

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

The writer discusses about theoretical framework that focus on teaching writing narrative text and wordless picture books.

1. Writing Narrative Text

a. The Definition of Writing

Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skills. That means they involve producing language rather than receiving it.¹ It means that writing and speaking will produce an output as an indicator that students have learn both those skill. It is clearly that the output of speaking skill can be oral conversation or drama. Meanwhile, output of writing can be written stories, letters, or the text type such narrative and descriptive text.

¹ Mary Spratt, Alan Pulverness, and Melanie Williams, *The Teaching Knowledge Test Course* (Cambridge: Cambridge University Press , 2005), 26.

C. R McDonald and R. L McDonald state writing is usefully describe as a process, something which shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and word into paper.²

On the other side Richard states that “writing is the most difficult skills for second language learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text.³ Accordingly, I.S. P Nation states that writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use.⁴

From that definition above, it can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as

² C. R McDonald and R. L McDonald, *Teaching Writing: Landmarks and Horizons* (Carbondale: Southern Illinois University Press, 2002), 7.

³ Jack C Richard and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), 303.

⁴ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), 113.

grammatical, vocabularies, punctuation and spelling knowledge which must be integrated to be a paragraph.

In the other side Harmer defines writing is a way to produce language and express ideas, feelings, and opinions. Furthermore, he state that writing is process and that what we write is often heavily influenced by the constraints of genres, then elements have to be present in learning activities.⁵ It supported by Fylnn and Stainthrop that writing is medium of human communication that represent language through the inscription or recording of signs and symbols in action and highly complicated task.⁶ It can be said that writing is a human communication and way to produce language by express the idea or feeling through the written and appropriate with the text types what we want to write, especially in this research is narrative writing.

⁵ Jeremy Harmer, *How to Teach Writing*, (Harlow: Longman, 2004), 86.

⁶ Naomi Fylnn and Rhona Stainthrop, *The Learning and Teaching of Reading Writing*, (West Sussex: Whurr Publisher Limited, 2006), 54.

b. Writing process

According to Grenvile, there are some ideas that we can use the same process for any kind of writing. Short stories, essays, report- they all look very defferent, and they're doing different jobs, but we can go about them all in the same way using these same six steps. The steps are getting ideas, choosing outlining, drafting, revising and editing.⁷

1) Getting ideas

Getting an idea sounds very easy on our minds, but it turns out if our minds are filled with fear of possible grammatical or spelling errors in writing, it will be difficult. To get an idea we have to free our minds, so we will be more comfortable in writing.⁸

2) Choosing

After determining the idea, the next step is to select and assess each list of ideas that we have created. We must

⁷ Kate Grenvile, *Writing from Start to Finish: A Six-Step Guide*, (Australia: Griffin Press, 2001), vii.

⁸ Grenvile, *Writing from Start to Finish: A Six-Step Guide*, 20

choose and assess which ideas have the potential to entertain the reader after we write them down.⁹

3) Outlining

In the process of writing we have to create a sequence with a list of the correct and in accordance with the order. It is a list of the ideas that are going to be piece in the order they should go. In order to make an outline, it's basically what you're going to say in the piece in other words.¹⁰

4) Drafting

This step the writer is actually starting to write. The writer write the piece that has add in list. To create a concept of writing, at the beginning of writing we must free our minds from all possible errors, such as about grammar, spelling, or about writing that is too long or short. Because in the fifth step-when the concept is formed it will be easier to reconstruct the concepts, such as adding a text that is too

⁹ Grenville, *Writing from Start to Finish: A Six-Step Guide*, 49

¹⁰ Grenville, *Writing from Start to Finish: A Six-Step Guide*, 69.

short or deleting some writing that are too long, without being able to change the contents.¹¹

5) Revising

At this step we will look back at an entire paper to see which parts to add or subtract in the next, also to see if it is necessary to move or rearrange a part. Revising does not mean fixing problems in detail like grammar or spelling because those problems will be fixed in the editing step.¹²

6) Editing

Writing that have been made will be reviewed and updated as a whole in the editing step “basically ‘editing’ means making your piece as reader friendly as possible by making the sentences flow in a clear, easy to read way” with the correct use of English in grammatical, spelling and paraphrase.¹³

¹¹ Grenville, *Writing from Start to Finish: A Six-Step Guide*, 105.

¹² Grenville, *Writing from Start to Finish: A Six-Step Guide*, 137.

¹³ Grenville, *Writing from Start to Finish: A Six-Step Guide*, 167.

c. Kinds of Writing

Base on Wishon and Burks, there are four types of writing. They are narration, description, exposition and argumentation.¹⁴

1) Narration

Narration is the type of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. Types of narration include short stories, novels and news stories, as well as a large part of our everyday social interchange in the form of letters and conversation.

2) Description

Description is reproduces the way things look. Smell, taste, feel or sound; it also evoke moods such as happiness, loneliness, or fear. It is used to state a visual image of people, places, even of units of time days, times of or seasons. It may be used also to describe more than the outward utterance of people. It may tell about their traits of character or personality.

3) Exposition

¹⁴ George E. Wishon and Julia M. Burks, *Let's Write English* (New York: Litton Educational Publishing, 1980), 377.

Exposition is used in giving information, making explanations, and interpreting meanings. It includes editorials, essay, and informative and instructional material used in combination with narrative, exposition support and illustrates used apart from narrative, it stands alone as an essay used alone or with narrative, exposition may be developed in a number of ways.

4) Argumentation

Argumentation is used in persuading and convincing his closely related to proposition and often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition. Study the writing paragraphs. They are basically exposition but they use argumentation.

From the definition of kinds of writing, the researcher will focus on narrative writing text that will be improved by using the media.

d. Narrative text

1) Definition of Narrative Text

Narrative text, broadly defined, tells a story. Example of narrative texts included short stories, novel, folktales, tall tales, myths, fables, legends, fantasies, and science fiction.¹⁵ From that definition, it can be inferred that narrative text is concerning with a story. The Story includes some events that presented to amuse the reader or listener. So, written narrative texts are aimed to entertain the readers.

Kane states a narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simple chronology.¹⁶

From the statements above, it can be concluded that a narrative text is a text which contains a story ordered

¹⁵ Linda B. Gambrell, "Narrative and Expository Text," in *Literacy in America an Encyclopedia of History, Theory and Practice*, ed. Barbara J. Guzzetti, (California: ABC-CLIO, 2002), 385.

¹⁶ Thomas Kane, *The Oxford Essential Guide to Writing*, (New York: Berkley Publishing Group, 2000), 366.

chronologically. In order that the text can be enjoyed by the readers, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning, and to entertaining the readers.

2) Generic Structure of Narrative Text

The generic structure of narrative text focuses on a series of stage that propose to build a story. In traditional narrative the stages include:¹⁷

- a. Orientation : The introduction of the characters who involve in the story, time and the place where the story takes place
- b. Complication: a series of events in which the main character attempts to solve the problem
- c. Resolution : The ending of the story containing the problem solution.

e. Assessing Writing

Assessment is closely related in the learning process.

Assessment also as a means to reflect and evaluate errors that

¹⁷ Bosede Fakeye and D. O Fakeye, "Instruction in Text-Structure as A Determinant of Senior Secondary Shool Students' Achievement in English Narrative Text indo Ido Local Government Area, Oyo State", in *Indexed African Journal Online (AJOL)*, Vol. 5, No. 17 (April, 2016), 273.

occur during the learning process, because not necessarily a mistake occurs because of students but there is also the possibility of error occurs from a teacher. That is why the need for an assessment, one of the skills. Assessed is writing activity of the students who have several criteria that must be assessed.

To assess the writing skill, one of the best known and the most widely used analytic scales that were created by Jacobs. In the Jacobs' scales, scripts are rated on five aspects of writing. They are content, organization, vocabulary, language use and mechanics.¹⁸

No.	Level	Score	Criteria
1.	Content	30-27	Excellent to very good: Knowledge, substantive, through development of thesis, relevant to assigned topic
		26-22	Good to average: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.
		21-17	Fair to poor: Limited knowledge of subject, little subject, adequate development topic.

¹⁸ Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002.), p. 115.

		16-13	Very poor: Does not show knowledge of subject, no-substantive, or not enough to evaluate.
2.	Organization	20-18	Excellent to very good: Fluency expression, ideas clearly started/supported, succinct, well organize, logical sequencing, cohesive.
		17-14	Good to average: Somewhat choppy, loosely, organize but main ideas stand out, limited support, logical but complete sequencing.
		13-10	Fair to fair: Non-fluent, ideas confused or disconnected, lack logical, sequencing and development.
		7-9	Very poor: Essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.
3.	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 most obscured.
		13-10	Fair to fair: Limited range, frequent errors of word/idioms for choice, usage, meaning confused or obscured.

		9-7	Very poor: Essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate.
4.	Language Use	25-22	Excellent to very good: Effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronoun, prepositions.
		21-18	Good to average: Effective but simple construction, minor problems in complex constructions, several error of agreement, tense, number, word/order function, articles, pronouns, prepositions but meaning seldom obscured.
		17-11	Fair to fair: Major problems in simple/complex construction, frequent errors negation, agreement, tense, number, word/order function, articles, pronouns, prepositions or fragments, run-ons, deleting, meaning confused or obscured
		10-5	Very poor: Virtually mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
5.	Mechanic	5	Excellent to very good: Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.

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

2. Wordless Picture Book

a. Definition of Wordless Picture Books

Wordless picture books are an ideal medium for investigating language development, storytelling and another is a surprisingly large number of academic studies that ‘use’ them for these purposes.¹⁹ From the explanation above that wordless picture book is an ideal medium to know, how the development

¹⁹ Arizpe Evelyn, “Meaning-Making from Wordless (or Nearly Wordless) Picturebooks: What Educational Research Expert and What Readers Have to Say”, in *Cambridge Journal of Education*, Vol. 43, No. 2, (March, 2013), 3.

of our language. The writer thought that wordless picture book is deserved to use on teaching writing.

Wordless picture books are just what they sound like-books without words (or sometimes with minimal words) that tell a story through pictures.²⁰ From that explanation, it means although wordless picture books are books without words, and sometimes it has minimal words, so they don't rely on words to express their stories.

Wordless or "nearly wordless" picture books consist of image without the accompaniment of words: the narration and meaning of the text are guided solely by the illustrations and they should not be define "by what they do not contain : words" but they focus on the visual narrative.²¹ From the explanation above it can inferential that wordless picture book is the book that have no written text on that book, it just illustration of the picture that has story inside.

²⁰ Janet M. Fulton, *Talking About Wordless Picture Books: A Tutor Strategy Supporting English Language Learners*, (Louisville: National Center for Family Literacy, 2006), 4.

²¹ Cindia Zadra, "Wordless Picture Books beyond School Boundaries: Visual Bridge toward Family-School partnerships in Education", (Journal yang disajikan dalam the International and interdisciplinary conference di Brixen, pada 27-28 November, 2017), p.2

Wordless picture books can be useful teaching tools in any classroom to support reading and writing for all students. Promoting oral literacy through the retelling of the story using the illustrations along with student's prior knowledge will scaffold student's writing literacy.²² From the definition above that using wordless picture book the students can be easy and suitable to use to teaching writing. By find out the words that illustrate in the picture and using their own imagination to write and complemented the picture it will be interesting learning activity.

b. Procedures of Wordless Picture Book Media

Kucer gives the procedures of wordless picture books as follow:

Into

- a. Discuss with students that "authors" can express their ideas and meanings in various ways, such as through language, pictures, and music.

²² Nancy K. Votteler, "Wordless Picture Books: One Way to Scaffold Reluctant Readers and Writers", in *READ: An Online Journal for Literacy Educator*, Vol. 3, No.5, (Desember, 2017), 39.

- b. Share with the students a wordless picture book, telling them that this author used illustrations to tell his or her story.
- c. Give each student or small group of students the wordless picture book. Students look through the book, telling them the story the picture convey.
- d. Discuss with the students the stories they have “read” in their wordless picture books.

Through

- e. Distribute slips of paper, index cards, or notes. For each picture in the wordless picture book, students write the words that might accompany the picture. Each written slip of paper, index card, or note can then be paper clipped or attached onto the page from which the words were generated.

Beyond

- f. After all text have been written, provide students the opportunity to share their stories.²³

B. Conceptual Framework

The research focus on experiment to prove whether there is the effectiveness of wordless picture books on teaching writing narrative text at second grade of SMP Negeri 3 Gunungsari will be better using conventional media. Writing is one of basic English skill that have to mastered writing helps students to think and learn.

If wordless picture books is apply on teaching writing, the students will be fun with different atmosphere in the classroom because wordless picture books can help students to generate the ideas to develop their narrative paragraph.

C. Hypothesis of Research

There are two hypothesis in this proposal, there are :

(H 1) There is an effectiveness of using wordless picture book strategy in writing narrative text.

²³ Stephen B. Kucer and Cecilia Silva, *Teaching The Dimensions of Literacy* (Mahwah: Lawrence Erlbaum Associates, 2006), 178-179.

(H0) There is no effectiveness of using wordless picture book strategy in writing narrative text.