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## **IDEA-DETAILS TO ENHANCE NARRATIVE WRITING ACHIEVEMENT**

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### **Abstract**

Teacher is the creator and designer, the one who creates the design of media that will be used during the learning process. Teaching media for language learning especially in writing skill is needed since writing is the most difficult skill to be acquired. One of media for improving writing skill is picture-based media. In this case, Multifunctional Folklore Card (MFC), a medium designed and created for English learning by Bella, Rizqiyah, Tasykirah, Andani, Pangestu and Inderawati (2015), offers picture-based for writing skill learning particularly in narrative text. The term multifunctional in this media refers to its functions to be applied for improving students' English skill. MFC is a game; learning media with the focus on narrative since one of the materials for MFC is folklore (traditional story) of which features are character- match card, sequence card, and vocabulary card. A study of MFC has been conducted by Bella et al. (2015), it focused on vocabulary achievement from students of MTs Ilham Palembang which let students to match similar meaning between local language and English. Besides using media for writing skill improvement, Idea-Details strategy also helps the learners to organize their narrative writing from MFC picture cards into a complete narrative text paragraph with the table of pre-writing activity on idea and details from those pictures. This paper aims to elaborate the use of MFC as a medium in narrative writing skill improvement and the use of Idea-Details as the strategy in helping students to organize their narrative text writing.

**Keywords:** MFC, Idea-Details strategy, Narrative Writing

### **1. Introduction**

There are many ways to acquire writing skill; one of them is by using media. Picture based media or pictorial story series which is the part of Multifunctional Folklore Card (MFC) is a medium that can be used for narrative text writing to increase students' writing achievement. MFC itself is a tertiary learning media in the form of cards; it has three stages with card game which include sequence match, character match and vocabulary match. It is a game about students understanding and achievement in a particular folklore (traditional folklore from South Sumatera). Implementing MFC for enhancing students' narrative writing achievement will use various folklores; Malin Kundang, Bawang Merah Bawang Putih, The Legend of

Bidar Race, and Kemaro Island. The previous study applying MFC only used one story for vocabulary achievement of junior high school students, it was conducted by Bella, Rizqiyah, Tasykirah, Andani, Pangestu and Inderawati (2015).

Besides media, a strategy is needed for the use of the media in writing specifically narrative text to manage in steps. In this case, the writer will apply Idea-Details strategy to make the writing process using media more manageable. Peha (2003, p. 28) mentions, "A detail is the answer to a question a reader might have. Your audience may understand your ideas but want to know more about them." This strategy uses idea and details as the supporters of writing process. Raimes (2002, p. 309) says that one of the essential parts of writing is generating ideas. Harmer (2004) mentions that writing is not only difficult in generating the ideas, but also transferring these ideas into readable text. Moreover, idea and details are two things that cannot be separated each other; an idea means nothing without the supporting details. Idea-Details strategy will be used to help students generating the ideas that they get from the visual-aid media of MFC. Idea-Details strategy is introduced to help writers doing the pre-writing process to find out ideas and put more details to create the outline of the text that they will write.

Further, writing is one of the skills of English taught in schools. As English is a foreign language in Indonesia, it is not easy to write and compose words in the second language. Students have to understand the function of various forms, structures, and punctuation marks of Standard English and use them appropriately in communications. Some recent studies proved students' low achievement in writing. Megaiab (2014) measured students' proficiency of English writing in two senior high schools with 140 participants of first graders. The result of the study showed 1654 grammatical errors found. In Palembang, Fajri (2015) found that students in SMA Negeri 9 Palembang had errors related to grammar, spelling, punctuation, and word choices. Furthermore, Karolina (2006) in her action research found several difficulties that students encountered through the investigation. Students did not fully understand the tenses, the use of pronoun, and fail to arrange the story chronologically. Students in Indonesia need improvement.

Writing is not that difficult if the writer has the strategy, does the steps, makes lists for getting the idea, and develops them into paragraphs particularly for narrative text. Getting idea is the matter of gradually adding up little idea here and there and never let the paper blank by making a list, making a cluster diagram, researching, and free writing (Grenville, 2001). Therefore, a strategy of Idea-Details will be used to manage students' writing process in pre-writing for their writing text result. This strategy makes students be able to explore their first thought or idea as their response to the visual media of MFC for then applying it into written words. Moreover, narrative text relates to MFC of which basic instrument is folklore. Narrative writing requires students to imagine the situation of the story and deliver the imagination to the audience into written text. The process of narrative writing will be easy with steps and strategy.

This paper elaborates the implementation of MFC as the media with Idea-Details strategy for writing management to enhance narrative writing achievement.

## **2. Theoretical Background**

Multifunctional Folklore Card is picture-based media. The acronym of the media MFC is Multifunctional Folklore Card. This media had been developed by Bella et al. (2015). Moreover, this media had already been created in computer-game version and manual game board version. MFC as the pictures series media contain of a series of pictures that reflected the events in the story (picture – sequence match), the character from the story (character- match) and the series of vocabulary that exist in the story (vocabulary-match). Sequence match means that the students have to match the brief story sequence with the pictures that relate to the story. Character match allows the students to match their knowledge about the characters from the story for instance the background or the event relates to the character asked. Vocabulary match is applied by matching students' knowledge for the vocabulary both in English and Palembang language.

Teaching media is an object that is used for teaching purpose to gain particular improvement or goal. Inderawati (2012) states that media and technology

exist in learning and teaching process for encouraging learners to improve their literacy. Further, visual symbols and the response from students to it are the new paradigm of literary appreciation. As the media, it has the important role for reader to get along with literary work (Inderawati, 2013, p. 13). Media in this case is able to attract the students in teaching process. It becomes supplementary verbal information and illustrates relationships in a way that is impossible with words. Heinich, Molenda, and Russel (1993) mention that media refers to anything that carries information between source and receiver for example film, television, photographs, projected visual, printed materials, etc.

Finocchiaro (1973) states that media can make class atmosphere more alive. Dale (1969) mentions that there are several things instructional media can do in the teaching process such as heighten motivation for learning, provide freshness and variety, appeal the students of varied abilities, encourage active participation, give reinforcement, assure order and continuity of thought, and widen the range of students' experience. In general there are three kinds of media in learning process: visual aid, audio aid and audio-visual aid. Visual aid is media that can be touched and be seen by the students including picture, real object, map, realia and flashcard. In this case, Multifunctional Folklore card is the visual aid media since the element of MFC contains picture in cards to match with word-written cards. Media make students have a living classroom and attract students to respond more in the classroom activity.

During learning process teachers are required to be creative in creating ways to attract student's attention towards the lesson, for instance to select kind of appropriate media for student. As mentioned earlier, Multifunctional Folklore Card is picture-based media. Students are interested in pictures. As Dale (1969) has proposed that instructional media have to heighten student's motivation in learning which means that students have to be attracted so that they are able to get the objectives the teacher aims. It means that MFC already has the requirement of teaching media.

The term multifunctional in this media refers to its functions to be applied for improving students' vocabulary, writing and reading achievement. To put it another way, MFC has features to help students improving their English skills. The features

are character- match card, sequence card, and vocabulary card. Moreover, Folklore in MFC refers to the main materials used in this media which is traditional story taken from local and international folktales. The chosen stories applied in MFC are divided into several sequence and categorized for its features.

The display below is MFC in manual game board and computer version as presented by Bella et al. (2015).

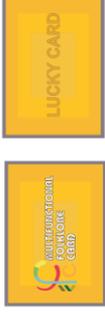
 <p>Sequences Card</p>	 <p>Picture series card</p>	<p>Game board</p> 
 <p>Character card</p>	 <p>Vocabulary Card</p>	 <p>Lucky Card</p>
 <p>Character questioncard</p>		

Figure 1.MFC Cards

Besides using MFC as the teaching media, the writer also applies Idea-Details as teaching strategy to make the process of teaching writing narrative text more detail and planned.

A detail is the answer to a question a reader might have. Detail is important in writing (Peha, 2003, p. 28). Idea-Details strategy is a strategy that can be applied in teaching writing whereas this strategy can develop student's ability in writing their narrative essay. Moreover, this strategy will lead the students to convey their ideas easily because this strategy has some steps to help the students to create a good essay.

Here is the schema of Idea-Details Strategy for teaching writing narrative text:

IDEA	DETAILS
<p>A sentence that needs more support <small>(Pick something important from your piece)</small></p>	<p>What your audience needs to know <small>(Think of the question people would ask)</small></p>

Figure 3. Idea-Details Table

IDEA	DETAILS
<p>I had a huge car accident one morning when I was driving to school.</p>	<p>I was stopped in traffic on the freeway when a truck came up behind me.</p> <p>I heard his engine roar and I knew he was going too fast.</p> <p>He didn't notice I was stopped so he didn't slow down until it was too late.</p> <p>He slammed on his brakes and veered to the right but he still hit me. His truck crunched most of the right side of my car.</p> <p>Glass and metal went flying everywhere.</p> <p>I was scared at first because I thought I was going to get hurt. But afterwards, I was relieved.</p> <p>No one was hurt and I was still able to drive my car away. But it needed over \$5000 of repair work.</p>

Figure 4. Idea-Details Table

Idea-Details strategy is used in pre-writing process. The table above shows how Idea-Details strategy is applied to make sequence of events from a single sentence. Students just need to pick sentence that comes up from the picture (idea) and put the support in the left side of *Idea*. Then, they have to write the details that they encounter, anything they have in mind, to the *Details* in the right side. They do not have to make a complete sentence or a perfect sentence since it is a pre-writing activity, just write down anything that comes to mind that is related to the idea. Peha & Lester (2006, p. 58) mention that there are several categories that can be put into the *Details* chart such as action, feeling, setting, sights, sounds, and thought. The

most important part of a piece of writing is details of the writing idea (Peha, 2003, p. 32).

Additionally, a detail is the answer to a question a reader might have. The City University of New York (2012, p. 4) shows that idea development is included in the rubric for the writing assessment in its student handbook, “Reasons and specific details and examples from the text and from the writer’s reading experience are used effectively to develop ideas.” A detail is the measurement whether the idea is developed or not. Further, Monash University (2014, p. 12) tells that the writer cannot assume that the reader always knows everything. Likewise, Peha (2003) says that readers need supporting detail to understand writer’s mind from the writing. In other word, supporting details in writing tell whether the idea has been well delivered or not. Hence, as stated by Peha (2003, p. 32), details are the most important part of writing.

According to Harries (1974, p.68), writing is an advanced skill of language learning. Oshima and Hogue (2006) put forward that writing is a process not a product. It means that writing needs a really advanced skill because the process of writing is not only in a single step. Harmer (2004) states that writing as a process has four main elements: planning, drafting, editing (reflecting and revising), and final version. According to Grenville (2001), writing also has the specific purpose for specific audience, they are to persuade, to inform, and to entertain. Writing is an advanced skill for students to develop since the basic elements for writing are divided into several steps to be completed with various purposes that make it even more complete.

This paper elaborates how narrative writing achievement could be enhanced by using MFC with Idea-Details strategy. It is narrative which becomes the focus of the writing. Narrative text according to Doddy, Sugeng, and Effendi (2008, p.44) is the kind of text that has social function which is to amuse, entertain, and deal with problematic events that lead to a crisis or turning point of some kind, which in turn finds a solution. Grenville (2010) cites that narrative is an imaginative writing that might be based on true story or just the result of imagination. Narrative involves

emotional feeling to grip readers' attention. Moreover, narrative text has some types including folklore, fairy tale, myth, etc.

The students are enquired to write narrative text by using MFC with Idea-Details strategy. As narrative text is a text that tells about sequence of imaginative events, its purpose is to inform or to entertain the audience. In this case, the students will write a story using MFC card that has pictures on it to generate their idea and write it on the Idea-Details chart. Then, they will be able to explore those ideas they have got from the pictures into details that can help them writing a narrative text. They will be able to develop the story using their own imagination to the story by adding some details. The writer allows students to write creative narrative text from their own result of development. By asking the students to write the story they know using MFC and Idea-Details strategy chart, it will help them increase their idea exploration in writing narrative text.

### **3. Conclusion and Remark**

Writing is an advanced skill that needs to understand very well. Students mostly get difficulties in English writing due to its complex structure. However, only a few teachers create and apply creative media in teaching English writing, it makes students less involved in classroom and causes their low achievement. Teaching and learning process is teacher's field to be creative for attracting students towards the lesson, for instance to select a kind of appropriate media for student. The use of media is to appeal students, heighten their motivation, and encourage them to be active. Therefore, Multifunctional Folklore Cards (MFC) with Idea-Details strategy is created to help teachers improving students' narrative writing achievement. MFC has its feature related to the narrative with pictures to stimulate students' thought for writing while Idea-Details helps students to manage their writing in an easier process by using the charts. Students, by the help of media, will involve themselves in learning activities with the "live" atmosphere in classroom.

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