



Volume 05
No. 2, 2018
page 1-14

Article History:

Submitted:
12-12-2018
Accepted:
13-12-2018
Published:
14-12-2018

available at <http://ejournal.stkipjombang.ac.id/index.php/jeel>

P-ISSN 2356-5446

E-ISSN 2598-3059



THE PROCESS OF STUDENTS' ESSAY WRITING THROUGH FLASH CARD AND STORYTELLING: AN IMPLEMENTATION OF INTEGRATED WRITING

Rikat Eka Prastyawan
Adibuana University of Surabaya
rikatekaprastyawan@gmail.com

URL: <https://doi.org/10.32682/jeel.v4i2.865>

DOI: 10.32682/jeel.v4i2.865

Abstract

Essay is a short piece of writing at least three paragraphs long that is taught in the third semester in English Education Program at Adibuana University of Surabaya. However, most of students are not able to develop the ideas well. Flash cards and storytelling could be the media as the integrated writing to develop their essays. That's why the researcher focuses on the process of integrated writing through flash cards and storytelling to write an essay made by the students of English Education Program at Adi Buana University of Surabaya. This study uses descriptive qualitative by using purposive sampling as the data collection technique. The data of this study is all activities in teaching and learning process related to the focus of study, while teaching and learning process as the implementation of integrated writing as the source of data. The result shows the three phases involving beginning, interactive, and the writing phase need a teacher or lecturer who could be a good facilitator such as resource and feedback provider for students in writing a good essay. Some strategies are needed to manage the class. To sum up, the flashcards and storytelling could be wrapped together as the integrated ones to teach essay writing for students of English Education Program at Adibuana University of Surabaya.

Keyword: *Integrated Writing, Essay, Flashcards, Storytelling.*

Abstrak

Esai adalah serangkaian tulisan yang panjangnya paling sedikit tiga paragraf. Penulisan esai diajarkan pada semester ketiga Program Pendidikan Bahasa Inggris di Universitas Adibuana Surabaya. Namun,



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2018 by author and STKIP PGRI Jombang

sebagian besar mahasiswa belum dapat mengembangkan ide dengan baik. *Flash Card* dan *storytelling* bisa menjadi media sebagai *integrated writing* untuk mengembangkan esai mereka. Itu sebabnya peneliti memfokuskan pada proses *integrated writing* melalui *flash card* dan *storytelling* untuk menulis esai yang dibuat oleh mahasiswa Program Pendidikan Bahasa Inggris di Universitas Adi Buana Surabaya. Penelitian ini menggunakan deskriptif kualitatif dengan menggunakan teknik *purposive sampling* sebagai teknik pengumpulan datanya. Data penelitian ini adalah semua kegiatan dalam proses belajar mengajar yang terkait dengan fokus penelitian, sedangkan proses belajar mengajar sebagai implementasi *integrated writing* sebagai sumber data. Hasilnya menunjukkan adanya tiga tahapan yang meliputi tahap awal, tahap interaktif, dan tahap penulisan. Setiap tahapan membutuhkan seorang guru atau dosen yang dapat menjadi fasilitator yang baik seperti menjadi sumber acuan setiap pertanyaan dan umpan balik bagi mahasiswa agar dapat menghasilkan esai yang baik. Beberapa strategi juga diperlukan untuk mengelola kelas. Sehingga dapat disimpulkan bahwa *flashcard* dan *storytelling* dapat diterapkan bersama-sama secara terintegrasi dalam mengajarkan menulis esai untuk mahasiswa Program Pendidikan Bahasa Inggris di Universitas Adibuana Surabaya.

Kata kunci: *Penulisan terintegrasi, Esai, Cerita bergambar, Bercerita*

Introduction

Writing is often believed to be the most complex one compared to the three other skills, i.e, listening, speaking, and reading. It needs strong ideas to express in the form of sentences accurately in order to be understood easily by readers. Zemach (2005:5) states that deciding a topic of writing is needed. It could gather ideas to build up what the author wants to write. There are a lot of people who are able to tell something clearly but they got problems to deliver their ideas in the written cycle. Within a language system, writing relies on many of the same structures as speech. It needs vocabulary and grammar to support the way of authors in delivering their ideas. The ideas could not be well understood because the authors do not have more vocabularies based on the contexts that the authors want to build. When the sentences are not wrapped in a good structure, the meanings of sentences could make the readers misunderstand to the authors' mind. On the other hand, there are some components which must be fulfilled in doing writing. Oshima (2006:18) claims that there is only one main idea in a paragraph. It could be more than one when the topic is related closely. That explanation shows how important the unity is to make a single paragraph. One paragraph consists of related sentences which

could bring a topic stronger and stronger by giving more details, example, or explanations through supporting sentences. The authors' ways to deliver event by event in a clear and chronologically order are needed to make easy in understanding the contents of writing. It's called by coherence. Unity and coherence in writing could be separated to build a good writing. The readers could catch the authors' minds systematically. The other part of writing about the essay, it is a short of writing at least three paragraphs long. There are introductory, body, and concluding paragraphs which should be wrapped together systematically (Zemach.2005:56). Having the complexity of writing, it should be learnt step by step. How to create a good single paragraph must be mastered in the beginning, and then creating an essay could be done next. English students of PGRI Adi Buana Surabaya must learn how to make a good essay in Writing Class of third semester. One of the way how to teach writing essay for the students by giving strong ideas through flashcards in order to gather the same ideas for students. To keep the ideas, the students are also asked to retell the story based on the flashcards. Conducting an integrated writing through reading and speaking are implemented in this teaching and learning process to guide the students to make a good essay. In Class Writing, the students usually have problems in determining the topic. They worry to the ideas which they must write in the sentences every paragraph. The way how to gather ideas through mind mapping, making a list, or free writing is not enough to ensure them in writing process. They think that what they have written is not good enough in unity and coherence. The researcher finally decides to choose flash cards as a media to give strong ideas and also storytelling to deliver their ideas in oral cycle for students in writing an essay.

Flash cards contain the pictures and also sentences to make the readers understand the story which could give different atmosphere for students. Flash cards belonging to narrative would give students' knowledge and experiences in writing. All ideas could be kept well while writing. Flash Cards have fewer sentences than novel. It takes short time to understand the story. Additionally, it has a good picture to help the readers understand more about the text. Based on the background above, this study focuses on the implementation of integrated writing through flash cards and also storytelling to keep the ideas for students in order to be able write the essay well In this flash cards, the students could get the story through picture series added by sentences to clarify the contents of those pictures pages by pages. Although the students do not understand the meaning to certain vocabularies, they could understand easily to the contents of flashcards. The story of flashcards is wrapped in the narrative text which involves

introduction, complication, resolution, and coda. That general structure helps the students to know what they must write through events by events in a clear and logical way.

Additionally, after getting the flashcards to have strong ideas, the students are asked to have storytelling one by one in front of the class. Storytelling is useful ways to help or assist in creating classroom communities. The researcher believes that storytelling is a means for sharing and interpreting experiences to something they get. It can be used as a method to teach ethics, values, and cultural norms and differences. This way strengthens the students to be able to arrange event by event in a story chronologically. It also helps the students to enrich some vocabularies needed to deliver their ideas well. Conducting storytelling needs a certain way used by each student. It looks like the concept in their brains to wrap event by event in a chronological order in order to make someone else understand what he or she tells about the story. This study, the researcher tries to have an analogy that the one who is able to tell a story in oral cycle, he or she also could deliver their ideas in the written cycle. It only needs a certain guidance to build a good essay structurally based on the organization of good essay.

Based on the background above, the researcher tries to look at the process to the implication of integrated writing through flashcards as a media and storytelling to make a good essay. So far, integrated writing technique has been conducted in teaching and learning process. This study describes the process of essay writing done by the students to have a good essay and coherence in their writing. Then, the researcher formulates the research question as follows;

Writing Process

Writing as a process of expressing ideas or thoughts in words, should be done at our leisure. How can we do something that we do not enjoy? Writing can be very enjoyable as long as we have the ideas in the means to achieve it. It is also defined as Meyers (2005:2) that writing is a way to product language, which you do naturally when you speak. Writing is communication with other verbal way. From definition above the research concludes that writing is a way to product language that comes from our thought. Writing is the process of sharing ideas, feeling or anything that exist in our mind. Additionally it is also influenced both by personal attitudes and social experience. The researcher thinks that writing is specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing is not just about conveying content but also about the representation of self. That is why

writing is a part of language skill which requires and elliptical ability in order to construct a brief and good order of sentence. Zemach (2005) states that there are six steps of writing process. The first is determining the topic. The topic should not too broad or narrow. When it is too broad, the author's ideas could not describe specifically to the point which becomes the main topic. When it is too narrow, the author also gets difficult to develop the topic. Second is gathering ideas. There are some ways that the author could do in this step. He or she could have a list of points, mind mapping, or free writing. Every author has his/her own way to gather the ideas. The third is organizing the ideas. When the ideas have been gathered, they need to be organized well based on its organization. In a single paragraph, the author must build a good topic sentence, supporting sentences, and concluding sentence. In Essay, he/she should develop an introductory paragraph, body, and concluding paragraph. The fourth is writing. This step is the time for author develops and transfers their ideas. The fifth is review to the structure and contents. Finding the sentences and ideas which are out of topic becomes the priority in this step. It influences the meanings, unity and coherence of the text. The last is revising the structure and contents. In the last step, the author checks a piece of writing for errors. This is called by edit in academic writing term. While changing or correcting a piece of writing, it is called by proofread. There are two processes which could do for authors in the last step of writing process.

Integrated Writing

Integrated writing skill is a technique of teaching writing that integrating some skills, listening, speaking, reading and writing. In integrating writing lessons with reading, speaking and of course listening, students are able to produce dynamic writing output. Integrated writing skill is a technique that have implemented for students in Japan. This technique is presented by Dr. Cecilia B-Ikeguchi from Tokyo Kasei Gakuin: Tsukuba Women's University (Japan) in her paper which was published in the International Journal for Teachers of Writing Skills (January, 1997). With focus on writing skills, this paper reports on a successful and effective teaching and learning technique used with Japanese University students in the advance Writing Classes. It's supported by Reid (1993:177): "Although nothing is inherently wrong with spot drilling, grammar practice, comprehension question, and individual skills tasks, a successful second language classroom is usually based on (a) a rationally planned, sequenced series of lesson plans that (b) integrates man of the complex skills that are essential to language learning and (c) provides students with authentic learning experiences

that are (d) related to their lives, their learning styles and strategies, and their learning objectives” It is important for teacher to make various classroom activities. It is required the creativity of the teacher to handle and conduct the class. It includes the implementation of integrated writing skill that is the realization of that. It is clear that one of the things that supports the successful output of second language classroom is the integrating some skills in teaching learning activity. In this technique, writing is integrated with other skills. Here are the procedures of integrated writing skills technique which was successfully implemented in Japan University student

The first phase of the lesson begins one week before with the giving of the assignment. Teacher reads (or on the board, or make copies of) a list of as many topics which he/she thinks to be interesting to the group. Then, teacher allows the students to choose any one topic that they are most interested in something that they would like to know more about. Then teacher tells them to look for a short (the shortest is one paragraph, the longest is one page) magazine or newspaper article, read thoroughly until they understood the content, and make a copy to bring to class. No writing is done yet; students are required only to completely comprehend the text they had chosen.

The second phase of the lesson is the “interactive phase” which begins on the day of the next class. Students who had chosen the same topic are called to sit together and form a group. They are then told to take turns in reading-or reporting-each of their articles to the group members, while everybody else listens and then asks questions to clarify points that are unclear, or make comments. Teacher allows as much time as the students are willing to talk, or half of the whole class time. At this point, teacher makes sure that students within the same group recognize common or diverse aspects relating to the same topic. For instance, on the topic on Environmental Problems, they would have chosen articles on: Deforestation, Garbage Problems, Noise Pollution, etc.

The third phase of the lesson is the “writing stage”. Teacher asks the students to get back to their seats and write about two things: (1) the topic they had chosen to read and bring to class, and (2) the other related aspects of the same topic that they found out from the group interaction. As Harmer (2001:260) said that writing as a cooperative activity. He added that, in language classes teachers and students can take advantages of the presence of others to make writing a cooperative activity, with great benefit to all those involved. Writing can be done cooperatively. In this technique, students are working cooperatively but they compose their own writing individually.

In that research, argumentative composition is chosen for the implementation, because this composition is the appropriate one since this text has characteristics that belong to this technique. One of the argumentative characteristics is, the composition should contain of evidence to support the writer's believe. It must be clear and logic. The implementation of integrated writing skill might help them to compose argumentative composition correctly because in "interactive phase", students discuss together about their resource, clarifying, making comments, arguing, etc. For addition: For a lesson on teaching skills on summarizing, teacher asks student to find 3-5 sentences indicating the main points in the article, and re-write these in their own 3-5 sentences. At the same time an exercise on outlining, Teacher asks them to identify 2-3 main ideas in the article-or as many as they can find, re-write these main ideas in their own words. At the same time they are told to include a sentence supporting each of these main ideas.

For a lesson on expressing personal opinions/beliefs, students are told to identify, again, 2-3 main ideas (or as many as they think there are) and give their personal reaction to each of these ideas. Those are steps of teaching writing by using integrated writing technique that was successfully implemented in Japan. Teacher was used to use this technique, and in the end of the lesson, the teacher asked students to write the main of resource, not the whole composition. Finally, in the end of study, teacher asked them to compose a complete essay. It was done successfully. On the other hand, in this research, students were taught by using integrated skill, which is focused on writing ability and in the end of lesson they are asked to compose the argumentative composition. Additionally, Pecorari (2013:92) gave description to the important of integrated source to make students' skills better. It could give ideas more and more. However, the teacher or lecturer should guide them in order to avoid the plagiarism.

Writing an Essay

The essay is writing that consists of several paragraphs that discuss a topic. The term "essay" comes from the French word, which means to try or trying. The essay is an attempt to communicate the information, opinions or feelings and usually presents an argument about a topic. In this case, the essay is a short article which usually contains the author's opinion on a particular subject. The essay is an essay that describes the author's opinion on a particular subject is trying to judge. The essay is a kind of criticism that is more subjective nature. What is stated in the essay is more of a personal opinion of the author. According to Indonesian dictionary, is a prose essay that addresses a problem in passing from the point of the author's personal thoughts. The essay is a short

prose composition that expresses the opinion of the author on a specific subject. An essay is divided into three parts, namely introductory paragraph, body, and concluding paragraph (Zemach, 2005:56). Introductory paragraph involves a basic introduction that contains background information that identifies the subject of discussion and introduction to the subject, the body of the essay that presents all the information about the subject, and the conclusion which gives the conclusion restates the main idea, a summary of the body of the essay, or add some observations on the subject. Based on some of the above opinion, it can be concluded that the essay is a form of writing that describes the author's opinion about a topic (subject) specifically. According to Kendall (2006:38), It needs three days to have assessment in writing. The first day belongs to create a draft. Second day is revising, and finally the third day is editing and publishing. Creating Essay needs a writing process which takes certain times.

Organization of Essay

Essay has a certain form to do. It has three main parts involving introductory paragraph, body, and concluding paragraph. Introductory paragraph is the one which gives the general statement of essay. it consists of thesis statement which is stated in the last sentence of paragraph. Author could give more detail information, giving example, or explanation before going to the main point of essay which is stated as the thesis statement. In a single paragraph, topic sentence is needed to give the general statement which could accommodate all ideas in supporting sentences. When writing an essay, thesis statement written in the last sentence of introductory paragraph takes the role to deliver the important points which are described in the next paragraph called the body of essay. All sentences written before thesis statement have important roles to give the general descriptions to catch the most important point written in a thesis statement. Introductory paragraph could introduce the topic, provide general background of topic, overall guidance of essay plan, or arouse the reader's interest. Body paragraph of essay explains the thesis statement. It is also used to deliver some events chronologically to create a good unity. Additionally, the body of paragraph could be developed by comparison or contrast, explanation, giving more details based on the thesis statement. It is actually the development of concluding sentence when creating a single paragraph. However, Essay has different organization. Last paragraph is called by concluding paragraph. It means that it must be written more than one sentence to fulfill good criteria of paragraph.

The Implementation of Storytelling

Storytelling is a crucial component to effective public speaking. It creates relevance for the audience, providing additional detail and mental visuals that bring to life otherwise dull, remote, or complex topics. Stories give speakers the opportunity to tell personal stories that relate to the audiences' experiences, thought processes, or values. Wendy (2006: 98) told that oral or written communication could create a genre. Moreover, including stories in both interpersonal communication and public speaking helps your audience remember your statements or speech for later recall. Everyone who can speak can tell stories. Students who search their memories for details about an event as they are telling it orally will later find those details easier to capture in writing. Teachers who tell personal stories about their past or present lives model for students is the way to recall the memory more detail. They use the prior knowledge to wrap all ideas chronologically. Additionally, they can be instructed to observe the natural storytelling taking place around them each day, noting how people use gesture and facial expression, body language, and variety in tone of voice to get the story across. Stories can also be rehearsed. Again, the teacher's modeling of a prepared telling can introduce students to the techniques of eye contact, dramatic placement of a character within a scene, use of character voices, and more. If students spend time rehearsing a story, they become comfortable using a variety of techniques. However, it is important to remember that storytelling is communication, from the teller to the audience. It is not just acting or performing. Storytellers can draft a story the same way writers draft. Audiotape or videotape recordings can offer the storyteller a chance to be reflective about the process of telling.

Implementation of Flash Card in Writing

Teaching writing could be implemented creatively. It needs a creativity to enrich more ideas to write. There are some ways how to gather ideas. The first is mind mapping. It is the famous way as the step before writing. Mind mapping helps the writer to organize the ideas smoothly. It could give the guidance to the write in keeping the ideas continuously. Second, is free writing. This way is also effective to keep the ideas directly to be written in a paper, then, the writer review and revised to the ideas which are out of topic sentence. The next way is taking a note. This way is a way to keep points by points in writing. This is used to keep the ideas in order to make the writer easy in writing the next ideas. Additionally, the flash cards can also be used to help the students write easily, especially in developing an Essay. It contains at least three paragraphs long. Flash

Cards need to be clarified and explained before it is given to the students. It needs guidance writing. The role of lecturer in explaining step by step is needed by students. The lecturer needs to explain the important points stated in the flash cards. Harmer (2001:262) said that the teacher must be a motivator, resource, and feedback provider for the students. It means that the teacher or lecturer has an important role in teaching and learning process. At the end, the students must be able to arrange the ideas based on their own ability in order to avoid the plagiarism. The lecturer also needs to give the clue to the strong thesis statements in order to help them develop the ideas in the body of essay. Flash Card could help the students keep the ideas of story to tell and to write. It involves the picture series added by sentences to give an interpretation to the given pictures. In the implementation of flashcards in teaching writing, the teacher or lecturer should give instructions to the students not to have plagiarism to the sentences stated in the flash card. So, giving the clue or underline some vocabularies are needed to avoid the plagiarism.

Research Methods

This study uses a descriptive qualitative. It Concerns with descriptions, qualities and observations (Swetnam, 2004: 128). It records the process of integrated writing through flash card and storytelling in teaching writing. The source of data is teaching and learning process in writing class to the students of English Education Program at Adibuana University of Surabaya conducted in third semester. The researcher recorded all activities related to the focus of research as the data to answer the research question. The way how the researcher analyzes the data by using the teaching procedure of integrated writing involving three phases activities. They are the beginning phase, interactive phase, and writing stage. The data collection technique is got by using purposive sampling.

Results and Discussion/Hasil dan Pembahasan

Research findings involve the process of teaching and learning process in teaching writing through flash cards and storytelling as the integrated writing technique. It describes in the form of beginning phase, interactive phase, and writing stage

Beginning phase

In the beginning of the phase, the teacher or lecturer gave the assignments to read the flash cards in the form of narrative text given by teacher or lecturer. Every student must understand the contents of flashcard they have got. The given flashcard has the same topic in order to build the same concept of

writing process in the next phase. The students could open the dictionary to know the meaning of some vocabularies or asking other friends. In the beginning of the phase, the teacher or lecturer also asked the student to do storytelling purposively. It means that not all the students are asked to tell the story in front of the class. In this phase, the lecturer must know the students who have more ability in conducting storytelling. Giving the same flashcard helps the lecturer to focus on the content of story especially for giving more detail information to the event by event. When having the various topic of flashcard, it could only give some events which are strong enough to write in an essay later.

Interactive phase

In the interactive phase, the week later, the student whom the lecturer or teacher appointed had to tell the content of flashcard. It means that this phase was conducted after beginning phase involving reading skill. In this session, the other students were asked to give some questions to storyteller to complete some events which had not been told by him/her. When asking a question, the teacher or lecturer could give an activation point for students as a symbol for active students. This session needs interactions each other between student and student or student and teacher. Whenever there was no student asking a question to the storyteller, the teacher or lecturer had to fill the gap condition through a question to the event which had not been told. There are two skills which cover in this session. Student could practice a speaking through storytelling and other students practice to listen. The role of teacher is very important in this session. Teacher could take a note to student's pronunciation, vocabularies, or grammars which were not properly used while speaking. Additionally, the teacher or lecturer could prepare a question to connect the ideas wrapped in event by event of story in flashcard. Teacher had to be a good facilitator for students in this case. It was not a must for a student to complete all story. The teacher could also ask them to tell the beginning of the story. Then, the next student could tell the problems which occurred and also the solution of the problems. Coda which is given in a story should be explored more and more by the students to connect among the events of story. Teacher or lecturer could give the clue in the form of questions for storyteller and other students to get moral values or messages. It should be done because moral messages in the story could be used as a thesis statement in writing an essay.

Writing phase

In this phase, students were asked to write what had been told by storyteller in the classroom. Before writing, the teacher or lecturer could give the way how to gather ideas through mind mapping, making a list, or free writing. The student could choose one of the ways which was easiest for them. After gathering the ideas, the teacher or lecturer guided the students how the ideas were organized well based on the organization of Essay. What must be written in the beginning was based on the strong thesis statement that they had chosen

before. In this case, writing thesis statement becomes the most important session in guided writing. Otherwise, the students got difficulties in organizing the ideas. Peer review is one of the options for teacher or lecturer to the way how the student writes the strong thesis statement. When they wrote it by using the same sentences, the teacher or lecturer could ask the student to paraphrase the thesis statement by getting the synonym or change the sentence structure to avoid the plagiarism. This phase needs a guided writing to write event by event chronologically. It starts from introductory paragraph which covers a strong thesis statement in the last sentence of first paragraph. Then, it is continued on the body of paragraph which consists of events to support or clarify the thesis statement they had written. Finally, the student could summarize all important points of essay through giving some comments or restate the thesis statement in the form of paragraph.

Conclusion

Process of integrated writing through flashcards and storytelling to make an essay needs situational strategies which must be owned by teachers or lecturers doing guided writing for students. Classroom management becomes the important role to know what the teacher must do. When conducting teaching and learning process based on theoretical framework have not given the satisfied results yet to reach the learning objectives, the teacher should be creative to find the appropriate strategies to get a good process in implementing integrated writing. All skills involving reading, speaking, listening, especially writing is needed in this teaching and learning process.

References

- Harmer, Jeremy. (2001). *The Practice of English Language Teaching* 3rd. Cambridge: Longman.
- Kendall, Juli and Outey Khuon. (2006). *Writing Sense: Integrated Reading and Writing Lessons for English Language Learners*. Portland: Stenhouse Publisher.
- Pecorari, Diane. (2013). *Teaching to Avoid Plagiarism*. NY: Open University Press.
- Oshima, Alice and Ann Hogue. (2006). *Writing Academic English* 3rd Edition. London: Longman.

Rikat Eka Prastyawan- The Process of

Swetnam, Derek. (2004). Writing Your Desertation. Oxford: Cromwell Press Ltd.

Wendy, David Starkey. (2006). Keywords in Creative Writing. Logan: Utah State University Press.

Zemach, Dorothy and Lisa A Rumisek. (2005). Academic Writing from Paragraph to Essay. Spain:Mc.Millan Publisher.