EIGHTH CONFERENCE ON ENGLISH STUDIES (CONEST 8)
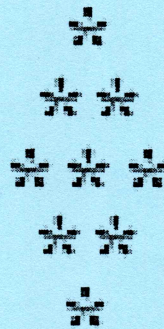
Jakarta, 1 – 2 December 2011

UNIVERSITAS KATOLIK INDONESIA
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	2	b	Meinarni Susilowati	EXPLORATION OF TEACHERS' IDENTITY IN EFL CONTEXTS AS CULTURAL RESOURCES	UIN Maulana Malik Ibrahim	meinarni_susilowati@yahoo.com	I	21
	3	c	Henny Putri Saking Wijaya	MOTIVATING EFL LEARNERS AND AROUSING THEIR CREATIVITY IN READING CLASS	Petra Christian University	hennyputri_t10@yahoo.com	I	25
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	5	a	Refnaldi	APPRAISALS IN STUDENTS' DISCUSSION WRITINGS	Padang State University	refnaldi@yahoo.com	II	
1st Session 09.30 - 11.10	6	b	Hasan Basri and Hastini	PREDICTING THE PRONUNCIATION OF VOWEL LETTERS IN ENGLISH	Tadulako University	hbasri99@yahoo.com	II	33
	7	c	Liani Setiawati	AN EXPLORATORY STUDY OF PROCESS APPROACH (PA) WRITING THROUGH TEACHER – STUDENT CONFERENCE	Indonesia University of Education and BPK Penabur Junior High School	liani_stwt@yahoo.co.uk	II	37
	8	d	Slamet Abdullah	DECREASING THE STUDENTS' ERRORS IN USING COHESIVE MARKERS IN THEIR WRITING BY USING SELF EDITING STRATEGY	Sriwijaya University	slametabdullah@yahoo.com	II	41
	9	a	Rina Herlina, Andi Rustandi, and Leni Irianti	THE COMPARISON OF HIDDEN SOUND IN ENGLISH AND SUNDANESSE PHONOLOGY	Galuh University	rherlina85@yahoo.co.id	III	45
	10	b	Clara Herlina Karjo and Yunni	THE PRODUCTION OF DIPHTHONGS $[e\iota],[\partial\upsilon]$, and $[\iota\partial]$ BY INDONESIAN STUDENTS	Bina Nusantara University and Atma Jaya Catholic University of Indonesia	claraherlina@yahoo.com	III	49
	11	c	Rida Wahyuningrum	THE PRONUNCIATION OF THE ENGLISH OBSTRUENTS BY THE FIRST SEMESTER STUDENTS OF WIJAYA KUSUMA SURABAYA UNIVERSITY	Wijaya Kusuma University	rida_darmanto@yahoo.com	III	55
	12	d	Menik Winiharti and Clara Herlina Karjo	THE ENGLISH TRANSLATION OF INDONESIAN REDUPLICATION: MEANING, STRUCTURE, AND DEVIATION	Bina Nusantara University and Atma Jaya Catholic University of Indonesia	menikwiniharti@yahoo.com	III	59
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	14	b	Franklin G. Talaue	PERFORMANCE OF BILINGUAL AND MONOLINGUAL STUDENTS IN PRIMARY 1 ENGLISH	LTBI Atma Jaya Catholic University of Indonesia	fgtalaue@binus.edu; franklintalaue@yahoo.com	I	65
	15	c	Nurdiana	THE IMPACT OF BILINGUALITY ON SECOND LANGUAGE LEARNING: A COMPARISON OF STRUCTURE AND WRITTEN EXPRESSION TEST SCORE BETWEEN MONOLINGUALS AND BILINGUALS	LTBI Atma Jaya Catholic University of Indonesia	nurdiana@bundamulia.ac.id	I	71
	16	d	Syaadiah Arifin	THE IMPACT OF BILINGUALITY ON L2 AND L3 LEARNING	LTBI Atma Jaya Catholic University of Indonesia	diaharifin@yahoo.com	I	75
	17	a	Ekawati Marhaenny Dukut	DEVELOPING CREATIVE WRITING THROUGH GRAPHIC NOVELS	Soegijapranata Catholic University	ekawatimd@gmail.com	II	79
	18	b	Endah Yulia Rahayu and Ferra Dian Andanty	IMPROVING STUDENTS' NARRATIVE WRITING COMPETENCE THROUGH SHORT STORY	University of PGRI Adibuana Surabaya	indahr_99@yahoo.com	II	81
	19	c	Sri Handayani	IMPROVING STUDENTS' MOTIVATION IN WRITING THROUGH PORTFOLIO ASSESSMENT (A CASE STUDY AT KEBANGSAAN UNIVERSITY BANDUNG)	Kebangsaan University	handayani.uking@yahoo.com	II	85
	20	d	Ade Mulyanah	FACTORS UNDERLYING THE USE OF INTERFERENCE AMONG TEENAGERS IN BANDUNG	Balai Bahasa Bandung	ad_ariell@yahoo.com	II	87
	21	a	Sri Widiastuti and Aisyah Hamidiyah	CRITICAL READING IN GENRE BASED APPROACH (CONTEXTUALIZING THE READING TO LIFE IN A MEANINGFUL WAY)	State University of Sultan Ageng Tirtayasa	widi_banten@yahoo.com; aisyah.hamidiyah@yahoo.com	III	89
	22	b	Yosephine Susanto and Lanny Hidajat	A CONTRASTIVE STUDY OF ENGLISH AND INDONESIAN PROVERBS	Atma Jaya Catholic University of Indonesia	yosephine_susanto@yahoo.com	III	93
	23	c	Akhyar Rido	TRANSLATING SINGLE LETTER PREFIX NEOLOGISMS AS MARKERS OF RAPIDLY CHANGE 21ST CENTURY SOCIETY: A PRELIMINARY STUDY	STBA Teknokrat Lampung	rido3782@yahoo.com	III	
	24	d	Dewi Meyrasyawati	LANGUAGE AND IDENTITY: BUSH LIFE AS AUSTRALIAN NATIONAL IDENTITY, DEPICTED IN HENRY LAWSON AND A.B. PATERSON'S POEMS	Airlangga University	meyras_iwed@yahoo.com	III	97
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			Saudin	GENRE-BASED APPROACH AND THE STUDENTS' MEANING-MAKING: A CASE STUDY	Indonesia University of Education	saudin.polban@gmail.com; didisukyadi@live.com	II	5

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			Tessa Yuditha	ENGLISH AND INDONESIAN METAPHORS DESCRIBING ANGER: COMPARATIVE STUDY FOR ELT	Max Planck Institut for Evolutionary Anthropology Jakarta Field Station	christmasgreen@yahoo.com	II	9
1st Session 09.30 - 11.10	25	a	Hening Dian Paramita and Sugiarti	TEACHING TECHNIQUES THAT EXPOSE STUDENTS TO VARIED ENGLISH ACCENTS	University of Indonesia and Sampoerna School of Education	sugiarti@sampoernaeducation.ac.id	I	99
	26	b	Jeani Shinta Rahayu	CHARACTER EDUCATION IN TEACHING ENGLISH TO YOUNG LEARNERS	Indonesia University of Education	jae_jeani@yahoo.com	I	101
	27	c	Primasari Nurul Mardiana	THE REALIZATIONS OF RESPONSES TO IMPLICATED UTTERANCES BY INDONESIANS LEARNING ENGLISH AS A FOREIGN LANGUAGE	Indonesia University of Education	primasaridenok@gmail.com	I	103
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	29	a	Anna Marietta da Silva	DRAWING PICTURES TO LEARN ACADEMIC VOCABULARY	Atma Jaya Catholic University of Indonesia	anna.silva@atmajaya.ac.id	II	109
	30	b	Muflihah Islamiyah	THE USE OF SAMMY DIAGRAM IN TEACHING STUDENTS' PRONUNCIATION	Indonesia University of Education	muflihahislamiyah@yahoo.com	II	113
	31	c	Zubaedah Wiji Lestari Latief	TEACHING ENGLISH THROUGH VIDEO TO YOUNG LEARNERS: A CASE STUDY ON USING CHARLIE AND LOLA'S VIDEO TO ENHANCE PHONOLOGICAL AND SEMANTIC DEVELOPMENT OF YOUNG LEARNERS	Indonesia University of Education	zzz_wijilestari76@yahoo.com	II	117
	32	d	Moon H. Otluwa	IMPROVING SPEAKING ABILITY THROUGH ROUND TABLE DISCUSSION	Gorontalo State University	moon_hidayati@yahoo.co.id	II	121
	33	a	Rasuna Talib	USING COLLABORATIVE STRATEGIC READING (CSR) TO INVOLVE STUDENTS' ACTIVITIES IN THE CLASSROOM	Gorontalo State University	rasuna@yahoo.com; rasuna68@yahoo.com	III	125
	34	b	Sadiatul Khairiyani	EXPLORING STUDENTS' PROBLEMS AND THEIR EXPECTATION IN SPEAKING CLASS (A Case Study at STIT At-Taqwa Bandung)	Indonesia University of Education	yanie420_sakha@yahoo.com	III	129
	35	c	Didi Sukyadi, Eki Qushay, and Fazra Halida Meir	THE METAPHORICAL USE OF ENGLISH ADDRESS TERMS IN INDONESIAN BLOG COMMENTS (A PRAGMATIC ANALYSIS OF INDONESIAN BLOGGERS)	Indonesia University of Education	fazrahalidameir@gmail.com	III	133
	36	d	Ida Yulianawati	THE STUDY OF SPEECH ACT IN JAKARTA POST'S READER'S FORUM "OSAMA, RETIRING AT SURABAYA ZOO"	Indonesia University of Education	ida_yulianawati@yahoo.com	III	137

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	38	b	Hermawati Syarif	THE COHESIVENESS OF STUDENTS' WRITING: AN ANALYSIS OF THESIS DISCUSSION SECTION OF ENGLISH GRADUATE STUDENTS	Padang State University	hermawati_sy@yahoo.com	I	143
	39	c	Nur Ainani Fitria	THE ANALYSES OF CLASSROOM SPEECH ACTS PRODUCED IN THE TEACHING AND LEARNING OF ENGLISH AS A FOREIGN LANGUAGE	Indonesia University of Education	nurainani.fitria@gmail.com	I	147
	40	d	Besin Gaspar	THE IMPLICATURE AND COOPERATIVE PRINCIPLES IN L.A. HILL'S STORIES: a pragmatic analysis	University of Surabaya	gasparbesin@ubaya.ac.id	I	149
	41	a	Engliana	LEXICAL PROCESSING ON MONOLINGUALS AND BILINGUALS	LTBI Atma Jaya Catholic University of Indonesia	engliana@gmail.com	II	153
	42	b	Ruswan Dallyono	THE ACQUISITION OF THE PAST TENSE MORPHEME -ED BY L2 MONOLINGUAL AND BILINGUAL LEARNERS	LTBI Atma Jaya Catholic University of Indonesia	dallyono@gmail.com	II	159
	43	c	Yayu Heryatun	THE MONOLINGUALS AND BILINGUALS PERFORMANCE IN ELF READING COMPREHENSION	LTBI Atma Jaya Catholic University of Indonesia	yayuheryatun@yahoo.com	II	161
	44	d	Aisyah Hamidiyah	THE MONOLINGUALS' AND BILINGUALS' FUNCTIONAL TEXT WRITING	LTBI Atma Jaya Catholic University of Indonesia	aisyah.hamidiyah@yahoo.com	II	165
15.00 - 15.50				4th Plenary				
			Shanti Kusumawardhani	AN ANALYSIS OF AUSTRALIAN SLANG TRANSLATION IN THE SUBTITLE OF "AUSTRALIA" FILM	Indonesia University of Education	fyee_thea@yahoo.com	II	13
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DEVELOPING CREATIVE WRITING THROUGH GRAPHIC NOVELS

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Soegijapranata Catholic University

Abstract

The ability to write expressively is becoming increasingly important in the Indonesian university's EFL classroom. Although in the long run, producing a reasonably good academic writing is the main goal for any English writing classrooms, fun writing exercises need to be encouraged more. Moreover, if the aim is to also have readers enjoy the writing product, then it becomes the task of lecturers to help university English students write creatively for their projected readers. One effective way is brainstorming the students to make a mini graphic novel for their final class project. Not only do students enjoy the group work setting of generating their fantasies into writing a script for their mini novel, but they also experience the fun of expressing their imaginations together in colorful comics that are prepared for their readers. This article shares a material development project experienced by the Graphic Novels class of the English Department, Faculty of Letters, Soegijapranata Catholic University, in Semarang.

Key words: material development, creative writing, comics, Graphic Novels.

EFL WRITING CHALLENGES

English teachers and lecturers in Indonesia are always challenged to develop interesting classroom activities. Newton (2009, as cited in Satori, 2010: 40) sees writing as the most crucial skill in language learning because it is the last indicator of mastering the English language after reading, listening, and speaking. Yet, Gebhard (1996: 235) explains that writing teachers often face students' negative attitudes to writing because less proficient students use ineffective writing strategies. Unfortunately, students do not fully use teachers' comments and corrections to better their skills, so writing courses are not effective enough. This is regrettable considering the feedback would help students perform better than those not receiving any (Bitchener and Knoch, 2008). Writing is successful only if feedbacks are focused with the writing's sub-process, i.e. the writer's goal, text model, gathering, organizing and writing of ideas, reviewing the written form, and editing it (Nation and Newton, 2009: 114). Mukminatien (2003) also explores that writing involve the process of message composition, that forces writers to think about appropriate language style or vocabulary, diction, textual organization, and other mechanics. So, if writing an EFL composition is difficult for Indonesian students, it is understandable. Yet, because of this, writing courses are challenged to encompass creativity.

ENHANCING CREATIVITY IN WRITING

As expressed above, helping students to write academically well is a concern for Indonesian EFL teachers. In my Faculty, students are projected at the end of their study to write a 40 page *skripsi* or thesis that researches and analyzes a linguistics, teaching or literature material. So, students have to undergo writing coherent and cohesive paragraphs, then comprehensive essay, and argumentative papers to qualify the courses taken. Because the final goal is a thesis, the vocabulary and language style trained are mostly for scientific research writing. Yet, ironically, not all students want to graduate as EFL researchers. Some prefer to write English poems, newspaper or magazine articles, drama scripts or novels. Some students initially enrolled in English Departments due to their fascination in reading novels. So, teachers must make available creative writing classes. Unfortunately, many English Department's curriculum may not provide the opportunity, and lecturers actually have no time to support this need. As a result, the idea of 'learning English is fun' propaganda in Indonesia writing classes may not be carried out well enough.

Wahyuni says that a writing course is excellent for language and culture integration, because students' writing difficulties can be controlled (2011: 356). So, I believe it is crucial to make creative writing opportunities since the students' brain is challenged to learn and think

better by learning information in more interesting ways. Consequently, students' writing skills are increased. Practice makes perfect so students must experience the fun of perfecting their writing.

I am fortunate that my Faculty supports elective courses. So, I create a Graphic Novels course to provide students' imagination and skills in producing a creative script writing and graphics drawing because the end product is writing a mini novel with comics. Although the drawing activity is reported as the most difficult part, it is gratifying to see that the graphics substituted the descriptive wordings students usually fail to write. The ready-to-use cartoons from internet sites or help from the Corel Draw program or MSWord's photo story media, and the free downloadable Comics Life program that can insert cartoon characters or photographs with text in balloons is also helpful indeed.

MANAGING THE GRAPHIC NOVELS CLASS

To manage the drawbacks of my class, I encourage students to minimize their writing anxieties by working out their compositions in groups. With this, students' deficiencies are minimized by those who excel. With graphics the script writing is more enjoyable. But, with the writing being more important than the graphics, in addition to what and how to make a graphic novel, the first half of the semester involve students to write up a satisfactory theme, setting, characters, plot and dialogue. Unlike a drama script, the students needed a small research about their prospective readers' need, to think up appropriate scenes and illustrations. Because a reader may literally 'judge a book by its cover', consequently, the choice of color for the characters and background must be attractive.

Although, I have doubts about the end result, the remaining half of the semester which facilitates students creative script writing with colorful graphics, and use of artistic letterings[4] to enhance the plot and characters' development have proven to be useful. I am happy to find that students are fulfilled not only in creative writing but also in hand drawing their colorful imaginations (see a sample of the process in my power point presentation). My students and I feel that we have done something worthy. Not only can we produce a well-researched writing piece but we made an attractively marketed mini novel with the help of graphics!

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[4] Read my article "Graphic Novels: a Fun & Creative Way of Writing and Reading", which reviewed a good guide book for graphic novels writing in journal *Celt*, vol. 10, no. 1, Semarang: Soegijapranata Catholic University, 2010.