

CHAPTER II

THEORETICAL FOUNDATION

A. Writing

we live in a world of words. Without doubt, words are the lifeblood of all modern societies. And English is becoming the international language of technology, science, diplomacy and business. There for, knowing how to express you in clear, concise, and correct written English is a key factor for success in the twenty-first century. Writing is not just about sitting at a word processor or a pad of paper and getting things down. Writing is everything: reading, going to the library, visiting places, researching, taking photos and even thinking-thinking is an inherent and very important part of the writing process. We need time to mull over and explore our ideas. To ponder over how we are going to start or even develop our writing. Thinking and drydreaming are vital to creativity, though day dreaming can be very creative and productive. Actively thinking too hard and for too long can be very creative and productive. Actively thinking too hard and for too long can often lead to a blank sheet of paper or computer screen. Many authors say that their best writing occurs when they have stopped thinking intently and the piece just seems to write itself, as Malorie Blackman believes:

“when you sit down and begin to write, dont think too hard about it. If i think too hard about it. If i think too hard about what

i'm going to write, i get really stuck. When i just sit down and do it, even if i eventually chuck away ninety-nine per cent of what i've done, at least i've got something to work on. If you get to a difficult bit, just do it you just write through it. There have been time when i've written a whole chapter and later i've deleted all of it and only kept a page, but at least i know where i want to go once i've done that".¹

Unlike listening, speaking, and reading, writing is the way how make our thinking visible to the world, without committing our ideas to paper, our thinking remains invisible and locked in our head. Thus today's world of high stakes testing, writing has become the one tried and true measure of our thinking and everyone wants to see.

1. The Definition of Writing

Writing is one of important aspects in English language to express our ideas. Then so many people can be popular with writing, for example with their novels, short stories, etc. So that the researcher tries to improve students' writing skill by applying discussion method, because the researcher knows that writing is very important that must be well posted within the communicative framework of language teaching, the skill of writing enjoys special status it is via writing that a person can communicate a variety of messages to a close or distant, known or unknown reader or readers. Such communication is extremely important in the modern world, whether the interaction takes the form of traditional paper and

¹ James Carter, *Creating Writers*. (Taylor & Francis e- Library: 2009), p.6

pencil writing or the most technologically advanced electronic mail. Writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study.²

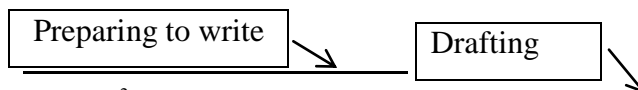
The mean of the theory above is by writing we can communicate even though in long distant. And we know that communication is needed in our life and extremely important, so we can communicate with other person by writing. For example send a message, so that we must encouraged and nurtured writing to communicative activity.

According to Henry Guntur Tarigan said "Writing is an expressive and productive activity." In this activity, a writer must be able to get the advantage of graphology, grammar, and vocabulary. Skill of writing is not easily come, automatically, but it comes through a continuously practice.³

2. The writing process

Before explaining the kind of writing, it is better if we know the writing process first. There are three main stages in writing process: preparing to write, drafting and revising.⁴ For easy discussion, we present these three stages like this.

Diagram



²Marianne Celce-Murcia, *Teaching as a Second or Foreign Language*, (Heinle&Heinle),p.207

³Dr. Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung:Angkasa, 1971), p.4

⁴ Kristine Brown and Susan Hood, *Writing Matters*, (Cambridge: Cambridge University Press, 1993).p.6

Revising

The writing process can be divided into a series of steps. Based on the diagram above I am going to describe the three standard steps because it will serve you best in your entire writing situation. Knowing these steps can help you focus on one aspect of your writing at a time, so you can sidestep panic and procrastination to get the job done.

Here is what each step involves:

1. Preparing/planning

Planning ahead pays off, when you are writing always consider the big three elements:

- 1) Define your purpose (*your reason your writing*), they are for main purpose for writing: to tell a story, prove a point, explain and describe.
- 2) Analyze your audience (reader), you reader will determine your tone and diction.
- 3) Select and narrowing the topic. Always be sure that you clearly understand the subject before you write.

2. Drafting

Effective writing presents the ideas in an organized, logical manner. Drafting your writing involves grouping similar ideas in logical order, here is the scoop:

- 1) Group related ideas. Sort your research into two categories: general and specific. Then place all the specific ideas under the general ones.
- 2) Eliminate nonessential ideas. If an idea does not fit, set it later if you change your mind.

3) Arrange ideas in a logical order. Decide what information to present first. Second, and so on.

3. Revising and Editing

After you write the rough draft, the next step is to revise it. When you revise you change what you have written to improve it. You check it for content and organization, including unity, coherence, and logic. You change,

During the first revision, do not try to correct grammar, sentence structure, spelling, or punctuation, this is proofreading. Which you will do later. During the first revision, be concerned mainly with content and organization. Alice Oshima and Ann Hogue give the specification way of revising writing.

- 1) Read over your paragraph carefully for a general overview. Focus on the general aspects of the paper and make notes in the margins about rewriting the parts that need to be improved.
- 2) Check to see that you have achieved your stated purpose.
- 3) Check for general logic and coherence. Your audience should be able to follow your ideas easily and understand what you have written.
- 4) Check to make sure that your paragraph has a topic sentence and that the topic sentence has a center (main focus).
- 5) Check for unity. Cross out sentences that are off the topic.
- 6) Check to make sure that the topic sentences is developed with sufficient supporting details. Does each paragraph give the reader enough information, make notes in the margin such as “add more details” or “add an example”.

- 7) Check your use of transition signal
- 8) Finally, does your paragraph have or need a concluding sentence? If you wrote a final comment, is it on the topic?⁵

3. The kinds of writing

There are kind of writing and types of text, but in this case the writer only focus on explaining kind of writing because it is related to students' style in writing generally. There are three are kind of writing: those are free writing, controlled writing, and guided writing as explained by experts below:

a. Free writing

Free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus. While you are writing, one idea will spark another idea. In free writing, you first think in English and then you write what you think.⁶ This opinion is almost the same as Donothly sedley, he started, “ free writing is technique for finding the ideas in your head that you do not even know are there.

b. Controlled writing

Controlled writing is the opposite of free writing. Controlled writing is All the writer for which a great deal of the content and form is supplied. In using this kind of writing to teaching writing, the student are focused to get word down and paper and in concentrating on one or two problem at a time, they

⁵ Alice Oshima and Ann Hogue. *Write Academic English* (fourth edition). (New York: person Longman, 2006), p.273

⁶Lois Robinson, *Guided Writing an free writing*, (New York: Harper and Row, 1967), P.2

are thus spared from tackling the full range of complexity that free writing entails.

c. Guide writing

According to Carol Simpson that, “Guide writing lesson is one in which the teacher demonstrates for students the process of writing a sentence or paragraph using proper English convention.”⁷

It means that when we guided writing it included the instruction in spelling, sentence structure, use of punctuation and capitalization, question mark, and other English convention. In addition, we can also instruct the student in selecting content to include in their paragraph and stories. In order to be more colorful and interesting, the writer guides writing a story beginning, middle, end and the writer guides the writing of detail information and descriptive language.

4. The principles of teaching writing

In the teaching of writing we can focus on the product of that writing or on the writing process itself, when concentrating on the product we are only interested in the aim of a task and in the end product. Those who advocate a process approach to writing however pay attention to the various stages that any piece of writing goes through, by spending time with learners on pre-writing phrases, editing, redrafting, and finally ‘publishing’ their work, a

⁷ John Langan, Annotated Instructor’s Edition “*sentence skills, form a seventh Edition*, Mc Graw- Hill Companies, Inc 2003), p.17

process approach aims to get the heart of the various skills that should be employed when writing.

The most effective learning of writing skills is likely to take place when student are writing real message for real audiences, or at least when they are performing task which they are likely to have to do in their out of class life. The choice of writing tasks will depend, therefore, on why students are studying English.

There are three main categories of learning which it is worth considering.⁸

1. English as second Language (ESL)
2. English for spesific purpose (ESP)
3. English as a foreign Language (EFL)

When we write, we need principle to evaluate teaching and learning activities in order to make sure that learning are getting a good range of opportunities for learning.

B. Assessing Writing

There are five criteria assessing writing.⁹

SCORE	LEVEL	CRITERIA	COMMENTS
	30-27	Excellent to Very Good	Knowledgeable, substantive, thorough, development of thesis, relevant to assigned topic.

⁸ Alice Heim Carderonello & Bruce L Edwards, Jr, Rough draft, *the process of Writing*, Boston: Houghton Mifflin Company, 1986, p.39

⁹Sara Chusing Weigle, *Assessing Writing*, (Cambridge University Press 2002), p.116

CONTENTS	26-22	Good to Average	Some knowledge of subject, adequate range, limited development of thesis ,mostly relevant to topic but lacks detail.
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very Poor	Does not show knowledge of subject, non-substantive, not pertinent, not enough to evaluate
ORGANIZATION	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to Poor	Non fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no

			organization, not enough to evaluate
VOCABULARY	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of word/idiom form, choice, usage meaning confused or obscured.
	9-7	Very Poor	Essentially translation, little knowledge of English vocabulary, idioms, word form or not enough to evaluate.
LANGUAGE USE	25-22	Excellent to Very Good	Effective complex construction, few errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions.
	21-18	Good to	Effective but simple

		Average	construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions and meaning confused or obscured.
	10-5	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuations, capitalization, paragraphing.

MECHANICS	4	Good to Average	Occasional errors of spelling, punctuations, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuations, capitalization, paragraphing, poor handwriting, meaning not obscured.
	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

5. The Explanation of Narrative Text

a) Definition of Narrative

Writing narrative is how to tell a story is to recount what happened. An effective narration has a plot, it is arranged according to meaningful and a dramatic sequence of action, which may not follow the order in which events actually happened usually it focused in some tension or conflict within the writer or the writer and the environment.

An effective narration also depends on pace and purpose, “pace is the spend with which events are narrated sometimes you will need concentrate on one aspect of an events in a great detail in order to

show what happened, other times you will need to summarize several related events in a view sentences”¹⁰

Although narrative are telling a story, it will still be using sensory details to paint a mental picture for the writing. It is important to include specific details. Usually, the students enjoys writing based on their imagination but it is the fact.

Sometimes when you write, you want to tell story, this is called narration or narrative. In narrative writing you explain to other something that happened. When you tell friend about your trip from home to America, for example you are using narrative. A narrative ext tell a real or an imaginary story that is meaningful and significant. Mostly narrative is imaginary stories but sometimes narrative can be factual too.¹¹

Narration present a sequence of action taking place over a period of time. The most common way of ordering a narrative is to present the actions chronologically, beginning with the first action and straight the last.¹²

b) Function of Narrative¹³

Narrative has function. It is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrations deals with problematic events which lend to crisis or turning point of some kind, which in turn finds a resolution. The main function of

¹⁰ Mark Anderson, *Text Type in English*(Australia: MacmillanEducation 1997), p. 37

¹¹ Ali Akhmad, et. Al. *Smart Steps For eight Grade* (Bandung: Baneca Excact 2007), p. 174

¹² Rise B Axel ex. *The St. Martin’s Guide to Writing*. (USA: St. Martin’s Press, 1991)

¹³ Tri Pujiyatmi, *Kharisma Bahasa Inggris for SMP* (Kantor Redaksi dan Pusat Pemasaran: CV. Haka MJ) p.98

this text is to entertain the readers with actual or imaginary experience in different ways.

The purpose of narratives are a muse or entertain the reader with actual or imaginary experiences in difference ways. Narrartive always deal with some problem. Like myths and legends, short stories are narrative, because they are connected with talking about the event. Other examples narrative writing are humor, romance, historical fiction, the diary novel, fantasy and science fiction.

a) Kind of Narratives

In writing narratives they are many stories of narratives:¹⁴

- a. Short stories
- b. Legends
- c. Folk Tales
- d. Myths
- e. Modern Fantasy
- f. Fable
- g. Science Fiction
- h. Plays

d). Features of Narratives

1. Orientation

A narrative begins by setting the mood of the story to give the reader an orientation or starting point an orientation tells place, time, main character/and other information.

¹⁴ Rahmat Sonjaya, *LKS Bahasa Inggris untuk SMP Kelas VIII* (Serang 2006), p. 19

2. Complication

This describes an over or sequence of events, which lead the characters into a complication when the normal events are upset by some form conflict. More than one complication may be created to prostrate the characters in resolving the conflict. This heightens the sense of tension and anticipation in the reader.

3. Resolution

The complication is resolved, for better or worse traditionally everything ands up ‘happily ever after’ after the problems of conflicts are satisfactory resolved.

4. Coda

5. Reflection on the event or moral value of the event.

6. Picture

1. Definition of Picture

Teacher have always used pictures or graphics whether drawn, taken from books newspaper and magazines, or photographs to facilitate learning. Picture can be in the form of flashcard (smallish cards which we can hold up for our student to see), large wall pictures (big enough for everyone to see details), cue card (small cards which student use in pair or group work), photographs, or illustrations (typically in a textbook) some teacher also use projected computer images. Teacher also draw pictures on the board to help with explanation and language work.

Pictures of all kinds can be used in a multiplicity of ways, as the following example show :

- a. Drills : with lower level student a traditional use for pictures especially flashcard is in cue response drills. We hold one up (the cue) before student and getting a response. Then we hold up another one, and nominate a different student and so on. Flashcards are particularly useful for drilling grammar items, for cueing different sentences or practicing vocabulary.
- b. (communication)games : pictures are extremely useful for a variety of communication activities, especially where they have a game – like feel, such as describe and draw activities where one student describes a picture and a paired classmate has to draw the same pictures without looking at the original. We can also divide a class into four groups and give each group a different picture that shows separate stage in a story. Teachers sometimes use pictures for creative writing. They might tell students to invent a story using at least three of the images in front of them. They can tell them to have a conversation about a specified topic, and at various stages during the conversation, they have to pick a card and bring whatever that card shows into the conversation.
- c. Understanding : one of the most appropriate uses of pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the word aero plane, for example is to have a picture of one. In the same way it is easy to check students understanding of a piece of writing or listening by asking them to select the picture (out of, say, four) which best correspond to the reading text or the listening passage.
- d. Ornamentation : pictures of various kinds are often used to make work more appealing. In many modern course books, for example a

reading text will be adorned by a photograph which is not strictly necessary, in the same way as in newspaper and magazine articles. The rationale for this is clearly that pictures enhance the text, giving readers (or students) a view of the outside world. Some teachers and materials designers object to this use of pictures because they consider it gratuitous. But it should be remembered that if the pictures are interesting they will appeal to at least some members of the class strongly. They have the power to engage students.

- e. Prediction : pictures are useful getting students to predict what is coming next in a lesson. Thus student might look at a picture and try to guess what it shows (are the people in it brother and sister, husband or wife, and what are they arguing about or are they arguing? etc). They then listen to a tape or read a text to see if it matches what they expected on the basic of the pictures. This use of pictures is very powerful and has the advantage of engaging students in the task to follow.
- f. Discussion : picture can stimulate questions such as : what is it showing? How does it make you feel? What was the artist's purposes in designing it in that way? Would you like to have this picture in your house? Why? Why not? How much would you pay for the pictures? Is the pictures a work of art?

Pictures can also be used for creative language use, whether they are in a book or on cue cards, flash cards, or wall pictures. We might ask students to write a description of a picture, we might ask them to invent the conversation taking place between two people in a

picture, or in a particular role-play activity, ask them to answer questions as if they were the characters in a famous painting.¹⁵

2. The Kinds of Pictures

There many kinds of picture but, “Marry Finocchiaro divided pictures into three kinds”, namely :

a. Individual Picture

Individual picture are single object, person or activities, it is generally talk about food, cloth, animal and every object.

b. The Situational Pictures

Situational pictures is single picture which show a scene such as : hospital, beach, canteen, railway station, street in which number of people can be see doing thing. The situational pictures recommended for electing real language. For example. “what do you see? What are they doing? Are you sad and other structure (of age, whether, clothing, action) in which the pictures lends itself can be practiced to the students.

c. Picture Series

A picture series a number of related composite pictures linked to form of series of sequence of events. Usually a pictures is available in text books, comics, and **cartoon** strips in magazine for the teacher to copy enlarge. The picture series on a chart will be round extremely helpful in giving extensive practice in numerous structures with limited known vocabulary.¹⁶

¹⁵Jeremy Harmer, *The Practice of English Language Teaching* p.134-136

¹⁶Marry Finocchiaro, *Teaching English As a Second Language*, (New York : Cambridge University Press,1974), p.164

3. Definition of Cartoon Picture

A cartoon is a form of two dimensional illustrated visual art while the spesific definition has changed over time, modern usage refers to a typically non realistic or semi realistic drawing or painting intended for satire, caricature, or humor, or to the artistic style of such works. An artist who creators cartoon is called a cartoonist.

Based on the explanation above the writer concludes that cartoon is a form of two dimensional illustrated visual art a living organism characterized by voluntary movement which drawing or painting intended for satire, caricature, or humor, or to the artistic style of such works.