**CHAPTER II**

**REVIEW OF THE RELATED THEORIES**

This chapter discusses theories that relate to the study, those are writing, teaching writing in elementary school and comic.

* 1. **Writing**

This subchapter contains definition of writing, characteristics of writing, types of writing, process of writing, the teaching of writing and assessing writing.

**2.1.1 Definition of Writing**

Writing is one of important skills that language learners need to learn as an essential component not only for their academic practice but also later in their professional life. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students. However, many teachers agree that in the classroom, writing should get much attention as reading, speaking and listening. Yet many teachers and students alike consider writing to be most difficult subject of language skill to learn. (Senduk in Hasyim, 2002:13)

Compared to other skills, writing becomes the most difficult skill which involves many components to consider, such as content, rhetoric, vocabulary, grammatical structure, and writing mechanics (Harfield, 1985:82). Students have to master lots of aspects related to the aspects of writing (e.g. punctuation, word-choice, spelling, vocabulary and grammar), and the ability to connect the sentences to be an integrated idea in a written discourse.

* + 1. **Characteristics of Writing**

Writing has characteristics that should be learnt before doing writing. Here are characteristics of writing according to Nada Salem Abisamra (2001):

1. Writing is focused on the topic and does not contain extraneous or loosely related information;
2. Writing has an organizational pattern that enables the readers to follow the flow of ideas because it contains a beginning, middle, and end and uses transitional devices;
3. Writing contains supporting ideas that are developed through the use of details, examples, vivid language, and mature word choice; and
4. Writing should follow the conventions of standard written English (i.e., punctuation, capitalization, and spelling) and has variation in sentence structure.
   * 1. **Types of Writing**

Determining the type of writing will need to do, will help determine topic (subject), purpose (why are writing), style (how should write) and tone (attitude toward subject - supportive, condemning, objective, etc.). According to Writer’s INC, there are 7 types of writing:

1. **Cause/Effect Essay**

Cause/effect essay is writing about meaningful relationships between events and their results. A cause is what made an event happen and an effect is what happens as a result of that event. To make a good cause/effect essay, it should:

* Clearly distinguishes between a cause and an effect.
* Establishes a clear thesis statement.
* Presents information in an effective order.

1. **Comparison/Contrast Essay**

Comparison/contrast essay is writing about similarities and differences. To make a good comparison/contrast essay, it should:

* Uses subjects that have enough in common to be compared and or contrasted.
* Serves a purpose-either to help the readers make a decision or understand the subjects being compared and/or contrasted.
* Presents several important, parallel points of comparison/contrast.
* Arranges points in a logical organization.

1. **Definition Essay**

Definition essay is writing that tells what something means. To make a good definition essay, it should:

* Tells readers what term or concept is being defined.
* Presents a clear and precise basic definition.
* Uses examples to show what the writer means.
* Uses words and examples that readers will understand.

1. **Description Essay**

Description essay is writing which as painting a picture with words. To make a good description essay, it should:

* Creates a main impression, an overall effect, feeling, or image about the topic.
* Uses concrete, specific details to support the main impression.
* Uses details that appeal to the five senses: sight, hearing, smell, taste, and touch.

1. **Narration Essay**

Narration essay is writing that tells a story. To make a good narration essay, it should:

* Includes specific details to make the incident come alive for the readers.
* Focuses on re-creating an incident that happened to over a short period of time (usually an emotional experience).
* Conveys a particular mood (feeling), i.e. surprise, laugh, sorrow or fear.

1. **Persuasive Essay**

Persuasive essay is writing that convinces the readers by presenting solid, supported arguments. To make a good persuasive essay, it should:

* Takes a strong and definite position on an issue or advises a particular action.
* Gives logical reasons and supporting evidence to defend the position or recommend action.
* Considers opposing views.
* Has enthusiasm and energy from start to finish.

1. **Process Analysis Essay**

Process analysis essay is writing that explain how to do something or how something works. To make a good process analysis essay, it should:

* Either helps the readers perform the steps themselves or helps them understand how something works.
* Presents the essential steps in a process.
* Explains steps in detail.
* Presents steps in logical order (usually time order - chronological).
  + 1. **Process of Writing**

Dr. Ghazi Ghaith (2002) said that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged and changed. The following is process of writing can be used in teaching and learning process:

**2.1.4.1 Pre-writing: A Place to Start**

Pre-writing, the first stage in the writing process, begins long before the writer puts thoughts into writing. The experiences, observations, and interactions that students have prior to entering the classroom have an impact upon what they will write and how they will write it. Within the classroom, pre-writing prompts and activities can be integrated into the writing process as scaffolds by teachers to help students generate ideas for their writing and to practice the thinking skills inherent in the activity.

To initiate thinking and generate possible writing topics, it is important for students to explore ideas for writing topics using a variety of pre-writing strategies, such as the following:

* Brainstorming
* Constructing thought webs and graphic organizers
* Interviewing a person knowledgeable about the topic
* Engaging in peer or teacher-student discussions and conferences
* Listening to music
* Reading about and researching the topic
* Free writing or timed free writing about the topic
* Viewing media such as pictures, movies, and television
* Listing and categorizing information
* Reflecting upon personal experience
* Examining writing models
* Responding to literature
* Role playing and other drama techniques
* Asking the 5 Ws--who, what, where, when and why

Pre-writing prompts or activities planned by the teacher can serve as writing scaffolds for inexperienced writers who have difficulty accessing their own feelings, ideas, experiences, and knowledge. Teacher-planned pre-writing activities, such as the samples that follow, give students a place to start and make them become aware of places from which to get ideas in the future. Students who have a place to start with will be more motivated to continue developing their ideas and their own writing voices.

**2.1.4.2 Planning: Organizing for Drafting**

After students have generated some ideas, they must decide what they will say about their chosen topic. Students develop an initial plan for the product they will compose. As they do so, they must consider the purpose, audience, point of view, and format because these elements have implications for both the planning and the drafting of the written product.

1. To develop an initial plan for drafting, students organize the information they have generated during pre-writing by using such structures as outlines, story frames, maps, diagrams, charts, and concept webs.
2. To consider purpose, students write to express ideas, feelings, emotions, and opinions.
3. To consider audience, students must consider who they are writing for. To consider point of view, students must determine from which point of view their ideas or information will be expressed.
4. To decide what information will be gathered and how it will most effectively be gathered, students who decide that they need to conduct interviews or go on field trips to gather information will need to brainstorm and construct a list of questions. Students who require library research will need to decide the types of resources and references to consult.
5. To consider format, students will use audience and purpose to determine format and genre. They will have the opportunity to write in a variety of narrative, descriptive, expository, and poetic formats. Their writings may include formats and genres such as: advertisement, advice column, autobiography/biography, comic strip, letter of complaint/request/inquiry, diary/journal, readers theater/role play/monologue, book review, report, fable/fairy tale, greeting card, game rules, directions, interview, news story, poem/song, anecdote/personal experience story, sports column, short story, etc.

**2.1.4.3 Drafting: A Time to Indulge**

At this point in the process, the emphasis is on content and meaning rather than on mechanics and conventions. This is the time for writers to get down their ideas and thoughts, composing rough drafts based upon pre-writing and planning activities and considerations. As they compose, writers begin to determine what to include and exclude, and make initial decisions about how these ideas will be organized. During the drafting stage of the writing process, meaning begins to evolve.

To produce a first, rough draft, students record their ideas rapidly in order to capture the essence of what they have to say. They do not have to make any attempt to revise or edit at this point. They focus on talking to the reader and begin to develop a personal style as their voices emerge.

To write subsequent drafts, students often accomplish their work by crossing out, adding, and rearranging ideas directly on the page. The students’ redrafting does not necessarily require an entire rewrite at this time.

To reflect upon their own writing, students can conference with self, peers and the teacher. Through conferencing, students can get constructive feedback and support that may help them to shape their writings. A set of questions or a checklist can be used to assist writers and conference partners as they strive to help the writer make meaning clear.

To revise the draft for content and clarity of meaning, students will reorganize and sequence relevant ideas, and add or delete details as they strive to make their meaning clear. Revisions can take place to words, sentences, paragraphs, or the whole piece (e.g., the writer may decide that the ideas would have more impact as poetry instead of prose).

To edit the draft for mechanical and conventional concerns that detract from and obscure meaning, students will proofread for accuracy and correctness in spelling, punctuation, capitalization, grammar, and usage. Peer editing and editing partnerships or groups can be established to assist students who are at this stage in the process. The use of self and peer-editing checklists can be useful tools.

To focus purpose, audience, and point of view, and confirm appropriateness of format, students have to reconsider and confirm the use of the variables, which were pondered during the planning stage.

**2.1.4.4 Post-writing: Preparing To Go Public**

When students have an authentic audience and purpose, they want to rework their written drafts, polishing them for presentation or publication. Going public means taking a huge risk; the student's self-esteem is on the line, so the decision about how and with whom to share their writing must be up to the student writer. Teachers may encourage students to share certain pieces or determine the number of pieces that students are required to share or publish within a set time period, but ultimately the decision about which pieces to share, and with whom, should be left up to the writer.

To prepare a final, polished draft, students may write in legible handwriting or use a word-processing program to prepare a polished written work. Then their writings go to public through sharing, publishing and/or using a portfolio.

* + 1. **The Teaching of Writing**

Writing allows us to express ourselves. Through writing we can inform others, carry out transactions, persuade, infuriate, tell how we feel, come to terms with problems, and learn to shape our thoughts, our ideas and our lives. However, writing and learning to write, especially in a second language, is not simply a matter of "writing things down". The process is very complex. This would not be the kind of writing that students should strive to learn and teachers to teach.

Therefore, based on the explanation above, there are several approaches to teaching writing that are presented by (Raimes, 1983) as follows:

1. **The Controlled to Free Approach**

The controlled to free approach in is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by changing questions to statements, present to past, or plural to singular. They might also change words to clauses or combine sentences. With these controlled compositions, it is relatively easy to for students write and yet avoid errors, which makes error correction easy. Students are allowed to try some free composition after they have reached an intermediate level of proficiency. As such, this approach stress on grammar, syntax and mechanics. It emphasizes accuracy rather than fluency or originality.

1. **The Free-Writing Approach**

This approach stresses writing quantity rather than quality. Teachers who use this approach assign vast amounts of free writing on given topics with only minimal correction. The emphasis in this approach is on content and fluency rather than on accuracy and form. Once ideas are down on the page, grammatical accuracy and organization follow. Thus, teachers may begin their classes by asking students to write freely on any topic without worrying about grammar and spelling for five or ten minutes. The teachers do not correct these pieces of free writing. They simply read them and may comment on the ideas the writer expressed. Alternatively, some students may volunteer to read their own writing aloud to the class. Concern for “audience” and “content” are seen as important in this approach.

1. **The Paragraph Pattern Approach**

Instead of accuracy of grammar or fluency of content, the Paragraph Pattern Approach stresses on organization. Students copy paragraphs and imitate model passages. They put scrambled sentences into paragraph order. They identify general and specific statements and choose to invent an appropriate topic sentence or insert or delete sentences. This approach is based on the principle that in different cultures people construct and organize communication with each other in different ways.

1. **The Grammar Syntax Organization Approach**

This approach stresses on simultaneous work on more than one composition feature. Teachers who follow this approach maintain that writing cannot be seen as composed of separate skills which are learned sequentially. Therefore, student should be trained to pay attention to organization while they also work on the necessary grammar and syntax. This approach links the purpose of writing to the forms that are needed to convey message.

1. **The Communicative Approach**

This approach stresses the purpose of writing and the audience for it. Student writers are encouraged to behave like writers in real life. Traditionally, the teacher alone has been the audience for student writing. But some feel that writers do their best when writing is truly a communicative act, with a writer writing for a real reader. As such, the readership may be extended to classmate and pen pals.

1. **The Process Approach**

In this approach, students are trained to generate ideas for writing, think of the purpose and audience, write multiple drafts in order to present written products that communicate their own ideas. Teachers who use this approach give students time to tray ideas and feedback on the content of what they write in their drafts. As such, writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them. Furthermore, learning to write is seen as a developmental process that helps students to write as professional authors do, choosing their own topics and genres, and writing from their own experiences or observations. A writing process approach requires that teachers give students greater responsibility for, and ownership of, their own learning. Students make decisions about genre and choice of topics, and collaborate as they write.

* + 1. **Assessing Writing**

Assessment is the gathering of information about student learning. It can be used for formative purposes: to adjust instruction, or summative purposes: to render a judgment about the quality of student work. It is a key instructional activity, and teachers engage in it every day in a variety of informal and formal ways.

Assessment of student writing is a process. Assessment of student writing and performance in the class should occur at many different stages throughout the course and could come in many different forms. At various points in the assessment process, teachers usually take on different roles such as motivator, collaborator, critic, evaluator, etc. and give different types of response. (Brooke K. Horvath, 1985: 133-56)

Brown (2004)said that to assess writing skills, like assessing reading, items can be created according to types of writing that is involved.

1. Imitative: at this stage, form is the primary concern to assess learner’s skills in the fundamental and basic tasks of writing letters, words, punctuation, and very brief sentences. This category also includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system.
2. Intensive: this refers to producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.
3. Responsive: assessment tasks here require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.
4. Extensive: extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product.
   1. **Teaching Writing in Elementary School**

Based on the syllabus for the fifth year of elementary school for English subject, the student must be able to spell and copy simple sentences. It means that the student should have ability to make simple sentences. Writing is an essential part of learning it has always been a significant sign of how well a child is able to learn. Writing can be informational, personal, rewarding and technical. It is one of the most important ways we communicate as human beings. In this world of endless signs and written instructional information, it is very important to be able to write, and teaching the children the important of, not only writing but writing well. Thus, writing should be known from the basic grade. Based on the syllabus for the fifth years of elementary school, one of basic competency is spelling very simple sentences correctly and acceptingly. It means that the children have to able to write simple sentences well.

* 1. **Comic**

This subchapter contains definition of comic, kinds of comic, advantages of comic.

**2.3.1 Definition of Comic**

According to Masdiono (1998: 9), comic is a kind of arts used statist pictures in order to make a story. Pictures here, is drawing a cartoon character (character can be a human, animal, plant or a dead object). Comic usually is printed on paper and completed by text. Comic can be published in various forms, beginning from newspaper, magazine, up to book. Another opinion, comic is a series pictures telling a story. In reading this pictures are similar with reading map, symbols, diagram, etc.

**2.3.2 Kind of Comic**

We can distinguish the type of comic to be:

1. super hero comics
2. educational comics
3. cow boy comics
4. horror comics
5. adventure comics
6. criminal comics
7. comedy comics
8. underground comics
9. action comics
10. culture comic
11. science fiction comic
12. detective story comics

As for the comic in accordance with elementary school children are comics that are educational or be a super hero as abu nawas comic, naruto comic and soon.

**2.3.3 Advantages of Comic**

As one of the visual media, comic certainly has its own advantages if utilized in teaching and learning. According to Trimo (2009: 04) the advantages of comic are:

1. comic can add the vocabulary for the reader,
2. easier for students to capture that thing or an abstract formulation of the problem,
3. comics can develop a child's interest in reading, and
4. All of the comic story toward to be better.