.

Tomlison(2001) states that materials mean anything which can be used to facilitate the learning of a language (linguistic, visual, auditory or kinesthetic). Many models exist, ranging from simple to complex. All provide step-by-step guidance for developing instruction” was pointed out by Suppasetserree (2005). In this study, some related instructional design models; including the ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation), Dick and Carey Model, Kemp Model, SREO Model

(Suppasetserree's Remedial English Online), Lee and Owen and the OTIL Model (Online Instructional Model for Task-based Interactive Listening) are presented as follows.

The ADDIE Model, which is the most basic and applicable is a generic and systematic instructional systems design model (Reiser and Dempsey 2007). Among five core elements (Analysis, Design, Development, Implementation, and Evaluation) of the model, analysis is the most crucial element in the ID process (Sugie 2012). There are more than 100 different Instructional Systems Development (ISD) models, but almost all are based on the generic ADDIE Model (Kruse 2011). However, according to Molenda (2003), the original reference of the source for the ADDIE Model is invisible and he seems to be satisfied with his conclusion that "the ADDIE Model is merely a colloquial term used to describe a systematic approach to instructional development, virtually synonymous with instructional systems development (ISD). The label seems not to have a single author, but rather to have evolved informally through oral tradition. There is no original, fully elaborated model, just an umbrella term that refers to a family of models that share a common underlying structure".

## **2.6 Previous study**

Review of previous study is made in order to avoid imitation. The researcher found some studies which have similar with researcher's studies, as follows: *Developing interactive multimedia for teaching writing descriptive texts for seventh grade students at SMP Negeri 2 Mertoyudan*. The study was conducted by Suli Afianain 2013. The objectives of this study are; to develop a suitable interactive multimedia for teaching writing descriptive texts for seventh grade students at SMP Negeri 2 Mertoyudan according to the students' needs and learning objectives and to find out the appropriate characteristic of an interactive multimedia for teaching writing descriptive texts for the seventh grade. The

subjects of the researcher were thirty one students of class VII F. The instruments for collecting the data were questionnaires. The result of the study show that the appropriate characteristics of the developed interactive learning multimedia in writing descriptive texts work well.

Secondly, the title of the study is “Interactive multimedia learning: innovative classroom education in a Malaysian University” which was created by Fui-Theng LEOW and Mai NEO. The study was published in TOJET: The Turkish Online Journal of Educational Technology – April 2014, Vol. 13(2). The aim of the study was at enhancing the quality of classroom learning for University students with three important emphases: Gagne’s instructional model, multimedia, and student-centered learning. The impacts on student learning were investigated through pre-test and post-test, questionnaires, open-ended questions and interview. The results of the study were consistent with the literature review, where development of the Gagne-based ILM fulfilled the needs of supporting active learning and providing flexibility to enhance the quality for students learning in University classroom.

The third title is “Response to intervention: Employing a mnemonic-strategy with art media to help struggling writers”, it was conducted by Michael Dunn, (2012). This study using mixed methods included experimental design, action research, and arts-based data. Participant of this study consist of Four 4th-grade struggling writers at a pacific-northwestern US school. And this study shows that, All four participants improved with content of writing; improvement quality of the content from their writing by using ART startegy. But it just improved the content not the quality of the word from their narrative story.

The fourth study is came from Michael Dunn, Washington State University (2013). By title “Comparing two story-writing mnemonic strategies: A randomized control trial study”. This study using quantitative method. The study took place at a suburban elementary school in a northwestern US state during October-December of 2010. And the results of this indicated significant differences between the ART and T3 groups for story content; T3 also was significant different for story quality. From this study, is known that the effect size scores indicated that ART students performed better with story content and number of words written. T3 students had the largest effect size for story quality.

The fifth study is, Art Media Versus a Questioning Strategy: Effects of Pre-Writing Strategies on Writing Fluency and Story Quality of Low-Performing, it was conduct by Kellie Halpenny (2013). This study using mix method between quantitative and qualitative. The participant of this study are Four fourth-grade students from a private elementary school for students with learning disabilities participated in the study. The data showed that the questioning strategy increased the number of unique words written and average number of prepositional phrases used more that the art media strategy did for the majority of the participants.

The differentiation from the researchers’ study above with this study are: first, The study was conducted by Suli Afianain(2013), she created the interactive multimedia in teaching descriptive text without teaching method include on her interactive multimedia, but the researcher in this study will deliver the interactive multimedia by use ART method on this interactive multimedia.