

**LISTENING TO WRITE:
WRITING NARRATIVE USING NARRATIVE LEARNING MULTIMEDIA (NLM)**

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Abstract: This paper depicts the use of Narrative Learning Multimedia (henceforth NLM) in teaching narrative writing to enhance the students' skill especially in narrative writing through multimedia. The importance of multimedia and its value of interaction in education are commonly accepted. In addition, it will provide an opportunity for interacting with diverse texts that give students a solid background in the tasks and content of mainstream college courses. The subject of the research was the second semester of English department students who took intermediate listening. However, the research design is descriptive qualitative and in applying the NLM, the researcher employed teaching learning cycle adapted from Callaghan and Rothery (1988). In order to get the students' understanding, they were asked to listen and watch the materials displayed in NLM in form of movie, pictures and texts. Hence, the students do not only learn listening but also writing as its product of the listening process. As a result, the students become increasingly familiar with how to write a narrative by considering the schematic structures and linguistic features through NLM.

Keywords: *EFL writing, Genre, Multimedia, Narrative, Teaching Learning Cycle*

Teaching English in Indonesia has become a big challenge for all teachers and lecturers across the country. English in Indonesia is taught in all levels of education from elementary school to university level. To succeed in college, students need to develop not only linguistics but also academic skills. These academic skills cover speaking, listening, reading and writing. However, for most students, referring to my college students, writing is the most difficult subject compared to other skills because they consider that putting their ideas into written form is not an easy way to do since they do not only learn grammar and vocabularies but also how to create sentences into a coherence text. Writing is considered as one way of communication between writer and the potential readers (Cahyono and Setyaningsih, 2014).

In many writing classes, traditionally, classroom situation is teachers standing in front of the students, giving explanations, informing, and instructing. They usually use marker or chalk to write something on the black/whiteboard. In the meantime, this method of teaching is called teacher center. In other words, the implementation of integrated English skills sometimes helps lecturers to enhance their students in writing. Writing, reading, speaking and listening are communication skills that are important in all subject areas in the curriculum. The common integrated skills the lecturers used in teaching English skill are that reading is related to writing and listening is related to speaking. Since those English skills are interrelated, there is a possibility that listening practices can give outcome to writing.

Listening is one of English skills that needs much concentration and attention when students learn it. In learning listening, students are encouraged to be serious because once they lose their concentration; they will lose some parts of the listening text. It can be said that listening is a hard job, but it can be easier if we apply what we know about activating prior knowledge, helping students organize their learning by thinking about their purpose for listening, and in relation to this, if writing becomes a goal of the classroom, using well structured writing based on its genre (recount, narrative, description, etc.). Also, listening is so challenging, because lecturers need to think carefully about making their activities successful and the content more interesting. Rubin (1994) confirms that:

As teachers and scholars grow to understand the unique characteristics of the listening skill and the significant role it plays in language learning and communication, they recognize more and more the importance of the teaching listening comprehension in the second language classroom.

Regarding to Rubin's statement, lecturers or educators should develop their knowledge in teaching especially in listening. Hence, to make a listening classroom more enjoyable and communicative, lectures may develop their listening material by involving multimedia as the tool in teaching listening.

Multimedia gives many exciting possibilities for meeting the foreign language learners' need recently. For the sake of this research paper, the researcher defines multimedia as the delivery of instructional content using multiple modes which include visual and auditory information. Therefore, students are able to use this media information to construct their knowledge.

It can be said that the use of multimedia in teaching and learning process in Indonesia has been steadily increasing from year to year. The importance of multimedia and its value of interaction in education are

commonly accepted. Employing a multimedia in classroom is not an easy way to do since it needs a sophisticated tools such as a computer or a laptop as well as internet connection (in a certain multimedia, it can be on line and off line connection). The use of multimedia in the classroom will provide an opportunity for interacting with diverse texts that give students a solid background in the tasks and content of mainstream college courses. Moreover, by using multimedia in classroom cannot be denied because there is possibility for lecturers giving more opportunity to their students being happier and more enjoy during the course. Based on the previous reasons, this paper depicts the use of narrative learning multimedia (NLM) to develop the learners' skills especially in narrative writing through multimedia.

The fundamental principle behind multimedia learning is best described by Mayer (2005), one of the leading researchers in this area. He argues that "People learn better from words and pictures than from words alone". In this context, it can be said that words are classified into written and spoken text. Meanwhile, pictures are included into static graphic images, animation and video. The use of both words and pictures is more interesting and effective than words alone should not be surprising in light of what we know about how the brain processes information. Based on Sweller's research (2005), it says that the use of both words and pictures lets the brain process more information in working memory.

Extending this basic principle, Mayer (2005) and his colleagues tell us that narration and video is much more effective than narration and text. Similarly, narration and video appear to be more effective than narration, video and text. Narration and text rely on the same channel to process information (Baddelley, 1999).

Today's typical undergraduate students is accustomed to receiving information on a daily basis in a variety of format such as multimedia channels. Multimedia has been applied by many teachers in teaching and learning process lately. The use of multimedia has helped many teachers and educators on their teaching English process more interestingly and effectively because by applying multimedia in the classroom, it can reduce the students boredom in learning English especially writing since it need a lot of effort such as grammar, sentence order, punctuation and many others. Multimedia can present a challenge to educators wishing to engage students in the classroom while still providing required content in order to increase learning outcome.

Method

This research is descriptive qualitative one. It describes the use of multimedia in teaching narrative writing in listening class. In this research, the data are in form of written ones. The data were obtained from the listening tasks where the students were asked to write a narrative text based on the instruction displayed in multimedia. After the students had listened and watch a movie presented in NLM, then, they wrote a narrative text based on some pictures given in NLM.

There were sixty four students' narrative writings and based on the purposive sample the researcher took 5 as the sample of the analysis. Meanwhile, the students were the second semester students of English department, faculty of Humanities Dian Nuswantoro University. However, for the implementation of the research, the researcher applied learning cycle introduced by Callaghan and Rothery (1988) as the framework of the analysis.

Findings and Discussion

In this part of sub chapter, the researcher presented the findings and its analysis of the data. In implementing the NLM, the researcher applied learning cycle framework introduced by Callaghan and Rothery (1988) as cited in Hammond (1992). In this kind of approach, there are four cycles which were implemented in the process of teaching and learning listening through Narrative Learning Multimedia (NLM). The four stages in the teaching – learning cycle are as follows:

1. Stage One : Building the context or field of the topic of text – type

In this stage, the lecturer gave the students the ideas regarding to the material discussed through Narrative Learning Multimedia. By using this media, lecturer showed and explained the students some theories about narrative such as the social function, schematic structure, and linguistic features displayed in NLM clearly. It is useful for lecturer to explain the material for several times in order to the students understand about narrative text. In the meantime, lecturer's scaffolding is needed in this stage because the learners can adopt the knowledge about materials given through NLM such as displayed below:



Figure 1: Schematic Structure of Narrative

2. Stage Two: Modeling the genre under focus

In this stage, the lecturer gave the students some examples referring to the material given. Since the topic of the discussion is narrative genre so the lecturer gave a model of narrative text through NLM and the title of the text is “Sleeping Beauty”. It is also necessary giving some reviews and elaboration of the text given as the example by highlighting the schematic structure and linguistic features. Then, along with the students, the lecturer analyzed the body of the narrative text together by writing them on the whiteboard. So it is hoped that by doing group discussion, the students will understand more the schematic structure and its linguistic features of narrative text. Below is the example of narrative text presented in the NLM.

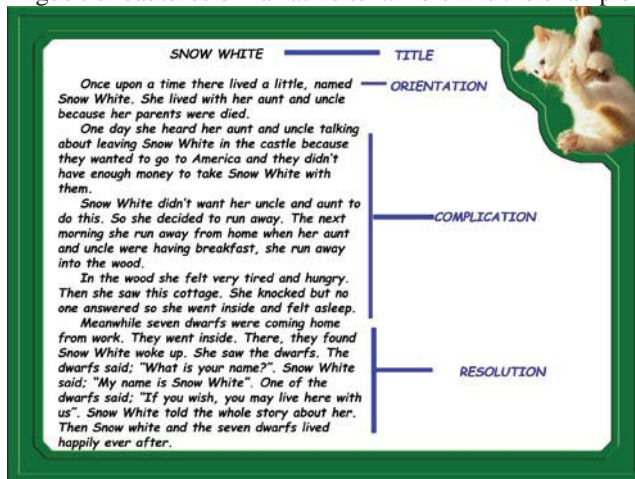


Figure 2. The example of Schematic Structure

3. Stage Three: Joint construction of the genre

Through this stage, the lecturer gave some pictures through NLM dealing with the topic discussed in the previous stage, which was “Sleeping Beauty”. The lecturer asked the students to make a paragraph by watching the pictures given in NLM in group. They wrote a narrative text entitled “Sleeping Beauty” based on the order of the pictures displayed in the NLM. Meanwhile, the lecturer acts as a fasilitator and a guidance to the students when they meet difficulties in applying the schematic structure and linguistic features.



Figure 3: Pictures of Sleeping Beauty

4. Stage Four: Independent construction of the genre.

Before going to the last stage, the lecturer assessed the students if they were ready to go to the next stage that is independent construction. Then in this part of the stage, the students were invited to write another narrative text with a given topic that is “Cinderella”. In this step, they wrote the text individually by referring to the pictures given in the NLM as presented in figure 3 below:



Figure 4: Pictures of Cinderella

Considering the implementation of the NLM through teaching learning cycle, a further discussion were described in the following explanataion for each element including both schematic structure and linguistic features. The brief explanation for each element can be seen in the following description:

Social Function

In this part of the element, the students were aware that the social function of the narrative text is to amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds two resolution. Based on the students' writings, it was clearly stated that all students understood well about narrative text.

Schematic Structure

In the meantime, referring to the result of the students' writings, most of the students could produce a good narrative writing regarding to the schematic structure such as orientation, complication, resolution and coda.

Orientation

Here, most students can make orientation successfully. The example of orientation was shown in the paragraph below:

Once upon a time there *lived* a young beautiful girl named Cinderella. She *lived* in a big house with her stepmother and step sisters. Her mother and sisters *were* very cruel. They *made* Cinderella as a maid. They really hated Cinderella even she is their sister.

The example above shows that the students could produce an orientation in his paragraph. It is proved by "once upon a time" as time indicator in the beginning of the paragraph meaning when the story occurred. In addition, it also describes the main character of the story named Cinderella as well as other characters such as her step mother and step sisters.

Complication

In this part of schematic structure, the students are encouraged to make sets off a chain of events that influence what will happen in the story. In writing his narrative, the student could produce this complication orderly based on the chronological events presented in the pictures which was displayed in NLM. The example of the complication is illustrated below

One day, the prince of the kingdom of the kingdom *made* an announcement to all women in that kingdom. The prince *was inviting* them to join his party, because he *wanted* to looking for a woman to become his wife. Cinderella also *heard* about this announcement. She really *wanted* to join the party, but she *confused* because she *didn't have* a good dress, *didn't have* a make up tools. So Cinderella *shared* her confusedness to her animal friends. *Suddenly, a fairy came in. Fairy told Cinderella that she can granted her wishes. So the fairy swing her magic stick and suddenly Cinderella already dressed up, but the fairy told Cinderella that on 12 am the power of the magic will disappear...* finally the clock already 12 am. *Cinderella ran away from the prince but one of her shoes was left.*

It can be seen in the example of the paragraph above that the student can make a complication based on the pictures given in NLM (it has been explained in the stage four of learning cycle). He wrote the story based on the chronological events presented through the pictures properly and clearly. Regarding to the italic sentences, it can be seen that students developed his writing to a wider context but he wrote by referring to the pictures given in NLM.

Resolution

In the last part, the student produced resolution also based on the picture given. Here, he can make a paragraph describing about the final event of Cinderella. Here is the example.

In the next day, the prince *was looking* for the woman who has the shoe. He also *came* to Cinderella's house... *so the prince made Cinderella became his wife. Eventually, they lived happily ever after.*

In the example above, it shows the ending of Cinderella story. At the final ending (the italic sentence), the student wrote that the prince asked Cinderella to marry him and they lived happily ever after.

Linguistic Features

After discussing about the social function and generic structure of narrative, now in this part, the students also learn about language features of narrative such as the tenses, adverb of time, time conjunction, and action verbs. Through NLM, the students do not only learn how to write a narrative text but also they can develop their ability in grammar. It can be seen in the previous example that the student applied simple past tense in his writing such as modal auxiliary *to be was and were*, and *did*. Also, irregular past verbs such as *lived, made, became, told, heard, dressed up* and etc. Other linguistic features found in the student's writing (displayed in the previous example) is the use of action verb such as *lived, made, heard* and etc. In addition, the use of time

conjunction is also existed in his writing such as, *when* and *suddenly*. However, adverb of time and specific character are also described in his writing such as *once upon a time* and *one day* as well as the name of Cinderella as the main character respectively.

Conclusion

In conclusion, the use of Narrative Learning Multimedia in teaching listening can develop and enhance students listening skill. In addition, it also improves the students' ability in writing because this multimedia helps the students not only learn listening but also writing skills. However, the implementation of multimedia in the classroom also makes the teaching and learning process more interesting and enjoyable.

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