# CHAPTER 2

# LITERATURE REVIEW

This research involves areas of study which are English Writing Skills, Writing Assessment, Writing Instruction, English As A Foreign Language (EFL), Technology in Writing Instruction and the use of visual aids in writing instruction. The study includes theories and findings of previous studies in Indonesia and other countries as follows:

## 2.1 Writing Skills

### 2.1.1 Definition of Writing Skill

Agreeing to Pincas (as cited in Asrifan, 2015), writing is an imperative device of communication and it cannot be confined from human life. Writing is a hardware of both self-expression and communication. Ali & Hasanah, (2014) upheld this by characterizing "writing skill as perfect way">the most perfect way to provide messages to the peruses without composing, understudies may not be able to share their thoughts separated from talking as a common way of communication".

Agreeing to Brown (2007), writing is characterized as an ability that cannot be created actually. It is seen as an item of consideration, drafting and re-examining preparation that requires particular aptitudes. Based on these definitions, writing implies an instrument that makes a difference between

individuals in communication separated from talking as a common way which includes particular abilities for individuals to be able to precise themselves and share their thoughts.

**2.1.2      Elements in Writing Skills**

In order to be a palatable English essayist, a couple of components inserted in composing abilities got to be considered, such as composition, lexicon, linguistic use, and mechanics Lipson and Wixson (2003).

Appropriately, the primary component is called composition. It is characterized as a handle that guides a learner to deliver a bit of composing. It as a rule incorporates prewriting, drafting, re-examining, altering and distributing. The moment component is lexicon advancement. In reality, lexicon is a critical portion of composing as without it an essayist will not be able to be specific and thought. Too, lexicon may be an agent of a writer's earlier information. With earlier information, an author is able to communicate messages or share thoughts with a group of onlookers. Thus, the need of information around one specific theme will lead to perplexity when composing writings.

The other three components are language structure, utilization and mechanics. Linguistic use is characterized as a set of rules that organize words into an important unit, though utilization alludes to the dialect utilized by the author to pull in pursuers, for case, events, gatherings of people, and objectives. Consequently, distinctive targets or pursuers might influence distinctive language standards utilized by the author. The final one is the

mechanics. It incorporates accentuation and capitalization. They are significant in composing since both of them will decide meaning. When talking or tuning in, individuals are able to stop or halt the discussion, or utilize a suitable tone. In composing, individuals are not able to do so. Subsequently, the mechanics perform the same assignment in composing.

Other viewpoints expressed by Canale and Swain (1980) such as syntactic competence, talk competence, sociolinguistic competence and vital competence are taken into thought. As a result, both instructors and understudies realize that it's not simple to be a great essayist, particularly where English is instructed as a moment or remote dialect.

In conclusion, a great composing ability comprises a few components counting composition, lexicon, language structure, and mechanics. As learners are anticipated to procure all of these components, composing is considered to be one of the foremost troublesome aptitudes. Widiati and Cahyono (2006) expressed that composing is considered as one of the foremost advanced aptitudes among the other three aptitudes, i.e. talking, listening and perusing. Skillet (2008) said that indeed within the to begin with dialect, composing is still considered as a troublesome skill to memorize due to certain aspects of composition, such as stating the most thought, selecting lexicon, and grammar. Consequently, individuals got to utilize particular techniques to memorize composing aptitudes. Subsequently, it'll be more complicated when understudies ought to learn how to type in other dialects.

### 2.1.3    Writing Instruction in Indonesia

Concurring to the current Indonesian national educational programs (Instruction, 2016), instruction composing in Indonesia centres on the content class, such as stories, depictions, descriptions, pieces and contentious writings. Sukandi (2015) distinguished two primary variables that instructors ought to bear in intellect when educating composing which centres on sort, related to instructional method and social issues. This can be since understudies in Indonesia come from distinctive 19 parts of the island. They claim their territorial mother tongue as their first dialect. Sukandi (2015) says, this is often a challenge that all the instructors confront in Indonesia. In this way, in this circumstance, appropriate techniques and approaches are critical in composing instruction.

Numerous analysts conducted investigations in Indonesia to discover out around composing conditions. What they found is exceptionally uncovering. Megaiab (2014) attempted a ponder examining Indonesian senior tall schools' students' composing competence. They think that the primary dialect might affect students' capacity to memorize English. The distinct form and equation that does not show up within the mother tongue restrains understudies learning English as a foreign language. Subsequently, it is inescapable that understudies will make botches, particularly in dialect highlights such as language structure (e.g., spelling, preposition, tenses, etc.).

In Banda Aceh Indonesia conducted by Mustafa et al. (2016) entitled Blunders in EFL composed by Junior Tall Understudies in Indonesia detailed

comparative issues confronted by junior tall school levels. The biggest problem that Indonesian understudies have to adapt with is the syntactic blunders, such as word frame, articles, non-finite verbs, tenses, and relational words. Another ponder conducted by Ferdhiyanto (2014) approximately the issue within the composed generation of Indonesian understudies moreover found comparable issues. It uncovered that common linguistic use issues confronted by junior high school students' composing included the utilization of tenses, majority, and relational words.

Another issue which emerged from the refinement between L1 and English is the mechanics, such as accentuation and capitalization. In this manner, the instructors ought to spend adequate time in educating composing notwithstanding its troubles. Ariyanti (2016) says the instructors are anticipated to be able to overcome these issues by executing a compelling strategy of instruction, both interior and exterior of the classroom, since composing is an act of practicing. Maybe sufficient time to hone and great writing instruction will upgrade their writing skills.

An investigation conducted in MAN Bangil by Megawati and Anugerahwati (2012) in Java Island in Indonesia included a ponder on the instructing of composing account writings to 20 Indonesian EFL understudies. The investigation sort was classroom activity. A preparatory thought conducted by the analysts appeared that most of the understudies were not great sufficient in composing story writings. It was found that most of the

understudies seem to not accomplish the least model of the passing review, which was 70%.

The reasons for this were made clear amid the perception prepared. Understudies appeared demotivated and battled to begin their composing. The components powerful amid the writing process were that English was not an curiously lesson for them, there was less assortment of instructing methodologies utilized by the instructors, an improper sum of modern lexicon, troublesome linguistic use viewpoints and a need of media utilized within the classroom (Megawati & Anugerahwati, 2012).

Sakkir et al. (2016) considered approximately students' recognition of social media in composing classes. They expressed that one of the reasons why composting is critical is since it makes a difference to Indonesian learners to urge way better employment. Sharing the same conviction with the Malaysian government, more companies in Indonesia require candidates to have great composing aptitudes. Besides, candidates will be able to handle obligations which for the most part centre on composing exercises, such as composing letters, e-mails, and reports. Be that as it may, Indonesian students' composing capacity is still inadmissible. They have challenges in numerous composing viewpoints, such as spelling, accentuation, structure, thoughts, and organization.

For this reason, composing instruction in Indonesia must be prepared with a viable technique so that the learners will have more time to hone how to be a great author. Concurring to Wang (2012), writing is fundamental;

hence students ought to centre on the method of revamping, changing, and altering. Maybe by having sufficient assignment of time, understudies will be able to move forward their composing abilities.

Not at all like the other three abilities (talking, tuning in and perusing) composing requires more time to be practiced by understudies due to its complex issues and troubles. In any case, in Indonesia, most instructors utilize "the conventional one-off composing task". Ariyanti (2016) characterized as a piece of instruction which apportions a single assembly as it were for composing aptitudes. In expansion, the teacher's part appears exceptionally prevailing and employs a parcel of instructor talking time. Hence, it reduces the effectiveness of instructing instruction, particularly in composing, where those who need to hone are the understudies, not the instructors. The instructors regularly delegate the students to type in a content and grant a review for it. Bearing in intellect that composing is a movement which needs a few stages. Gibbons (2002) emphasized numerous forms in composing which incorporate subject determination, sketching out, drafting, changing, altering and editing. As a result, with a brief period of time to memorize composing, it is an amazingly challenging thing for understudies to be a great author. In this case, the instructors ought to give help for them in terms of giving more time to home, furthermore supervision and input both inside and outside the classroom (Ariyanti & Mustafa 2016).

In Indonesia, the significance of the Data and Communication Innovations (ICTs) is additionally expressed within the Serve of Instruction

and Culture Control Number 21/2013 (Instruction, 2016). Instructors are encouraged to coordinate the utilization of ICT within the instructing and learning handle. Fortunasari (2016) in her past investigation detailed that ICTs were significant in giving an arrangement to educating issues, making strides the proficiency level within the setting of EFL and making a difference for the government to change the educational programs in terms of the home of ICT within the instructive field.

In spite of the focal points of ICTs utilized within the instructive setting, several challenges were detailed within the usage. Firstly, the government programs of ICTs are only accessible within the big cities, particularly within the capital or provinces in Indonesia, whereas within the confined ranges the programs are not completely conducted or don't work successfully. Thus, it influences the teachers' competence in joining the ICTs into education. Additionally, a few instructors don't realize the positive impacts of the utilization of ICT itself. In entirety, the programs ought to be given to the instructors so they will be able to utilize innovation in their education.

From the past discoveries, Indonesian students have an issue with composing in both common and particular cases. Commonly, the teaching approach appears to be one of the pivotal variables that divert students' consideration in composing, beside a need of inspiration, powerless educating strategies, and need of media. Particularly, understudies confront a few issues

within the dialect and composing components, which are composition, lexicon, language structure, and mechanics.

In summary, the educator ought to utilize a fitting approach in writing, teach students the technique in composing, and utilize media to draw in students' consideration, and in this way increase students' inspiration. Consequently, they will be persuaded to memorize how to write in a like manner. Furthermore, there's an assortment of media which instructors seem to utilize that can improve students' composing, particularly related to writing components.

## 2.2    Writing Assessment

According to Brown & Lee (2015), assessment is defined as "an ongoing process that encompasses a much wider domain". It is different from a test that concerns measuring ability in a given domain using specific methods or techniques. Hyland stated 24 that assessment is important because it provides help for both teachers and students to see the progress of learning. Feedback and grades can have a great impact on a student's individual learning in writing.

According to Hyland (2003), there are five main reasons for assessing students' ability. They are placement, diagnostic, achievement, performance, and proficiency. Placement aims to assess students to set them in appropriate classes that best fit their needs and ability. The diagnostic is aimed to see students' strengths and weaknesses.

The achievement is to see the progress of students' learning in one course. It might be shown by the type of writing that one particular course provides for example genre or other focuses. The Performance goal is usually to measure students' ability in specific tasks of writing in daily life such as academic or other contexts. While proficiency is aimed to measure students' competence that they specifically need in order to meet the requirement in education or work field.

According to the five reasons for assessing students' ability in writing, this research will focus on scoring writing performance. There are three major approaches that are used by test designers in general: holistic, primary trait and analytic scoring (Brown & Abeywickrama, 2010; Hyland, 2003).

1. *Holistic Scoring*

Holistic scoring is a scoring system that relies on a single, integrated score of the writer. It aims to see the writer's proficiency in general towards the judgment of the evaluator. The range of holistic score is set accordingly (e.g., ranging from 0-6), with a systematic descriptor that should be matched by the evaluator to see the overall impression. According to Brown & Abeywickrama (2010) holistic scoring is looking at specific aspects such as topic, organization, and development, supporting details (fluency, naturalness, appropriateness). The general purpose of using holistic assessment is for 25 administrative purposes because of the heavy reliance on trained evaluators. However, it is not suitable for classroom setting because the information provided is limited.

2. *Primary Trait Scoring*

A second approach focuses on narrow range such as the function) of discourse. A scoring system aims to give judgment for one specific feature of a task such as appropriate text staging, response, argument reference and audience (Hyland, 2003). As a summary, Brown & Abeywickrama (2010) stated four aspects of primary trait scoring such as accuracy, clarity, description, and expression.

*3.   Analytic Scoring*

This analytic assessment provides feedback for the writer to see the aspect of written text and judges by a set of criteria in good writing. The scoring scale is set based on some categories and levels for each category. This approach is best served for classroom evaluation because it will give reflection and more information for the strength and weakness of a writer. In this study, analytic scoring will be employed since it is a suitable evaluation of learning and classroom instruction (Kumpawan, 2014).

## 2.3   Technology-Supported Writing

### 2.3.1      English Foreign Language (EFL) Narrative Writing

In Indonesia, English writing is instructed utilizing the class approach which centres on four diverse writings which are story, story, relate and factious writings. Sort introduction points to centre on the association between talk and relevant angles of dialect such as language structure and phonetic designs. It isn't just an instrument for scholars to compose for a particular reader, but moreover as a means of communication. Typically, reliable with

the definition of composing, which may be a cruel form of communication among individuals.

Narrative writing is essential for students. Knapp and Watkins (1994) bolster this by expressing that the account may be a prevalent sort among students. They accept that it is the foremost appropriate approach to instruct composing since individuals get uncovered to portray rather than other classes. Unfortunately, the acclaim of an account does not fundamentally make it simple to be caught on. Smith (2011) emphasized that story composing learning is basic since it comprises multidimensional preparation which incorporates components, word-level abilities (e.g., spelling), dialect aptitudes (e.g. grammar and syntactic awareness), lexicon, and mechanics.

In expansion, most of the thoughts about story composing in Indonesia were conducted within the setting of higher instruction. In Indonesia national educational programs for eight grades, 31 composing instruction gives more consideration on instructing story and describing writings. It is expressed that understudies will learn account writings about humans, animals, and things. Conjointly straightforward relate writings almost exercises, occasions, and wonders In the meantime, story content is as it were emphasized on the tale or fable (Education, 2016).

Concurring to Boucher (2002), narrative writing may be a story that comes from an individual experience. It is regularly made from the primary individual point of view that covers feeling, sensory subtle elements, and

components to pull in the peruses. It empowers the author to share their stories around themselves and experiences.

Narrative writing is pointed to tell the group of onlookers approximately an occasion that can come from both reality and creative energy. It includes a specific arrangement of time depending on the story. The scholars have numerous purposes for doing story composing, such as giving data, instruction, influencing or giving entertainment.

In English learning, students do story composition intended to make anecdotal stories, diaries, accounts, and collections of memoirs. Afterward, they will be able to include subtle elements such as scenes, objects, individuals, and activities. Dialogue is another thing that understudies can create in story composing. They can embed the characters, identities, and thought processes to their stories.

Past thoughts about Indonesia have appeared that story composing has pulled in awesome consideration. Earlier thinks about centered on making strides students' account composing expertise on the auxiliary level either moo or tall auxiliary level employing a particular strategy where primarily includes pictures and visual (Ali & Hasanah, 2014; Asrifan, 2015; Megawati & Anugerahwati, 2012). The instructors frequently conduct the composing instruction through the conventional classroom setting counting instructing sentences by sentences, address, and shape cantered counting structure and language structure. In any case, most of the past studies don't take into consideration the utilization of innovation such as computerized story

composing. Computerized story writing is one of the options that give solutions for understudies to memorize account composing abilities. It was detailed that the assistance of innovation such as social media (Facebook, 32 Edmodo & web journal), narrative learning multimedia (NLM) has made a difference for Indonesian instructors to improve students' composing abilities. The understudies feel that through the utilization of innovation, composing appears to be less troublesome, time productive and propelling (Cahyono & Mutiaraningrum, 2015; Fajaria, 2014).

### 2.3.2 Digital Narrative Writing

A few distributions have shown up in later a long time recording the significance of advanced composing especially in instructing account content such as the utilization of mixed media. There are numerous things about the value of utilizing interactive media within the learning process. Martin (2012) within the English Writing ponder, the cognitive stack was facilitated by the utilization of mixed media, and the most noteworthy offer assistance found where interactive media were coordinated with activity, sound, clarification, and foundation.

Kent (2015) emphasizes numerous preferences in utilizing mixed media, including in narrative writing. The most recent thing conducted in Malaysia approximately utilizing one interactive media named Storybird has brought positive impacts towards students' account composing. Zakaria et al. (2016) emphasized that instructors ought to advance the utilization of Storybird into the classroom with respect to its advantage in making a

different understudy to type in a story. The format is lovely and alluring so the learners are locked in within the preparation of learning.

In Indonesia, a thought conducted by Cahyono and Mutiaraningrum (2015) approximately the utilization of Narrative Learning Multimedia (NLM) within the frame of a motion picture, pictures, and writings come about in way better ways in educating the narrative text. The utilization of NLM, attracts understudies' consideration within the account content through the association of schematic structures and phonetic highlights. Hence, the blend between visual help and computerization are considered profoundly requesting to educate narrative writing.

### 2.3.3 Digital Story Writing

An advanced story may be a media which consists of scripts, to begin with individual accounts. It is additionally a blended way to combine the ordinary narrating and the cutting-edge ones where individuals are able to utilize video, music, and portrayal of Robin (2006). Another definition comes from Hull and Nelson (2005) who expressed that computerized story may be a sort of mixed media which comprises pictures and sections of video with foundation music and a voice-over account. Agreeing to Lambert (as cited in Wen 2017), a digital story comprises three components such as the starting, centre, and conclusion. Additionally, a great story could be a story that draws in the audience's consideration at the starting and the determination at the conclusion, at some point with an erratic turn.

A few distributions have shown up in later a long time archiving a few computerized stories which give points of interest for understudies in composing abilities such as Wikis, Hypermedia Writing, Computer-Generated Realistic Organizers, Computerized Composing Communities and Online Composing Communities. Pifarré Turmo and Fisher (2011) conducted an analysis including understudies ages nine and ten with the utilization of Wiki in their composing lesson. I found that Wiki offers assistance for understudies to be able to lock in in both perusing and composing assignments. It was said that by coordination Wiki, understudies utilize their higher rank by considering aptitudes, changing attitudes and other aptitudes such as sharing, talking about, and debating. Comparative to Piffare and Fisher, Hypermedia Creating which is characterized as a web page plan that consolidates an assortment of advanced apparatuses conducted by Wen (2017) advances students' imaginative thinking by cantering on one perspective of the substance. They contended that understudies who are not commonplace with the framework and detached exercises will be diverted by having more than one component together.

Another supporting writing from Abdel-Hack and Helwa (2014) too detailed the points of interest of coordination computerized story in composing instruction. This consideration was conducted within the staff of instruction, Benha University, Egypt. The ponder was approximately the advanced narrating and weblogs instruction to upgrade EFL account composing and basic considering ability. It was found that computerized story

is a successful device to educate account composing and basic considering abilities. The key highlights of computerized stories are examined, type in, and shared. Firstly, when the learners study stories from other creators, it'll increase their introduction. Another is the assistance of visual helps which were found alluring and significant. Another highlight is when understudies can move back and forward between the perception and learning preparation.

Through digital story students create communication abilities, learn to inquire questions, express conclusion, develop account and type in for group of onlookers, move forward too their dialect and computer aptitudes by utilizing program that combines a assortment of interactive media: content, pictures, sound, video, and web distributing (Abdel-Hack & Helwa, 2014)

Another instrument which is found supportive for students is Realistic Organizer. It works by empowering the scholars by staying to the subject through the thought organization within the spatial shape. Students too upgraded to be able to utilize their known information with the modern one (McAdams, 2013). A think about conducted by utilizing computer computer program such as Kidspiration, Popplet and Concept Board The uncovered that (1) Realistic organizer cultivates understudies advancement on organizational abilities among youthful learners, (2) Students ended up more energized on verbal to compare with the conventional format realistic organizer, and (3) understudies have longer time span consideration on the writing session (Lorenz, Green, & Brown, 2009).

Pifarré Turmo and Fisher (2011) came up to the conclusion that to realize the improvement of 21st-century aptitudes, understudies ought to insert the utilization of technology. One way to execute is usually through the execution of computerized instruments. But, to form beyond any doubt that it works instructors ought to put a few contemplations. To begin with is to construct solid reasons for the utilization of computerized apparatuses. Following is the determination of the apparatuses ought to be based on investigate based best homes. Instructors moreover ought to be prepared with adequate information and abilities with respect to the finest hone utilized of advanced apparatuses. Subsequently, with the coordination among the partners, the home of computerized instruments will be succeeding.

Word processor has moreover put into an account in terms of instructing composing. Hyland (2003) specified that the highlight in word processor permits understudies to cut and glue, check the language structure, embed pictures and print. One of the most focal points is it gives an opportunity for understudies to work collaboratively. To bear in intellect, Hyland claimed that by utilizing the modern tools in educating composing isn't sufficient. Maybe with a great instruction which includes suitable errand and bolster, understudies can ace the composing abilities faster.

## 2.4    Storyboard That

### 2.4.1    Definition

According to Aaron Sherman (2012), Storyboard That is an effective instrument that allows you to make, share, and distribute storyboards ("Storyboards") for the purposes of instruction, business, communication, and fair plain fun. With Storyboard That, you just can combine drawings, photos, and content to form noteworthy Storyboards with negligible exertion. Storyboard That's a straightforward drag-and-drop creation stage with broad capacities. The Storyboard Maker permits individuals of all expertise levels to make astonishing visuals for instructing, learning, and communicating.

Begun as a desktop application in 2012, Storyboard That has developed into a stage where instructors can make materials and lessons for their classes, understudies can take proprietorship of their voice and learning, and businesses can more successfully develop and communicate both inside and with clients. It too gives numerous stories to study that come from individuals around the world. Since the assortment of the story, students will not feel bored to peruse. Teachers may give the accounts for understudies or they can permit students to form their own accounts. It's exceptionally simple to utilize the interior or exterior of the classroom.

## 2.5    Some Related Findings of Previous Research of Storybird

The first is thesis of Ni Luh Ayu Prabha Andari students of Mahasaraswati Denpasar College (2014) entitled "The Impact of Making Storyboard on the Writing Ability of the Eighth Grade Students of SMP Negeri 3 Tampaksiring: A Consider Based on Subak Cultural Landscape". This inquiry has the purpose of looking at whether there's or not noteworthy impact of making storyboards in

students' composing capacity. Concurring to the information examination there was a noteworthiness of making storyboard on the composing capacity of the eighth-grade students of SMPN 3 Tampaksiring.

The second is journal written by Idolla Anastasia and Muhammad Al Hafizh from FBS Universitas Negeri Padang (2013) entitled Using Multimedia Storyboard in Teaching Writing Narrative Text. This journal aims to describe teaching media and the selection of teaching material to write narrative text using multimedia storyboards in junior high school. According to the journal, multimedia storyboards are supposed to be able to enhance students' motivation in the learning process. Moreover, it also helps students to work visually and improve their ideas through displaying a set of pictures. So, multimedia storyboards can be an alternative to teaching media to improve students' motivation in the teaching learning process. The third is a journal written by Hardina Durrotun Ni'mah and Ririn Pusparini from State University of Surabaya (2014). This journal aims to describe the implementation of storyboard in teaching writing of narrative text, to know the students' writing ability, and to know the students' responses toward storyboard. According to the journal, there are three kinds of conclusions. The first conclusion is about the result of implementation of storyboard in teaching writing of narrative text. In this part, there are three stages of writing. Those are pre-activity, viewing- activity, and post- test. In the pre-activity, the teacher gives stimulation and motivation. In the viewing-activity, the teacher shows the storyboard several times then discusses the picture together with the students. And in the post-activity, the teacher asks the students'

difficulties then helps them. The second conclusion is taken from the writer's analysis on students' writing. The results show that every student has a different style in 23 expressions in writing form. And the last conclusion based on the result of the questionnaire. The questionnaire shows that the students agree that the use of storyboards in teaching writing narrative text help them to arrange sentences and develop ideas. After reviewing previous study from Ni luh Ayu (2014), Anasstasia & Hafizh (2013), and Ni'mah & Pusparini (2014) the writer found some similarity and difference with the present study. Both of Ni luhAyu (2014) study and the present study have the similarity that students are asked to create a storyboard before writing a text. And the differences are the kind of text that is measured, and if in Ni luh thesis the text should be based on the Subak Cultural Landscape textbook. But, in the present study the students write a text based on their experience and there is no limitation. From Ni'mah & Pusparini (2014) journal the writer found some difference, in this journal the teacher only showed the storyboard to the students. Then, the students create a text based on the storyboard which was made by the teacher. But, in present study, the researcher asks the students to create storyboard animation by themselves. Therefore, this technique can be implemented in their real life. Another difference is the kind of text that is measured, and in the present study the researcher is involved in the teaching learning process. While, in Ni'mah & Pusparini (2014) they just observe the teaching learning process which is conducted by the teacher. The difference between Anasstasia & Hafizh (2013) and present study are the technique in implementation of the storyboard. In the previous study the teacher

provided a picture then the students should complete the picture with a text. The next difference is the kind of text that is measured. The similarity between these studies is using computers in teaching writing.