CHAPTER II

THEORETICAL FRAMEWORK

In this chapter discusses the following topics: teaching, writing, recount text, comic strips, teaching writing of recount text using comic strips and review of previous research.

2.1 Teaching

According to the Cambridge International Dictionary of English, teaching means to give knowledge or to instruct or train (someone); whereas the Longman Dictionary of Contemporary English suggests that it means to show somebody how to do something or to change somebody's ideas (as cited in Harmer, 2002: 56). The roles of teacher are very crucial to the teaching and learning process in the classroom. Teaching is not just a simple transferring knowledge activity since it is aimed at the behavioral change.

Moreover not only teachers must be able to manage classroom but also make effective process for the students. The teaching and learning process should be connected with a pedagogical process and involved with teaching methods. Therefore, teachers have to make sure that their students learn something beneficial that permanently will contribute to their future.

2.2 Writing

Writing is one of the four language skills that should be mastered in learning English. It belongs to productive skills besides speaking, in which the language users require

the ability to produce language both spoken and written (Harmer, 2004:31). According to Klein (1985), writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer. Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

The writing means in a language is a way to convey a thing that is not conveyed by oral crate articles, letters, short messages, email e.tc it is productive skill which requires thought, discipline, and concentration. It is different from speaking skill although they have similarity in common. it involves commit something to a relatively permanent form in expressing knowledge of the content, student conduct a memory search and call on prior knowledge and experience they have experienced.

Although both of them have a similarity, writing skill seems a very mysterious process and different process from speaking skill. When we write, somehow or other, ideas which are in our heads, perhaps only in the very vaguest of forms, have to be shaped into coherent representations in language and transferred onto paper, screen or other but mysterious process makes a special attraction to try to analyze the process of writing.

According to Alice (2006:15) writing skill is not just one more-step action; that are an ongoing creative act. In the first step of writing, you must already been thinking about what to write and how to write it. Then after finished writing, read finished what was have written and make modifications and corrections. Write and revise again until are contented that writing expresses exactly what would to say. There are four steps in writing process has roughly. For the first step, create ideas like

a topic or plot story. In the second step, organize the ideas. In the third step, write a rough draft. In the last step, polish the rough draft by editing it and making revisions.

2.2.1. The writing process

Probably wise word for any person has individual ideas that first with following problem. Many scientists experienced education expert have different argument about how the process of writing happened. Alice is one of the other scientists, has explained the process of writing skills (2006:15)

They are four steps in writing, in the first step is usually called prewriting the first step is looking for ideas for a topic rather describe it, we first wrote many papers on the topic then the idea about a topic that's on paper that we use after selected, then the topic is devoted in order that not be too common. The second step, organizing ideas into an outline of a topic arrange topic's information simple way. The third step to make a rough draft of the outline made previously outline made previously used as an alloy in writing, can be added as well in addition to the outline and offered closing remarks. The fourth step is to brush up on what is written in the third step or also referred to edit, revise especially writing does not quite fit than the grammar, punctuation so be good writing. Last step is draft copied that has been polished or revised.

According to Alice (2006:21) are a few points to note in the process of writing there:

1) Use correct format while preparing an assignment.
2) A sentence (a) has a subject and a verb and (b) expresses a complete thought.

3) A simple sentence has one subject-verb combination. A simple sentence may have more than one verb or more than one subject, but it has only one subject-verb combination

4) Subjects and verbs always agree in number singular or plural. There are a few special situations that sometimes cause difficulties with subject-verb agreement.

5) A fragment is an incomplete sentence. It is a sentence error. A fragment might be missing a subject or a verb, or it might express an incomplete thought.

6) Know the rules for capitalization in English.

7) The process of writing has four main steps: prewriting, organizing, writing, and polishing.

That a few point mentioned by one of scientist, while writing a text this point have to attention in order good writing.

Viewed on Harmer (2007:326) when the teacher approached the student in the writing process through several stages: pre-writing phase, editing, re - drafting and finally finished. first of all students make good procedure, whether the writing is in the beginning or at the end of the process, but in reality the process of writing more complex than this, several stages of drafting, reviewing, e - drafting and writing, etc., is done in a recursive way: we loop moves backwards and forwards between the various stages So at the editing stage we may feel the need to return to the pre-writing and thinking again and edit student writing on the initial procedure so writing is a process that is moving around the stage even when the writing has been finished will continue to re-revise to find the text has been correctly completely finished. Here in there shortage, it takes concentration to collect ideas then compile a paper writing and revising or editing the text. This case unsolved in 15 minute.

2.2.2 Aspect of writing skill

Discusses about the aspect of writing skill, there are some important matters that need to be outlined in this discussion. They include 1) micro and macro skill of

writing,2) mechanical components of writing and 3) cohesion and coherence of writing

The first aspect of writing skill is its micro components according to Brown (2001:342-343) mentions a list of micro and macro skills for written communication which focuses on both the form of language and the function of language. Firstly, the micro skills of writing mentioned by brown cover several important aspects. They are producing graphemes and orthographic pattern of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of word and using appropriate word order patterns, using acceptable grammatical systems such as tense, subject verb agreement and etc, expressing a particular meaning in different grammatical form, using cohesive devices in written discourse and using the rhetorical forms and conventions of written discourse

Meanwhile, the macro skills of writing cover some other aspects. They are accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting ideas, new information, give information, generalization and exemplification and finally developing battery of writing strategies that include such as accurately in using prewriting devices, writing with fluency in the first draft, using paraphrases and synonym, soliciting peer and instructor feedback, and using feedback for revising and editing.

To add brown's designs on the micro and macro skills of writing (2005:16) also state that writing involves several sub skills. They involved spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly and using paragraphs

correctly. In summary, the skill of writing must be introduced in every stage of writing composition. This will enable the students to get used to writing more effectively by using and obeying those skills of writing. Then, mechanical components are the second important matter of writing. Like other skill in English, writing has its own mechanical components, such as handwriting, spelling, punctuation, and construction of well-performed sentences, paragraphs and text (Harmer. 2007:323).

The last aspect will center on the discussion of the cohesion and coherence of writing skill. The two aspects play important role in the process of good paragraph compositions and cannot be separated in the process of writing since they are closely related to one another. Moreover, Harmer (2004:22) states that both cohesion and coherence are needed to make the writing more accessible. The first thing to know is cohesion. Cohesion can be defined as linking relationship of a number of linguistics elements that can be seen in structure of the text surface. According to Harmer, there are two types of cohesion, they are lexical (repetition of words) and grammatical cohesion (pronoun, possessive reference and article reference). On the other hand, coherence is defined in slightly different way that is whether the writing works can easily be read and understand

As instant, the micro and macro skill, the mechanical components and cohesion and coherence are important aspects of writing. Each of them must be considered in each stage proses of writing especially when the teachers want to make their student's writing works more accessible.

2.2.3 Criteria of Good Writing

Good writing is not only expressing the ideas, feelings, and thoughts in the written form but also writing by paying attention to some criteria of good writing. According to Lorch in Rochmatin (2011:13) there are six criteria to make a good writing:

2.2.3.1 Reader-centered

The writer would focus to the readers. He should know the background of the readers. He writes based on the readers' need and interest. So, what he wants to communicate to the readers can be transferred well.

2.2.3.2 Purposeful

Before writing, the writer has to determine the purpose of writing. The purpose and topic must be clear. The writer must know exactly what he wants to transfer and communicate to the readers. So, the readers really understand what the writer discusses.

2.2.3.3 Ordered

One of criteria of good writing is the reader can follow the plot of the writing. So, the writing must be arranged in an order, such as order of time or space, order of importance, and order to use. To point out the order to the readers, it is necessary to use certain words and phrases.

2.2.3.4 Unified

In good writing, there is no idea that do not relate to the purpose of the writing. The professional writer just composes the ideas to the sentences or paragraph that support the main point.

2.2.3.5 Coherent

The sentences or paragraphs should be coherent. To make coherent sentences or paragraphs, the writer should write in a reasonable or understandable way. So, the writing does not seem jumpy and the readers can understand about its contents.

2.2.3.6 Correct

It is important to pay attention in writing components, such as grammar, vocabularies, punctuation, and spelling. The writer should use the correct ones. The correct choosing is to avoid misunderstanding between the writer and the readers.

Based on the text above, it can be concluded a few point very important for the writer to pay attention in a good writing. The writing must be good written in order to understand what the writers want to transfer to the reader.

2.3 Recount text

Recount is a kind of text that retells past events, usually which they experienced. The aim of a recount text is to give the audience a description of what happened and when it happened. Knowing text's type in the writer intends to write on is the essential stage of writing. This stage would control the writer's consideration of what topic student want to develop and who the potential readers are. This will also make the writing full of communicative purpose (Abbot, 1981) before writing recount text would be nice to knowing the aim of the written in order the text allowing line of the topic. Then, the reader can understand what the writer conveyed from the text.

2.3.1 Kind Of Recount Text

In English there is a type of text called recount text. Recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Recounts can be personal, factual, imaginative, Procedural or Literary according to department of education (2012:1)

2.3.1.1 Personal recount – retelling or reiterating an activity that the writer has been experienced personally in the past. It may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter

2.3.1.2Factual recount – reporting and broadcasting the specifics of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts

2.3.1.3 Imaginative recount – applying realistic knowledge to an imaginary role in order to recount events and experience with the aim reader's interested e.g. A Day in the Life of a Roman Slave, How I Discovered Radium

2.3.1.4 Procedural recount – recording the steps in an investigation or experiment and thereby providing the basis for reported results or findings

2.3.1.5 Literary recount – to recount a series of events and experience for the purpose of entertain

2.3.2 Generic Structure

Government of South Australia (2012:1)suggests that generic structure or schematic structure refers to the plot which is occurred alongside the text or stages

where idea or information inside the text is mapped. The generic structure of recount text is shown as follows:

1) Orientation, stage where the characters, time, and setting are introduced

2) Event, some existing plots which chronologically recounted.

3) Reorientation, a closing paragraph which restates the events occurring alongside story in different sentence or words it indicates that the events are ended. Sometime, recount text may be added by personal comment the end of paragraph related to the event.

Recount is the text which tells about past event, or someone experience or maybe something happened furthermore recount had a few paragraph, the first paragraph usually called orientation. It is tells who was involved, what happened, where the event took place and when it happened. Second or more paragraph namely events, Why, because in this paragraph tell what happened and in what sequence activity. The last paragraph is re-orientation tell consist of optional-closure of event.

2.4. Comic strip as a Media

2.4.1 Definition of picture.

There are two kinds of pictures that picture sequence or called comic strips and single picture, picture sequences or comic strips commonly used to tell short story and arrange for four until eight picture whereas single picture commonly used to show one main event or scene with a considerable amount of detail according to Pahlevi (2012:14)

Comic strip as an idea and vocabulary-generating device, pictures are enormously fruitful. A sequence of pictures, the content must be related to the interest, sophistication and linguistic level of the students. Furthermore, Wright (1997:201) suggests the use of picture series. According to him, comic strips are pictures, which show some actions or events in chronological order. They tend to range from four to eight pictures. They usually tell some short of stories, but they may also be used to depict a process how to make something. In addition, Wright (1997: 72-74) states that picture sequence can highlight certain language features and it can illustrate a story or a process.

2.4.2 Sources of comic

Pictures are one of effective media which are not so expensive. It can be reached by the teacher and the students themselves easily and suit their financial condition. Besides, pictures are available in many places. The teacher or students can find picture materials easily from newspaper, internet and comic book.

2.4.3Selecting Pictures

According to Wright on Pahlevi (2012:14) it is very common to hear people say that pictures are all right for beginners and for young people but not for advanced students or exam classes. This generalization is unhelpful and untrue. Any activity done in the classroom must be efficient in achieving its purpose. The following five criteria using pictures in language teaching:

1) Easy to prepare: The teacher used the pictures or comic strips should be easy to prepare in teaching and learning process.

2) Easy to organize: The teacher need to decide whether the efforts of organizing the pictures are complicated or not.

3) Interesting: The pictures must be interesting for the students and the teacher.

4) Meaningful and authentic: Students are going to gain more if the language they use is vital to the situations; there should be some reaction or result if they use the language appropriately, indeed inappropriately. The activities which appear should be communicative (focus more on the meaning), rather than empty drills.

5) Sufficient amount of language: The activities and the role should appear to a sufficient amount of language in the language lesson.

In teaching, before a teacher giving a new lesson by media comic strip or any picture teacher must decide what comic strip or picture to apply in teaching matching for students or not. Above five criteria can be applied by any teachers, teachers of advanced adult students or teachers of exam classes, or teachers of beginners in the classroom meeting.

2.5 Teaching Writing of Recount Text Using comic strips

As we have seen in previous discussion about recount text and comic strip, now we come to the relationship between comic strip and the teaching student to write recount text. Theoretically, comic strip represents some chronological imagery guiding and assisting students to generate ideas into written form. Comic strip represents the three particular kinds of imagery called, as Fleckeinstein (2002:4) implies, graphic imagery, verbal imagery, and mental imagery. Thus we can point categories at one side of verbal imagery. It implies that comic strip can motivate students to generate ideas into verbal sentences through the pictures they saw.

Things to consider, earlier stage the teacher should do if he or she intends to teaching writing by using visual scaffolds is providing the teaching media to be used.

It is a tool to engage his or her students actively participate in his or her writing class. In this case, the teacher is demanded on the stage of the 'preparations' on which that all of efforts in providing the teaching writing requirements to be used have been done and ready to use. The stage are highlighted into three phase to be illustrated in the following elaboration as preparing the teaching media, the material, and the teaching procedures and or activities.

Cimic is media plays a significant role in teaching writing classroom 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. A fundamental role in the development of cognition and allows student to learn in meaningful contexts through the occurrence of knowledgeable or capable others and environment to which reduces the learning isolation between them and their real social life (Stuyf, 2:2002). In other word, scaffolding requires the assistance of knowledgeable others which provides supports and scaffolds the learner's development.

2.6 Review of Previous Research

In conducting this research, the researcher also reviewed the previous research one. There were two different theses which have similar topic to this research. The first one is Aisyah Ririn Perwikasih Utari (2014) with the thesis entitled "The Use of Comic Strips as an English Teaching Media for Junior High School Students" in her research she implemented the comic strips for junior high school whereas the researcher implemented the comic strips in vocational high school. Utari (2014) has

implemented comic strips in teaching to improve the English vocabulary in other hand the researcher focused implementation comic strips in teaching process.

The second previous research is Hening Yusrike Dewi (2012) with the thesis entitled "the Use of Comic Strip as Media to Improve the Reading Comprehension of Narrative Text of the Tenth Grade Students of SMAN 1 Karangrayung Purwodadi in the Academic Year 2011/2012". Dewi has used comic strips to improve reading ability of narrative text. Dewi has used the same media with the researcher but different type of text. Dewi's thesis used comic strips as a media in teaching which is expected to stimulate the students' interest in reading. The students will be able to understand the plot of comic strips because it is completed by pictures that show the action of the sentence. In some reading material, it can improve reading ability of the student.

The third previous research is Fauzi Fajar Kurnia (2015) entitled "Using Comic Strips to Improve the Writing Learning Process of the Eight Grade Students of SMPN 2 Padangan, Bojonegoro in the Academic Year of 2014/2015". His research dealt with the use of comic strips to improve the writing learning process of the eighth grade students of SMPN 2. His thesis only focused in the process of learning writing by using comic strips as media. However, he did not specify into recount text writing. He had three cycles in learning process and use comic strips in teaching writing recount text. Kurnia's thesis has similarity with this thesis about teaching media and the kind of text but different in the subject of the research