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CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Writing

Writing is the most difficult skill in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure, such as: grammar, vocabulary, mechanic, fluency and organization. That is a fact that makes writing become hard to be mastered because to make a good writing students need many aspects to be considered.

Eventhough writing is hard, everyone has an opportunity to make a good writing. As Langan (2008, p. 13) stated that writing is a skill, not a natural gift. It is a skill such as driving, typing, or cooking; and, like any skill, it can be learned and practiced. Therefore, writing is not a natural talent possessed by everyone, but it needs much hard work and practice continuously.

Writing can be defined as a productive skill. It means writing is a product which is produced by the students. According to Nunan (2003, p. 88), writing is both a process and a product. That means to produce a good writing, it is needed a process, such as discovering and organizing your ideas, putting them on a paper and reshaping and revising them.



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Writing is the result of combination between process and product, used for communication. Peha (2003, p. 58) stated writing is the communication of content for a purpose to readers. Every piece of writing can be broken down according to its content, purpose, and audience. If we think about these three things every time we write, our pieces will be more successful and we will always know about what we are really writing.

In addition, in expressing the ideas a writer should explore his thought to make readers interested in his writing. It will make the readers understand more the messages clearly. Ur (1996) stated that the primary role of writing is expressing the ideas and conveying the message. It becomes a necessity for a writer to make a good writing and to consider many aspects in writing in order to make his ideas accepted well by the readers.

Based on the definition above, it can be concluded that writing is a skill which can be mastered by everyone by hard work and practice continuously. Writing is also a process of generating and expressing ideas, facts, feelings, experiences and thoughts which are arranged into language as communication between the writer and the reader in written form. It needs many aspects to be considered, such as grammatical order, appropriate vocabulary, and the organized sentences into a good paragraph. In writing, writer must also be creative to explore their thought to find a good way to organize their ideas into a good writing, thus, the readers can understand, feel satisfied, and interested in their writing. There are three things that we need to pay attention a lot when we write, they are content, purpose and audience.

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- a. Content; content of a piece means that what the researcher wants to say. There are two parts of content; *the main idea* (the most important thing that the researcher wants you to know), *the key details* (the additional information that supports and explains the main idea).
- b. Purpose; purpose means that what for the researcher wrote it. The researcher wants the reader to think about what they've read and do something after they finished reading. It means that the researcher is successful in influencing the reader.
- c. Audience; audience of a piece is who the researcher writes to. We always write to people, specific person and a group of people. Sometimes, some of them have question and they want the researcher to answer it.

a. The Aspect of Writing

Writing is one of the skills that should be mastered by students in learning English. In writing, the students should pay attention to some aspects of writing. In relation to the aspects of writing, Harris in Syafi'i (1969, p. 86) said that aspects of writing consist of content, form, grammar, style, and mechanic. The following aspects are explained as follows:

- 1) Content: the substance of writing, the idea expressed. Quality of a writing depends on the idea. It means that if the idea is expressed badly it makes the reader confused and do not have any interest to read.

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- 2) Form: means the organization of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well
- 3) Grammar: the employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.
- 4) Style: means the choices of structures and lexical items to give a particular tone or flavor to the writing.
- 5) Mechanic: the use of the graphic conventions of the language.

By seeing some opinions above, it can be said that there are five aspects in writing that have to be paid attention in writing in order to make the writing better and understood by the reader.

b. The Process of Writing

In writing, students not only focus on their final output (their writing). They should pay attention to the processes or steps in writing to produce a good writing. A good writing means good in terms of language, content, purpose, and referred reader.

Hyland (2004, p. 10) illustrated the stages of writing to give students on clear understanding that writing process is significant to produce a good writing.

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- 1) Selection of topic: it can be done by both students and teachers. Students can find their own topic or with teachers' help. Another way, teachers can decide the topic students should use to write.
- 2) Prewriting: in this case, students are involved in brainstorming, collecting data, note-taking, and outlining.
- 3) Composing: composing is another term of drafting. In this stage, students begin to write their ideas down on paper.
- 4) Revisions: it can be conducted by teachers or peers. It is about responding to ideas, organization of text, and text style.
- 5) proofreading and editing: in this stage, there will be checking and correcting form, evidence, layout, and so on.
- 6) Evaluation. In this case, teachers judge the progress students achieve within the process. Students should perform their progress by time.
- 7) Publishing: it means allowing people to read the writing as the finished product. It can be presenting in class or showing on notice boards, or even in website.
- 8) Having follow-up tasks: It is conducted to conclude the weaknesses of students writing. By holding this stage, latter, students are hoped to have better writing.

In another book, that is related to steps of writing, Lagan (2006, p. 20) offered simpler process of writing. Lagan stated that writing is a process that involves the following steps:

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- 1) Discovering a point-often through prewriting
- 2) Developing solid support for the point-often through more prewriting
- 3) Organizing the supporting material and writing it out in a first draft
- 4) Revising and then editing carefully to ensure an effective, errorfree paper.

Prewriting is the first stage of the writing process, is a time of discover you unearth ideas. In other words, prewriting is any activity designed to help students generate or organize their ideas before writing. The students will think and get an interesting point to make the topic, and then come up with specific details to supports the point of ideas.

Second step is developing or drafting. It is making draft of the goal to state main idea clearly and develop the content with plenty of specific details. It means we put the ideas that we got into paragraph but this writing is not perfect yet and temporary.

Next step is organizing the ideas got from the above steps. In this stage the ideas are organized with the supporting material, written down out on a paper. As the essay evolves and develops, the writer also gets more and more ideas in the process.

Third, revising is rewriting a paper, building upon what has already been done, in order to make it stronger. It can be by adding or reducing some

ideas. Revising is as much a stage in the writing process as prewriting, outlining and doing first draft.

The last step is editing. It is the stage in which the students are engaged in tidying up their texts as they prepare the final draft for evaluation by checking a paper for mistakes in grammar, punctuation, usage, and spelling.

c. The Skills of Writing Ability

According to Brown (2003, pp. 220-221), there are two kinds of skills of writing as follows:

1) Microskills

- a) Produce graphemes and orthographic patterns of English
- b) Produce writing at an efficient rate of speed to suit the purpose
- c) Produce an acceptable core of words and use appropriate word order patterns
- d) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- e) Express a particular meaning in different grammatical forms
- f) Use cohesive devices in written discourse

2) Macroskills

- a) Use the rhetorical forms and conventions of written discourse
- b) Appropriately accomplish the communicative functions of written texts according to form and purpose

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- c) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d) Distinguish between literal and implied meanings when writing
- e) Correctly convey culturally specific references in the context of the written text
- f) Develop and use a battery of writing strategies, such as accurately assessing the audience' interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing

Futhermore, Brown (2003, p. 220) classified the types of writing: *imitative*, *intensive*, *responsive*, and *extensive*. Generally, the microskills apply more appropriately to imitative and intensive writing. While the macroskills are essential for the succesful mastery of responsive and extensive writing which become the main focus for students to compose an essay.

Besides, one of the standards of competences for the eleventh graders' writing skill of senior high school level is expressing the meaning in monologue texts or essays which use various written language accurately, fluently and contextually in the forms of texts such as *report*, *narration*, and *analytical exposition* (BSNP, 2015, p. 128). The indicators of writing ability toward the monologue texts based on the school curriculum are:

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- 1) Using grammar, vocabulary, punctuation, and spelling accurately.
- 2) writing the main topic.
- 3) Collaborating the main topic.
- 4) Drafting, revising, and editing.
- 5) Producing text in narrative form.

2. The Concept of Writing Ability

Ability is the quality of somebody. It can be a skill acquired to be able to do something. Writing ability is a skill or quality of someone to explore his ideas or concept to communicate it with somebody else through signs or symbols in written form (Ur, 1996).

Being able to write is very important because writing is one of the core skills for success in education. The ability to write has become an indispensable skill in students' life. To support the ability in writing, students must be able to construct ideas, to share information, to describe, to explain, to restate texts, to enquire, to express attitudes, to persuade, to entertain, to argue, and to offer a more complex analysis in their writing.

Westwood (2008, p. 57) stated that writing is the ability to generate ideas and organize appropriate content for writing that needs some measure of creativity and imagination. It means that to be professional researchers need to be able to spell the necessary words with some accuracy, avoid common mistake in grammatical error, grab the reader attention and make them clearly in appropriate format.

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In line with the opinion above, Reid (1982, p. 28) said that writing ability is the skill to express ideas, thought and feeling to other people in written symbols to make other people or readers understand the ideas conveyed. In writing we could express our feeling or inform something without speaking to someone. It means that communication is not only done in oral but also done in written form. But writing should be clear in order to make the readers easy to understand about the information conveyed.

In the school context, readers of students' writing are their teacher and their friends. It makes them choose simple vocabularies and clear writing. The students should do more practice to have good writing ability. Ability in writing is useful for students in learning English because in the modern era, people are connected each other in the whole world indirectly for examples, e-mails, letters, journal, etc. English is one of the languages which is mostly used in the world.

3. The Principles of Teaching Writing

Teaching writing is very important thing in language teaching as well as speaking, reading, or even listening. The teacher should teach how to write effectively to the students. It is one of the most important life-long skills of educators to the students. Harmer (2001, p. 79) had mentioned some reasons why teaching writing is a must, those are:

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a. Reinforcement

Some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. It means that some students sometimes need to write the material that they have gotten into the short written form because this way may increase their understanding.

b. Language development

We can't be sure, but it seems that the actual process of writing helps us to learn as we go along. It means that the writing process can lead the students to increase their language development.

c. Learning Style

The students have different learning style in language learning process. Some of the students get the understanding just by looking and listening. But for some others, they need to produce language in a slower way, like writing.

d. Writing as a skill

Writing as a skill means that it should be mastered by the students because they need to know how to write a letter, how to put written reports together, how to reply to advertisements, etc.

In addition, when teaching writing the teacher must be sure to select resources and support materials that not only aid them in teaching

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how to write, but that will also be the most effective in helping their students learn to write. become good at writing, learners need concentration, instruction, practice, and patience. The teacher's task is to assist her learners to gain control over the written word. Nunan provided four basic principles for teaching writing (2003, p. 92):

- a. Understand your students' reasons for writing (make sure there is a match between what the students, the teacher and the curriculum demand).
- b. Provide many opportunities for students to write (practice as much and as many varied types of writing as possible, like if you are learning a sport/new skill).
- c. Make feedback helpful and meaningful (provide varied constructive comment on both content and code, develop students' self-awareness/criticism)
- d. Clarify the evaluation procedures in operation (where the emphasis lies: creativity, grammatical accuracy, format, recently taught items, and accuracy of spelling/punctuation).

4. The Factors Influencing Students' Writing Ability

- a. Fear factors of writing

According to Burckardt (2007, p. 1), there are kinds of factors that make someone afraid to write:

- 1) Have poor graphomotor skills

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- 2) Poor expressive skills
- 3) Cannot seem to organizer their thought
- 4) They are afraid to spell word correctly
- 5) Have trougle with syntax
- 6) Trouble retrieving vocabulary word

Those factors can be accumulated to be a big barries for people's ability to write even more in writing essay text that is known as writer's block. Based on the idea above, it is clear that the fear factors of writing give influence to the ability in writing especially in writing essay text.

b. Reading

Hirai (2010, pp. 100-102) emphasized the importance of wide reading in improving writing. Natural exposure to language through reading enhances our ability to communicate our ideas into word in mearningful form. Considering the statement above, reading becomes one of the media for the writers to gain information that they will deliver it to the essay. So that, the more they read, the more experience they obtained to write essay.

c. Writing Environment

Another factor that can influence the ability in writing essay text is writing environment. According to Pinto in Rijalaarsdam (2005, pp. 31-35), when the students are in literacy environment in which people are accostumed to write and writing becomes daily activities such classroom settings, courses, workshops, etc, the students will be often to write. The

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habit of students to write becomes useful for improving students' ability in writing.

d. Teaching Technique

Typically writing is taught based on a prescribed textbook in primary schools. Most teachers simply stick to the textbook and adopt a very traditional method. A typical composition lesson goes as follows: the teacher teaches the class a sample of writing in the unit, which usually consists of several sentences describing a person or an object. Then, with the help of some guiding questions, the teacher asks the class to do parallel writing, which means to write a similar text by changing simply the names, pronouns, numbers or some details of the original text. Finally, the students copy the answers to the guiding questions in their exercise books, and submit their composition (Poon, 2007, p. 3).

According to Rijlaarsdam and Bergh (2005, pp. 2-3), there are many lessons and teachers develop wonderful teaching strategies and teaching scenario's, and some of these teachers show their insights but in general writing lessons are uninspired and not stimulating. Because of that, students are not interested in writing. Moreover, their ability cannot be improved as what the teachers and others desired.

Based on the idea above, the ability of students in writing can be improved if the teacher can inspire the students in teaching writing. In other



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words, the technique used by the teacher takes an important role in developing students' ability in writing.

5. The Concept of Narrative Paragraph

Narratives are an immensely important part of our daily lives. They exist in a variety of forms, and they can be found in newspaper articles, historical reports, advertisements, soap operas and conversation. They are also an important aspect of creative writing: the stuff of novels and short fiction. They can be presented as both spoken or written texts, and usually based on imagination, however, some narratives are factual .

Smith (2005, p. 84) stated that narrative is a genre, but it is very important in social consciousness and interaction. its fictional technique can influence the ideological and phsycological aspects of the text-particulary in the power of relationship, cultural identity and memory.

Besides that, KTSP Curriculum (2015) defined narrative as a text which functions to amuse, to entertain, and to deal with actual or various experience in different ways. Meanwhile, Dalglish (2007, p. 4) stated the purposes of narrative are both informing and entertaining the readers by explaining ways of resolving issues that are meaningful to their particular culture. They encourage the listeners/readers to respond to the text and to extend their own imagination and creativity.

As the writer's skills develop, the narrative paragraphs will become more complex with multiple complications and resolutions, also added with a

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variety of skills used to make the written more interesting. However, at a beginning stage, narrative is presented in a simple form with a simple structure.

a. Types of Narratives

Narratives can usually be divided into two categories:

- 1) **Traditional narratives:** fairy tales and folk tales, myths and legends, parables, fables and moral tales.
- 2) **Modern narratives:** science fiction, choose-your-own adventures, mysteries, hero and villains, cartoons, horror stories and realistic fiction.

In this research, the writer used traditional narrative fable in order to adjust to the school syllabus and the teacher planning.

b. Structure of Narrative

For the beginner students there are typically three stages to a narrative (with the fourth step being optional): orientation, complication, resolution, and Re-orientation/Coda (optional).

- 1) **Orientation:** The orientation is the first step in the development of a narrative text. This is where the writer sets the scene for the story, informing the reader of the time, place and main characters of the story. Often the reader is given an idea of what action is to follow. The types of information chosen to be included in the orientation are those which offer the reader a background from which the problem or complication will follow.

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- 2) **Complication:** The complication is the second stage in a narrative, where the story is disrupted in some ways. This usually involves the main character and one or more of the minor characters. This is the part of the text which makes the story interesting, as the complicating event is unexpected. Many of the complications illustrate problematic issues that people face and they aim to show that they can be resolved.
- 3) **Resolution:** The resolution is the third basic step in a narrative. As the term suggests, it is where the problem or the complication is resolved. The events and the characters return to normal in a satisfying way. Not all resolutions are for the better; there can be an unhappy ending. However, most tales for younger readers result in a satisfying resolution.
- 4) **Re-orientation/Coda:** This fourth stage is optional in narrative texts for readers/writers. The reader is made aware of how the characters have changed and what they have learned from dealing with the complication and its resolution. It may be written in the form of a moral to the story, such as in a fable. (Dalglish, 2007, p. 4).

c. Language Features of Narrative

- 1) The use of simple past tense, eg 'A long time ago ...'
- 2) Specific characters which may be human or animal, realistic or imaginary. Generally, animal characters portray some human traits and characteristics and they tend to have defined identities within the story.

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- 3) There is a sequence of events which is portrayed through the use of conjunctions which build up the relationships of time and cause. They are sometimes called 'joining words', for example, 'because', 'and', 'so'.
- 4) Narratives can be written in first person (I, we) or in third person (he, she, they).
- 5) Descriptive language (adjectives) is used to enhance the visual imagery in the reader's mind relating to the nouns and noun groups within the story, eg 'It was a warm and inviting summers' day ...', 'the man's bright red overcoat ...'
- 6) Narratives make use of adverbs and adverbial phrases to help the reader locate events within the text.
- 7) A variety of verbs (thinking, feeling, doing) are used to refer to the characters' actions and thoughts. (Dalglish, 2007, pp. 4-5)

In addition, Peha (2003, p. 52) offered three key ingredients need to remember in writing a narrative paragraph, either in the form of fiction and factual, they are:

- 1) **Action.** There's something important happening in this scene. If there wasn't, you wouldn't be writing about it. Your readers are following the action closely. You need to describe the action simply and completely so people will know what's going on.
- 2) **Feelings.** There are important people in this scene and they have feelings about what is happening. You want your readers to care about

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your story. The best way to do that is to describe how people feel and why they feel the way they do.

- 3) **Setting.** Readers sometimes get confused if they don't know where and when something is taking place. They also like to know about things that led up to what you're writing about.

6. The Nature of Foldables Strategy

Good educators are always looking for effective ways to improve students' learning and interest in academic subjects. Using approach, method, technique, and strategies are purposed to find an easy and interesting way of teaching.

One low-tech teaching technique that has been effectively used to improve student learning in a variety of disciplines and formats is graphic organizers (McKown & Barnett, 2007, p. 1). Graphic organizers are powerful learning tools (Vivian & Wisker, 2008, p. 1). Most of us are familiar with common graphic organizers such as diagrams, maps, outlines, and charts, which all of them are two-dimensional. Dinah stated in her book (2002, p. 4) graphic organizers help students organize information in a visual manner.

A Foldable is one particular type of graphic organizer that requires students to simultaneously use visual and kinesthetic skills (Casteel & Narkawicz, 2007, p. 6). Foldables or also called as foldables graphic organizer are interactive graphic organizers was developed and promoted by Dinah Zike. According to Fisher and Frey (2007, p. 1), Foldables are a type



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of graphic organizer that students manipulate with their hands and minds. They are multi-dimensional and often colorful. Students cut, fold, and glue as they transform information and learn.

In line with the statement above, Barnekow (2009, p. 4) stated that Foldables are three-dimensional, often colorful graphic organizers that help students with different learning styles. The acts of making and manipulating the organizers make students focus and help them retain more information. In addition, students take pride in having successfully constructed something, and these positive feelings are highly correlated with learning. The finished models are particularly suitable for display in the classroom and at home, and they serve as powerful reminders, reference tools, and reinforcement agents.

The fun and interactive activities in this strategy give students a break from their routine, yet focus them on essential knowledge. Rich in possibilities for individual, small-group, and whole-class learning, these organizers truly help the students “build” their knowledge. Beside that, foldables also a flexible strategy, most of them can be used with many different topics across the curriculum (Barnekow, 2009, p. 5).

From the statements above, it can be concluded that a Foldable is a 3-dimensional, student-made, interactive graphic organizer based upon a skill. Foldable work extremely well not only with visual learners but also with kinesthetic learners as well. It helps them organize and retain information and it can be used with different topics. It means that it is helping students

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integrate not only in communication skills but also other various content areas, such as: science, math, social, and chemistry by create hands-on structures for organizing information. Its colorful and various forms make students fun and interesting, thus, students will be more active in the class.

a. The Variation of Foldables

There are 48 kinds of foldables (Zike: 2001) which can be used by the teacher to teach students in the class, they are: folded book, bound book, two-tab book, pocket book, matchbook, shutter fold, trifold book, three-tab book, pyramid fold, layered-book book, four-tab book, standing cube, envelope fold, four-door book, top-tab book, accordion book, pop up book, five-tab book, folded table or chart, folding a circle into tenths, circle graph, concept-map book, vocabulary book, four-door diorama, picture frame book, display case, billboard project, project board with tabs, sentence strips, sentence-strip holder, forward-backward book, and three-pocket book.

In this research, writer chose some foldables in order to make students and teacher easy in applying this strategy. Each foldables was applied each meeting. These are some various foldables used:

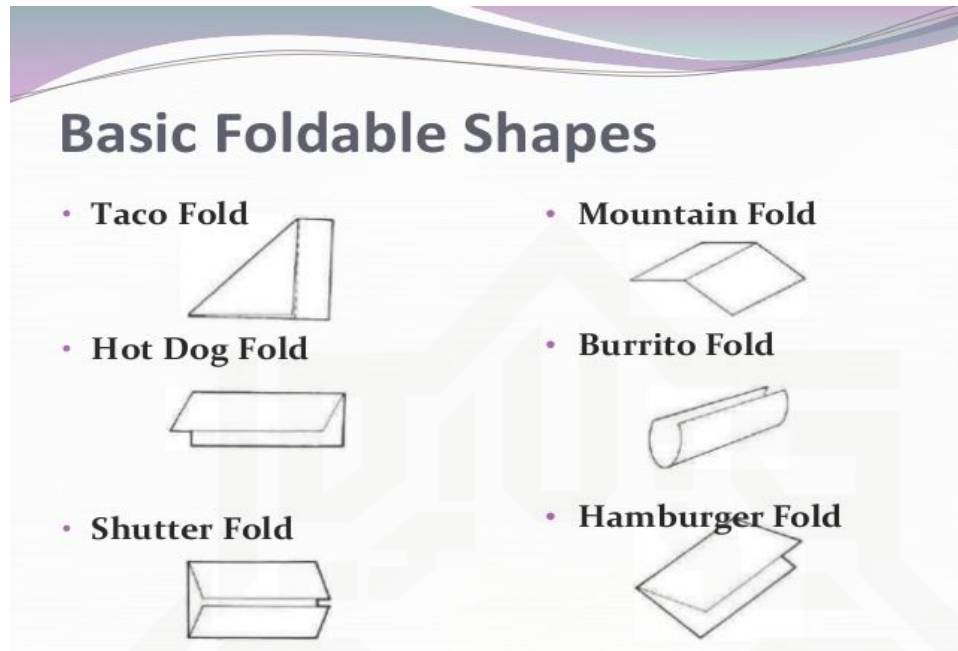
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1) Innovations of Foldables

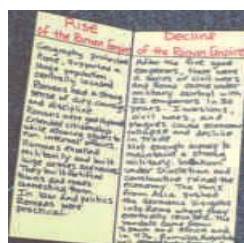


a) Half Book

.Fold a sheet of paper in half

1) This book can be folded vertically like a *hot dog* or . . .

2) It can be folded horizontally like a *hamburger*.

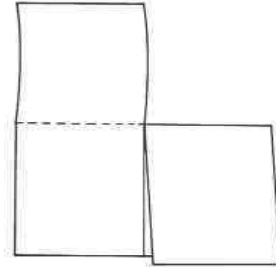
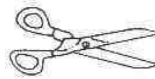


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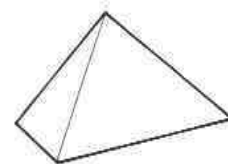
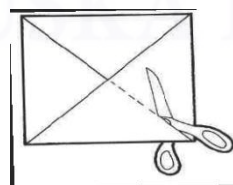
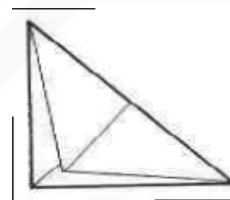
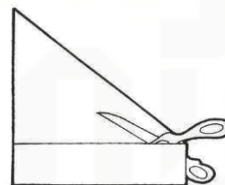
b) Three-Quarter Book

- 1) Make a *two-tab book* and raise the left-hand tab.
- 2) Cut the tab off at the top fold line.
- 3) A larger book of information can be made by gluing several *three-quarter books* side by side.



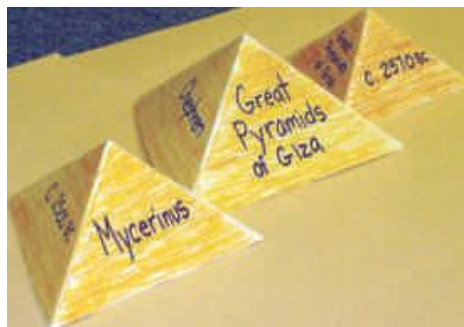
c) Pyramid Fold

- 1) Fold a sheet of paper into a *taco*, forming a square. Cut off the left over piece.
- 2) Fold the triangle in half. Unfold. The folds will form an X dividing four equal sections.
- 3) Cut up one fold line and stop at the middle. Draw an X on one tab and label the other three.
- 4) Fold the X flap under the other flap and glue together. This makes a three sided pyramid.



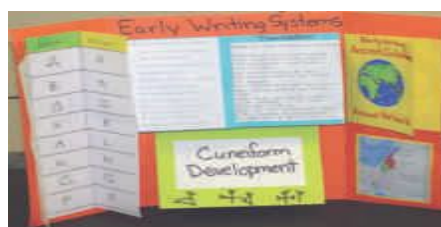
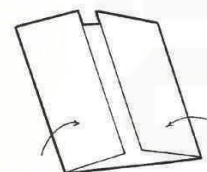
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d) Shutter Fold

- 1) Begin as if you were going to make a *hamburger* but instead of creasing the paper, pinch it to show the midpoint.
- 2) Fold the outer edges of the paper to meet at the pinch, or mid-point, forming a *shutter fold*.



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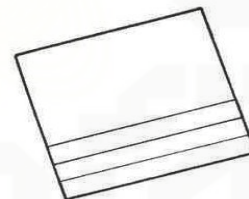
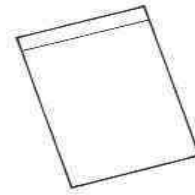
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e) Layered-Look Book

- Stack two sheets of paper so that the back sheet is one inch higher than the front sheet.
- Fold up the bottom edges of the paper to form four tabs. Align the edges so that all of the layers or tabs are the same distance apart.
- When all tabs are the same size, crease the paper to hold the tabs in place and staple or glue the sheets together.
- Glue the sheets together along the *valley* or inner center fold or staple them along the *mountain top*.



f) Accordion Book

- Fold two sheets of paper into *hamburgers*.
- Cut the sheets of paper in half along the fold lines.

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- 3) Fold each section of paper into *hamburgers*. However, fold one side one-half inch shorter than the other side. This will form a tab that is one-half inch long.
- 4) Fold this tab forward over the shorter side, and then fold it back from the shorter piece of paper. (In other words, fold it the opposite way.)
- 5) Glue together to form an *accordion* by gluing a straight edge of one section into the *valley* of another section.



The procedures of using Foldables strategy are as follows (Zike:

1):

- a. Teach students to write general information titles, vocabulary words, concepts, questions, main ideas, and laws or principles on the front tabs of their Foldables. General information is viewed every time a student looks at a Foldable. Foldables help students focus on and remember key points without being distracted by other print.
- b. Ask students to write specific information—supporting ideas, student thoughts, answers to questions, research information, empirical data, class notes, observations, and definitions—under the tabs.

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- c. As you teach, demonstrate different ways in which Foldables can be used. Soon you will find that students make their own Foldables and use them independently for study guides and projects.

Barnekow (2009, p. 6) also offered the procedures of using Foldables Strategy as follows:

- a. Most students will be able to complete the 3-D graphic organizers on their own. However, the majority of the organizers require the use of scissors, a few require staples, and one requires a brad, so close supervision is necessary.
- b. Generally, constructing a 3-D graphic organizer consists of three steps:
 - 1) Photocopy and distribute the template.
 - 2) Students cut where necessary.
 - 3) Students fold and tape (or staple) where necessary.
- c. After the organizer has been constructed, students can complete it by writing down appropriate information, illustrating it, and so on. (In a few cases, where indicated, the 3-D organizers must be filled in and illustrated before they are assembled.)
- d. Because they are simple by design, the assembly of most of the 3-D graphic organizers is self-evident. However, use photos of the completed samples as a guide, when necessary.

In another book, Kuta (2008, p. 167) offered procedures a specific foldables as follows:

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- a. First, students need a sheet of blank paper. Have them use larger paper than the standard size to allow for more creativity and visibility for sharing with the entire class. Different colors can be used for various units to keep students organized.
- b. Have students hold a blank piece of paper vertically and fold it so that the two ends meet in the middle of the paper. The result is two flaps with an opening in the center, similar to two swinging doors that meet in the middle. The center line on handout 42A represents the meeting of the two flaps.
- c. Next, have them fold the sheet of paper in half twice so that there are eight creases in the paper.
- d. Then, they should place scissors in the opening between the two flaps and cut on the creases so that there are four boxes on each front panel.
- e. They should then use handout 42A as a guide to label the eight boxes on each front panel. For the inside of the foldable, have them open the two flaps with the eight boxes; there should be sixteen boxes. At the top of each box in the foldable they should copy the words shown on handout 42B.
- f. Use handout 42C for practice with a content lesson.
- g. As a lesson is taught or text is read, direct students to stop and make notes in both words and pictures.
- h. If the activity is being completed in class, after students make their entries, use a think-pair-share activity for students share ideas with one

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another. The repetition of the concepts increases comprehension. (See Appendix for how to do this activity.)

B. Relevant Research

In the research paper the writer took two literature reviews. The first relevant research was from Diann B. Casteel and Melanie G. Narkawicz (2007) entitled “Effectiveness of Foldables Versus Lecture/Worksheet In Teaching Social Studies In Third Grade Classrooms”. In this research, students taught by using Foldables Strategy had a significantly higher achievement in affective domain and in cognitive domain compared to the students taught by using lecture/workshee.

The second review was entitled “Improving Accelerated College Courses: How Foldable Graphic Organizers Can Help Learners Retain Information” that was researched by Melanie Narkawicz and Diann B. Casteel (2012). The findings indicated that students who were taught with lecture only got 43% of related quiz questions correct while those taught with lecture plus Foldables got 65% of related quiz questions correct (a significant difference).

C. Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpretation in a scientific study. In this research, the writer interpreted the concept into particular words or indicators in order to be easy to measure and operate it. This research consists of:

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1. Variable X

- a. Students prepare different colors of sheet blank paper.
- b. Teacher divides students into several groups.
- c. Teacher gives each group example of foldable used.
- d. Teacher explains how to make foldable.
- e. Teacher teaches students to write general information such as titles, vocabulary words, concepts, questions, main ideas, and dates on the front tabs of their Foldables.
- f. Teacher asks students to write specific information such as supporting ideas, students' thoughts, vocabulary, answers to questions, research information, class notes, observations, and definitions inside the foldable. Students are allowed to use pictures or photos.
- g. Teacher uses a think-pair-share activity for students to share ideas with one another.

2. Variable Y

- b. The students are able to generate and develop appropriate ideas clearly. (content)
- c. The students are able to write orientation, complication, and resolution clearly and organize them coherently. (organization)
- d. The students are able to use proper words or vocabularies in writing. (vocabulary)
- e. The students are able to use past tense correctly. (grammar)

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- f. The students are able to use spelling and punctuation correctly.
(spelling and punctuation)

D. Assumption and Hypothesis

1. Assumption

By referring to literatures and relevant researches mentioned above, Foldable Strategy is the good strategy for students to be recommended as a strategy to help students retain information learned in courses, and also in affective domain and cognitive domain in learning process. In this research, the writer assumes that the students who are taught by using Foldables Strategy will have better writing ability.

2. Hypothesis

Based on the background of the problem above, the writer formulated two hypotheses as follows:

- a. H_a : There is a significant effect of using Foldables strategy on students' writing ability at State Senior High School 1 Bandar Petalangan of Pelalawan regency.
- b. H_0 : There is no significant effect of using Foldables strategy on students' writing ability at State Senior High School 1 Bandar Petalangan of Pelalawan regency.