

# PROCEEDINGS

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MALAYSIA



THAILAND



**20-21**  
**May 2016**  
Bandar Lampung  
University, Indonesia

## 4<sup>th</sup> ICEL 2016

### THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



# PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE

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**4<sup>th</sup> ICEL 2016**

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20 -21 MAY 2016



Organized by:  
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## **PREFACE**

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4<sup>th</sup> ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

**Drs. Harpain, M.A.T., M.M**

*4<sup>th</sup> ICEL 2016 Chairman*

## **PROCEEDINGS**

The Fourth International Conference on  
Education and Language (4<sup>th</sup> ICEL 2016)  
BANDAR LAMPUNG UNIVERSITY  
Bandar Lampung, Indonesia  
May 20,21 2016

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## ADAPTING MEG CABOT'S PRINCES DIARIES IN TEACHING WRITING

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### Abstract

This article is written to describe the use of literary work particularly novel entitled Princess Diaries written by Meg Cabot in teaching writing. Writing is a very eminent skill in English language teaching and learning. It is a skill that helps students to put their thoughts into words in a meaningful form and to interact with the message mentally. However, among the four skills in English language and teaching, writing is claimed as the hardest one to be improved. Therefore, the use of literary work is believed to make students improve their writing ability. Adapting Meg Cabot's Princess Diaries in teaching writing has many advantages including (1) expanding students' awareness of language usage of the foreign language, (2) providing cultural enrichment, (3) engaging students' interest that boost their motivation to learn, (4) developing students' interpretative abilities, (5) the students could get better ideas to write, (6) the students could get better understanding about several basic techniques of writing, and (7) the teaching and learning process become more effective. The first step in adapting Meg Cabot's Princess Diaries in teaching writing is introducing what teen-lit is to the students. Then, the students are asked what probably the novel is about based on the title. After that, the students read some parts in the beginning of the teen-lit to get to know the characters and the plot of the story. In order to deal with limited time provided in the classroom, students are asked to read the other chapters at home or each student need to read certain chapters before discuss it together in the next meeting. The final goal is that students are able write a review of the novel or to write a recount text based on the journal form of the novel.

*Keywords:* writing, literary work, novel, advantage

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### 1. INTRODUCTION

Writing is a very eminent skill in English language teaching and learning. It is a skill that helps students to express their feelings, ideas, and opinion into words in a meaningful form and to interact with the message mentally. However, among the four skills in English language and teaching, writing is claimed as the hardest one to be mastered. Alwasilah (2001) states that, compared to the other skills, writing is perceived as the most difficult to acquire for some reasons. One of the reasons is there is no idea to be developed. Additionally, it is a difficult subject because in writing students not only have to share ideas from their brain but they also have to choose and combine the vocabulary to create something that is meaningful. Thus, it is not easy to translate concepts in the brain into a written text. It is important for teachers to find a method or alternative media to engage students' interest and enhance students' ability in writing.

In recent years, the popularity of literature in teaching and learning language has been increased. Literature not only play as a basic component and source of authentic texts, but also as a technique for teaching language skills (reading, writing, listening and speaking) and language areas, such as vocabulary, grammar and pronunciation (Hişmanoğlu, 2005). Moreover, Clandfield & Foord (2006, as cited in Vural, 2013) state that actually the use of literature in ELT (English Language Teaching) classrooms has attracted a great deal of interest among EFL teachers even since the 1980s. Literature is believed as a legitimate, valuable resource and one of the most motivating resources for language learning (Carter & Long, 1991 as cited in Ihejirika, 2014).

Literature can be a powerful and motivating source for writing in ELT classroom, both as a model and as subject matter (Hişmanoğlu, 2005). Ayo (2003, as cited in Ihejirika, 2014) added that the use of literature in teaching is helpful to develop students' confidence in producing coherent and cohesive spoken discourses and in organizing sentences into paragraphs with effective linkers and organizing paragraphs into coherent and meaningful written discourse. Therefore, the use of literary work is believed as an alternative way to enhance students' writing ability.

One of literary works that can be used in ELT classroom is a novel entitled *Princess Diaries* written by Meg Cabot. It focuses on Mia Thermopolis and how she deals with her family, school, friends, and love which written in the form of ongoing diary or journal. The novel which published in 2000 is claimed as a fiction marketed to adolescents and young adult or someone who is consider between the ages of 12 and 18. This novel is considered suitable for senior high school students, in terms of the theme. Meanwhile, the writing form is seemingly mirroring recount text which is a text that telling about one story, action or activity.

## **2. LITERATURE IN WRITING CLASSROOM**

In language classroom, literature is widely known as one of techniques that useful for teaching not only the language skills but also other language aspects. The use of literature in language classroom is believed to provide some benefits. Literature is authentic material that not purposely written for teaching a language but provide students sample of actual language used in real life setting Collie and Slater (1990 as cited in Hişmanoğlu, 2005). In addition, literature provide texts that deal with themes and topics of human experiences that familiar and easily engaged students' attention and motivate them to continue enjoy the literature text (Lazar, 1993 as cited in Hişmanoğlu, 2005; Maley, 1989 as cited in Ihejirika, 2014). Another reason is that literature text provides a wide range of lexical and syntactic items that useful in enriching students' language as well as encouraging language acquisition (Collie and Slater, 1990 as cited in Hişmanoğlu, 2005). In addition, through many features of the written language provided, students are expected to be familiarized with the syntax and discourse functions of sentences, the variety of possible structures, and the different ways of connecting ideas, which develop and enrich their own writing skills. Cultural enrichment is another benefit from using literature in language classroom. Students are able to learn, understand of verbal or nonverbal aspects of communication takes place in certain country, especially English spoken country. Literary works namely novel, play, or short story presents a full and colorful setting in which characters from many social or regional backgrounds can be described. Nonetheless, students are able to develop knowledge about different cultures and different groups of people (Hişmanoğlu, 2005).

Writing is one of language skills that can be taught by using literary works like novel. It is believed that by engaging students' interest through reading materials in form of novel, their linguistic performance can be developed as well as their fluency and ability to comprehend what the literary work is about (Ayo, 2003 as cited in Ihejirika, 2014). Moreover, this is important to increase students' confidence in producing sentences and organizing those sentences into paragraphs that related to each other and turn it into coherent and meaningful written. Literature in writing classroom acts as model and subject matter (Hişmanoğlu, 2005). Literature as a model happens when students' writing becomes closely similar to the original work or clearly imitates its content, theme, organization or style. Meanwhile, literature is regarded as subject matter if students' writing presents original thinking like interpretation or analysis.

There are three main kinds of writing based on literature as a model namely controlled writing, guided writing, and reproducing model. Controlled writing is a model based on exercises which typically require rewriting passages in arbitrary ways to practice specific grammatical structures. Then, guided writing is an activity that requires students' respond to a series of questions or complete sentences. The last one is reproducing the model which include activity that comprises techniques like paraphrase, summary, and adaptation. These techniques are very beneficial for writing exercises. In paraphrasing, students are required to use their own words to rephrase the things that they see in print or hear aloud.

There are mainly two kinds of writing based on literature as subject matter namely writing "on or about" literature, and writing "out of " literature. Writing "on or about literature" contains the traditional assignments where students response to questions, paragraph writing, in-class essays, and take-home compositions. It occurs before students begin to read a work where teacher usually discusses its theme or an issue it raises, and the students write about it with reference to their own life experience. This helps interest them in the work and makes them ready for reading and writing about it. Meanwhile, writing "out of" literature refers to the use of a literary work as a facilitator for composition as well as creative assignments to develop plot, characters, setting, theme, and figurative language. It consists of adding to the work, changing the work, drama-inspired writing and a letter addressed to another character, etc.

## **3. RECOUNT TEXT**

Recount text is basically written out to make a report about an experience of a series of related event in the past with a purpose to entertain people (Knapp, 2005; Siahaan and Shinoda, 2008). It tells a series of events and evaluates their significance in some way. It is also to give audience a descriptions of what occurred and when it

occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events. Boardman (2008) stated that the steps for constructing of written recount text are:

- a. The First paragraph that give background information about who, what, where and when. It is called on orientation.
- b. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.
- c. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- d. A reorientation which “rounds off” the sequences of events or retell about what happened in the end.

Moreover, Boardman (2008) added that to know whether the recount genre which was made is effective or not, the teacher could measure it from some criteria, such as:

1. There are three parts of generic structure in the text that are orientation, events, and re-orientation.
2. The use of simple sentences including Subject (S), Predicate (P), and Object (O). It was also used to avoid the ambiguous sentences in the students’ writing.

If those criteria can be reached, it will make the students’ writing are effective enough to express their idea, at least it had fulfilled the criteria as short simple recount genre. In the teaching and learning activities, writing diary can be used as an alternative technique in teaching recount text. This technique should be seen as a way of extending the students’ experience for them to develop their recount text writing. Meg Cabot’s Princess Diaries which is written in form of ongoing journal is seen as suitable material to be used in teaching writing especially recount text.

#### **4. ADAPTING MEG CABOT’S PRINCES DIARIES IN TEACHING WRITING**

Being aware of students’ difficulties in mastering English writing skill by conventional ways the teacher of English must be began to provide a new way of teaching writing which was by continually using novel. It was one of the teaching techniques that believed to be the best way to improve students’ comprehensive skill in writing and to make them easier in composing an excellent recount paragraph. The problems found that the students had low motivation in writing recount text. It was the duty of the teacher to overcome the problems that faced by students. The important of writing should be explained to promote the students’ motivation.

The first steps in teaching the teacher gave questions related to the materials to introduce recount text to the students. For example, “Do you know, what a recount text is?”. At the beginning of the lesson, the materials were explained to the students about recount text and were given the examples, so they got some general illustration about the recount text. The general formula and features of recount text were explained briefly. The student’s opinion was asked about the features of recount text. After that, the students were asked to give description of their activity orally. The activity began with brainstorming process to gather the students’ ideas.

They had difficulty in finding the right vocabularies to start their task. So, the teacher distributed some chapter of Princess Diaries to the students. The novel was used as media or guidance how to write recount text well. Firstly, the students were asked to read and pay attention more to the novel and then were asked about the novel. Sometimes, their answers were false. Then, the teacher corrected and asked the students to understand and pay attention more to the novel. Sometimes, students found it hard to understand the materials were given by the teacher since the teacher usually used the conventional technique which bored the students. Hence, the teacher needed to use and applied some techniques that would motivate the students during teaching learning process. Here were some of the techniques used by teachers to teach recount text in the classroom.

##### **Clustering Technique**

According to Hogue (1996: 91-92) clustering is one of the technique to generate the ideas like brainstorming technique. This technique is by writing down the ideas that relate to the topic. In brainstorming technique, write down the ideas in a list, but in clustering technique, write down the ideas in circle around the topic. Then, generate the ideas and write down in smaller circles. By using clustering technique, it can be seen which one the ideas that can be used. The clusters that have little circles or branches can be deleted, and use the clusters that have many circles in order to the ideas can be improved.

In the writing process there is a prewriting step. The prewriting process is mainly about generating ideas. It is often difficult for students to get started and find ideas. There are many different ways to come up with ideas and this process can be a lot of fun and motivating for students. One of the prewriting steps is clustering. Clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay. This technique is helpful for the writers who like to do their thinking in a visual way. In clustering, the writers can use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to them.

Example:

1. The title of the novel is shown to the students. They are asked to write down what come into their mind by seeing the title.

## *the Princess Diaries*

Kingdom	Princess	Love
Prince	King	Diary
Queen		

Above are some possible answers from students. Based on the title, students predict that the story will revolve around a kingdom, king, queen, and of course princess. As a common knowledge, if there is a princess, there must be a prince, and they will love each other. Diary as seen in the title, students predict that it's about a princess who loves to write a diary. The students answers gained through clustering technique can be eliminated by teacher to narrow down the ideas. For example, the non-existence of a prince in the novel. It might arouse students' curiosity and rise other ideas, because the word "love" is not eliminated, thus to whom princess' love will be then.

2. Mia's entry from "The Princess Diaries" dated Saturday 27<sup>th</sup> September (p.119-121): Mia's find out that Josh Richter, who she really likes, has had a date with Lana Weinberger, a girl from school who she detests.

Teacher asks students to write what kind things or ideas that they get from the news above.

Mia likes Josh Richter
Mia hates Lana Weinberger
Mia and Lana are schoolmates
Mia is sad over the news

Later on those ideas can be developed to figure out what make Mia likes Josh Richter or what make Mia hates Lana.

The use of clustering technique in teaching writing gave the students good way how they explore their writing ability well. The students were given a cluster and asked to write for specific information. Furthermore, it gave the students' opportunity to begin to write as they want freely. By presenting variety of different main words, then, it is easier to find something that will attract the learner and may even encourage further writing.

Moreover, students who are taught using clustering technique feel that they are learning a real language which is alive. Some are motivated when they come to know that they are trying to learn a real language; language that is used for communication in written form. They learn how to generate, develop, and arrange the ideas that have to be used in their everyday lives as a valuable and satisfying writing.

### **Guided Questions**

Guided questions are techniques which for teaching English in which the teacher gave some questions to the students applied to a topic in teaching writing. Guided questions can help the students to explore their idea in learning writing skill. The teacher generate ideas and details by asking question about the subject. Such questions include why, when, where, who, and how.

Example:

Mia's entry from "The Princess Diaries" dated Saturday 27<sup>th</sup> September (p.119-121) can be made a Guided Questions like:

1. What is the text telling you about?
2. What did Mia's do? What happened?
3. What was the name of the teacher?
4. What did they do?
5. Who is Mr. Gianni?
6. Where they had dinner?
7. When she wrote his diaries?
8. Why Mia detest Lana Weinberger?
9. How did she know Josh dating with Lana?
- 10.etc

Here teacher tried to motivate to the students to improve their motivation. Then, the objectives of learning are explained to the students. It is also beneficial to explain to the students how to answer the questions in guided question correctly and explained to them about the grammatical structure, and most student's error. A topic questions is provided to the students. Then, the students are asked to make a paragraph based on the topic and guided questions.

### **Group Discussion**

Teachers can use a single chapter of Princes Diaries as a media for the students in explaining something. From the novel, the students will get the ideas in writing their composition and whiteboard in front of the class and then ask the students to describe the single chapter princes diaries or ask the students to make a simple composition based on the that chapter. Besides that, the teacher can also give some chapter to some groups of the students. In each group, the students were asked to make a simple paragraph or a simple composition related to the chapter given. The student might cooperate with other students from the same group in making their assignment. After that the teacher discussed the result of all the groups' works. Here, the teacher made some corrections to the students' mistakes, if any.

For example: "The Princess Diaries" dated Tuesday, 23<sup>th</sup> September

Sometimes it seems like all I ever do is lie.

My mom thinks I'm repressing my feelings about this. I say to her, "No, Mom, I'm not. I think it's really neat. As long as you're happy, I'm happy."

Mom says, "I don't think you're being honest with me."

Then she hands me this book. She tells me she wants me to write down my feelings in this book, since, she says, I obviously don't feel I can talk about them with her.

She wants me to write down my feelings? Okay, I'll write down my feelings:

I CAN'T BELIEVE SHE'S DOING THIS TO ME!

Like everybody doesn't already think I'm a freak. I'm practically the biggest freak in the entire school. I mean, let's face it: I'm five foot nine, flat-chested, and a freshman. How much more of a freak could I be?

If people at school find out about this, I'm dead. That's it. Dead. Oh, God, if you really do exist, please don't let them find out about this.

There are four million people in Manhattan, right? That makes about two million of them guys. So out of TWO MILLION guys, she has to go out with Mr. Gianini. She can't go out with some guy I don't know. She can't go out with some guy she met at D'Agostinos or wherever. Oh, no.

She has to go out with my Algebra teacher. Thanks, Mom. Thanks a whole lot.

To determine the ability of students in writing, they need to be given exercises. In the first exercise the students were asked to write down a simple paragraph following these instructions;

***"Identify the text structure by listing the happenings according to these categories of: orientation, events, and re-orientation."***

One day when I was teenager my mother told me that I had been lied to all the things I have done, I think I did not feel like that. Why my mother said it, because I thinks I'm not repressing my feelings. I did what I feel. Then my mother hands me this book. She tells to me she wants me to write down my feelings in this book, since, she says, I obviously don't feel I can talk about them with her. Nevertheless I promise I would write down my feelings.

Then I started to write *I CAN NOT BELIEVE SHE'S DOING THIS TO ME!* I started writing with that title, then I continue my writing "like everybody doesn't already think I'm a freak". I'm practically the biggest freak in the entire school. I mean, let's face it: I'm five foot nine, flat-chested, and a freshman. How much more of a freak could I be? If people at school find out about this, I'm dead. That's it. Dead. Oh, God, if you really do exist, please don't let them find out about this.

There are four million people in Manhattan, right? That makes about two million of them guys. So out of TWO MILLION guys, she has to go out with Mr. Gianini. She can't go out with some guy I don't know. She can't go out with some guy she met at D'Agostinos or wherever. Oh, no.

She has to go out with my Algebra teacher. Thanks, Mom. Thanks a whole lot.

*The explanation recount text structure based on that experience will be discusses above:*

**Orientation:**

Who: My mother and I

When: when i was teenager

What happen: my mother not believe about my feeling and ask me to write my feeling in a book.

**Sequence of event:**

my mother not believe about my feeling --> my mother ask me to write my feeling in a book--> I write my feeling,finally--> I feel, people think I'm a freak.

**Re-orientation:**

last paragraph

All students could see their works and could compare their work with others. In the teaching and learning process, the teacher has to use the target language all the time, as it is to reinforce the students to study hard. If the students have some difficulties in finding the meaning of the difficult words, they can consult to the teacher for the synonym of the word or they can open the dictionary. The students with high motivation will be motivated in learning, as they have to study more seriously. They have to master many words in the target language which will be used in the learning process.

Those who have low motivation will have difficulties in learning if they do not study hard. The right techniques used to teach writing can make the process of teaching and learning more alive and conducive. It can be known from their motivation to study. If the students enjoy the class, they will be motivated to learn; hence it can improve their learning achievement. During the study, teacher mainly used group discussion since it has the highest success when being used in teaching process. The reason behind this achievement is students' willingness in group learning activity. They enjoy working a task with their friends in whom they can brainstorm ideas and English materials to create a well-accepted passage. Moreover, students did not experience any pressure of competition since in group activity competition is reduced; they simply work together with their peers in a healthy and comparable environment.

**5. CONCLUSION**

Writing is a very eminent skill in English language teaching and learning which claimed as the hardest one to be mastered among the other four skills. One of the alternative techniques for teaching writing is by using literature particularly novel. Literature is believed to provide a powerful and motivating source for writing in ELT classroom, both as a model and as subject matter. One of literary works that can be used in ELT classroom is a novel entitled Princess Diaries written by Meg Cabot written in the form of ongoing diary or journal. Its form is believed to be useful in teaching writing especially writing a recount text. There are three steps in adapting Meg Cabot's Princes Diaries in teaching writing namely clustering technique, guided questions and group discussion.

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