CHAPTER II

REVIEW OR RELATED LITERATURE

In a research, it is important to describe the theories related to the problems of this research, which are used as foundation and references in order to give relevant knowledge in the field. This chapter is divided into:

2.1. The Teaching and Learning of Writing

Before we discuss further about the teaching and learning of writing, it is important to know what is teaching and how do they interact? Brown says that, "teaching cannot be defined apart of learning (2001:260).

In fact, writing is a difficult subject, especially for the Junior High School students. Byrne also argue as cited by Ozbek, that writing is neither easy nor spontaneous; it requires conscious mental effort (1984:43). Furthermore, he divides the problems. The first, he calls psychological, caused by lack of interaction and feedback between the reader and the writer. The second category consists of linguistics problems. Byrne states that in speech, grammar mistakes can be tolerated because of the spontaneous nature of the medium which prevents the speaker from fully monitoring what they are saying-in particular, the sentences construction and the inter-connection of the speaker's sentences.

2.2. Writing

2.2.1 Assessing Writing

Writing is one of the four abilities of English. Writing is one of the 2 productive skills. Types of writing: stages of the development of writing ability. Brown says that "writing divided into two: Micro and macro skill"(2001:343). Micro skill is applied more

appropriately to imitative and intensive type of writing task. Then, Macro skill Are essential for the successful mastery of responsive and intensive writing. There are three types of writing performance that reflect the uniqueness of the skill area, which are imitative, intensive, responsive and extensive.

Imitative is a category created exclusively for beginners because the kind of basic tasks are letters, words, and punctuation. This commonly tasks are used to assess a person's ability to produce written letters and symbols; for example copying letters or words, listening cloze selection tasks that provide missing words in a certain paragraph, and converting numbers and abbreviations to words.

Intensive are concerned with producing appropriate vocabulary within a context, collocations and idioms and correct grammatical features. The tasks for this controlled writing are dictation, test-takers must internalize the content of a passage given by the teacher and they must remember a few phrases and lexical items as key words, then recreate a story in their own words.

Assessing responsive and extensive writing require learners to perform a limited discourse level, connecting sentences into a paragraph and creating them logically. So that, the issues are authenticity where face and content validity need to be assured; scoring takes an important place for a wash back; and time implies the freedom to process multiple drafts before the text becomes an end product.

2.2.2 The Nature of Writing

For some people, writing is an interesting activity. Besides as a hobby, writing can also be a means of communication. As a means of communication, it is used to represent a language. By writing, meaning can be conveyed in written form, and furthermore it is a

process of organizing thought on a written form. Bryne states that "writing as a process of producing graphic symbols, which have to be arranged, according to certain convention, to form words, and to arrange words into sentences (1984:1).

2.2.3 The Process of Writing

Carter says that "The writing process provides an opportunity for students to state and refine their thought until they have expressed their self as clearly as possible" (2002: 250). In writing process, each task for students writing assessment should meet the following criteria:

1) Invite the desired type of writing or genre

2) Engage the thinking, problem solving, composing, and text-making processes central to the type of writing.

3) Be challenging for many students and accessible to all

4) Provide equitable opportunities for all students to respond

5) Produce interesting, not just proficient writing

6) Be liked by many students

2.2.4 The important Element in Writing

Every writing situation is different, depending on several elements. According to Carter (2002: 248), there are three elements of effective writing, those are writing purpose (the writer reason for writing), the topic, and the audience.

2.2.4.1 Writing Purpose

There are many different writing purpose, the two that will commonly use for school are to inform and to persuade. To inform mean is to present and explain ideas, and to

persuade (persuasive writing) is how to convincing readers to adopt the writer's point of view.

2.2.4.2 Topic

Choosing a topic or a theme for writing is an important initial step for classroom writing. Richards says that " the learners nominating thing they wish to talk about and message they wish to communicate to other learners" (1986:119). By narrowing the general topic into certain topic sentences, the students will keep the test unified, and control each paragraph in coherence.

2.2.4.3 The Audience

In writing process, the writer and audience are partners. Knowing who the audience is will help the writer to communicate successfully. The goal of a writing process is to communicate to organize the writer ideas so that the readers can follow the idea. This is a commitment which has to handle by the writer in order to make a successfully communication.

2.2.4.4 The Objective of Writing

In doing something, people need to know what is the objective of the activity, in order to get the better result. For English teacher, to know the objective of writing as an important component in writing process is an important thing. It is also states that the objectivity is the basic competence of writing. Therefore, to gain the competence, the teacher's role to guide the students in the process of creating acceptable written text is obviously crucial.

2.3 Writing Narrative

In general, the purpose of writing narration is to tell a sequence of events. Narration is one type composition in which the author's purpose is to tell a story about some events or series of event. Writing narration is also called producing a narrative text.

2.3.1 The Nature of Narrative

Narrative is one of the text-types that exist in English culture. Generally, the purpose of narrative is to amuse, entertain and to deal with factual or sensational experience in different ways. This form of can both imaginary and factual. They include fairy stories, mystery, science fiction, personal experience, fables, myth, legend, and historical narrative.

Additionally, the most important of this text is that it always focuses on the sequence of actions or events. The events are usually problematic and lead into crisis or decisive moment of some kind. This makes narrative lend to be more amusing and interesting to be read.

2.3.1.1 Schematic Structure

Narrative has three significant schematic structures. Those are: Orientation, Complication, and Resolution. The orientation tells the setting and introduces the participant. Complication tells the problem which arises on the story. Finally, the resolution is the solution of the problem. It can better or even worse resolution.

2.3.1.2 Language Features

In this case, Derewianka (1990:42) describes narrative language features into six components. Those are:

1. Focus on specific of individual participants

2. Mainly actions verb and mental processes

3. Use temporal conjunction and temporal circumstances, such as: the next morning, then, meanwhile, etc.

4. Normally use past tense

5. Choose the descriptive language to enhance and develop the story by creating images in the readers mind

6. The participant can be written in the first (I, we) or third person (he, she, they)

2.4 Comic

2.4.1 The Nature of Comics

The word "comic" is taken from the French word, comique, which means funny or cute. Thus, comic is defined as a picture story, which consists of a series of pictures, presented in several boxes and completed by sentences that are printed in the callouts over the speakers head to indicate the speaker's speeches. In some story or cases, it is completed by narration or explanation in order to explain and entertain the reader (Ensiklopedi Nasional Indonesia, 1990:54). https://ensiklopedia.nasionalindonesia.org

Based on the characteristics of some picture stories, short comics often called as a cartoon comic, particularly in Indonesia. A cartoon comic content of some pictures, which is the combination of cartoon and comics, and it has already arranged in chronological order of three or six boxes. The substance is similar with cartoon characteristic, which contains humorous message or moments about an actual event or conflict. Although this cartoon comic just arises on certain moment, however the composition is like comic, that is, the series of picture that are completed by stories.

From the statements above, there are differences between cartoon and comic. First, cartoon really depends on a single event, while comics consisted of various serial story

events. Second, comics have humorous characteristics whereas cartoons have a unique contribution in politic and social problems.

According to the explanation above, there are two things which formed a comic they are stories and pictures. A picture series have functioned to tell a story based on the sequence event that can be found in the comic:

a. Story

There are two kinds of stories, namely, popular stories and serious stories. Popular stories are the stories that are easier to read and understand. The reader can find them easily because they are very popular. On the other hand, serious stories are more difficult to understand since it needs critical reading to appreciate them.

b. Picture

For English language teaching, pictures can provide topics and give motivation for student, many teachers use this method in the process of teaching English. Furthermore, there are many advantages in using picture in the process of teaching English:

a) Picture is very useful for presenting new grammatical and vocabulary items.

b) Pictorial material allow for meaningful practice of vocabulary and structure presented by teacher.

c) Pictorial material can also provide a stimulus for using the language at the reproduction and manipulation on stage.

d) Pictures can be used for revision from one lesson to another as well as for long-term revision of vocabulary and structure

e) Pictorial material can be used for supplement whatever textbook the teacher using or whatever course he following

f) Pictorial material is easy to collect, to make, and to transport. It means the teacher can use it for teaching any aspect of teaching language to any language age group at any level of language proficiency.

2.4.2 The Advantages of Using Comic

According to Heubener, there are some advantages of comic (1999:15):

1. Comic are easy to read and encourage the student to read.

2. The subject matter of comic are entertaining and amusing, hence, the readers are attracted.

3. The plots of the narrative of comic are similar to those of the film.

4. Comic are very expensive medium. They provide useful source of visual materials.

5. By introduction new words, comic build vocabulary.

From the statement above, comic will give some advantages both for teacher and for students. Teacher will have a new method in language teaching process by using an effective material as an additional source that will keep the students interest to learn English and the students will be motivated to improve their language skills.

2.4.3 Kind of Comics

Based on the comic's edition, comics are divided into two. They are:

1) Comic strips or strip cartoons: comic that are published once or a series in mass media, such as magazine, newspaper, etc.

2) Comic books: comics that are published in books and sometimes use to teach as well as entertain.

According to the content, Vogel in Franz and Meir (1986: 58) divides comics into:

1. Humorous comics: contain funny stories and full of humor

2. Adventurous comics: contain stories about one's adventure in forests, deserts, loves, and crimes that strained and horror.

3. Fantasy comics: contain fiction stories in science and also fairy tales.

4. History comics: contain comic's story of history or everything that are related to history.

5. Classical comics: contain famous literature stories.

2.5 Selecting Comic for Junior High School Students

As a material source in teaching and learning process, comics should be suitable for students need, level, interest, and the curriculum. Dupuis and Eunice (1982: 245) suggest some principles of material selection such as:

1. Material should encourage active learning in figuring out what is happening in answering question in providing alternative to situation.

2. Material should reflect the students interest whatever possible reflect to the areas of interest, which the students tend to go.

3. Material should suit the needs of individual students.

4. Material should suit the curriculum in the school or district and are sensitive to the needs and attitude of the community.

5. Specific materials are selected in the appropriate order well chosen and suitable materials will help the students to understand their direction in studying English.

2.5.1 Student's Perception

2.5.1.1 Interest

Besides students level, student's interest is also one important factor in studying a certain subject. Learning process will be more enjoyable if there is an interesting. Hurlock states that:

"Interest adds enjoyment to the activity the children engage in if they are interested in the activity, the experience will be more enjoyable to them" (1987:80)

2.5.1.2 Cultural Background

The aim of teaching English is to enable the students to create English text in the sense that they are not only able to create English sentences grammatically, but they are also expected to create English discourse 'grammatically' as well. It means that the students are not required to be able in formed English sentences grammatically, but also required to formed English discourse, in the same word is to create the texts in the English way.

2.5.2 Comic's Perception

There are several characteristics of comics, which appropriate and effective for students. They are:

1. The story should consist of a sequence of events that the students can relate to.

2. The picture should have enough cues as that the students can figure out the meaning of new words and sentences structure.

3. Most of vocabulary used in these comics should consist of everyday words.

4. The story should not be limited to simple sentences, since even beginners need exposure to variety to sentences structure.

2.6 Previous Research

There are several studies that registered to this research. The research written by Mega Desi Ambarwati, entitle "The Application of Socio-drama Method in Teaching

Reading" the problem of this research is to socio-drama method can effectively improve student's reading ability. She used experimental research with design pretest-posttest control group design. The result of this research has no differences between the classes the reading class.

The second is a skripsi entitle "The Use of Comic Books for the Improvement of Student-Writing Ability" written by Lina Marlina (1999). From the statement of the problems, it can be seen that there were some improvement in the use of vocabulary and grammar as found in their composition when comic books are used as reading material for making a summary. She used several test deal with writing in which the material for making a summary. And the result the skripsi is there are some improvements of students writing ability from the grades or scores of student's composition.

The last is a skripsi entitle "Applying Cartoon Series in Teaching Narrative Text" written by Riyana Dewi (2013). From this skripsi, the problem of the research should that the implementation of the strategy of using cartoon series in writing narrative text. The procedures of implementing cartoon series in teaching writing were initiated by telling a story and rewriting the story. The research design used in this research was classroom action research (CAR). The result of this skripsi is applying the cartoon series could be effective to improve students' competence in teaching writing narrative texts.

To found out the use of comics in the recent curriculum, further related to this research is needed considered that the previous research was conduct based on the K-13 curriculum, which is no used anymore.