

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature used in this study. The reviews of related literature it consists of: Writing (definition, aspect, process, purposes and type of writing), narrative comic strips (definition, generic structure) ,Teaching Writing (teaching, teaching writing, and teaching writing narrative), narrative comic strips

A. Writing

1. Definitions of Writing

A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language.

Writing is one of four English language skill besides listening, reading and speaking. Writing is an ability or activity of arranging words into form of sentences. It uses to communicate information, express the felling or ideas to someone, public or government. According to Bram (1995:32) defines that writing producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Furthermore, Harmer (2004) defines writing is a way to produce language and express idea, feeling, and opinion. Furthermore he states that writing is a process that what

people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.

Writing well is also become the most difficult challenge. Writing is not only write about what we think. But, also about thinking ability, organizing the idea, grammar, reshaping and revise the writing. According to Heaton (1975:138) defines writing skill is not only talks about grammars and vocabularies but also of conceptual and judgment elements.

Another definition of writing skill is also defined by Urquhart and McIver and also Harmer. Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds.

In writing students have to include many things that are used as criteria. A good deal of attention is placed on 'model' compositions that students would emulate and how well a student's final product measured up against a list of criteria that included content,

organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation (Brown, 2001 : 335)

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

2. Aspect of Writing

Writing is one language skill which must be taught to the students. It is the same importance as the other language skills. It is an indirectly way of communication but it is very important in human life in expressing thoughts and feelings in the form of writing especially for the students.

Writing is not easy, so it is needed many exercises continuously. In writing there are some aspects must be known, they are namely;

- a. micro aspect (spelling, punctuation, etc.), and
- b. macro aspect (content, organization).

There are four skills involved in writing competence; grammatical skill, stylizes skill and mechanical skill and judgment skill. Grammatical skill is the ability to write correct sentences. Stylistic skill is the ability to manipulate sentences in effective language. Mechanical skill is the ability to apply the graph convention such as; spelling and punctuation. Judgment skill is the ability to write in an appropriate manner for a particular purpose.

While, Harris states that, the writing competence has four aspects; orthography, structure, vocabulary, and fluency.

1. Orthography is language sound description which is in the form of writing or a symbol and language spelling system.
2. Structure is the arrangement of rules in a language becoming meaningful language units.
3. Vocabulary is the total number of word in a language.
4. Fluency in the writing ability implemented with a properly speed, not too slow or not too fast.

3. The Writing process

When someone starts writing, he/she does not exactly follow the same basic steps as they write, it just flows based on their mind. In detail, the writing process can be classified into several broad categories such as planning, drafting and revising. This categories should be done integrally and continuously to get a perfect writing.

The writing process is the mean by which the writer discovers what he wants to say and how he can best say it. Because the writing process is a reflection of natural thinking process, using the writing process will enable the writer to call up ideas he otherwise might not have and express them in language that is uniquely his own (MCMillan, 1992:3)

According to Jack C. Richards (2002:315), process writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting) and editing – and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. It is described as following:

a. Planning (Pre-Writing)

Pre-writing is any activity that encourages students to write. It stimulates thoughts for getting started. In the prewriting stage, writers take time to think about their topic and to generate ideas. They also spend some time focusing and planning the piece of writing.

1) Generating ideas. There are a number strategies and techniques for generating ideas.

These techniques are used when the first begin to think about the topic and flow of the ideas.

2) Keeping a journal. Journal writing is a way of thinking on paper, a way for you to explore and discover what you think. The journal is a record of your ideas and insights about the world and serves as a storehouse for future writing material. Then, when you get a writing assignment, you can look back in your journal topics, ideas, and materials.

- 3) Invention techniques. When you get an assignment for a paragraph or an essay, use one of the following invention techniques to help you get started.
- 4) Brainstorming. Brainstorming is a way to associate ideas and stimulate thinking. To brainstorm, start with a word or phrase and let your thoughts go into whatever direction they will.
- 5) Free Writing. Free writing is writing without stopping. It means writing whatever comes to your mind without worrying about whatever the ideas are good or the grammar is correct. Its purpose is to free up your mind so that it can make associations and connections.
- 6) WH-Question. To use this technique, write out as many WH-Question (Who, what, when, where, why and how) as you can. Then answer them as fully as you can.
- 7) Clustering. Clustering is making a visual map of your ideas. To use this technique, begin with your topic circled in the middle of a sheet of paper. Then draw a line out from a circle and write an idea associated with the topic. Circle this idea and from it draw lines and write ideas associated with the topic. Circle this idea and from it draw lines and write ideas associated with it. Continue to map or cluster until you cannot think of any more ideas. When you have finished, study your map to find new association about your topic and to see the relationship of ideas.

b. Drafting

At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. Once you have gathered material and made a rough plan, you are ready to write. As you write a first draft, you will follow the general plan you have mapped out. While writing your first

draft, focus on getting your meaning down paper, and do not be overly concerned with grammatical correctness at this stage.

Depending on the length of the piece of writing, you may write it in one or in several sittings.

c. Revising

Revising is not merely checking for language errors (i.e., editing). It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader. Revising can include adding, deleting, rearranging and substituting words, sentences, and even entire paragraphs to make their writing more accurately represent their ideas. It is often not a one-time event, but a continual process as the paper progresses. When teaching revision, be sure to allow your child time to voice aloud the problems they see in their writing. This may be very difficult for some children, especially sensitive ones, so allow them to start with something small, such as replacing some passive verbs in their paper with more active ones.

d. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples, etc.

4. The Characteristics of Good Writing

Good writing is a product of writing that critical thinking. It is as a challenge, because it is at once a test of memory, language, and thinking ability. Writing ability further depends on the ability to think clearly about substantive matters (Nickerson, Perkins, & Smith, 1985).

According to Collins (2014) categorize that characteristics of good writing are:

1. Clarity and focus

In good writing, everything makes sense and readers don't get lost or have to reread passages to figure out what's going on. Focused writing sticks with the plot or core idea without running off on too many tangents.

2. Organization

A well-organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing. You can tell non-linear stories or place your thesis at the end of an essay and get away with it as long as your scenes or ideas are well ordered.

3. Ideas and themes

Is the topic of your paper relevant? Does your story come complete with themes? Can the reader visualize your poem? For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.

4. Voice

This is what sets you apart from all other writers. It's your unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.

5. Language (word choice)

We writers can never underestimate or fail to appreciate our most valuable tools: words. Good writing includes smart and appropriate word choices and well-crafted sentences.

6. Grammar and style

Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there's a good reason). Style is also important in ensuring that a piece of writing is clear and consistent. Make sure you keep a grammar book and style guide handy.

7. Credibility or believability

Nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it's impossible), and in nonfiction, accurate research can make or break a writer.

8. Thought-provoking or emotionally inspiring

Perhaps the most important quality of good writing is how the reader responds to it. Does she come away with a fresh perspective and new ideas? Does he close the cover with tears in his eyes or a sense of victory? How readers react to your work will fully determine your success as a writer.

5. The Purpose of Writing

According to O'Malley & Pierce (1996) the purposes of writing are:

- a. Expository or informative writing. In this purpose is to give knowledge or to share the knowledge and give information or ideas. Informative writing includes describing

- events or experience speculating on cause and effect, etc. informative writing helps the writer to integrate new ideas and examine existing the knowledge
- b. Expressive or narrative writing is a personal or imaginative expression in which the writer produce the story. It means that the expressive writing is about personal felling of the writer, how they produce the stories based on people's observation, object and place.
 - c. Persuasive writing, the writers attempt to influence the other and initiate action or change. It means that the writer produce a story to persuade the reader or people. It is based on background information, fact, etc.

6. Types of Writing

Based on English syllabus for Junior High School, there are five written text types that the students need to learn in Senior High School. They are procedure, descriptive, recount, narrative, and report.

a. Procedure

Procedure is a factual text designed to describe how something is accomplished through a sequence of actions or steps. The text structures consist of goal that followed by a series of steps oriented to achieving the goal.

b. Descriptive

A description is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sounds, etc. We use descriptions to say what something or somebody like. A description is a picture painted with words. We can describe a person, other animals, plants, places, thought or feelings.

c. Recount

Journals, diaries, biographies, personal letter all share a familiar beginning, middle and end structure. Each of them begins with a brief introduction usually providing some background information to the writing (orientation stage). This is followed by a writing about recounting of different event, one after the other (recount stages). People use recount text to retell events for the purpose of informing or entertaining. The events are organized based on chronological or time order.

d. Narrative

A story (or narrative) begins by introducing characters, places and circumstances. This is called the orientation stage. In the middle of the story different things happen to the characters, this is called the complication stage. At the end most of the problems are usually solved, this is called the resolution stage.

e. Report

The purpose of a report is to systematically organize and record factual information to classify and describe a whole class of things. A report usually introduces the topic with an opening generalization or classification. This may be in the form of a definition (e.g. Snakes are reptiles) or a reference to the particular aspect of the topic to be elaborated in the report (e.g. there are many poisonous snakes in Australia). This is followed by a description of various aspects of the topic. Aspects described will vary according to the context of the report, e.g. if the report were dealing with class of animals, such aspects such as physical characteristics, location and dynamics would be elaborated. However, if the topic were computer, components and their function might be described.

When teaching these different text types, teachers should use them in the context of a particular subject or unit of work; provide various examples of the types being taught, for example, different kinds of stories, discuss the purpose of the text and the relationship between the writer and the reader; discuss the content of what is being written about and why the text is being written; look at how the text is organized, particularly at how information is organized in the beginning, middle and end stages of the text; look at how paragraphs and sentences are organized and the linking words and phrases used, explore the writer's choice of words and expressions.

7. **Writing Ability**

Like what has been stated by Heaton (1975) that writing is a complex activity, it is also supported by Brown (2001) regarding some aspect there are necessarily paid much attention by a writer. Those aspect cover content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation.

In addition, Heaton (1975) grouped various skills to include in a good writing ; there are : *language use* (the ability to write correctly and in appropriate sentences), *mechanic skill* (the ability to use correct conventions such as punctuation and spelling), *treatment of content* (the ability in developing though/idea), *stylistic skills* (the ability in using the language effectively), *jugement skills* (the ability to write in appropriate manner, to select, and to organize the revelant information)

B. Narrative Text

A. Definition of Narrative Text

Narrative text is the one of the text types that inform and entertain the readers of the stories. Explore the value of social media, culture, religion, moral, etc that focus on teaching reader or the writer in the life better. Narrative has aim to make the reader get information from the story, narrative also teach the reader about value from the stories. Narrative text used past tense to tell the stories.

Narrative comic strips is about the spoken language that conveyed in the picture and panels. Generally it is different from books. Usually, comic book provides the spoken language related to the reality exist in the real life, completed with gaps, hesitations, and slang. Cary (2004: 33) states that comic strips can be used as a means to help students deal with difficulties in complex language in language learning especially. Moreover Ranker in Drolet (2010) defines the use of comic as reading material for ESL students and found that they help English language learners with both reading and writing.

Similar theory of comic is stated by Gravett (2004) that in Japan, *Manga* and other forms of graphic literary materials have been an integral part of the national reading culture, for adults as well as their children, a heritage of remarkable breadth and diversity since the end of WW II. Hartley in Mallia (2007) limits the use of comic in textbook design entirely to the affective domain, especially in classroom:

"Clearly the affective role of instructions is to therefore in comic strips: their aim being to attract and motivate less-able learners. Often cartoon strips are used to present a simplified form of instruction, but there has been little research on their effectiveness in this respect. ... The general picture that emerges from studies of text with cartoon embellishments is that cartoons often enhance motivation, but they do not often increase comprehension." (pp. 87-88).

Therefore, by this explanation about the definition of the comic strips, it is clearly stated that it was a sequence of pictures which has the meaningful message conveyed in some words related to the theme of the graphic.

There are some features of a Narrative text as Anderson & Anderson states (1997:8) :

1. Constructing a narrative

The steps for constructing a narrative text are :

- An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
- A complication that sets off a chain event that influences what will happen in the story.
- A sequences of event where the characters react to the complication.
- A resolution in which the characters finally sort out the complication.
- A coda that provides a comment or moral based on what has been learned from the story (an optimal step).

2. Language Feature of narrative text

The language features usually found in narrative are :

- a.** Specific characters

- b. Time words that connect events to tell when they occur
- c. Verbs to show the actions that occur in story
- d. Descriptive words to portray the characteristics and settings.

3. Types of narrative

Narrative has some types in the stories. There are many different types of narrative including Anderson & Anderson (1997:18) Humour, Romance, Crime, Real-life fiction, Historical fiction, Mystery, Fantasy, Science fiction, Diary-novels, adventure.

Narrative is one of interesting stories that taught to the students in university. It makes the students enjoy to read and write story of writing. Besides, they can get moral value that can easy to find in the narrative text. Narrative text has opportunity to the students to learn language more fun and imaginative. Studentns were in university has been taught about narrative.

B. Teaching Writing

1. Definition of Teaching writing

Writing is the most basic skill of English language that has the important part of communication. Pincas (1998:56) states that writing is a way of communicating a message to a reader for a purpose. The purpose of writing are to express one's self, to provide information for one's reader, to persuade one's reader and to create a literary work.

In teaching writing ability, it means that teacher teaches the students about how to write or influence thoughts, ideas, and opinions with others in the form of written.

Teaching how to write effectively is the most important part in teaching writing. It is because writing has the important component in education. Foong (1999) categorizes that purposes for teaching writing:

1. Writing for Language Practice

Writing can be taught primarily for practicing language forms to develop accuracy and correctness.

2. Writing for Rhetorical Practice

In writing tasks that teach rhetorical forms, teachers would provide the content and use model essays as stimuli for writing. Students will imitate the rhetorical and syntactic forms by following the chosen model passage.

3. Writing for Communication

Here writing has a social function. Such communicative writing tasks would simulate real life situations where a writer would write to convey some information to a reader

4. Writing as a Discovery and Cognitive Process

The process of writing which was influenced by the humanistic and cognitive approaches. The process approach has two main schools of thought: the expressive and the cognitive.

2. **The Use of Comic in Writing Learning Process**

Comic is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process would be facilitated since learners would be better to make prediction when encountering words and expressions in a passage with which they are unfamiliar.

Based on Derrick (2008), there are some ways in using comics in writing. Those are:

1. Understanding visual symbols.
2. Reading order in Comics.
3. Comic jigsaw.
4. Fill in the text.
5. Putting panels in order.

Therefore, comic strips can be regarded as a potential material in teaching and learning process to gain the students' interest. Among visual genre, comic strips is more communicative, popular, accessible, and readable. In short, comic as media in teaching and learning process will be more effective. Considering the standart of competence in writing according to the curriculum that students are able to understand meaning in the short simple narrative text. Comic strips can be both a method and medium of instruction. In the area of basic competence in writing, the task for students is developing steps in the short simple passage functional written text accurately, fluently, and acceptable.